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ABSTRACT

At a meeting of community/junior college officials on proposed academic redesign based on learning resource centers, various aspects of instructional development were discussed. Topics include the use of television to extend education, organizing for instructional development, bringing about change, the concept of the learning center, organizing and administering instructional development, the role of the district office, personnel development, and marketing media. A roster of participants is appended. (SK)

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**IMPLEMENTING
INSTRUCTIONAL DEVELOPMENT
THROUGH
LEARNING RESOURCE PROGRAMS**

VOL. I

TR 001 763

IMPLEMENTING INSTRUCTIONAL DEVELOPMENT
THROUGH
LEARNING RESOURCE PROGRAMS

Volume I Conference Proceedings

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Foreward

Ralph Holloway

The workshop, "Implementing Instructional Development through Learning Resource Programs," was held at the Royal Coach Inn, Dallas, Texas, May 27-31, 1974. The national workshop was sponsored by: Eastfield College, Dallas County Community College District; League for Innovation, Los Angeles, California; and U.S. Office of Education, Department of Health, Education and Welfare, Washington, D.C.

The topic of instructional development is becoming more predominant each year in the community/junior college movement. This workshop stressed the importance of academic redesign centering in the learning resource centers on each campus. The ultimate goal is the implementation of an instructional development process on each campus.

The forward to this 1974 workshop describes this intent. "A major responsibility of the Learning Resources Center should be implementing an instructional development program, thus facilitating innovation. Although each institution may vary because of different organizational structures, the success of every program will depend upon the ability of each component to function in its appropriate role, allowing the LRC to become an agent for change."

It is never easy to bring about change in the academic environment. Redesign of an academic program requires understanding, support, and interaction. All these

elements must be present. None of the three can be singled out as more important than the others. A combination of understanding, support, and interaction will help guarantee success in any developmental effort.

Understanding the principles of instructional development is primary. These principles must be communicated to every person who is involved in the process. A different instructional development definition or message must be designed, in terms of the level of understanding, for each group that interfaces with the developmental process.

The physical location of an instructional development program is not important. Actually it makes little difference where the program is placed on the organizational chart as long as there is a clear understanding of the concept. But, logistically, the LRC offers the best location. Its arrangement is best suited to structuring the learning environment necessary to facilitate learning. Most often the LRC has the hardware, software, and the space to utilize resources to their best advantage. Having more of the needed components to implement a program than any other area, places the LRC in the best possible position for an instructional development program.

A major responsibility of the Learning Resources Center should be implementing an instructional

instructional development process, always allowing for group interaction.

The external evaluators for this workshop were: Dr. John Roueche, Professor and Director of the Community College Leadership Program, University of Texas at Austin; and Michael Abbott, Director of Research and Evaluation, South Carolina State Board for Technical and Comprehensive Education.

Representing the League for Innovation in the Community College was Dr. Arthur Berchin, Assistant Executive Director.

Our appreciation and thanks are also extended to the Chairpersons of the various sessions: Dr. Darryl Sink, Dick Smith, Glen Bounds, Nancy Miller, Tom Wilkinson, Bill Tucker, and David McCoy.

Special thanks go to the Eastfield LRC staff who made the workshop a success, in particular: Bill Tucker, David McCoy, Tom Wilkinson, Darryl Sink, Bill Cochrane, Eulala Duke; Faith Helen Faust, Cynthia Gaudian, Sharon Hughes, Florence Rouse, Thom Jackson, Beverly Negri, and Gerald Kozlowski.

For the support and cooperation received from the Eastfield College administrative staff, special recognition should go to: Dr. Byron McClenney, President; Dr. Arthur Southerland, Dean of Instruction; Tom Rector, Dean of Administrative Services; Dr. Norbert Dettmann, Dean of Students; Charlotte Rutkowski, Comptroller, and Dorothy Barnett, Accounting Clerk.

Last, but not least, to Trula Bachman, Project Secretary, who went above and beyond the call of duty time and time again to make the workshop a success.

Immediately following are the proceedings of the conference. The Participant Roster is printed in Appendix A; GAMEgame in Appendix B. Once again, thanks to the co-sponsors: the U.S. Office of Education, League for Innovation, Dallas County Community College District, and Eastfield College for their support and cooperation.

Ralph Holloway
Project Director

Introduction

Dr. Arthur Barchin

More than six years ago, thirteen community colleges (which at that time referred to themselves as junior colleges), formed an organization called the League for Innovation in the Community College. Such a system, they hoped, would serve as a network of communication to foster and evaluate innovation in all aspects of the community junior college. Specifically they hoped to accomplish the following:

- (1) experiment in teaching, learning, guidance, and other aspects of junior college operation
- (2) share results of experiments
- (3) share conceptual planning and learning objectives
- (4) exchange instructional materials and procedures designed to enhance learning
- (5) examine the relevance of various modes of college administration
- (6) provide a common base for research on the effects of varied innovative practices by gathering and sharing data on students, programs, and modes of organization
- (7) evaluate the impact of the institution's practices on its students and community.

Today the League is comprised of sixteen community college districts and 44 colleges--located throughout eleven states. Eleven of the present members were among the original districts that helped organize the League in 1968.

Over the past six years, numerous group undertakings

have been sponsored by the League. In instruction, League faculty have joined together to study and implement improved methods for teaching English composition, biology, physics, and allied health. Workshops have been held on the systems approach to instruction. A number of conferences and workshops have been held to encourage faculty to use media and other technology to enhance their instruction--namely, the single-concept film and the computer. Curriculum has been developed through international projects on Yugoslavia, Egypt, and India in which faculty spent their summer vacation studying and gaining first-hand knowledge of these foreign countries.

Improving college administration and management has been dealt with in the League through such activities as conferences for division chairmen; student personnel staff; deans of instruction, deans of students, and deans of continuing education; business managers and computer specialists; and college presidents. In addition, Project USHER (Uniting Science and Humanness for Educational Redesign) and a summer conference on educational management have served to increase the effectiveness of educational management in our member community colleges. Finally, a study on instructional efficiency--investigating the costs and outcomes of both conventional and nonconventional courses--was undertaken throughout the League colleges. A monograph summarizing the findings of this study was disseminated to both League and non-League colleges.

Despite these numerous activities sponsored by the League, no single activity seems as important to the improvement of community

college education as this project on Implementing Instructional Development Through Learning Resource Centers. While past activities have dealt with isolated components of instruction, none took as its major commitment the investigation of such a global view of instruction--the process itself for making instruction more effective. In other words, instructional objectives or media may be used to embellish classroom instruction, yet it is the total process of developing instruction that must be studied if significant improvements are to be made in instruction. One of the workshop consultants, Robert M. Diamond, Assistant Vice-Chancellor for Instructional Development at Syracuse University, expressed this idea well when he emphasized making systematic rather than only cosmetic changes in our college courses.

Readers of this monograph will, I am certain, be interested in the remarks of Ronald G. Havelock, Program Director of the Center for Research on Utilization of Scientific Knowledge at the University of Michigan. His model for bringing about change should be useful to those faculty and administrators who will be active in the process of instructional development in their respective institutions.

Equally pertinent to the subject of instructional development--and yet written on a practical level--are the ideas of John Carmichael, Dean of Instructional Resources at Essex County College. His list of factors that impede faculty involvement in instructional development and those needed to create an effective reward system to facilitate instructional development are well worth noting.

Readers will also have the opportunity of seeing what

each of the participating colleges is doing to improve instruction. Because none of these patterns may be the ideal one, what is needed in the future is for the League to formulate a model or system that will synthesize the best of each of these patterns. Readers may be disappointed that this has not yet been done, but we must keep in mind that studying the process of instructional development is still in the embryonic stage--at least on the community college level--and needs much further study before such a model can be developed.

Perhaps the inherent value of this project will be what the participants do when they return to their individual colleges. Because each district sent staff members representing different constituencies, i.e., deans of instruction, professors, and staff members from learning resource centers, I believe that many of the ideas expressed at the workshop will have a better chance of being implemented when the participants return home. I suggest that readers of this monograph who did not participate in this project should meet with others at their institutions who represent various college functions. It would be good to see deans of instruction discussing with instructional faculty, as well as with support personnel, many of the ideas contained in this monograph. In fact, involving diverse groups of people in the process of instructional development is perhaps one of the key ideas to emerge from this project. Instructors by themselves will never be able to make the systematic changes in instruction that are necessary if learning outcomes are to be increased. Nor can this be done by learning resource center staffs. Together, however, with the help of deans

of instruction acting as facilitators, the process of instructional development can begin and mature.

Although this monograph is not intended to serve as the definitive study on instructional development, it will help community colleges that are interested in beginning instructional development in their own institutions. It will provide community college educators with a general definition of instructional development--something that is very much needed, since the term is so often misunderstood. The cogent ideas of the workshop consultants and participants will provide much food for thought. Also, the descriptions of what each of the districts represented in the workshop is currently doing in the area of instructional development will suggest various organizational patterns that may facilitate the process of instructional development. It is my conviction that the material contained in the monograph may well pave the way for more definitive studies in instructional development.

Eastfield College is to be congratulated for moving the League for Innovation in the Community College into an examination of instructional development. The League is indebted to the project director, Ralph Holloway, in particular, for administering the year-long study and making the workshop the worthwhile experience it was for all participants.

Arthur Berchin
Assistant Executive Director
League for Innovation in the Community College

Los Angeles, California
July 19, 1974

Program



FUNCTIONAL DEVELOPMENT

21 / 22

**IMPLEMENTING INSTRUCTIONAL DEVELOPMENT
THROUGH
LEARNING RESOURCE PROGRAMS**

**Royal Coach Inn
Dallas, Texas**

May 27-31, 1974

Conducted under a grant from the U. S. Office of Education, Title II-B, Higher Education Act of 1965, P. L. 89-329, as amended, as further amended by Sec. III of the Education Amendments of 1972, P. L. 92-318. The grantee is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

"People are the energizing element in any organized group. Good people can get results even without proper planning and organization; backed by sound plans and organization, good people become outstanding."

LOUIS A. ALLEN



DR. JOHN CARMICHAEL has played a major role in the establishment of Essex County College, with which he has been associated since its inception in 1968. He is currently Dean of Instructional Resources, an area which he initially planned, organized and staffed. Prior to his move to Essex, he was a Kellogg Fellow at Michigan State University. Before his current involvements, his interests were in the field of management.

Dr. Carmichael is also serving as Director of the Board of Directors of the Association for Educational Communications and Technology and President of the National Association of Management Educators.

Two articles recently written by Dr. Carmichael are "The Future of Instructional Technology." and "Hiring Administrators - Planned or Pot Luck." Other publications include: "State of the Art: the Community College Learning Resource Center" and "The Responsibility of the Community College Business Educator."

Dr. Carmichael received his B.S. from Suffolk University, his M.A. from Columbia University Teachers College and his Ph.D. from Michigan State University.

CONSULTANT/EVALUATOR



DR. ROBERT M. DIAMOND is Assistant Vice Chancellor for Instructional Development at Syracuse University. Prior to this appointment he was Director of the Instructional Resources Center at State University College in Fredonia, New York. Dr. Diamond received his A.B. degree from Union College and his subsequent M.A. and Ph.D. from New York University.

Dr. Diamond has written over 50 articles and books. Among his more recent publications are: *Instructional Development in Higher Education* and *Individualizing Student Learning; The Future in the Making: Current Issues in Higher Education*, 1973.

For 1973-1974, Dr. Diamond is President of the Division for Instructional Development, AECT. He is also a member of the National Advisory Committee, Media Branch, of the Bureau of Handicapped, U.S. Office of Education.



DR. RONALD G. HAVELÖCK received his A.B. from Harvard University, his A.M. and Ph.D. from Boston University. At the present time he is Associate Professor of Education and Program Director of the Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, at the University of Michigan.

One of his major research involvements was a project to develop alternative designs for an integrated knowledge system applicable to the Social and Rehabilitation Service of the U. S. Department of Health, Education and Welfare, of which he was the Principal Investigator. He was also Project Director of a project entitled "Pilot Training Program for Innovation Process Generalists".

His professional activities include Field Reader and Visitor for the U.S.O.E., Outside Specialist to the Development Meeting for the Asian Program of Educational Innovation for Development, U.S. Representative and Special Consultant to the Center for Educational Research and Innovation, Planning Conference on Case Studies of Educational Innovation.

Among Dr. Havelock's publications and reports are: *The Change Agent's Guide to Innovation in Education*; *Educational Innovation in the United States, Volume I: The National Survey: The Substance and the Process*; and *Educational Innovation in the United States, Volume II: Case f Innovation at the School District Level*.



DR. JOHN ROUCHE, Professor and Director of the Community College Leadership Program at the University of Texas at Austin, is also serving as Consulting Editor for Community Colleges, Josey-Bass Publishing Company, Inc., and Community College Editor for Prentice-Hall Publishing Company. Previously he was Director of Community College Division, National Laboratory for Higher Education, and Director, Institute on Junior College Administration, Duke University.

Dr. Roueche has served as Consultant to over 250 colleges and universities. He is currently the Principle Investigator for the National Institute of Mental Health Grant, "Study of Student Self-Concept Development in Community Colleges," at the University of Texas at Austin. Among the most current of Dr. Roueche's numerous publications are: *Catching Up: Remedial Education*, co-authored with R. Wade Kirk; *Toward Instructional Accountability: A Practical Guide to Educational Change*, Barton R. Herrscher, co-author, and "Two-Year College Accountability" in *Accountability for Educational Results*.

Dr. Roueche received his A.A. from Mitchell College, his A.B. from Lenoir-Rhyne College, his M.A. from Appalachian State University and his Ph.D. from the Florida State University.



DR. ARTHUR BERCHIN is the Assistant Executive Director for the League for Innovation in the Community College. Prior to this appointment he was Director of the Miami-Dade Junior College 1974 Self-Study.

Dr. Berchin holds a B.A. and M.A. in English from the University of California at Los Angeles and a Ph.D. in educational administration from the same institution.

Among Dr Berchin's publications are: *Toward Increased Efficiency in Community College Courses; Financing Vocational Education in the Public Schools, Effecting Organizational Renewal in Schools. A Social Systems Perspective.*

CONSULTANT/EVALUATOR

"If a man will begin with certainties, he shall end in doubts: but if he will be content to begin with doubts, he shall end in certainty."

FRANCIS BACON

MONDAY, May 27, 1974

**8:00 to 9:30 a.m. — Ballroom IV
REGISTRATION**

9:45 to 10:15 a.m. — Ballroom IV

WELCOME

**Dr. Bill Priest, Chancellor
Dallas County Community College District**

ANNOUNCEMENTS AND ORIENTATION

**Ralph Holloway
Project Director**

**10:15 to 10:50 a.m. — Ballroom IV
Presiding: Dr. Darryl Sink
Instructional Developer
Eastfield College**

**INSTRUCTIONAL DEVELOPMENT — A FRAME
OF REFERENCE**

**Presenter: Dr. Robert Diamond
Assistant Vice Chancellor
Center for Instructional Development
Syracuse University**

10:50 to 11:00 a.m. — OPEN DISCUSSION

**11:00 to 11:20 a.m. — Lobby
COFFEE**

11:20 to NOON — Ballroom IV

**INSTRUCTIONAL DEVELOPMENT — A FRAME
OF REFERENCE (Cont'd)**

NOON to 1.30 p.m. — LUNCH

1:30 to 2:15 p.m. -- Ballroom IV
Presiding: Dick Smith
Assistant Dean of Learning Resources
Richland College

USING TELEVISION TO EXTEND EDUCATION

Presenter: Travis Linn
Assistant to the Chancellor
Dallas County Community College
District

2:15 to 2:30 p.m. -- Ballroom IV
INSTRUCTIONAL DEVELOPMENT (Film)

2:45 p.m. -- TOURS

Bus #1

Eastfield College
Host: David McCoy
Richland College
Host: Dick Smith

Bus #2

El Centro College
Host: Ted Carley
Mountain View College
Host: Jerry Linker

6:30 to 8:00 p.m. -- Sir Lancelot Room
NO HOST COCKTAIL HOUR

TUESDAY, May 28, 1974

8:30 to 9:30 a.m. — Ballroom IV
Presiding: Glen Bounds
Dean of Instructional Development
Programs
Mountain View College

ORGANIZING FOR DEVELOPMENT

Presenter: Dr. Lewis Case
Dean of Instruction
Land Community College

9:30 to 9:45 a.m. — OPEN DISCUSSION

Moderator: Glen Bounds

9:45 to 10:15 a.m. — Lobby
COFFEE

10:15 to 11:15 a.m. — Ballroom IV

Presiding: Nancy Miller, Coordinator
Instructional Television Resource
Center
Dallas County Community College
District

**BRINGING ABOUT CHANGE IN THE
ACADEMIC ENVIRONMENT**

Presenter: Dr. Ronald Havelock
Program Director
Institute for Social Research
University of Michigan

11:15 to 11:30 a.m. — OPEN DISCUSSION

Moderator: Nancy Miller

PROGRAM

11:30 to 1:00 p.m. — LUNC
1:00 to 3:10 p.m. — Ballroom IV
Presiding: Nancy Miller

PLANNING AND DIFFUSING INNOVATION GAME

Presenter: Dr. Ronald Havelock

3:10 to 3:30 p.m. — BREAK
3:30 to 5:00 p.m. — Ballroom IV
Presiding: Dr. Darryl Sink
Instructional Developer
Eastfield College

SOME LESSONS LEARNED

Presenter: Dr. Robert Diamond

*"Indeed what is there that does not appear
marvellous when it comes to our knowledge for the
first time?"*

PLINY THE ELDER

WEDNESDAY, May 29, 1974

8.30 to 9:30 a.m. — Ballroom IV
Presiding. Tom Wilkinson, Assistant Director
Center for Independent Study
Eastfield College

CONCEPT OF THE LEARNING CENTER

Presenter: Dr. Gary T. Peterson, Associate Dean
Instructional Learning Center
DeAnza College

9:30 to 9:45 a.m. — OPEN DISCUSSION

Moderator Tom Wilkinson

9 45 to 10:15 a.m. — Lobby
COFFEE

10:15 to NOON — Ballroom IV
Presiding. Bill Tucker, Assistant Dean for
Instructional Development
Eastfield College

**NEW FRONTIERS FOR INSTRUCTIONAL
DEVELOPMENT**

Presenter: Dr. Norbert Dettmann
Dean of Student Services
Eastfield College

Panel Discussion.

Norbert Dettman Dean of Student Services	Joe Tinnin Director of Counseling
--	--------------------------------------

Ralph Holloway Project Director	Bill Tucker Assistant Dean for Instructional Development
------------------------------------	--

NOON to 1.30 p.m. — LUNCH

PROGRAM

1:30 to 3:00 p.m. — **CONCURRENT SMALL GROUP SESSIONS**

Room A — Faculty
GAMEgame, Part I

Presenter: Dr. Darryl Sink
Instructional Developer
Eastfield College

Ballroom IV — Administration/LRC

Presiding: Bill Tucker, Assistant Dean for
Instructional Development
Eastfield College

I. D. MODEL DISCUSSION

Presentors: Dr. John Carmichael
Dr. Robert Diamond
Dr. Ronald Havelock

3:00 to 3:20 p.m. — **BREAK**

3:20 to 5:00 p.m. — **CONCURRENT SMALL GROUP SESSIONS**

Room A — Faculty
GAMEgame, Part II

Presenter: Dr. Darryl Sink

Ballroom IV — Administration/LRC

Presiding: Tom Wilkinson
Assistant Director LRC
Eastfield College

**ORGANIZING AND ADMINISTERING
INSTRUCTIONAL DEVELOPMENT AS A
FUNCTION OF THE LRC**

Presenter: Bill Tucker
Assistant Dean for Instructional
Development
Eastfield College

THURSDAY May 30, 1974

8.30 to 10:00 a.m. — CONCURRENT SMALL GROUP SESSIONS

**Ballroom IV — Administration/LRC from:
Dallas, Foothill, Los Angeles, Los Rios,
Maricopa, Coast**

Presiding: Bill Tucker

**THE ROLE OF THE DISTRICT OFFICE IN
INSTRUCTIONAL DEVELOPMENT IN THE
MULTI-CAMPUS DISTRICT**

**Presentors: Los Angeles Community College
District
Dr. Franklin Johnson,
Dean of Instruction
L. A. Trade-Technical College**

**Dallas County Community College
District
Dr. Jan LeCroy, Vice Chancellor
Academic Affairs**

**Coast Community College District
Dr. Jack Scott, Dean of Instruction
Orange Coast Community College**

**Room A — Faculty
GAMEgame, Part III**

Presenter: Dr. Darryl Sink

**Administration/LRC — Single Campus Districts
FREE TIME**

**10 00 to 10.30 a.m. — Lobby
COFFEE**

10.30 to 11 30 a.m. — Ballroom IV

**IDENTIFYING PERSONNEL FOR REALIZING
SEVEN BROAD FUNCTIONS OF INSTRUCTIONAL
DEVELOPMENT**

**Presentors. Dr. Darryl Sink
Ralph Holloway**

**Reactor Panel. Carl Cisky
Associate Professor of Geography
Delta College**

PROGRAM

Dr. Robert Myers
Vice-President for Academic Affairs
Santa Fe Community College
Dr. Muriel Vollum
Director of Educational Development
Central Piedmont Community
College

11:30 to 1:00 p.m. — LUNCH

1:00 to 2:00 p.m. — Ballroom IV

Presiding: David McCoy
Assistant Director/Classroom Resources
Eastfield College

PROFESSIONAL AND STAFF DEVELOPMENT

Presenter: Dr. Jerry Linker
Assistant Dean for Educational
Development
Mountain View College

2:00 to 3:00 p.m. — CONCURRENT SMALL GROUP SESSIONS

Ballroom IV

ROLE OF THE LRC STAFF IN INSTRUCTIONAL DEVELOPMENT

Presenter: Nancy Miller, Coordinator
Instructional Television Resource Center
Dallas County Community College
District

Room A

AN I. D. CASE HISTORY

Presenter: Beverlye Kittrell
Instructor, English
Eastfield College

Room B

MARKETING MEDIA

Presenter: Stu Hester, President
Hester and Associates
Dallas, Texas

FRIDAY, May 31, 1974

8:30 to 9:15 a.m. — Ballroom IV
Presiding: Ralph Holloway
Project Director

**OVERCOMING CONSTRAINTS TO PROVIDE
MOTIVATION FOR PROGRAM DEVELOPMENT**

Presenter: Howard Dull
Instructor
Lane Community College

9:15 to 9.30 a.m. — **OPEN DISCUSSION**

Moderator: Ralph Holloway

9:30 to 9:45 a.m. — Lobby
COFFEE

9:45 to 10:45 a.m. — Ballroom IV
Presiding: Ralph Holloway
Project Director

**IMPLEMENTING INSTRUCTIONAL DEVELOP-
MENT THROUGH THE LEARNING RESOURCE
PROGRAM**

Presenter: Dr. John Carmichael
Dean of Instructional Resources
Essex County College

10:45 to 11 30 a.m. — Presiding. Ralph Holloway
Project Director

EVALUATION

Presentors: Dr. John Roueche, Professor and
Director
Community College Leadership
Program
The University of Texas at Austin
Mike Abbott
Graduate Student
The University of Texas at Austin

11:30 to NOON — CONFERENCE WRAP-UP

The fear of losing one's job has kept education in America fifty years behind its possible improvement.

CHARLES W. ELIOT



LEWIS CASE

*"The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy –
Neither its pipes nor its theories will hold water."*

JOHN W. GARDNER



NORBERT DETTMANN

"Of the five vices, the vice of the mind is the worst. What is the vice of the mind? The vice of the mind is self-satisfaction."

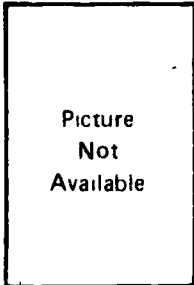
CHUANG-TSE



HOWARD DULL

"Are your instructives objectionable?"

HOWARD DULL



Picture
Not
Available

*President, Hester & Associates
Dallas, Texas*

STU HESTER



RALPH HOLLOWAY

"The process is the product."

NINO ZAPPALA



FRANKLIN R. JOHNSON

"A primary responsibility of the community college is to prepare individuals for entry into the real world of work. The quality of this preparation is effective only to the degree that students are enabled to identify and satisfy their intellectual, cultural, social, and occupational needs."

FRANKLIN R. JOHNSON



BEVERLYE KITTRELL

"Habits are strongly ingrained and inventiveness has not yet carved out enough new forms of communication which could tie information and topic into individual participation and action."

ERVING & MIRIAM POLSTER



IAN LeCROY

"A manager does a certain kind of work that enables him to command the future and not be commanded by it."

LOUIS A. ALLEN



JERRY LINKER

"Let our vision equal our task and our deeds our vision."

JERRY LINKER



TRAVIS LINN

"Where there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making."

MILTON



NANCY MILLER

"Change: It startles some of us, it frightens many, it makes those who believe in the status quo restless. But change is not our enemy, improvement is our friend, so long as we approach it with judgment, wisdom and reasonableness."

LYNDON JOHNSON



GARY T. PETERSON

"The future for learning centers is bright if their programs and personnel become heavily involved in the educational mainstream. But these specialists must be proactive more than reactive, flexible rather than rigid, visible rather than exclusionary, experimental and innovative rather than solid and unimaginative."

GARY T. PETERSON

PRESENTERS



JACK SCOTT

"Throughout the ages the problem has always been how to get communication out of information."

PETER DRUCKER



DARRYL SINK

"We may easily agree that the design of an educational sequence properly begins with a description of the behavior it is intended to create. It is not as easy to agree how to render the description or what we shall include."

T. F. GILBERT



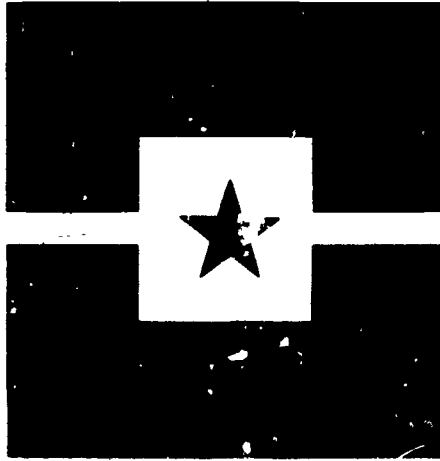
BILL TUCKER

"Every knowledge worker in modern organization is an 'executive' if, by virtue of his position or knowledge, he is responsible for a contribution that materially effects the capacity of the organization to perform and to obtain results."

"To be effective is the job of the executive. 'To effect' and 'to execute' are, after all, near-synonyms. Whether he works in a business or in a hospital, in a government agency or in a labor union, in a university or in the Army, the executive is, first of all, expected to get the right things done. And this is simply that he is expected to be effective."

PETER DRUCKER

DALLAS COUNTY



**COMMUNITY COLLEGE
DISTRICT**

Chapter 1

INSTRUCTIONAL DESIGN

A PRACTICAL GUIDE

Dr. Robert Diamond

What I'll be doing this morning is presenting one frame of reference for instructional development - it's mine. Other people are going to disagree. From there I'll be going briefly into the process of development, establishing an academic design (or development) program, and implementing it on a campus. Then we will have a few minutes for discussion, have a coffee break and then come back to discuss the impact of all of this on a campus, and finally just a few statements on the questions of cost effectiveness.

We have to realize that we are in a rather traumatic period in higher education. If you look at the figures between 1960 and 1973, you will find that over 650 new institutions were established in this country and many of these were two year and junior colleges. We have merged the number and size of institutions. I have been at several where the schools have doubled, tripled, and quadrupled in size over the period of 1960-1973. However, we have reached a key turning point in the United States. When we look at the number of high school graduates in New York state for example, we find that we are peaking this year and then by 1990 we will have decreased from 260,000 to 160,000 high school graduates a year. These are hard figures. These are kids that are already there. They are born, they are alive, we know what's coming. In effect we are going into a major down-hill slide now in New York state on

students in our schools and the number we can anticipate in our colleges and university system. Therefore, when we are talking about academic redesign, we are talking about survival of an institution. Unless things change, many institutions simply will not be around very much longer. It is estimated in our state, for example, that eight colleges will be closing this year, New Jersey estimates about ten. It may be less, but for many schools their existence is growing much more marginal.

We are entering into a period of crucial competition among institutions. Colleges tend to serve the same students as one another, with very few schools having a unique population all its own. Competition is going to become brutal. Ten states already are showing a decline in total number of students entering into higher education. In Long Island where we have some of the wealthier school districts in New York state, some of these districts have as many as a thousand colleges and universities admissions offices requesting contact with their students. I am sure you have been reading about the head hunters that are admissions officers or recruiters who are paid per head that they can bring into an institution. Those of us who are in ideal situations of having our own domain of students are increasingly going to find competition coming in from other institutions. What we have to do in effect, is not

only improve our recruitment of students, but also our retention. If we do not do this, many institutions as we now know them are not going to be around. I feel we are entering into a period of survival of the fittest. What we have to do is expand our student base and serve new populations. I think this is one area where the junior colleges are twenty years ahead of most of the other institutions. You have looked at your service area well and for the most part, have modified your programs to meet the needs of the community you serve. Many colleges and universities have not.

We have to look to serve people who are already out in the field working. We have to look at new interfaces with high schools. At Syracuse we have a program where we are moving our courses into high schools, taught by trained and supervised high school faculty as part of their regular teaching load. Next year we will have from two to three thousand students enrolled in over 40 high school districts throughout New York state. Students will be getting, in effect, university credit as part of their regular high school program. We found that we could do this with some of our newer courses only after they had been carefully designed and field tested. The crucial thing is that the course in the high school had identical criteria for grades as the course on campus.

We must change what we do and how we do it. The junior colleges, as I mentioned before, are providing

national leadership in the how and the why. Traditionally in higher education we tended to look at large numbers of students. We have designed programs which are pretty much lock step, where students go from step to step in a group together. Some students are motivated; unfortunately, a larger percentage are not. And as we look at our students we find that each is uniquely different from every other. They come to us with different backgrounds, different interests and different capabilities. And to succeed, particularly as our programs are meeting more and more heterogenous populations, we have to be sensitive to these differences and design a program that has the kind of sensitivity to adjust to these unique qualities. What I am talking about is individualized instruction and unfortunately this term has been very well ill-defined over the last few years. About a year ago I was a witness in front of a state senate committee on the humanities. The first consultant stood up and said, "We need more individualized instruction, by that I mean that the student spends more time working on his own." And the next expert came up and said, "We need more individualized instruction, now that's where the student spends more time with the individual faculty member." Individualized instruction is, however, more than that. I would like to take just a few minutes and provide a definition of the concept of individualization.

It means flexible time frames, it means an ability for a student to move through a program as rapidly as he is capable of moving.

It means building in exemptions and remediations. One of the problems we have is that so many of the faculty simply do not know their students. And on day one we have some students who know more than the faculty anticipate, and others who know less. And we have to be sensitive to this. When a student already knows elements of a course he should be exempt from repeating this material. If he doesn't have the prerequisites for a specific course, we should make sure that he does not get into the program until he has them.

Individualization means building in content options that relate a core of instruction to something of particular interest or specialization of the student. In a statistics course having options that take a core principle and relate it to the social sciences, the hard sciences, education, and some of the professional fields - can make the course more interesting to students and more practical as well. In a course on music in the western world now offered at the State University College at Fredonia, New York, there is, for example, an option on opera for political science and history majors since it turns out that opera was, at one time, a major political weapon. In effect what you are doing is building into the design of courses

elements that relate the content to a specific interest of the students enrolled. It means offering the students a choice of a learning and studying location. Everything does not have to take place in the formal classroom. Part of the formal program can take place in the library, it can be moved into the community.

Individualization means not only a flexible time frame for evaluation, particularly when you have students moving as fast as they can, but it also means providing, when appropriate, a choice in methods of evaluation. English programs in the high schools are going downhill. Students simply can't write as well as they once did. And we are finding many students are far more articulate when you let them stand up in front of a class and present a formal report or let them do a tape-slide or an audio-tape. There are times when, to find out what the student knows, you have to give them a choice of how he wishes to be evaluated so he can prove he can meet the criteria that has been established. Again and again we find that when we use the objective test or assign an essay, we are not really finding out what some students know.

Individualization means, at times, alternative styles of instruction. This can, however, be overdone. There have been many cases in this country when people have said, "For every lesson let's have a lecture, an independent

study segment, and a tape-slide unit." This approach doesn't make sense. It only makes sense to have alternative approaches at the appropriate times when you need it, when a single approach won't work. However we find quite often that if we designed the unit well the first time out we will meet the objectives and succeed with 95 to 98% of the students on our first try. For the remainder, have them meet with the instructor directly. We have a religion course which looks like a chinese menu. In our evaluation we found that in several instances the same options were the most liked and the most disliked. When we tried to find out what was happening we discovered that some students needed more structure than others, and when we had the students who needed structure in an independent learning option, they had all sorts of problems. As soon as we let the students know what the learning style for an option was, what the structure was, we decreased substantially that type of problem.

The question is how do you do this? How do you individualize? How in effect do you take a traditional program and move it into something that simply doesn't look like traditional programs have looked? To do this we have to make two assumptions.

1. We cannot separate the academic program from the entire environment of the institution. We have a great deal of research that tells us that more learning takes place outside the classroom than inside. The key is the climate of

the institution. If a student is unhappy with his dormitory, if he feels that the institution doesn't give a damn, if he feels that he can't have informal conversations with faculty, or that his fellow students aren't intelligent, he will not learn. So when we look at academic programs we have to look at a lot of other factors on your individual campus. What goes on in the classroom is only one element of the education process.

2. Change does not happen by chance. It does not happen until the administration has set up a climate for change to occur on the campus. An individual faculty member can do a lot but he cannot pull off major change without essential support systems. One of the crucial things is, obviously, the commitment by the top administration of an institution. We as developers and administrators have to emphasize systematic change rather than cosmetic change. One of the problems around the country has been that so many institutions have gone into the small grant proposal approach where a lot of people got a few dollars each but nothing ever changes. One institution had several million dollars of Federal funds to support academic change. They had a wonderful time spending it, they made an awful lot of friends, but everything has remained exactly the way it was. The money was shotgunned throughout the campus with no impact. In effect, you have to go after major change -- projects that change procedures, projects

that have impact on how the students are treated and on what instruction looks like.

What we have to do is produce more impact for the dollars we have available. The shotgunning technique simply doesn't do it. We have to give greater support to fewer projects. In other words, in those projects we do support, we should allow them to go as far as they can in the best possible way. It means selecting the high priority projects. Where are the priorities on the campuses? This is where we should put the money.

It means designing for durability. One of the things that we will not touch, without some key overriding concern, is a single instructor project. We look for teams, we look for groups. If you look at the audio-tutorial approach for example, you will find that when the faculty who put it together left that institution, the project died. Audio-tutorial programs are usually built around a single faculty member and we cannot afford this risk. We have to have departmental commitment and we have to have faculty teams. One, it gives us content expertise we need, and two, it gives us the durability. A single faculty member, if he is any good is going to get promoted, his teaching load may change, or he may leave for another institution.

We need a balance between theory and practice. One of the more frustrating facts (I frustrate easily, by

the way) is that we have an awful lot of theoreticians in this world who somehow manage to get on every national program to tell you how it should be done when they have never done it themselves. The theories they are spouting have never been used and as a result, many of them are magnificently impractical. I remember one time when this speaker told us how to solve problems and he took about a half hour describing the process he suggested. There was only one problem. If you tried to follow his process, (it looked, by the way, fine on paper) two things would happen -- either the problem would have blown up and destroyed you long before you completed the sequence, or it would have died of old age and disappeared on its own without any effort on your part. What we have to do is look for things that work and use them. We certainly have to follow theories and know what is going on. But we need more emphasis on what works.

We also have to keep media in perspective. Another key problem is that so often technology and technologists have dictated what could or should be. I was at one campus where if you walked in one door as a faculty member you were programmed, the next door you were televised, and the third door you were given an overhead transparency regardless of what your problem was. So often we pick the solution before we identify the problem. And there is so much that we can do both cheaply and well. You don't need

a lot of money to have impact and one of the worst things that can happen is having a group of people in different areas of media feeling frustrated because they are not doing anything and as a result they go out and sell themselves and their product to keep busy. What always suffers is the quality of the academic program.

You need an organization for change on your campus. It has to be located high in the administration. It has to be given the charge of academic change. The Center at Syracuse has three elements. We have a development group, who are skilled in human interaction and are our key liaison with faculty. Most have been successful teachers at one time or another. They work with the faculty from beginning to end, they are the devil's advocate, they lead, they push, they pray, they cajole. The developer makes sure that everything is being done that should be done and that the right questions are being asked at the appropriate times. They are not content specialists in the field in which they are working. We find that you cannot have a scientist work with scientists, because, one, he'll make the same assumptions, and two, he'll also use the same vocabulary. He will also, by being a content specialist in the same area not only be a greater threat to the faculty, but will also get his own biases in the way. What the developer has to do is test every assumption that is being made by the faculty,

and do it in a way that they are not seen as a threat to the content specialists. You need the devil's advocate role. You need somebody who is testing every assumption. And this has to be a very special type of person. In fact, we are finding when we look for development interns that we don't care what discipline they come from. What's important is their human skills. Their ability to lead, guide, hear and to work well. The more technical areas, the media expertise, we can develop.

The second area is evaluation. You need people to provide you with basic data about the students as you begin planning and also to let you know what is happening. It is crucial that you have the type of evaluator who can talk to teachers. Many faculty do not know a T-score from the T-square and yet you have to describe to the faculty what you are finding out. It is a unique type of evaluator. Many evaluators cannot work in an applied situation. Believe me the one thing you cannot do in higher education is have a controlled experimental situation. For example, we have a calculus course going as a continuum. Students can move through it as rapidly as they can. We had a hundred students in our pilot group and yet every semester we are selling about 150 sets of our manuals. Why? Because the students in the traditional section are finding out that our materials did a better job than the traditional ones they had been

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using. So the last thing you try to do is come out with some valid comparisons. We've done it, but we also know there's been contamination just about everywhere. Unfortunately there are many evaluators who cannot and will not work in a world where they can't have the ideal type of control situation. By the way it is interesting that as we have looked at other universities our size we are the only one that has an internal evaluation component.

Finally, the third component you need is support. You need a whole variety of support elements. For example, one that is often overlooked is a printing operation. Development agencies turn out an awful lot of printed material. You cannot afford to use a printing operation where your materials keep getting put aside for other jobs. When you are working on a new program the materials have to be done when you need them or major problems arise. At Syracuse, we have a very small but good printing operation, so we know we have got the priority materials when we need them. And there have been occasions where we've been about a half a day ahead of the students. In fact, some days we've been behind. In that calculus course I mentioned, during our first field test the first students to earn three credits would get from the faculty, a pack of foreign beer, the next would get a domestic beer, and so forth. We ran into a problem because two or three of the students were going

faster than the faculty could produce the manuals. There were times where we discussed tripping them or sending them on a field trip somewhere for about a week so we would get back ahead. We were literally handing them Xerox copies of handwritten materials before they even went to the typist. You have to make sure you have control of those things. You have to make sure that the other support services have the right priorities. We kept graphics as a part of the center. At Syracuse there is a Director for the Center and a Director for Audio and Video support services who both report to me as Assistant Vice Chancellor. As a result we've got a priority system on all of the support units so that we can, in effect, make sure that the dollars, the equipment and the materials are going where they mesh with the priorities of the institution.

You need a process for change. You need a procedure to follow. One of the nice things I saw in reviewing the materials you sent ahead, was that many of you have outlined the processes you are using. I'd like to run through ours for just a minute because I think it is just a little different than most of yours.

I want you to notice two things about the process. Phase I and Phase II. Phase I is design. Phase II is production and implementation. One of the interesting things that I think you will find is that most of the places in the country when they talk about instructional development

are talking about product, design and implementation. They are not talking about academic redesign. So I'll spend very little time with you on Phase II and more with Phase I, which is in effect the design of a program. What we are talking about is a course or a curriculum. You could use it for a unit, but we feel pretty strongly that there are some key problems if we limit it at that level.

We must be very careful as to how we select our projects. We look for academic priority. Where are the problems? What do we hear from students? What do we hear from faculty? What does the administration tell us? What does the community tell us? One common problem is the difference that often exists between what we teach and what is required. When the students are hired out there in the real world, the first thing that happens in many instances is that they have to start being retrained. We need to know when this problem exists. We're out in the community on many of these programs to find out what they say they need. What do employers say they're going to need five years from now? Where should we be going?

Then we look very carefully at the faculty. We look for faculty teams, we look for a program that starts at the beginning of a sequence; we don't start in the middle. We look for the minimum of a whole course. Our projects at Syracuse now range from courses to entire curriculum.

There has been an interesting change in requests over the past few years. When we first started most of our requests were by a faculty member or a group who would come in and say that they wanted to work on certain lectures, or this part of a laboratory and we had to talk them into moving into a whole course. In the last year almost every request we have had has been for whole elements of curriculum. The entire graduate program of library science, public administration, the first year of the school of architecture, a math project in calculus which is in effect four courses, and one of the intriguing things is we now have a waiting list. We have departments and schools that we want to work with, but we simply cannot get to them with our present staff and budget limitations and previous commitments. We have a very detailed process that we go through in selecting our projects. On the table here is a book, Instructional Development in Individualizing Instruction in Higher Education, we put together for the seminar we ran last summer that is going again this summer and is being published by EDUCATIONAL TECHNOLOGY in January. In it there is a whole page describing the questions we ask in the selection process. We feel it is essential. We have to make sure that we have the right faculty, if you get a loner you are in trouble. If you get a faculty member who has antagonized everybody else in his department, you've got a problem. If you start working with the department which is internally unstable,

and they exist on almost every campus; where everyday people are leaving, the chairman can't hold the department down or he's leaving. You shy away from it. Why? You simply don't want to start investing a lot of time and effort into something that may not be around next week. On occasion you are going to lose, but you select very carefully. We also have on our list a thing called administrative override. That is when the chancellor says the chances of your success aren't too good but the problem is so horrendous, try to do something. And we've done that a few times and haven't particularly succeeded.

Once we've selected a project we then move into what we call our preliminary component outline, which is significantly different from what you find in most procedures. We look at the domain of knowledge, taking time with our evaluation staff to take a hard look at the students, what do they know, why are they there, where are they going? By the way, one of the things we find is that many faculty have anticipated that students wanted one thing out of a course and when we looked we found that what the faculty expressed was different than what the students really wanted. We sometimes find that when we ask the students, "What do you want to get out of this course?" and ask the faculty, "What are you going to cover?", there is no match. One of the things that we have to do is sensitize the

faculty to these key differences. We have to look at the community if it is a program that is in effect training people in community areas for jobs.

Then we have to look at institutional priorities. No two institutions in this room are going to have exactly the same priorities. You are in different parts of the country, serving slightly different populations. This will effect what your program will be.

What we do then is say let's forget about our constraints. Ideally what should this program look like? What elements should be in there? What should be required of all students? Where do we need sequence and where don't we? Where should there be options and alternatives and what content areas belong where? Where can we build an option to meet the specialized interests of certain students? What comes out of this is an idealized program. We have not looked at any of the real constraints yet. But we have said in effect that if we had all of our "d'ruthers" this is what this program would look like. And then and only then do we start looking at the constraints, the facilities that we have, the time, the staff, the students, the resources, and research, and we move it into an operational component. In other words, now we know what we can do at a given institution.

An interesting thing has happened in the process. By going first for the ideal and then moving it over into

the reality, we have pulled things off that five years ago people at that school would have thought were impossible. We have continuous registration, we have flexible credit, we have courses jointly offered all sorts of ways between schools and departments. We've left the traditional time frame of Monday, Wednesday and Friday and blocked hours. Why? Because this is what we needed ideally and then we worked carefully with the administrative offices and said all right can we do it. And most of the time the answer was "Let's give it a try." By going to the ideal first we came awfully close to reaching it.

Once we have the program laid out, then and only then do we move to the production and implementation phase. I think this part you will find pretty familiar. But the interesting thing is we will spend as much if not more time in Phase I than in Phase II. It is easy in Phase II. The hard work is up in Phase I, but also to many of our staff the most exciting work. We are very loose on objectives. We don't get carried away with levels of behavioral objectives, criteria, reference testing, etc., etc. What we do in effect is to say to the faculty member, "Look, how do you know when the student is where you want him to be?" And from that we will evolve objectives and that will generate the way we are going to evaluate. One of the problems when you start right at the beginning in

stating very specific objectives, is that you tend to lose your most important objectives. Why? Because it is easier to write a nitty gritty objective. It is hard as hell to get into some of the broader goals that some of these programs are after, and we don't want to lose sight of those. An additional problem when you start going off the deep end with objectives is that you are going to antagonize some faculty and frustrate others. It is crucial here, as in all other areas of the process, that you be very, very sensitive to human problems when you are dealing with the faculty.

In conclusion, I think we can do the job of meeting the needs of our individual students. But we have to recognize they are individuals -- and we have to use our resources very effectively. We have limited resources, and you don't need that much money to have impact. You can pull this off with a staff of 2 or 3 good people and a limited number of dollars. But we have to use our dollars well and we have to be sensitive to where we want to go and to the individual students that we have.

THE IMPACT OF INDIVIDUALIZATION
ON HIGHER EDUCATION

What I would like to do now is to move into two new topics. First, the impact of this type of redesign on an institution, and then a discussion of cost effectiveness. I would like to say one further thing. The process that I described to you is the one that we use at Syracuse. We are finding out a nice thing about it, and that is it doesn't pre-ordain the design of a program or course. None of our courses look at all alike. This is one of the things we like about it. There are other processes that I have seen where you know at day one what the end product is going to be. It is going to have this in it, it is going to have that in it, etc. So one of the nicest things about this process is that it is sort of loose as you move through it. It is not completely linear. Secondly, we will not work with the team of faculty unless they agree to follow this process. It is that black and white. Unless they are willing to open themselves up to the questions we are going to be asking and to start at the beginning, we simply will not begin. There is a lot of trade-offs involved but the one thing we will not trade off is to make sure we are doing the best possible job and all the questions get asked. This may leave a few people not very happy, but in the end we are going to have something and it is going to be working.

