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ABSTRACT

The Program for Development of Community College Faculty was designed to provide statewide coordination and resources for individualized faculty development programs at 18 of Alabama's two-year colleges. It featured a year-long (1971-72) on-campus program of faculty development planned and implemented by certain faculty members from each community college who were designated as "catalytic agents" and who participated in an intensive training session during summer 1971. The program also included a time-sequenced series of evaluations which continued three years after other program activities had ended. This report describes the program in detail, outlines its budget, and presents summaries of the evaluation results. It was found that program participants became slightly more open-minded and formed more positive attitudes toward basic community college concepts during their year of inservice training, and that it was the "catalytic agents" who benefited most from the program. It is recommended that any replication of this project include: (1) more lead time in selecting "catalytic agents" and in staff planning, (2) either more funding or a more limited scope, (3) the recruitment of at least two "catalytic agents" for each participating college, and (4) the requirement that each "catalytic agent" form program strategies before leaving the summer session. Appended are a list of participating colleges and the evaluation instruments. (DC)

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STATEWIDE COMMUNITY COLLEGE FACULTY DEVELOPMENT: A PERSONALIZED APPROACH

by

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INTRODUCTION

The increasing demand for evidence that a student has actually learned after having been taught is placing new and greater stress on teachers at every level of education. Community colleges are not exempt, nor should they be, from the repercussions of this movement. In fact, they need to be affected by it even more significantly, perhaps, than any other educational institution. For many students, the community college is the last chance. If it can't motivate them, raise their level of understanding and skill and provide the steppingstone they need to further formal learning, probably no other educational organization can.

What does this mean? Simply that teaching and its effectiveness must be improved by means other than ". . . exhorting professors to rededicate themselves to the task, by providing tips on technique, by readjusting the subject matter, by offering prizes for exemplary performance and the like."[1] It requires the development of adequate support systems which form the base for effective teaching and build on the recognition that the entire structure rests on relationships of one kind or another between the community college teacher and his or her colleagues, students, administrators and experts on the processes of learning.[2] The community college, with its goals and functions entrenched in the concept that teaching is of prime importance, should be among the first to recognize that the improvement of teaching must be given the highest priority.

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[1]The Group for Human Development in Higher Education, Faculty Development in a Time of Retrenchment, Change Magazine, 1974, p. 18.

[2]Ibid.

With academic mobility at a mere trickle, the feasibility of improving instruction through staff turnover is reduced. Those presently teaching in community colleges are likely to remain there, many of them continuing to do, more or less, what they have always done. Yet "the same old thing" may not be good enough for either today or tomorrow. Something new, or a restructuring of the old, may be required before an individual college can confidently claim that it is providing the student with the best that it can.

If faculty already "on board" are to be the instruments of change, faculty development acquires extraordinary urgency. The standard version of such development or in-service training according to Garrison has too often in the past reduced faculties to new levels of boredom rather than raising them to extraordinary heights of enthusiasm and effectuality. His call for "faculty-originated, faculty developed" programs holds the key to changing people, which is what faculty development is all about.[3]

It is out of this concern for effecting faculty change and improving the support systems which undergird their efforts that the Program for Development of Community College Faculty (FDP) was designed. This program was an ambitious attempt to provide individualized staff development for eighteen of Alabama's two-year colleges.[4] It was implemented as a project funded by the Department of Health, Education and Welfare under provisions of the Education Professions Development Act and administered by Auburn University. In addition to its broad scope of faculty development, the project had another significant feature--a time-sequenced series of evaluations beginning in the summer of 1971 and continuing through the summer of 1975, three years after other FDP activity had ended.

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[3]Garrison, Roger H., "A Mini-Manual on In-Service" ACJC Journal, June/July 1975, p. 18.

[4]A list of participating colleges appears in Appendix A.

The model conceptualized for this project called for "individualized" professional development programs for each college based on its own identification of its most pressing needs in the area of staff development. Members of its staff were selected to provide on-campus leadership and to act as "catalytic agents," bringing together people and resources to accomplish desired goals. Essentially, these KATS, as they called themselves, would spearhead a year-long program of faculty development with resources supplied by various cooperative arrangements among the participating colleges and by Auburn University, the coordinating institution.

Implementation of the FDP evolved in two distinct phases. During the summer of 1971, the selected community college faculty (the potential KATS) and Auburn University staff members assembled at Auburn University for Phase I. There they spent eight weeks in intensive work preparing themselves for their roles as change agents. Upon returning to their home institutions for the fall term, the KATS initiated Phase II, a year-long, locally defined and implemented program of faculty development. The objectives of the summer activities as stated in the proposal were:

1. to expand the participants' knowledge and understanding of community college teaching and students in order to provide the colleges with positive leadership for their development and growth;
2. to prepare participants for leadership in the development and operation of programs for the disadvantaged;
3. to prepare participants to assume leadership roles in frequently neglected aspects of junior college programs;

such as: continuing education, community service, improvement of instructional effectiveness, evaluation of instruction, continued faculty development and educational planning;

4. to improve the competency of each participant in his own specialty.

Although the program outline emerged neatly from the conceptual model, building content into the program presented real problems. What would be most beneficial to the professional staff in a diverse group of colleges? A statewide survey, "An Analysis of Educational Status, Needs and Aspirations of Professional Personnel in Alabama Junior Colleges," completed the previous year, had shown them to be extremely diverse with respect to their understanding and acceptance of the community college philosophy and mission, teaching experience, professional goals, and interest in further schooling.[5]

The success of the project depended on the support of each institution involved. All the colleges had characteristics in common: the same general mission, a similar commitment to service to their students and the common problem of functioning effectively under severe financial limitations. Most of the institutions were public colleges; most were in small-town or rural settings with enrollments around 1,000 and offering largely university-parallel programs. Some, situated in urban centers, enrolled several thousand students and offered comprehensive programs.

Previous experiences with in-service training programs had generated a strong commitment on the part of the planners to individualizing the staff development programs within institutions. Therefore, the programmatic aspects

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[5]Preus, P. K. An Analysis of Educational Status, Needs and Aspirations of Professional Personnel in Alabama Junior Colleges. Final Report, Auburn, Al., Auburn University 1971. ED 050727.

of the summer phase were specifically developed to serve as a model for the individualized approach it was hoped the KATS would use when they returned to their respective campuses. Individualization would be achieved by building the program around the problems and high-priority concerns identified in each college.

A recruitment of the KATS began on approximately April 1 following the notification of funding of the project proposal and continued until the beginning of Phase I on June 14. Thus, the selection of the KATS, their orientation to the FDP, definition of their responsibilities and determination of the expectations of their institutions for the project were accomplished under extreme pressures of time. Extensive planning and preparation were out of the question. It is also obvious that the KATS were selected from among those who had not made firm commitments for other summer activities. By June 14 thirty-six KATS had been recruited representing eighteen Alabama community/junior colleges, sixteen publicly supported and two private institutions. A wide range of subject matter fields was represented:

English	8	Music	2
Social Sciences	5	Art	2
Biology	3	Business	2
Mathematics	3	Speech	1
Chemistry and Physical Science	2	Deans of Instruction	2
Psychology	2	Library-Media	1

Upon selection, the KATS were asked to identify problems of greatest interest and concern on their respective campuses. However, at a subsequent planning meeting, the hoped-for "needs identification" was so vaguely defined that there was no clear mandate from the colleges to "do" anything specific. After returning to their colleges to consult again with colleagues and administrative personnel, the results were the same. The summer phase had to begin without a neat "package" of specific objectives and planned activities.

PHASE I: THE SUMMER PROGRAM

"Opening day" of the summer session was a novel and, to many of the participants, a frustrating, anxiety-producing experience. During introductory remarks they were told, "The goal of this project is the development of faculty in your college. The strategy for achieving this goal is a year of planned activity in each college. The product of this summer phase is to be a plan for each college. The instrument for achieving the goal is YOU." To emphasize that this program was to address their needs (not the University's definition of their needs), the participants were shown a transparency outlining the schedule of summer activities planned for them. See figure 1 below.

Figure 1: Faculty Development Project: Phase I Schedule

	Monday	Wednesday	Friday
June 14 - 18		Opening Session	
June 21 - 25			
June 28 - July 2			
July 5 - 9	Holiday		
July 12 - 16			
July 19 - 23			
July 26 - 30			
August 2 - 6			Last Session

Consternation reigned among the participants. In the feedback on the first week's activities, one participant wrote, "What in the hell have I gotten myself into here?" Her response reflected majority opinion. Popular or not, however, this was to be their program--not a uniform prescription for faculty development in their colleges.

Over the first weekend the KATS wrestled with the challenge to identify the most urgent needs of their institutions. Many touched base with colleagues at their home campuses. On Monday of the second week they were able to identify areas of need. As nebulous as these were, they became the basis for the formulation of study groups: (1) improving students' motivation; (2) making content and materials more relevant; (3) using alternate modes of instruction more effectively; (4) evaluating the college program through institutional self-study.

Those KATS wishing involvement in more than one group were accommodated through scheduling which permitted them to do that and subdividing the groups according to more specific interests.

After the organization and direction-setting were accomplished, a regular format of activity emerged. One day a week all participants met to share ideas with a speaker who addressed himself to a general topic concerning faculty development. Three days of the week were given over entirely to interest group and individual work. On Fridays all the KATS met together for a "sharing time." Each group gave a status report describing their activities during the week--what they had learned, and what they planned for the following week. At these sessions, suggestions flowed from participants, visitors and from the FDP staff. By the end of the second week each group was busily engaged in research, reading, and sharing ideas. This pattern of activity continued through the summer.

As the participants became better acquainted with each other and with the university, they began to locate resources which would be of use to them for their Phase II activities. Ideas, materials and expertise were found to exist within the groups, in the sister institutions and in various community and university resources. The weekly feedback remarks, short anonymous comments written each Friday, began to turn positive. By the end of the summer they bordered on the enthusiastic.