When we talk about individualization I think we have to realize that it is going to have a rather dynamic

impact on an institution. What we're talking about, for example, are changes in administrative procedures. It means continuous registration if students are going to move through a program as rapidly as they can. It means that the semester isn't always the beginning and the end of every thing. One of the things we have now at Syracuse is an ability for courses to start and to stop at any time during the academic year. While the University operates on a semester basis, an awful lot of things are going around through them and around them. For example, this last fall the senate approved a new grade which is an "in-progress" grade. This is not an incomplete; it says, in effect, that a student is enrolled in something that continued over from one semester to the next. This approach means entirely new procedures. If there is any one word of advice I can give anybody in instructional development, it is get to know your Registrar early and work very, very carefully with that office. It is going to be essential.

We have flexible credit, where we offer courses for a range of credit, allowing the student to take options in in-depth areas of interest to him and earn additional credit in the process. Not only that, but in our flexible credit courses you can get a separate grade for each credit which simplifies the process of trying to average things that simply don't make sense to average. Again we

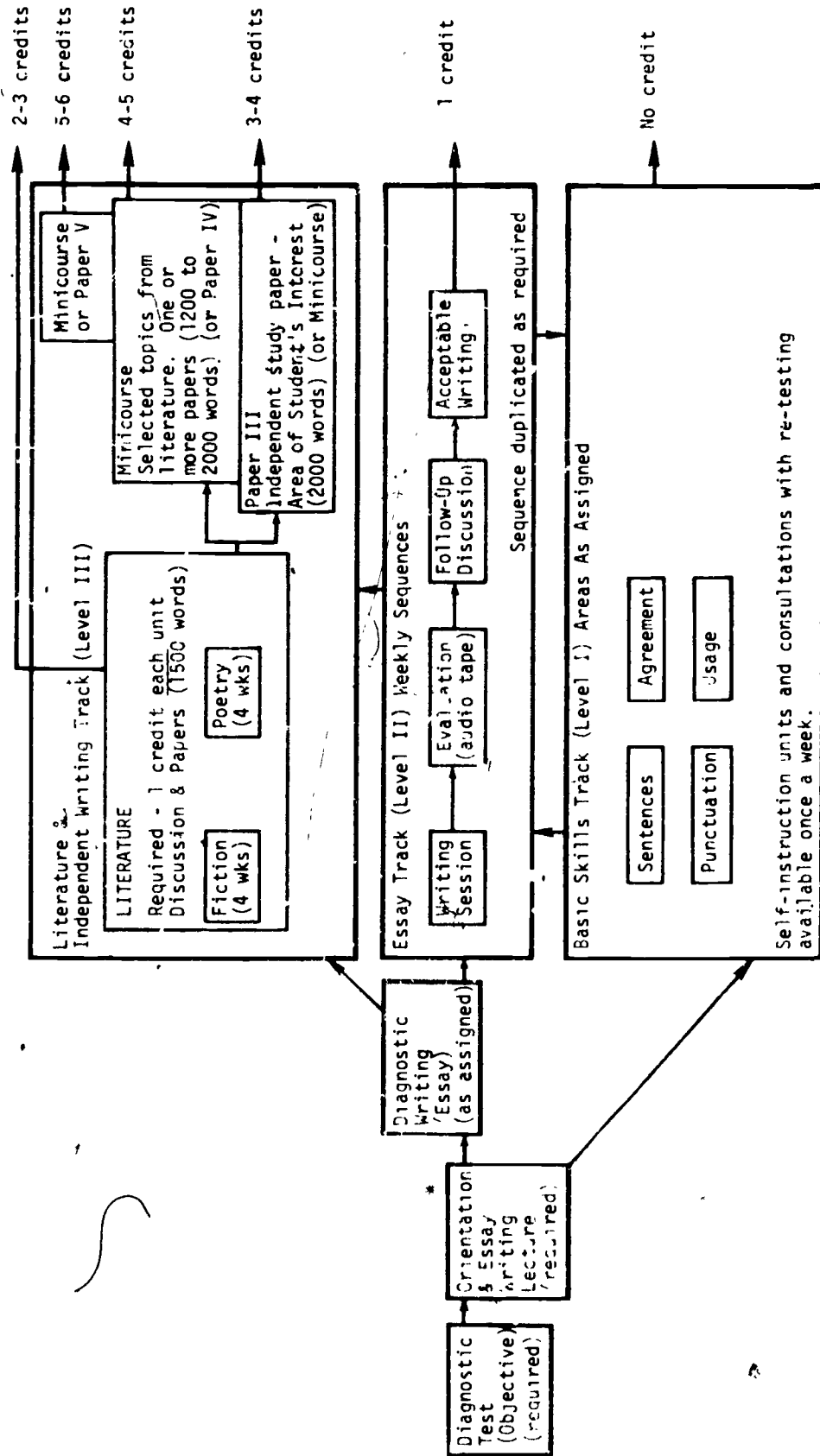
needed a whole new administrative system to provide this alternative.

With individualization you require flexible room scheduling. It doesn't make sense for many courses to meet on Monday, Wednesday and Friday for an hour. Some of ours are in two hour time blocks three days a week so we can have two one-hour sessions, or two hour sessions or combine a variety of patterns during the week and know that the student is free. You can imagine what kind of impact flexible patterns will have on a room scheduling office.

Individualization means changes in instructional elements and procedures. Our courses simply don't look like courses used to look. This is our re-designed Freshman English program as it existed up to this semester (see diagram). Based on further evaluation we are now changing it and I will describe some of the changes that are taking place. In this program E-1 was an objective diagnostic test. Originally, we used the McGraw-Hill, we then replaced it. This instrument was designed to test for basic skills to find out if the students knew punctuation when they saw it, could handle split sentences, infinitives, etc. While the test was being graded the students went to the course orientation. Then those students who did not do well on the diagnostic test were assigned to the basic skill areas on a specific assignment basis. In other words they could

INSTRUCTIONAL SEQUENCE - FRESHMAN ENGLISH
(each semester)

Syracuse University
Center for Instructional Development
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Based on diagnostic tests, students are placed in one of three instructional levels. Level I students are assigned to specific remedial areas according to need and may move up to Level II as soon as they can pass the criteria tests. Level II requires two passing papers before a student may move to Level III. In Level III students are required to take two four-week segments on Fiction and Poetry and may select from a series of minicourses or write a paper from an area of interest for additional credit. The required segments are repeated throughout the semester for the convenience of students moving into Level III during the year.

be assigned in one, two, three, or four specific areas and they could test out of the areas at any time. It was interesting that 54% of our students ended up in Level I but within two or three weeks the majority of the assigned students had tested out and moved to Level II.

Now the students who did well on the diagnostic test then wrote an essay and based on that essay, they were assigned to either Level II or Level III. Level II essay was worth one credit, the student wrote a short paper in class, then had it evaluated using audio cassettes, (which work beautifully) and then would re-write these papers based on the instructor's comments.

When they wrote two papers of the quality required, they moved up with one credit to Level III. Those who went up to Level III immediately went with one credit. We found out in the earlier stages that faculty who have not graded by audio cassette have one devil of a time getting used to it. In fact one of our faculty took an hour and a half for each paper, because he would record it, listen to his comments and then re-record it. However, once the faculty got used to this technique they liked it much better and the students find they get much better evaluations.

At Level III there are two one-credit required segments, one four-week session on literature and, one on poetry, each worth one credit. In addition several hundred

mini-courses are offered for additional credits on such topics as Shakespeare to Sherlock Holmes to literature of the Civil War, to women as a literary image, etc. etc. The minicourses start at various times during the semester. The student could also write, for a credit, a paper in any other discipline where a faculty member in that department would grade it for content, pass - fail, and a faculty member in English would evaluate it for a grade. We tested this new program on 125 students and it worked beautifully. We then moved to a thousand students and we started to find some problems. From there to the majority of all Freshmen and more problems occurred. It turned out that this program was working extremely well at Level III and at Level II. Level I, however, had for some students, major problems.

Problem: Some of our students could not read well enough to handle the independent learning materials.

Problem: The criteria test did not mesh perfectly with the assignment test nor with the independent learning materials.

Problem: Many of our graduate teaching assistants cannot teach writing. Not only can they not, they don't give a damn about it.

Problem: Many of the poorer students needed more structure than this course offered.

Next year we are going into a new pattern. We will be offering traditional English plus a revision of

the newer program for about half the students. The first test the students now will take will be their written essay. We found that the diagnostic test did not identify well all the students who could write adequately. The second thing we've done is add more structure at Level I and we have hired tutors to work with students having lower level writing problems. We're going out and looking for retired high school teachers, people who taught English and may want to teach on the part-time level, and who are warm, mature, loveable, and give-a-damn-about-writing. We simply had, in part, the wrong teaching team. We have also meshed the diagnostic and exemption test much more carefully with all of the instructional elements and they will be far more effective next fall. It was only because of the evaluation that we were able to get this data. I should also mention that this program works superbly well for the higher ability students that we had. About 5% of the students would earn all their freshman credits in one semester, about 10% would earn 5 credits, about 17% would earn 4 credits. It is a continuum and it works and it works very well. My hunch is that a program like this will be working very well for our high ability students and our problem students and the middle range students can take either this or the traditional and really not show much difference.

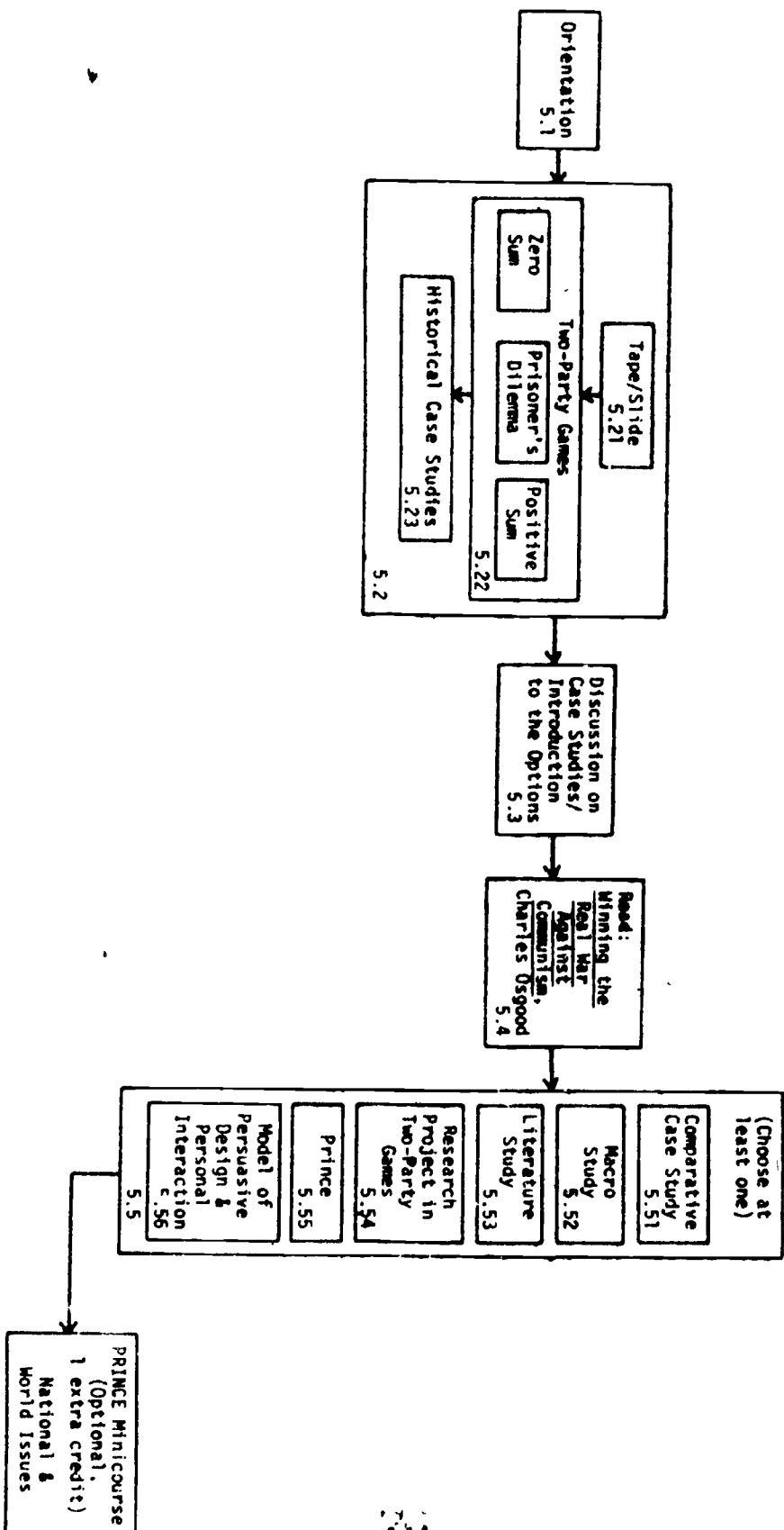
To show the difference between courses, this diagram is a segment (on decision making) in the International Relations course. (See diagram). After an orientation the students worked first together on an independent study assignment, then they work alone, followed by a small group seminar leading into a series of options that range from computer simulations to regular assignments. In this case the students have the option of writing papers, doing tape-slide class projects, writing traditional reports, and so forth, for their grades.

Another course that is a complete departure from the traditional is our introductory religion course. (It is not a course on comparative religion but a course on the study of religion.) There is a two-week introduction that now combines programmed instruction units, two of them with seminars -- one on the term religion that gets into the definition they will be using and one on religion as a field of study that in effect defines what makes a field of study and gets into such objectives as when given data can or cannot be used in the study. (See diagram). One of the test items, for example, was the question "Was the Arab attack on the Israeli olympic athletes a religious act?" The students had to make the decision and defend their answer.

Next semester both programmed sequences will be part of the student manuals. After the two week introduction there is a test that they will have to pass to

INTRODUCTION TO INTERNATIONAL POLITICS

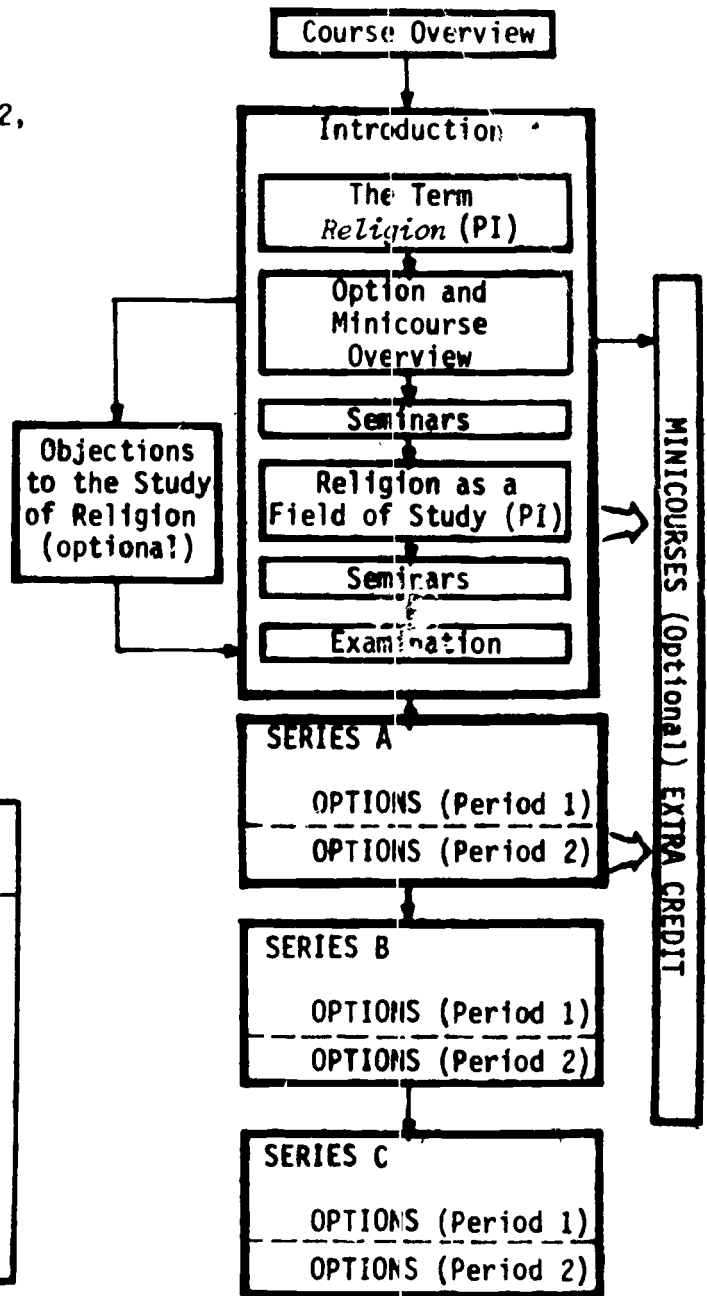
(Representative Portion)



Credit:
William Coplin
Michael O'Leary

INTRODUCTION TO THE STUDY OF RELIGION

This course in Religion, first offered in the fall of 1972, provides students with a variety of required options and an opportunity to earn extra credit by taking additional options or minicourses. Classes are scheduled for two hours twice weekly with a different series of options offered each hour, permitting a student to complete two option credits in any four-week period.



OPTIONS		
Three options are required, one from each area Each additional option is worth one additional credit		
Area I	Area II	Area III
Forms of Religious Expression	Forms of Religious Issues	Methodologies
Myth	Paths of Salvation	Historical
Belief	Death and Eschatology	Psychological
Ritual	Evil and Suffering	Philosophical
Sacred Text	Sacred and Secular	Comparative/Structural
Community Structure	God and Reason	Sociological
	Religious Experience of the Oppressed	

Credit:

Ronald Cavanagh
Robert Diamond

get a grade in the course. There are three option areas, with the student required to take one option from each area. Now here's our "chinese menu." Some of the options are independent study, some are traditional some are combinations; you've got a little bit of everything. One area of options is on methodologies. How the historian looks at religion, how the psychologists, sociologists, philosophers, look at the field and so forth. The student has to take one method option, one issue option and one Religious Expression (myth, belief, ritual, etc) option. The purpose here is to give students a breadth of understanding of the study of religion. When we started out, this course had an enrollment of about 200 students; it is now closing out every semester with 425 or so students enrolled and a waiting list. And what is interesting is we are getting more and more upper classmen in this once, all freshman course. The impact of this course is rather interesting. One other department asked us, "What the devil are you guys doing? Our own majors are signing up for the religion course first and then their own major courses." It is an intriguing course because what we have are senior faculty members moving into the course to teach their specialized area for four weeks at a time. The course represents an entirely different structure course, an entirely different use of faculty, and an entirely different program. One that is exciting to a lot of people.

Individualization -- It means a change in academic structure. Departments aren't in isolation any more. For example, four of the areas we are working in are in different schools and yet are meshing with one another. One is the study of religion I mentioned previously, one is a "Drug in Perspective" course which by the way will be published by McGraw-Hill early next year. The third is the international relations course and the fourth one on communications in society. There is an option available to students for credit in either of their base courses on the use of drugs in religion. There is an option on the impact of drugs and drug traffic on international relations, again open to students enrolled in the two separate courses offered in two separate schools. There is a joint option on drugs and mass communications, (what television has done to the society and its impact on drug use) and there is an option between mass communications and international relations. In other words all sorts of boundries are being crossed. In the drug course, our law school worked with us on the legal aspect of drug use, the medical school on the pharmacological and treatment approaches and there are radio programs involved. In the drug course there are options developed with a nearby indian reservation, the police, with the law agencies. Many of these courses now are crossing boundries that were never crossed before. The process is opening

up new doors and I am more and more convinced that if we talk about the broader goals of education, the departmentalization we now have just gets in the way.

Individualization means a change in the role of students. Our students are going to have to take more responsibility for their own learning. More peer teaching is going on, more working together on projects and more flexibility. It means a change in the roles of teachers, with our faculty spending more time developing materials, more time as a manager of instruction and much more time working with small groups of students or individually. Faculty may not meet with each individual as often but when they do it will be in much smaller groups.

Individualization means a change in the tools of instruction. We need more types of materials for independent study, for students working on their own, and one of the problems nationally is that we have a dearth of really good independent learning materials; materials that really do the job they are supposed to do and that can stand on their own.

In effect, when we talk about individualization we talk about a major change of how institutions look, and how instruction looks and what people do.

COST EFFECTIVENESS

I would now like to just move very quickly into the whole area of cost effectiveness. It is a question we are always asked. Somebody says, "Hey are you worth it?" I just wish this question was asked of all of the units of the university as often as it is of the "newer", often more controversial support areas. I think it is a crucial one. There are many librarians now who are asking questions whether or not the dollars they are using really are well spent. I personally question the concept that you don't have a department unless you have 200,000 books on the shelves. I am very much concerned how libraries can better serve their populations because I think we have mis-directed many of our dollars in that area.

Many of our problems are historical ones. Let me give you one example. Think of a credit. Think of what a credit means to you. Now the term credit came from the Carnegie units in the 1800's where a criterion was needed that would allow students to go on to college. They came up with the criteria that x number of hours in a seat in the classroom would equal a credit and that so many credits would then equal a high school program. What we now have is a credit meaning three things. For some, a credit means an amount of time spent in a classroom, at other times it means the amount of learning that takes place and finally it is also a structure on which we base our university fees and charges. And unfortunately, these definitions don't match.

For example, should a student who can get through a program quicker have to pay as much as a student who, because he isn't doing it well, needs a lot more services, a lot more courses and a lot more help. You can't help raising all these questions and issues when you are working in academic redesign, and trying to answer the question, are you worth it?

O.K. How do I define whether I am worth it or not? The problem has been that the easiest things to measure are usually the wrong things. I would like to present what I would like to call an accountability cycle. It has three elements.

1. Goal analysis, in other words once we've established the goals for an institution, what are our priorities. This gets back to Phase I. What priorities are you as a development agency or as a team working in development being given? This is crucial. First we have our goals established and our priorities identified among them.

2. Then we get into what is called cost effectiveness analysis which is a relationship of expenditures to results. O.K., we have our goals, we have money, we are doing things, fine. What's happening? I must admit that we have been magnificently wasteful around the country in spending a lot of money and getting very little results. But the problem is that when we look at results we have to

look at more than one thing. Student-faculty ratio is only one part of a much broader context. And the problem is that some of the more important factors are so hard to measure. For example, look at the student. We are cost effective if we reduce our dropouts. We are cost effective if we can increase learning in the same amount of time. We are cost effective if we reach the same amount of learning in less time. We are cost effective if retention is approved. We are cost effective if we generate more credits in less time. We are cost effective if we improve the attitude of the student towards the institution and the community and towards himself.

With faculty there is the student-faculty ratio. If he handles 200 students rather than 100 he is more effective. However, if we can allow a faculty member to use his time more efficiently or covering more content, or if we can improve his student contact with more interrelationships with students, or if we can improve his attitude as a teacher and as a human being toward what he is doing or if we can allow him to spend more time in his area of specialization or if we can use his time more effectively we have, in effect, improved our cost effectiveness.

If we can use our space better, we are cost effective. One of the nice things about some of the newer approaches to independent study and laboratories use is that you can end up having an increase of space utilization by

as much as 50%. Much better use of space, fine, more dollars.

Improved utilization of existing resources is also cost effective. Better use of the library, better use of things that you have, both human and material. This too is cost effective. If we work with the community, if we meet the needs of the community better, we are also being more cost effective. If we improve the attitudes of the community toward the institution, this too is important, particularly if you are a private school needing dollars and it helps to raise funds. If the community supports you more in what you need you are being cost effective.

In effect, you have to look at all these factors when you define cost effectiveness. What is involved here, therefore, is one heck of an educational job on the people who are asking you the question. Because the problem is, and there is no easy solution to it, that every one of these elements should be involved in the decision of whether or not you are being cost effective. How do we equate in dollars the fact that the math chairman told me a year ago that we were doing a good job. What's his criteria? Our math chairman has a length of the line criteria. At a certain time of the year he used to have several hundred students outside his office complaining about a particular course. We have now reduced that line by 90-95%. How do you equate that reduction with dollars?

And yet it is crucial. We have had impact on entire support systems, we have flexibility in the Registrar's office, we have some faculty now who talk to students instead of yelling at them, we have some secretaries who are almost pleasant at times. How do you equate these changes with dollars. Yet it is an impact of what we do compounded by the fact that other agencies here are involved in and vital to the change. We have faculty all over the campus using processes we have generated and they do not even know we exist. Yet people say, "Prove to me that you are worth the dollar." In effect, we are accountable when what we do relates to the priorities and the goals that we were given and the results must be defined in a multi-dimensional way. We run into trouble when we try to define impact very simplistically and quite often, as a result end up looking at the wrong or incomplete data.

It is crucial that those who pay our salaries understand what we are trying to do. It is also crucial that we start getting the data that tell us what has and is happening. We have to have base data. We have to know what happened the year before. We have to know how many students are leaving, dropping out, failing, being turned off. We have to know where they went and why they went there. Only then can we identify the change that has taken place. And that is one reason you must have that evaluation

group, and they must be separate from the development group. Not only does an evaluation team keep you honest, but they provide you with the data that you are going to need to defend what you are doing. You cannot do it yourself...you are contaminated. No matter how objective I hope to be, I'm not. I may have my ego off on the side when I'm working but still, even if I'm not biased, I appear to others to be biased, and that is important. You need a good reporting system and you need an honest one and you need a quality one.

Chapter 2

USING TELEVISION TO EXTEND EDUCATION

Travis Liro

{ With people like Patricia Cross and Samuel Gould saying that the adult interested in continuing education is the "new student" for higher education in America, new attention is being focused these days on such things as telecourses, radio courses, packaged home-study materials and other techniques for extending education to people who want to learn -- wherever they are and whenever they want to study.

This afternoon, I'd like to chat with you briefly about telecourses, primarily about the telecourses here in Dallas. The approach won't be a philosophical one, because there's plenty of philosophy already available to you. I won't be trying to prove that learning can take place effectively through the coordinated use of television and print materials; that no longer needs to be proven. This will be a rather practical, nuts-and-bolts kind of discussion.

One of the major reasons given for moving into telecourses -- particularly at board meetings and the like -- is that of economy. It is argued that telecourses are a more cost-efficient mode of instruction than traditional classes. My answer would have to be: it depends. Certainly, it makes sense that telecourses ought to be more cost-effective. The student-instructor ratio is much, much higher, and the use of bricks and mortar is much, much lower.

I don't have figures available on the bricks-and-mortar side of the ledger, but anyone can postulate some figures. If you assign a certain number of square feet -- let's say ten -- for each student, and you compare the two modes, it comes out that the telecourse student uses only 10.4 per cent as much building as the traditional student. Or, putting it the other way, the traditional student uses the building nine-and-a-half times as much as the telecourse student.

Setting building use aside and looking at faculty costs, I have put a pencil to our own system, with these results. If it costs a hundred thousand dollars to produce a telecourse -- and it currently does cost us about that much -- and if there are 500 students enrolled in the course each semester, served by a single full-time instructor or by a combination of release-time contracts which would be equivalent, it would cost a total of 175-thousand dollars over a period of five years to administer the course, including the cost of producing the course. Five hundred students per semester for five years, in the traditional mode at 35 students per section, five sections per instructor, would come to about 14.3 instructors, or a cost of some 214-thousand-200 dollars. In other words, the telecourse would be about 39-thousand dollars -- or some 18 per cent -- less expensive, based on faculty cost alone.

This thumbnail calculation leaves out some factors, of course, but in a general way, I think it demonstrates that telecourses do bring about greater cost-efficiencies in the administration of education.

Whether they are cost-effective as well as cost-efficient depends, of course, upon the quality of instruction delivered. Maybe that's substituting semantics for sense, but the principle involved is an important one. As I mentioned earlier, there is no question that television can be used to teach effectively. That has already been proven. What must continually be proven at institutions using telecourses is whether a specific course teaches effectively.

Most of what we read and hear about individualized study and instruction techniques is mere speculation...the musing of one uninformed person about a practice with which he has little experience, and of which he is often afraid.

The most frequent criticism is that such courses are dehumanizing, that they drain the blood of human contact from the educational process, leaving it pallid, cold and mechanical.

As Dean Werner Prange of Wisconsin put it in a recent article, "Educational technology can indeed be humanizing, but human beings must accept the responsibility for making it so." If human beings construct a telecourse

with the student's needs, fears and questions in mind, and then follow through during the administration of the course, all the evidence indicates that the student feels just as rewarded and fulfilled in this mode as in sitting in a lecture hall. Perhaps more so.

This is not to say that many students need, must have more human contact than the telecourse offers. Generally, the reason is that the student needs somebody pushing him, feeding him deadlines, urging him on. Individualized instruction is for the student who is more self-starting and self-disciplined, it seems from our experience.

Systematic evaluation of telecourses is going on today. I can refer you to Chu and Schramm's compendium of research in the field. Recently, the Chicago TV College, which has now been in operation almost twenty years, issued a fifth report which contains a good deal of information. Evaluation at Coast Community College is of high quality but short span, and I don't believe it's available in published form. At Dallas, we have done only a little evaluation, mostly prescriptive evaluation as we plan for next year. We have mostly such things as drop-out rates, grade distributions and the like.

Drop-out rates -- I suppose I should say "attrition rates" -- in our telecourses have been running between twenty and thirty per cent, depending upon the course and the semester. In general, they're within three

or four percentage points of the attrition rates in the same courses offered on campus...and the variation from campus to campus is greater than that.

I doubt that grade distributions would be of much value, since we haven't done a side-by-side comparison of the telecourse and the same course offered on campus, using the same texts, the same tests, and so forth.

Moving now to some of the nuts and bolts of our telecourses -- what they consist of, how they are made, and how we handle them administratively:

A telecourse is by no means a system in which a student views a few television programs and gets a grade. In a way, these courses are almost misnamed. They are not really television courses; they are extension courses which use television as one of the means of extension. Here are the elements as we practice the art in Dallas:

First, of course, one must list the television programs. These are the most apparent, and most expensive, element of the course. Their function, in addition to carrying part of the information-dispensing burden of the course, is affective. They interest, excite curiosity, cause the comparison of ideas. At their best, they are experience, not exposition; demonstration, not explanation. They should be of high production quality and should be interesting. This doesn't mean they should be entertaining in any kind of

comic or flashy sense; in fact, there is research to indicate that's counterproductive. But if they're not interesting, they'll be turned off.

The television programs are not a replacement for the instructor. They are in part his means of reaching the student. They are also, in part, a means of bringing a wide variety of experiences to the student; experiences which are simply not available in any other instructional mode.

The second element of the telecourse, and in many ways the most important, is the printed material which the student receives. There are three parts to this:

The textbook or books.

A newsletter which is mailed to the student several times during the semester, keeping him up to date on the schedule of meetings and exams, bringing him current information about articles to read and the like.

The study guide. This is probably the single most important element of the course if it is prepared correctly. A good study guide sets up each lesson for the student, telling him why it's important, what he's expected to learn from it, how to go about it. It has a pre-test and a post-test to help him gauge his progress. It gives him key words and phrases, explaining them so he can better understand the reading and the viewing. It tells him what to read. It tells him something about the television programs. If you're looking for something which is the substitute for

the instructor, this is where you're more likely to find it.

A third element is the telephone. When a student gets in trouble with a concept or a problem, or when he needs a special arrangement regarding a test or an assignment, there is a hot-line telephone number for him to call. The person answering it is a student assistant or a secretary. If the question is about the scheduling of a test, she has the answer already. If it's about the content of the course, the call is referred to the appropriate instructor. If it's about a business item, it's referred to the business office of the appropriate college. Many calls are to discuss grades. These go to the instructor, who discusses grades personally with each student, whenever there's a question.

A fourth element is the on-campus meeting. There are three types:

The first is the orientation session. This occurs, of course, at the beginning of the semester and is primarily for the purpose of explaining how the course works and answering questions. There's an orientation session on each campus, for the students enrolled in the course at that campus. Each course has its own session.

During the semester, each course usually has one or two discussion meetings. We have been calling these "seminars," but we've become uncomfortable with the use of that word in referring to a gathering of a hundred or more

people. These meetings usually include the dispensing of some additional information, plus questions and answers.

The third type of on-campus meeting is the examination. Each course has three or four. These have been conducted in scheduled sit-down sessions, but we are moving toward the use of testing centers instead, so the student can come in at a time of his choosing during the test period. Also, we're having trouble finding rooms big enough to accommodate all the telecourse students on a given campus at once.

Additionally, in English composition, we will have graders, or "writing consultants" on campus from time to time during the semester, to meet individually with students for discussion of their written assignments.

Trends with respect to on-campus meetings are to make them more voluntary, less rigid in their scheduling, and to extend their availability to a larger number of locations, including public libraries.

These are the basic elements of the telecourses we are now offering. Other elements suggest themselves for other courses. Radio or audiocassette, for example, might be a good supplementary medium for some courses, as they have been the primary medium for others. Open labs are appropriate in those courses where lab work is needed. As an aside, one might wonder whether television is needed

or worth the money in a course where heavy lab work is required. The audio-tutorial or video-carrel approach would seem to be indicated in these cases, and we are also working in that area, of course.

Administratively, telecourses have fitted into various institutions in different ways. Chicago, of course, has a separate "TV College," even though diplomas carry the names of the traditional campuses. Miami-Dade now has what it calls the "Open College" with a separate academic structure. Coast has integrated telecourses more closely into the campuses. Here in Dallas, we are following a course which we hope will keep the telecourses within the colleges, avoiding a separate TV college, but at the same time centralizing those tasks which must be centralized.

Students enroll in the various colleges of the District. Faculty members work for the colleges during the administration of the course. Grades are registered in the colleges, and diplomas are from the colleges. Television is just another way of taking a course.

Centralized functions include, of course, the production of the courses, the updating of courses, and the handling of such things as the telephone hotline, registration by mail, and a few other things. These primarily so that students won't be confused trying to remember four different telephone hotline numbers, and so they can get the answers they need with the least possible hassle.

How do we go about making a telecourse?

First, we select the course to be made. This is done upon the recommendation of the Deans of Instruction of our colleges, based upon demand, primarily, and also upon a balance between divisions and a philosophy of curriculum development.

Second, we select a faculty member to prepare the course. This is done through a combination of surveying the faculty for interest and taking recommendations from division chairmen, deans and presidents, plus personal interviewing of the "finalists" by the Vice-Chancellor of Academic Affairs and myself.

The faculty member is teamed with a television producer and with an instructional design specialist as he prepares the course objectives, outline, scripts and study guide materials. He also meets regularly with a faculty advisory committee, composed of instructors in his discipline from each of our campuses. (Tarrant County Junior College District has also responded to our invitation to send faculty advisors to these meetings, as they are users of the courses.)

The course is produced, step by step, in a rather complex series of steps. Generally, it involves the phases of first writing detailed objectives, then outlining and scripting the television programs, then filming and taping them, then writing the study guide materials to match.

After a course is produced, the faculty member goes back to the campus from whence he came. In production, a faculty member gets the fall semester at one-fifth release to begin work, and has full release for the following spring and summer to complete the course. He is paid no extra fee for the job, although the summer contract comes in slightly larger than a typical summer teaching contract.

How do we administer a telecourse?

This picture is changing somewhat. Currently, that is, during the academic year 1973-74, each course was administered by a single faculty member who handled students on all four campuses. But as enrollment grows and as the District builds more campuses, this practice is looking less practical. I think we probably will shift to a system in which a faculty member on each campus will handle the students enrolled in a course on that campus, getting a combination of release time and extra-service money for the task. We're working now to try to devise an administrative framework which looks feasible and which speaks to some of the problems posed by such an arrangement.

What are the students like?

First of all, many of the students in our telecourses are the same students we see on campus day in and day out. They enrolled in a telecourse in order to fill out a schedule, because all the good sections had closed early on registration day.

Looking at them as a separate group, telecourse students bear a striking resemblance to the night-school students. They are generally older than the traditional college student (if there is such a thing in our colleges anymore). I'd peg them in the late twenties or early thirties, working people mostly, highly motivated to further their education, certainly willing to work to do so. More and more of them are people who are using telecourses as a way of making re-entry into the world of college and education. Telecourses allow them to stay at home, and are less frightening than traditional classes, in which one must come to the campus and sit down with a lot of bright kids.

Telecourses are not the end-all and cure-all of education. Neither are they some kind of demon which will finally bring an end to live instruction. Neither are they even appropriate for many students.

Telecourses are an important alternative mode for the educator. They are a way of reaching out and delivering instruction to thousands of people who aren't getting any instruction from us now. They are a way of bringing about greater cost efficiencies in education, and re-directing tax dollars away from bricks and mortar and toward the process of instruction itself.

Dr. Louis Case

I am really glad to be here, although I approach this speech with some anxiety. I've made speeches most of my life, but I still find myself a little nervous at the beginning, particularly with the kind of billing we have had for this meeting. I have heard a lot of people talk about what Lane has done and what they've heard about Lane. Frequently, when you hear such praise and then actually visit the institution, you find out that it doesn't always live up to its expectations.

With regard to the introduction that Glen Bounds gave me, I recall a friend of mine who was given a complementary introduction. He rushed up to the stand and said you know after that introduction I can hardly wait to hear myself speak. Whenever you get such an introduction, you feel that you've got to live up to it and you are afraid you will not be able to do so.

Also, when you are billed as one who is presenting ideas concerning organizing for development, that leaves you with a little anxiety in itself. It seems to promise a great deal more than I think organization can deliver. I'm sure that many of us feel that organization has a lot to offer, yet, without other kinds of ingredients it doesn't really deliver a great deal.

What I would like to do this morning is tell you a little about Lane and perhaps use it as an example of what may be done with a traditional organization. I find myself in a peculiar kind of situation.

If we have accomplished anything at Lane, and if our reputation is in any way deserved, it has been accomplished in the face of some pretty severe obstacles and certainly with a very traditional organization.

Yet, I am here talking to you about things we are trying to do to organize innovatively. What we may do is kill the whole thing.

Lane had its first classes in the Fall of 1965. Even though it was a fairly small beginning, it has grown rapidly since. This year we'll have somewhere around 6,800 FTE, which represents about 21 or 22,000 different people. At our school it takes about three people to make one full time equivalent student which is probably due to our rather large evening, adult and community education program. The college could probably be even larger if it were not for budget problems. I know that is not an experience that you have, but we do experience it. Our adult education program has been a balance for us. We shorten it or stretch it out depending on whether we need more FTE or whether we need to save more dollars. I am sure that if we really turned it loose, it would grow even more.

We started in many, many different locations. We had an old office building in the city of Springfield, a vocational school that had been run by the local school district in Eugene and an elementary school in Bethel. Trying to hold college classes in an elementary building when everything is built to the wrong scale presents some problems. In addition to that, we were having classes in almost anything we could find. We had 40 or 50 different locations in which we were trying to

hold classes. This continued for some three years before we finally got our new campus.

Then, just as we were moving onto our new campus, our president, who had been providing leadership, became Superintendent of the Public Instruction. This began a whole series of changing presidents. We had an acting president for the next year while conducting a nationwide search. The search turned up a fellow who didn't last a year. Then I ended up as the interim president. I wrote a note to the staff and said, "If I can do anything for you, your president-of-the-month, let me know." That caught on so well that the staff gave me a picture of me captioned, "President-of-the-Month." Our present president has been with us over three years. So many presidents in such short time, certainly doesn't give one a very comfortable feeling, or sense of direction when you are trying to be innovative.

So, the question really arises, What is it that has made Lane the kind of school that it is? It certainly has not been an innovative organization. Organization is primarily a means to an end and not necessarily an end in itself. You can organize all you want to and that won't make anything happen unless something is already happening. In fact, not too long ago I went to Washington and like all sightseers in Washington I went to visit Arlington Cemetery. That is the most organized place I think I have ever seen. You may look at the headstones from any angle and they are in rows. Little is happening there, at least in the way of innovation. So, if you depend too much on organization you will be disappointed since it is more of a direction giver than a producer.

I think one of the things that caused Lane to get started on the right foot was the foresight of our first president. At the very beginning he was trying to bring people to the campus who were doing things. If I were to emphasize any single direction, it would be that you get consultants who are doing things themselves. You can get people who talk well and spin a lot of theories, and who boast about what is occurring, but if you really want to turn your staff on use those who are actually doing things and who can talk about the nitty gritty. We have continued to follow this approach through the years. We usually go and look at what a prospective consultant is doing before we invite him to the campus.

We had Neal Balanoff from Stephens College in Missouri at the beginning of the first and second years. He began our thinking along non-traditional lines, particularly with regard to the use of media in instructional programs. Then we heard about Bill Moore from Bucknell University in Pennsylvania who as early as 1963 got a Carnegie Grant to do what he called a continuous progress program. A couple of us at different times visited his program and got him out to the campus. He met informally with those of our staff who were interested for we did not push him on to them.

You need enough pressure to keep people moving, but not enough to really stifle them. I recall an old professor of mine at Pitt who said, "If you're going to do good teaching, you have to learn how to tell where the hum is." You've got to put enough pressure on until there is a certain tone but it must not reach the breaking point.

There must be a certain amount of tension if innovation is to occur. Lane has never been the kind of place where people were not under tension of some kind. In fact, you can feel it when you come on the campus. That's not bad. It's only bad if the tension gets to where it is knocking. A powerful car racing down the highway is full of tension, but it's only when it begins to knock that you have problems. Of course, almost every school has some of those knocks, and we've had our share. You really need to put on pressure, but you can't do it in a dictatorial fashion. You can't order the faculty to be innovative. You have to lead and challenge them.

We brought people on campus who are doing things and just sort of turned them loose during the two week in-service before the beginning of classes and we have had a variety of staff development programs. Once you get the spark going, it tends to spread. I think this approach has contributed much to Lane's development. If you are to be innovative, you must have innovative people and, most people are probably innovative if you create the right kind of atmosphere and allow them to work.

Our thrust has been primarily in individualized instruction. We have approximately 40 different programs that are self-paced and individualized in one way or another. We have never tried to go whole-hog as some schools around the country who have tried to individualize all programs. This never made too much sense to us. In the first place, not all of our students are able to handle it. Furthermore, there are many good programs that are taught traditionally. Glen Bounds and I were at a conference last summer where one dean wanted to know how he could get his faculty to

be innovative. I observed that if he got them all innovative he couldn't handle or support them. Besides, one would be throwing out some very good things that have been in education for a long time. It is pretty easy for us to get the notion that we must change almost for the sake of change, but not all change is necessarily good.

The Learning Resources Center has been an important key in our program. We have tried to make it one of the partners in the instructional process by giving it equal status with instructional departments. We may not have been completely successful, but we have tried.

In the Learning Resources Center we have some five or six different areas. It started with the Library in a trailer and in the vault of the old office building in Springfield. Beginning with the Library, we have added audiovisual services, including a central dial retrieval. Such a system has its services to perform. I think one of the things that it can do for you, particularly if your campus is scattered, is to provide remote access to your audio and video materials which is better than trying to push carts across parking lots to deliver audiovisual equipment. Secondly, if you can schedule mass viewing for your tapes, it is more economical. Otherwise, we find that portable kinds of equipment have worked just as well. We use portable equipment in conjunction with the central dial retrieval system.

Next, we have a closed circuit television section in the Learning Resources Center as well as a printing and graphics section and a Study Skills Center. This last year we've added an educational technologist section.

I think the important thing to remember is that the greatest mistake you can make is to get a faculty turned on and then be unable to help them consummate the things they want to do. There is nothing more frustrating than to have an idea and then not be able to carry it through. Your Learning Resources Center is one of the best areas to help a faculty reach its goals. Staff it with people who can help them with the technology. Our faculty is composed of specialists in subject matter, but usually not in the technology of teaching. So, the Learning Resources Center must be an integral part of the instructional development program.

You can see, then, that our accomplishments at Lane have not been due to our being organized differently. The real credit goes to the ingenuity of the staff and its willingness to look at teaching in new ways. Perhaps, spending three years in conditions where you have to adjust may have been helpful. Those of us who were there during those years look back with warm feelings because faculty morale has never been as high as it was during those few years. We were looking for Utopia when we moved to the new campus but when we got there it was not Utopia. However, we have some very fine facilities and we would like to have you come and see us.

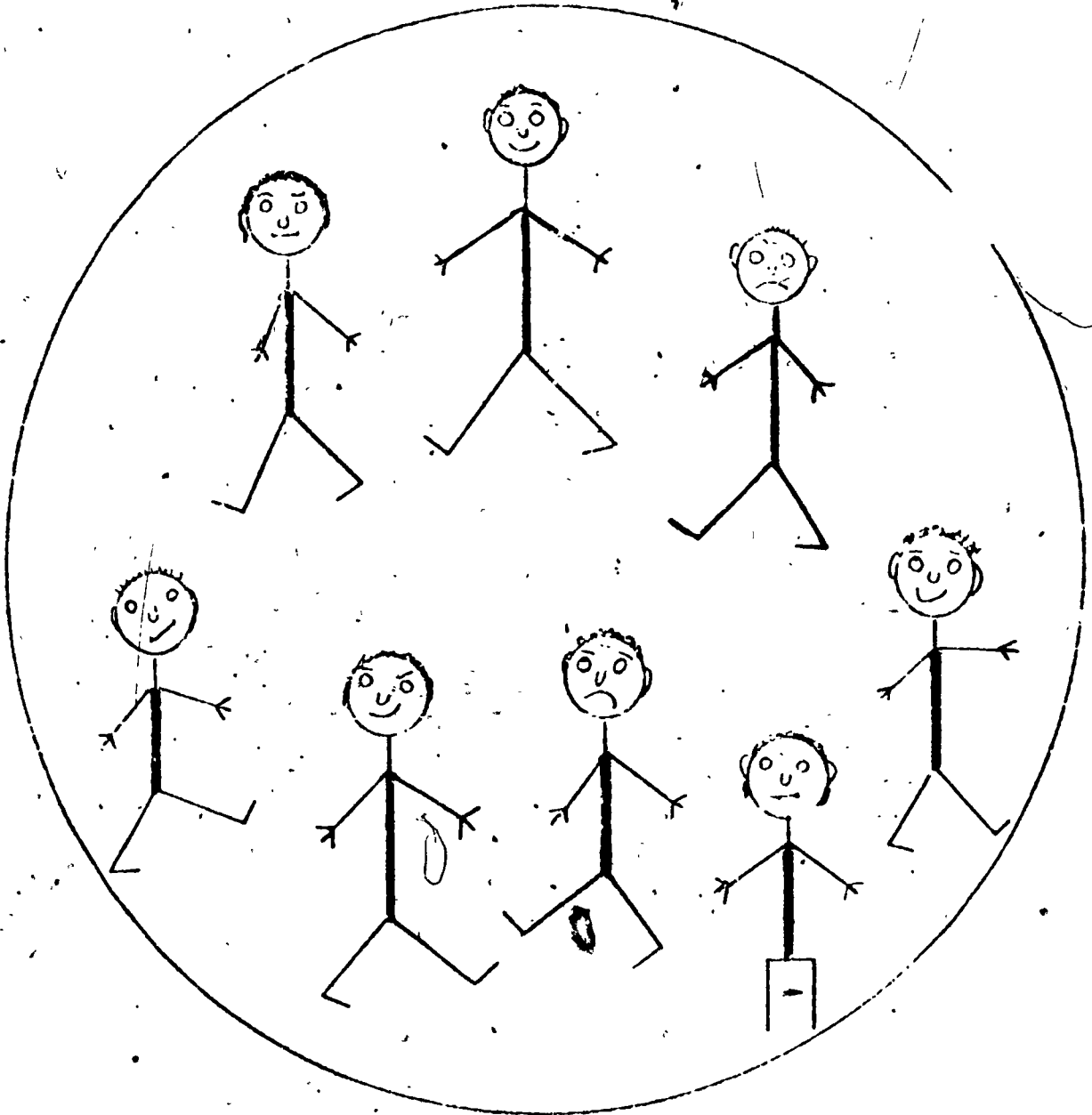
For the rest of this speech I would like to look at organization. Instead of trying to tell you something about it, I would like to share with you some of the things we are thinking, planning and doing. Hopefully, during the question period I will get some suggestions from you.

One of the ways I like to look at organization is as an energy system. That may not be a new idea to you, but I think it useful to think of it in that way. I drew this little chart to indicate that organization is made up of all kinds of people. (Chart #1) Some of them are pretty happy, their faces and their mouths are turned up. Some of them are bright and some are not quite so bright. An educational organization is really no different. We often assume that because people are educated, and have a number of degrees, that they are all mature emotionally and all think logically. But, I don't think you can be a dean very long without realizing that such is not altogether true. As a group we are not much different from other groups. We have our high days and our radical thoughts. There are times when we make little sense. We are just people. But, we are a people with great energy and resources. An educational organization is made up of all kinds of energies, abilities, and talents.

An organization as an energy system contains many variables. One important variable is to give direction to the expenditure of its energy. Another variable is the timing of the expenditure of energy. An organization cannot run full throttle all of the time. The energy output must be varied as needed. This implies another variable which is efficiency in energy expenditure.

A concept that has a great deal of meaning to me is that an administrator is essentially a systems operator. It is his business to take the group of people, or individual energy cells, and guide these variables to accomplish the goals and objectives of the institution.

AN ORGANIZATION AS AN ENERGY SYSTEM



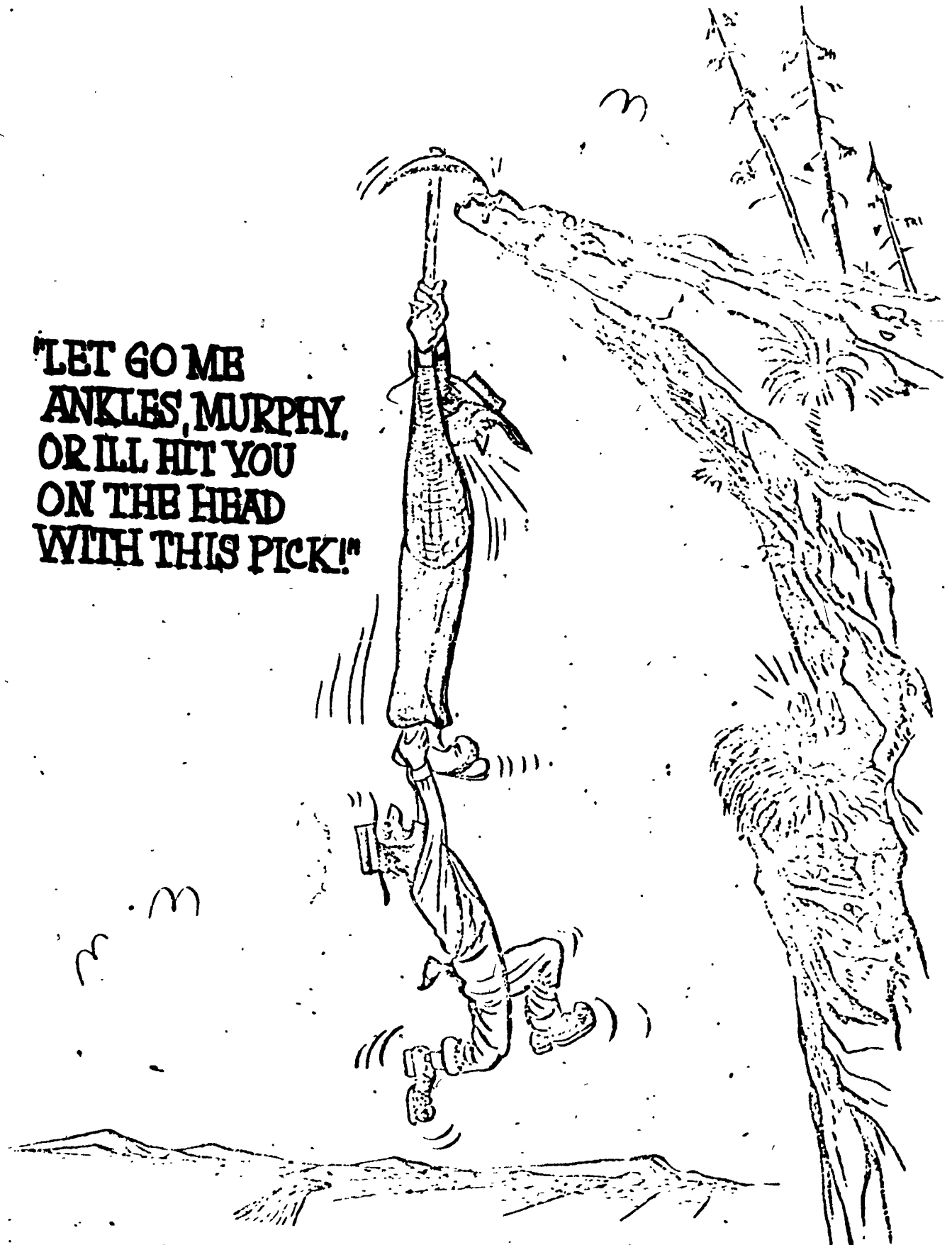
1. An energy system is composed of many individual energy cells.
2. Variables in an energy system:
 - a. Direction of energy expenditure
 - b. Timing of energy expenditure
 - c. Level of energy expenditure
 - d. Efficiency of energy expenditure
3. An administrator is a system operator.
4. The administrator's overall function is to utilize these variables to achieve the goals of the organization.

Thinking of it in this way helps me see what my job really is. I'm not sure about your school, but approximately 80% of our funds are in people; consequently, if you are going to make significant changes in your institution, you will have to make them with people. If you have a lathe or some other piece of machinery in your shop you make sure that it is tuned and operating as perfectly as possible. Many of us as administrators tend not to look at people in the same way. We get our own feelings involved and allow conditions to exist in our organizations that demonstrate that we are not controlling the variables properly. We allow people to become unhappy, morale to sink very low, and other things to exist that detract from the organization as an energy system. It seems to me that we must so guide, coordinate, concentrate and give direction to the expenditure of energy so that productive ends are achieved.

The administrator has a number of functions to perform. (Chart #2) I was interested yesterday in Bob Diamond's comment about the future of some colleges. He said, if you recall, that if we don't change some of us won't be around. I don't know whether or not Bob was talking mostly about private schools. I was in private education for a number of years and I know what the troubles and problems are there. However, I think that is pretty true for public schools as well.

If we are to be effective, there is going to have to be some change. It seems to me that we must work toward three clusters of objectives. One is that we must be relevant to the needs of people, community and society. One of the basic objectives of planning is that of keeping us relevant. The second objective is to be effective in

**'LET GO ME
ANKLES, MURPHY,
OR ILL HIT YOU
ON THE HEAD
WITH THIS PICK!'**



those programs which we do operate. We can't afford to do less than the best job possible. Thirdly, we must do all this more efficiently. Now, this is a very formidable objective when we need to be relevant, to be more effective than we have ever been before and to do it for less money. Faculty members say that it can't be done. The fact remains, however, that somehow we've got to do it and it's not just the faculty that bears the burden. The administration has to do it. School boards have to do it. Communities have to do it. In fact I picked up a little cartoon that I think goes straight to the heart of the matter. (Chart #3) Two prospectors are hanging over a cliff, one on the handle of a pick and the other by the first man's ankles. The one on the pick handle says, while looking down at the other, "Let go me ankles, Murphy, or I'll hit you on the head with this pick!" It's message is that we are all hanging by the same pick and unless we work to get together the results may be rather disastrous.

Bob was talking yesterday about the shapes of the different kinds of charts. I'm one of those who draws square charts. I have a drafting table in the corner of my office and I develop many charts which I find very useful as a communication device to clarify and refine ideas.

We are trying to reorganize to see if we can do development in a better way. I'm sure that those of you who are deans will understand that the planning and development part of your job seems never to get done. I know through the years that I was dean of instruction that most of the planning and development items got shoved into the corner because something else always demanded attention. We have tried

ADMINISTRATIVE FUNCTIONS

1. To guide, coordinate, concentrate and give direction to the expenditure of energy so that productive ends are achieved.
2. To provide the means for coordinating, concentrating and giving direction to the expenditure of energy.
3. To regulate the level at which energy is expended so that the need is met.
4. To achieve the organizational objectives with a minimum of wasted or non-productive energy expended.
5. To capitalize on the creative ability of the energy cells to devise ways and means of achieving the objectives.
6. To operate and maintain a communication network that informs the entire organization concerning objectives and progress toward goals.

to do something about the problem as this chart will illustrate. (Chart #4) The top part is the authority assigned to the various offices or portions of the college by the president. Our former pattern was pretty traditional. We had an Office of Instruction headed by the dean of instruction, an Office of the Dean of Students and the Office of the Business Manager. We have tried to take that same authority, we're not trying to add anything different to it, and divide it along functional lines. We now have an Office of Instructional Operations, an Office of Student Services and an Office of Business Operations. We, then, took the top part of the former jobs and formed the new Office of Academic and College Planning. In that office I have responsibility all the way across the college with regard to planning and development.

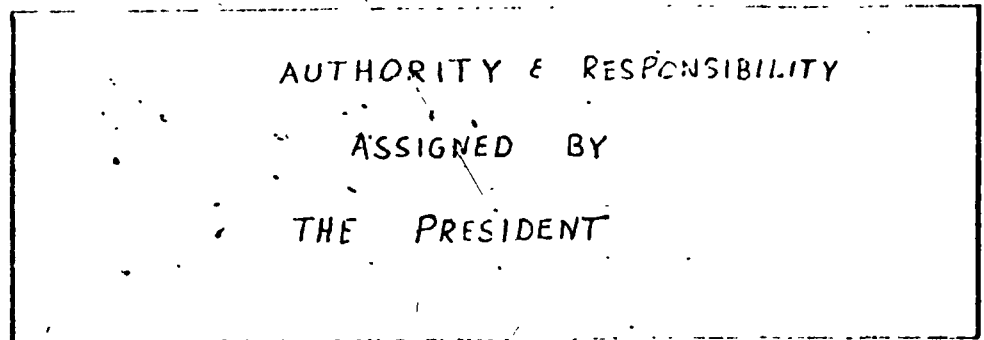
From a functional approach, we tried to isolate the major functions that are performed in a college. One of those functions, we felt, was that of the legislative process. (Chart #5) In this function, you are primarily concerned with the formulation and establishment of goals, the selection of priorities from among those goals, the development and establishment of policies and major processes and procedures. It is our feeling that if you are going to organize in an innovative way you must provide for input from people. We feel that input should primarily occur as part of the legislative function rather than in operations. It is virtually impossible to have an efficient operation that is run by a committee. Hence, operational units should make minimal provisions for input. On the other hand, without substantial agreement on the goals and priorities of the college, one cannot get the most out of the energies.

DIVISION OF ASSIGNED AUTHORITY

PLANNING



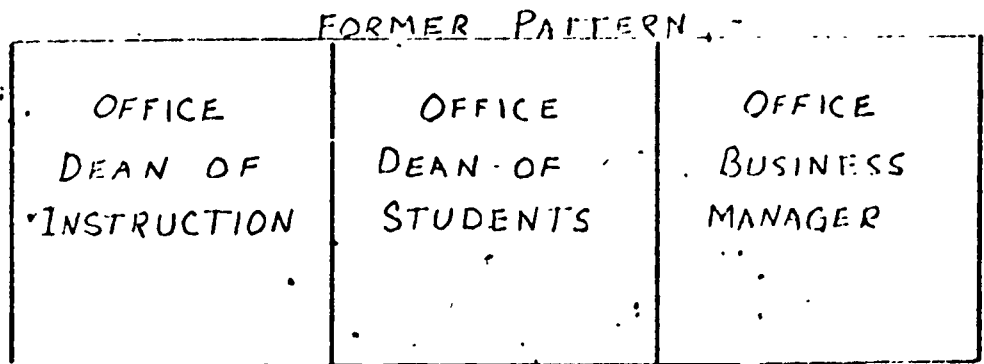
PERSONNEL
EVALUATION



PLANNING



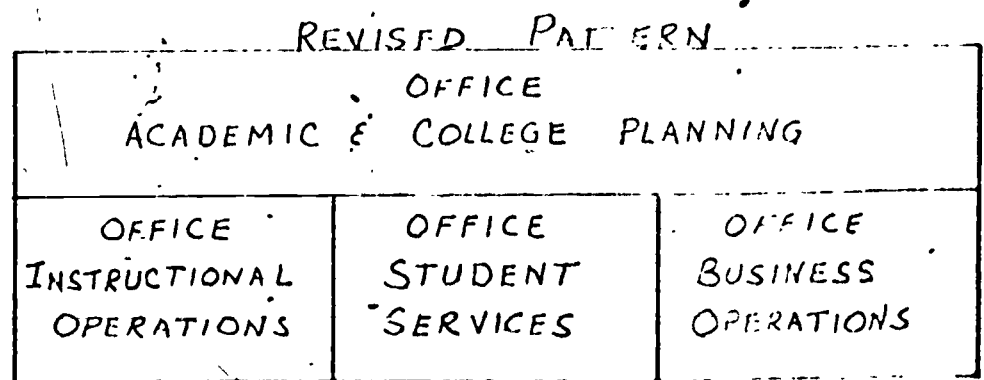
PERSONNEL
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PLANNING



PERSONNEL
EVALUATION



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LEGISLATIVE FUNCTION

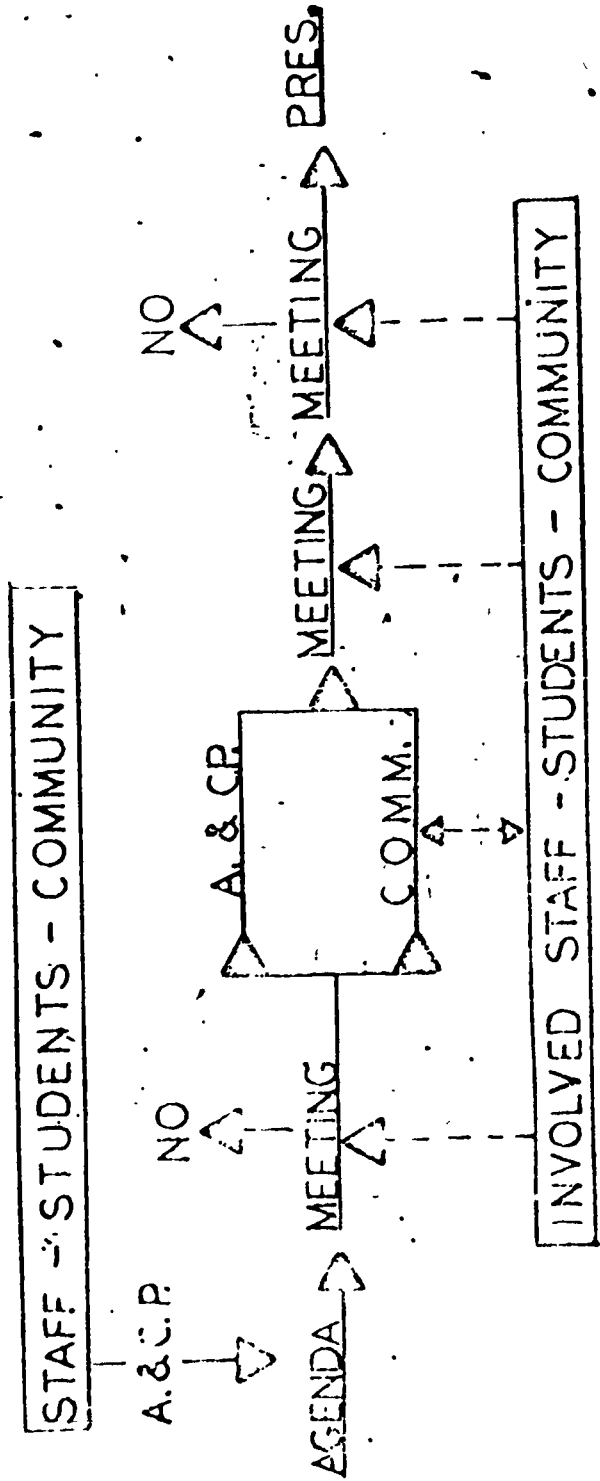
AREAS OF RESPONSIBILITY

INSTITUTIONAL & SECTIONAL:

GOALS + POLICIES

PRIORITIES + PROCEDURES

PROCESSES FOR INSTITUTIONAL LEGISLATION



and talents of the staff and we feel strongly that goals and priorities seldom get implemented without adequate policies and procedures for their implementation. I'm sure that many of you have had the experience of writing some very beautiful goals but having them sit on a shelf without anyone paying attention to them. Our legislative process is incomplete and we're presently working on its development. We will establish some sort of legislative body; however, and at this point, I am just talking with faculty and other leaders about the nature of this body. A new negotiations law in our state is slowing down the process since no one knows exactly what the impact will be. The legislative body will probably be composed of faculty, students and administrators. Even community people can certainly have input into the action of this body. Anyone may bring an item before the group either by getting it on the agenda or by having a member of the group introduce it from the floor. If the group decides to consider the item, it will be referred to a subcommittee and to the Office of Academic and College Planning. Academic and College Planning will do relevant research connected with the proposal and the subcommittee will secure input from staff, students and community. These reports come to a following meeting where they will be discussed. Final action will be taken at a subsequent meeting.

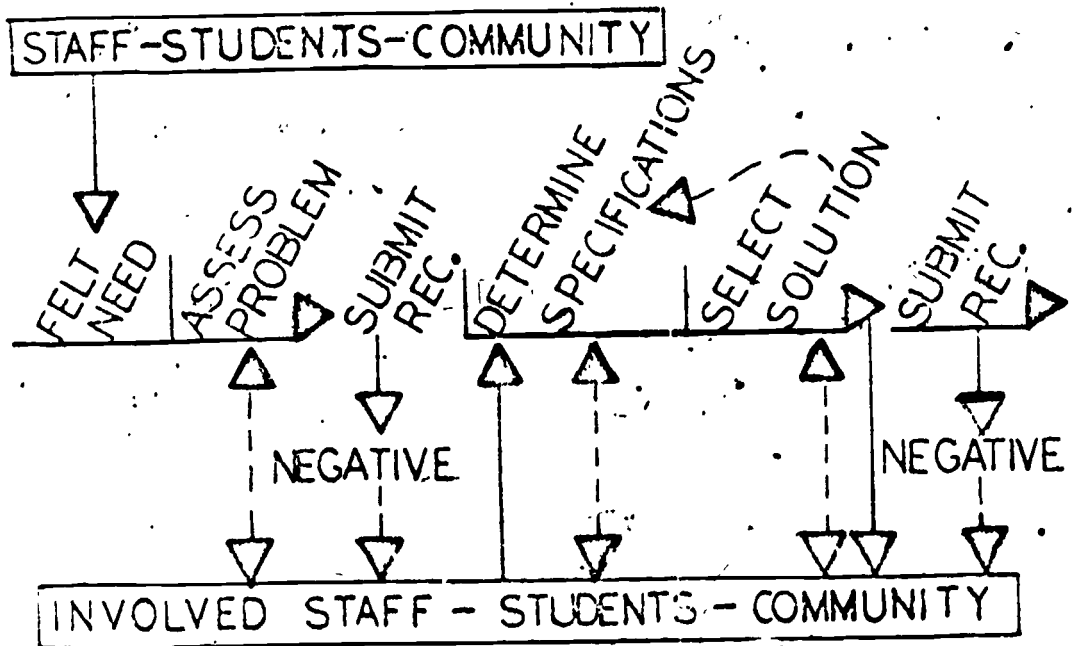
A second major function is that of developmental. (Chart #6) We had considerable trouble trying to identify the elements involved in development. We feel that at least four areas are very relevant. One is communications. Much communication occurs on our campus. We have a student newspaper, a daily newsletter, and everybody writes memos.

DEVELOPMENTAL FUNCTION

AREAS OF RESPONSIBILITY

- COMMUNICATIONS
- LEGISLATIVE: PROCESS
- PLANNING & DEV.
- INSTITUTIONAL RES.

PROCESS FOR INSTITUTIONAL CHANGE



A tremendous amount of information passes, but frequently not much communication. We hope to foster meaningful communication that raises the trust level on the campus. For example, suppose the administration makes some kind of proposal. What really is the intent? Often the administration suspects the faculty of ulterior motives and the faculty thinks that any administration proposal is bound to be for the benefit of the administration and detriment of the faculty. We think that much attention needs to be given to communicating the intent of the various groups on the campus with regard to their proposals.

The so-called communication gap is another part of the communications function. Our president can say something and it will often be interpreted differently than he intended. Or, sometimes for very legitimate reasons, actions that follow do not match the words connected with the action. There is often a gap that develops between what people say and how people interpret their following actions. Hopefully, the Office of Academic and College Planning can build a communication bridge between intentions and interpretations. For example, we have an arrangement to assist the president as follows. If we find that he is being misinterpreted, we go in to him and say, "Here is how you are being interpreted with regard to this matter." "Is that the way you want to be interpreted?" Depending on his wishes, we take appropriate action to correct the misinterpretation or to declare that a real difference of opinion exists. We are hopeful that such measures will reduce the communication gap.

More traditional roles are assumed in planning and development, and institutional research; hence, I'll not discuss either of them.

The Office of Academic and College Planning will have responsibility for facilitating the legislative process. Although the office will do the research relevant to the content of legislative items, it will not be primarily concerned with legislative content. We will assist that body to do its work.

The operational functions cover all the usual kinds of things such as budgets, hiring personnel, records, reports, facilities, equipment and other resources. (Chart #7) We have been unable at this time to develop a satisfactory process for the operational function because it is a revolving thing that goes from year to year. In our case it starts in March when we must notify our contracted faculty that they are hired for the next year. At this time in March we probably do not even have our budget for the next year even though we are already committing ourselves.

The last major function is evaluation. (Chart #8) Our college has grown rapidly and we have never had time for formal program evaluation. Some programs have a built-in evaluation such as when graduates cannot secure and retain jobs. As long as they have worked fairly well, we've let them alone. Since the evaluation function deals primarily with programs and systems, it involves the establishment of criterion with those who operate the program, securing data in terms of that criteria, analyzing the data and finally the appropriate recommendation.

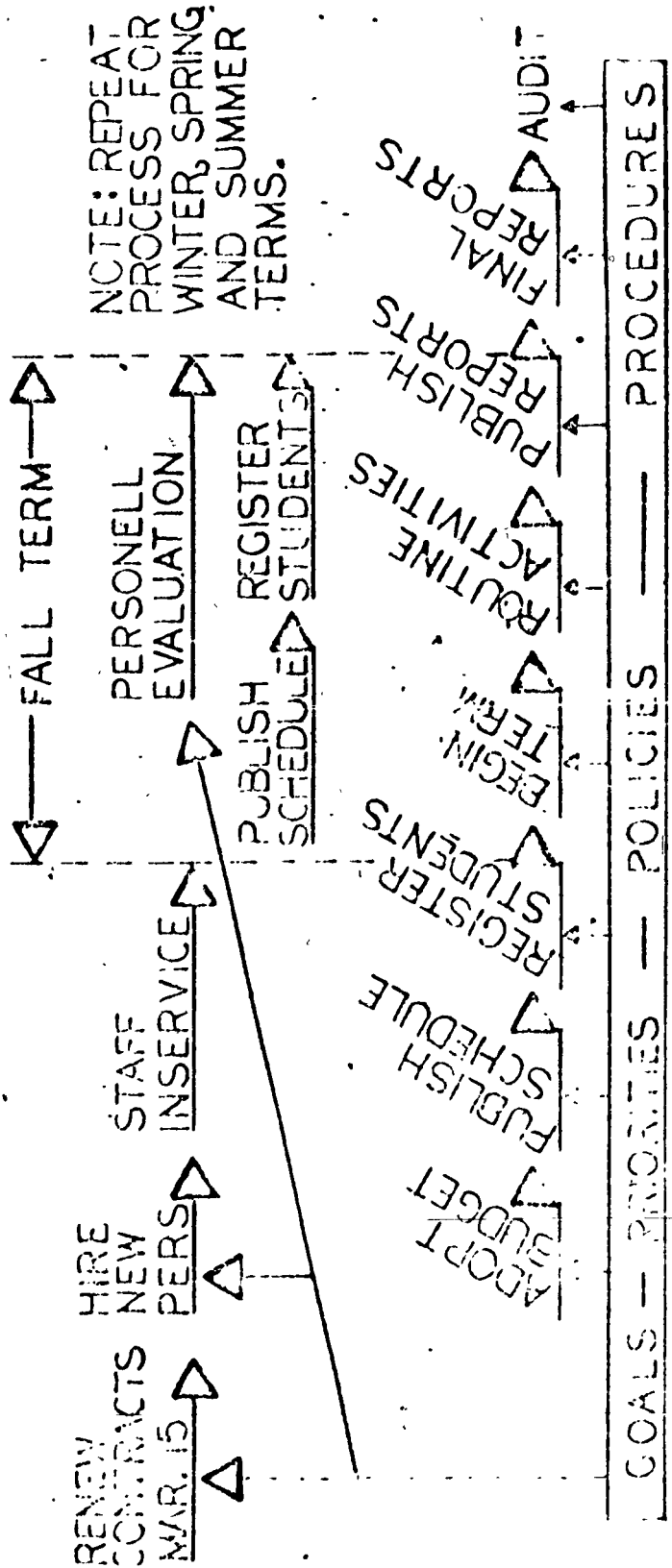
These four functions fit together like this, with the Board of Education exercising authority over all of them. (Chart #9) We have a seven member Board elected by the voters and having total responsibility by legislation for all of those functions in terms of primary authority.

OPERATIONAL FUNCTION

AREAS OF RESPONSIBILITY

- ADM. PROCEDURES ● FINANCES ● RECORDS
- BUDGET ● SCHEDULES ● REPORTS
- PERSONNEL ● PROGRAMS
- FACILITIES ● EQUIPMENT & SUPPLIES

PROCESS FOR IMPLEMENTATION

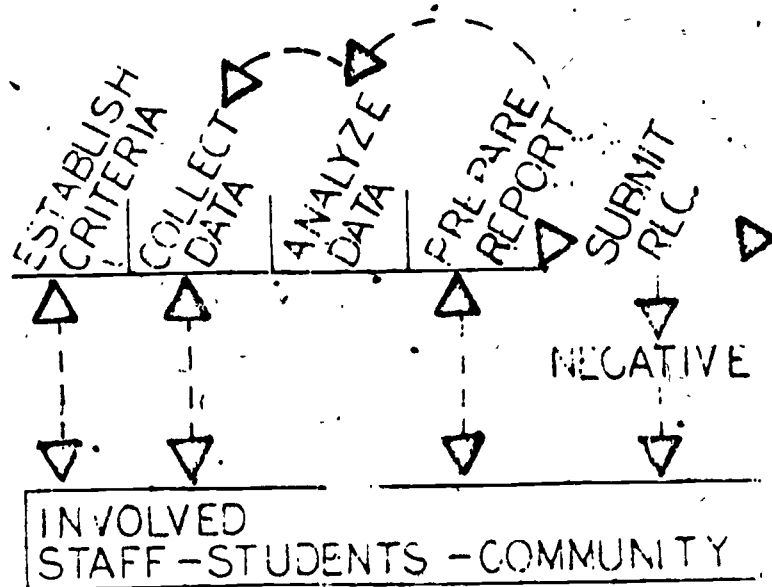


EVALUATION FUNCTION

AREAS OF RESPONSIBILITY

● PROGRAMS ● SYSTEMS

PROCESS FOR EVALUATION



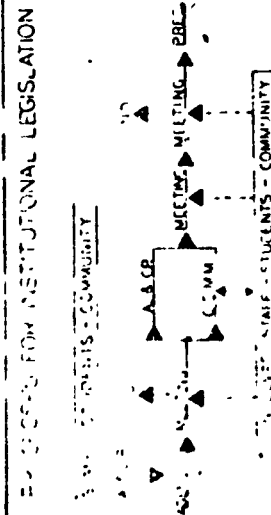
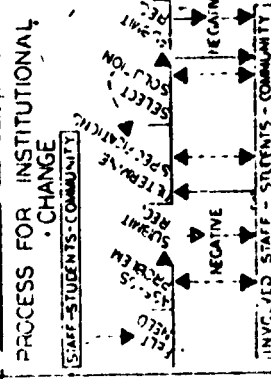
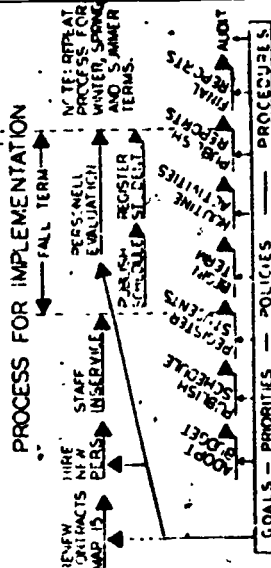
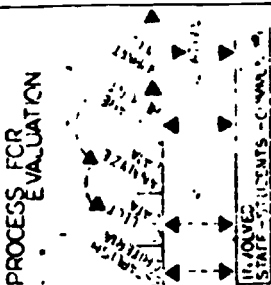
The Board in turn delegates certain portions of its authority to the president. (Chart #10) Our Board has operated in a variety of ways. When we were making fast changes in presidents, they were at times almost administering the college. Such creates many unnecessary problems and brings about hasty and poor decisions. It's imperative that the Board delegate authority to the president in practice as well as in statement.

The president, in turn, assigns the authority and responsibility for each major function to a specific office in the organization. The legislative function will go to the legislative body when it is formed, probably some time next year. In addition to the major function, we have identified four supporting roles for each. This arrangement allows staff members to follow the progress of their proposals with regard to those who have the assigned authority and those who perform supporting roles. (Chart #11)

The development function goes to the Office of Academic and College Planning and various other offices filling supporting roles. (Chart #12) The operational function goes to three operational offices; the Office of Instructional Operations, the Office of the Dean of Students and the Office of Business Operations. (Chart #13) Finally, the evaluation function has been assigned to the Office of Academic and College Planning. (Chart #14)

Finally, and very quickly, we are striving to develop each major procedure and process so that it is tied to the organizational pattern which I've shown you. I am talking about such things as the process for building new buildings or remodeling old ones and the process for adding to, revising, or deleting from the curriculum. Let's look at our tentative curriculum process. (Chart #15) Essentially it will go through three

LANE COMMUNITY COLLEGE

LEGISLATIVE FUNCTION	DEVELOPMENTAL FUNCTION	OPERATIONAL FUNCTION	EVALUATION FUNCTION
<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • INSTITUTIONAL & SECTIONAL • POLICIES • PROCEDURES <p>PROCESS FOR INSTITUTIONAL LEGISLATION</p> 	<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • COMMUNICATIONS • LEGISLATIVE PROCESS • PLANNING & DEV. • INSTITUTIONAL RES. <p>PROCESS FOR INSTITUTIONAL CHANGE</p> 	<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • ADM. PROCEDURES • SCHEDULES • PERSONNEL • FACILITIES • RECORDS • REPORTS • PROGRAMS • EQUIPMENT & SUPPLIES <p>PROCESS FOR IMPLEMENTATION</p> 	<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • PROGRAMS • SYSTEMS <p>PROCESS FOR EVALUATION</p> 
BOARD OF EDUCATION			
OFFICE OF THE PRESIDENT			
LEGISLATIVE BODY	LEGISLATIVE BODY	OFFICE OF ACADEMIC & COLLEGE PLANNING	OFFICE OF ACADEMIC & COLLEGE PLANNING
BOARD OF EDUCATION'S OFFICE OF THE PRESIDENT	LEGISLATIVE BODY OFFICE OF THE PRESIDENT	OFFICE OF ACADEMIC & COLLEGE PLANNING	OFFICE OF ACADEMIC & COLLEGE PLANNING
OPERATIONAL OFFICES ACADEMIC & COLLEGE PLANNING	OPERATIONAL OFFICES	OPERATIONAL OFFICES	OPERATIONAL OFFICES
OPERATIONAL OFFICES ACADEMIC & COLLEGE PLANNING	OPERATIONAL OFFICES	OPERATIONAL OFFICES	OPERATIONAL OFFICES



LANE COMMUNITY COLLEGE

BOARD OF EDUCATION

OFFICE OF THE PRESIDENT

LEGISLATIVE FUNCTION	DEVELOPMENTAL FUNCTION	OPERATIONAL FUNCTION	EVALUATION FUNCTION
<p>LEGISLATIVE RESPONSIBILITY</p> <ul style="list-style-type: none"> • POLICIES • PROCEDURES 	<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • COMMUNICATIONS • LEGISLATIVE PROCESS • PLANNING & DEV. • INSTITUTIONAL RES. 	<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • ADM. PROCEDURES • BUDGET • PERSONNEL • FACILITIES • FINANCES • SCHEDULES • PROGRAMS • EQUIPMENT & SUPPLIES • RECORDS • REPORTS 	<p>AREAS OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • PROGRAMS • SYSTEMS
<p>PROCESS FOR LEGISLATION</p>	<p>PROCESS FOR INSTITUTIONAL CHANGE</p>	<p>PROCESS FOR IMPLEMENTATION</p>	<p>PROCESS FOR EVALUATION</p>
<p>LEGISLATIVE BODY</p> <p>ACADEMIC & COLLEGE PLANNING</p>	<p>LEGISLATIVE BODY</p> <p>OFFICE OF THE PRESIDENT</p> <p>OFFICE OF ACADEMIC & COLLEGE PLANNING</p> <p>OPERATIONAL OFFICES</p>	<p>LEGISLATIVE BODY</p> <p>OFFICE OF THE PRESIDENT</p> <p>OFFICE OF ACADEMIC & COLLEGE PLANNING</p> <p>OPERATIONAL OFFICES</p>	<p>LEGISLATIVE BODY</p> <p>OFFICE OF THE PRESIDENT</p> <p>OFFICE OF ACADEMIC & COLLEGE PLANNING</p> <p>OPERATIONAL OFFICES</p>



stages, an assessment phase, a development phase, and an approval phase. The assessment phase is primarily a screening device. Usually, you will get more ideas than you can ever explore and develop in terms of time, staff, or money. The process starts with an idea paper. The idea paper is submitted to the Office of Instructional Operations and they decide whether or not it is a good idea. If they think it to be a good one, they give it to the Office of Academic and College Planning for an assessment. At this stage the assessment is very brief, answering such questions as, Does it fit the goals and priorities of the institution? Do the actual conditions exist as they are described? Favorable action here sends the item to the development phase.

The development phase contains two major areas. One deals with such specifications as: What is the need? Who are the potential students? What is the impact on the college? Is it going to bring in new students or is it going to just redistribute the ones we have? Would it effect other departments? What is the cost? Does it require special facilities? The other stage deals with the whole process of finding a workable solution that could be implemented either by local funds or grant monies.

The final phase is that for approval. Revisions go through somewhat the same process. Finally, there is the process calling for deletions. I think we will probably change the name of that because nobody wants to talk about deleting anything. But, I think we are going to have to cut. As we have grown we have been able to add without apparent negative results. There comes the time; however, when there may be programs

in the wings that are better than the ones you are offering. Hence, we are in the process of initiating evaluation procedures. The deletion process provides for shifting to the revision process when appropriate. If deletion is the apparent way to go, it is extremely important that a phase-out plan be developed in order to provide equitably for the staff involved. Instead of summarizing this discussion, I'll open it up for your questions and comments.

Perhaps at the outset we should make a distinction between "change" and "planned change." "Change" is something that happens inevitably as the earth turns: people are born, grow up, live out their lives, and die. So do institutions; so do curricula and instructional systems. There is, indeed a certain pattern to such changes, a certain regularity and predictability to the way so-called "natural" changes come about. This is an appropriate subject for historians and sociologists to contemplate and to report on, and we can learn a great deal from such studies of change. However, the concept of "planned change" is a little bit different; with this concept we start with an understanding of natural change processes, but we always ask the question: "How can we do better?" How can we apply our understanding of how change comes about in order to make it come about a little better, faster, more efficiently or with greater and longer lasting benefits to more people?

Thus, I would like to propose at the outset that change is something we can do something about. I believe that through planning and organizing our efforts and through thinking of ourselves as agents of change, we can improve the process of change, itself.

It might be useful, as a way of beginning to think about this broad topic, to consider three different ways in which change comes about in people and organiza-

tions. I am going to call these three ways (1) reacting, (2) problem-solving, and (3) communicating.

Consider first what I mean by "reacting." Inevitably all things must react when they are struck by other things; there is a transfer of energy from one object to another, and I firmly believe that this applies as well to interpersonal and organizational phenomena as it does to physics. When things come at us from our social and physical environment, we must react in some way. If one billiard ball is struck by another, it moves. Regrettably, perhaps, we human beings act very much like billiard balls a lot of the time. So we respond as a function of forces outside of ourselves, striking us in some, forcing us to do things; sometimes we call this the power of others to influence us or power of coercion; nevertheless I could demonstrate I think quite well that most of us do extraordinary things for no better reason than somebody said "do this." O.K. that's the first kind, reactive.

The second kind I'm going to call "problem-solving." If one considers how we are structured in a medical or historical sense, it is evident that we are creatures who can react to the environment and can have needs inside ourselves for various things, food and companionship and sex and so forth. Our muscular structure and our brain seem to be geared up to going into action to solve some of

these problems, some of these needs that come from inside ourselves or that come from somewhere else. Thus each of us is a mechanism which is organized to solve problems for itself. All people are problem solvers. In some ways that's a definition of what we are as individuals. But, I am also going to propose that we can think not only of individuals as problem solvers, but also of pairs of individuals as problem solvers, small groups, families, churches, schools, even community colleges could be seen as problem solving systems unto themselves.

The third type of change, I'm going to call "change through communication." We are certainly among other things, marvelous pieces of equipment for exchanging words, something we can do that the other animals can't do nearly as well. Often we are influenced to change by other people and when we get ideas for change, most of these ideas come from other people, whether we recognize them or not. This is a little different from the reactive type of change. In other words, some things we do because people suggest them to us in spoken or written form directly or indirectly.

Let us now consider an example where a 1 three types of changing might apply. Imagine an instructor, let us say at a community college, and he has just received a memo from his dean, and the memo says, "start-

ing this fall all classes will employ instructional television." Well, there is a stimulus for change, right? It comes from outside himself, and it is pressure. You can imagine yourself in the situation; can you almost feel that pressure? Someone (the dean) has made an assumption that this instructor will react. He certainly will react in some way; he may react by getting an ulcer; he may react in his body; he may react, however, by saying "yes, O.K." I suppose that the dean had this in mind, that he would react by adopting "instructional TV," whatever that is. He might also protest; he might go to the dean himself, and say that he had plans for next year but they didn't include ITV; he might also ignore the dean entirely and go to some of his colleagues, and if things are really bad he might say, "to hell with it, let's go out on strike because this dean is full of it." Or he might "react" by doing nothing. In a way, this is a reaction, too, and, if I might be somewhat facetious, this is a strategy that seems to work in a lot of universities and colleges; it really works well sometimes, too. Anyway, perhaps you can imagine this example so far as an example of change through reaction. You can perhaps imagine for yourself what some of the problems are when we try to generate change by reaction. What happens to you when someone tries to push you around like a billiard ball? Sometimes you respond just like a

billiard ball, don't you? But often you don't. Deans or administrators sometimes are under great pressure themselves and thus attempt to use their position of power. We might ask: "Can one generate lasting change through using power?" Is there a way to do it so that people start by saying, "yes, O.K." and then go on to do these many other things that will make it all happen the way you had in mind? Can you make it happen so that they won't be beating down your door or going out on strike or doing all kinds of other foolish things?

Now consider what might constitute change through problem solving in this same case. Let's forget for a moment that the dean sent this memo, or let us imagine that the day before this memo arrived this instructor is thinking about his class. He is bored with it; he thinks perhaps the students are sensing his boredom (as they are very clever about doing sometimes), and they may be bored too, since attendance has fallen off. Now he has some sense that he should do something about this; maybe there are ways that he could jazz up this class. He might even think of ITV as one thing to use in some way. Maybe he might think of some way to approach individualization, some modules that he could adopt from somewhere, or maybe he could go to the LRC. Maybe he could talk to the librarian and get some ideas from him or her; maybe he could start

setting up field trips; there are a lot of things he could do, but if he has got this uneasiness about the way things are, he then might be stimulated to go into some kind of search behavior. Isn't that what all animals do when they are hungry? When they have needs they start searching around. That is what the body is for; that's what muscles are for, to search around for things. But if this instructor is sensible he won't just reach out for instructional TV. That might be one idea but it is not simply a matter of getting a package and applying it. He might well want to go and look at somebody else applying ITV and he might want to look at various materials. Maybe he might also look at a research report that shows what the results are and what the problems are with this type of innovation. He probably also wants to see it in action, and he will probably want to sense out whether this is something he can do, that he can feel comfortable about doing. We all are willing to take some risks but only within a certain range. We have limits. We have a sense of our own abilities. Sometimes our sense of our abilities on starting out on a new thing are pretty narrow. So it is natural that this instructor will want to check this thing out and evaluate it in terms of himself and his situation, and then maybe he will want to try it out. If he tries it out and if it seems to work and if the class seems to come alive, then he has just solved a problem, hasn't he?

In any case, he is on a problem-solving track. He has cycled through that process of search-and-application-and-adoption, tentative adoption, and maybe if it works he is going to try it again.

Think back, then to that dean's memo, and this instructor. When does he get that memo? Does he get that memo when he is in a search mode? AND, how does he feel about it? Does he get angry? Does he object: "is the dean trying to tell me what to do!," or does he say, "Gee, that's another possibility that I can put in the pot. Maybe I should look into ITV as one kind of alternative. I wonder where I can go to get information about that sort of thing." So that is one very nice and productive way to look at such memos, not in a reactive mode but in a problem-solving mode.

There is one last thing I should say about what this instructor is going to do. If he is like most human beings, he is going to check out this idea with people he knows and people he trusts, whoever they are: in some cases they may be former professors, perhaps, or colleagues, if there is a tradition of talking with colleagues at this college. It might be his wife (or her husband). In any case, it is going to be someone who is very relevant to him, with whom he discusses professional things. And that point brings me into the third type of change, change

through communication.

There have been many studies in sociology which have focused on the communication networks that we belong to, and they have demonstrated, I should say beyond the shadow of a doubt, that such networks exist everywhere and have the strongest kind of power over what we do, what we say, and what we think. Our social relations are so structured that some people are more influential than others, and where we are in a network in comparison to those other people is going to be very predictive of when we will adopt new ideas. So in a way this is a billiard ball model of change, again, but with some important differences.