The weekly "all-hands" activities provided a means of dealing with the more general concerns of the KATS. Each Monday, nationally recognized consultants and practitioners shared their special expertise on organization and strategies for faculty development. Presentations included:

Understanding Discussion Techniques as a Means of Problem Solving	Dr. Bill Smith Professor of Speech Auburn University
Approaching Faculty In-Service Education as a Strategy for Change	Dr. Ken MacIntyre Professor of Education The University of Texas
Providing a Humane and Integrated Learning Environment	Mr. Milton Spann, Director of the Advancement Studies Program Southeastern Community College Whiteville, N.C.
What Every College Instructor Should Know About Media	Dr. William Hug Director of Learning Resource Center Auburn University
Involving Faculty in Community Services	Mr. Clem Wisch Assistant Director Milwaukee Area Technical College
Meeting Needs of Disadvantaged Students	Dr. Johnnie Ruth Clarke Associate Dean of Academic Affairs St. Petersburg Junior College

The entire group journeyed to the Teacher's College of the Air University of the United States Air Force at Montgomery, Alabama. There they saw a systems approach to the development of teaching competence, including instructional sequences using a variety of media. The mediated instructional modules were of particular interest to the group working on alternative modes of instruction.

The first "all hands" session dealing with group processes for problem solving was judged by the participants to be very productive. Learning could be immediately applied in the sub-groups which ranged in size from six to ten. While all of the KATS had participated in group problem solving sessions, their recognition of the dynamics of group processes was not particularly acute. As a follow-up to the major presentation, one of the KATS who was an expert in speech and communication skills attended one session of each sub-group and monitored the flow of conversation. His critique of the group sessions helped to increase awareness of the individual to his responsibility as a group member to contribute toward the attainment of common goals. A number of the KATS took these techniques home with them and applied them constructively during Phase II.

Activities of the university staff can be described as primarily facilitative. After the groups were organized and moving toward their specific goals, FDP staff members attended group sessions on a "drop-in" basis or by invitation. They provided guidance in identifying sources of information--bibliographic and other--and assistance in obtaining materials and equipment. At the Friday "sharing time" sessions the project staff reacted to the progress reports and assisted in direction-setting for further activities.

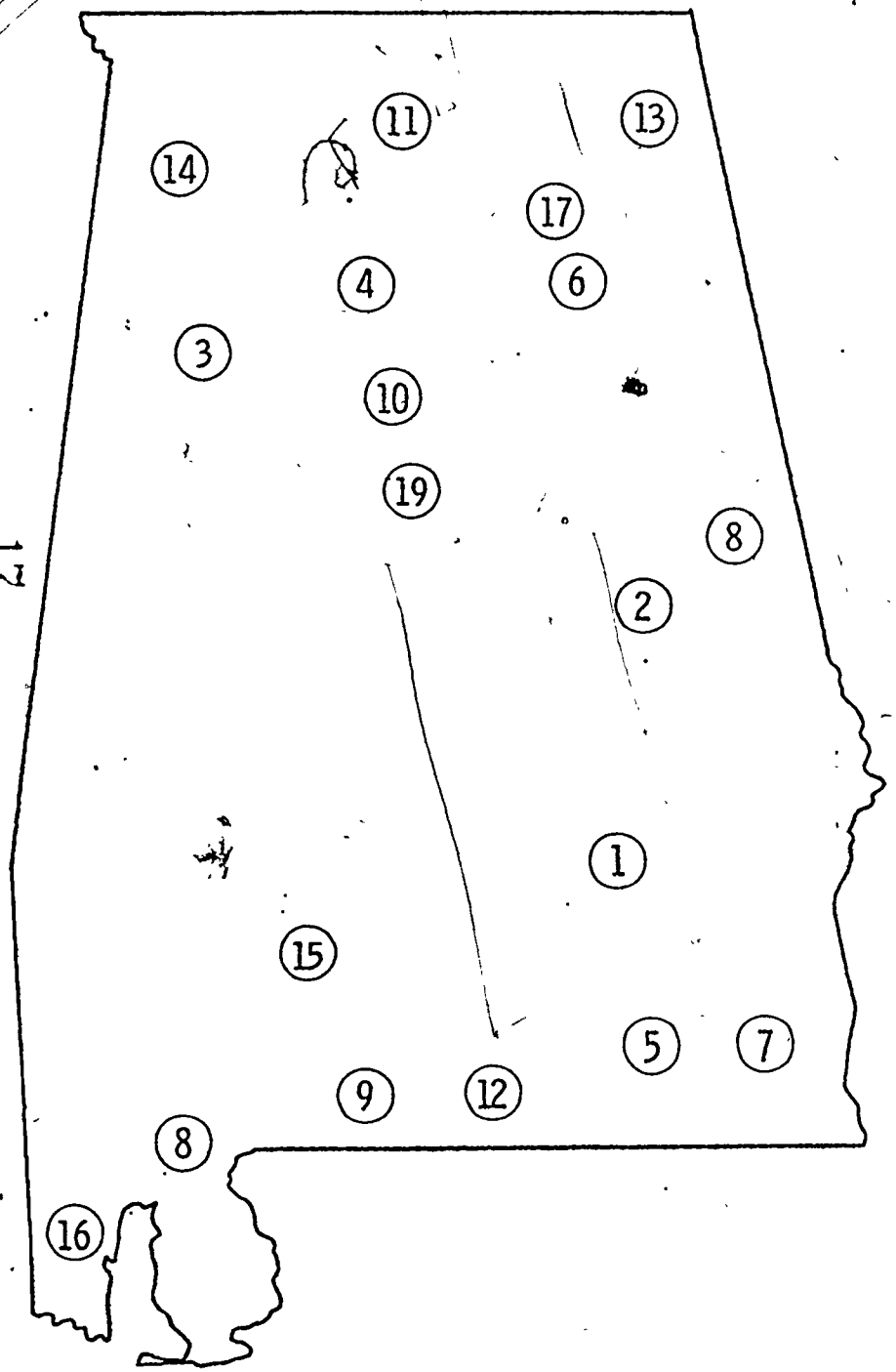
During the first half of the summer phase, each KAT met individually with project staff members. The objectives of the meetings were several: (1) to become personally better acquainted; (2) to identify needs or desires for specific materials, information, or assistance; (3) to learn whether the activities to date had been valuable to the individual; (4) to invite suggestions and criticisms of the summer phase format; (4) to encourage an informal flow of conversation between the KATS and the staff. Evaluation feedback revealed that both the KATS and the resident staff considered the conference objectives accomplished. The individual conferences were viewed as beneficial in establishing the "open" atmosphere of the summer phase. Social gatherings, planned and spontaneous, provided additional opportunities for developing the personal relationships which greatly facilitated the activities of Phase II.

At the close of the summer phase, participants evaluated their experiences. Many recognized that the "non-directive" approach had been appropriate, and perhaps the only possible one, considering the variety of needs identified among the various institutions. The majority saw this unstructured approach as a useful one for the year-long Phase II activities. (See Evaluation and Assessment)

PHASE II: THE ACADEMIC-YEAR PROGRAM

In the Fall Quarter the KATS left the confines of Auburn University for a broader campus - the State of Alabama. (See figure 2 below.)

Figure 2: Sites of Participating Junior/Community Colleges



1. Alabama Christian College
2. Alexander City State Junior College
3. Brewer State Junior College
4. Cullman College
5. Enterprise State Junior College
6. Gadsden State Junior College
7. George C. Wallace State Community College
8. James H. Faulkner State Junior College
9. Jefferson Davis State Junior College
10. Jefferson State Junior College
11. John C. Calhoun State Community College
12. Lurleen B. Wallace State Junior College
13. Northeast Alabama State Junior College
14. Northwest Alabama State Junior College
15. Patrick Henry State Junior College
16. S. D. Bishop State Junior College
17. Snead State Junior College
18. Southern Union State Junior College
19. T. A. Lawson State Junior College

The KATS, together with the project staff of "traveling professors," began to implement initial plans and to develop final plans and strategies for the academic year. The transition was one from the theory and simulation of the classroom to application and practice in the field. The aims of the academic-year program included assisting the faculty:

1. to better understand the community college student
2. to identify instructional processes effective for the particular students in the participating colleges
3. to develop and adapt techniques for teaching the disadvantaged and marginally prepared
4. to develop and implement innovative teaching practices
5. to improve instructional evaluation
6. to generate concern and support for the role and mission of the comprehensive community college.

Faculty at each cooperating community college were encouraged to participate in the program activity.

The role of The Auburn University "traveling professors" was primarily one of facilitator and resource generator rather than the role of director or determiner of activities. They assumed responsibility in (1) serving as resource persons, (2) securing outside resource persons or materials, (3) coordinating regional and statewide activities among institutions, (4) disseminating information on innovative practices and activities from the community colleges on a statewide basis through the publication of a newsletter, The Kat, and (5) conducting evaluations in cooperation with participating institutions.

In summary, Phase II began in the Fall Quarter and continued throughout the academic year with three mutually supportive components: (1) a series of statewide week-end meetings emphasizing improvement of instruction; (2) faculty development activities and (3) "traveling professors" to support and supplement that activity. These components are described more fully in the following sections.

The Statewide Conferences[6]

The fall conference had as its theme "Round Students in Square Colleges" and focused on student development in the community college. Nationally recognized authorities shared their expertise on student development. The discussion centered on "new students--new needs" and on the teaching and counseling of disadvantaged and minority group students. A panel of local community college faculty reacting to each major address stimulated audience response. Interspersed throughout the conference were opportunities for small group and informal discussions. Approximately 350 community college educators attended this first in a series of three statewide conferences.

In the winter conference attention shifted to "Trends in Community College Teaching" and, more particularly, to techniques of teaching the marginally prepared. As in the fall conference, the format provided participants the opportunity to interact with authorities in the field and to participate in small groups and informal discussions.

In response to an expressed need of the faculty, the theme of the spring conference was "Development Through Organization." Featured was an address by the president of a state association of community colleges. Since the

[6]The conference programs appear in Appendix B.

conference was held in conjunction with the annual meetings of the Alabama Association of Junior Colleges, the format emphasized subject areas and special interest groups. The conference ended with a constitutional convention and a general business session charting the road ahead for development of the Alabama Junior College Association.

Programs in Participating Colleges

The burden of planning, organizing, and implementing specific activities during this phase rested primarily with the KATS. Having planned the format and content for this Phase II activity for their colleges during Phase I, they now assumed leadership roles in the development of program activities. They coordinated faculty development activities and programs in their colleges and maintained liaison between their respective college and Auburn University.

During this phase, the faculty of each cooperating college was encouraged to participate in the activities designed to address their particular instructional and curricular needs. At least seven faculty workshops were to be held at each campus. No prerequisites were placed on this participation and no academic credit was given.

THE FDP activities during the academic year were diverse. These projects ranged in size and complexity from those undertaken by individual faculty members to those involving the total college faculty, from the first steps in writing behavioral objectives to the development of full audio-tutorial packages, and from preparing simple software to devising a full system of computer assisted instruction.