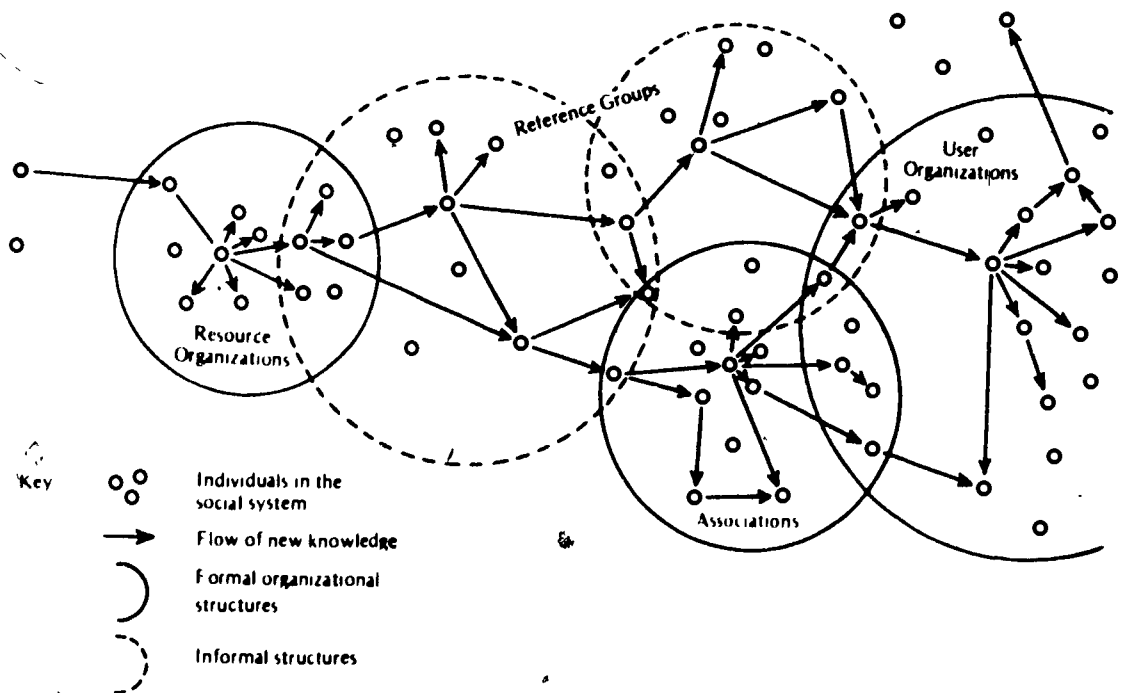


Fig. 1: THE SOCIAL COMMUNICATION NETWORK

Here in Figure 1 is an abstract model of such a social network. The circles describe associations, informal groupings, the people who we think of as colleagues; they may not all belong to the same official organizations that we do, the community college association or the League, or whatever, but the League would be like one of the solid circles. In any case it should be obvious that these groupings exist, both formal and informal and collectively they form a network. Within the network it must also be recognized that some people are central, others are near the centers, still others are at the peripheries and some very important people are at the peripheries of several groups at once so that they form a link between reference groups.

Most of you should see in this diagram a pattern for change through communication, the flow of ideas and products through a complex network of individuals and groups. This is a very rough outline of the three types of changing, through reaction, through problem-solving, and through communication.

In Figure 2 the most rudimentary form of problem-solving is illustrated. It is very simple. You start with a disturbance, the disturbance leads to some activity to deal with the disturbance. I just have an itch in my back; I don't think anything about it; I just put my hand back there and that solves my problem, (I hope).

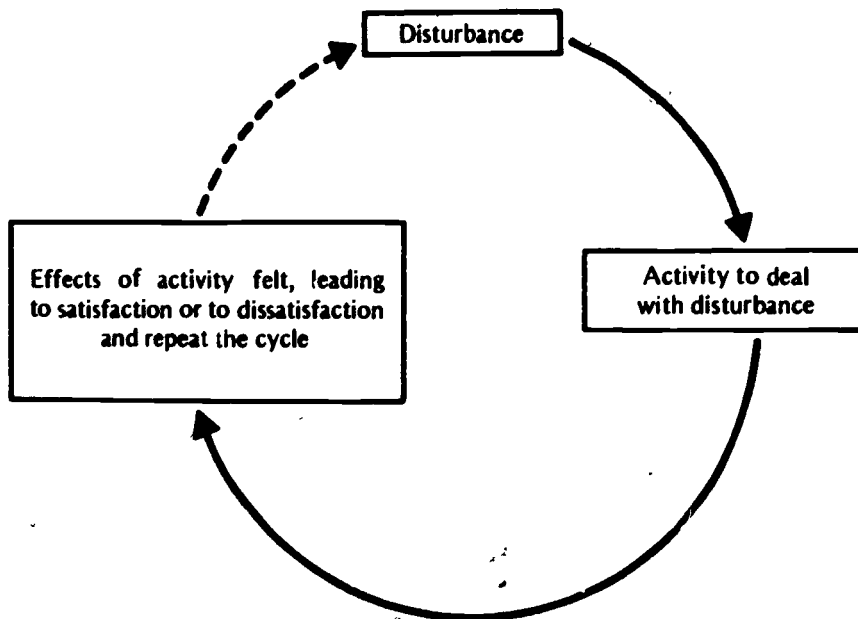


Fig. 2: SIMPLE PROBLEM-SOLVING

Just consider briefly the value of this simple minded problem solving process. Why do I call it "simple minded?" It is obviously not simple-minded in terms of my back scratch, but it is if you have some sort of disturbance on campus and you react by bringing in the police, or closing down, or going out on strike, or, depending on what role you are in, if you might simply react in an automatic way. There was a time not so long ago that we were all very nervous about each other. Students, faculty, police, parents and so forth. We all remember this.

How did we react? I seem to recall that many of us said "Let's act now!" "Don't stand there do something." "Let's do it, let's act, let's not think about what our needs are or anything like that, let's just do something."

I guess my gospel is that, if we follow that route for most of our problems, they are just not going to get solved. So, I would propose a straightforward, rational approach to problem-solving to replace that simple minded model. First of all we need to break up the problem-solving into steps and we need to think and plan in terms of those steps.

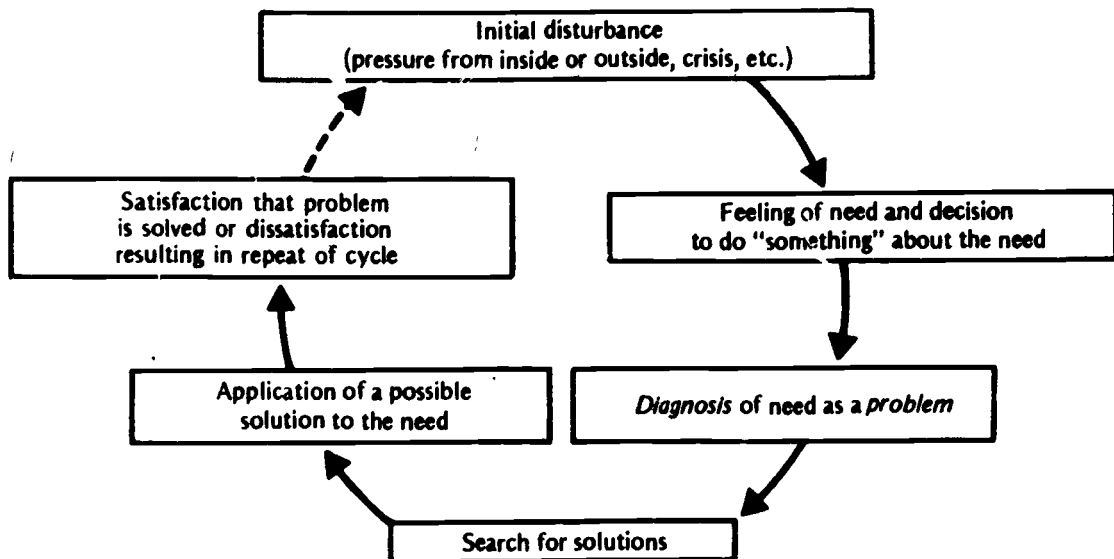


Fig. 3: A MODEL OF CHANGE THROUGH RATIONAL PROBLEM-SOLVING

This approach is partly illustrated by Figure 3. You start with a disturbance, and of course, there has got to be that disturbance there: we are sometimes unfortunately in situations where there just isn't any disturbance at all, and no one feels any need to do anything, and things are just fine even though we may really be asleep. Nevertheless, if there is no stimulus to start a problem-solving process, there is not going to be any problem-solving.

Secondly, we need to make to make a deliberate decision to do something about this disturbance. Should we respond to the disturbance or not? We don't respond to every disturbance we have. When we had pollution as a problem back in 1910, 1900 and 1850 we didn't respond. I understand that the pollution in London was just terrible in 1800, but we somehow live with a lot of these problems for many years, and then some things happen so that we start to get concerned. You can see this in highway safety in 1966 and in environment in 1971. Sometimes these things just come up to the surface. We just get so disgusted with something that we decide that there is a need for a decision to act. And I assume that most of you are here because your institution has decided for some reason or other that something should be done. Change is called for. So that is an important step. But now on to the next step:

what change? How do you break it down into pieces you can work with? I call this "diagnosis." Some people don't like me to use the word, "diagnosis" because they don't like doctors and that's a medical term but all I mean by that is just separating the problem out into its various parts. What is it really? What are the underlying problems? Can we write that down? Can we label it? Can we define it as a problem rather than as a need? If we can't define something as a problem, we can't go into the problem-solving cycle.

Diagnosis is followed by a search for a solution. How do you conduct a search: Do you really look for just what is here and easily available in your own community or do you really try to find new ideas outside?

Do you use books, journals, and ERIC or do you just use people? Or on the other hand, do you just use the books and not the people you know? A comprehensive search strategy looks at many types of sources, people and print (local, regional and national). Once you've got some solution alternatives, then, of course, you must try them out, applying them to your needs and evaluating whether or not the new practice works as you had expected. Hopefully, that solves the problem and, if it doesn't, of course, you recycle. Anyway, that's the basic notion of problem-solving that I wanted to suggest.

This cycle of sensing-search-and-testing is what we can imagine going on inside the user's system, but users don't work in isolation. For example, I mentioned this search mode (see bottom of Figure 3). Let's consider more about that briefly. There is the user, and he is reaching out into the environment, the social environment and the information environment. I am now going to ask you to think of yourselves not as problem-solvers but as external change agents. Thus for this user you are now part of the external environment.

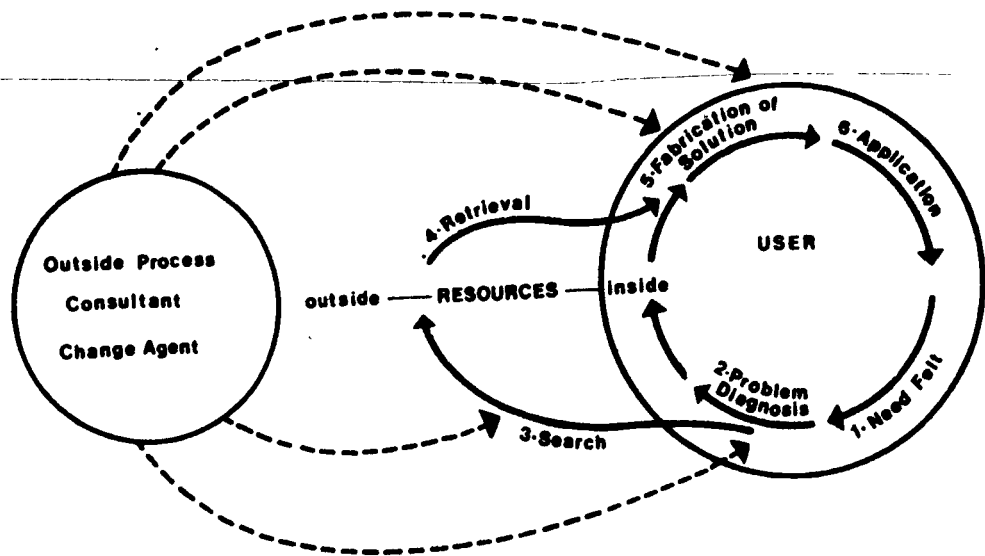


Fig. 4: WHAT IS THE ROLE OF THE CHANGE AGENT

This is the situation in Figure 4. You are labeled as the outside process consultant, the change agent, on the left hand side of the figure and the dotted arrows indicate that you might be of help in a lot of places, not just providing facts, but doing a lot of things. Think what role you can play, what role can outside change agents play?

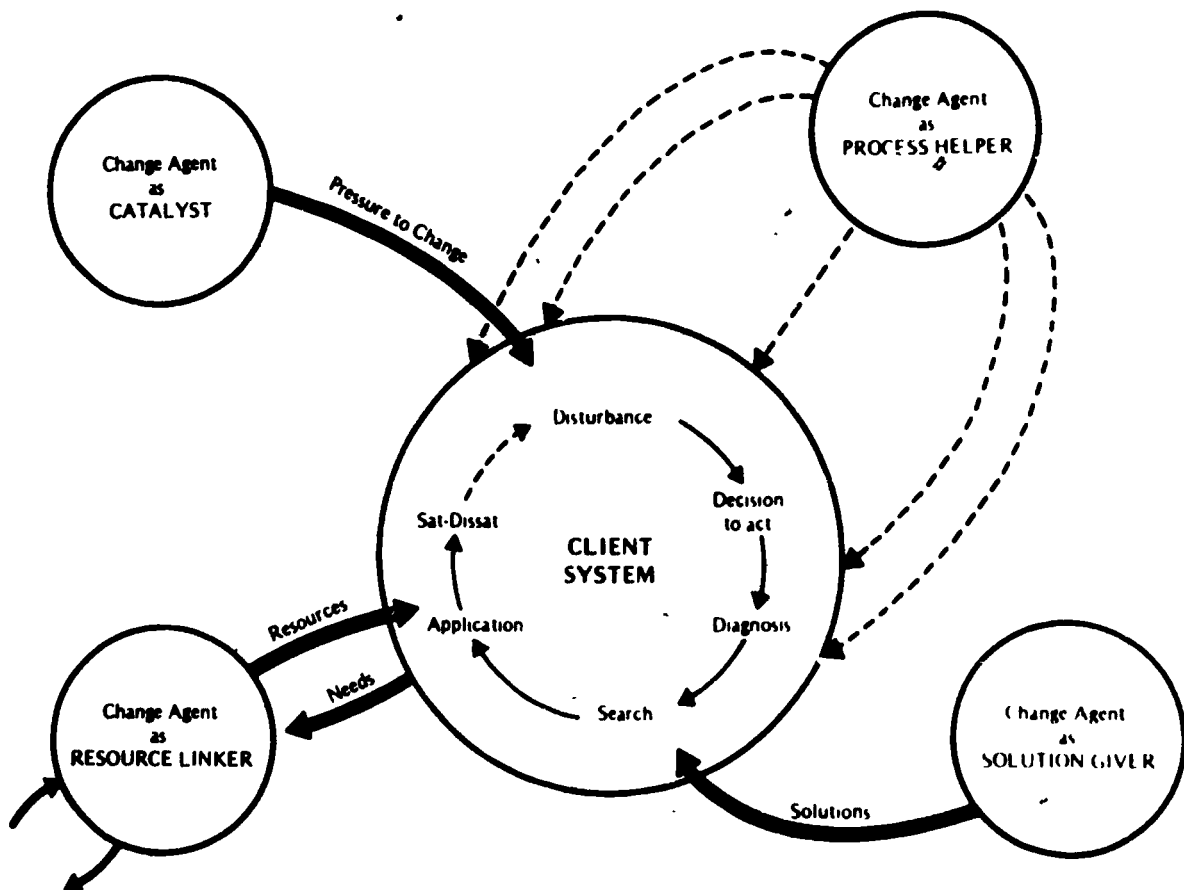


Fig. 5: FOUR WAYS TO BE A CHANGE AGENT

Figure 5 suggests that perhaps there are at least four ways to be a change agent. First of all consider the "solution-giver." You have an idea about what the system should do. This dean says "instructional TV is the thing, I want everybody to do it next year." He is really coming in a way as a solution-giver. Of course, he didn't say much about that solution, did he? But perhaps he has a whole lot of people with all kinds of equipment and all sorts of software and hardware that is going to help his faculty follow this directive. The memo didn't say much about that, but you would hope he would have some sort of back-up support ready to help in implementation. Of course, he didn't know where that instructor was did he? He didn't know if that instructor had any feeling of need or whether the instructor was searching for anything like ITV. But if he were a good solution-giver, he would have had some sense whether or not his school was in a search mode. Timing is very important because if you start proffering solutions when people haven't even yet made a decision to act, or they haven't really made a diagnosis, then they don't yet even know what their problem is. One of the most common errors that change agents make is to give people the solution and the problem at the same time. We say, "your problem is such-and-such and here is the solution to it." For example, I'm acting right now in the role of solution-giver. I am proposing to you a model of change that you might adopt; I'm trying

to sell it to you, really. Obviously there are good ways of being a salesman. And, lets face it, selling works, sometimes, doesn't it? Some people are better salesmen than others, and some salesmen sell you things that help and some sell you snake oil. In any case it is a very common change agent role.

Now consider a second role depicted in Figure 5, the change agent as a catalyst. Think again of that dean. Instead of ordering across the board use of ITV, perhaps he could have said, "By next fall, I don't care if you are using ITV or not, but I want you to do something new. I would like to see some evidence that something new has been done in each of your classrooms." In effect what he is now saying "You are going to change, no matter what. I don't know what we are going to change to, but we are going to change." He is really creating a disturbance in the hope that the disturbance will stimulate positive problem-solving. Isn't this what happens when you have student unrest? or when you have teacher strikes? or when Ralph Nader starts getting everybody upset about General Motors or meat packers or whatever it is? You may have noticed that he doesn't really come in with a solution. For example if you read his book, Unsafe at Any Speed, you don't get Nader's plan for how to change highway safety, I don't know why you don't. Maybe he has thought it through but he isn't telling you. So some people say he is trying to tear down the

capitalist system; other people will say he is trying to make that kind of thing or this kind of thing, but he really doesn't say very much about that. He just says, here's what is happening; here's what they are doing; this is wrong; we've got to change. Thus he makes us upset; he is creating a disturbance. And he is generating a kind of electricity; he is conducting change in the system, getting things rolling. I'm sure that some of you in this room are change agents of the catalyst type. Primarily, now you may think of yourselves as solution givers; you may imagine that you've got the best ideas in the world, but it may be more important that your ideas spur other people to action. If you really think about what this dean I mentioned is doing, he is being a catalyst when he says by next fall he'll have ITV in every classroom; you know that is impossible. Most of these people don't even know the first thing about how to use it and it is probably inappropriate for a lot of things, so they shouldn't be using it, but he is forcing the situation! Something is surely going to happen. So that he acting as a catalyst whether he knows it or not, as much as he is acting as a solution-giver.

Without denigrating either the catalyst or the solution-giver, let's now look at some more sophisticated roles of change agents, also depicted in Figure 5. One of them I call the "process helper." By this I mean

someone who can understand all of these processes and can help a system help itself. This person can work collaboratively with this group or that to bring about a more satisfactory solution to problems and to approach the whole thing as a problem-solving process. This sort of collaborative problem-solving is a major part of both the approach and the ideology that I follow.* In this approach you avoid thinking about a particular solution before you understand the situation. You don't find the solution until you find out what the need is and what that really means. And you assist people to be their own problem-solvers, helping people to help themselves. It may be that the process helper is not somebody who is in a high administrative post. I don't know whether a dean can act as a process helper or not. Some can and probably some can't because if you are in a position of great power, people are going to react to you as if you are either forcing them to do it or putting something over on them. Unfortunately bosses don't do good psychotherapy for their employees anyway. But process helping is a more difficult kind of treatment in a way because it is psychotherapy for a system. This is what we are talking about here.

The fourth type of change agent depicted in Figure 5, one I will touch on only a little bit, although in a way it is the most important. This is the "resource linker." How do you bring to this system the kinds of re-

sources they need to help themselves? This is the question for the resource linker. You could be linking them to resources inside themselves or outside themselves. You could be linking them to the solution givers or maybe even to catalysts sometimes. You could be linking them to print sources and to people sources. But how you act in this role is very complicated indeed if you want to be very sophisticated about it. You have to have in your head a fairly accurate image of who your users are and what they need but also what it is possible for them to be.

The linker may be the most important role because a large part of successful change is exchange. Each of us has needs and problems; and each of us also has knowledge, resources which can be very useful both to ourselves and to others. Hence successful problem-solving is very largely a matter of matching resources in one person or group with needs in another. Unfortunately, however, most of us have a lot of trouble either asking for help or giving help. This is why we so badly need agents of change who specialize in communication in all forms, print, personal, group, etc. and who can forge the vital first connecting links between those with resources and those with needs

Figure 6 is trying to suggest that we progress through stages when we are bringing about change. I think we are better off if we plan our activities in terms

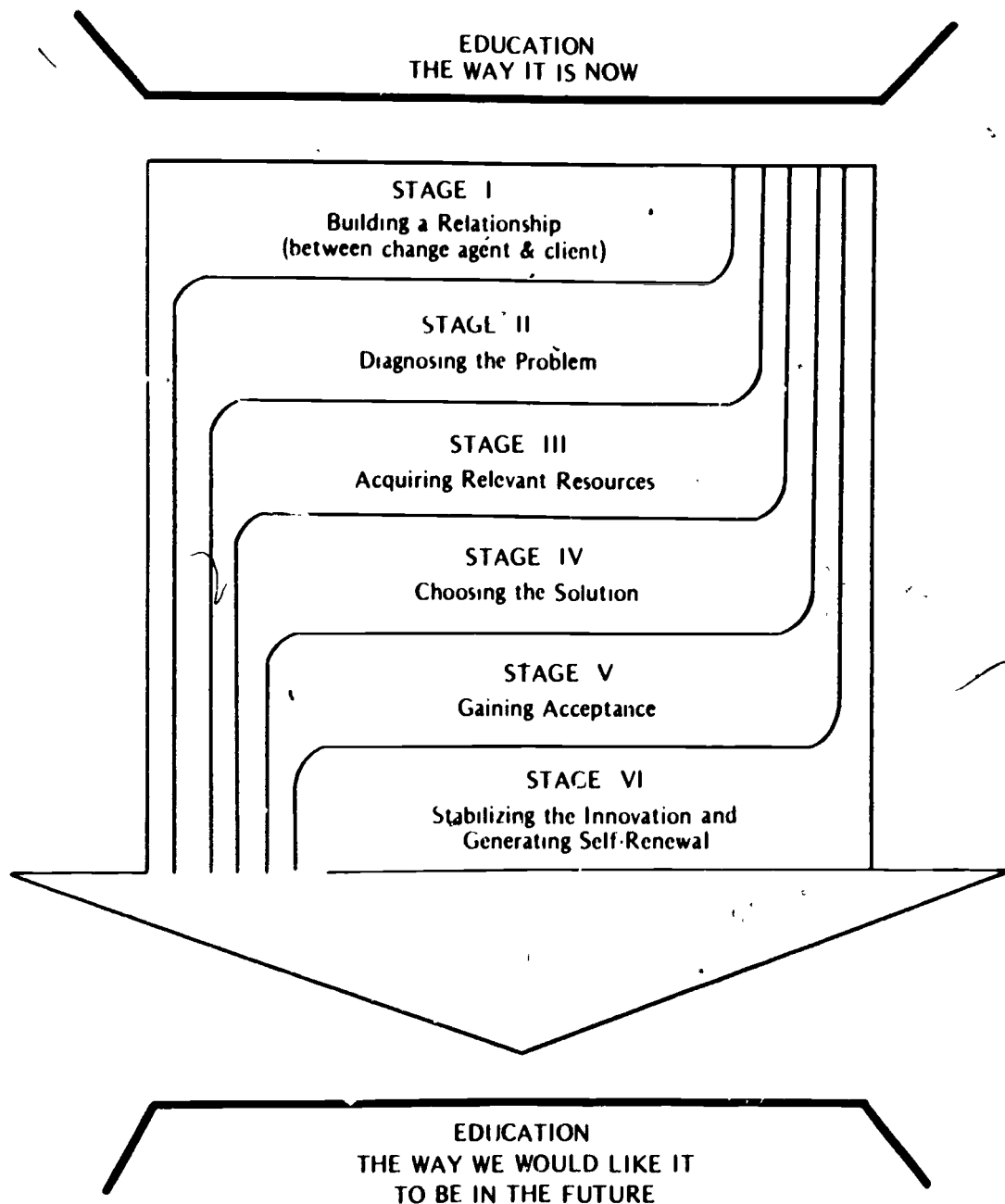


Fig. 6: SIX STAGES IN ORGANIZING A CHANGE EFFORT

of particular kinds of changes that we want to bring about. Moreover, it helps to work in terms of a coherent time sequence and in terms of projects. County agents in agriculture have been studied probably more than any other change agent group: these people do all sorts of things for all sorts of people, but they tend to organize their major work in terms of projects and in terms of a time sequence within a project. They have found that if you don't do that and if you don't plan that way, then you can get awfully confused about what you are doing. This six-stage model is suggested as one way to organize this kind of change project planning. The first stage is building a relationship between you and the client system. Of course it partly depends on how far outside the client system you are yourself. If you are way outside, it may be more difficult to build a relationship in some ways. On the other hand, if you are inside and you don't have very much power inside or if you are viewed, for example, as a teacher and you want to be viewed as a change agent, that's quite a switch for a lot of people. Thus building a relationship from inside is just as hard in some ways as building from the outside. There are several constructive ways we can approach the question of how to build relationships. We can structure our thinking about how to do that, and of course after building a relationship, you must main-

tain it through the life of the project if you want the project to succeed. You have to consider both your relationship to the client and their relationships to each other within the system. The change agent is perhaps above all an expert on building relationships and maintaining relationships between himself and the client within his change team and within the client system.

At the same time he is building a notion of what the problem is and he is getting the client system to build their own notion. The diagnostic step then consists of defining the limits of the problem; how strong is it? who feels it? what are some pieces of the problem that can be separated out and worked on constructively?

Thirdly, if he is following what I view as a rational approach, the change agent will then make a specific effort to hunt for resources that are applicable to the problem, all kinds of resources, not just financial: that's part of it but people resources, facilities, materials, you name it. We can plan that kind of process so we can do it better.

Choosing a solution of course, consists of more than the retrieval of a long list of resources. It's also necessary to think through some alternatives for action and to specify the materials and the behavioral steps required for information. It is important to be able to compare realistic alternatives; perhaps after

doing some brainstorming to free up your thinking.

Having chosen the solution and having worked through this process as collaboratively as you can, you will inevitably reach a point where you haven't persuaded everybody. Thus, there is an additional communication step, which I call "gaining acceptance." In other words, in stages one, two, three and four, we are acting as problem-solvers and in this fifth state we are acting as change agents of communication, change agents of persuasion, using our knowledge of the network (Figure 1) and especially using them to get through to the rest of the system. If you've done a good job in stages one-to-four, this stage of gaining acceptance will be much easier, because more people will have been involved to start with: hopefully, one or two of those opinion leaders will have been on your change team, for example.

Finally, you need to think about how you keep the change process going. The trouble with change agents is that they tend to go from one place to another: they are very itinerate. Sometimes they are itinerate because that is the way they feel about it, and sometimes they are itinerate because that is the way the other people feel about it. We have to think about how do you build those local change agents. How do you make other people change agents? How do you duplicate yourself? How do you get people to think about their own problem-solving process

so they can do it themselves? If you really want to work for self renewal, each time you are working through a step (one-through-five) you must both do it and teach it so that you have developed good people in that system who understand how to build relationships, how to do a better diagnosis and so forth. Passing on your skills to others and setting up institutional arrangements that can keep change activity going, and keep people motivated, that is the essence of self renewal.

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Dr. Robert Diamond

What I would like to do this afternoon is discuss with you some of the scars we have picked up over the years and discuss what has worked and what hasn't worked. Things that I suggest that you don't try, and perhaps that you do. As we have all mentioned, we have enough problems in instructional development without making the same dumb mistake over and over again. I remember in the early days of television I had an opportunity to do a lot of travelling. I was a math teacher who was volunteered to be one of the early television teachers. And in those days we had no such thing as video tape which I am very thankful for because I would have hated to have to sit down and view some of these programs. Secondly, we had no rehearsal because we used a commercial station. Therefore, I used to go in without any rehearsing and do it live with an awful lot of prayer. As a result I made mistakes that were seen in parts of New York, Vermont, and Massachusetts. When you travelled around in the earlier days with television and went from one district to another and one station to another you kept seeing the same dumb mistakes being made over and over again. I'd ask people, "Why are you doing this? You know it didn't work here and it didn't work there and you're doing the same thing." They'd always reply, "Well, we're different. We've got a little extra talent that they didn't have, etc, etc." Well, they'd fall flat on their face too. So what I would

like to do in the next few minutes is just briefly review some of the things we have learned, and then open it up for any questions and suggestions you might have.

One of the things you always have to realize is that whatever you are doing, and whenever you start, you start off bright eyed and bushy tailed and it's not too long when you have earned a few scars to show for your efforts. What I will try to do is review some of the basic things that we have learned.

1. Have realistic goals. Whenever you get involved with academic redesign you must have realistic goals. One of the problems we have around the country is that on day one (and the government has done this consistently) the administrators responsible set up goals that are unrealistic in scope and particularly unrealistic in the amount of time that will be required. So often people want to do things and in their eagerness they make unrealistic statements about when it is going to be finished. I could point to some beautiful national projects where state superintendents, and governors, have said by this date we will have such and such and yet there was no way in the world that those goals were going to be able to be met. It is crucial that when a new unit is being set up or when something gets underway that everybody involved is realistic on what they can expect. This is so important because if you fail and you don't do what you claim you are going to do you have lost your image on that campus. It is so important

that when you do set out, not only the people who are working on the project, but other faculty members, other department chairmen, and the people you report to, have an understanding of realistically what can be anticipated. At Syracuse I told the Chancellor, don't expect anything for a year and a half. We were lucky, we pulled some things off in less time, but it is crucial that whatever goals you set out, are the goals that you can reach.

2. Don't shotgun. As I have mentioned many times, avoid working on a lot of unimportant activities. You go where the priorities are and where you can have impact. Your dollars are limited, your human resources are limited, and, if you want change, you go at the area where change can be effected. Very few dollars can have substantial impact if they are used well.

3. Select your projects with care. Again as we said before, you don't walk into projects that on day one have major chances of failure. If you don't have a quality faculty team, forget it. I have, in several cases, had what we call administrative override. We've moved into projects where we didn't have the right faculty mesh and they failed fantastically well. You have to make sure that the chance for success is there.

4. Learn from mistakes. One of the problems we have nationally is that people are reticent to say this is what they did wrong. I think this is unfortunate.

So often you read something and then when you go to see what actually exists you find out that everything you read was pure fiction. I think we have to be honest in admitting what isn't working and we must take time to find out what hasn't worked and why it didn't work. Why are certain campuses having problems in their academic redesign effort? Why is it working somewhere else? What are the variables? So often we have done instructional development in isolation. We must look at the literature and we have to visit. One of the things that really annoys me is when people start talking about programs that they have never visited. Whether we are being positive or negative, I think it is crucial that, for our own sakes, we really explore the programs that we are defending or tearing apart. We must know what is happening elsewhere.

5. Don't re-invent the wheel. If you can find something done you can use, USE IT. It will save you money, it will save you time and you will quite often get something quite excellent for your efforts. You will have enough to do in designing new materials without designing something over and over again. A classic case is the independent learning sequence on media equipment operation. There are series all over the country and an awful lot of the "developers" design another series as the first thing they do. We have a series in the area at Syracuse that

we have been using that over 5,000 teachers had been through here or elsewhere. They work, they are available. Why do it again? Another perfect case is the normal curve. I cannot think of a campus where the overhead transparency production group has not done a normal curve from scratch and yet you can find books that give you the masters that you can use in thirty seconds. Find out what is available. It doesn't mean you must use it the same way. We cut quite a few programmed texts into pieces and then use the section that does the job. In one course in bio-chemistry we found useful programmed texts that we chopped up into sections to be assigned on an individual basis. This allowed us to reduce substantially the problems on remediation for less than \$30.00. There is the Hendershot Catalog that lists all the programmed materials that are available. You should have a copy and then when appropriate, order preview copies, before you move on to develop your own materials.

6. Keep a low profile. A classic case of non-low profile is Florida Atlantic University. Before they opened their doors they were on national programs talking about the program they would have. They publicized it, they had brochures out and they hadn't taught one student. Unfortunately they made a few mistakes. First they designed an upper division institution around mass technology. Second, many of their early faculty were political appointees.

Third, they designed a campus in the middle of nowhere and forgot to build dormitories. As a result they were shocked their first year when they had approximately 500 students when they expected over 2,000. To this day, they are still trying to outlive that first image of failure. It is important that you don't blow your horn until you've got something to toot. That may sound trite, but it is true.

Make sure that you don't over advertise. One of the things you can do very easily is see a lot of people, tell them all the services you can provide; everybody is going to believe you, and come in and you're swamped. As a result nothing happens and you lose friends and antagonize faculty and administrators.

7. Have a procedure and follow it. I don't care what it is, but you should have a described sequence you are going to use. Everybody involved should understand it and you should follow it. Again it may not be linear, (ours isn't, it's more of a cycle through) but everybody who is involved knows how they relate to it and what is going on where. It is a superb communication device.

8. Begin at the beginning. Don't build in assumptions that are not realistic ones. Test every assumption. Don't take it for granted that things have to be the way they are or that the program has to be what it looks like. Design for the ideal. As I've mentioned

already, if you work this way, you can come awfully close to the ideal, far closer than one might expect.

9. Be sensitive to the human problems.

The simulation that you just played deals with this area. We have to be very sensitive to the problems that faculty have when they are involved in academic redesign. It is tremendously difficult on the part of a faculty member to work in this area. It is hard for a variety of reasons.

Every assumption he makes that is wrong, every blemish that he has, is going not only to be pin-pointed but is also going to be pointed out to him in glowing terms. It is hard as hell on your ego to find out that many of the things that you have thought about yourself and your course simply aren't true. We had one faculty member when he was all done with the project, say, "Do me a favor, don't involve me again." And he said, "If you do involve me, remember that every assumption that I made about the students was wrong, and that every bit of advice I gave you was the wrong advice." And he was right. He was completely off base on everything. It turned out that here was a faculty member who was superb with 5% of the students and a disaster with the other 95%. Give him the high ability, articulate student, great. Most other students couldn't understand him. But can you imagine how hard it was on this faculty member who prided himself as being an outstanding teacher.

Another problem you run into is that the other people in the department who are not involved, love to throw stones. You'll be at a meeting and you'll say, "Look at this, it didn't work." So all the other faculty members will point to the participating faculty and say, "You are really stupid, what are you doing that for? Why are you getting involved with this, etc.etc." And those are the same faculty members who won't let anybody in their own classrooms. You have to protect the faculty member from this. You have to be very sensitive to his problems. There is a lot of hand holding, there is a lot of guiding, there is a lot of care being taken so the experience is not a disastrous one for the faculty member.

Same thing with students. They are guinea pigs in these programs. You have to report back to the student and tell him what is working and what isn't working, and why, and what you learned from it. One of the things that happens again and again on experimental programs is that we overwork the students. I remember a humanities program we got involved in at the University of Miami where the first list of textbooks that each student needed was about three feet high. In the religion course at Syracuse we made the same error. We had every two options equalling one credit and the students were literally overwhelmed with the amount of work they had to do. It was unrealistic. You have to be sensitive to

this. In many instances students are not ready for independent study. You have to build in a transition to independent study, and gradually get the students ready for it. Be sensitive to this problem.

10. We have to have a realistic reward system for faculty. They are going to get scars along the way. The copyright policy which I mentioned ~~is~~ the key again. Finding ways to support ~~their~~ travel, getting promoted, getting more dollars in their salary, are all elements of a reward system. If a faculty member breaks his back and gets no reward, there's not going to be another faculty member walking in that door. At the State University of New York, we did not have a copyright policy. We developed two projects that publishers wanted and we couldn't get them released and thus published. As a result some of the faculty group said to us "Why the hell should we work with you? With the same amount of time we can publish a traditional book, we can get it out, improve our reputation and we can get royalties besides. Working with you may help the students here but it's not going to help ~~me~~ very much." So in effect we have to change the rewards system at the institutions.

11. We have to involve policy makers. You can't implement new scheduled formats, new types of programs without the people in those areas knowing what is going on. Your curriculum committee has to know what is going on.

Your chairman has to know what is going on. The Dean has to know what is going on. If you get their support early so they feel they are part of the project it is going to substantially reduce your problems and in fact, facilitate your program. Don't keep it secret. The best way to have no said to you is spring a surprise on a committee or spring a surprise on an administrator. One of the things you have to try to do is contact everybody before they have the decision-making meeting so you have answered their questions.

12. Build in evaluation. Get your data, get it early, get the data for decision making. So often you find projects when they have been funded for two or three years, they have two weeks to run and then they ask, "How are we going to evaluate this?" You need the base data. I am appalled at the number of times evaluation has been left out of major projects. I don't know how the government funds some of these things. One of the most questionable things Washington has done is omit funds for their own evaluation. The Government establishes programs that have millions of dollars to find and give the office that will handle the program pennies for administration. You have to have evaluation. You have to build it in.

13. You have to take care with logistics. This is crucial with librarians. In the newer programs we have a lot of students involved in independent study, moving in many directions at different times. We must make sure

that everything is where it has to be, at the right time, in the right quantity. We had a very interesting experience at Syracuse. We were moving our Freshman English program down to the library after we had had it for two years in the Independent Learning Lab. We had evolved procedures that worked, record keeping systems that worked, logistic systems that worked, and the librarian who was responsible for implementing the new program into the library categorically refused to hear us. We said, "Look, this day at this time, this many students are going to be coming here for that and you better be ready." Well, there was almost a rebellion in the library, they simply weren't ready. We had librarians with cleat marks over their chests. It was brutal. But now those particular people hear a little better. But this is crucial. We have to make sure that we have the right number of sets of materials in the right place, we have the right number of rooms, and the right number of pencils and right number of tests. Everything. Unfortunately many faculty don't worry too much about logistics, and yet it is crucial. We have to be prepared. The logistic support has to be there.

14. Support systems involvement is critical.

As I said yesterday, we should get to the library early and the registrar early. Anybody that is providing support to

a program should be involved early enough that they can start generating support systems that you are going to need. At Syracuse we have had the good fortune of having the registrar's office sitting in on development meetings and we said, "Gee, how about a flexible time frame?" Right away a hand goes up, "You mean you would like this to happen?", and we say yes. Now that person goes back and starts working in that office to give us the system we are going to need a year from now. This interface has to be there. In New England, members of our staff have been working with the New Hampshire consortium of colleges. One of the registrar's was called in early in the development process and was asked, "Is there any way we can do this, because this is what we think is coming?" The woman was flabbergasted at being asked, and said yes. Afterwards she mentioned that it was the first time since she had been a registrar at that institution that anybody on the academic side bothered to ask her to help them evolve a system before it was passed in their senate. What normally would happen, the senate would say as of this day this will be done and the registrar never knew a thing about it. To get the help, involve the support people early.

15. Keep technology in perspective. An awful lot can be done without hardware. Television has advantages and disadvantages. For certain programs its advantages may outweigh its disadvantages and vice versa. Ask yourself,

do I need motion? Ninety-eight times out of one hundred you are going to say no. Ask yourself, do I need sound? Ninety-eight times out of one hundred you may say no. This means that most of your materials can be in a written format, easily transported, easily moved, easily duplicated. When you are going to use media, use it well, but make sure you have to use it and make sure you select the right medium. It is a rather interesting thing that as you move up in cost, you usually move down in flexibility. The most expensive media are the least flexible. You can't internally branch television. You can't internally branch film. You have a little flexibility with audio-tape at times, but not much. If you are designing programs that are going to adjust internally to individual differences, technology at times can get in your way. And there may be better ways of using the dollar.

16. Expect the unexpected. We've had some doozies in this area. I have had a three-foot snowstorm on the day all the students had to do something outdoors. I have had a pianist who was going to record a presentation he wrote, get high on LSD and go flying out the second story window only to find out he could not fly by flapping his arms. I have had a person who was not expecting a baby for two months forget to tell it to the baby and not be there for the first day of class orientation. We have had planes

grounded, we have had student riots, and we have had electricity go out. This spring, we had a ridiculous, delightful, but highly frustrating problem with the computer. We had developed a simulation in sociology which appeared to be working out extremely well until a very creative student on our campus decided to help out the simulation. He rewrote the program so that when a student typed in for certain information the computer said, "You don't really want that information, I've got something much more interesting for you." And then the student could select a printout of a three-dimensional nude, some rather raunchy stories, and certainly some of the more vulgar jokes I've heard in some time. Now this type of problem may at first be humorous, but what do you do when you have 500 students coming in who have to get through the sequence in a few days. It was close to a disaster. We had the students up in arms. By the way we found the student and his punishment was designing a program that "idiot-proofed" our program so students could not change them. These are things that you have to anticipate. Things do go wrong. You cannot anticipate what is going to happen. Perhaps, most of all, you must have and retain an extremely good sense of humor.

Chapter 6

CONCEPT OF THE LEARNING CENTER

Dr. Gary Peterson

Dr. Peterson gave three slide/tape presentations at the Workshop. If interested in any of them, please contact Dr. Peterson directly. His address is:

Dr. Gary Peterson
Associate Dean of Instruction
Learning Center
DeAnza College
21250 Stevens Creek Blvd
Cupertino, California 95014

The titles of the slide/tape presentations are:

"Conceptualizing the Learning Center"

"The Open Road -- Then and Now"

"The Educational Diagnostic Clinic"

The following article by Dr. Peterson will be appearing in the September, 1974 issue of Audiovisual Instruction.

* * * * *

Since the article "Conceptualizing the Learning Center" appeared and since the author undertook a nationwide study on the state of the art for learning centers, letters, calls, and visits from all over the world have become a part of our regimen at De Anza College. People are seeking insights into this movement -- people are wanting to make purposeful changes in the direction of a learner-centered model but many do not quite know how to make that change. The following article expands on the previous one, providing more specifics and a few examples -- yet remaining general enough so that the knowledge can be applied to a number of organizations at a number of educational levels. The author hopes that it provides some useful information for a field which is badly in need of a conceptual framework upon which to build.

Historically, the movement has been a gradual, planned progression, beginning with libraries which placed emphasis on print media, which reacted to requests and provided services for a wide variety of consumers.

FIGURE I

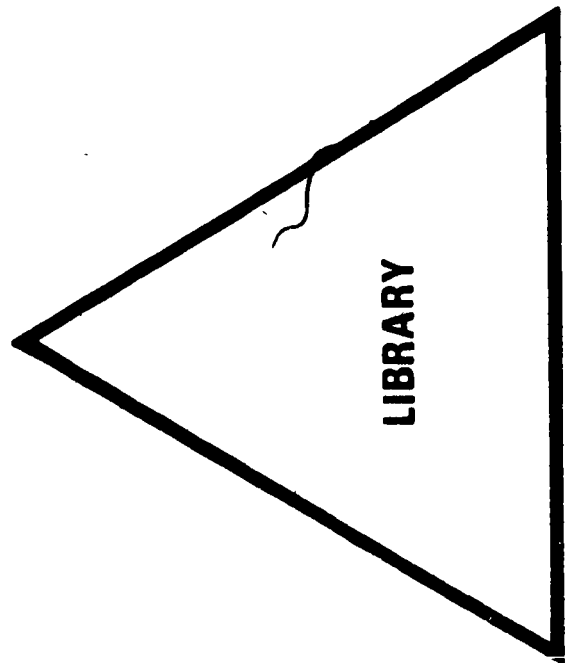
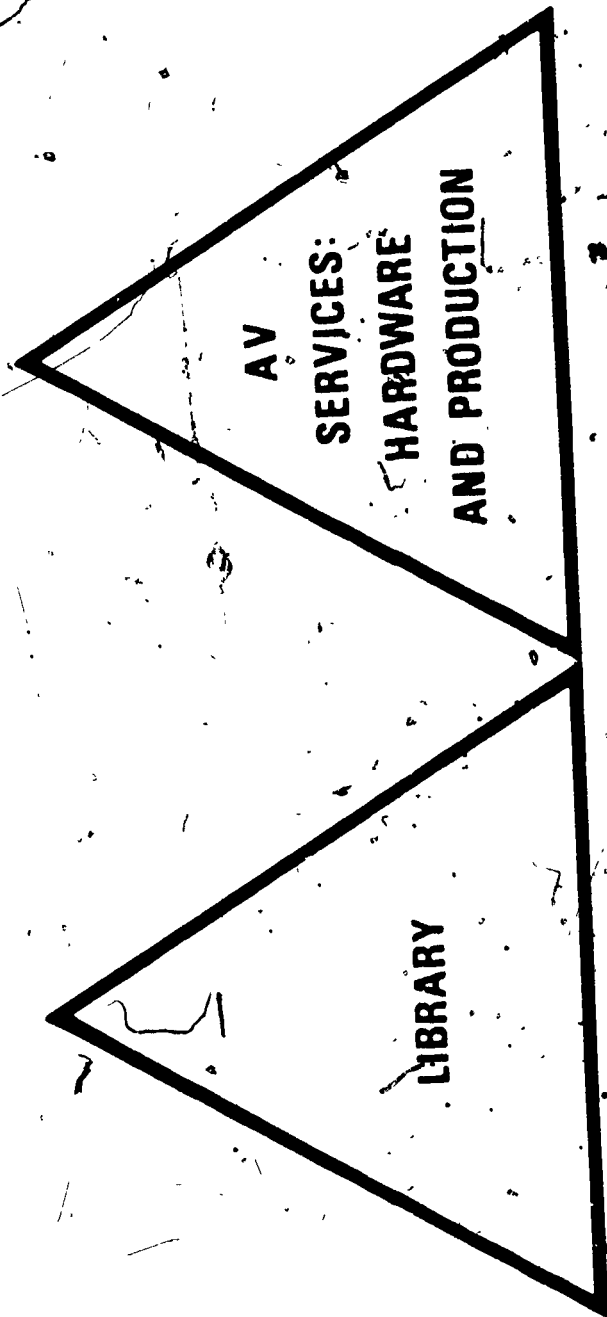


FIGURE II



As the communication field enlarged, as we began to find out something about the dynamics of learning, as technology timed with entertainment and spinnik-like hardware emerged as ends in themselves, the educational community demanded and received a wide variety of learning media. Combined with libraries of print resources, this audio visual boom with its concomitant stress on the individual's development of new software through local production resulted in the multi-media library or center.