The scope of activites, among the participating college is presented in Table 1.

TABLE 1
ACTIVITIES IN PARTICIPATING COLLEGES

ACTIVITY / College	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Art (Program Development)																X		
Articulation						X		X	X									
Audio-tutorial & Behavioral Objectives	X	X			X			X	X					X	X	X		X
Business Office Education								X										
Counseling, Advising, & Placement		X	X	X	X			X		X	X			X	X			
English (Remedial & CAI)				X				X	X	X	X			X	X	X		
Faculty Evaluation	X				X						X			X	X	X		
Health, Physical Education & Recreation				X	X			X	X	X		X						X
History (Oral)								X		X								
Interdisciplinary & Black Studies						X		X				X	X	X	X			
Library Programs & Utilization	X	X	X					X	X			X		X	X		X	
Math (Basic)				X						X				X				
Media Workshops	X	X									X	X		X				X
Marginally Prepared Program Development				X				X	X	X	X			X		X		
Motivation			X			X					X	X			X	X	X	X
Music (Program Development)		X	X							X					X			X
Recruitment		X						X	X						X			
Self-Study		X						X				X	X				X	
Techniques of Group Interaction			X					X										

The number of project activities on individual college campuses ranged from zero to thirteen with major emphasis on instructional modules, developmental education, library programs, student motivation, and student personnel services. This variation seemed to be related to the degree of administrative support. No administrative support was evident at the college lacking any activity, while at the college with the greatest degree of project activity, support from both the president and dean was enthusiastic. Their support coupled with the enthusiasm of the KATS resulted in a faculty development program which permeated the entire institution.

Graduate Credit Activities

For those faculty participants desiring academic credit, Auburn University conducted a series of four field laboratory courses. These courses were:

(1) The Community/Junior College

(2) The Community College Program

(3) Teaching the Marginally Prepared

(4) Undergraduate Instruction in Higher Education

An effort was made to focus and relate course activities and projects to the objectives of Phase II without violating the spirit of the University catalog course description. Work in these courses (normally of one quarter duration) extended throughout the academic-year. One hundred ninety-five faculty opted for this credit experience.

EVALUATION AND ASSESSMENT

Evaluation of this faculty development program involved six dimensions:

1. Weekly feedback reports from KATS participants during Phase I.
2. A written assessment of the summer phase at its completion from each KAT.

3. Testing of participants enrolled in Phase II activites on two scales to determine attitude changes occurring during the project.
   a. The Rokeach Dogmatism Scale
   b. A semantic differential scale measuring attitudes toward fourteen community college concepts.
4. A follow-up evaluation one year after the termination of the FDP to determine what lasting effects might be identified and whether activities initiated during Phase II were continuing.
5. A retrospective evaluation three years after completion from the Deans of Instruction of the participating colleges.

Each of these evaluative dimensions is discussed in some detail in the following section.

Weekly Report and Feedback: Phase I

At the Friday general sessions each interest group reported on its activities of the week and plans of action for the ensuing week. Discussions following each report were, to a degree, informal evaluations from the other interest groups and from project staff.

The KATS were urged to provide individual comments on any aspect of the week's activities. A simple "Feedback" form was available at the Friday sessions. Comments ranged from single sentences to rather lengthy essays. Project staff found the comments helpful in many ways--identifying additional services needed, locating "trouble spots" and problems and receiving reinforcement on those activities viewed positively by the KATS. Although the volume of feedback diminished as the summer wore on, the tone became increasingly positive.

Narrative Assessment: End of Phase I

Each KAT was asked to write a narrative assessment at the close of Phase I. While it is not unusual for participants to write in a favorable view at the conclusion of a project, the responses were unusually positive. A sampling, including a range of opinions, follows.

Regarding the process --"At first I was uncomfortable because the group work was unstructured but this proved to be one of the strengths of the program, because we did have an opportunity to follow our own interests and to share ideas. My only criticism is that in the beginning we didn't know enough about what we were doing."

--"Although I tend to react negatively to a lack of structure I feel that probably this was the most effective procedure one could select. At our school we have found that faculty members or human beings in general dislike being told what to do."---"Through the planned activities and informal gatherings many of us have formed meaningful relationships with a number of delightful people; in fact, most of us are somewhat nostalgic about leaving the campus."

--"The background, nature, objectives, and guidelines of the total Faculty Development Program needed to be specifically discussed with this group either at our pre-registration meeting or on the first day of the class, rather than during the next to last week--much of the initial confusion and misunderstanding could have been avoided without in any way endangering the unstructured nature of the course."

--"I would really like to work with junior college instructors in the summer program like this. I was frustrated at the beginning of the summer because of the non-directional approach--I felt at the time that some of our

activities should have been more structured but in retrospect, I feel that the program, handled as it was, was a very strong motivating factor for those of us who like structure. We had to jump right in and make things happen, thus, we had a very meaningful and strong learning experience--thanks."

--"I was impressed by the individual conferences with all of the participants. I thought this was helpful to everybody. I heard a lot of good comments about this."

--"A major benefit that I gained was the opportunity to research the literature pertaining to general education and education in the junior college. This I badly needed since I had never had any type of education course. I now have a good starting point for independent study."

--"The factor of adjustability built into the program. Through the weekly personal evaluations faculty participants were allowed to contribute to the format of the faculty development program."

Regarding the content --"I have become aware of many new ideas, concepts and approaches which I plan to incorporate in my instruction. The project has also provided an opportunity to interact with other junior college instructors on problems and subjects of common concern. In short, the program has been both a learning and motivating experience for me."

--"Value of group work. Most of the faculty participants in this program learned at least a few techniques that helped us to see that group work can be quite effective. We were also allowed a clearer picture of ourselves as individuals insofar as our participation and contribution to a group."

--"The group sessions were great. As the weeks went by there was a feeling of excellent rapport established between us. Somehow we were able to penetrate the superficiality that usually accompanies group discussions. We shared ideas and were not afraid to disagree."

--"It was also reassuring to learn that other members of the group from other junior colleges faced many of the same problems and frustrations as those at my particular situation."

--"The quality of the consultants was excellent. I especially enjoyed Dr. Sam Proctor and Dr. Johnny Ruth Clark; however, the most profitable part of the entire program was simply having junior college teachers together giving them a chance to get to know one another and to share problems and solutions---."

--"I think Dr. Johnny Ruth Clark convinced me that junior colleges are unique in that they must be flexible and innovative in meeting needs of that student population that previously has been ignored by higher education. My background as a student and as a teacher had not prepared me for the junior college student I am now encountering. This summer has given me a new perspective."

Regarding the product --"I believe that this year will mark the beginning of a continuing in-service program at our institution. This is the kind of thing we should have been doing already, but I assume that we had to have the kind of impetus that has been afforded us in this program."---"In fact, representatives from each of the two colleges comprising our group plan to visit each other during the next year to present programs for faculty development."--I learned much from this informal association with other members of the project group; in fact, I feel that I now know at least one person from every other junior

college in Alabama well enough to be able to contact him for any information or assistance I might need from that junior college. This in itself is invaluable."

--"This class allowed us to plan a most workable in-service program for the fall of 1971. Especially gratifying to me also was the fact that we could relate these ideas on democratic processes to the self-study which our college will begin in September. Incidentally, one of the most enjoyable experiences of the summer to me was the group creation of the Communities Committed to Human Environmental Integrity."

A different and difficult experience for me was attempting to plan an in-service program for junior college faculty--after much worrying, thinking, talking with the dean, faculty members and Program for Development of Junior College Faculty, Staff and others, we formulated a plan for an in-service program. It remains to be seen whether the plan will work!

Regarding their personal development --"The Faculty Leadership Development Program was for me, without question, a success--a success in that it provided me with insight and enthusiasm as to what a junior college should be doing. No experience that I have had while an instructor in the junior college system has been so productive."---"How great it would be if every faculty member in the state could participate in such a program."

--"The real value of the program to me was that it has caused a change in me--or at least made me realize that I need to reconsider my teaching approaches in the junior college. If change for the better results then the most important thing that education aims for has been realized."

--"I needed the experiences that developed through participation in this program."

"The concentrated exposure to the people and the program at Auburn University made an enormous difference to me. I came up fast from zero knowledge and understanding of the junior college. I felt at the time that I was absolutely the last one who should participate because I was such a novice in the junior college. Now I feel that the "low man on the totem pole" should be the one to go to these things. Administrators and division heads and those with seniority need to stay at home more, and the most inexperienced instructors need to be pushed into the arena. The momentum of enthusiasm for our role continues in attention to all aspects of development. It has become the rule rather than the exception now."

Determination of Attitude Changes: Conclusion of FDP

It was posited that the experiences of participants in Phase II would result in a more "open-minded" attitude.[7] To determine whether such a change actually occurred a hypothesis stating this proposition was developed and tested:

> In contrast to a comparison group, participating members of the Program for Development of Junior College Faculty will become significantly less dogmatic as evaluated by a pretest-posttest administration of the Rokeach Dogmatism Scale.

The Dogmatism Scale provides an indication of the degree of open-/closed-mindedness by summing an individual's responses to each of forty statements to which he has assigned a numerical value ranging from +3 to -3.[8] A high negative

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[7]The research regarding changes in participants attitude was conducted under Project sponsorship by Marquess. The data and analysis presented in this section is drawn from his report: Marquess, Vincent M. "An Evaluation of Certain Aspects of a Program for Development of Junior College Faculty." Unpublished Ed.D. dissertation, Auburn University, August 25, 1972. (Dissertation Abstracts V. 33, No. 6, p. 2738-A.)

[8]The Dogmatism Scale may be found in Appendix C-1.

score is considered to indicate open-mindedness (less dogmatism;) a high positive score is taken as an indication of closed-mindedness. Thus a total score of -40 would indicate less dogmatism (more open-mindedness) than a score of -10.

The project participants and a control group of non-participating faculty from the same institutions were tested at the outset of Phase II and again toward the close of the 1970-71 academic year. The results of these tests are displayed in Table 2.

TABLE 2

COMPARISON OF MEAN SCORES ON DOGMATISM SCALE

Group	Pretest	Postest	Change
Participant (N = 46)	-17.56	-21.65	-4.09
Comparison (N = 46)	-18.43	-16.00	+2.43

The results of the pretest-posttest suggest that the Project participants became less dogmatic while the comparison groups mean scores indicated movement in the opposite direction. However, a comparison of the mean scores, using a two-way analysis of variance did not reveal differences significant at the .05 level.

A second hypothesis dealt with the expected change in the Project participants' attitudes toward key community college concepts:

> In contrast to a comparison group, participating members of the Program for Development of Junior College Faculty will show a significant positive attitude change toward selected junior college concepts as evaluated by a pre-test-posttest administration of a semantic differential scale.

The semantic differential scales constructed to test this hypothesis were designed to measure attitudes toward fourteen community college concepts.[9] A series of ten bi-polar adjectives provided a means of differentiating attitudes toward a given concept. The respondents selected a point on each of the bi-polar adjectival continuums best describing his attitude toward the concept. Each point was converted to a numerical value ranging from plus three, extremely favorable, to minus three, extremely unfavorable. Thus, the total score for each concept would fall in a range between plus and minus thirty.

A comparison of the attitudes of both the participant and control groups, as represented by group means determined by the pre-and posttests, is presented in Table 3.

[9]The semantic differential scale is included in Appendix C-2.

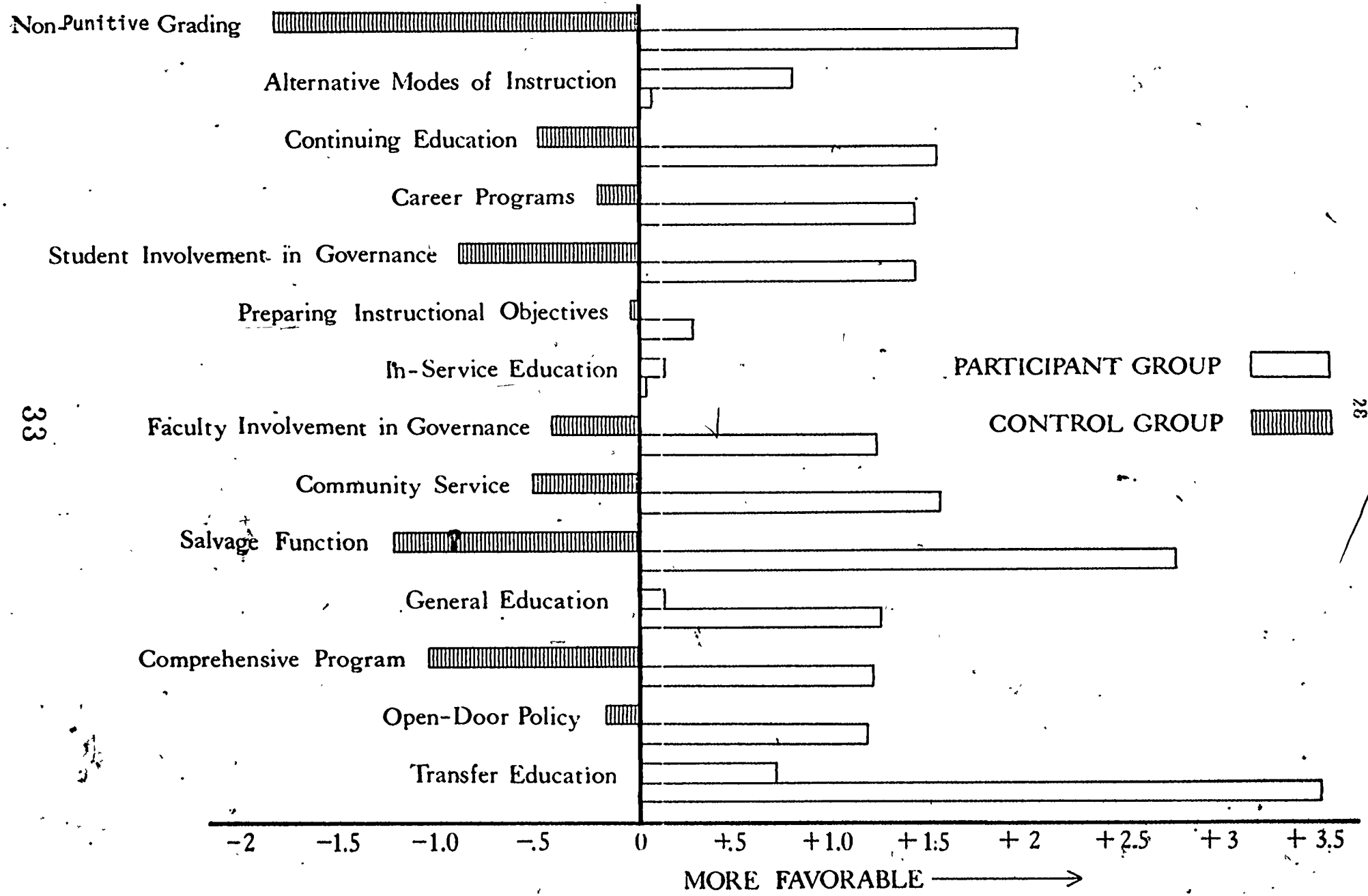
TABLE 3

COMPARISON OF GROUP MEAN SCORES ON THE SEMANTIC DIFFERENTIAL

Concept	PARTICIPANT GROUP Pre-test	Post-test	Change	COMPARISON GROUP Pre-test	Post-test	Change
TRANSFER EDUCATION	9.80	13.26	3.46	11.78	12.45	.67
OPEN-DOOR POLICY	11.84	13.00	1.16	9.65	9.47	-.18
COMPREHENSIVE PROGRAM	11.08	12.26	1.18	12.47	11.41	-1.06
GENERAL EDUCATION	11.17	12.39	1.22	12.10	12.23	.13
SALVAGE FUNCTION	7.34	10.06	2.72	7.63	6.39	-1.24
COMMUNITY SERVICE	13.30	14.82	1.52	13.41	12.86	-.55
FACULTY INVOLVEMENT IN GOVERNANCE	9.26	10.47	1.21	10.10	9.65	-.45
IN-SERVICE EDUCATION	10.56	10.58	.02	7.30	7.43	.13
PREPARING INSTRUCTIONAL OBJECTIVES	9.47	9.73	.26	9.04	9.00	-.04
STUDENT INVOLVEMENT IN GOVERNANCE	8.15	9.54	1.41	9.45	8.52	-.93
CAREER PROGRAMS	11.95	13.36	1.41	12.84	12.63	-.21
CONTINUING EDUCATION	12.47	13.95	1.48	12.58	12.06	-.52
ALTERNATIVE MODES OF INSTRUCTION	11.04	11.10	.06	11.17	11.93	.76
NON-PUNITIVE GRADING	7.23	9.15	1.92	4.41	2.54	-1.87

Inspection of these data reveal that the mean scores of the participant group increased from pretest to posttest on all concepts, while the comparison group's scores decreased on ten of the fourteen concepts. This indication of change toward a more favorable acceptance of the concepts on the part of the participants is displayed graphically in Figure 3.

Figure 3 Group Mean Change Scores on Semantic Differential



The changes in attitude scores seem to provide evidence that the FDP had certain desirable effects on the participants. However, testing the hypothesis required statistical analysis to determine the test-retest reliability and whether the changes observed were significantly different for the respective treatment groups. A summary of the results of correlation studies and the t-tests of significance is set forth in Table 4.

TABLE 4

t-TEST COMPARISON OF CORRELATION COEFFICIENTS OF PRETEST-POSTTEST PERFORMANCE ON THE SEMANTIC DIFFERENTIAL

Concept	CORRELATION COEFFICIENTS Participant Group	Comparison Group	t	p
TRANSFER EDUCATION	.125	.575	2.65	.05
OPEN-DOOR POLICY	.315	.604	2.45	.05
COMPREHENSIVE PROGRAM	.221	.692	3.33	.01
GENERAL EDUCATION	.205	.617	2.60	.05
SALVAGE FUNCTION	.183	.478	3.05	.01
COMMUNITY SERVICE	.405	.422	.10	ns
FACULTY INVOLVEMENT IN GOVERNANCE	.300	.383	.46	ns
IN-SERVICE EDUCATION	.372	.501	.81	ns
PREPARING INSTRUCTIONAL OBJECTIVES	.373	.541	1.09	ns
STUDENT INVOLVEMENT IN GOVERNANCE	.359	.406	.27	ns
CAREER PROGRAMS	.216	.462	1.38	ns
CONTINUING EDUCATION	.392	.477	.53	ns
ALTERNATIVE MODES OF INSTRUCTION	.447	.557	.77	ns
NON-PUNITIVE GRADING	.659	.597	.56	ns

The relatively high correlations obtained for the comparison group indicated that their behavior remained fairly stable from pretest to posttest performances. This supported the contention that the instrument had reliability in that the non-treatment group's behavior remained relatively stable. The relatively lower correlations calculated for the participant group indicated that changes had taken place in the attitudes of this group between the pretest and posttest administrations, suggesting that the treatment received by this group had an effect. The t-tests comparing the correlation coefficients of the two groups indicated that there was change within the participant group and that the change was significantly different ($p = .05$) from that of the comparison group on five of the concepts; Transfer Education, General Education, Open-Door Policy, Comprehensive Program, and Salvage Function.

Fourteen one factor analysis of variance tests were then computed; one for each concept, comparing posttest scores. The results of these fourteen tests are reported in Table 5 in summary form.

TABLE 5

SUMMARY OF ANALYSIS OF VARIANCE TESTS FOR ALL CONCEPTS OF THE SEMANTIC DIFFERENTIAL

Concept	F	p
TRANSFER EDUCATION	.27	ns
OPEN-DOOR POLICY	3.24	ns*
COMPREHENSIVE PROGRAM	.21	ns
GENERAL EDUCATION	.00	ns
SALVAGE FUNCTION	4.95	.05
COMMUNITY SERVICE	.88	ns
FACULTY INVOLVEMENT IN GOVERNANCE	.21	ns
IN-SERVICE EDUCATION	2.22	ns*
PREPARING INSTRUCTIONAL OBJECTIVES	.16	ns
STUDENT INVOLVEMENT IN GOVERNANCE	.26	ns
CAREER PROGRAMS	.17	ns
CONTINUING EDUCATION	1.30	ns
ALTERNATIVE MODES OF INSTRUCTION	1.30	ns
NON-PUNITIVE GRADING	7.51	.05

* approaching significance at .05 level

Significant differences were found to exist between the two treatment groups with respect to two of the concepts; Salvage Function and Non-Punitive Grading. f-ratios approaching significance at the .05 level of confidence were found for two other concepts; Open-Door Policy and In-Service Education.