At about the same time a recognition that more non-traditional learning services and spaces were needed resulted in the rise of "learning resource centers." These Centers were and are still dominated by the library or media and its proponents.

Along with audio visual product development such key ideas as programmed and individualized instruction produced greater developmental activity within the learning resource centers. With the stimulus of large infusion of federal money, the developmental activity became more systematic, and a movement in some organizations began away from the centralness of resources. In this newly emerging organization, the learning center, we see a strong combination of a library, an audio visual program, non-traditional learning spaces, and instructional development. This shift has been from the library to the learning center with a

FIGURE III

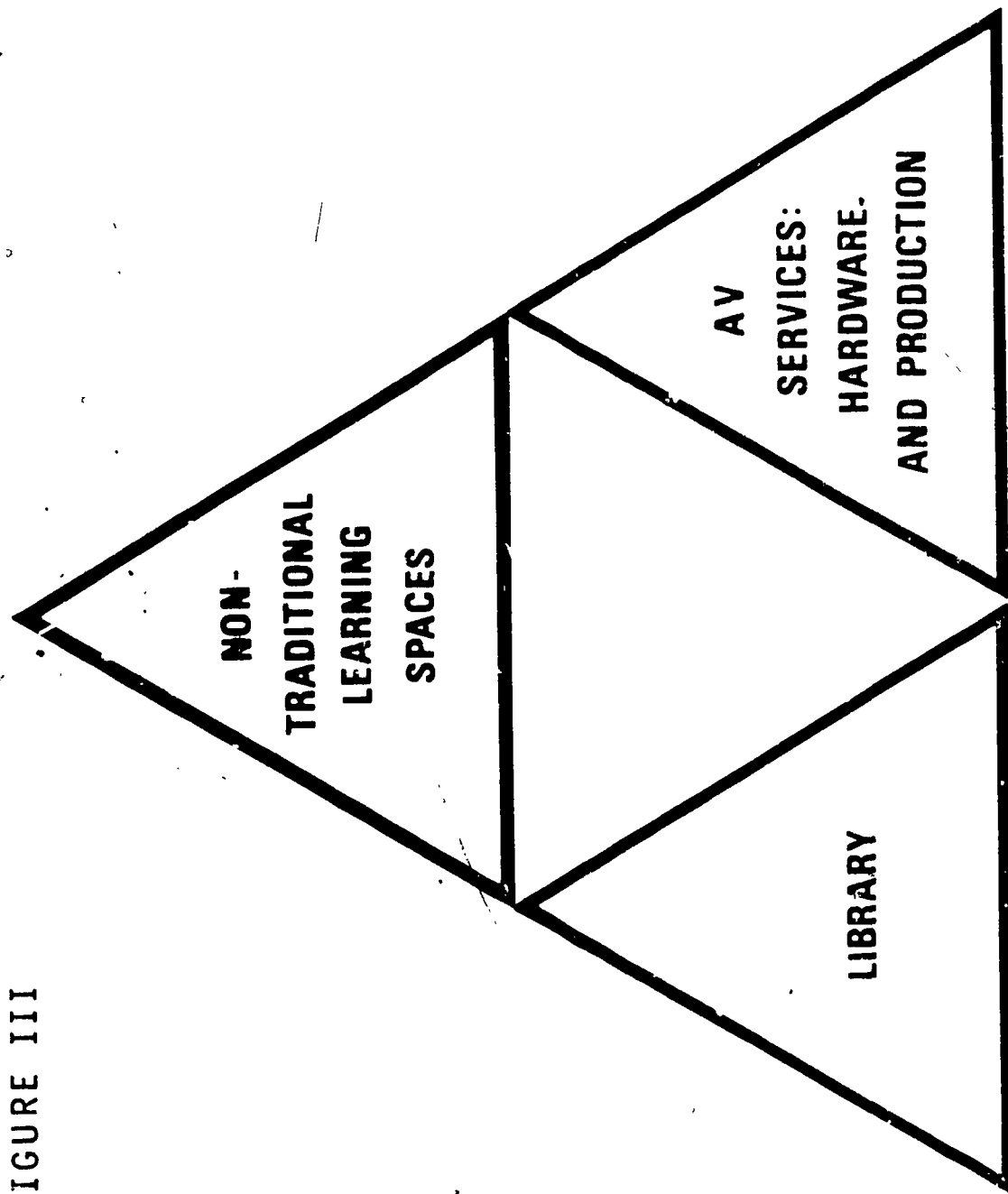
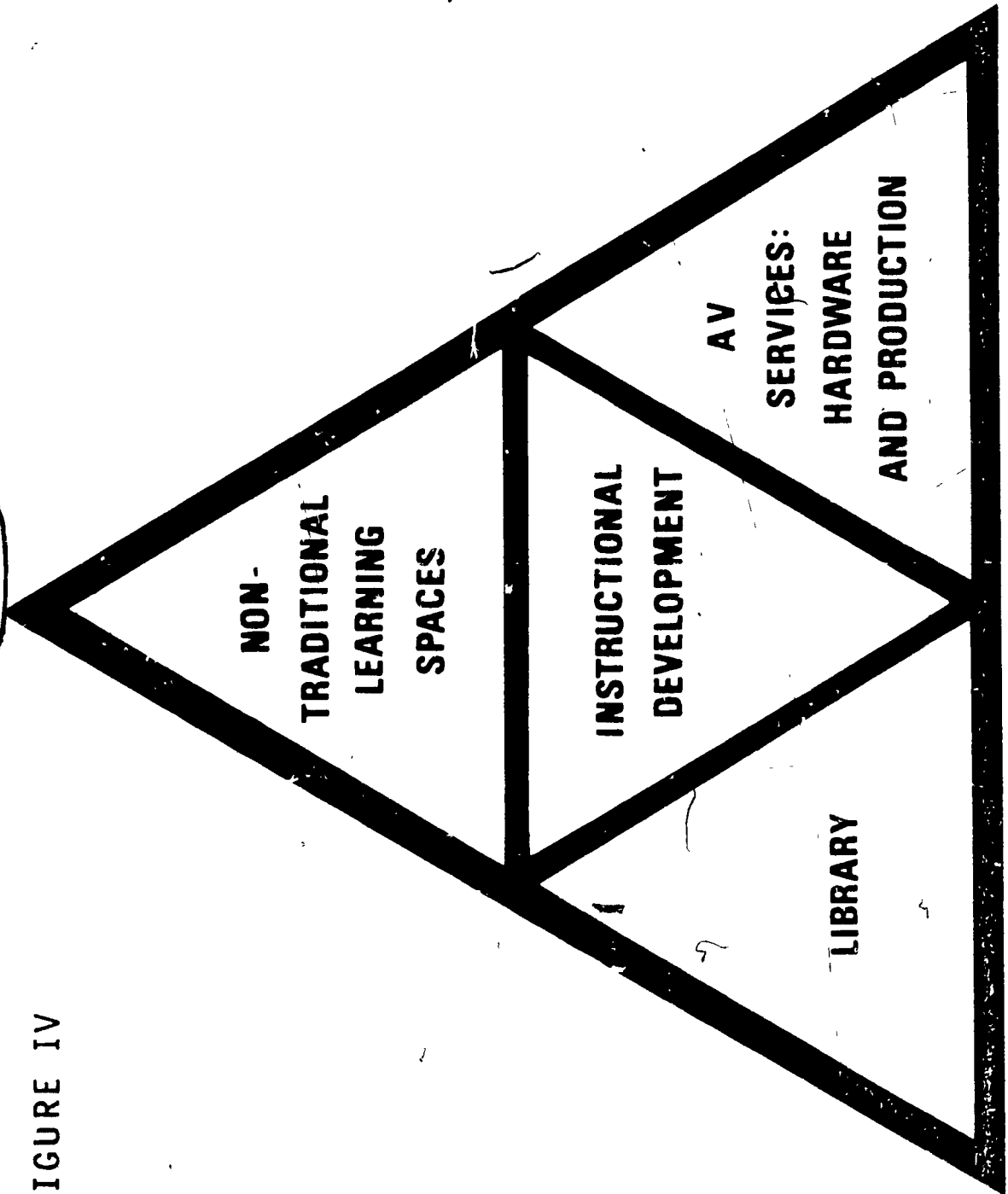


FIGURE IV



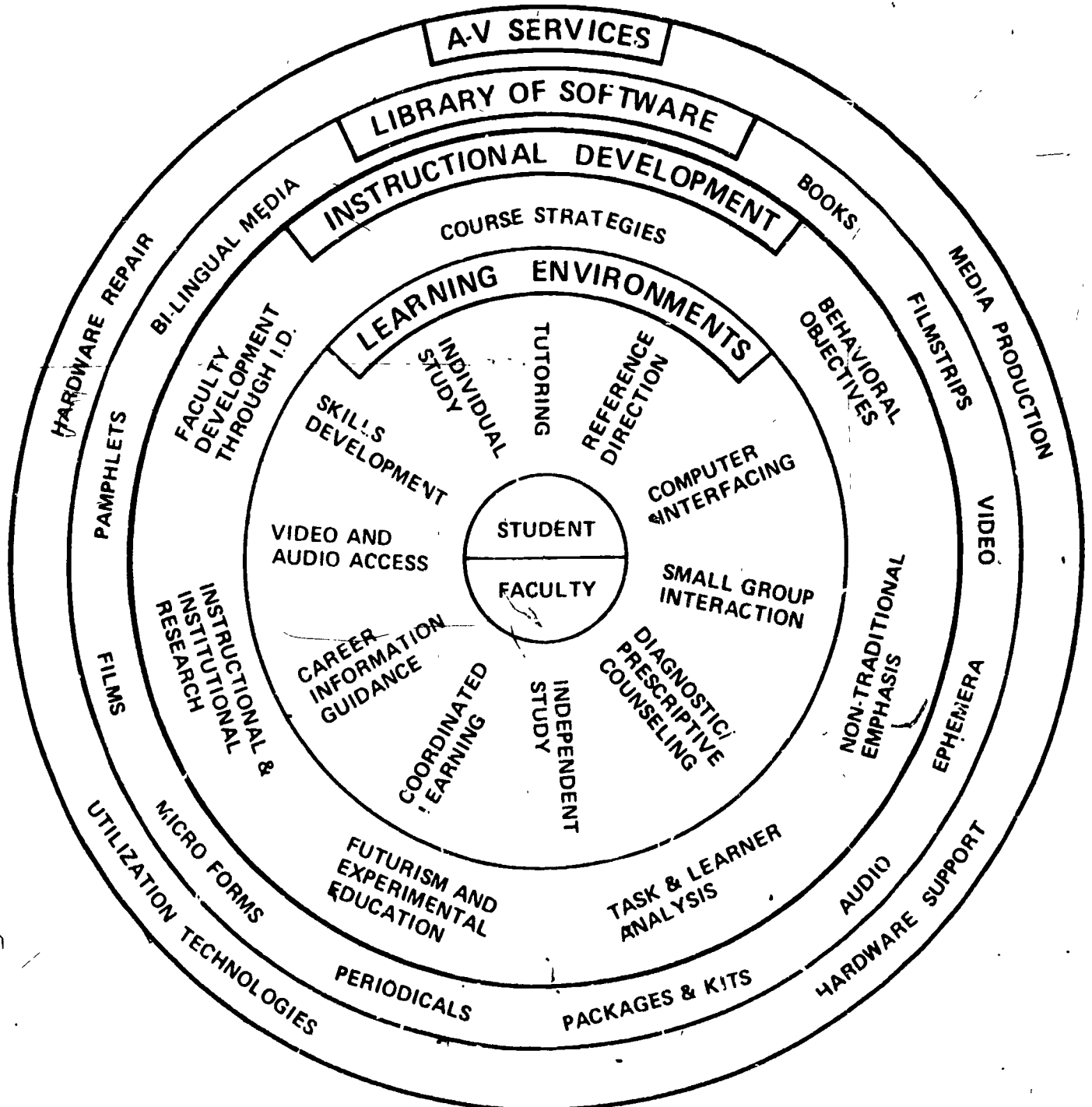
library of media. In such a center the emphasis is on learning as both a product and a process. Within the center with its consortium of specialists working toward the improvement of learning on campus, flexibility is a key asset of the organization. To understand this flexibility is to understand the concept of the learning center and its four major components.

1. The library: in a truly unified center, budgetary and media format boundaries should be eliminated. If money is available for commercial items, the most appropriate media should be purchased to meet the learning need. Thus, with one budget for print and non-print media, an audio tape capable of illustrating noise pollution might be purchased rather than a book or magazine which could only discuss the concept. As happens too often in many institutions, money will not be available for the tape so an inferior item for that particular need will be purchased. Or if the business officer is not the culprit, a tunnel vision which gazes upon but one kind of media may be the problem.

To extend this example then, the library of media can utilize the tape in some non-traditional learning space such as a learning or listening lab. Furthermore, if the tape were not available, it could be developed through the instructional development process and produced by the local production operation.

FIGURE V

THE LEARNING CENTER, DE ANZA COLLEGE



THE LEARNING CENTER IS A LEARNER CENTER

2. The audio-visual program: within the learning center such a program is defined by its service status. It provides the major hardware support on campus and provides a production facility to supply the media of instruction and learning. Without the bother of promoting its own existence, it should be furnished the resources to provide electronic delivery of learning signals in a variety of learning milieus -- from the large lecture hall to the individual learning carrel. Its production potential is enlarged to include printing, a press component (based on the idea of the small university press), microfilming, photography, multi-media packages, computer programs, etc.

3. Non-traditional learning spaces: though every learning center should have the four components discussed here, no area more than this non-traditional one exemplifies better the flexibility of the concept.

The learning center should be a center for innovation and experimentation. Thus, if one school so wishes, it may experiment with a tutorial center within its learning center. If the tutorial program is successful, it may continue. If not, it can be abandoned. Another school may wish to have a tutorial program and/or it may wish to institute a career center, and independent studies program, or a learning disabilities program. These programs become interdependent and strengthened through interdependence. A

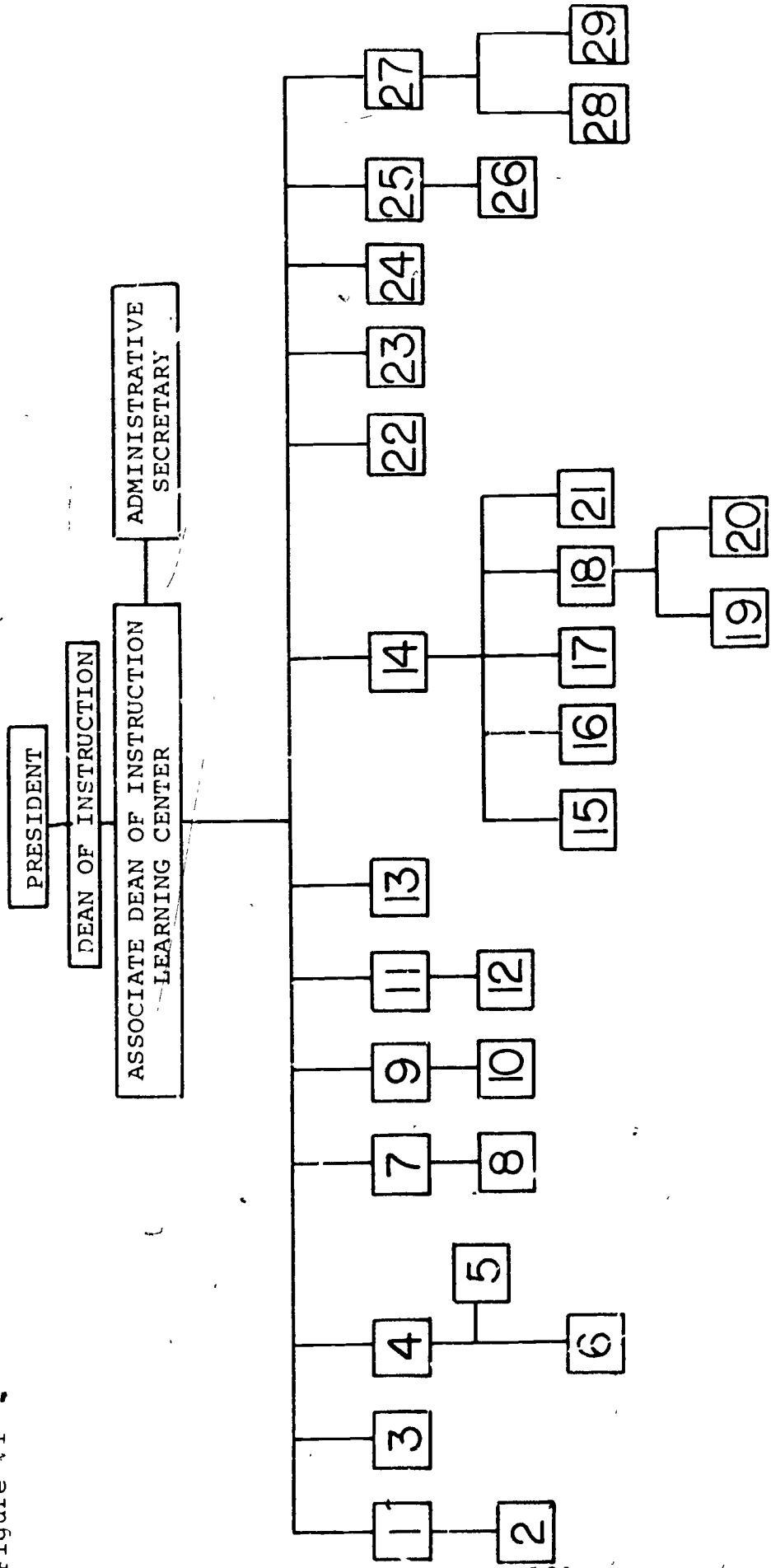
linkage between tutorial services, educational handicapped services, educational handicapped services and reading creates a totally more effective program. Thus, every learning center can be defined by the four elements, but no learning center would necessarily be a carbon copy of another one. And as long as this flexibility exists, the center should grow and evolve as a positive, success-oriented organization.

4. Instructional development: this area or service of the center provides for both the greater institution and for the center itself. Within the center it may help in developing media for the independent study program, for a library orientation class, for a skills program within the tutorial center, etc., and it draws upon the resources of the center for its system. Thus, the instructional development team may be made up of the center's research specialists, a print specialist, a non-print specialist, a learning specialist from the learning disability program, a subject specialist from the teaching team, and the systems or instructional development specialist. With such a team, the learning system could be conceptualized, developed, produced, tested, evaluated, and reproduced.

As indicated here and in the earlier article, specialization of function's is paramount to the successes of the center. As shown by De Anza College's staff chart, there is a great deal of initiative which must reside with the

Figure VI

DE ANZA COLLEGE LEARNING CENTER



- 1. Acquisitions Specialist
- 2. Acquisitions Assistant
- 3. Career Center Specialist
- 4. Catalog Specialist
- 5. Chief Catalog Assistant
- 6. Catalog Assistant
- 7. Educational Diagnostic Specialists (4)
- 8. Secretary (1/2)
- 9. Information, Circulation and Retrieval Specialist
- 10. Secretary
- 11. Grants Specialist
- 12. Secretary (1/2)
- 13. Independent Studies Specialist
- 14. Instructional Development Specialist
- 15. Hardware Technicians (3)
- 16. Listening & Language Lab Technicians (2 1/2)
- 17. Media Illustrator
- 18. Secretary
- 19. Printing Technician
- 20. Production Manager
- 21. Public Services Specialists (2)
- 22. Reading Specialists (2)
- 23. Reference Specialists
- 24. Research/Evaluation Specialist
- 25. Secretary (1/2)
- 26. Tutorial Specialist
- 27. Secretary
- 28. Tutor Trainer (3/4)
- 29. Tutor Trainer (3/4)

individual specialist. Yet these specialists should also have a broad-based generalist background so a commonality of experience can provide the ground for mutual trust, cooperation, and work.

This commonality of trust and singularity of purpose -- the improvement of the learner's potential on campus -- should carry across administrative lines. At De Anza the Learning Center is part of the instruction office, yet several of the programs which reside within the Center are combined products of student personnel and instruction. The student is the winner and no one is a loser.

One of the common characteristics of specialists in a learning center is that they perform a number of administrative functions related to a variety of programs, and as quasi-administrators, they are not tied down by the precise schedule of the classroom instructor. If then, the learning center has as a major role on campus the improvement of learning, it must act as a change agent. With a time schedule allowing for more planning and developmental activity and with faculties becoming older and more stable, an emerging function of the learning center should be inservice faculty development. The professional educator will be looking for new competencies and the learning center should provide one system for such developmental activities.

The future for learning centers is bright if their programs and personnel become heavily involved in the educational mainstream. But these specialists must be proactive more than reactive, flexible rather than rigid, visible rather than seclusionary, experimental and innovative rather than solid and unimaginative.

Chapter 7

NEW FRONTIERS FOR INSTRUCTIONAL DEVELOPMENT

Dr. Norbert Dettmann

Joe Tinnin

Norbert Dettmann

We're thinking about making some administrative changes at Eastfield College this next year. I would like to present the prospective arrangement to you in four different categories this morning. First of all I would like to talk about the mission of Eastfield College as we see it, together with some of its educational philosophy. Then I would like to state the concepts that caused us to take a new look at the functions of the different areas of the college and the individuals who make up the staff. Then I would like to present to you the description of the new structure we are looking at and, finally, talk about some of the goals of that new structure with you.

The mission of Eastfield is something that was pre-set in part by the district. Even before Eastfield was incorporated the district had a statement of philosophy that in essence talked about the institutions would exist to serve post secondary needs of the students so that they will become more responsible members of the community. That to me was a pretty significant statement. The Board of Trustees didn't talk about all phases of the educational process, but the outcomes, talking about becoming responsible citizens especially in Dallas County as products of this institution says something to an educational institution...about how it should go about its work...what should be its focus...where it should be headed. The college itself, Eastfield, spent time with students,

faculty, staff groups, putting together some mission statements. Annually Eastfield has a missions task force. Basically the mission statements still focus on a kind of student centered, person centered climate toward a goal of educational development or academic achievement. The educational philosophy we espouse follows more and more an outcome which determines a direction toward individualizing our instructional program. This is the key when we look at that instructional approach or procedure to talk about how the different areas of the college see their roles.

The various functional areas of the college have traditionally gone their own ways. The operational phase, what we call at Eastfield the administrative services, has somewhat always operated on its own. This area, business office and auxiliary operations, has hardly ever integrated in any way into the instructional phase except reporting to the president within the context of the total educational program.

The instructional area and the student service area, I think, have somewhat developed in their own frame of reference. There hasn't been too much crossover in these areas. There has, however, been somewhat of a vertical growth. I believe in sixteen years at four different colleges as Dean of Students I've seen more and more isolation in instructional and student service areas. When I look at it as

just a short sixteen years, I see a phase of student services that has developed almost out of nothing. In my first job as Dean of Students I was everything...Financial Aids Officer... worked in the Admissions Office...worked in the dorms as a dorm counselor. I did a lot of everything. Then the push came in the early 60's for more and more counselors and as community colleges developed, the phenomenon of the counselors really took off. Soon counseling became a part of the educational program. As I saw it developing in most junior colleges counseling became more and more of a separate entity having little relationship to the total program of the college.

As we began to look at the counseling functions at Eastfield we headed toward a new design and structure. The functions as we saw them in Student Services particularly related to the educational enterprise more as a whole than to an individual one to one relationship with the student. Someone has said in the last couple of years that the mission of the college is far more important than the needs of the individual student. I began to grasp that a little bit more as years go on. Today counseling has to deal in a geometric relationship with students. There are too many students, there are not enough staff people, there are too many tasks to do, to approach the goals of a college that is virtually non-traditional. A counselor will have to begin working with the faculty member more and more. People like Terry O'Bannion have said this for years. If one counselor tries to work

with fifty students in the course of one semester, he has exhausted his abilities. But if the counselor works with ten faculty members in a geometric relationship he is probably contacting 300 to 400 to 500 students indirectly. I think that is the direction that student services has to go more and more in the future.

About two years ago I was looking at some of the Educational Testing Service at Princeton. The staff of ETS showed me the matrix set-up they had for projects and task forces. I'm sure that is being used in other places in the country. This is true particularly in industry, where you have a project you are going to undertake, you undertake that project by pulling the different areas of the industry that have been defined as resource areas. People and non-people things together to complete that particular task. I see that kind of a unit function, as Dick Richardson always calls it, happening more and more in the community college setting.

When Eastfield looked at the various areas of student services and their functions it was difficult to separate it from the people involved. We do have, for instance, in our financial aids person a person with a good background in community college training, not just in financial aids. He is also a good instructor. He is really interested in the learning process of the college. I guess that is why I was pushing Bob Diamond so hard these last

couple of days. I wanted to talk more about learning that goes on outside the classroom. Educators have said this for quite a few years, but we really never grabbed ahold of it and said now what does that all mean? How should our resources be put in different priority to meet that kind of a statement? The needs of the students outside the classroom are fantastic. We are talking about the relationship of professional people to the whole instructional development program of the college. How does the registrar get involved in the instructional development process by such things as facilitating entry of the student into the college? The admissions data that the registrar develops about new students are important to the total mission of the college. He probably has the best perspective of how grades are coming in, how people react to grades (not only students by the faculty) and articulation. These things are very vital to our educational enterprise.

Of course the largest staff in the student personnel program is in the counseling area. It's a bag of worms in a way when we begin to talk about counselors because there are so many different counselors, so many different training programs, so many different approaches at various community colleges. So my frame of reference is really going to be Eastfield.

I would suppose the majority of our people in the Dallas District come out of North Texas State University

and East Texas State University training. People who head the University counseling programs are asking us what do we need in the program?

Due to the ever changing role of the counselor we have to change the training programs from which the people come. The name of the counselors probably should be changed. The role should become more integrated into the educational mission of the college. The approach should change -- rather than sitting in a center someplace or in an office and dealing on that type of one to one relationship with students. So we are talking about different functions for counselors. We know that counselors have expertise and backgrounds in areas that no one else around the college really has.

Talking about needs analysis, Glasser in a book in '65 talked about using groups of students to analyze their own needs. This is a good example of a different approach with which counselors might be of help in determining needs analysis. The whole testing program could be integrated, if not the exact tests themselves. Probably there is a resource there in most of your colleges that is no other place on the campus. When we talk about behavioral objectives we are talking about changing behaviors. This is the background of the counselor. Probably counselors, student personnel people, know more or should know more about student characteristics (who they are, what kind of, where are they coming from, what percentage is minority) than any other people on campus. The

whole picture of a self concept and how that fits into the growth and development of a student as he goes through a college is vital to the counselor. Basic learning theory, the affective domain -- all those things are functions and some background that counselors had.

At Eastfield we are talking about strengthening our lines between different areas of the campus. We see a lot of relationship between the Learning Resource Center and the Community Service Program.

We have this semester about 4,000 people involved in off campus and on campus non-credit courses. Included in this are a number of counselors who are teaching community service courses. We have a number of people across the college in student services who are teaching community services courses, some of those relate to people already on the campus most for the people off campus. We also have what we call the creative curriculum college. It is a non-credit program that runs at noon time for students who are on the campus, free to them but the courses are somewhat similar to the community services. These would be natural tie ins between those areas and community service.

The Learning Resource Center now has the major facet of instructional development. As Eastfield started over four years ago, one of the first things Bill Tucker and I talked about was developing a team of people that would

include some counselors, human development specialists, human development facilitators, or student development people...whatever we want to call them, on that team. A master teacher, an instructional development person, a counselor, probably someone, if we need that particular expertise, in audiovisual would all be members of the team. These four people would work with a particular group of people on the particular task. The particular expertise of the counselor as I mentioned before, and Joe is going to talk about this some more, has to do with things like psychology, human relations, learning theory and group work. These are the things in which counselors have been trained over the years.

To summarize quickly, I would say that people trained in student personnel work can make an important contribution to the instructional development program of a college. I believe the management system should be developed in a college to encourage just such a contribution from one of the sleeping giants in the college organization.

Joe Tinnin

I took this opportunity to be here, in part to be with you all, but more importantly to find out what in the hell my dean is thinking. You notice I turned around and watched the transparencies because I'm trying to get my job description off the screen for the coming year. Sigmund Freud in his early career left Vienna, went to Paris to do an internship with a French psychiatrist named Broyer. They had a party one night toward the end of the internship where all interns in the whole group gathered around with a fifth of Chevis Regal. They began to nip at the bottle progressively through the night. Finally when the last drop was gone from the bottle, Broyer who had been hitting it hardest was looped. Freud as a good intern should, had his notebook and was taking notes all the time, of course not drinking. At one point, they were talking about what is the cause of neurosis, what is really at the root of neurosis, and Broyer said, "Well, hell I know what it is, I just figured it out, it's SEX. Sex is at the base of it." Well, the next morning Freud, went in and said, "You know, I've been thinking about this Broyer, and you're right. Sex is the basis of all neurosis." Broyer was a proper kind of guy and he was offended at what he had said while drunk. He said, "My god, I didn't say that." "Yes you did." "No I didn't," he said, "and if you ever associate my name with having

made that statement, I will deny that I ever said it." From that point on significant juncture for Freud, he began to develop the theory of neurosis as having a sexual component that was causing it. The reason for that story is that I was at a party last fall. Darryl Sink was new to the staff, and we had some Chevis Regal. Toward the bottom of the bottle, I began to talk kind of loudly, and I finally slammed the table and I said, "You know Darryl, we've got 12 counselors on the staff at Eastfield, and what we really need are six instructional developers and six counselors." Well, Darryl had his notebook and he was sober, and the next morning he reminded me what I said. So I have had to live with that kind of problem ever since, and I just know that they are going to come knocking on the door and want to put some instructional developers on the staff instead of counselors.

What I would like to do is simply list some roles for you that counselors are increasingly coming to play. Now I would take credit for this list and planned to do so, but I see that there are some counselors here so I can't. Robert Brown has currently written a monograph that pinpoints some of the directions that counselors are going. Norb has already eluded to them, so I'm simply going to list them for you and in the discussion we can pursue the question as to whether it is appropriate that

counselors be involved in this and how it would interface with instructional development.

1. The role of diagnostician. A role that counselors have played in their testing program as they initiate students into the campus. I'm sure most of your centers play this role at least in part.

2. Consultant. More and more counselors are coming to play the role of consultant to faculty.

3. Programmer. No longer do we sit exclusively in our offices counseling on a one to one basis, but rather we are asked to put together programs to organize packages of experience for students and for faculty. More and more the counselors day is a cross-sectional attack on a problem, develop a package or some kind of a program rather than what typically we did in terms of students coming in with a problem, us defining the problem and spending an hour a week for a semester when we decide he was "cured". If we are on a six weeks contract, in the summer, we used to cure them in six weeks. But we always make certain our job is maintained by keeping students coming into our office. This is no longer a primary role of the counselor.

4. Technologist. We have people on our staff who are into computer programming, developing computer packages to help give more accurate data and infor-

mation to students and faculty concerning student characteristics, transfer ability, and career information, students need. So we have to have skills as a technologist.

5. College instructor. In terms of Eastfield, each of the counselors teaches a course in psychology. Each person was hired not only on the basis of having a master's degree in counseling, but having 18 graduate hours in psychology. I think this lends itself to a stronger background. This may not be the case in your areas, but the counselors at Eastfield do have this background and teaching in any given semester has broadened their background and skills to play some of these roles that we want to talk about and focus on. They can also identify with the instructor because they are having the same kinds of needs and concerns that the instructional staff has.

6. Administrator. Counselors are organizing activities, carrying a program out, being responsible for liasonship to academic division, or a technical occupational program. These liasion relationships that counselors have offer an in with the faculty and can possibly be a help to you as you put together a team.

7. Behavioral scientist. Counselor background, especially if it is psychologically based, adds to this one.

8. Research. Counselors are playing the role of research in the institution more and more. One thing we are doing that focuses on the affective aspect of student's behavior that comes out of the counselor's expertise certainly has an impact on instructional development, are some programs that we are developing to try to help faculty become more sensitized to affective behavior in the classroom along several different dimensions. Each counselor is responsible for being up-dated in information and being able to facilitate a division or faculty discussion along these topics. The list is actually unending as to what we will be developing. These represent some we are already into.

These areas where the counselors are developing awareness of and instilling to the faculty should help them be more aware of how these factors effect the student's behavior in the classroom. I'd rather leave more time for discussion and see how you feel about counselors working as closely with the LRC as we are intending for it to happen at Eastfield.

Handwritten markings, possibly a large 'V' or 'N' with a circle around it.

ERIC

In speaking to the topic, "Organizing and Administering Instructional Development as a Function of the LRC Program," I will cover eight areas:

1. Definition of Instructional Development at Eastfield and the LRC role in the process.

2. How Eastfield established an instructional development component in the learning resources program with approximately the same staff and budget found in most institutions of similar enrollment.

3. Why Eastfield chose to place instructional development in the LRC Program.

4. How Eastfield budgets for instructional development.

5. A brief explanation of the resource consultant position.

6. How Eastfield is attempting to bring about total staff involvement in support of the instructional development process.

7. A description of the LRC staff organization.

8. How I perceive my role as overall administrator of the Learning Resources/Instructional Development Program.

At Eastfield we believe instructional development is any work done by faculty or staff to improve instruction. Something very similar to what Dr. Peterson described this morning, with the addition of special emphasis on total course development as time and monies

permit. It would be great to think that we could systematically revise every course, however we know this is unrealistic. If you come back to Eastfield College 50 years from now, probably 50% of the program will be similar to what it is today. Therefore, we are committed to working with all of our instructional staff and all courses. We know we can't be all things to all people so we serve faculty on a first come first served basis. In addition, we select courses for special instructional development effort. Courses selected for instructional development are funded through a proposal/grant system. Most of the grant money is used for released time or over-load contracts. The fund consists of only \$10,000. This allows us to fund somewhere between eight and ten projects per year. We have struggled with the management of the I.D. grant program, changing criteria several times. We want to encourage faculty to pursue projects, yet at the same time, we want to place the grant money where it counts. Our selection criteria include such things as the division, the number of faculty who are going to participate in the course development, and the number of students taking the course.

This program is administered through my office, coordinated by the Instructional Services area director. Final approval for all funds for total course development is by the President's staff. The President's

staff consists of the Dean of Instruction, Dean of Administrative Services and the Dean of Student Services. I like this approval system because it allows us to secure a commitment from top administration to support the project to conclusion. It provides an opportunity to communicate to top administration what our faculty are doing and what we are doing. Each proposal is reviewed by readers. The reader group consists of faculty, counselors, and the staff of the learning resources program. Each reader makes comments on strengths and weaknesses in the proposal. Our staff then develop a priority list to be recommended to the President's staff.

We have learned that total course development takes about two years. It takes a good deal of time to help the faculty member understand what I.D. is to accomplish even though the faculty member proposed the project to begin with. We also provide training for faculty involved in I.D. projects.

Another problem we have encountered is in not securing enough commitment from the faculty member. It is very difficult to get a commitment even though the faculty member is issued a contract. The summer or over-load contract does not necessarily commit him to the instructional development process.

We established the instructional development component in the Learning Resources Program with limited budget through a process of trade-offs. We revised some of the traditional type roles played by professionals in the learning resources program. That is, we don't have staff members on the professional salary schedule working in full time reference, cataloging, production, or distribution. We moved these roles to paraprofessionals with support from a professional staff member. In doing this, we freed up professional positions for instructional developers. We did up-grade some of the classified positions that were in the district salary schedule so that we could draw stronger persons into the cataloging and reference areas. We have received some criticism for not having a full masters degree level person on the floor of the library at all times. Certainly we would like to have this, but we feel it's more important to have people who can go out and work with faculty.

In our early development we leaned too heavily toward the developmental role. We had four people involved in development and only three people involved in the administration of the LRC. While the four developers were out generating a tremendous amount of business, the shop was falling apart back home. The developers also got very frustrated at the operation for not being able to deliver

what they had promised faculty. We withdrew one person from the developmental role and placed him in an operational role. This leaves us with three instructional developers.

We chose to place instructional development in the LRC because we saw no reason not to. No one on our campus had chosen to fulfill that role, consequently we accepted the responsibility. Also, many I.D. resources were already existant in the LRC. We had a production staff, hardware, resource materials, secretary and clerical help, and a staff with a positive I.D. attitude. Probably more important, we saw I.D. as an opportunity to systematically evaluate the media and library program. I.D. allows us to tie library and media directly to the instructional process.

We budget for instructional development like most other institutions, very loosely. We have a project fund of \$10,000 used mainly for release time for faculty. In addition, we use the LRC budget. Although we have a sizable budget to draw from, it isn't totally committed to instructional development at the present. Often we draw upon division budgets for furniture and fixed equipment. We have a formal system where each director signs-off to support the project to completion.

Another problem with budget is not being able to estimate accurately what will be needed for the project. If a project involves media, it is essential to do a lot of guessing.

The resource consultant role on our campus is basically an instructional development position with the addition of an ombudsman role thrown in for the total LRC program. The consultants go to the faculty to find out what LRC problems exist, what the faculty are thinking, and what their needs are in relation to resources and services. In the early days of the College we gathered data on the consultant role. We found that each consultant could work with 40 to 50 faculty members. We also found that a consultant can handle only two or three major I.D. projects per year. Probably the largest problem we had was getting the operations staff and development staff to understand and communicate with each other.

In order to bring about total staff involvement and commitment to the instructional development program, we have gone to MBO. We meet periodically to review progress and revise goals and objectives. The Media Area meets every two weeks to review progress toward objectives. We also base our personnel evaluation on MBO. We also conduct staff development meetings where we discuss roles, LRC philosophy, and management concepts.

Dr. Franklin Johnson for Dr. Louis Hilleary

Before we attempt to describe the process of instructional development, we should attempt to define our terms. The concept of "instructional development" can be most appropriately defined as "learning development" or development of the learning process." Improving the opportunity for the student to learn is the primary objective of instructional development.

Historically, instructional or learning development has been with us for a long time. Probably the first big event in this regard occurred when the parent passed the major responsibility for learning to the teacher. The teacher was a specialist in his field and the need to develop the art of teaching to achieve learning became his special task.

Another major milestone in the process of Instructional Development came with the invention of writing. Now the teacher could use the power of the written word to pass on knowledge to each new generation. To move ahead in our historical time line, the invention of the printing press placed the printed word at the command of the learner. We can imagine the possible objection by teachers that the printing press would limit professional teaching opportunities, after all now the student could gain knowledge independently from books. But the prolifer-

ation of knowledge made possible by the printing press increased interest in learning and therefore increased professional opportunities for teachers.

The events which I have noted above have been described by the Carnegie Commission in their widely read report "The Fourth Revolution" as the three major revolutions in the communication of ideas. Today we are facing the challenge of the fourth revolution, that of the application of electronic technology to the instructional process. You are undoubtedly familiar with the description of the impact of the fourth revolution as it is presented in the Commission Report.

Electronics has certainly given us a powerful tool with which to communicate ideas and obtain an immediate response thereby facilitating the learning process. However, those of us in the business of "instructional development" need to be concerned with all aspects of the learning process and not just embrace "media" as the solution to all of the problems of improving instruction.

Today the vast majority of the students enrolled in our community colleges still learn in about the same fashion as has been in vogue for the past 500 years: a teacher, a book, and a blackboard, with possibly some

use of film and audio tape. We should not "put down" this approach as it will be with us for a long time to come. The focus of instructional development should be directed to assisting the individual instructor in the development of his abilities to teach effectively and to provide means for him to gain satisfaction from his work. This last concept is most important. We should all be continually aware of the need for support of the individual faculty member who is so often over-shadowed and not recognized for without him we will not be able to remain in business.

On the other hand, we must make available to the student the advantages of "media-oriented instruction." The developments in technology that have taken place in the last twenty years have given us some very powerful communication systems: television, video cassettes, the computer and computer related instruction, to name just a few. Combined with other more prosaic delivery methods, such as radio, telephone and printed materials, we have a tremendous potential for improvement of instruction. However, the effectiveness of all these methods is dependent on the ability of the human beings who devise ways of properly utilizing them. This is another significant challenge that faces our profession: the molding of man and technology to achieve the goal of improving the learning process and extending learning oppor-

tunities to a larger segment of the population.

Let us summarize the two major objectives of instructional development that have been stated so far:

1. To provide support and encouragement to the individual faculty member so that he will be more effective and gain more satisfaction from a job well done, even though his mode of instruction is traditional.
2. To enable our profession to make use of technology to improve and extend access to learning.

These statements are oversimplification of the problem, but will assist us in understanding the challenge that we face in attempting "instructional development."

Now let us examine some ways and means of achieving these objectives with emphasis on the problems of providing for instructional development in a large multicampus district. I do not want to infer in this presentation that for some reason a large multicampus district is more important than a district with one college... or more desirable. However, there are some unique aspects of the multicampus district organization that require special consideration.

The Los Angeles Community College District qualifies as a multicampus district from a number of points

of view. It is most certainly "multicampus"-with currently eight colleges ranging in enrollments from 4,000 to over 18,000 students a semester, with a ninth college on the drawing board. The District has been in existence since 1928 and by 1951 six colleges had been founded. It qualifies as large due to a total enrollment of over 100,000 day and evening students. The traditional administrative organization structure of the District has been based upon a philosophical position of "autonomy" where each college president has been given full command of his respective institution. Until August of 1973, there was not a District position at the central office that was devoted full time to "instructional development." Therefore, the structure that I am about to describe is still in the formative stage.

The problem faced by the new Director of Instructional Development" was to find ways and means of providing coordination, support, and leadership to achieve the objectives listed previously in this presentation without disrupting the traditional administrative organization. To solve this problem the following action was taken:

1. A "committee system" was utilized to provide input from each college concerning specific areas of instruction.
2. Special budgets were allocated for "instructional

development" grants that were allocated by the District office on the basis of competitive proposals submitted by faculty at the colleges.

3. The "Center for Instructional Development" was established to provide expertise and support services to the colleges in the area of instructional methods, techniques, and media oriented instruction.

Let's look at each of these concepts in more detail:

The following committees were established with membership consisting of a representative from each college in the District. The Director of Instructional Development serves as Chairman and ex-officio member of each committee. An administrative assistant to the Director serves as secretary and takes responsibility for follow-up action.

The committees were as follows:

Computer Related Instruction	Deals with the problems of hardware and software development.
Library-Learning Centers	Coordinates policy, procedures and support for media oriented instruction

Instructional Television

in campus learning centers and libraries. Provides for college input to policy formation and course selection and development.

Professional Development

Coordinates the development of opportunities for inservice training and related activities.

Curriculum Coordinating Committee

Coordinates the development of new courses and educational programs.

Continuing Education

Provides for a coordinated effort to establish outreach programs with emphasis on media oriented instructional techniques, including the Educational Telephone Network. The

ETN has proven to be an effective means of extending access to business and industrial locations via telephone.

The need to encourage the individual faculty member to innovate was recognized by Chancellor Koltai when he assumed responsibility as the Chief Administrative Officer of the District. A fund of \$88,000 was utilized for grants to faculty in amounts up to \$3,500 for approved proposals.

In a multicampus district it is not economically feasible for each college to provide full support services and expertise for media development. To meet the need for expertise and support services, as well as to provide a base of operations for the instructional television program, the CENTER FOR INSTRUCTIONAL DEVELOPMENT was established. The CENTER is located on the Los Angeles City College Campus but is administered as a function of Instructional Development for the District. The CENTER houses a staff of consultants to media, the Coordinator of Instructional Television, the Television Production Consultant and other support functions for Instruc-

tional Television which are administered as a District function by the CENTER. Also, a consultant in the Educational Telephone Network is available to assist the District colleges in the application of this delivery system to meet the needs of their outreach programs. A tele-console has been installed at the CENTER which provides the capability to establish a telephone conference network for up to 19 locations. Also, the CENTER is the headquarters for Overseas College which operated career education programs for military personnel at bases in the Far East. At present this program has an enrollment of 3,000 students at bases in Japan, Okinawa, Phillipines, Korea, Thailand, and Taiwan. Credit for courses in the Overseas College is given by Los Angeles City College. However, the administration of this program is a responsibility of the Director of Instructional Development.

The CENTER FOR INSTRUCTIONAL DEVELOPMENT is planned to be a support and resource agency for the District colleges. Support activities include the development of a professional sound studio in an adjacent facility which will be made available as a service center to the District colleges. Eventually the CENTER services will be expanded to include a Media Development Laboratory. These facilities will assist the smaller colleges in the District as well as the larger institutions in producing

high quality media materials without individually incurring the expense.

The CENTER has a special telephone number, 660-4821, which is a "hot line" for help in instructional development. Since it is not located at the District Office it is in a better position to become a "help center" and not part of the District administrative functions.

As the CENTER FOR INSTRUCTIONAL DEVELOPMENT is only five months old, it is still too early to evaluate its effectiveness. However, in a multicampus district the size of the Los Angeles Community College District, communication to the staff and faculty of the college is a major challenge. Probably there are college administrators and faculty who still do not know of the existence of the CENTER. To assist in "spreading the word" a newsletter is planned for 1974-75. "The Exchange," will be published monthly and distributed to all faculty, and will be a means of exchanging ideas about instructional development and informing the faculty of the services available to them.