There were indications that the attitudes of the members of the participant group increased favorably toward all of the concepts. On the basis of posttest performance only, improvement in attitude toward four of the concepts was at or near the prescribed level of significance. Using both pretest and posttest performances of the two groups in comparison, the participant group had significantly greater acceptance for five of the concepts. However, statistical analysis supported only partially the hypothesis that the participant group would show significantly better attitudes toward community college concepts.

In summary, the participant group's change in scores from pretest to posttest on the Dogmatism Scale indicated a trend toward their becoming less dogmatic while the comparison group's scores from pretest to posttest showed movement in the opposite direction. From this comparison, the inference was made that the participant group did experience greater change than did the comparison group toward becoming less dogmatic. However, the magnitude of the change was not sufficient to give statistical support of the hypothesis at the .05 level of confidence.

Follow-up Evaluation: One Year Later

Many of the institutional development plans prepared during Phase I aimed at making permanent changes or improvements in the participating colleges. One measure of the effectiveness of the FDP, then, would be the extent to

which programs/projects/changes initiated during Phase II were continuing and what changes seemed still to be evident in the colleges after a year during which there was no external financial support, nor any formal connection with Project staff members. In this attempt to assess the longer term impact of the FDP, a follow-up questionnaire was prepared and sent to the thirty-one KATS still employed in the same institutions.[10] Twenty-two KATS, representing sixteen colleges, responded. Their overall evaluation of FDP was positive, with thirteen using such terms as "Excellent," "Great," "Very worthwhile." Two described it as "Worthwhile," and one considered it "A waste of time." Eleven of the sixteen KATS suggested it should be repeated.

With respect to projects undertaken in the individual colleges, two reported successful completion; eight colleges were continuing projects or programs begun during Phase II; three reported little or no significant activity; the balance failed to respond.

In addition to the information regarding projects completed or continuing, the questionniare sought to elicit the KATS' perceptions of the degree of involvement of the general faculty. In eight colleges the KATS reported that a majority of the faculty were involved in the project--in four of these participation was by "all or nearly all." Two colleges reported 20-25% of the staff involved, while in one "some faculty were very much involved." Little or no faculty involvement was reported on three campuses.

Responding to a question concerning the level of administrative support for Phase II activities, in six colleges the KATS thought it was good to excellent. One reported "$5,000," and in five colleges the support was described as "lip service," laizzez-faire, little, or none.

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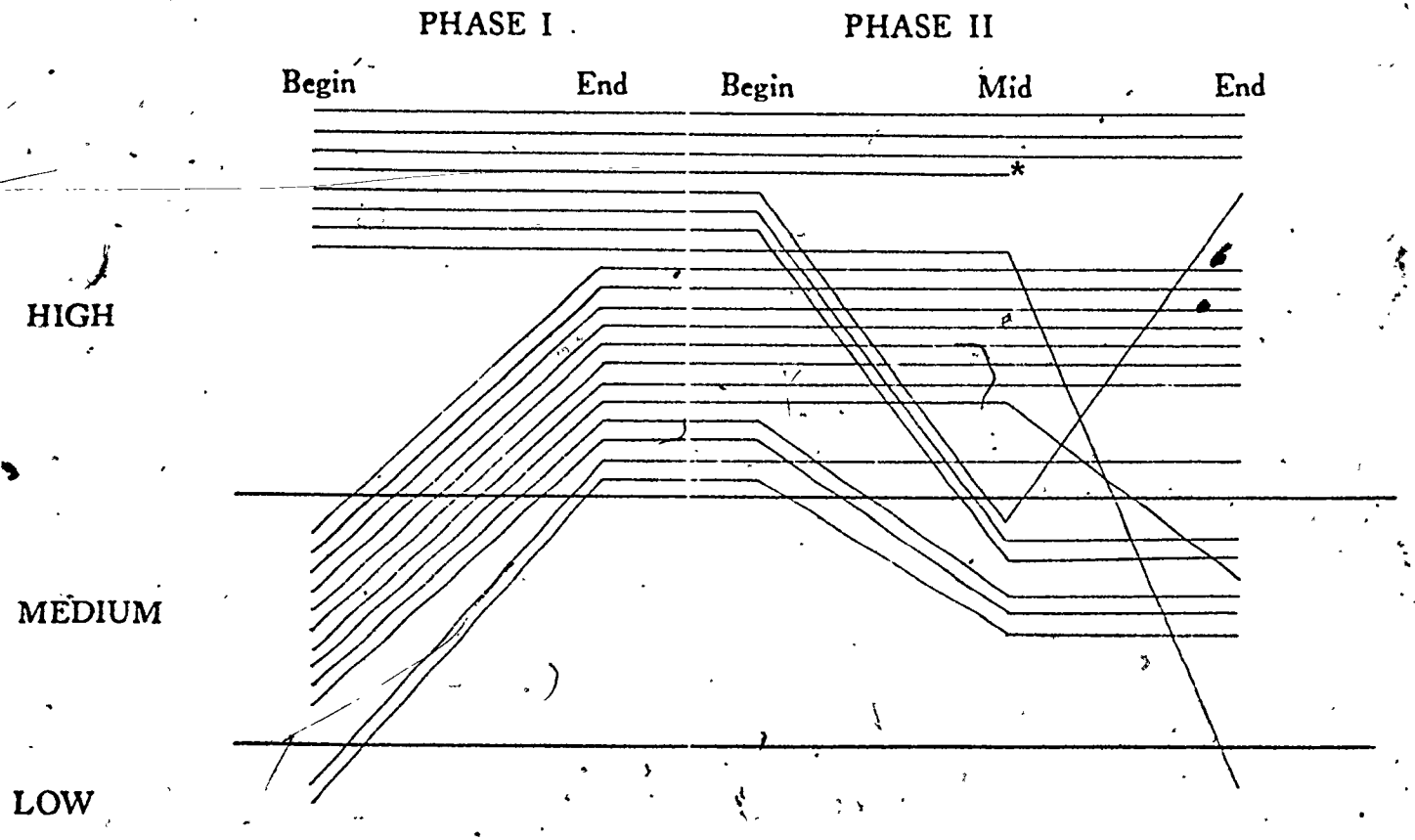
[10]This questionnaire is presented in Appendix C-3.

The KATS remained positive in their feelings about the contributions of the FDP to their personal growth. All but one commented that they had gained in such ways as increased personal motivation to be "the best teacher I can be," better understanding of the community college and its students, increased competence in the use of various teaching techniques, in writing objectives.

In retrospect the KATS thought the strongest aspects of the project were the diversity of the participants, excellent consultants, a strong project staff, the flexible program, development of good rapport among participants and staff, the group sharing of ideas and the fact that faculty from many colleges were represented. Weaknesses identified were the lack of well identified goals and structure at the outset, the lack of faculty participation in planning and insufficient guidance and attention during Phase II.

The KATS were also asked to describe their personal level of commitment to the goals of the FDP and that of the faculty and administration of their colleges at certain transition points or "milestones.". Their responses are displayed in Figure 4.

Figure 4: KATS' Commitment to Project Goals



HIGH	8	20	20	14	13
MEDIUM	10	0	0	5	5
LOW	2	0	0	0	1

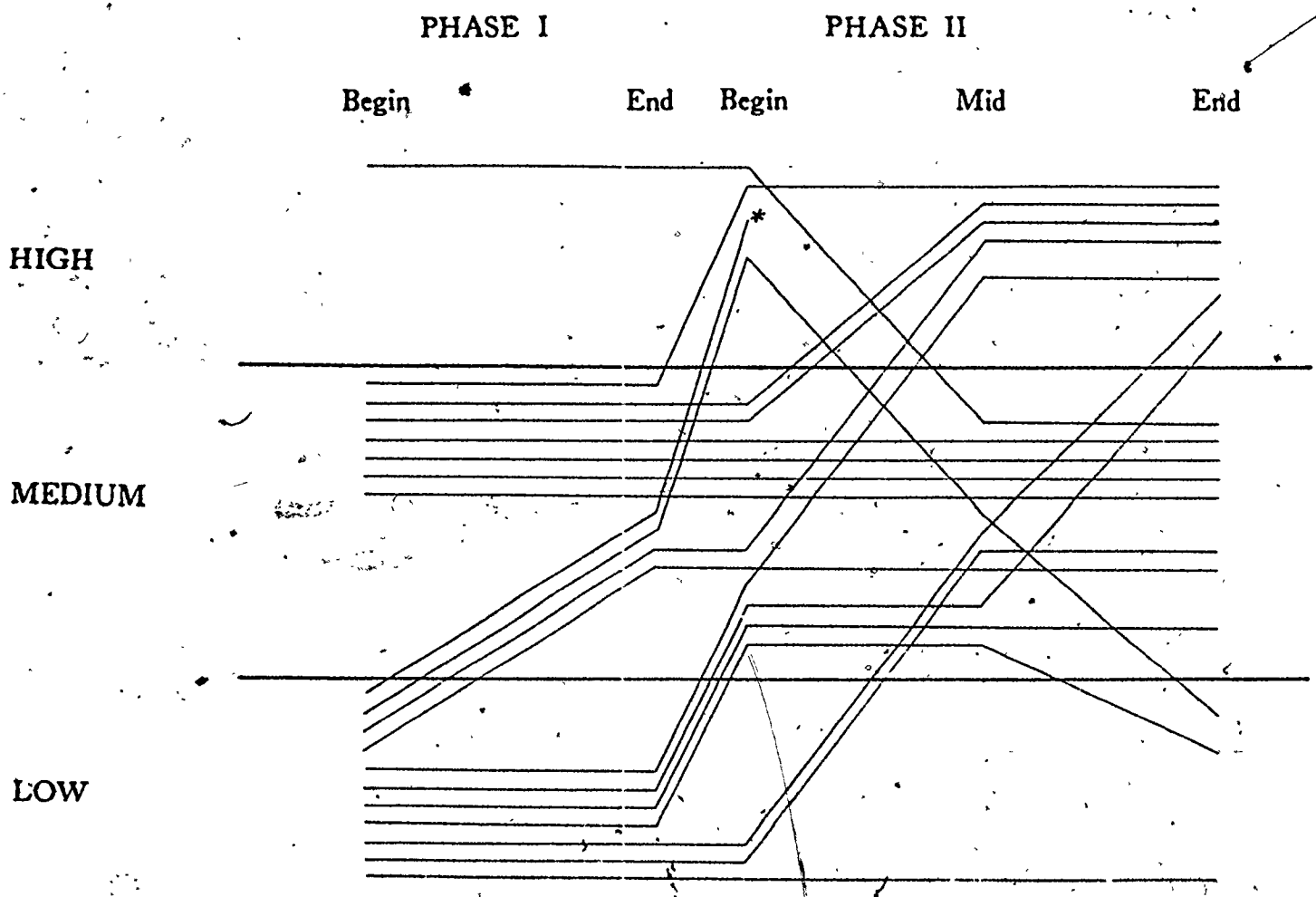
* Project ended

Taken together, the individual lines representing each KAT's attitude provide a composite view of the level of commitment of the KATS as a group. By following a single line, the reader can see the changes (or lack of change) reported by each KAT.

Certain generalizations emerge. Most of the KATS came to the summer phase with a moderate interest in the FDP. By the end of the eight weeks of Phase I all felt strongly committed. This high level continued during the initial portion of Phase II. By mid-year five of the KATS reported that their commitment lagged. (One project had been completed.)

Similar charts display the KATS' assessments of the commitment or support given to the FDP by the general faculty (Figure 5) and the administration (Figure 6) of each college.

Figure 5: Faculty Commitment by College

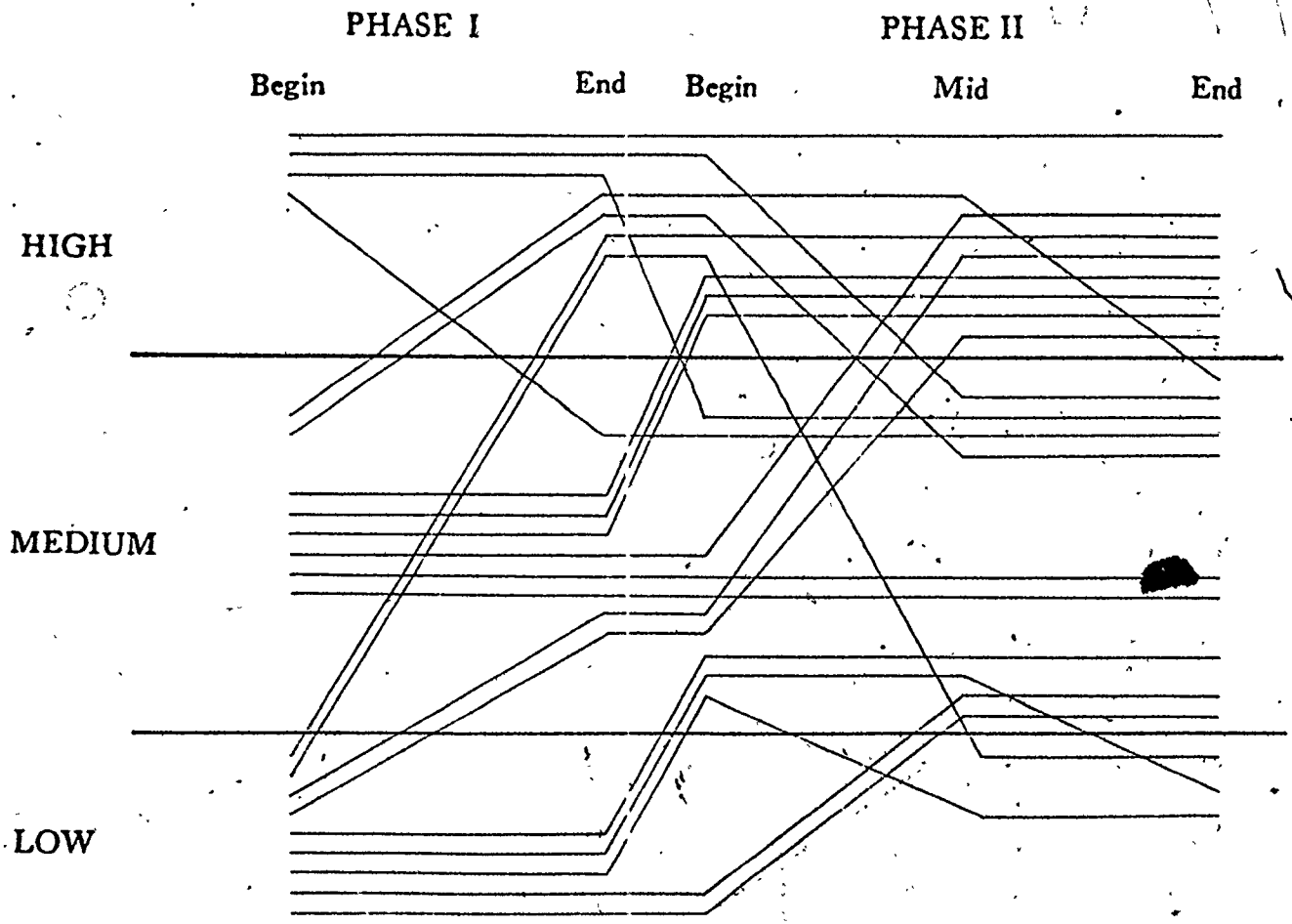


HIGH	1	1	4	5	7
MEDIUM	7	11	12	12	8
LOW	11	7	3	1	3

* Project ended

ERIC

Figure 6: Administrative Commitment



HIGH	4	7	9	9	8
MEDIUM	8	9	10	10	9
LOW	9	5	2	2	4

Inspection of these figures substantiates a generalization that during Phase II, their first opportunity for personal involvement, the faculties tended to increase commitment to faculty development goals.

The administrative commitment was somewhat greater than either KATS or general faculty at the beginning of Phase I. The KATS perceived that administrative support had increased throughout the project.

A sampling of the KATS' comments taken from the follow-up study are included below.

-- "At present the project seems to be producing positive results. Faculty and student committee members continue to show interest in the major objective of the project."

-- "The project was a very timely thing for us. It, in coincidence with several factors, has caused positive and continuing improvement here."

-- "Excellent; very worthwhile; need this type of project every three or four years to arouse enthusiasm, for self-evaluation, and to spark interest. Suggestions: (1) more structured program; (2) involve more non-teaching faculty--librarians, counselors."

-- "Our project activity has not ended. The faculty continues to work on several individualized instruction projects, and this year we will focus attention on faculty evaluation."

-- "Gives me a greater insight into how much more effective in-service programs, self-study, or any project with faculty can be, if faculty members are given the opportunity to be involved in planning and developing programs. Personally I learned a great deal concerning individualized instruction."

-- "Our college project is continuing to grow and utilization by other faculty members seems to be increasing."

-- "The project, as such, ended when we returned to our campuses for the fall term. The on-going program did not even come close to the experiences we had during the summer phase. I had hopes that the yearly program would stimulate other faculty members, but no such luck . . . . It was probably the best professional experience of my short educational career. It opened up new avenues to me both personally and professionally."

-- "Some phases such as the summer workshop and the state-wide conferences were excellent. Also some of the projects conducted at the individual institutions were quite valuable, but some were not because of lack of motivation, resources, etc."

-- "The English project should be operational in the fall of 1974, but will be constantly revised. At this point the remedial program has been individualized and clearer standards established. English 101 is being re-designed during this year . . . ."

-- "It was a tremendous experience for me. I would like to be able to meet with the other participants to talk over ideas again."

-- "Fantastic; needs to be on-going; brings faculty together in dedication to working for and with students, and with each other."

Retrospective Assessment by Deans of Instruction: Three Years Later

Because deans of instruction were considered likely to view effects of the FDP from a broad, institution-wide perspective, the deans of the participating colleges (in July, 1975) were asked to evaluate activites and results. They

responded to a questionnaire containing items which paralleled those to which the KATS had responded.[11]

Deans appeared to have a more positive view of both the degree of faculty participation and the impact of the FDP than did the KATS and the Auburn staff. Obviously, their perspectives were broader; they were more aware of activities and effects on the entire college environments. Perhaps their expectations for faculty participation and for institutional change were tempered by experience and the recognition that "total commitment" to any activity is rare in academe. For whatever reasons, the deans rated both level of participation and impact on the institution higher than did the KATS and the Auburn staff. Assessments made by deans and KATS, are summarized in Table 6. A close relationship appears among rating of levels of administrative support, faculty participation and the impact of FDP activities on the colleges.

[11] A copy of this questionniare may be found in Appendix C-4.

TABLE 6
RATINGS OF PARTICIPATION, SUPPORT AND IMPACT

College	College Size[1]	Perceived Level of Faculty Participation by[2] KATS	Deans	Perceived Level of Administrative Support KATS	Impact of FDP on Faculty[3] KATS	Deans
1	S	NR	3	NR	NR	3
2	M	1	1	1	2	3
3	M	2	1	1	1	3
4	S	4	4	4	4	4
5	L	4	2	2	3	1
6	S	NR	3	NR	NR	2
7	S	5	3	5	5	3
8	M	2	2	1	3	1
9	M	1	2	1	2	2
10	L	4	2	3	3	2
11	S	3	1	3	2	2
12	L	3	3	3	3	3
13	M	5	NR	5	4	NR
14	S	3	4	4	4	4
15	M	1	2	1	2	2
16	S	2	2	2	3	2
17	M	2	2	3	2	2
18	S	1	2	1	2	2

Notes: 1. Data taken from the 1972 Junior College Directory, pp. 14 and 15:
S - Smaller (under 1000)
M - Medium (1000-2000)
L - Large (over 2000)

2. Degrees of participation - 1 Total (more than 80%), 2 Substantial (50-80%), 3 Moderate (30-50%), 4 Minimal (10-30%), 5 None (less than 10% and NR not reported)

3. Degrees of Impact - 1 Great, 2 Significant, 3 Moderate, 4 Little, 5 None and NR (not reported)

COST OF FACULTY DEVELOPMENT PROJECT

To accomplish the goals of this massive statewide project, a budget in excess of one-third of a million dollars was proposed. The FDP staff was to include a director, three full-time and four part-time Auburn faculty and ten full-time community junior college Master Instructors. According to the proposal, the state was to be subdivided into three regions. Three teams of Auburn University staff would work closely with a group of five or six colleges within each region. A typical area team was to consist of an Auburn University professor and one Master Instructor in each of the following areas: English-Humanities, Science-Mathematics and the Social-Behavioral Sciences and one graduate assistant.

The project was eventually funded at approximately one-third of the proposed amount. The resultant adjustment reduced the staff to four Auburn University professors whose task was to carry on the previously described mission.

The cost of the entire FDP totalled $131,000. Principle items of expenditure are listed below along with the amounts requested in the orginal proposal. (All amounts are rounded to nearest $100.)