Let me close with some advice in the form of suggested do's and don'ts. First, beginning with the negative, here are some don'ts based upon the Director of Instructional Development's experience in that position

and also from the viewpoint of his experience as a Dean of Instruction at Los Angeles City College:

1. Avoid the pitfalls of Parkinson's Law. We are all familiar with this concept which essentially reflects the observation that work will fill the time available. The concept of the CENTER FOR INSTRUCTIONAL DEVELOPMENT must be a model of efficiency so as to form an appropriate example for the campuses. It is all too easy to develop a bureaucracy.
2. The staff of the CENTER must deal on a positive basis with faculty and administrators of the district colleges. It is all so easy to view with alarm and to criticize the campus effort.
3. Avoid "snoøpervision." The CENTER staff must be selected carefully and must clearly understand that their position is not to establish objectives for the college campuses and then supervise to see if these objectives are accomplished. Instead, it is up to them to assist the college campus faculty and staff achieving the objectives which the campus has established in line with the need for instructional development. This is a position of leadership and support, not supervision and control.

4. Avoid at all cost undercutting the line authority of the campus administrators. This is just another way of saying that the CENTER FOR INSTRUCTIONAL DEVELOPMENT is a support function, not a line function.
5. Avoid "staffing ideas to death." This is particularly a problem in a multi-campus district where there may be a number of staff persons involved in a decision making process concerning any activity.
6. Do not attempt to centralize innovation. The CENTER FOR INSTRUCTIONAL DEVELOPMENT is not the Center for Innovation. Innovation should take place in the colleges. The CENTER FOR INSTRUCTIONAL DEVELOPMENT's staff assists in creating an environment in which innovation can occur.
7. Do not over-centralize services. It is true that some services may be more efficiently and economically offered by being at one college or at the CENTER. For example, it may be more economical to process film for color slides at one location, or to manufacture film strips at one location, or to have one sophisticated professional sound studio developed because of the cost of equipment. However, on the other hand, the concept of a completely decentralized media service center may

soon result in a development of a more costly bureaucracy.

8. Avoid the duplication of services on the campuses. Here again, Parkinson's Law comes into consideration. There is a tendency of any bureaucracy to create additional needs for its services. If a program for instructional development is functioning efficiently and effectively at a campus, there is no need to attempt to duplicate this program through a district facility. Instead the campus program should be provided support.
9. Do not use "black magic" or "pseudo-scientific jargon." By this I mean, do not set up systems or strategies that are so complicated and difficult to comprehend that only a person who has been initiated into the "cult" or "joined the lodge" can understand how to use the method. Modern techniques involving new strategies or technologies do require a sophisticated nomenclature. However, it is the responsibility of the development person to make the system usable by the rank and file. Unfortunately we tend to embrace new systems such as "behaviorial objectives," MBO and computerized response systems as the an-

swers to all of the problems of learning. They are very sound ideas, but there is room for much more innovation.

Now let us look at some of the positive aspects of Instructional Development.

1. Do get out in the field. Not only does the Director of Instructional Development, as the chief administrator of this function, need to become very familiar with the campus programs and accepted by the campus faculty, but his staff must be mostly in the field doing good works and not in the office staffing reports.
2. In selecting experts it is preferable to bring an expert from the campus who is respected by his peers and who can bring his expertise to other colleges in the District, than to always rely on "the outside consultant." Although, it may be necessary at times, to bring in an outside consultant when the expertise is not found within the District.
3. Do separate the concept of the CENTER FOR INSTRUCTIONAL DEVELOPMENT from that of the District line administrative function, such as budget control policy and procedure development.
4. Do complement the on-going programs found on the

campus so that they will grow in the long run.

5. Do publicize the concept of the CENTER so that it will be identified by the faculty in the District as a place where they can go to receive help, service and support.

In conclusion, the important factor to remember about instructional development is that in the last analysis, the proof of the pudding will be found in how well the learner is able to learn. If learning takes place more efficiently and more readily, then the instructional development effort may be considered successful. It is realized that this is a difficult area from the standpoint of evaluation. However, any effort along these lines must bear the scrutiny of evaluation to avoid the obvious pitfalls which are found in any large bureaucracy. These concepts are currently being applied in the Los Angeles Community College District. It's too early yet to evaluate the outcome. The first year has been largely a year of organization, of learning what the problems are, and the development of staff to meet these problems. Next year, through activities, such as this workshop in which four members of the District's colleges are now participating, and other activities funded by an allocation of District resources it is our hope that the objectives of the CENTER FOR INSTRUCTIONAL DEVELOPMENT will

begin to be accomplished in routine fashion. We hope to enjoy the fruits of our labor.

The writer thanks Mr. Holloway for inviting him to prepare this paper, and also to Dr. Franklin Johnson for communicating the contents to you in person. He is a good friend and fellow professional that I have worked with as a Dean of Instruction for many years. I told him to interject any of his own ideas concerning the subject of this paper, so what you have heard is a Hilleary and Johnson routine.

As we look to the future we see the green valleys and the golden sunrise of great expectations. I am confident that the next decade will be one of the most exciting times for all of us. However, it will also be a time of great challenge. Good luck to you all.

Dr. Jan LeCroy

I'm very pleased to have this opportunity to say something nice about Ralph Holloway. As the District League for Innovation representative I'm very happy that Dallas has the opportunity to organize this workshop, and I am proud of what Ralph has done in preparation for your stay here, and I want to give him congratulations. There are also many other people in the Dallas District who deserve credit for supporting the project; special recognition is due Bill Tucker and the Eastfield College Learning Resources Staff.

When Ralph asked me to talk about district office involvement in instructional development, I told him that my presentation would consist of simply one four letter word...NONE. After some reflection I realized that such a short statement would probably not explain well enough my approach to district office involvement. In the Dallas County Community College District, we are eager to charge each individual college with as much responsibility for the instructional development process as possible. During my reflections I came up with three words that to me describe our instructional development role in the district office. Although I am speaking from notes rather than a manuscript, I have listed the three words that indicate appropriate areas for district office involvement

in instructional development. I'm glad I wrote them down because all three areas were mentioned in the paper read by Frank Johnson. Therefore, I must compliment the wisdom of the author of that paper. The three words are: support, coordination and leadership.

We have no person at the district office level who is designated as district director of instructional development or whatever title you might use. As Frank indicated, the first Los Angeles Community College opened in 1925. Los Angeles has just now named a district director of instructional development. If our organization evolves at the same rate as Los Angeles, we would be centralizing this function in the year 2014. I hope we can forstall centralization longer than that. A real key, and one that Frank mentioned, is the expense of not centralizing some activities or services. At some point it probably becomes not feasible to duplicate at every location all activities related to instructional development. However, I hope this district maintains the financial strength to continue the handling of most instructional development functions by individual colleges. When analyzed on a strictly cost basis, this may appear inefficient. But we believe the extra cost buys some extra creativity, some extra zip and that students definitely profit when an-

instructor has at "his elbow", physically, the services needed to do what was so beautifully stated in the paper read by Frank Johnson.

Frank defined instructional development as "improvement of opportunities for students to learn." Everything we do at the district office must ultimately point toward improvement of opportunities for students to learn. If district office activities do not in some way relate to that statement, they are certainly off the track and we fall into the trap of a self-serving bureaucracy. The problem areas listed in the Los Angeles paper are very insightful. It appears the person who heads that recently centralized operation is aware of pitfalls he must avoid.

In defining the district office role in instructional development, it is difficult to separate support, coordination and leadership; they are interwoven. In attempting to catalog a few items under each heading, it is possible to list most items under each or all of the three headings. For example, the way budget monies are allocated can contribute to support, coordination and leadership. Budget allocations allowing for individual college priority setting has resulted in some varied approaches in the Dallas District, each making a unique

contribution to student learning. These multiple developments are then available to other colleges in the district for adoption and improvement. Thus, financial support has resulted in some coordination and leadership. Because clear categorization is so difficult, I will leave to your discretion placement of the following examples under any or all of the three general headings:

Philosophical Base -- The district office must set some direction in terms of broad objectives for instructional development. District-wide thrusts for specific time periods should be established.

Financial -- Provision of adequate funding is an obvious district office responsibility. Each college should be assigned funds and allowed to establish individual campus priorities.

Climate for Creativity -- Encouragement to develop better approaches (not always more expensive -- many should be more efficient) to instructional development. This element includes the potential for occasional failure without reprisal, as long as timely and

appropriate adjustments are made to compensate for identified problem areas.

Structure for Coordination -- Certain district-wide projects will emerge as appropriate. For implementing these, college based structure must be conceived and implemented. The format for coordination should be developed with the involvement of all participating colleges. For example, the top instructional development leaders on the four Dallas campuses supervise "district" consultants in computer assisted instruction and performance based instruction.

Requiring Consensus -- When specific problems are identified or uniform approaches considered necessary, the district office may request consensus. In the past, a question was raised concerning the possible advantages of converting college catalogs from microfilm to microfiche. A committee of instructional development leaders from the four colleges was assembled and the

change was made according to their
recommendations.

Because of my belief that the role of the
district office in instructional development should be
limited, my comments on this subject are necessarily brief.
However, the foregoing examples of involvement should
indicate the serious responsibility of any district office
to provide strong support, coordination and leadership in
the continuing effort to improve opportunities for students
to learn.

Dr. Jack Scott for Dr. Bernard Luskin

"People are reducing knowledge to funny wedge shaped marks on clay tablets. Knowledge will become dangerously portable and learning will be depersonalized! But the clay tablets won out."

Introduction

Advances in the understanding of learning, increasing enrollments, population mobility, financial strife, changing mores, advancing technology and a continuing fluid and reordering educational and occupational environment present a central concern in the mainstream of the educational process of the Coast Community College District.

We are all presently aware of the impulsion occurring within burgeoning community college districts resulting from the occurrences noted above. Educational institutions whose complete process involves passing knowledge from the notes of teachers to the notes of students with a possibility of that knowledge not passing through the heads of either are not consistent with the accelerating demands of Twentieth Century society. Much exists in the literature regarding ways people learn, much is being written about the growth of community college movement, a substantial amount is being said, presently, about the use of instructional objectives and the development of forms of instructional technology, software and strategies which assist in improving and personalizing instruction.

Numerous positions have been taken. Strong advocates of personalization through technology are emerging. Advocates of individualized, personalized, non-technologically oriented instruction are visible on the scene. Defenders of the status quo are in view. Each are components of the changing educational environment.

Cables, cassettes, computers -- individualization --personalization -- accountability, quality and cost permeate the educational discussions of the 1970s. Coupling humanism and technology in educational redesign presents a clear challenge in the '70s and continuing educational development is required.

Coupled with the pressures to improve the teaching/learning environment come additional and continuous demands for new programs to fill new needs emerging in society. It is becoming a cliché to note that most of the training programs which exist today did not exist ten years ago. New trends are developing in the areas of environmental education, allied health, and in occupational fields of all forms. Inter-disciplinary approaches to the more traditional academic areas are emerging and, in general, a new look is being taken at the structure of the school and the means by which knowledge may be made available and communicated.

Limitations of the present paper preclude detailed description of the myriad of educational develop-

ment strategies employed on each campus and in the District as a whole. The present paper, therefore, describes a single major component of the educational development process of the Coast Community College District in its continual effort to improve instructional programs: The Office of Educational Development.

The Environment

The Coast Community College District includes two community colleges: Orange Coast College and Golden West College. Coast is an independent community college district, governed by a Board of Trustees of five members representing various geographical areas. Coast is the second largest community college district in California. Chancellor Norman E. Watson is the district's chief administrative officer. Chief campus administrative roles are held by President R. Dudley Boyce of Golden West College and President Robert B. Moore of Orange Coast College. In addition, the District operates an extensive evening college program under the direction of Dr. Thomas A. Blakely.

Each college is autonomous and has individual organizational structures and patterns of development. The District staff performs coordinating service and support functions for each college. One such function rests with the Office of Educational Development.

The Office of Educational Development

The Office of Educational Development of the Coast Community College District serves as a district resource by providing support and expertise in obtaining information and in facilitating the development and evaluation of instructional programs.

The Office is conceived on the premise that doing something new does not represent a value in and of itself. The Office was established in 1969 with the commitment that improvement and not change, per se, is its objective. It serves as a resource at the disposal of District institutions and aids in obtaining needed information and support to assist in executing developmental or evaluative programs and projects. The Office has a responsibility to maintain technical expertise and to support interested and willing faculty members who are, with the support of their college administrations, planning to try out new ideas. Basic to this recognition is the realization that when new ideas are tried, some will inevitably be unsuccessful. Even failures, however, serve a harbinger role in determining the nature of programs to come.

A major premise of the Office of Educational Development is based on the perception that well-planned development and evaluation of educational programs can assist the colleges of the District in continuing to increase their

effectiveness as dynamic units of higher education. In this regard, specific responsibilities have been assigned.

Responsibilities

Major responsibilities of the Office of Educational Development include the following:

1. To serve as a resource in the continual exploration of new, experimental and innovative programs which promise benefit for the District.
2. Identify innovations and experiments in junior college instruction and report these findings to the colleges of the District.
3. Keep abreast of national and local developments which will assist the colleges in initiating plans for exploiting them.
4. Assemble innovative proposals for consideration by the District and its colleges.
5. Function as a harbinger and instigator of change, experimentation and research.
6. Assist the institutions of the District in fulfilling the commitment to evaluate programs for the purpose of improving instruction.
7. Engage in research devoted to evaluating the various educational activities in the District.
8. Develop and make available instruments to assist faculty in effective internal-external evaluation of District programs.
9. Produce regular and periodic reports of the results of District educational activities.
10. Make a high level of technical expertise available, particularly in the areas of legislation, governmental relations, foundation support, instructional technology, and evaluation techniques.
11. Articulate the development of Coast Community College District programs with other institutions with like commitment for the purpose of cooperative arrangements, communications, idea sharing, and support of orderly development of instructional programs.

12. Coordinate both governmental and private arrangements which facilitate program development.
13. Coordinate orderly development of the use of emerging instructional technology.
14. Special activities as assigned by the Chancellor.

To implement the changes noted a unique administrative structure has been established.

Below are specific responsibilities for each position in the Office of Educational Development.

Specific Responsibilities

Vice Chancellor, Educational Development

Under the direction of the Chancellor, and in cooperation with each college administrator and district officer, the Vice Chancellor, Educational Development has the following responsibilities and duties:

1. Coordinate and conduct a continuous exploration of new, experimental, and innovative programs which may have potential benefit for the district.
2. Evaluate the available sources of funding which facilitate program improvement and implementation.
3. Assist in the development of supportable projects which will enhance the instructional programs of the district.
4. Cooperate with the State Department of Education and the Federal Government in carrying out the features of various State plans through which program funding can be accommodated.
5. Attend meetings and conferences called by the State Department of Education, Federal Government and private agencies to keep current with respect to program development and requirements, and communicate this information to appropriate individuals in the district.
6. Cooperate with the presidents, the Director of the Evening College, The Vice Chancellor for Vocational Education, and deans of instruction to support and assist in the promotion of in-service training programs designed to improve instructional programs in the district.

7. Coordinate with the college presidents, the Director of the Evening College, the Vice Chancellor for Vocational Education, deans, coordinators, and division chairmen in the implementation of programs of institutional research and evaluation.
8. Conduct periodic briefings for administrative and instructional personnel on recent developments and opportunities in which the district may benefit from involvement.
9. ~~Act as a resource person to the district in matters pertaining to new programs, both reimbursed and exploratory.~~
10. Coordinate district development in computer assisted instruction.
11. Assist the presidents, Director of Evening College and deans in the development of use of instructional technology as it affects the objectives of the district.
12. Produce regular and periodic reports of the activities of the Office of Educational Development.
13. Coordinate articulation and cooperative arrangements made by the district with other agencies and educational institutions in cooperative project implementation.
14. Attend institutes, seminars, and meetings deemed by the Chancellor as beneficial in enhancing the instructional program of the district.
15. Coordinate or implement special projects as assigned by the Chancellor.
16. Other duties as assigned by the Chancellor.

Associate Director, Educational Development - Planning and Reimbursed Projects

Under the general direction of the Vice Chancellor, Educational Development, the Associate Director, Educational Development-Planning and Reimbursed Projects, has the following responsibilities and duties:

1. Prepare or supervise the preparation of reimbursable projects submitted to federal or state agencies or to foundations.
2. Maintain supplementary accounting records relative to externally funded projects and provide necessary detail to project directors.
3. Supervise the preparation of project reports and claims for reimbursement to agencies which have funded district instructional programs and maintain records for auditors.

4. Develop a library of information for staff grants and fellowships to be made available to interested faculty.
5. Approve purchase orders for items related to federal projects which will be purchased by the district.
6. Approve exceptions and substitutions to purchase orders for items related to federal projects and provide necessary detail to project supervisors and funding agencies.
7. Coordinate with the district business and accounting offices and individuals with campus responsibility regarding the accounting and report requirements necessary for reimbursed projects.
8. Assist in the development of supportable projects which will enhance the instructional programs of the district.
9. Conduct a continuous exploration of new, experimental and innovative programs which may have potential benefit for the district.
10. Assist, as a member of the Office of Educational Development, in implementing the district's program of research and evaluation, especially as related to reimbursed projects.
11. Assist the colleges in surveying project potentials related to identified needs for equipment, instructional materials, pilot and developmental programs which will enhance the instructional programs of the district.
12. Other duties as assigned by the Vice Chancellor, Educational Development.

Associate Director, Educational Development - Planning and Research

Under the general direction of the Vice Chancellor, Educational Development, the Associate Director, Educational Development - Planning and Research has the following responsibilities and duties:

1. Implement, in cooperation with the presidents, the Director of Evening College, the Vice Chancellor for Vocational Education, deans of instruction and other staff, a program of institutional research for the district.
2. Serve as a research design specialist for district research programs.
3. Develop a library of research information.

the Vice Chancellor, Educational Development.

12. Attend institutes, seminars, and meetings deemed beneficial by the Vice Chancellor in enhancing the instructional program of the district.
13. Other duties as assigned by the Vice Chancellor.

Consultant, Computer Assisted Instruction

Under the general direction of the Vice Chancellor, Educational Development, the Consultant in Computer Assisted Instruction will have the following responsibilities and duties:

1. Serve as an instructional design consultant and project assistant, on request, to instructor authors in preparing educational software, especially as related to the use of computers in teaching.
2. Develop a library of computer assisted instruction information, including software documentation and preparatory models for program development.
3. Receive reports from the District Director of Data Processing concerning the use and development of hardware and software related to computer assisted instruction.
4. Maintain documented, available information regarding statistical programs on which research data can be run.
5. Execute research or evaluation projects on instructional programs at the request of the colleges of the district.
6. Assist in implementing district development in computer assisted instruction.
7. Coordinate or implement special projects related to the instructional programs of the district as assigned by the Vice Chancellor.
8. Assist in the exploration of new and experimental and innovative programs which might have potential benefit for the district.
9. Assist in the development of in-service training programs.
10. Conduct continuous surveys of project potentials in order to identify needs for equipment, instructional materials, supplies, pilot and developmental programs which will improve the instructional programs of the district.
11. Coordinate, prepare, or supervise the projects as designated by

4. Act as a resource person to the district in matters pertaining to the use of computer technology in teaching/learning.
5. Teach a limited schedule of classes.
6. Assess the feasibility and applicability of coupling multi-media configurations to the computer terminal and participate in the implementation and evaluation of these configurations.
7. Conduct such in-service training programs as necessary to enhance faculty skills and knowledge in the use of computers in teaching.
8. Attend institutes, seminars, and meetings deemed by the Vice Chancellor as beneficial in enhancing the instructional program of the district.
9. Other duties as assigned by the Vice Chancellor, Educational Development.

Learning Systems Programmer

In concert with the administrative staff of the Office of Educational Development, the Learning Systems Programmer will:

1. Consult with and work with district faculty members in the development and implementation of computerized learning and evaluative systems.
2. Supervise the programming and maintenance of learning and evaluative systems as performed by district computer programming personnel. Such systems include, for example, the Project Follow-through evaluative system, simulation systems developed for certain learning experiences as well as systems anticipated for future implementation.
3. Design and implement statistical programs to assist the Director of Research and Planning in quantitative analysis, qualitative analysis, frequency-distribution analysis and multivariate analysis.
4. Prepare progress reports on projects related to computerized learning and evaluative systems as designated by the Vice Chancellor, Associate Director or Consultant in CAI.
5. Keep abreast of hardware and software developments in the field of computer assisted learning and uses of computers in learning and evaluative processes in general. Under the general direction of the Consultant in CAI, provide counsel and advice to district personnel concerning these matters.

6. Assist the Consultant in CAI in assessing the feasibility and applicability of coupling multi-media configurations to the computer terminal and participate in the implementation and evaluation of these configurations.
7. Assist the Vice Chancellor of the Office of Educational Development and his staff with in-service training programs.
8. Prepare, test, and implement, himself or with staff assigned from the Office of Information Services, computer programs designed to make appropriate use of the district computer system in selected learning experiences and evaluative procedures.
9. Devote considerable time to the study of the application of computer technology to course materials. Special emphasis will be in the area of computer assisted instruction.
10. Serve as a computer and statistical consultant to faculty and administrators.
11. Supervise laboratory assistants employed by the Office of Educational Development in research or computer assisted instruction development.
12. Assist the Consultant in CAI in the development and maintenance of a library of computer instructional information.
13. Serve as a supportive resource to the Consultant in CAI.

Activities

The specific job responsibilities and charter of the Office of Educational Development take various forms as implementation occurs. Activities in which the Office of Educational Development is involved include the following:

- 1) program exploration and development;
- 2) in-service training;
- 3) institutional research;
- 4) reimbursed projects;
- 5) communications;
- 6) special programs;
- 7) cooperative relationships;
- and 8) coordination of instructional technology.

The operational reality of these activity areas is that they cross specific lines of responsibility as they are carried out. For example, research projects sometimes serve an in-service training function and result in communication and program development. Many times, in-service training programs are the result of reimbursed projects, many of which involve instructional technology. Special projects such as Project FUSE or the District's Faculty Fellowship Program, each of which will be described, fill numerous categories of responsibility noted above. Program development, such as is emerging, in the area of environmental education or in cooperative education, also has implications for the other responsibilities mentioned. The reader, therefore, must keep in mind that the efforts of the Office of Educational Development involve an orchestrated approach of its various functions and describing an activity under a particular function does not limit that activity to its fulfillment under that particular responsibility. Moreover, only several examples of the numerous activities will be described in this paper in order to make strategies for progress clear.

1. In-service Training

During the 1970-71 school year the Consultant in Computer Assisted Instruction conducted an eighteen-week course with extension credit from the University of California at Irvine. Salary schedule credit for Coast District faculty

members interested in learning to use the computer as a tool of instruction was also provided, if desired. During the first nine weeks of the course, faculty members developed skills in using the computer. During the second nine weeks, they developed course modules for their instructional programs. Sixty-four faculty members completed this in-service activity.

Cooperating with the University of California at Irvine, the League for Innovation in the Community College and the U.S. Office of Education (under the Education Professions Development Act) three institutes were supported and operated in the district. "An Instructional Systems Approach to the Teaching of Biology," which trained 24 community college biology teachers in the use of technology in the teaching of biology was conducted at Golden West College over a period of two summers. Another institute, the "Use of the Computer in the Teaching of College Physics," was also conducted at Golden West for a group of approximately 24 community college faculty, again in cooperation with the League for Innovation in the Community College and the University of California at Irvine and supported by a grant from the National Science Foundation. A "Division Chairmen Leadership Conference" was held on the Orange Coast College campus for two consecutive summers. The first summer included the pilot program for what developed into a national

program of four such conferences under the leadership of Cuyahoga Community College. Directorship of the project rests with Dr. Jerrel Richards of Orange Coast College. In addition, Data Processing Summer Institutes which trained teachers in the teaching of computers in occupational programs have been conducted for a series of years on the Orange Coast College campus.

In this way, employing federal support and cooperating with agencies such as the League for Innovation in the Community College and universities, Coast District faculty have been provided the opportunity of both intensely developing skills in their disciplines and in technology and have been afforded the opportunity of institutes, designed to share their developments with other faculty from community colleges with like interests.

In addition, other conferences, workshops and skill-building activities were carried out, including extensive individual work with faculty members.

2. Research

Several examples of research activities carried out in the Office of Educational Development include Project Follow-Through, a three-year follow-up study system of students, funded under the Vocational Education Act. This project has been operating in all occupational disciplines for the past three years. In this system, data is collected

on entering freshmen and students are followed into employment to assess implications for district programs and, simply, to find out what happened to them.

A cooperative project has been conducted with the Police Academy of Los Angeles and the Police Academy at Golden West College in the use of the computer in teaching police cadets. Project CALCOP operated during the 1970-71 school year and is moving into its second phase now, with an expansion of the training strategies and the use of computer controlled microfiche devices. The first phase of the program dealt with the areas of search and seizure and rules of evidence. Significant gains were noted using the new approach, and Phase II of the project is presently under way.

In addition, numerous evaluative and data disseminating studies have been prepared. Examples of some of these are facts regarding graduates, transfer student performance analysis, student characteristics reports, withdrawal surveys, scholastic standing of students, etc.

3. Communications

The Office of Educational Development produces an occasional newsletter. In this newsletter entitled Harbinger, many of the developments occurring within the district are described. Harbinger presents, in a readable way, a cross section of activities of interest to faculty members and facilitates cross communication between and within each campus.

4. Program Development

Cooperating with the Office of the Vice Chancellor of Vocational Education, the Office of Educational Development assists in development of programs such as cooperative education, environmental studies and research projects. A clear example may be shown by the consortia activity between the emerging cooperative education program between the Coast District and the college district of San Mateo. In this five-college consortium the largest community college cooperative education program in the nation is now operating as a demonstration with more than 4,000 students involved.

5. Reimbursed Projects

The Office of Educational Development has numerous reimbursed projects in process which serve specific purposes. A Curriculum Guide describing the use of the computer as a tool of instruction is now being prepared for publication. Operating programs/projects exist under such legislation as the Allied Health Professions Personnel Training Act; the Education Professions Development Act, which includes several of the institutes previously noted; use of instructional television under legislation such as the Farr Quimby Act (ITV); the Health Manpower Act; loan programs including the Nursing Student Loan and Scholarship Program; work program under the Economic Opportunity Act; Educational

Opportunity Grants Program; support for libraries under the Library Resource Program; equipment under the Higher Education Act; and seminars and workshops under various pieces of legislation are in the process of being implemented.

In addition, biology, chemistry, environmental science, geology, physical science, astronomy, languages, marine science, mathematics, physics, social science, and other fields have obtained needed equipment and materials under various forms of legislation. Counseling and guidance have been facilitated through the development of an occupational materials center under the National Defense Education Act. And, films, video tapes, computer software and audio-tutorial developments have been supported.

6. Special Programs

Project FUSE. In Project FUSE (Faculty Utilization and Staff Effectiveness), a committee of faculty members from the two colleges was concerned with facility utilization and staff effectiveness. This group initiated its activities with a retreat at Monte Corona, California, followed by additional meetings. Recommendations have been received from the committee in a number of areas involving educational programs offered by the two colleges. The impetus behind this appointment was to develop grass roots proposals for change. Examples of areas on which work is now being done in Project FUSE include expansion of instructional

television, specialization in multi-section courses, performance contracting and independent study, re-examination of scheduling patterns, student diagnostic center, course credit for previous experiences, use of inter-personal student/faculty/administration discussion groups, utilization of para-professionals and students as teachers, means of taking education to the students, ways of supporting faculty, including support they need such as: a) non-monetary faculty incentives; b) faculty assignment flexibility; c) in-service training opportunities; and d) efficient utilization of faculty overtime needs. These are examples of the areas being considered on a continuing basis by the members of Project FUSE.

This district inter-consulting team is chaired by the Vice Chancellor for Educational Development and members include the Deans of Instruction at each campus, the Director of Research, two faculty members appointed by the Faculty Senate of each campus, and two members appointed by the administrative body on each campus.

Faculty Fellowship Program. This program provides support and encouragement for faculty members in connection with proposals submitted by them to improve the various phases of the educational program.

The Faculty Fellowship Program solicits and encourages developmental innovative work on the part of

faculty. Projects are encouraged which both improve instruction directly through the preparation of software or provide data on which instructional improvement may be achieved. Since 1969, the district has budgeted \$60,000 each year to finance projects under the Faculty Fellowship Program. Funds may be used to provide supplies, equipment, para-professional or student assistants; to pay faculty members overtime or provide substitutes which afford release time for faculty members for projects which have been approved. Some faculty fellowships have been carried out in the summer and, thereby, have provided summer employment for a faculty member to prepare materials at a time when he is not so harried by day-to-day teaching activities.

The process by which faculty members apply is similar to that of any other grant procedure. An application form is prepared--with assistance of campus or district administrators or technical staff, if the faculty member desires--and is forwarded by the faculty member to the Dean of Instruction's office on his campus. Each campus screens projects autonomously. At Golden West and Orange Coast College, committees have been established to screen and rank proposals. Applications are reviewed at each college by its committee of college faculty members and administrators. Projects are then ranked, recommended for approval and forwarded to the district office where final approval is obtained. After projects are approved, funds are allocated and work begins in

whatever time has been specified by the faculty members. One-hundred and twenty fellowships have been applied for and 72 have been approved. Fourteen faculty members have received more than one faculty fellowship. Audio-tutorial, audio-visual and multi-media fellowships have been approved in the areas of art history, technical drafting, fine arts, chemistry, painting, nursing, art appreciation and music. Computers have been involved and fellowships in the area of mathematics, business, English, data processing, and chemistry. Video tapes have been prepared in swimming, accounting, audio tapes in speech and piano. Syllabi course materials and research data have been gathered in faculty fellowships. More than twenty percent of the district's day faculty are involved in faculty fellowship programs. The Faculty Fellowship Program has received enthusiastic acceptance on the part of the faculty of the Coast Community College District.

Project CISTRAN. Another special project involved by the Coast Community College District is Project CISTRAN, a coordinated instructional systems approach to training. Coast Community College District is the fiscal agent for the Chancellor's Technical Committee on Coordinated Instruction Systems (California Community Colleges) and the Vice Chancellor, Educational Development, and Vice Chancellor, Vocational Education of the district serve as co-directors. In this regard, the district is exercising leadership and

developing in-service training capabilities within interested community college districts. In this way, the district serves its own interest by assisting the community college movement to move forward in applying diligent expertise to the development of coordinated instructional systems.

Numerous other special projects include examining facilities utilization, conferences in various instructional areas and production of numerous reports of one form or another.

6. Instructional Technology

Each campus is equipped with a Media Center and has an individual directly responsible for multi-media development on that campus. The district is also developing a telecommunications facility and has employed a director of telecommunications. Coast has obtained the license for Channel 50 in Orange County, which will be both an open- and closed-circuit education station. A consortium of numerous colleges is now offering several programs on the air for credit, and the district has received a grant to prepare a pilot program in environmental education. Coupled with television is the district's IBM 360 Model 50 computer system with 85 computer terminals on-line. Documentation on more than 250 computer related course modules operating in the curriculum has been assembled.

Part of the task of coordinating the various media centers, the telecommunications and computer facilities and the extensive development in the audio-tutorial areas for the district rests with the Office of Educational Development. To facilitate coordination, the district's Instructional Technology Committee has been formed. This committee meets every other week for half a day, simply to trade problems and discuss emerging directions and needs in the various areas of instructional technology. The strategy of the committee is receiving favorable acceptance, and commonality of interests, goals and objectives is being achieved.

Summary

The organizational pattern/structure of the Coast Community College District is different from many community college districts across the nation. Functions of research, reimbursed projects, coordination of instructional technology and new program exploration have been combined in the Coast District, under a single umbrella called the Office of Educational Development. It must be clearly noted at this point that the Office of Educational Development is a service function and the colleges of the district are autonomous. The inertia developed on each campus comes from its faculty, and also stems from the dedication, insight and forward looking administration of each campus.

The district office serves in a support capacity and is dedicated to follow up in every way possible and to provide the best expertise at its disposal to assist each campus in achieving its goals. Through the Office of the Chancellor and the Chancellor's Council, the directions of the district are assessed and determined. Through the Office of Educational Development and the Office of Vocational Education, they are explored, and through the campuses they are implemented.

The Coast District has employed a "developmental capital" approach to assist in fostering a responsible strategy for educational innovation. This capital is derived in some degree from outside grants and in some degree from district funds. Most of the projects in the district are not "add ons." Efforts are made to provide the maximum decision-making freedom for choosing alternatives on the part of talented faculty.

Developmental strategies which provide the capacity to absorb diversity are carefully protected. Incentive and support structures are strong pillars in the implementation procedures which encourage improved instructional development. Linkages for communication and coordination within the district and among the colleges are carefully coordinated.

In essence, in using the project approach within district funded and outside supported projects, performance contracting exists between the colleges and their faculty. This approach appears to be leading to materials which are more carefully distilled and catalyzed. Such an approach also facilitates the targeting, documentation and evaluation of educational programs.

Appropriate delivery systems for development of educational software has been relatively absent in community college development in the past. The approach employed in the Coast Community College District is simple in concept, although rather complex in realization. Any series of strategy utilization designed to achieve responsible innovation must be flexible and, therefore, is inherently complicated to administer. The techniques described as part of the Coast program are part of the total and sequential approach to this improvement of instruction. Failure to employ combinations of needed mechanisms first, limits, then stifles creative faculty. A system-wide effect must be achieved because it is only a comprehensive approach which can directly affect each student product.

The process employed by the Coast District is evolutionary rather than revolutionary. It is built around talented faculty with continuous efforts toward sound management practice.

The purpose of the process is to create positive change within the existing system, which is itself under continual review. In short, as Lessinger put it, it is a form of "educational engineering."

Chapter 10

IDENTIFYING PERSONNEL FOR REALIZING SEVEN BROAD FUNCTIONS OF INSTRUCTIONAL DEVELOPMENT

Dr. Darryl Sink

Ralph Holloway

INTRODUCTION

Baker and Schutz (1971) state in their book, Instructional Products Development, "The requirements of instructional development are both specialized and diffused enough to require the efforts of an organized team." Although most can agree with this statement, little information exists concerning the question of how to form teams for instructional development. One answer for a select few may be to employ enough ID specialists; i.e., specialists in learning theory, media, evaluation, etc., to form ID teams that can work effectively with subject matter experts to develop instruction. Although this procedure would probably be successful, hiring additional personnel usually proves to be too expensive for most schools. What then can be done to organize effective and efficient ID teams where cost constraints make it impossible to hire all the specialized personnel needed?

Perhaps the answer is right at home. With the varied experiences and education of today's school personnel, it is highly probable that most of the skills needed for ID are available within the experience of the existing staff. What needs to be done is to identify people with the necessary ID skills and then to organize them into effective and efficient ID teams.

The purpose of this paper will be to:

- 1) identify the broad functions of an instructional development team;
- 2) describe a plan for identifying personnel with ID skills; and
- 3) make suggestions for organizing these people into teams.

By taking this comprehensive approach, we should be able to deal with both the specialized and diffused requirements made on us by the ID process without significant increases in school personnel.

PART I

IDENTIFYING FUNCTIONS OF AN ID TEAM

In order to recognize personnel qualified for ID teams, we must first identify the broad functions a team will need to perform. One way to identify these functions is through various ID models. Since the role of the team is essentially to use ID processes to solve educational problems, the models of these processes should illustrate functions a team will need to perform.

While the models reviewed for this study (Briggs, 1970; Brown, 1973; Baker & Schutz, 1971; Davies, 1971; Farris, 1968) did not list the same functions directly, there were inferences that indicate general agreement on those involved in I.D. In general, the models indicate the following seven broad functions essential to instructional development:

1. Task analysis - the function of the team in determining what is to be learned.
2. Specifying objectives - the function of the team in stating what needs to be learned in a measureable way.
3. Learner analysis - the function of the team in assessing the learner's performance level, learning style, learning rate, self image, etc.
4. Instruction - the function of the team in providing effective and efficient instruction.
5. Evaluation - the function of the team in determining if the learning program is successfully realizing the learning objectives.
6. Motivation - the function of the team in encouraging, leading, and inspiring students to realize the learning objectives.
7. Management - the function of the team in making sure all other functions are being performed effectively and efficiently and in proper order.

Although we have listed these functions as separate and distinct for the purpose of identifying the specific functions an ID team will need to perform, they are not separate and distinct, but rather interactive and cyclic. So important are these interactions that if any function is left out, the entire system will surely be weakened.

PART II

A PLAN FOR IDENTIFYING SCHOOL PERSONNEL WITH ID SKILLS

Any plan for identifying school personnel with ID skills will have to address itself to two important questions:

1. How do we identify the skills needed to perform the broad functions of ID?
2. How do we identify the school personnel that can perform these skills?

Skills Needed for ID

Identifying all the skills needed for instructional development would indeed be an enormous task. How then can we identify the personnel that have the necessary skills? A realistic approach that can serve our purpose is to take a survey which is a sampling of the faculty's perceptions of the skills they can perform related to each of the seven broad ID functions. In this way, we can identify skills representative of what an ID team will need to do.

Okey, Brown, and Englander (1973) used a similar procedure to identify skills for beginning, experienced and master teachers. Using Freider's (1970) O. D. Prime Acronym of broad teacher functions, (i.e. the teacher functions of formulating objectives, diagnosing learners, prescribing instruction, instructing, motivating and evaluating), Okey, Brown, and Englander (1973) identified a sampling of specific teaching skills. The result was a set of teacher skill cards which sampled the skills needed to

perform each of Freider's broad teacher functions. It was interesting, but not surprising, that many of the skills listed by Okey, Brown, and Englander as good teaching skills are the same skills needed for good instructional development.

By adopting the Okey, Brown and Englander skill cards that were appropriate to instructional development and by writing several new skill cards, we were able to construct skill cards for each of the seven broad functions of ID. We then made a judgment as to whether or not each skill card clearly sampled an ID function. This judgment resulted in the elimination of several cards and minor changes in others. Following this elimination process, thirty-four cards remained. Each of the remaining cards listed a skill title and gave a specific description of the nature of that skill. We now had a sampling of the specific skills needed to perform each of the seven broad functions of ID.

Searching for School Personnel with ID Skills

The next step was to identify personnel who could perform the ID skills. Our first thought was to test the faculty on each skill. While this may have been efficient, we felt it could disrupt some personal and professional relationships, since actual testing of the personnel might have resulted in a threatening situation. It seemed more reasonable to provide the personnel with a set of our skill cards and ask them to select the cards describing the skills they felt they could perform. This procedure reflected the

respondent's perceptions of his/her own ability to perform each skill. Even though such measurement is somewhat biased, it seems less threatening than the direct administration of a skills test.

Trying Out the Plan

The plan for identifying school personnel with skill cards was tried at Eastfield College of the Dallas County Community College District. One hundred and fifty full time school personnel, including teachers, counselors, LRC staff and administration, received a packet containing an instruction sheet, a response sheet, and a set of thirty-four skill cards. Information collected on each response sheet included:

1. Personal data (Name, Division).
2. Products or programs developed by the respondent.
3. Skill card numbers indicating the skills the respondent felt he or she could perform.
4. Additional skills the respondent thought they had that might be important to ID.

Of the one hundred and fifty packets distributed, sixty were returned.

The skill card data collected from the sixty response sheets was grouped in two ways to facilitate its use in identifying possible members for ID teams. First, each respondent's name was listed along the vertical axis of a chart. By listing all 34 card numbers along the horizontal axis of the same chart, a grid was established. Each card selected by a respondent was then indicated by checking the appropriate box in the grid. (See Figure 1)

FIGURE 1

GRID CHART INDICATING THE SKILL CARDS SELECTED BY EACH RESPONDENT

Respondents	SKILLS																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	29	30	31	32	33	34													
Sweet Sue		✓	✓		✓	✓	✓			✓		✓					✓	✓		✓														
Kitty Litter			✓		✓	✓		✓	✓				✓				✓			✓														
Fat Fannie	✓	✓	✓			✓		✓	✓								✓	✓		✓	✓													
Solong Suzie	✓	✓									✓																							
Frankie		✓	✓					✓																										
Johnny				✓	✓	✓																				✓	✓							
Freckled Freddy			✓			✓					✓						✓			✓														
Euell Gibbons	✓	✓	✓	✓	✓		✓	✓	✓								✓	✓	✓	✓	✓													

Second, the skill card data was grouped by division. The same type of grid was used to identify the respondent's skill within each division. (See Figure 2)

FIGURE 2

GRID CHART IDENTIFYING THE SKILL CARDS SELECTED BY EACH RESPONDENT WITHIN THE COUNSELING DEPARTMENT

	COUNSELING DEPARTMENT - SKILLS																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
Joel Jessen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Larry Koepfen		✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Betty House	✓	✓																																		
Aylene Heger	✓	✓	✓		✓		✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Charlene King	✓							✓	✓				✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Art Budke	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Ray McClung	✓	✓		✓				✓	✓		✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
Sonia Mendoza	✓	✓	✓								✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
John Mayes								✓	✓		✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Gay Ricks	✓	✓	✓		✓		✓	✓	✓		✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓

In addition to gathering the information described above, we were interested in testing the assumption that most instructional development skills exist among the faculty on a given campus. To check this assumption, the number of people responding to each skill card was tabulated and graphed. The results support our assumption: the skills described on each of the thirty-four cards are available somewhere on the Eastfield College campus. (See Figure 3)

In summary, we must emphasize that our instrument gathered perceptions and did not measure in any direct way the ability of personnel to accurately perform the thirty-four ID skills. However, identifying the perceived ID skills of individuals and divisions should greatly facilitate the formation of ID teams that can effectively perform all the seven broad functions of the ID process.

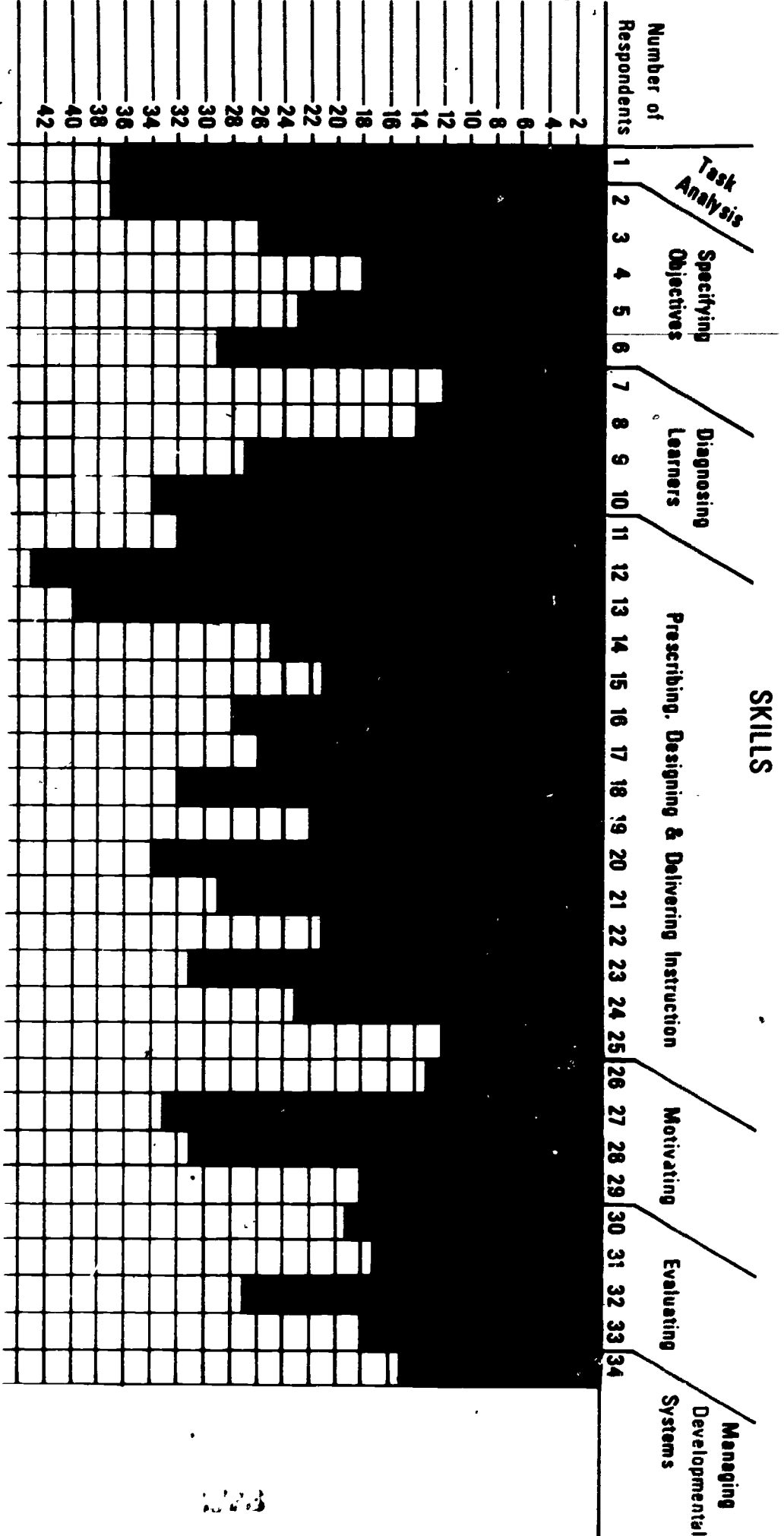


Figure 3
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PART III

SUGGESTIONS FOR ORGANIZING ID TEAMS

What is a good ID team? How many people should be on the team?
Who should be on the team? Are teams all made up the same way?
Where do we begin?

These are but a few of the questions we must deal with in forming ID teams. Instructional development is in an embryonic state, and, at best, we can only provide heuristics for forming teams. However, if we are going to deal effectively with complex problems in education, we must draw on these heuristics in order to work together in ways that will allow us to utilize the strengths and skills of one another (Fleming, n.d.).

What is a good ID team?

Ivor Davies (1973) has said, "The measure of a good teacher is his ability to get the right things done." Likewise, we believe that the measure of a good ID team is its ability to get the right job done. Ideally a good ID team is one that can solve educational problems effectively and efficiently. The team is effective by doing the right things, e.g., solving problems that are essential to the overall mission of the team. It is efficient by doing things right e.g., following proper procedure and functioning in proper order. It is important to keep in mind that it is relatively easy to become more and more efficient at doing the wrong things; what is more difficult is to be efficient at doing the right things.

Too often we have seen people becoming more and more efficient at making decisions that are of little or no importance.

How many people should be on the team?

It is suggested that the fewer people needed to represent the necessary expertise and points of view, the better. Small groups usually function more effectively than large groups.

However, the instructional development expertise necessary to carry out all seven broad functions of the ID process should always be available.

Who should be on the team?

Members of teams should be selected because they have expertise in one of two areas:

1. instructional development processes;
2. the subject area being addressed by a given team.

Consequently, teams will not be made up the same way each time. Selecting team members who have expertise in the subject area and in performing the functions of the ID process will greatly improve the chance for effective teams. While other areas of expertise are important, these two are essential.

Where do we begin?

A team leader needs to be appointed. This leader (usually an instructional development specialist) must be especially skilled at management. He or she will need to be experienced and/or

trained in viewing the ID process as a whole. This comprehensive view will enable the leader to form and direct ID teams in such a way that decisions can be made systematically and in proper order. In addition to the two essential criteria discussed earlier, the leader will need to consider several other criteria in selecting members for a given team:

1. personnel who foster cooperation and harmony,
2. personnel willing to take the time needed for the project,
3. personnel who work well in groups.

In summary, the instructional development leader needs to work carefully in forming the teams. While it is essential that team members be selected because they have expertise in instructional development and/or the problem area being addressed, it is equally important to select team members that can work in harmony and cooperation.

CONCLUSION

In this presentation we have attempted to go beyond exploring the rationale for using a team approach to instructional development. We have presented a plan for creating instructional development teams. Furthermore, the plan suggests that to a large extent teams may be created with existing staff.

To create such teams a three part procedure is described. Part I proposes a means for identifying the functions of an instructional development team; Part II describes a procedure for identifying

school personnel with ID skills; and Part III makes suggestions for organizing personnel with ID skills into effective and efficient ID teams.

Part I and II of the plan can be performed rather easily. Part III requires considerably more skill. For this reason we suggest that an instructional development leader (or specialist) is needed. We also suggest that this person be especially trained and/or experienced in the ID process as a whole. We re-emphasize this point in the conclusion because it will be essential to the success of any extensive program in instructional development.

It is not our intent to leave the impression that ID teams should always be created to solve instructional development problems. We all are aware of instructional development products of the highest quality which were produced through individual efforts. For individuals with the basic skills in instructional development, producing materials individually may not only be effective, but indeed efficient. However, many educational problems do warrant the combined efforts of a team. It is to these problems we have addressed our efforts.

Presently, this plan lacks precision and validity - especially in regard to the use of perceived skills to develop teams. If these perceptions prove to have validity (i.e. the people actually do have the skills), then we will have created a workable plan for identifying ID teams.

The instructional development process is clearly specialized and diffused enough to require the efforts of an organized team in many situations. What is not so clear is a plan for creating teams that are effective and efficient. While not as precise as we would prefer, this paper has suggested what we feel to be a viable approach.

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Chapter 11

PROFESSIONAL AND STAFF DEVELOPMENT

Dr. Jerry Linker

It's a pleasure for me to be asked to say a few words, anywhere, any time. About Thursday of a five-day workshop, everyone begins to rate the speakers by the number of pages that they have. I have very few. But what they have on them is worth every nickel that Ralph is paying me for this talk.

Once there were two Texans that strayed out of the state and one of them met the typical stereotype, bragging about everything. He had the largest ranch, 25,000 acres; the other guy didn't say a word. At the cocktail party finally one of the hostesses went over and was talking to him and said, "You haven't had anything to say; are you a rancher too? Do you have a ranch?" "Yes, it's fair size." "How does it compare to Mr. Smith's over there?" "Well, I'm his neighbor on three sides." So maybe the more you are doing the less you have to say.

The way we are going to proceed this afternoon is that I will attempt to present a conceptual foundation based partially on research and partially on the experience of myself and my colleagues in administering staff development programs. Following this we will examine a case study of what has been attempted in staff development at Mountain View College. We will then examine some of the constraints that inhibit staff development programs.

The very first and most important concept that I believe to be true of good staff development programs is that the responsibility for professional growth rests with the individual professional. This is the most important thing that I have to say. Unless an organization and a faculty will accept this position, unless they will accept as true that every professional has the responsibility and the obligation to grow professionally, then you are really not going to have a staff development program. Now this position not only has to be stated, it not only has to be in the policy manual, it has to be formally accepted by both the institution and the professional staff. One of the things that we have working for us in the Dallas County Community College District is that one of the contractual responsibilities of all professional staff members as identified by the Board of Trustees is to demonstrate professional growth during the year.

If the proposition that each staff member has the responsibility to continue to grow and develop professionally is accepted, then one must also accept the corollaries that go with this position. If it is the individual's responsibility to grow, then the individual must be provided with the opportunities and the freedom to grow. This includes, in my opinion, making some of

the judgments about what staff development activities are appropriate. One of the things that I am opposed to is making any single workshop or any single experience mandatory for the entire staff. If you are going to place the responsibility for developing professionally on the individual, you have to also give the individual some freedom in making choices about what contributes to his professional development.

You have to also accept the corollary that professional staff development includes every staff member, not just the teaching faculty. Division chairmen, administrators, and even those of us who like to think we are the instructional experts have the obligation to continue to develop our professional competencies. A quality staff development program will speak to the professional needs of the president, the deans, all of those of us who think we are leading, as well as every member of the staff.

One of the other concepts that I believe to be true is that the staff development program should provide coordination and impetus for achieving institutional goals. You probably won't find this being accepted in a lot of places. Maybe you are lucky and it is accepted in your place, but we are often in the boat with Paul Revere. We just hop on our horse and ride off in all directions at

the same time. We have staff development activities that are not related to the kinds of goals and priorities that have been established for the institution; we have staff development activities that are maybe designed to appease or please and not necessarily designed to achieve or to promote.

Once you point the direction of an institution with a staff development program, you have to provide the other things that go with it. A staff development program does not exist apart from the rest of the institution. All of the components have to be in harmony and all of them have to function together. In addition to providing coordination and impetus for the achieving of institutional goals, the staff development program has to be flexible enough to allow individuals to achieve individual goals. Just what is it that the individuals on your staff really need? Now I want to try to tie these two together and borrow a few things from some of the other speakers. Remember Havelock was talking about the change agent strategies? The staff development officer is a change agent, not the only change agent on campus, but a change agent. Remember all of those kinds of change agents you could be? Solution giver, resource linker, but you also can be a process helper or you can add the pressure that causes people to want to change.

The staff development officer, if he is going to be effective, must spend a majority of his time working as the process helper and as the resource linker. Stay out of these other two ball parks the majority of the time.

I don't necessarily buy that you can be just one kind of change agent; I think at different times you are going to be cast in these different roles and we will have a contribution to make in that role. But the majority of you have got to be working with the faculty, with the administration, with the opinion leaders on campus, identifying what the needs are, both institutional and personal. Then you have to try to pull together and coordinate a program that allows you to proceed together toward the common goals. That means that if you leave out David and you only work for the goals of Mountain View College, pretty soon David's going to get the idea that this isn't for him and he's going to stop going down that path and he is going to go another way. Now you can't meet all of the individual needs. So you have to do some priority ranking and trying to identify those that are the most important. Use the ability to meet individual needs as the carrots to get the support for a staff development program that is also aimed toward institutional goals. You can identify a lot of these. People need to earn hours of credit toward getting a salary increase, people

need to earn degrees, people have specific courses that they have specific problems in that they want to solve. They want to work on what will help them in their sociology course, or in their AT Biology course, and it's by pulling these things together that you will get a group, get your faculty and your administration together where there is a group that will allow a staff development program to work. So have both of them.

A staff development program can't afford to be narrow. It has to be based on every possible avenue for professional growth. Now I'm not going to attempt to name all of the possible avenues; you will invent three more before you get home. But you can't just build a program around workshops, or around credit courses, or around this, that, or the other. You have to put all of these things together so that there are some activities that you and your staff are going to organize and promote on a campus wide basis. Some you are going to promote on a divisional basis, and then there will be the places where you tie in with other institutions.

One of the things that has happened in this area that I think could serve as a very useful model for others in the Graduate Career Development Center for Community College Personnel. This is a consortium that was put together by the Dallas and Tarrant County

Community College Districts and which includes several universities. Operating expenses of the consortium are paid by the Dallas and Tarrant County districts. Included in these costs are such things as providing an executive director, collecting data on courses desired, and coordinating time and space schedules between the community college districts and the universities. Staff members who take courses through the consortium pay the normal residence tuition to the university. The university in turn pays the instructional costs. The cost of operating the Career Development Center is probably the best money that the two districts have ever spent on staff development.

Since the consortium was established in the fall of 1972, there have been 75 graduate credit courses offered in which there have been 967 enrollees for credit. Of course, there may have been people who have taken courses all four semesters. But when we stop and think that the combined professional staff of the two districts is probably not more than a thousand, we can see that this is a program that has made an impact on the professional staff of these districts.

One of the things that is really encouraging is that a significant portion of these courses have been taught by, coordinated by, or at least shaped by

personnel on the campuses of the two districts. We have had courses that were taught by the presidents of our institutions, courses that were coordinated by the instructional development leaders on campus, and we've had courses taught by members of our community college faculty who are outstanding practitioners of their specialty. More important than that, we have had faculty participation in the selection of courses to be offered. If a person really desires graduate credit, then one way to get them to participate in a staff development activity is to arrange to give graduate credit for it. Participation in a consortium of community colleges and graduate universities is a practical way to provide intensive staff development activities that carry the incentive of graduate credit.

In addition to credit courses, workshops, seminars, and so forth that you might include in a staff development program, there are individual opportunities for professional growth. No single staff development program contains the whole ball of wax. We will necessarily leave out a majority of the possible ways that a person could grow professionally. So if you want a staff development program that meets the needs of everyone, you need a staff development program that can accommodate individual activities.

If you are going to encourage individual efforts, you need a formal means of evaluating the worth of the activity. Not all of the individual activities that will be suggested are really those that you can afford to reward. Those that are worthy should be rewarded, and they should be rewarded in the same manner as group activities. We have a technique that we use called non-academic professional growth credit. Through this technique a staff member can earn hours of credit on the salary scale. For each 40 hours of activity we will grant one credit hour of salary credit. Now at our institution at this time we have several instructors who are working on individual projects for salary credit. One person is doing a job analysis of what needs to be taught in her course in secretarial careers. She is sending out questionnaires, visiting employers, and people who are employed in the field to find out if the information that we have out of the research that has been done in the past and the information that our advisory committees are giving us is an accurate picture of the skills needs of our students. This instructor will come out of this activity with a lot of professional growth, the institution will come out with recommendations for what to do with a program that has not been looked at for several years.

We also have some other things like a small grants program, where we can give a little cash incentive to someone who is undertaking either staff development or instructional development projects that seem to be of merit. And there are always those that really the money or the credit is just not the thing; it is the personal recognition. It is out of these individual efforts that you identify the people on your campus who can be your helpers in a staff development program. You can't bring in a brain from off campus to give you all the solutions to all your problems. A lot of those solutions are right there in your staff. And it is out of formal programs to promote individual efforts that you can identify those people who have something worth while to share with the rest of the staff.

It is time to talk about supervision of the program. I have already insinuated that supervision of one program drove me crazy; so maybe that shaped my opinion on this next point. If each individual has the responsibility to grow, then how that individual meets that responsibility should be a part of the formal evaluation of that individual. However, it should not be the staff development officer that gets involved in doing that. It is our position at Mountain View that this supervision is the responsibility of the immediate supervisor. Usually this

is the division chairman.

Once you've accepted the responsibility of growing professionally, somebody has to promote that development. So the second most important concept I am going to mention today is that the staff development program has to have active coordination and leadership.

In my experience the failure to have active leadership has been one of the prime causes for poor staff development programs. The alternatives to having someone designated to lead the staff development program simply do not work. For example, we could have a faculty committee; well, the faculty committee has not had the opportunity to talk to their peers and identify what the needs and interests are. Picking up a faculty committee in September or perhaps November and saying we have to be here January 4, 5, 6; you folks figure out what we should be doing is a good way to go backwards. Staff development requires involving the total staff in planning, but don't make the mistake of dropping the planning on them like a sand bag.

Another group that often gets the responsibility for staff development dropped on them is the division chairmen. The division chairmen have a very vital role to play in staff development, but they simply can't provide the kind of coordination and leadership that is

required to have a quality program. No one is going to slap their hands if they don't give a staff development program the time it needs; but if they don't get the requisitions in on time, they will get slapped by the business office, by the instructor who doesn't get his supplies, and possibly even by the students. So to ask a division chairman without help to plan a staff development program for his division is to give him a job for which he hasn't been trained and for which he doesn't have the time. In my opinion that is a good recipe for failure.

If you want to have a quality staff development program, you have to have a staff development officer. You have to have someone who is given the responsibility and the resources for getting all of the concerned parties together and promoting the staff development program. You have to have someone who operates as a change agent, as a process helper, to get the faculty committee together, to get the division chairmen involved, and to get the administration involved. You need someone to pull the ideas from everywhere and to formulate a proposal that contains the opportunities for each staff member to develop professionally.

This does not mean that you are supposed to set up a dictator over in the staff development office. That is a good recipe for failure also. It means that

you have to select someone who really likes to work as a process helper, as a data collector, and as an organizer. This should be a person who doesn't have an ax to grind and who can put together the kind of comprehensive program that meets the needs of the institution and of individual staff members. Once you have accepted the need for staff development, then find someone to carry the ball.

Let's look at a case history. We'll look at Mountain View College because that is where I happen to work.

There wasn't a lot of staff development at Mountain View the first year. Mountain View College's facilities were not completed for our opening. We opened in tents and trailers and in the ravine. It was about mid-year before we actually got into the building. A lot of good things happened that year. For example, the staff got to know each other very well. But there was little attention given to the staff development program until late spring of the first year. At that time the Dean of Instruction and the Dean of Student Programs jointly proposed to appoint one person to be in charge of the staff development program. This individual was also responsible for instructional development and for the career education programs. Glen Bounds was the individual appointed to be responsible for the staff development program.

The first president of Mountain View resigned prior to the second year. David Sims was appointed President of the college and began to place emphasis on the staff development program.

It was apparent at this time that a direction and a consensus for the college had to be established. This was not going to be the largest college in the district. This was not going to be the downtown campus, and this was not going to be the campus in the rich part of town. This was going to be the other campus. So we began to feel at Mountain View College some of the forces which Dr. Diamond talked about on Monday and some of the forces which all of us are going to feel in the years ahead. A commitment to move toward continuous registration and individualized and personalized instruction was made by the administration. Staff development activities were begun to try to acquaint the staff with these issues. I won't enumerate all of the workshops that were held; there were several.

In the interest of saving time we will leave 1972 and skip to the following year. During the 1972-73 school year the Graduate Career Development Center was established, and the President of Mountain View College was the first staff member of the community college district to teach a graduate course on campus.

This course grew out of requests by some staff members to know more about individualized instruction, but it was more than just an attempt to meet an isolated request. It was a way of communicating a sense of direction.

Later in the year, December 8th to be exact, President Sims went before the entire faculty to discuss the goals that he saw Mountain View College pursuing. This was a deliberate attempt to establish a dialogue that could be used as a means of identifying the goals our institution would pursue. A continuous dialogue between administration and faculty was established and has continued until today. This dialogue has provided very valuable guidance for the planning of the staff development program.

During the summer of 1973 the college was reorganized slightly. Glen Bounds was appointed Dean of Instructional Development Programs; and Dr. Pat Bond, who had been one of our division chairmen, became Dean of Human Development programs. Both deans have instructional supervision responsibilities. It was during this time that I was hired to fill the staff development position. A decision to place emphasis on division level rather than college level staff development was made. The result of our experience of doing this is that we will not do this in exactly the same way again.

What we are attempting to do for 1974 is a coordinated plan. We are doing this by polling the faculty, by looking at the student evaluation of our instructional programs, and by evaluating the instructional materials that our faculty has produced. All of this data is being cranked into a decision making system that involves the faculty, the division chairmen, and the administration. Out of this we hope to come up with a very broad range of staff development activities, a much broader range than any one faculty member might participate in. We readily acknowledge that this is not a new idea. We borrowed it from Coast, Eastfield, and a number of places that have tried it.

The heart of this coordinated effort will be an individual staff development plan for each faculty member. The individual plans will be developed from the broad range of activities mentioned above by the faculty member and his immediate supervisor. The staff development officer is responsible for facilitating development of the broad program of activities and for insuring that the activities happen.

There are some constraints affecting staff development that I will touch on briefly. One is money. You could pay for our entire staff development budget by firing one custodian. We have a budget of about \$12,000

a year for the small grants program and for the consultants we bring on campus. But we have had more staff development activities than any other college in this area. We know that you don't have to always bring on the professorial types from off campus. You have a lot of quality people on your campus who can teach the kinds of things that your staff is going to be asking to learn.

Another constraint is faculty resistance. This is more of an imagined constraint than an actual one unless you are going around trying to make people do things that are offensive. People are overly concerned with resistance. They don't realize that resistance is a natural and healthy activity. If there is no resistance in the faculty, there is nothing going on. I like the example of the automobile engine used earlier this week. I remember when I was in high school the 1957 Chevrolet was the fastest thing on the drag strip. Tachometers back then were expensive and unreliable. You had to learn to feel and to hear the tension in the engine. You had to keep the tension in that engine balanced or you were going to (1) not run as fast as you could or (2) blow an engine. Staff development officers are in the same situation. You've got to keep the level of tension in the institution balanced. If there is no resistance, it is a good sign that you are not doing very much. If

there is too much resistance, it will kill the program. Pay attention to what people are saying and what they are doing. Know when to hold back new activities and know when you need to add new opportunities.

A lack of organizational commitment is probably the most serious constraint to staff development. It, too, can be overcome. If you work as a process helper, you are going to find people who have needs. If you can get people with common needs together, you'll get a commitment. In some institutions the commitment may have to come from the bottom up rather than from the top down.

In conclusion, staff development is only one part of the total college effort; it has to be coordinated with everything else. It is imperative if you are going to have a staff development program to recognize that every individual has the responsibility to develop professionally and that professional development is facilitated by active leadership and coordination.

Chapter 12

AN I. D. CASE HISTORY

Beverly Kittrell

(Handout)* I'm going to talk about the development of a modular introduction to literature course. I imagine this is a course that is taught in most every freshman program as the second semester of Freshman English, coming after the introductory composition course. It is a course that we have been working on for about two years now and I'm not going to talk about what the course is. I think the description* covers that; I think what you all are more interested in hearing about is the process of instructional development, how did I get this idea, how did I work with it, how did the instructional team form and develop, what were some of the problems, and successes, and harried moments that we had along the way.

I wrote the original proposal in Spring of 1972 with the awareness that the 102 course that we were teaching was not doing some of the important things that all of us who taught literature wanted it to do. I thought this course could be the most attractive course our Communications division teaches. Primarily, because there is such a wide range of literature to teach, and because Eastfield students generally have such positive experiences in English 101. (We have a particularly good non-traditional 101 course. I know that is unusual at many schools, but we have a lot of enthusiasm for 101 and our students come

*See Attached

out of the course feeling good about English, ready to go, excited and turned on with all their juices running.) We get them or, we were getting them, in a traditional 102 course that didn't capitalize on this excitement. (A traditional 102 course usually consists of introducing students to short stories, poetry, drama, and the novel. It concentrates on the use of critical vocabulary and skills as applied to accepted literary works.) I thought an introduction to literature course for a modern person needs to be broader, to cover more than just classic literature and works from the literary canon. It should cover some very modern works and some works that not everyone would accept as "great literature." It needs to include non-fiction as well as fiction, also scripts from some of the modern media, like modern television shows, modern movie scripts; this sort of thing. That was one idea. Also working around in my head when I wrote this original proposal was that I wanted a course in which students had a lot more choice about what they read; instead of walking into a classroom and being told, "This is what we will read for Wednesday." I thought students might be more willing to get into literature, if they had some choice about what they read. Also, I wanted some variety in scheduling and the ways in which students respond to their reading, that is what they talk about and

write about what they've read. It seemed to me that just critical analysis of a particular literary work was a narrow way to respond if that is the only way students respond to reading. I also wanted to structure some kinds of interaction between students and instructors that would raise awareness, not just about literature, but about themselves, their lives, and other people in their lives. I operate as an English teacher out of the context that literature is life experience. And when people come into my courses I am not horrified if they leave not being the world's greatest critic. Some students have fine critical skills, they learn the vocabulary well which is fine, and we certainly do teach that in the 102 modular course. But more important than literary analysis for a general studies person is to understand how literature relates to and reflects life experiences. So, I wanted to structure some activities, both writing and talking, that would focus on literature as a repository of life experience.

How to get all this done? When I wrote the original proposal I set out the idea of a modular organization and some of the above-mentioned concerns that I had about such a course. In the Fall of 1972, I began to talk to administrators at Eastfield about beginning work on the project. I talked to Bill Tucker, head of the LRC, and Jerry Liner, an LRC Consultant. (At Eastfield proposals

are submitted to the LRC; the Instructional Development people look at them and then set up ways to work with teachers on them.) I was, at that point, very unfamiliar with the concepts of an instructional team. When I wrote the original proposal I had in mind working on it myself along with two other English teachers at Eastfield who were interested in working with me. Well, I began to talk to Jerry and Bill and to see that the kind of course I wanted to build demanded a broader base of support and probably expertise in different areas. At that point, we organized a team consisting of myself as Project Director; Jerry as the Instructional developer; Ray McClung, a Counselor who assisted in some of the pre-planning, and Harryette Stover and Helan Drake as the two other English teachers who helped develop the modules themselves.

We decided that the first thing to do would be to check out the need for such a course. It was not only my perception but that of some of the other literature instructors in the Communications Division that the course we were proposing would be desirable, but we wanted to check that out through interviews and questionnaires. So we decided to do, in the Spring of 1973, some massive interviewing. At that time, there were three English instructors involved in it and we each had a regular load (five classes) and we each had release time from one class. Ray played a key role at that point because we were parti-

cularly concerned about making valid interview instruments, and questionnaires. We worked for about a month and a half getting together what we thought were viable questionnaires and interview instruments and then we started in interviewing. Helan, Harryette and I interviewed the English faculty with an eye out for several things; first of all what was their perception of what 102 was doing for them at that point. What we got from many of them was, "102 is my favorite course. I like it because it has a sort of a wide scope of literature so that I can teach what I am interested in." Even though most enjoyed teaching the course they too shared our concern that their students were leaving the course with their interest and valuing of reading unchanged. In other words, in the relationship to the primary goal of the course, to speak and nourish an interest in reading, students were leaving the course at about the same place that they came in. If they came in as good readers when they left they were still good readers, or mediocre readers, or poor readers, whatever. Thus we found our feeling about that failure of the traditional course to encourage reading was on target. We also discovered from interviewing the English staff that a modular 102 would not only be acceptable but enthusiastically received by many of them. Some instructors expressed the concern that we would jetison all valuable aspects of the traditional course. We told them some of

preliminary ideas and planning and they added lots of ideas that we later used which were very valuable. We also interviewed thirty members at random from the faculty, as a whole, and this was a terrifically valuable thing for us. It was very supportive too, because we got from all the faculty members that we interviewed, a "Have at it," "Right on," "We think this is a good thing," response. We talked extensively in random faculty interviews about their own experiences as students when they had taken a similar literature course. We also got some sound suggestions from them about learning activities that we later incorporated when we wrote the course. So that was a good sounding board and a good way to get information. It also helped us to establish a kind of rapport with the rest of our division and with the faculty that I think was a valuable thing to us because we later went back to quite a few of those people asking for support and assistance which I think they were more willing to give because they had been in on the starting process. We also interviewed students who were at that time, Spring of 1973, taking 102. We interviewed 100 students either in our individual interviews or in group interviews, three students per hour. That took us quite awhile, but we got much valuable information from that too. We verified some of our preliminary thinking there again too, and added some new ideas. The most disturbing thing to us when we

interviewed the students was about the 102 course they were taking, that they said, "Gee, I'm not sure what we're doing. I know we are in there reading short stories and poems but I'm not really too sure what the course is all about. But it is a nice class and I like the teacher." There perceptions were mostly vague and hazy and the common response was, "Well this isn't too bad but I really don't know what the hell we're doing in the class or why I should have to spend my time taking it." We also got from them that if they were good readers when they went in, they were clicking along and still interested in reading and finding readings they liked; if they were poor readers or mediocre readers they were still pretty much in that same spot. This was a little past the half point in the semester when we interviewed these students. We interviewed 600 people by a written questionnaire. By the end of Spring semester 1973, we had all of the interview data and we sat down to see what we had. Helan, Harryette, Jerry and I went through a long kind of integrating process to compile all the interview data.

We got it together and we decided at that point that our original idea was a good one and we would go ahead with developing the modular course. So, in Summer 1973, we began work on the course. As you can imagine the instructional developer who was working with us was very big on our writing goals and objectives. First

we wrote objectives for how we were going to go about developing the course. Not instructional objectives or behavioral objectives for the students, but objectives for ourselves. This was helpful because it helped us do some pre-planning that I think otherwise we might not have done. (Later of course we got into goals and objectives for the course itself.) Helan, Harryette and I were given full time release (2 summer classes) for 6 weeks to do instructional development. We did at that point what I think was probably the major conceptualizing on the course. We defined exactly what our modules were, what the units in them would be, we divided the work among ourselves and we completed at the end of that first 6 weeks most of the work on Unit 1 in Module I. The course was set up to have three modules and in each module there are 3 units. (Eventually there will be at least nine units in each module.) We decided to work it so that we each did one unit per module. So at the end of that 6 weeks period we had done a lot of the conceptualizing and the organizational kinds of tasks that had to be done and had almost completed the first unit. Even though we were not being paid, we continued to work on our own for the rest of the summer and it was full time work. I think in between the time I finished working and began the fall semester I took a week off. It was a demanding, rigorous summer's work.

In the Fall we got together and at that point Jerry was leaving to go to another school in our system so we got another instructional development consultant, Darryl Sink, to work with. (We were still working somewhat with the counselor but not to a large extent at this point.) The switch from one instructional development consultant to another was both difficult and valuable. As you can imagine, since we had started with Jerry, had gathered data and planned with him, when our new consultant came in we had a lot of information to communicate. Also, we had to establish a working and personal relationship. The major drawback I see at that point is that it was a time consuming process. The time loss was very difficult to take. I became aware as the project developed that there were a lot of people asking me, "What is this new project you are working on about?" and I began to feel sort of a robot like, "Gee, I've told so many people and I've told this over and over again and it is difficult to get everything in." So I got frustrated in having so much to communicate with Darryl, especially since we were feeling the time squeeze by then. (We had planned our field test for Spring, 1974.) But I think we gained a great deal in getting a new perspective from Darryl even though it was in some ways a rough transition.

I remember one particular spot that was difficult at that point. We all came to a meeting at which I was presenting a format or organization for each unit to follow. (In the summer after we had agreed on an overall modular organization, we had then decided to work individually. So when we came back in the Fall we needed a common organizational format which I had agreed to construct.) I was aware that this program as a whole was going to come on to students as something very different than they had ever been exposed to before and I did not want to confuse them with inconsistent formats. It was difficult to create a workable format. By the beginning of that Fall all three of us had worked so intensively on the materials for each unit. "What will be read? What are the learning activities that are going to go on? How much time are we going to take to do these? Logistically, how will we manage as many as 13 groups simultaneously during a class period?" We were so into these questions that when I presented the first model of a unit format it came across fuzzy and confusing to all of the people there (there were several other LRC people in an advisory capacity at this one meeting), except Helen and Harryette and I. In other words everybody else was saying "The unit looks like a neat thing, but I don't know how a student would take it and figure out what it is that you wanted him to do."

For those of you who are instructional developers, my advise is, tread lightly in a similar situation. At that point I had done three months of concentrated work and what I was hearing was, "Jesus! I really can't understand what it is you've got here." It was a blow and I went away thinking, "Why did I ever let anyone outside of my own discipline get involved in this project? They don't really understand what I'm doing." After we had all cooled off I looked at it again and I thought, "The format is confusing and I'm not sure the student could take it and go through it in a successful way." At that point I got some valuable help from Darryl in two lengthy talks we had together.

The thing that we were working with intensively at this point was the Student Manual. In this Manual was to be everything that the student needed to complete the course except the readings themselves. In other words the student bought a Student Manual rather than a text and the readings (the short stories, poems, dramas, novels, non-fiction, T.V. and movie scripts,) were gotten from various other sources. The Manual was very important because students are not on a regular schedule at all. It is possible for a student to take the course and not see an instructor for two weeks. So it is not the familiar process of the instructor having 5 minutes at the end of the class

period to fill everybody in on what is needed for the next time. I became aware, of how much information I transferred verbally to my classes in instructions. "Do this, do that, don't do that, come next time with this, this is due a week from now, we are going to do thus and such." When we began to try to get that down into a calendar or a format, it was a formidable task. Finally, after several meetings, much discussion and some hasseling, I did construct a clear and workable format.

Throughout the development of the course, we've had very heavy support from the LRC. As part of the course we produced some audio visual programs that went along with each unit. We wrote the scripts and gave some suggestions about slides and the LRC produced the shows. They were very helpful in locating existing audio-visual material that we needed. They were invaluable in dredging up all the various short stories, poems and books that we came up with out of the blue that we wanted to include in the course. The project, I became increasingly aware as it went on, is not one that could have been easily done by just myself and two other English instructors. We did use a very wide base of support. As it went on we also became more heavily involved with counseling. We got into some cognitive mapping with which I am sure some of you are familiar. We mapped everybody at the beginning of the field test this

past spring and one counselor helped us with organizing that. I see the team approach continuing since as the course continues to develop we are still using many LRC support functions.

I think my feeling about the course is that it has been the most rewarding work that I have done as a teacher. It certainly is the most creative work I've done. It has been at times very frustrating and abrasive, partly because there were more than one or two people involved and because people had strong feelings and strong ideas and good ones about the most workable way to do something. The major drawback that I see in instructional development for a faculty member is that after a while there begins to be an energy drain. I'm feeling one at the moment. After working on the project and teaching a full load for two years now I'm feeling like I've been working on two jobs instead of one. If I were starting over again I'd ask for more support in the form of release time at various points. That would have helped not only myself but Helan and Harryette a great deal.

By and large it has been very exciting. We tried it out in Spring 1974, and got overwhelmingly enthusiastic and favorable evaluations in both anonymous written evaluation and interviewing. In the Fall we are going to do some more evaluation using a control group and

some more sophisticated evaluation. Our feeling and thinking at this point is that our work has been well worth it. We have gotten strongly positive response from students and colleagues at Eastfield and elsewhere, so we plan to continue.

7

INSTRUCTIONAL SYSTEM
TECHNICAL DESCRIPTION

TITLE: Modular Introduction to
Literature
DEVELOPER: Beverlye B. Kittrell, Instr.
with Helan Drake, Instructor
Harryette Stover, Instructor

ABSTRACT

The Modular Introduction to Literature works to spark and nourish an interest in reading and literature. The course gives students variety and choice about what they write about and talk about in literature, it works to promote self-understanding and nurture self-esteem by encouraging awareness of ideas and feelings and frank communication among students and teachers. The developer, aware that not all traditional bibliography and methods of the typical introductory course is undesirable has retained the study of some works from the literary canon, the study of literary terminology, critical evaluative concepts, and specific formal writing skills. However, the course has abandoned using only one textbook, primarily lectures or large group discussion, and traditional tests and term papers. Instead, the course is divided into three modules containing three units each; Module I-You and Special Interests; Children's Literature, Fun Fiction, Sports. Module II You and Primary Relationships and Ideas; Love, Creativity, Religion, Module III-You and Institutions and Larger Ideas; Stereotypes, Isolation and Involvement, School and Work. The student either picks one unit from each module or creates an individual study plan with a theme and activities worked out in conjunction with the instructor. Each unit contains:

1. A student manual consisting of an introduction to the unit, an opinion writing on the theme of the unit by the developer, grade contracts, a calendar including all assignments and group meetings, explanation of assign-

CONTENT AREA

Freshman English Modular Introduction to Literature

LEVEL LEARNER TARGETS

College (13-14)
Community College
(13-14)

DEVELOPMENTAL STATUS

Developmental stage
 Fully developed
 Under development

Usage

Currently in use
 Previously used
 Not yet ready to be used or tested
 Will be used next year

EVALUATION DATA

Validated
 Field tested
 Pilot tryout

INSTRUCTIONAL SYSTEM TECHNICAL DESCRIPTION

ments and activities, an annotated bibliography of the reading included in the unit, suggestions for further reading, instructor goals, and an explanation of evaluation procedures.

2. The use of peer-teachers.

3. A bibliography of short stories, poetry, drama, novels, non-fiction and movie scripts as basic readings. A variety of writing assignments from personalized writing to formal literary investigation and analysis.

4. An examination of the value systems and lifestyles presented in literature by applying modern psychological constructs and models to the works.

5. Use of tapes done by students as a response to reading.

6. Creative literature written by students as a response to a particular work and/or genre.

7. Oral presentations by students in response to readings.

8. Slide tape presentations of unit introductions and writings included in student manuals.

9. A calendar sufficiently flexible to allow latitude in time scheduling, choice of reading, and learning activities.

10. Literature Lab - Since students are not following a traditional class schedule but instead have a schedule suited to the work they have agreed to do, it is vital that they have a stable base of operation from which they can obtain necessary information and materials. The lab is run by peer instructors who are available to check out readings and to answer any questions that students might have about readings, activities associated with readings, and scheduling.

11. Small and large group activities.

12. Pretesting (cognitive style mapping)

13. Evaluation based on student and instructor perceptions.

The course was a resounding success in its field test with ninety students in spring semester, 1974. The developer is now working on adding the following to the course:

MATERIALS

Student Manuals-Include student and instructor goals; contracts; calendar of assignments, discussion sessions and learning activities; introductory writings by the instructors, assigned readings; assigned writings; description of learning activities other than discussion sessions and writings; annotated bibliographies; evaluation procedure.

Readings-Due to the variety and scope of the readings, students do not have a single text. They obtain fiction, non-fiction, poems, drama, and magazine articles from the Eastfield library and bookstore, local libraries and bookstore and the literature lab which handles returnable mimeographed copies of some readings

Audio-visual Slide tape presentations

Film-strips

Movies

Video Tapes

AVAILABILITY AND COSTS

Nine of the twenty-seven topic units have been developed. Expected availability date for all units is Spring 1975. For current cost information contact the developer

INSTRUCTIONAL SYSTEM
TECHNICAL DESCRIPTION

1. carefully defined behavioral objectives and innovative techniques as responses to reading to the existing nine units.
2. ten additional units
3. a training program for peer-teachers
4. instructors manuals

GOALS AND/OR OBJECTIVES

1. Provide a course capable of meeting the rich and diverse interest and needs of students.
2. Develop a model for teaching the introduction to literature course embodying the possibility of creating a community of learners that fosters the humanistic tradition.
3. Create a teaching model that could be used across humanistic disciplines.
4. Integrate cognitive and affective learning.

EVALUATION

At the completion of the field test in May, 1974, the course was evaluated by group and individual interviews and by anonymous questionnaires. The student response was over-whelmingly positive. In Fall, 1974, an evaluation study utilizing a control and an experimental group will be done.

Chapter 13

Stow Hester

Stow Hester

I envision this presentation on Marketing Media as a discussion, but to get things started, let me throw out a couple of points . . . The first thing I would like to leave with you today is that if you would get the producer or distributor involved at an early point, they can make a contribution and save you possibly some heartache . . . Not misdirection in the content of the materials, but in simply what can be moved from your institution to the general community of institutions.

We are constantly looking and hungry for material to distribute, but it is amazing to see how many instructional material resumes come across my desk on material that, due to one reason or another, is not really marketable . . . Due to the size of the packages, the media, its complexity, or this sort of thing. Involve us early and use the producer, pick his brain for all you can . . . Frequently he can contribute some money, some technical expertise, he can maybe even save you from re-inventing the

wheel, this sort of thing.

A lot of people say, well how do we find a producer . . . what is the producer interested in? To me, the best way to find a producer is just like you find a job. Write a short resume of what you anticipate. Get that resume out to as many people, as many producers, as you can envision would be interested. In any academic area, department staff will know producers that are specializing in that area. You, if you are in the instructional media area, know producers who might be interested. The more people you contact with just a resume, it's just like finding that job, the better chance you've got of getting a better deal. So take that approach to get your material out from under that bushel basket, so to speak.

A lot of people say, well, how do we know what a producer/distributor can do? One of the things is . . . just like you are analyzing an employee or a consultant, find out what they have done

in the past, talk to them. There will be some producers you can really communicate with and others where there is just no interaction, so rapport should be one important factor.

There is no particular secret as to who makes a good producer, or who can move your product and who can't. The educational marketing area fortunately is a rather non-competitive area in a traditional sense . . . Producers frequently compare notes and pass around information on who has got what, where . . . Get the word out and the word will get around.

Question: Many of the materials you get you said were not marketable due to their complexity. Yet I find that we educators are complaining that a lot of what is on the market is so general, it is made to appeal to so broad an audience that for a community college student it is almost meaningless. For instance, I've seen a single concept film loop called World War I. It is over in three minutes

and it has no sound. There are a lot of these things. That is a gross exaggeration, probably, of the kind of stuff that is out, but it is so general that it doesn't start with the simple and get up to the complex. It starts with the simple and it ends with the simple, more or less.

Answer: That particular loop was designed to be integrated into an overall program and not stand on its own merits, so there again just like any commercial material that you use you probably integrate them into an overall package. The problem we face as a marketer is the fact that the market is so small that we have to be broad in content to appeal to as many different users as possible to reach a profitable level.

Community colleges frequently are covering a lot of areas of limited interest, as you all know, but if there is something that is well done, we can move material from these areas in small pieces, but we can't move it in big chunks.

I saw a resume on a unit yesterday. It had fifty video cassettes. That is great, but you can imagine trying to market that package to what, 800 community colleges and a few four year colleges, that would be applicable. But in that same regard, in the same video cassette package, might there be visuals that were used in that package that would make good sound filmstrips with a worksheet. Now, sure, that is not as near as grand and glorious and not as effective as a complete ID, so to speak, but you can market a sound filmstrip with a worksheet that the other junior colleges can integrate into their IDs but it is awful hard to market that whole package . . . most of us have got pretty good egos and we don't want to accept that whole video cassette package without making any modification.

On another idea concerning limited market material, we are presently beginning to assemble a library of slides, for the science area . . . slides have been a kicked around media, as far

as a commercial media, for years. But we feel there is a lot of slide material that, though it might have a very narrow market . . . if we sell 25 off of some slides, it will be great . . . but if the material is good enough and we have enough of it, we can sell a piece here and a piece there and make it pay, both for the educator and for ourselves. So I haven't really answered your question . . . but the producer faces such a small market he tries to keep the product broad . . . But, if you produce something that is narrow but well done, and the producer/distributor knows exactly where his market is, then he might still be interested.

Question: Let me give you a situation, I'm working with a group now that are military war gamers, these people are more or less experts in the history of these particular war games. The idea now is to produce the games in a sound filmstrip format covering a particular battle and its implications with all the possible outcomes had such and such

taken place. We know that the traditional history teacher doesn't know that much about war games or things like this but say we go ahead and develop this thing, then it is put out and field tested among twenty high schools and community college history teachers. And if they were to give us raving reports on this. What would be the chances of it being marketable?

Answer: I would think it would be very good, because I think that also it would be applicable to the junior college market but the high school market would also be a natural.

Question: In one other case like this on some basic elementary math concepts that were very simplified . . . a slide/tape package, it could have been sound filmstrip just as well . . . I approached four or five big distributors at a convention, where it probably was not the most ideal circumstances, but they tended to turn me off, yet in talking with various elementary school teachers

they thought it was great. I just have a feeling that some distributors really missed the boat there. I was just wondering how much they really respect the program that is brought along with twenty evaluations by history teachers saying great, we can use them?

Answer: I'm biased, from the viewpoint of a small producer . . . Many of the large producers produce most of their stuff in-house, with staff consultants. So they are not really terribly interested in stuff off the street so to speak. But the little guys, they don't have that staff and they have got to go out and hustle and find that material. So try again. Don't accept everything he says as gospel, because you're the one that has got the product. But listen to him and see what he says, or listen to several because every producer is a little different. They've got different marketing structures, they are interested in different types of products, their attitudes are different, and we've all got different plans.

Question: What trends do you see in content format and audience for instructional materials. Do you see anything that is hot now?

Answer: Well, we just got a survey last week put out by the Educational Materials Producers Council which is the software people of NAVA . . . the two media last year that showed an increase were sound filmstrips with cassette tape, and multimedia packages, which covers a multitude of sins in this survey. It can be anything, usually the majority of it is sound filmstrips with worksheet type thing. Film loops dropped some, transparencies were flat, 2X2 slides dropped.

The whole audio-visual market is about 225 million, total . . . elementary, secondary, and college and so that works out to an awful small piece for each individual unit to buy.

Question: Content and audiences. Any trends there?

Answer: J-colleges are one of the hottest areas.

Question: What about video cassette?

Answer: In an article a short time ago in the Educational Marketer, they did a survey of all the school systems using video cassettes. This was primarily elementary, secondary, and their list consisted of about 50 or less total school districts in the country using video cassettes and of those 50 about 75% were using self-produced materials. The other 25% were using material developed by other educational institutions, so it is not really a viable media yet. Microfisch is another area that has terrific potential, but it is just too early. You can produce it in other kinds of software and transfer it on down the line.

Question: I was involved with a large distributor on some production and that was a real hassle, but what I want to ask you at this time, we were contacted by two other large operations to produce some materials and we finally just negated the whole mess. The problem was that the marketer wanted

to have the right to say how many slides there would be, how many sheets of paper, and they never gave any consideration to what is the best method or pedagogical aspects to this learning process. And we were hamstrung with producing 42 slides in every packet, you know. My question is, is this still the attitude in the trade, because if it is I don't want to talk to any more of these characters?

Answer: Unfortunately, in some large organizations they stop using common sense and start using policy. They get a policy that worked last year, so that's the way it is going to work. Whereas many of your smaller producers are used to swinging fairly loose and there are a lot of us out there.

Question: Do you have a list of names of people who might be interested, or producers like yourself?

Answer: I started to put together a list before I came to this, and I thought just as sure as I do, I'll leave out someone or I wouldn't

cover all the different academic areas that you would be interested in, so what I would like to do is if there is a particular area in which someone is interested, let me scratch up some names for you and that way we don't cover a lot of deadwood.

Question: Do you have any demands being made or can you see yourself having any responsibility for providing the kind of data he was talking about, validation data, evaluation data?

Answer: You are all also the buyers and as buying becomes more sophisticated, the validation is going to have a lot more validity.

Question: Do you see any of this in your own business? Are you having customer demands being placed on you for more evaluation?

Answer: We have very little, that is educators actually coming out and asking us, Is it validated? Or case histories, this sort of thing. Of course, I don't know how many of you all are librarians, or involved in a library situation, but

we are just now running into a situation where people are even asking for library card sets . . . Though a lot of you all have been doing that for years.

Question: Do you solicit evaluation after you sell it? In other words with the package?

Answer: Very definitely. We put out a sheet with every preview sent, saying we would like to have an evaluation of this material and this sort of thing. And we get some very good input back and it is a lot of help. It is a very nebulous type thing in that, but we actually do use it.

Question: What do you consider in evaluating a product for market?

Answer: It is very informal. Most of our material was done by individuals and evaluation was done sort of by the seat of the pants. But we were working with people who had used this material and it had been evaluated that way though there was no formal evaluation. But I am looking forward to the day that we do actually have good solid evaluation

because it makes a package easier to market. We're going to go more and more to direct mail to market, so we are not going to have that salesman coming around giving you the big pitch and it is going to have to be all out there cut and dried.

Question: We have one faction on campus that is hung up on being the marketing agency, and what kind of pitfalls are we going to run into?

Answer: You are located where, Oregon, Ok. There are a lot of places who are marketing their own materials. And that is great. Before I came to the meeting I was talking to one of "our educators" . . . he presently is head of a division of one of the regional educational labs, so he is developing material and works with producers too, and I was getting his input, and he was saying the problem you run into on institutions marketing their own material is the horrendous overhead that you run into that just automatically gets added in there some way and it is hard to make it come out on the bottom line.

Question: One of your big overheads should be advertising the materials. What percentage is that?

Answer: This is something that is always a concern . . . I've discovered there's no ready answer. Each producer/distributor does it differently. We can't even decide when is the best time of the year to run a direct mail campaign. So we don't have any secrets. In fact, before I got into this crazy business, I went out to the coast and talked to a couple of outstanding marketers and each did it differently. But they sat down told me exactly how they did it and why and what their percentages were. And I'd be happy to tell you the same. If you want to try it. There's several educators here in town doing it out of their garage. Some of them have done it for some time and some threw up their hands after the first try. This is not like Proctor and Gamble, there are no definite guidelines on budget percentages.

Question: Would you look at this as a "no-no" just as a general rule?

Answer: NO. I say it depends on the personality. If you are talking about the institution doing it . . . YES. I'd say that it is a rare kind of institution that can do it and do well . . . but I haven't seen too many success stories.

Question: Do you deal nationally?

Answer: YES.

Question: You don't deal mainly with the southern states?

Answer: No, we sell nationally, and to a very limited extent internationally . . . and incidentally the international market, particularly a lot of material that you are all in contact with, is a fantastic market. It has a lot of headaches, but it has a lot of potential also. We get an average of one letter a week from some international country looking for media.

Question: I might just make a comment

in regard to the UNESCO made last year in Europe, the largest single factor influencing the educational system in five to ten years will be the potential of exchange in materials internationally.

Answer: International exchange is developing . . . educational material can be exported fairly easily and you don't have the duties on it that you do with most materials. So you don't have a lot of those hassles.

Question: My question was about contract rights . . . in my district we are getting paid by our school district to develop materials and if I want to sell it commercially I have to pay back the school district the money.

Answer: We ran into a similar problem not too terribly long ago and it's something that you are going to have to work out at the district level. We have some situations where we work with the individual and the individual gets the royalties. Although we even shot the materials in the institution.

But there are other cases where the individual does the work but all the royalties go to the institution. In fact the royalties don't even go to the LRC, they go to the general fund, which is sort of a bad scene, but it is a trade off thing. Usually if you get it worked out ahead of time you can sort of work your own deal.

Question: We already have a policy. We have to pay back all the funds that are given to us. If I receive a fellowship, say \$3,000, to develop the material, before I can sell it I have to pay back the fellowship.

Answer: Could you work it into the contract, that the producer agrees to pay to the district, the first \$3,000?

Question: That's what I'm asking, do producers do this?

Answer: Yes, at least in our case we'll work most any kind of arrangement.

Question: Is every contract different?

Answer: I started to bring a contract but each is a little different . . . and every district has usually got a general counsel that is going to re-write it anyway . . . so I didn't follow through on it.

Question: Are there any guidelines concerning royalties?

Answer: Let me explain how we approach it . . . and everybody is generally in the same ball park. Royalties run anywhere from 5 to 15% of net sales. Net sales is the dollar volume that we take in. We just wrote a contract on a package that we are paying 20% royalty on net sales, due to the fact that it's a market that we know exactly who is going to buy and we are not going to have to beat around the bush trying to find those isolated cases and the whole package was done and delivered ready to take to the printer, so to speak. So the percentage depends on how much the producer is doing and how much the individual is doing.

In some cases in our own situation, we take the general idea from the educator and do all the shooting and working with the educator, sometimes while the educator is standing there . . . In other cases, the educator has shot their own material and deliver to us the slides or whatever and a script and we narrate. In other cases they narrate . . . we just got some material in botany that I'm glad they narrated, because I could never get a narrator to cover all those terms, so it depends on the particular situation.

Question: When you act primarily as a distributor of this sort of material, one thing I never was able to get out of any of these people was, it always seemed to be a one way street to me. They wouldn't give me any kind of commitment on how much advertising, whether or not it was going to appear in their No. one catalog, whether it was going to get national circulation, and so forth . . . which of course was going to influence the market my product

was going to have. They are not willing to give me any sort of commitment, but yet they are wanting me to make all kinds of commitments.

Answer: Most producers can't tell you dollar wise what they will spend in advertising, or exactly where they will spend . . . try talking to some of the people they are working with and see if they are happy with the situation. We rely a lot on the educator . . . his input as to where the market is and what he is designing it for and it is a two way street, as I see it, because most small producers don't have that expertise on staff . . . that is what you are paying a percentage for. A number of producers will pay you X dollars at the front end and it is their product.

Now there is one thing that a lot of educators don't see, and that is an average product for an educational producer takes 18 months to two years to pay out. So that can get a little frustrating at times . . . your royalties start the

first 90 days that you've got product on the market, but they may be small . . . and the payout for the producer is on down the line. As you know in your own system, you preview one year and you get it in the budget and hopefully you'll get it the next year, type situation. That unfortunately is true with all material sales. But once you get it on the market it will usually continue to sell for some time . . . we've got product on the market that we released in 1965, it is selling as well, barring the funding situation, now as it was in 1966-67. And it has as much potential of selling in another ten years . . . so it is not a lot of bread generally, for an individual on the royalty basis, but it can sure be comfortable. It's a nice insurance premium coming in every quarter.

Question: What do you do when it comes to up-dating materials? Let's say that a course has been developed, an audio-visual presentation, and a portion of it becomes obsolete, there

is a new product involved and you have to insert that.

Answer: Say it is a filmstrip type situation . . . A new filmstrip is not terribly difficult to make.

Question: How do you become aware of the need to change.

Answer: Feedback. It could be this feedback from evaluation.

Question: You and the originator keep in contact, as a part of the contract?

Answer: Yes. Most of us have enough ego that we keep up on how our pride and joy and blood and sweat is doing . . . at least we haven't lost track of any educators we've worked with.

Question: One form of feedback should be whether it stopped selling for some reason or another.

Answer: Exactly, because when a royalty check drops we feel we better tell the educator something or he is going to be wanting to know something

at least. It's very informal as to how development continues.

Question: Do you handle books also?

Answer: We don't handle any strictly print. Incidentally, royalty on print generally runs less than audio-visual because of the greater volume. I imagine a number of you producing material, in house so to speak, wonder why those sound filmstrips cost so much. You wonder where all that money goes . . . a sound filmstrip costs us in the neighborhood of \$3.00 packaged on the shelf and we sell it for \$15.00, that is a beautiful markup . . . but if you sell it through the dealer, giving him 33-1/3 or 40% or in some cases 50% and your advertising cost and just the pure cost of handling is such that the resulting profit dwindles rapidly.

Question: Isn't this a normal markup on most products.

Answer: If you know all the factors involved.

Question: What would you suggest an institution do to develop their personnel for marketing?

Answer: Let me throw out one way of trying the water, so to speak . . . to see if you have the right people and setup for marketing your own material. Several of you have mentioned Mount San Jacinto Community College's material. They still distribute their own material, and do a beautiful job, but they signed a contract with a friend of mine based here in Dallas and over a period of time, they sent him a duplicate negative of their filmstrips. So he sells the material too and there seems to be little conflict of interests . . . They just released forty more titles.

Question: I have some San Jacinto materials and I paid \$25.00 for copyrights for every tape I bought from them so I can make as many copies of the tape as I want to . . . and you automatically have the right to reproduce their mimeograph material.

Do you do that kind of thing with your material too? As a buyer, as a consumer, I resent having to buy 500 tapes if there are sets of 40 in a tape. I resent it very much, and I would like to buy one and reproduce.

Answer: I think that is a coming thing . . . everybody is in this hassle right now, of what kind of contract can we have . . . and unfortunately up to this point there isn't any two contracts that I know of that are the same on the arrangement, so unfortunately there is no real guideline. To me your idea makes a lot of sense. I've got no particular hangup against handing you a tape that you can dub in your own institution, to me I would rather distribute the idea of one master and you do your own thing, but right now the answer to your question, in a direct sense, is no we don't have a direct set up, because we've never run into it.

Question: We're running into a problem

with the photographics room that they will not reproduce any producers materials without copyright, and we talked to other schools and they say you are allowed to reproduce at least one, what really is going on in this. Is there a lot of law suits going on . . . are we playing it safe by writing and getting authorization to duplicate.

Answer: You are playing it safe and you are doing it straight by the book. The prime lawsuit that everybody was quoting was a medical journal who filed against the U. S. Health Service and the case was going to clarify the picture, but then it got to the higher court and they reversed it, so we are right back where we started.

Question: You don't have a model up here that says, don't reproduce because you'll really get socked.

Answer: The Educational Material Producers Council is getting real serious about finding those institutions that are wholesale pirating

material and they are going to file on them to try to correct this situation. The producer has always been hesitant to go out and sue that customer that he has worked so hard to sell that material, but the EMPC doesn't have any such vested interest.

That brings up one of the reasons for involving the producer at an early stage. We sometimes find a beautiful program that we're really interested in, but every bit of it is copyrighted materials . . . which worked great in the classroom but we couldn't touch it with a ten foot pole. And to get back and recreate that thing, it's more effort than it would be worth. But if at the outset we had been involved, there is a possibility we could work with the educator to get the copyrights on the absolutely necessary material and the educator create some of his own material . . . then we would be home free . . . but when the whole thing is one copyrighted piece right after another, then it is just, in most cases, not worth the effort.

Question: How much change would you have to make in getting illustrations from a book or from some source down so it can be offered to the class in multiple copies . . . this is one of the real big hang-ups in our graphics . . . a, they will not reproduce without written authorization. What change do you have to make, can you just blow the thing up, shrink it, do you have to change one line, or what?

Answer: Re-draw it. But, I take it you are in the technical area . . . and you get material from any of the manufacturers . . . most of that material you can reproduce with no problem.

As our time is running out let me thank you for your interest and if there is any way I can be of help, please let me hear from you.

Chapter 14

OVERCOMING CONSTRAINTS TO PROVIDE MOTIVATION FOR PROGRAM DEVELOPMENT

Howard Dull

The talk I have planned for today will deal with "instructor" related constraints. I have a form developed that deals with two types of constraints; #1 will be fixed constraints, and #2 will be reducible constraints. Listed on both forms are samples of constraints-- a method of analyzing the constraint and a list of alternatives to deal with the constraint. I think we would have up to 15 pages of alternatives if they were all listed.

Although I feel this approach is valid, in looking back over the past five years, I see the best solution to constraints is in "communication." As a change agent or instructional technologist, I feel my ability to "communicate" with faculty, administration, learning resource center, state specialists, and other community colleges has been far more successful in reducing constraints than my ability to teach behavioral objectives, management systems, etc.

As an example, I should go back about five years to my first attempt at individualizing. The State of Oregon has an Educational Coordinating Council whose responsibility is to fund and evaluate innovative approaches to teaching. I developed a proposal to deal with one small

portion of our subject area. Consultants and experts in the subject matter were hired for the project. These were people I had been in "communication" with over a period of years from around the state. This pilot project was very successful, and although only 2 instructors out of 25 in the Department actually taught the new system, the balance of the Department changed their teaching methods to individualized style within the next four years. There was no decree issued to make the change, it was just a matter of those instructors looking at the results and making their own decision to individualize. There again, by staying in constant "communication" with state and local activities, I feel I was able to assist these instructors greatly in their efforts to individualize.

Three years ago, I was requested to coordinate a statewide project which involved three large grants. This project involved 84 writers, 23 typists, 6 graphic artists, and 5 proof readers from around the state. Without a very close "communication" between all factions involved, this project could have been a disaster. This project produced 45 video presentations, 110 hours audio tapes with workbooks, and 871 instructional packages involving three million impressions.

Masters of these materials were sent to our "Division of Continuing Education" in Corvallis, Oregon to be made available upon request.

A great number of these materials were ordered by teachers, under the assumption that with the materials in hand, they could begin an individualized program of their own. At this point, a "monster" had been created. Not being involved in the development of the materials, few were able to grasp the manner in which they were to be used.

At this point, the State Department of Education requested the administration to release me from my regular teaching assignment to develop a plan and materials to assist those instructors in their attempts to "IMPLEMENT" innovative systems. I requested the assistance of ten people from around the state that were operating successful individualized programs. We set down the objectives we felt most essential to deal with the elements required to implement a program. Information and audio-visuials were developed to support the objectives. These evolved into 15 individualized instructional packets, supported by slide-tape presentations.

Twenty-five educators were picked from select locations within the state and trained to use these materials in workshops in their area. They have assisted in the training of approximately 300 instructors developing programs around the state. Another 25 will be selected this year for training to go out and assist in other areas of the state. Our Career Personnel Development Center sponsored by Oregon State University has

taken on the responsibility for handling this training on a year-round basis. Here again, I hope to establish the value of "COMMUNICATION" in assisting teachers in their efforts to deal with program development constraints.

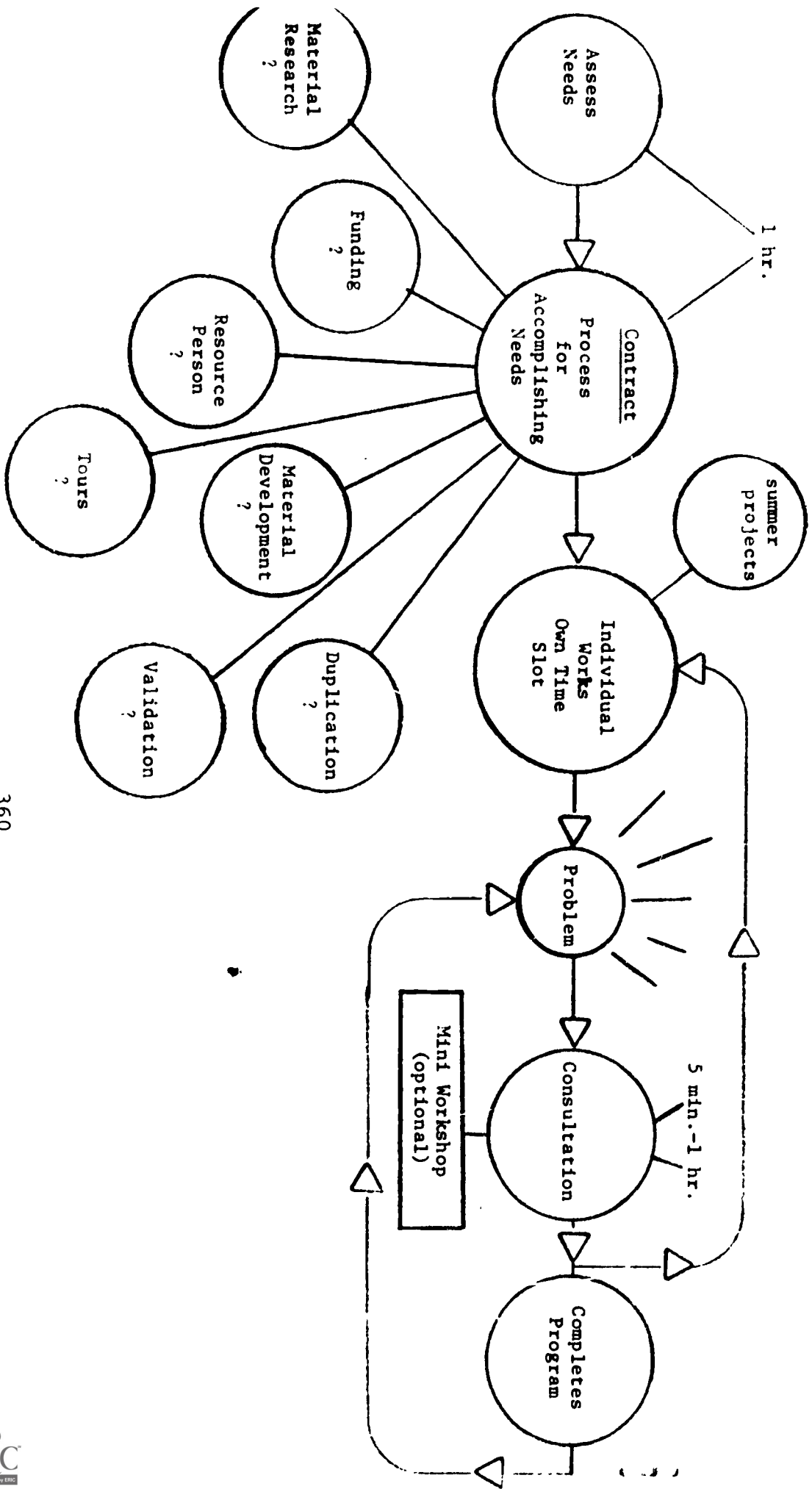
Here on campus, I saw the need to offer a new type of workshop. Each instructor or group had different needs, backgrounds, facilities, etc. and were unable to meet their needs in a large group session. I have a flow chart attached to show the style of workshop I have utilized this year.

One of the biggest constraints most of us deal with is the person (faculty or administration) attempting to visualize what form an individualized program will take. The most successful cure for this has been to take them on a tour of several of the 40 innovative subject areas that are operating on campus and show them exactly how each operates, how they were developed, how they evaluate students and material, and make use of our Learning Resource Center.

I will be moving out of my position as "change agent" this year to a new supervisory position, and it was my concern that a system be implemented to assist in program development. I jotted down some ideas and took them to the audio-visual consultants in our Learning Resource Center. These ideas were put into a slide-tape presentation. I do hope this audio-visual presentation will establish for you the need for the "change agent", those activities that person will be

involved in, and where they should fit into the organization to fully utilize the communication required to remove constraints to provide motivation for more and more program development.

WCS MASSTOC FLOW CHART



PROGRAM DEVELOPMENT CONSTRAINTS

- INSTRUCTOR RELATED •

Identification:

Analysis:

Alternatives:

PROGRAM DEVELOPMENT CONSTRAINTS

• INSTRUCTOR RELATED •

Identification:

Fixed Constraints
(Examples)

1. Facilities
2. Student load
3. Student abilities
4. Media production
5. Registration

Analysis:

1. List conditions.
2. Discuss with peers.
3. Meet with administration, supervisors, and consultants and establish the scope of the constraint.
4. Validate constraint as irreducible.

Alternatives:

1. Tour other schools involved with the constraint.
2. Develop a long range plan to deal with constraint.
3. Discuss the possibilities of additional personnel (aides, para-professionals).
4. Implement reusable media.
5. Establish on-going statewide workshops to develop workable systems.
6. Develop decision making skills.

PROGRAM DEVELOPMENT CONSTRAINTS

• INSTRUCTOR RELATED •

Identification: <u>Reducible Constraints</u> (Examples)	Analysis:	Alternatives:
<ol style="list-style-type: none"> 1. Resistance to change; peer--supervisor--administrator 2. Registration 3. Funding 4. Motivation (student) (instructor) 5. Management system not compatible 6. Inadequate evaluation data 7. Time 	<ol style="list-style-type: none"> 1. List conditions. 2. Discuss with peers. 3. Meet with administration, supervisors, and consultants and establish scope of constraint. 4. Validate constraint as reducible. 	<ol style="list-style-type: none"> 1. Awareness workshops <ol style="list-style-type: none"> a. Tours b. Bring in consultants c. Define responsibilities d. e. f. 2. Incorporate segments of those systems already utilizing innovative registration methods. 3. Provide professional assistants. Grant workshops. 4. Improve present career awareness programs and campus reward systems. 5. Provide professional assistants. 6. Provide professional assistants.

Chapter 15

IMPLEMENTING INSTRUCTIONAL DEVELOPMENT THROUGH THE LEARNING RESOURCE PROGRAM

Dr. John Carmichael

When Ralph asked that I speak to you today, he indicated that I should follow the KISS formula. I was a little taken back when he said this, because from my experience in the Army the KISS formula meant "Keep it Simple Stupid." But Ralph, seeing a quizzical look on my face quickly went on to explain that what KISS meant was "Keep it Short and Sweet." This I will attempt to do even though the subject is a large one. This play on words reminded me of the young minister having just graduated from seminary who took the pastorate of a small rural church. In his first meeting with the Board of Elders, the young minister said "I think one thing that we need for our church is a chandelier." There was a pause. The first elder spoke up saying "we don't need a chandelier....no one knows how to spell it." A second chimed in, "furthermore no one even knows how to play one." The third elder then stated rather emphatically, "What we need in this church is more LIGHT!" In the remaining time that we have at our disposal I trust that possibly some new light, some new perspectives and certainly a relighting of many of the concepts and ideas discussed all week will occur.

The conference has been an excellent learning experience for me and I've enjoyed meeting many of you

for the first time and renewing acquaintances with others. And Ralph, I look forward to receiving a copy of the final report of the conference for I believe it will be an extremely valuable resource document on the subject of Instructional Development. I say that because we all know from past experience and research on conferences that participants usually take only two to three ideas with them when they leave. Having a written report to refer to will provide a ready reference to the dozens of excellent ideas and strategies presented during the week.

Since you've indicated that my comments will be a summary and wrap-up, and since summaries are generally brief, as the last speaker on the last day of the conference I'm going to try to be brief, covering a number of points, many of which have already been discussed eloquently and in considerable detail by previous speakers. Here is the outline I plan to follow in my presentation this morning:

Define ID

Suggest Organizational Location of ID

Identify Factors Impeding ID

Describe Faculty Reward Program

Implementing ID

What I'm going to say has come as a result of my experiences in instructional development during the past six years in my institution as well as observing the ID process in other community colleges. My experiences alone cannot form the basis for a generalization because my college is so unique: its urban setting, its administrative turmoil, e.g. in six years we have had three Presidents and an Acting President, four Deans of Academic Affairs, and three Deans of Student Affairs. I've also made a number of mistakes-- Bob Diamond calls these "lessons learned". They sure are. An example is in the hiring of staff. The first Instructional Development Specialist died five months after joining my staff, the second person retired on me (he was looking for a soft job) and fortunately departed within six months, the third one was forced on me by our State Public Employment Relations Commission in settlement of a legal suit by our faculty union.

The lesson that I learned in this instance and one I am continually learning as an administrator is to purposefully take your time in selecting, interviewing and hiring staff. If you don't, and you're unlucky, you may set back your program and regret your choice for years to come. As we've already noted in the conference, anyone involved in instructional development activities has to

have not only the intellectual qualities of getting along with, communicating, motivating and leading people.

DEFINITION OF INSTRUCTIONAL DEVELOPMENT

As with all definitions they can be made as simple or as complicated as one wants to make them. Also, its possible to have many definitions for the same topic. You will recall that earlier in the conference Gary Peterson and Bob Diamond indicated that there were many definitions for the term "instructional development." I believe that they were referring to the super-sophisticates at the university level--for whom I have great respect--but who haven't yet all agreed upon a commonly-accepted definition. I'm holding in my hand a document prepared by the Division for Instructional Development of AECT which is entitled, "Toward A Definition of ID" and which lists eight possible definitions of instructional development. Well, I'm a practitioner, an implementer on the battlefield of learning in a rugged community college setting, and although I greatly respect the ID leaders, they nevertheless operate in a different environment from me and from most of you. Although I've said to many of our faculty that instructional development is simply improving instruction, the definition that I use is:

INSTRUCTIONAL DEVELOPMENT- A systematic process for improving instruction and student learning.

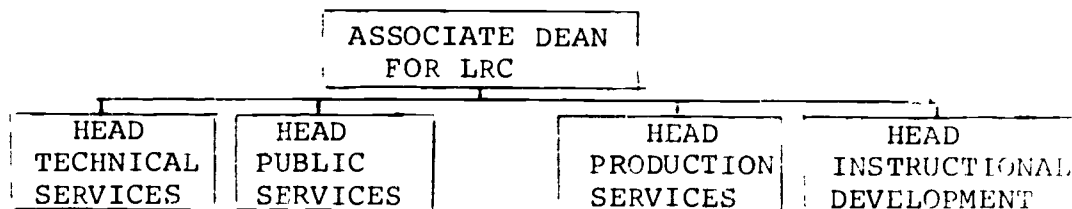
However, with many of my faculty I will not use the word "systematic". At our college "systematic" has a negative connotation because it is too easily related to "the systems approach". We've had some bad experiences in the past with this term and its like waving a red flag in front of a bull in a china shop with some faculty. Therefore, as silly as it may sound, I tend to substitute the word "logical" for "systematic" in our definition.

ORGANIZATIONAL LOCATION OF INSTRUCTIONAL DEVELOPMENT

There is no such panacea as a model that you can adopt outright. Adapt yes--adopt no. Every college represented here has a different organizational structure, although most are attempting to accomplish the same tasks. Why is this so? Its because organizational structures in colleges as well as other organizations are largely determined by human factors, i.e., by personalities, interests of a president and deans, etc., by financial considerations, state and geographic location, by physical facilities available, by the size and type of the institution and on and on. All of these factors had an impact on the way your college is organized, and on where specific instructional development staff are located.

One might be quick to state that first we should view instructional development as a process; that "form follows function." This is so, yet staff are required if the process is to be implemented in the college. Theoretically, were pure management principles employed, the first step would be to do a thorough job of planning for instructional development. Once the plans were accomplished, objectives stated, a program and budget developed, then the matter of organizational structure (which is simply arranging and relating the work to be done so it can be performed most effectively by people) can be created. If this approach were taken, we would undoubtedly find a lot more similarity in our so-called organizational charts.

I've talked to a number of leading community college learning resource directors over the past month and have spent some time analyzing my own college organizational structure. This has led me to organize in the following manner:



Obviously there are two approaches: the one I have indicated and the other which would have the ID staff report directly to the Dean of Instruction in a staff capacity. My experience plus the experience of a number of others has indicated that when ID is set up in a staff position reporting to a Dean or Vice President that development is hindered. I realize this is an opposite position taken by many. However, in many cases community college faculty can tend to shy away from top administrators, especially when "evaluation" is part of the process-- which it certainly is in ID. Also, faculty tend to go to the Media Center or LRC for their work, which often is unit-based, not an entire course or curriculum.

FACTORS IMPEDING FACULTY INVOLVEMENT IN INSTRN'L DEVELOPMENT

1) Poor Management of Time

A major reason given by faculty for not improving instruction is "Don't have the time". No instructional development program will thrive unless faculty find a place for it within their normal working hours. A program of faculty development should begin by helping instructors analyze how they use their time so they can reallocate perhaps 10% of their time for ID efforts. This might amount to three to five hours per week. Faculty

usually know exactly how much time they spend in class but not how much time they spend preparing for class, grading papers and exams, meeting with students, spending time in committee meetings, talking with colleagues, etc. The subject of management of time is an excellent topic for faculty orientation week, or special faculty seminars.

2) Lack of "pay-offs" or rewards

It's been my experience that when faculty aren't adequately compensated for exerting the extra effort needed to insure the most effective student learning, it's most likely that the extra effort won't be forthcoming. I am not referring to monetary rewards, but to appropriate recognition and credit. The extrinsic rewards have to be given; we can't simply rely on the intrinsic satisfaction that a professor gets from doing his best. Teaching is both an art and a science and there's a lot of leeway given in evaluating a teacher's performance.

3) Administrative and Logistical Red Tape

There is an excellent article in the April '74 issue of Audiovisual Instruction in which the author takes the well-known management grid of consultants Blake and Mouton and applies it to the management of media. The grid depicts two types of Media managers: at one end the manage-

ment style reflects a maximum concern for faculty and students with little concern for smooth and efficient operation of the media services while at the other end, the management style is just the opposite--great concern for efficient service, policies and procedures with an exclusion of concern for faculty and students. Obviously, one wants to be in the middle with a behavior style characterized by the use of high standards to provide efficient media services through deep involvement and commitment to the needs of the faculty and students. Don't "turn off" faculty by placing too many procedural and administrative hurdles in their way.

4) Amount of Effort Required

Don't seduce faculty members into ID projects without informing them of the "mental sweating" involved. I view ID as primarily an intellectual task requiring the serious and thoughtful use of brain-power. Recognize the skills and attitudes on the part of your faculty and this will give you an idea of the job ahead and time involved.

5) Lack of Self-Confidence

Many faculty are afraid to expose their current teaching practice. With the specter of tenure and promotion hanging over their head, it's very natural for them to remain with the old familiar methods they have been

using for years. Making a dramatic change in an instructional strategy really requires a person to have confidence and assurance in his ability as a teacher.

6) Facilitator Attitude

A tactless, cocky or know-it-all attitude can spell death for an ID program. The human relations element is critical and I've seen faculty quit before a project has even begun because of the condescending attitude of a development person.

7) Technical Problems

Burned out bulbs, films or materials not arriving at a class on time, delays in producing art work, etc. are all known to us as the gremlins of our trade. Faculty don't want to know our problems--until we can get them straightened out its easier for faculty not to rely or use our media services.

8) Quality of Commercial Products

Many commercial products are not suitable in meeting the specific needs of faculty. In some cases faculty get a poor image of the impact mediated instruction can have with their students. Remember the initial programmed instructional materials? Entire courses of algebra and calculus--all linear programmed!

9) Mountains Instead of Hills

When faculty see the work involved in totally redesigning a course or curriculum it is unnerving to them. If they have plenty of released time, that's a point in your favor as a developer. If not, I prefer to work with faculty on developing individual units with the ultimate goal of tying all the units together into a comprehensive course. "Shotgunning" is the term generally applied to ID work with units, but often it's necessary in certain environments and situations and better than no development effort at all. Often small projects can lead to larger projects. Finally, if one focuses on "needs" as the major concern at hand, the issue of shotgunning may not be so important.

10) Just Don't Know How

The average faculty member teaches the way he/she was taught in college. There undoubtedly were no courses on teaching strategies or instructional development in their graduate preparation. They follow the only teaching model they know. Don't assume that faculty know more than they do know. It's your job to assess their knowledge and provide a bridge to get them to that point where instruction and learning is optimized.

IMPLEMENTING A "PAY-OFF" (REWARD) SYSTEM

Upon examining those factors that affect faculty in a negative manner, one is led to conclude that there is a way to break the log-jam of faculty apathy or resistance. First of all, we must set an example by our enthusiasm, efficiency and effectiveness. If we establish the proper human relations climate this will be a big help. However, even Dale Carnegie can't answer the oft-hidden question asked of me by faculty members, "What's in it for me?" Here is where a well-planned reward system comes into play. The following list takes into consideration economic, political, psychological, and organizational factors and is certainly not all-inclusive:

1. Green power. Many industrial psychologists say that money is not the motivator that it was years ago. That's true, but many, many faculty know you mean business if you put money on the line for the extra work which they're going to engage in. Released time is certainly in this category.

2. Promotion. Recently one of our hardest-working and best instructors, who probably puts in more time than any other faculty member I know, was turned down for a promotion. Of course, this situation provided a negative reaction with our faculty (but fortunately not for the person involved) and helped to harden an attitude that the administration and

Board of Trustees don't reward for teaching effort, but on the basis of politics. If possible, a member of the Learning Resources Staff should be on the college-wide promotions committee for the extra leverage it provides in insuring that promotion is achieved because of teaching effectiveness and not because of who you know.

3. Letter of Recognition. This costs nothing but the time it takes for a dean, department head or president to draft a letter, in fact, to insure its being done, you may have to draft one to make it as easy as possible for the administrator to edit to suit his own style. Letters to faculty letting them know that their efforts are noticed and appreciated are worth their weight in gold.

4. Trips. There is a minimal cost involved in paying the expenses of faculty to visit other community colleges or attend nearby conferences and conventions. Many faculty have teaching-myopia, i.e., they have really not been exposed to the variety of exciting learning strategies being attempted in other institutions in their discipline.

5. Instructional Development Fund. Budgeting funds to be used at your discretion or that of a committee established to provide for faculty projects can be a very successful means of implementing instructional development. We've already learned of several excellent examples in the

conference thus far.

6. Newsletter. A monthly or bi-monthly Learning Resources newsletter with photographs and articles describing faculty involved in ID projects is another non-monetary method of rewarding faculty. Although producing one can be time-consuming, if you have someone on your staff that likes to edit this type of publication, it can also make a nice public relations piece for your area. To continue this one step further, you can also arrange for publicity for faculty in local newspapers when appropriate.

7. Journal Articles. Many faculty aren't aware of the many publications to which they can submit articles describing their ID project. This is especially true of periodicals such as AVI, Media and Methods, Educational Technology, etc. The faculty member can do the basic writing, and you can also assist in the editing.

8. Annual Award Program. This approach can backfire if not handled properly. An Instructional Development Project of the Year Award, Outstanding Faculty Member, et al. are ways in which citations can be awarded. Watch for the politics inherent in such an approach and be sure that the selection committee is broad-based and has definite criteria established.

9. Keeping Students--Keeping Jobs. It is ironic that the decline in student enrollment is forcing administrators and faculty to examine methods of reducing the student drop-out rate. Interestingly enough, instructional development got off to a fast start in the burgeoning student enrollment years during the '60's. It's hard to believe that at that time there was a shortage of instructors and the problem was to insure quality instruction for the masses. If students flunked out it didn't matter too much because there were plenty of new students arriving at the college every year. The challenge today is for faculty to do the best they can to stimulate and motivate learning to reduce student attrition. This is best accomplished by applying an ID model (they are all basically the same) to all instruction currently being offered in the institution. The alternative may mean the loss of faculty jobs. This is a point which should be subtly mentioned.

IMPLEMENTING INSTRUCTIONAL DEVELOPMENT

1. Plan for Instructional Development. Management is a real key to ID. There are four basic functions of the administrator: planning, directing, leading, and controlling. Research has shown that most administrators spend a minimal amount of time in planning. Yet it is in performing this function that we look ahead, establish objectives, develop

a program, schedule and budget for it and establish policies and procedures to follow in implementing our plans. Planning takes time and is not highly visible- yet we all know that time spent in planning can pay off four-fold during and at the end of a project.

2. Evaluate Present Instructional Status. One of the most common errors made by administrators is to arrive at solutions and make decisions before defining the problem. Thus, an inventory of what's going on is vitally needed. What are the major needs of the students? the college? Where are the weak points in the instructional program? In order to move ahead, a clear understanding of where we are is important.

3. Secure Top Administrative Support. This is a critical element but not entirely vital. In order to secure this support you have to sell your program. A well-defined program with clear objectives (be succinct) and some demonstrated success are necessary. Obviously if the faculty believe that the administration wants to preserve the status quo, to avoid any "rocking of the boat" your job will be more difficult. However, you can work very well in a vacuum situation without administrative support if you are given free rein to carry out your college function.

4. Build Learning Resources Image. I indicated previously that I have opted for the ID functions being located within the Learning Resources unit. We've seen a rapid change with traditional library role evolving into a total learning resources organization. In speaking to many LRC directors that run a "good shop" one thing becomes clear-- where it doesn't exist in their college they're all assuming the instructional development function. It's not empire-building, although Peter Drucker, the nation's leading management consultant states that adding functions and budget is the means whereby non-profit organizations prove their success, but rather the goal of creating an understanding on the part of faculty that all their teaching needs can be met by one college organization. The LR image should also be based on efficiency and service to faculty in the basics of library-media support.

5. Develop Learning Resources Staff. Jerry Linker has provided us with two excellent points in this regard: 1) Each staff member has his own responsibility to grow professionally; and 2) Active leadership must be provided to encourage that growth takes place. A basic management concept is "Don't assume anything," and this holds true with your staff as well. A program will have to be developed to familiarize and train your staff (not all of them to

same extent) with the concept and principles of instructional development. A specific program should be outlined to insure that this learning takes place--why not start by applying an ID model to this training situation?

6. Go To Faculty. Meet faculty in their office, their environment; don't sit back and wait for faculty to come to you. Often a media person or developer can remain aloof giving the appearance of a consultant and not someone who rolls up his sleeves and pitches in to get the job done. Here is where Dale Carnegie's principles are important, and I don't mean to be facetious. One should learn the teaching style, "hang-ups", interests, motivators, etc. of the various faculty with whom you work. The identification of specific faculty problems that impede development must be learned, analyzed and, hopefully, overcome to enable you to determine just what can be done to get projects underway or continued.

7. Develop Faculty

The points indicated in respect to developing your staff also apply here. You have to learn about faculty know about instructional systems and use that knowledge as a base from which to move forward. Again, do not assume anything. Skip the fancy ID jargon and speak to them in their own language introducing descriptive terms when and

where appropriate. Recognize that it will cost something to have faculty learn about the ID process. I'm glad to see so many faculty at this conference. This is an investment that will pay rich dividends for those colleges who have faculty members participating.

8. Use Team Effort. Put faculty members in charge of projects. Select team members from your staff on the basis of their experience which is related to the mission of the team. Be sure each team member's role is designated and clearly understood by all and insure that communication between all members is on-going. Be sure that meetings take place in a pleasant conference room. Take notes so that the meeting can be summarized, responsibilities assigned, and progress can be recorded. Keep the meeting informal but business-like. Don't dominate the meeting but insure that proper progress is being made.

9. Insure Faculty Pay-Offs

We have previously discussed this point at length. Remember that faculty will allocate their time according to how they perceive "pay-offs" will occur in your college; also, that there are many ways in which faculty can be rewarded. The important point is to insure that they do get rewarded.

10. Focus on Student. It's amazing to me how often we forget the major mission of our colleges. If we can keep faculty and staff focused on the student--his "hang-ups," interest, desires and problems, then we've made a big leap forward. A lot of attention has been made of faculty problems-- but while the faculty member is being paid and has a career, the student is paying for his instruction and may not be sure of what career he wants. Be sure you know your college attrition rates, and by department if possible. The student is the reason engaging in ID and this point should be understood by all concerned.

We've had a mountain-top experience this week and will be going back to the valley shortly. As professionals concerned with implementing instructional development, when you're downright discouraged, just remember this old quote which hangs on my office wall. Its called the Key To Achievement. "Nothing in the world can take the place of persistence and determination. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not, there are countless geniuses that have gone unrewarded. Education alone will not; the world is full of educated castoffs. Desire will not; most everyone desires to be successful. What then is the key to achievement; Persistence and determination. Press On.

Chapter 16

EVALUATION

Dr. John Rouech

Michael Abbott

To say that this report is an evaluation of the workshop, "Implementing Instructional Development through Learning Resource Programs," is somewhat misleading. It is possible to identify new skills or knowledge that participants have gained. It is also possible to assess the content of the presentations, as well as their effect on participants. But the real assessment of the workshop must take place during the months ahead, back on the campuses of the participants.

It is not enough to motivate participants to begin a program of instructional development if they have neither the skills nor understandings to implement such innovations. Nor is a workshop particularly successful if it provides individuals with necessary information and skills to implement an instructional development program, but does not instill a desire in the participants to attempt such an undertaking back on their campuses. It is as participants begin to operationalize the ideas or skills obtained at the workshop on their campuses, with their instructional systems, that the true evaluation of the workshop can be made.

Evaluation Strategy

The evaluation strategy involved three major phases. First, participants completed an orientation evaluation form during the workshop registration period.

Second, the evaluation consultants attended each session to assess participant reaction. Finally, each participant completed an evaluation form at the conclusion of the workshop.

The success of a workshop often stems from an adequate orientation of participants to the objectives of the workshop, as well as a clear understanding of the role(s) they are to assume. Participants, therefore, were asked to complete a short evaluation form and indicate:

- (1) the purpose or major objectives of the workshop;
- (2) their perception of their role as workshop participant.

This form was completed and returned during the morning session of the first day.

Workshop planners were concerned that program sessions be relevant and of interest to the participants. In order to assess the effect of the sessions, the evaluation consultants attended each session, noting participants' reactions and comments. A sample of participants were interviewed after each session for their appraisals. By feeding this type of formulative data back to workshop organizers, presentations could be altered and major points could again be stressed, in order that workshop objectives could be effectively achieved.

Workshop organizers intended to create a program based on the needs or concerns of community colleges

belonging to the League for Innovation, with respect to innovative instructional systems and the role of the Learning Resource Center. Therefore the topics of program sessions were based on concerns expressed by participants at mini-workshops conducted within League Districts over the past ten months. In order to determine the extent to which these concerns/needs were met, participants were asked to complete an evaluation sheet at the conclusion of the workshop.

Workshop Orientation

Participants were asked to respond to four questions concerning the orientation they received prior to the workshop. Fifty-seven (57) participants responded as follows:

1. How well do you understand the purpose of the workshop being held this week?

Very well	12 responses
I think I understand	29 responses
I am not sure	15 responses
Not at all	1 response

2. Do you know what is expected of you as a workshop participant?

I know very well	5 responses
I think I know	25 responses
I am not sure	23 responses
I do not know	4 responses

3. If you think you understand the purpose of the workshop, briefly state its major objectives.

Of the 41 participants who thought they knew the purpose 35 stated at least one legitimate objective.

4. If you can, briefly state what you perceive your role to be as a workshop participant.

Of the 30 participants who thought they knew their role, 23 stated legitimate roles.

The orientation, although adequate, could have been improved. Seventy-two percent (72%) of the participants stated they knew the purpose of the workshop and sixty-one percent (61%) were able to state at least one major objective. Fifty-three (53%) of the participants indicated they understood what was expected of them during the workshop, but only forty percent (40%) were able to state these expectations. More informative correspondence to participants and a review of the major objectives of the workshop during the opening remarks could have improved participants' orientation significantly.

Workshop Sessions

The evaluation consultants attended each session noting audience reaction and interviewed a sample of the audience outside of the formal sessions to determine their appraisal of the presentations. The overall impression was favorable and most presentations were thought to be

worthwhile. By far the best received sessions were those encouraging active participation of the audience, such as the simulation sessions "Gamegame" and "Planning and Diffusing Innovation Game." Participants enjoyed the spirit of competition and generally felt they understood the concepts being demonstrated by the games.

The two sessions by the Eastfield College staff, "New Frontiers for Instructional Development" and "Identifying Personnel for Realizing Seven Broad Functions of Instructional Development," were also well-received. Participants enjoyed the chance to critique Eastfield plans, and often responded by relating experiences or situations from their campus. Many participants felt suggestions from these sessions could readily be implemented at their campuses; moreover, their awareness of the implementation pitfalls identified by Eastfield staff would be most beneficial.

The evaluation sheet completed by participants at the conclusion of the workshop contained twelve major needs/concerns identified during the mini-workshops held prior to the workshop. Fifty-three (53) participants responded to the question of how well each of the topics were covered during the workshop as follows:

	Very Well	Adequately	Inadequately
A. Definition and Description of the Instruction Development Process	28	21	4
B. Institutional Organization for Effective Instructional Development	23	23	7
C. Roles and Relationships of faculty, administrators and learning resource personnel in the instructional development process	21	30	2
D. Insuring adequate funding for instructional development programs	4	18	31
E. Insuring cost effectiveness of instructional development programs	7	25	21
F. Effectively involving faculty in innovative instructional development	23	23	7
G. Encouraging innovative instructional development	27	22	4
H. Identifying and overcoming barriers to instructional development	18	28	7
I. Role of LRC in instructional development process	31	15	7
J. Organizing and financing LRC to support instructional development	4	38	11
K. Organizing and financing LRC for effective production	5	30	18
L. Evaluating instructional development programs	6	27	20

As indicated by participants' responses, most of their concerns were adequately met by the workshop. Four of the concerns, however, (D) Insuring adequate funding for instructional development programs, (E) Insuring cost effectiveness of instructional development programs, (K) Organizing and financing LRC for effective production, and (L) Evaluating instructional development programs, could have been covered more thoroughly.

By the conclusion of the workshop, over eighty percent (80%) of the participants were able to state workshop objectives. Over ninety percent (90%) of the participants indicated new skills or knowledge they had obtained during the week. These skills generally concerned (a) methods of organization for effective instructional development, (b) developing instructional games, and (c) methods of involving LRC staff in the instructional development process.

Several individuals, including the evaluation consultants, felt that the participants would have benefited more had the scope of the workshop been less ambitious. Participants would have gained more useful skills had the workshop focused upon a few concerns, such as "description of the instructional development process; and "relationships of faculty, administrators and learning resource personnel in the instructional development process," and gone into more depth on these subjects. On the other hand, the workshop provided participants with enough knowledge in several areas to allow them to analyze the instructional development process on their campuses, and to ask the type of questions that can lead to the initiation of an effective program of instructional development.

Summary

The workshop was successful from the standpoint that participants felt their expressed needs, for the most

part, were adequately met. Ninety-six percent (96%) of the participants indicated that the workshop was well worth their time, effort and expense.

The major objective of the workshop, as indicated in the original proposal to the U. S. Office of Education, was to provide a format where personnel engaged in instructional development could meet to exchange ideas and materials. The workshop successfully met this objective. The formal sessions provided a number of ideas and concepts about instructional development. Activities outside of the program sessions were well-organized, allowing participants to get together in a more informal setting, such as cocktails, dinner, to discuss their impressions of the presentations and to exchange ideas on instructional development. Moreover participants had easy access to the workshop consultants, and were able to gain additional insight into presentations made. The most often heard comment from the participants concerned the abundant opportunities during the workshop to exchange ideas with other participants, as well as the consultants.

The fact that participants felt good about the workshop is an indication of its success. The fact that most participants felt they have gained skills and knowledge that will improve the program of instructional development on their campuses is further indication of a successful

workshop. But, as mentioned before, the final evaluation of the workshop must take place six months to a year from now, back on each participant's campus. If one believes that the primary purpose of education is to assist the student to understand, then the real measure of success of this conference is the extent to which it causes changes in instructional programs that allow more students to understand.

Appendix A

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Appendix B

Case Study

Several people were interested in how to get a copy of GAMEgame and the annotated bibliography of Simulations/Gaming in Teacher Education. The reference to each with an annotation are listed below. For an, further information related to the presentation of GAMEgame contact Dr. Darryl Sink, Eastfield College, 3737 Motley Drive, Mesquite, Texas 75149.

Thiagarajan, Sivasailam. The GAMEgame. Bloomington: Indiana University, Center for Innovation in Teaching the Handicapped, Instructional Development Laboratory, 1972.

"GAMEgame is a simulation game on designing, developing, evaluating, modifying and using learning games. Specifically, it helps the players achieve the following objectives: - to design a learning game given specifications about the instructional task and the target students--to test a learning game and to modify it on the basis of student feedback.--to evaluate a learning game in terms of cost effectiveness.--to modify a learning game to suit local needs and conditions.--to use a learning game effectively in the classroom. GAMEgame is designed for inservice and preservice teacher training. . . " (Author)

Simulation/Gaming in Teacher Education: An Annotated Bibliography of Selected Sources For Use in the Development of Teacher Training Programs. Center for Invention and Development, (Robert Heinich, Director) Division of Teacher Education, School of Education, Indiana University, Bloomington, Indiana.