Proposed and Funded Budgets

Item	Project Budget	Proposal Budget
Administration	$ 21,900	$ 46,600
Instruction	52,500	159,100
Travel	7,700	24,600
Supplies	1,500	6,800
Employee benefits	7,500	25,800
Indirect costs	10,000	25,000
Participant support and dependency allowance	30,200	58,000
	$131,300	$345,900

Administration costs included the salaries of the director (2/3 time) and one secretary. Included in instructional costs were four Auburn University faculty and three graduate assistants, all devoting 2/3 time to the Project. Ten consultant days were budgeted to provide funds for conference speakers. Participant support provided stipends for the KATS during the eight weeks of Phase I.

Although the funding level was scarcely more than one-third of the amount originally proposed, the scope of the FDP was reduced only slightly. The number of colleges involved and the geographic dispersion remained as great as originally proposed. However, a number of changes were made to get costs in line with the funding available. The time allotted to Phase I was reduced from twelve to eight weeks and the number of KATS from 46 to 36, and the position of associate director was eliminated. Since the instructional activities represented the largest single cost item, it was this area that required the most drastic "surgery." Staff was reduced from 15.4 (proposed) to 4.3 full-time equivalents with a concomitant reduction in funds for travel and instructional supplies. Thus the university's involvement in the activities of Phase II was diminished.

FACULTY DEVELOPMENT PROJECT STAFF

Five members of the Auburn University faculty and two graduate assistants comprised the professional staff of the Project, all supported largely by grant funds. E. B. Moore, Jr., Project Director, and a graduate of the University of Florida Junior College Leadership Program, conceptualized the staff development program and prepared the proposal. Building on this base, Paul K. Preus and Douglas Williams, graduates of The University of Texas Junior College Administration

Program, and Dr. Moore completed the preliminary planning, developed the structure and strategies for implementing the program and coordinated the activities of Phase I. These three staff members had been previously involved in a federally funded project for Leadership Development of Junior College Administrators at Auburn.

Under Moore's direction, Williams, Virginia Hayes and Darell Clowes carried on the academic and liaison work among the colleges during Phase II. (Preus had subsequently left Alabama.) Both Hayes and Clowes also had community college backgrounds. Hayes left a position as chairperson of the Division of Business at Alexander City (Alabama) State Junior College to work with the Project. Clowes, also a graduate of the University of Texas Program, had previously taught English at Jefferson (New York) Community College. All were assigned two-thirds time to the Project during Phase II.

ASSESSMENT AND REFLECTIONS BY FDP STAFF

These comments are made in the vein of "if we were ever to do this Project again . . ." Several of the suggestions center around the amount of lead time we had in the FDP. The selection of the KATS on such short notice had several disadvantages. (1) A number of potentially promising participants had already made other plans for the summer and were unavailable. (2) Most participants were appointed in the last week prior to the opening of Phase I and were not involved in any of the preplanning sessions. Participation in these sessions would have prepared them for the flexible programming which was to follow. (3) Staff planning time was likewise seriously curtailed.

Another factor which should be recognized is that the project was conceived and submitted with the budget approximately three times that which was finally

granted. Since the Project was a "labor-intensive" activity, the primary cuts were in staffing. During Phase II, visiting 18 colleges scattered over the entire state of Alabama proved to be almost an impossible task for the four staff members who carried on these responsibilities along with, in many cases, a standard university teaching load. (The original project had called for approximately ten master teachers who were to have been drawn from the participating community colleges and appointed as "fellows." Under the original concept they were to act as full-time coordinators and resource persons serving four or five colleges situated in a geographic region.)

In retrospect, it might have been better to have had at least two KATS in each college. Where institutional commitment was not the highest and where a KAT was functioning individually, the results were not as positive as they might have been. Two persons could have been mutually supportive in the admittedly difficult task of moving and motivating their colleagues.

During the summer phase more emphasis should have been placed on the development of the actual plan for Phase II. Some KATS returned to the campuses with only vague notions of how they would proceed. Others, had complete and, perhaps, too-well-structured plans. Too many of the KATS left Phase I without a workable plan and one which the Auburn University staff could use as a basis for expectations of performance in Phase II.

Specific recommendations: (1) insist on lead time for KAT selection and orientation, (2) with budget cuts, cut back the magnitude of the project in order to achieve greater depth and structure with fewer colleges, (3) select those colleges with sincere administrator and faculty commitment to staff development, (4) select at least two KATS from each college and, (5) require all KATS to formulate tentative strategies and structure for their particular

institutions and to submit these in writing to project staff before leaving the summer session (Phase I).

Finally, the FDP assessments indicate that those benefiting most were the KATS themselves--due, no doubt, to the degree and intensity of their involvement. This involvement becomes the key to successful staff development. Individual responsibility not only for choosing relevant activity, but also for carrying it through to a satisfying finish is essential if the outcome is to actually "develop" staff.

Elaborate planning by a concerned committee of planners is vital, but it is not enough. Unlimited resources for speakers, audio-visual/tutorial aids, consultants and field visits, as welcome as they may be, are not enough. When all is said and done, the individual staff member will effect change only to the extent to which he himself has been changed. If he has learned to know his teaching environment--its conditions and its needs; if he has acquired skills which he did not have before; if he has come to believe that he can, in however small a way, contribute toward changing the mediocre to the extra-ordinary, he will have "developed." And, furthermore, what he does will make a difference.

LIST OF PARTICIPATING COLLEGES

Institution	Location	President
Alabama Christian College	Montgomery	Brannan, E. E.
Alexander City State Junior College	Alexander City	Causey, W. Bryon
Brewer State Junior College	Fayette	Davis, Charles W.
Cullman College	Cullman	Michel, Sr. Mary Lourdes
Enterprise State Junior College	Enterprise	Forrester, B. A.
Gadsden State Junior College	Gadsden	Naylor, Allan D.
George C. Wallace State Community College	Dothan	Hamm, Phillip J.
James H. Faulkner State Junior College	Bay Minette	Sibert, Lathem N.
Jefferson Davis State Junior College	Brewton	Patterson, Woffin
Jefferson State Junior College	Birmingham	Layton, George L.
John C. Calhoun State Community College	Decatur	Kelley, Carlton
Lurleen B. Wallace State Junior College	Andalusia	McWhorter, William
Northeast Alabama State Junior College	Rainsville	Knox, E. R.
Northwest Alabama State Junior College	Phil Campbell	Glasgow, James A.
Patrick Henry State Junior College	Monroeville	Lee, B. E.
S. D. Bishop State Junior College	Mobile	Bishop, S. D.
Snead State Junior College	Boaz	McCain, Virgin B., Jr.
Southern Union State Junior College	Wadley	Jones, Ray
Theodore Alfred Lawson State Jr. College	Birmingham	Kennedy, Leon

Note: This alphabetical arrangement does not correspond to the numerical sequences established in Table 1.

APPENDIX B

QUARTERLY CONFERENCE PROGRAMS

Round Students in Square Colleges

State-Wide Conference
On Student Development
in the Junior College

Sponsored by:

Auburn University
Junior College Faculty Development Project
TDDS Advanced Graduate Training Project
Alabama College Personnel Association

Auburn University - Montgomery

November 19-20, 1971

Schedule of Events

Friday, November 19

6:00 p.m. Registration

6:45 p.m. Welcome
Dr. H. Hanly Funderburk
Vice President, Auburn University-Montgomery

7:00 a.m. Introduction of Speaker
Dr. E. B. Moore, Jr.
Director of Junior College Leadership Program
Auburn University

7:45 p.m. Audience Response and Reaction Panel

Reactors:

Dr. William Moore, Jr.
Ohio State University

Dr. James E. Foy
Dean of Student Affairs, Auburn University

Mr. Phil Gilbert
Director of Admissions, John C. Calhoun State Technical Junior College

8:30 p.m. Announcements

Small Group Discussion
(TDDS Project Students and Faculty Development Project Participants will serve as Discussion Leaders and Facilitators)

Saturday, November 20

8:30 a.m. Introduction of Speaker
Dr. Mark E. Meadows
Director of TDDS Project, Auburn University

Address: "Teaching and Counseling Minority Group Students in Junior Colleges"

Dr. William Moore, Jr.
Professor of Education, Ohio State University
Former President, Seattle Community College
Author: The Vertical Ghetto: Everyday Life in a Housing Project and Against the Odds: The High Risk Student in the Community College

9:30 a.m. Audience Response and Reaction Panel

Reactors:

Dr. K. Patricia Cross
University of California-Berkeley

Mr. Aaron Lamar
Assistant to the President, Lawson State Junior College

Mr. William F. Foreman, Jr.
Counselor, Enterprise State Junior College

10:30 a.m. Coffee Break (Refreshments provided courtesy of the Alabama College Personnel Association)

11:00 a.m. Introduction of Speaker
Dr. Hugh H. Donnan
Associate Director of TDDS Project, Auburn University, and President of the Alabama College Personnel Association

Address: "Closing the Relevancy Gap"

Dr. W. Harold Grant
Professor of Counselor Education and Director of Student Services, Auburn University

Trends in Community/Junior College Teaching

Statewide Faculty Development Conference
February 18-19, 1972

Sponsored by:

Junior College Faculty Development Project

Trends in Community/Junior College Teaching

Statewide Faculty Development Conference
February 18-19, 1972

February 18

6:30 p.m. - 7:00 p.m.	Registration
7:00 p.m. - 7:45 p.m.	Address Dr. Barton Herrscher President of Mitchell College Statesville, N.C.
7:45 p.m. - 8:00 p.m.	Audience Reaction
8:15 p.m. - 9:45 p.m.	*Group A: Alternative Modes of Instruction *Group B: Instructional Support Services
9:45 p.m. - 10:00 p.m.	Announcements

February 19

8:30 a.m. - 9:00 a.m.	Late Registration
9:00 a.m. - 9:45 a.m.	Address: "Techniques in Teaching the Marginally Prepared Student" Dr. E. B. Moore, Jr. Director Junior College Leadership Program Auburn University
9:45 a.m. - 10:00 a.m.	Audience Reaction
10:00 a.m. - 10:30 a.m.	Coffee Break
10:30 a.m. - 12:00	Group A: Instructional Support Services Group B: Alternative Modes of Instruction
12:00 p.m. - 12:30 p.m.	Announcements and wrap-up

*Groups A & B consists of six sections utilizing Junior College Faculty as discussion leaders, recorders and resource persons.

Section 1: Communications Skills
Section 2: Computational Skills & Physical Science
Section 3: Natural Sciences
Section 4: Social and Behavioral Sciences
Section 5: Career Specialization
Section 6: Learning Resources Staff

Alabama Association of Junior Colleges

1972 Annual Conference

Alabama Christian College
Montgomery, Alabama
March 30-31, 1972

"Development Through Organization"

PROGRAM

Thursday, March 30, 1972

6:00 p.m. - 7:30 p.m. Rotunda Lobby

Registration

FIRST GENERAL SESSION

PRESIDING: IVAN SMITH, PRESIDENT
ALABAMA ASSOCIATION OF JUNIOR COLLEGES

7:30 p.m. - 8:00 p.m.

Invocation: Dr. Charles W. Davis, President
Brewer State Junior College

Welcome: Dr. Rex A. Turner, President
Alabama Christian College

Announcements

Recognitions

8:00 p.m. - 9:00 p.m.

Address: "Development Through Organization"
Dr. Tom Fryer, President
Florida Association of Community Colleges

9:00 - 9:30 p.m.

Presentation of Proposed Constitution
Mr. Joe D. Acker
Brewer State Junior College

9:30 p.m. Adjournment

Friday, March 31, 1972

8:30 a.m. - 11:30 a.m.

Meetings of subject area and interest groups.

I.	Academic Deans	Room 122, Rotunda
II.	Art	Room 308, Secondary Building
III.	Business and Secretarial Administration	Room 108, Rotunda
IV.	Business Managers	Room 104, School of Religion
V.	Deans of Students and Guidance Counselors	Room 301-302, Secondary Building
VI.	English	Audio-Visual Room, Library
VII.	Nursing and Allied Health	Room 110, Rotunda
VIII.	Librarians	Classroom Library
IX.	Mathematics	Room 124, Rotunda
X.	Music	Choral Room, Gymnasium
XI.	Physical Education	Classroom, Gymnasium
XII.	Presidents	Conference Room, Rotunda
XIII.	Publication and Public Relations	Room 107, School of Religion
XIV.	Registrars	Room 103, School of Religion
XV.	Directors of Evening Division, Continuing Education and Community Services	Room 101, School of Religion
XVI.	Science	Rooms 126-128, Rotunda
XVII.	Secretaries and Clerical Personnel	Library, School of Religion
XVIII.	Social Science	Room 132, Rotunda
XIX.	Technical and Career Education	Room 112, Rotunda
XX.	Foreign Languages	Room 114, Rotunda
XXI.	Speech	Room 306, Secondary Building
XXII.	Home Economics	Room 305, Secondary Building

10:00 a.m. - 12:00 — Auditorium

Symposium on Alternative Modes of Instruction
Dr. Paul K. Preus, Director
Center for Study of Higher Education
Memphis State University

History: Leroy G. Pipkin, Lurleen B. Wallace State Junior College

English: Linda Davis, John C. Calhoun State Technical Junior College

Music: Glen Maze, Snead State Junior College

Biology: Vernell Bowen, Gadsden State Junior College

Math: Bob Drenne, Jefferson State Junior College

9:00 - 12:00 — School of Religion, Auditorium

Meeting of Delegate Assembly
Chairman: To be elected

12:00 - 1:30 Lunch

SECOND GENERAL SESSION
Presiding: Ivan Smith

1:30 p.m. - 3:00 p.m.	Constitutional Convention	Auditorium
3:00 p.m. - 4:00 p.m.	General Business Session	Auditorium
4:00 p.m.	Adjournment	

APPENDIX C

INSTRUMENTATION

1. Semantic Differential
2. Rokeach Dogmatism Scale
3. Follow-up Questionnaire to KATS
4. Follow-up Questionnaire to Instructional Deans

SEMANTIC DIFFERENTIAL

The purpose of this study is to determine how you feel about certain concepts. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:
If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X : : : : : : : unfair

OR

fair : : : : : : X : unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong : X : : : : : : weak

OR

strong : : : : : X : : weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active : : X : : : : : passive

OR

active : : : : X : : : passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristice of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe : : : X : : : : dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

: X : : : X : :
THIS NOT THIS

(2) Be sure you check every scale for every concept - do not omit any.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Concept: Alternative Modes of Instruction

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Career Programs

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Community Service

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful								Ugly
Bad								Good
Optimistic								Pessimistic
Unpleasant								Pleasant
Positive								Negative
Hard								Soft
Clean								Dirty
Tasty								Distasteful
Hazy								Clear
Valuable								Worthless

Concept: Comprehensive Program

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Continuing Education

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Faculty Involvement in Governance

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: General Education

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: In-Service Education

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Non-Punitive Grading

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Open-door Policy

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Preparing Instructional Objectives

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Salvage Function

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Student Involvement in Governance

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

Concept: Transfer Education

	Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
Beautiful	:	:	:	:	:	:	:	Ugly
Bad	:	:	:	:	:	:	:	Good
Optimistic	:	:	:	:	:	:	:	Pessimistic
Unpleasant	:	:	:	:	:	:	:	Pleasant
Positive	:	:	:	:	:	:	:	Negative
Hard	:	:	:	:	:	:	:	Soft
Clean	:	:	:	:	:	:	:	Dirty
Tasty	:	:	:	:	:	:	:	Distasteful
Hazy	:	:	:	:	:	:	:	Clear
Valuable	:	:	:	:	:	:	:	Worthless

DOGMATISM SCALE

From "The Open and Closed Mind"
by
Milton Rokeach

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I AGREE A LITTLE

+2: I AGREE ON THE WHOLE

+3: I AGREE VERY MUCH

-1: I DISAGREE A LITTLE

-2: I DISAGREE ON THE WHOLE

-3: I DISAGREE VERY MUCH

_____1. The United States and Russia have just about nothing in common.

_____2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

_____3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

_____4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

_____5. Man on his own is a helpless and miserable creature.

_____6. Fundamentally, the world we live in is a pretty lonesome place.

_____7. Most people just don't give a "damn" for others.

_____8. I'd like it if I could find someone who would tell me how to solve my personal problems.

_____9. It is only natural for a person to be rather fearful of the future.

_____10. There is so much to be done and so little time to do it in.

_____11. Once I get wound up in a heated discussion I just can't stop.

_____12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

_____13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

_____14. It is better to be a dead hero than to be a live coward.

_____15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.

_____16. The main thing in life is for a person to want to do something important.

_____17. If given the chance I would do something of great benefit to the world.

_____18. In the history of mankind there have probably been just a handful of really great thinkers.

_____19. There are a number of people I have come to hate because of the things they stand for.

_____20. A man who does not believe in some great cause have not really lived.

_____21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____22. Of all the different philosophies which exist in this world there is probably only one which is correct.

_____23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

_____24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

_____26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

_____27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

_____28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

_____29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

_____30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

_____31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

_____32. A person who thinks primarily of his own happiness is beneath contempt.

_____33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

_____34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

_____35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

_____36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

_____37. The present is all too often full of unhappiness. It is only the future that counts.

_____38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

_____39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

_____40. Most people just don't know what's good for them.

A FOLLOW-UP STUDY OF AUBURN UNIVERSITY'S DEVELOPMENT PROJECT FOR JUNIOR COLLEGE FACULTY 1971-72

One principal purpose of Auburn's faculty development project was to stimulate some year-long or on-going activities among faculties of the participating junior colleges.

The summer (1971) institute phase was to give you "cats" an opportunity to plan and develop these activities. With respect to your particular college:

1. What project (s) or activities, based on the work we did at Auburn, did you undertake at your college during the ensuing academic year? Please describe briefly.

2. What was the extent or level of participation of the faculty? Please give us your estimate of such things as numbers involved, time devoted to the projects, the level of interest, and commitment of the faculty.

3. What was the extent and level of support by the administration? Please cite specific examples if you can.

4. If the project (activity) was designed to "end," please give your assessment of its results or products.

5. If the project (activity was designed to be "continuing," what is your assessment of its present status and of any results or products achieved thus far?

6. What, if any, personal/professional growth or development did your participation afford you?

7. Looking back, what is your evaluation of the Faculty Development Project as a whole?

8. Could you give specific areas of strength or weakness, suggestions for improvement if it is ever tried again?

9. As a way of assessing the "motivations" developed by the project will you please check the appropriate responses.

What was the level of commitment to the goals of the project at the specified time?

	Your personal commitment			Your institutional commitment			Your faculty colleagues' commitment		
	H	M.	L	H	M	L	H	M	L
At the outset of the Summer Phase									
At the end of the Summer Phase									
At the beginning of the academic year (September, 1971)									
At mid-year									
At the end of the academic year (May, 1972									

H = High
M = Medium
L = Low

10. Any general comments you wish to make?

As you can see, your name and address are separated from your responses. By separating them, I can assure the anonymity of my sources, but can still maintain a mailing list of the participants.

Please give us your current address.

Name_____

Address_____

_____

_____

_____

_____

Many thanks for your help!

AUBURN UNIVERSITY

AUBURN ALABAMA

36830

SCHOOL OF EDUCATION

Educational Administration and Supervision

July 28, 1975

Telephone 826-4460
Area Code 205

Dear Dean :

Paul Preus and I are in the process of completing a follow-up study of Auburn University's Faculty Development Project which your college participated in during the 1971-72 academic year.

We are interested in your assessment of this project and would appreciate your responding to at least the first two of the four items listed below.

	(Please check one)
1. What was the extent or level of participation of the faculty? (Please give us your estimate based on a composite of such things as numbers involved, time devoted to the projects, the level of interest, and commitment of the faculty).	1. _____ Total (More than 80%) _____ Substantial (50-80%) _____ Moderate (30-50%) _____ Minimal (10-30%) _____ None (Less than 10%)
2. Looking back, what is your assessment of the impact of the Faculty Development Project on the faculty of your college?	2. _____ Great Impact _____ Significant Impact _____ Moderate Impact _____ Little Impact _____ None

Optional

1. Please list those activities/projects which have been continued and/or those which are a direct spin off from the Faculty Development Project.

2. Please indicate specific strengths or weaknesses of the program and what suggestions you would have for the improvement of a project of this type.

(Please use back of page)

A self-addressed envelope is enclosed for your convenience. Thank you.

Sincerely yours,

Douglas F. Williams
Coordinator of Graduate Programs
for Community College Faculty

Bibliography

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Preus, P. K. An Analysis of Educational Status, Needs and Aspirations of Professional Personnel in Alabama Junior Colleges. Final Report, Auburn University 1971. ED050727.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 27 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES