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ABSTRACT

The community college student population has changed radically in recent years with the influx of more part-time students, minorities, women, and those changing careers. In many cases the perceptions and skills of faculty members have not kept pace with the changing educational and job expectations of these new students. Staff development programs, initiated to remedy this situation, often do not adequately serve occupational faculty, who must draw their expertise from the work place and who in many cases have not practiced their specialty for many years. At Hagerstown Junior College, the Return to Industry program was initiated to bridge the gap between changes in industry and occupational programs in the community college. The grant-sponsored project provides the opportunity for occupational faculty to reinforce, update, or expand the skills and knowledge required to keep current with changing technology in their professions. Since summer 1978, faculty members from 13 of the college's 14 occupational programs have returned to industry. Formative and summative evaluations of these experiences have revealed the strength of the concept and its benefits to the host industries, the participants, and the school. This descriptive report is appended by examples of the instruments used to assess faculty and industry needs, guidelines for industry-school cooperation, the faculty proposal format, criteria for evaluating faculty proposals, sample agreements, evaluation forms, and other related materials. (HB)

Hagerstown Junior College
Return to Industry by Career Education Faculty

1981 National Conference of the
National Council for Staff, Program, and Organizational Development
Philadelphia, Pennsylvania
November 2, 1981

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Hagerstown Junior College

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Hagerstown Junior College

TABLE OF CONTENTS

Introduction

It is no longer noteworthy that the student population served by the community college has changed, drastically. Part-time students, the underemployed, women entering or re-entering the labor market, minorities, those seeking new careers, and those making mid-life career changes are today's clients. The result is an older student, more consumer conscious, who is vitally concerned with the marketability of the associate degree or certificate.

It is noteworthy, however, that a cultural lag exists between the expectations of the new clients and those held by community college faculty members. Faculty were recruited, largely, in the sixties and early seventies. They came from graduate training programs or secondary schools. Few had attended community colleges.[1] Their expectations were clear; the curriculum was the first two years of a baccalaureate degree. Students came directly from high school, held "middle class" values regarding education, and were prepared for college-level work. The new clients have changed the accuracy of faculty perceptions but not the perceptions themselves.

Further, during the last decade faculty members have become isolated from their areas of expertise. Cohen and Brawer indicate that many faculty report reading no scholarly journals or journals related to professional education or teaching techniques.[2] During a technological revolution rivaling the industrial revolution of the 1870's, occupational faculty have been out of the business or industrial setting for as much as a decade.

The seventies has witnessed the emergence of a process to counteract Cohen and Brawer's characterization of the community college instructor as "recluse" - isolated, in an eddy away from the main stream of the discipline and the

institution.[3] The President's Advisory Council for Education Professions Development coined the phrase "staff development" in 1971.[4] Five years later, Centra described the staff development as attempting "to help faculty members grow in teaching effectiveness by sharpening their teaching skills and knowledge. Other practices try to help faculty better understand themselves and their institutions, or to try to foster better environments for teaching and learning."[5]

Current staff development programs do meet many of the needs of community college faculty members. Emphasis on teaching skills, learning strategies, and institutional renewal aid all those who participate. Conferences, sabbaticals, and subsidized graduate study keep participants abreast of changes in academic disciplines. A significant group of faculty and, therefore, their clients are not served by existing programs. Occupational program faculty draw their expertise from the work place. Their students seek entry into the job market upon completion of the degree or certificate. Also, part-time students use occupational courses to climb the career ladder. The incongruity between the needs of occupational faculty and existing staff development programs was discussed by this author in 1977. "Should the community have a say in the nature and direction of the staff development process? Should, in fact, the community be the source for the college's development program. . . . Much research is needed; a model would be invaluable."[6]

It is easy to request research and lament the lack of a model; difficult to do something about the need. The purpose of this training manual is to describe

how Hagerstown Junior College initiated research into staff development for occupational faculty and a resultant strategy.

The Return to Industry Process

HJC is concerned about the staff development needs of occupational faculty members. The college has fourteen occupational programs. The instructors who staff these programs have an average of nine years' teaching experience. They have not practiced their specialty in the work place for that length of time. A project conducted by the college during the fall semester, 1977, gave impetus to a "return to industry" strategy.

A local industry approached the college requesting that an in-plant training program be conducted for their first-line supervisors. A member of the college's occupational faculty, teaching in the management program, worked with the industry in designing and delivering the training.[7] His reaction to the program was: "I learned as much as the students. I gave them theory and they helped me validate its application." The concept of placing faculty in the business or industrial setting to validate theory, study current practice, or apply problem-solving techniques demonstrated potential for staff development.

HJC is located in one of the nation's thirteen Appalachian regions. A current priority for Appalachian projects is staff development programming that fosters the improvement of occupational education. Using data drawn from a survey of local industries and the first-line supervisors' case study, the college obtained a grant designed to return all of its career faculty to industry over a five-year period. The project began during the summer of 1978.

The goal of the project was quite specific. "Return to Industry will provide the opportunity for the occupational faculty of the college to reinforce, update, or expand the skills and knowledge required to keep current with changing technology within their professions."[8] Procedures were spelled out. The faculty member requesting return to industry was required to submit a proposal, including the specific area of specialization, the tasks to be undertaken, the time period required, and the resources needed to support the activity. Further, the faculty member had to identify the business or industry that would host the activity and provide evidence that the host agreed to participate.

The initial year of the project tested the concept. A series of criteria were established to assess proposals. Included were: length of time "out of the field," nature and degree of technological change in the business or industry, relationship between the technological change and the college program, accessibility of a host, and application of the experience in the teaching-learning situation.

Seven proposals were submitted for the summer of 1978. Five of them were sufficiently comprehensive to be approved. Participants represented the college's Electrical Engineering Technology, Mechanical Engineering Technology, Data Processing, and Management programs. Assessment of these five projects illustrates the validity of return to industry.

Project Assessment

The evaluation design for return to industry is tripartite. One part is formative; two parts are summative. The formative component is an on-site

assessment conducted by the Dean of Instruction or the participant's division head. The assessment is based on the objectives stated in the proposal document. The visitation is structured to include observation of the faculty member at work, discussion with the on-site supervisor, and dialogue involving the faculty member, supervisor and college evaluator. A summary report is prepared by the evaluator, reviewed by the faculty member and supervisor, then included in the project package.

The initial summative component is a review and evaluation report prepared by the on-site supervisor and reviewed by the faculty member. Content includes the impact that the faculty member's activity had on the operation of the host business or industry. Again, this report is reviewed by the faculty member and college supervisor, then included in the project package.

The final summative component is a plan prepared by the faculty member analyzing how the return to industry experience will be integrated into the teaching responsibility of the faculty member. The college supervisor reviews the plan, then adds it to the package to complete the project.

A review of the outcomes of the 1978 projects reveals the strength of the return to industry concept. The first outcome worthy of mention is that each participant was able to perform a service for the host business or industry. The on-site supervisors indicated that these tasks were desirable but of insufficient priority to be assigned to full-time personnel. Therefore, both the faculty member and the host benefitted. Another outcome was the increase in understanding that developed between the host and the college. Most of the on-site supervisors indicated a degree of apprehension

regarding the project at the outset. The concern was replaced with genuine respect for the expertise and diligence of the faculty members. A positive result of the increased understanding has been more placements for program graduates with those businesses and industries that participated in return to industry. Finally, hosts were unanimous in requesting continued participation. They indicated that the original participant was welcome to return. Further, they desired to have other faculty work with them. They have even requested participants from specific programs. A preliminary review suggests that the initial application of return to industry was fruitful. Participating faculty were unanimous in their enthusiasm for the project and evidenced no difficulty in applying their learning experiences during the 1978-79 academic year. The insight developed during the 1978 cycle has improved the 1979 projects.

Project Development

The 1979 application of return to industry showed a moderate rate of growth. Ten proposals were received. Nine were approved. Among them were modification of the two that had been disapproved in 1978. Two participating faculty are repeats; both are involved with different industries, developing different skills. The project that was disapproved failed to meet funding agency guidelines. Eight occupational programs were represented in the 1979 group: Correctional Services, Police Services, Mechanical Engineering Technology, Early Childhood Instructional Aide, Nursing, Hospitality, Accounting, and Management. At the conclusion of the 1979 cycle, ten of the college's fourteen occupational programs have had a faculty member return to industry.

At the conclusion of the 1979 cycle, a third-party performance review was conducted. Several recommendations resulted which improved the conduct of the project. Members of the college staff including faculty, division heads, counselors, and administrators participated in pre- and post-project orientation and debriefing sessions. The meetings were used to increase the dissemination potential for the return-to-industry projects. Also, the reports prepared by return-to-industry participants were modified to focus on the curriculum and classroom potential of the projects. The change made it possible for other faculty to use what their colleagues had learned.

The 1980 cycle of return to industry had seven projects submitted and approved. Two new programs were represented while three faculty participated for the first time. Through 1980, twelve programs have had a return-to-industry experience.

The 1981 cycle of return to industry had six projects submitted and approved. One new program was represented and three faculty participated for the first time. Through 1981 thirteen programs have had a participant in a return-to-industry experience.

During the 1981-82 academic year the return-to-industry concept was expanded using funds provided by MSDE-DVTE. Each community college in Maryland was provided with funds to initiate visitations to businesses or industries of one or two days' duration. Hagerstown had two faculty members participate. As a result of their efforts, several groups of representatives from businesses and industries were subsequently invited to the college to meet with faculty and staff to plan future college/industry cooperation. The concept of return to industry has caught on and continues to meet the staff development needs of occupational faculty.

Conclusion

Howard R. Bowen, in the W. K. Kellogg Foundation 50th Anniversary Lecture, offers a goal for community college education in the 1980's: "...each person has the right, and the obligation, to achieve the highest personal development of which he is capable. Higher education is an effective instrument of personal development, and it must be committed to the goal of personal development."[9] For the new clients of the community college, personal development means access to the world of work. The return-to-industry model assists occupational faculty in fulfilling client expectations. One hundred and forty-two years ago, Ralph Waldo Emerson described the scholar as a person who "must take up into himself all the ability of the time, all the contributions of the past, all the hopes of the future. He must be an (sic) university of knowledges."[10] As community college faculty members face the 1980's, the university of knowledge concept remains valid. Staff development is a critical support system; return to industry is emerging as a component critical to successful staff development.

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* * * * *

FACULTY NEEDS ANALYSIS INSTRUMENT

COMPREHENSIVE STAFF DEVELOPMENT PLANNING MODEL

NORTH CAROLINA
Department of
COMMUNITY COLLEGES

Raleigh, North Carolina

INDIVIDUAL COMMITMENT SHEET

Name: _____

Position: _____ Department: _____

I. PROFESSIONAL DEVELOPMENT OBJECTIVES FOR YEAR:

1. _____
2. _____
3. _____
4. _____
5. _____

II. INSTITUTIONAL ACTIVITIES IN WHICH I WILL PARTICIPATE. (ACTIVITIES WHICH ARE INCLUDED ON THE QUARTERLY CALENDARS)

	Activity	Quarter
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

III. OTHER ACTIVITIES IN WHICH I WILL PARTICIPATE ON MY OWN OR WHICH ARE NOT INCLUDED ON THE QUARTERLY CALENDARS. (graduate school, professional meetings, seminars, etc.)

	/ity	Quarter
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Signature _____ Date _____

HAGERSTOWN JUNIOR COLLEGE

RETURN TO INDUSTRY
MARKET ANALYSIS SURVEY

HAGERSTOWN JUNIOR COLLEGE

RETURN TO INDUSTRY
MARKET ANALYSIS SURVEY

Firm Name _____

Address _____

Telephone Number _____

Person Interviewed _____ Title _____

Type of Business or Industry _____

_____

Number of Employees _____ Female _____ Male _____

Employment Qualifications:

Education _____ Experience _____

_____ _____

_____ _____

Source of Employees _____

_____

How many additional employees will be hired in each of the next five years?

1981	1982	1983	1984	1985

Employee Training:

Does your firm have a training program for new employees? ____ yes ____ no

If yes, who conducts the program? _____

_____

Does your firm have a need for skill upgrading? ____ yes ____ no

If yes, please list skills needed. _____

_____

_____

Does your firm have a training program for current employees?

___ yes ____ no If yes, who conducts the program? _____

_____

Does your firm fill advanced, skilled, or supervisory positions from within the company? ____ yes ____ no

If yes, please describe the training for such advancement. _____

_____

_____

Listed below are general categories of employees. Please list the type of training you have and that which is needed by category.

Category	Training Extant	Training Needed
Managers		
Supervisors		
Sales Personnel		
Financial Staff		
Technicians		
Line Employees		
Secretaries		
Maintenance		
Other		

PROJECT REPORT

SHARING RESOURCES...POSTSECONDARY EDUCATION AND INDUSTRY COOPERATION

Project Director: Catharine P. Warmbrod

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1981

Guidelines for Industry-Education Cooperation

The reports of the many exemplary programs and practices of industry and educational collaboration from across the country were analyzed to ascertain what made them successful. The practitioners involved with these programs were asked on the questionnaire to identify what they considered to be the critical elements for success in their programs. From this body of information, the following guidelines have been formed to help other colleges who wish to implement new collaborative efforts with industry or expand present efforts.

1. There must be clear, concise communication between key persons in industry and education. This communication requires that the persons in industry and education understand each other's roles and responsibilities and what each can offer.

2. Excellence in teaching is essential. The instructor must have knowledge of the business/industry and know how to gain the respect of and relate to the worker-students.

3. There must be institutional flexibility in meeting the needs of industry. There must be flexibility in scheduling courses, in assigning faculty, and in designating locations where courses can be offered. Program times, length, and location must be consistent with user hours and needs. Flexibility is needed also in selecting the mode of instruction, i.e., the delivery system.

4. Programs offered must be of high quality. When the college provides courses for industry, the programs must be up to date, relevant, and of high quality. It is particularly effective when the courses are specifically tailored to the needs of the company. All parties should agree on course content.

5. Appropriate, active advisory committees are important. Industry's support and guidance in developing and maintaining programs are essential. There must be willingness of key industrial personnel to volunteer time and resources.

6. Education should have a quick response time in meeting industrial needs. This requires institutional flexibility and the knowledge and skill of involved college personnel. Short term and modular courses can help provide quick delivery and successful outcomes.

7. There must be recognition of mutual needs. To warrant the time, effort, and resources required for collaboration, the need and benefits must be clearly perceived. The vision and persistence of interested parties is required. It takes the dedication of individuals in both education and industry to make it work.

8. The support of administrators and faculty within the college is required to successfully serve industry. Administrators and faculty must see this as part of their institutional mission and recognize the benefits.

9. Careful and thorough planning in each cooperative effort is essential. A good survey of industrial needs and a realignment of educational objectives to meet those needs contribute to serving industry successfully. By careful planning, return on effort is maximized.

10. A clearly written agreement or contract helps achieve successful completion of joint endeavor. When the duties and responsibilities of each party are clearly delineated, misunderstandings are reduced and performance is improved.

11. There should be continued evaluation of the program to update and improve it. By assessing each program as it progresses and at the end of the course of study, content, procedures, and management of effort should improve.

HAGERSTOWN JUNIOR COLLEGE

PROCESS MODEL
OF
RETURN-TO-INDUSTRY INSERVICE PROGRAM

BARBARA H. KLINE
Graduate Leadership Development Program
Virginia Polytechnic Institute and State University
Vocational Education
Blacksburg, Virginia

BUSINESS/INDUSTRY ARENA		EDUCATIONAL ARENA
	1--AWARENESS--1	
1.1 Contact by Instructor 1.2 Contact via Advisory Committee Member 1.3 Contact by Administration		1.1 Advertised by Administration 1.2 Advertised by Staff Development Committee
	2--COMMITMENT--2	
2.1 Management Endorsement 2.2 Acceptance of Instructor		2.1 Administrative Endorsement 2.2 Reason for Return-to-Industry
	3--PREPARATION--3	
3.1 External Preparation a. Consult with instructor b. Letter of intent to college 3.2 Internal Preparation a. Examine/determine areas of need/expectations b. Match needs of organization and instructor c. Cost to business/industry		3.1 External Preparation a. Make business/industry contact b. Establish objectives 3.2 Internal Preparation a. Write proposal/objectives b. Receive approval c. Funding
	4--PARTICIPATION--4	
4.1 Role of Business/Industry 4.2 Activities Presented 4.3 Informal Feedback 4.4 Formal Summative Evaluation		4.1 Role of Vocational Instructor 4.2 Activities Performed 4.3 Difficulties Encountered During RTI 4.4 Informal Feedback 4.5 On-Site Evaluation 4.6 Summary Report by Vocational Instructor

Figure 1. Collaborative Process of the Return-to-Industry Inservice Program

5--IMPACT--5

5.1 Measureable Results
- a. Filled Labor Shortage
- b. New Procedure
- c. Ongoing Activity/Project
- d. Training Programs

5.2 Nonmeasureable Results
- a. Community Involvement
- b. Informal Link/Resource

5.3 Future Return-to-Industry Plans

5.1 Measureable Results
- a. Curriculum Development/Improvement
- b. Ongoing Activity/Project
- c. Recruitment of HJC Students

5.2 Nonmeasureable Results
- a. Increased Professional Credibility
- b. Informal Link/Resource
- c. Personal Changes/Insights

5.3 Future Return-to-Industry Plans

Figure 2. Impact of the Return-to-Industry Inservice Program

HAGERSTOWN JUNIOR COLLEGE

RETURN TO INDUSTRY
PROPOSAL FORMAT

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

Return to Industry
Proposal Format

I. Subject Matter Area

A. Indicate in brief compass the specific area of specialization to be reviewed, updated or increased.

B. Specify how the proposed project will be applied in your teaching area.

C. Indicate the length of time since your last involvement in industry.

II. Objectives

A. Identify what you plan to do.

B. Indicate the time frame required to accomplish the task.

C. List any specific resources necessary to accomplish the task.

III. Location

A. Where will the project be conducted?

B. Is the business, industry or agency willing to host you while you conduct the project? Please provide evidence of the commitment, preferably in writing.

IV. Evaluation

A. A report detailing the accomplishments of the project will be submitted to the Office of Instructional Affairs.

B. An assessment of the individual's activity will be submitted to the Office of Instructional Affairs by the host agency representative.

C. An on-site visit will be made by a college representative during the project.

OIA/Revised 1-23-80

HAGE^STOWN JUNIOR COLLEGE

CRITERIA FOR EVALUATING
RETURN-TO-INDUSTRY PROPOSALS

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

Criteria for Evaluating
Return to Industry Proposals

Return to Industry projects are selected for funding using the following criteria:

_____ 1. The length of time that an instructor has been out of the industrial setting:
   a) Initial return — 10 points
   b) First return less than four weeks — 7 points
   c) Completed four weeks — 5 points

_____ 2. A description of the technological advances or revisions that have occurred within the industry since the instructor last worked in the industry which change significantly that industry's production design or delivery system.
15 points

_____ 3. Demonstration that the changes within the industry are related to skills or knowledge needed by the student and, therefore, required of the instructor.
15 points

_____ 4. Availability and willingness of an industry to provide the learning experience needed by the instructor. The proximity of the industry and the comprehensiveness of the experience will be taken into consideration.
10 points

_____ 5. The comprehensiveness of the industrial experience package prepared by the instructor. Particular attention will be paid to the integration of the industrial learning experience and the skills and knowledge to be transmitted to the students.
10 points

60 points total

OIA/Revised 1-23-80

SPARTANBURG TECHNICAL COLLEGE

RETURN TO BUSINESS/INDUSTRY AGREEMENT

Jane V. Reece
Project Developer
Spartanburg Technical College
Spartanburg, South Carolina

SPARTANBURG TECHNICAL COLLEGE

RETURN TO BUSINESS/INDUSTRY AGREEMENT

This agreement made and entered into by _____ (Instructor) and between _____ (Name of Business/Industry) and Spartanburg Technical College.

WITNESSETH: The above-named employer has formed an agreement for the purpose of providing an opportunity for our instructor to return to Business/Industry in order that he or she may update his or her technical knowledge and skills which will improve curriculum content at Spartanburg Technical College.

FIRST: The return to Business/Industry is for the period_____ through_ _____.

SECOND: The instructor shall be placed in a business or industry relevant to his or her area of technical expertise.

THIRD: The instructor is covered by Workmen's Compensation through the State of South Carolina. If an accident occurs during this period, it should be reported to Spartanburg Technical College's Personnel department. The First Report of Injury will be submitted to the college by the employer. The claim will be processed by the college Personnel Office. The employer is not liable for any Workmen's Compensation claims for this instructor.

FOURTH: The employer will not make any wage or salary payments to the instructor. The instructor remains an employee of the college and is paid by the college. The employer may or may not maintain personnel records on the instructor.

FIFTH: It is understood that the instructor will return to his or her regular duties at Spartanburg Technical College at the end of the period specified in the agreement.

This Return to Business/Industry Agreement is entered into according to the foregoing provisions on this _____day of _____, 1979.

_____
Instructor
Spartanburg Technical College

_____
President

Spartanburg Technical College
P. O. Drawer 4386
Spartanburg, S. C. 29303

_____
Employer

_____
Title

_____
Company Name

_____
_____
_____
Company Address

HAGERSTOWN JUNIOR COLLEGE

RETURN TO INDUSTRY

ON-SITE EVALUATION SURVEY

HAGERSTOWN JUNIOR COLLEGE

Return to Industry
On-Site Evaluation Survey

1. Name _____

2. College position _____

3. Company(ies) visited _____

_____

_____

_____

4. Total length of RTI _____

_____

5. Describe your role in the company(ies) you visited.

_____

_____

_____

_____

6. Describe the value of the RTI to your teaching rule.

_____

_____

_____

_____

7. Describe the value of the RTI to your professional development.

_____

_____

_____

_____

8. What changes will be made in your teaching/curriculum design as a result of your RTI experience?

_____

_____

_____

_____

9. How could the RTI experience be improved?

_____

_____

_____

_____

10. If the opportunity were available, would you return to industry again?

_____ yes _____ no

11. Comments _____

_____

_____

_____

PERFORMANCE REVIEW

FOR

RETURN TO INDUSTRY FOR CAREER FACULTY
August 14 & 15, 1979

Prepared by

Regional Education Service Agency
of Appalachian Maryland
13202 Sixth Avenue
Cresaptown, Maryland
21502

Performance Review
Return to Industry for Career Faculty

Dates of Performance Review: August 14 & 15, 1979

Grantee: Hagerstown Junior College (HJC)

Review Team Members: Dr. Eugene Hall, Team Coordinator
Educational Associate for Research & Evaluation
Regional Education Service Agency of Appalachian Maryland

Dr. Joseph DeSantis
Specialist in Post Secondary and Adult Education
Division of Vocational-Technical Education
Maryland State Department of Education

Mr. Edward Hasenbuhler
Director of Educational Data Processing
Allegany Community College

Mr. Don L. Zink
Small Business Institute
Frostburg State College

Project Objective:

To provide opportunities for the professional career faculty of the college to reinforce, update, or expand the knowledge and skills required to keep current with changing technology within their profession.

Administration/Management:

1. What is the role of the project director with faculty member and on-site supervisor?

2. How does the Return to Industry Program relate to the institutional goals of HJC?

3. What provisions are planned for project continuation after Federal funding terminates?

Program Implementation:

1. How are faculty members selected for participation in the Return to Industry Program? How many have participated?

2. What is the process utilized to determine business or industry placement?

3. What role does industry or business have in the program? How are they selected?

4. Does the length of time a faculty member participates in the program have a direct relationship on the success of the experience?

5. How is the industrial or business experience package developed prior to a faculty member's placement? How are proposals reviewed and ranked? Is the length of time the faculty member has been away from the industry or business setting a factor in selecting participants?

6. What projects have been completed by the faculty members?

7. What evidence is available to determine whether the faculty members are better preparing technicians to enter a work environment and to be productive on the job in a minimum amount of time? Have students been placed as a direct result of this experience?

8. What benefits do the on-site supervisors derive from the program?

9. To what degree have courses been revised as a result of the expanded knowledge, skills and experience of the faculty members?

10. How is the assessment report, prepared by the on-site supervisor, utilized? What specific components does the report address?

11. What type of follow-up occurs between the faculty member and the on-site supervisor after the project terminates?

12. What follow-up has occurred to determine how the application reports were utilized by the faculty in the classroom setting? Departmental and/or inter-disciplinary impact?

13. How is the area of sex equity addressed in the program?

Internal Evaluation/Dissemination

Internal Evaluation

1. What types of internal evaluation activities are being implemented to insure the accomplishments of program objectives?

2. Are reports (feedback), both formal and informal, evident?

3. To what extent are evaluation reports used to make project decisions? Examples:

Dissemination

1. How have program results been disseminated?

2. What resources are required for replication purposes?

RETURN TO INDUSTRY

CASE STUDY

John A. Ziegler
Assistant Professor, Business Administration
Hagerstown Junior College

Bob Edwards, age 34, is an accountant. At least he was an accountant until seven years ago. That's when he left the industrial accounting job he'd held for five years to teach accounting full time in a college. And that's what bothered Bob. Not the teaching of accounting. He liked that. But the "was an accountant" description troubled him. Could you still be considered an accountant if you taught it rather than did it?

That question was foremost in Bob's mind when he and a number of other teachers in his school met to learn more about the school's new "return-to-industry" program. The school had received a grant that would pay certain of its teachers to spend several weeks "observing and doing" in a local organization involved in the teacher's teaching specialty.

Bob was very interested in this return-to-industry idea, so he made arrangements to meet with the controller of his community's second-largest industry, A.C.F. Corporation, to discuss the return-to-industry program. The controller liked it for two reasons. First, he was sure Bob could bring to A.C.F. new ideas about the operation of an industrial accounting function. And second, the controller realized that the return-to-industry could indirectly improve the quality of new college graduates hired by A.C.F. by improving Bob's ability to teach them accounting.

So, Bob and the controller worked out the following schedule for a one-month "return":

Bob Edwards
Return-To-Industry Schedule
June 3 through June 28
A.C.F. Corporation

June 3 and 4:	Work with Ed Davis in payroll accounting.
June 5 and 7:	Work with Joyce Cooper in general accounting.
June 10 - 12:	Work with Don Daniels and Fred Tarrell in cost accounting.
June 13 and 14:	Work with Jim Knight in data processing.
June 17 and 18:	Work with Betty Hummer in inventory control and production control.
June 19:	Talk to various people in the sales department.
June 20 and 21:	Work with Gordon Lewis in engineering.
June 24 - 28:	Work on special project--Investigation of input data into weekly cost reports to evaluate accuracy of data in reports.

Bob explained to the controller that this schedule they had worked out, along with a justification for the return to industry and a plan for evaluation of its success, would be submitted in the form of a proposal to a return-to-industry

committee at the college. Bob and the controller both expressed hope that the proposal would be approved by the committee and felt optimistic that it would.

Following is the proposal that Bob submitted to the committee:

Bob Edwards
PROPOSAL FOR A RETURN-TO-INDUSTRY EXPERIENCE
A.C.F. Corporation

Rationale: Teaching faculty, especially in "career" areas like accounting, can best serve their student clients by providing them not only with theory but also with up-to-date information on current practice. Teachers can find a great deal of such information on current practices in the various journals. However, to bolster this information, they need periodic exposure to actual accounting operations performed in industry. It is for this purpose that I request a return-to-industry experience.

Schedule: June 3 through June 28. See attached sheet for details.

Evaluation: Upon completion my experience will be evaluated through two reports submitted to the college Dean: one by the A.C.F. Corporation controller and one by me. In his report the A.C.F. controller will describe my activities at A.C.F. and will make comments about them. In my report I will discuss the impact of the experience on my teaching activities at the college.

The college's committee approved Bob's proposal, and two months later, on June 3, Bob arrived for work at A.C.F. When Ed Davis, A.C.F.'s supervisor of payroll accounting, walked into his office at 8:30 that morning, Bob was waiting for him. Ed introduced Bob to the people who worked in the department, and Bob spent the next two days talking to them, attending meetings with them, helping them with bits and pieces of their jobs, and generally finding out what they were doing. Since Bob was a personable guy and obviously knew accounting, he had no trouble fitting in. In fact, he sensed that his new "co-workers" really enjoyed expounding about their jobs and about A.C.F. Bob even became part of the organization's "grapevine" and heard all the latest A.C.F. gossip. It was really good, he thought, to get back into the industry side of accounting after seven years on the outside.

Bob's experiences in the rest of A.C.F.'s accounting departments turned out to be very much like his experiences in payroll. He continued to talk to people, watch them work, and do some A.C.F. work himself.

It was now June 24 and according to Bob's schedule, it was time to get started on his special project--the investigation and evaluation of cost report input data. Bob spent the entire first day of the project collecting random samples of original production cost reports. Although in some cases the reports were easily available, most of the time he had to track down the

production supervisor who had originally completed the report, then wait while the supervisor located it, usually buried on a cluttered desk. While this first day on the project was interesting, the second day was not. For seven hours Bob tediously transferred report data to worksheets he had developed for the project. Bob's third and fourth days, however, made it all pay off. While comparing his worksheets with computer runs, he discovered a number of variances in the cost reports. These variances occurred, he further discovered,, because of the production supervisors' inclusion of the wrong data in their original reports. Although this was no fault of the supervisors--they were simply providing information requested on the report forms--the resulting bad data had for a long time influenced managements' decisions. Bob's project, everyone at A.C.F. agreed, had been an unqualified success.

Bob spent his final day at A.C.F. saying thanks and goodby to all of the people he had worked with for the past month. With a few exceptions, he liked them all. In fact, in a way, he envied them. A.C.F. was an interesting place with a lot going on. But a lot was happening back at his college too, and being "on the other side of the fence" for awhile renewed his conviction that he liked teaching and working at a college. It would be good to get back.

Later the Dean at the college was looking over A.C.F.'s report on Bob's return to industry. The report had been sent to the college by A.C.F.'s controller, as agreed to earlier by Bob and the controller and as specified in Bob's return-to-industry proposal. The report described Bob's activities at A.C.F., noted the help Bob had given A.C.F. through his project, and mentioned that A.C.F. would be glad to have Bob back for another "return." In fact, the controller reported that A.C.F. wouldn't mind considering other of the college's faculty members for future "returns." A.C.F. would even consider paying them for their work if the college had difficulty getting a return-to-industry program funded.

The Dean also had on file Bob's own evaluation of his return to industry, as specified in Bob's proposal. Bob cited examples of course changes he would make and new classroom approaches he would try as the result of his A.C.F. experience.

But it wasn't until Bob got back into the next semester's teaching that he was able to confirm another, less tangible, benefit from his return to industry. Earlier that year when he had first considered such a return, he was concerned whether one could be a full-time teacher and still he thought of as an accountant. Now, referring on numerous occasions both inside and outside the classroom to his A.C.F. experiences, he felt like the accountant he knew he was. And with the help of periodic return-to-industry experiences in the future, it looked like the feeling would last.

MISSISSIPPI STATE UNIVERSITY

NEEDS ASSESSMENT

COMPREHENSIVE VOCATIONAL TEACHER EDUCATION PROGRAM
FOR THE MISSISSIPPI ARC REGION
INDUSTRIAL AND OCCUPATIONAL EDUCATION DEPARTMENT
MISSISSIPPI STATE UNIVERSITY

April 22, 1981

Mr. Michael H. Parsons
Dean of Instructional Affairs
Hagerstown Junior College
Hagerstown, Maryland 21740

Dear Mr. Parsons:

Thank you for the information on the Hagerstown Junior College Return-to-Industry project; it has been most helpful. Thank you also for providing me with Ms. Kline's name and address.

I am enclosing a copy of the initial assessment made for our project and its results as you requested. The composite results are shown and then the results are broken down by degree teachers, non-degree teachers, and post-secondary teachers, and profiled by years of teaching experience. Results were also compiled by individual vocational center needs to better enable us to serve them.

I am currently compiling a directory of industries in the 20-county ARC region of Mississippi who will cooperate with our efforts to maintain and upgrade skills for vocational teachers; I would be glad to forward a copy to you upon completion, if you like.

Thank you again for your help.

Sincerely,

Becky Bowen

Becky Bowen
Training Coordinator

BB/tmb

Enclosures

DRAWER NU MISSISSIPPI STATE, MISSISSIPPI 39762 TELEPHONE 601-325-2236

RESULTS OF VOCATIONAL TEACHER NEEDS ASSESSMENT

Name of Center: _____ Number of Teachers Surveyed: _____

GREAT TO MODERATE NEED		SLIGHT TO NO NEED	
No.	Percent	No.	Percent

1. Assistance in analyzing a job or occupation
2. Assistance in developing appropriate course aims, goals and objectives.
3. Assistance in developing a course of study, instructional units or lesson plans.
4. Assistance in developing and using instructional sheets more effectively.
5. More knowledge about the types and uses of teaching aids.
6. Information about how to prepare and use audio-visual materials more effectively.
7. More knowledge about the application of principles of learning as applied to teaching.
8. More information about effective methods and techniques for teaching vocational subjects.
9. More knowledge about teaching at students' rate and level of learning.
10. More knowledge on how to motivate students to learn.
11. More information on how to promote proper student conduct and discipline in the classroom.
12. More information about evaluating and recording students' achievement.
13. More information about establishing and implementing procedures for evaluating classroom/laboratory activities and courses of instruction.
14. More information about selection of learning activities on the basis of students' needs, aptitudes, interests, and abilities.

GREAT TO MODERATE NEED		SLIGHT TO NO NEED	
No.	Percent	No.	Percent

15. A Better understanding of methods and techniques of teaching the disadvantaged and/or handicapped student.
16. Assistance on how to elinimate sex stereotyping in vocational education.
17. Assistance in developing and implementing an effective safety program.
18. More knowledge on individualizing instruction and selection of supportive materials.
19. Greater knowledge about the objectives of vocational education.
20. More information on my responsibilities for assisting students through counseling and job placement.
21. More information about federal, state, and local laws pertaining to vocational education.
22. More knowledge about state certification and/or licensing requirements.
23. Assistance in selecting tests and reference materials.
24. Assistance in developing supply and equipment lists.
25. A better understanding of the procedures for obtaining and managing classroom/laboratory supplies and equipment.
26. More information about how to work effectively with craft/advisory committees.
27. More information about effective classroom and laboratory organization and management.
28. Information on how to assist students in developing an appreciation for an occupation.
29. Training on how to communicate more effectively.
30. More knowledge about adolescent (secondary students) psychology and its application in the classroom.

GREAT TO MODERATE NEED		SLIGHT TO NO NEED	
No.	Percent	No.	Percent

31. More knowledge about adult (post secondary students) psychology and its application in the classroom.

32. More information about student organizations and activities as learning experiences.

33. More information about student placement and follow-up practices and procedures.

34. Assistance in establishing and maintaining effective relationships with public officials, business, industry, colleagues, and the general public.

35. Information about how to obtain and use community resources.

36. Information about sources of free supplies, equipment, and instructional materials.

37. More information about professional organizations relating to my service area.

38. More information about industrial training programs which might be available to me.

39. Assistance in maintaining and upgrading my skills in my service area.

40. More information on the importance of developing and maintaining effective interpersonal relations between teachers and students.

COMPOSITE PROFILE OF ALL VOCATIONAL TEACHER NEEDS

	GREAT NEED		MODERATE NEED		GREAT + MODERATE		SLIGHT NEED		NO NEED	
QUESTION 36	105	49.3	58	27.2	161	77.0	42	20.1	6	2.9
QUESTION 10	63	30.1	79	37.8	142	67.9	44	21.1	23	11.0
QUESTION 21	55	26.3	72	34.4	127	60.8	57	27.3	25	12.0
QUESTION 38	54	25.8	70	33.5	124	59.3	56	26.8	29	13.9
QUESTION 15	51	24.4	69	33.0	120	57.4	46	22.0	43	20.6
QUESTION 39	54	25.8	64	30.6	118	56.5	68	32.5	23	11.0
QUESTION 35	38	18.2	70	33.5	108	51.7	71	34.0	30	14.4
QUESTION 9	34	16.3	69	33.0	103	49.3	75	35.9	31	14.8
QUESTION 14	24	11.5	78	37.3	102	48.8	80	38.3	27	12.9
QUESTION 28	33	15.8	67	32.1	100	47.8	82	39.2	27	12.9
QUESTION 34	38	18.2	58	27.8	96	45.9	70	33.5	43	20.6
QUESTION 29	33	15.8	61	29.2	94	45.0	78	37.3	37	17.7
QUESTION 26	36	17.2	57	27.3	93	44.5	86	41.1	30	14.4
QUESTION 8	22	10.5	71	34.0	93	44.5	78	37.3	38	18.2
QUESTION 20	23	11.0	65	31.1	88	42.1	84	40.2	37	17.7
QUESTION 30	25	12.0	59	28.2	84	40.2	67	32.1	58	27.8
QUESTION 18	21	10.0	63	30.1	84	40.2	92	44.0	33	15.8
QUESTION 13	19	9.1	61	29.2	80	38.3	100	47.8	29	13.9
QUESTION 33	22	10.5	58	27.8	80	38.3	95	45.5	34	16.3
QUESTION 37	34	16.3	46	22.0	80	38.3	68	32.5	61	29.2
QUESTION 22	35	16.7	44	21.1	79	37.8	62	29.7	68	32.5
QUESTION 40	24	11.5	54	25.8	78	37.3	87	41.6	44	21.1
QUESTION 31	23	11.0	54	25.8	77	36.8	77	36.8	55	26.3
QUESTION 32	19	9.1	57	27.3	76	36.4	87	41.6	46	22.0
QUESTION 5	22	10.5	54	25.8	76	36.4	98	46.9	35	16.7
QUESTION 12	16	7.7	58	27.8	74	35.4	93	44.5	42	20.1
QUESTION 7	11	5.3	62	29.7	73	34.9	100	47.8	36	17.2
QUESTION 3	25	12.0	45	21.5	70	33.5	76	36.4	63	30.1
QUESTION 2	20	9.6	48	23.0	68	32.5	86	41.1	55	26.3
QUESTION 25	21	10.0	45	21.5	66	31.6	83	39.7	60	28.7
QUESTION 6	18	8.6	45	21.5	63	30.1	98	46.9	48	23.0
QUESTION 16	17	8.1	42	20.1	59	28.2	64	30.6	86	41.1
QUESTION 1	15	7.2	44	21.1	59	28.2	89	42.6	61	29.2
QUESTION 11	15	7.2	43	20.6	58	27.8	90	43.1	61	29.2
QUESTION 4	10	4.8	47	22.5	57	27.3	93	44.5	59	28.2
QUESTION 27	13	6.2	44	21.1	57	27.3	111	53.1	41	19.6
QUESTION 17	11	5.3	45	21.5	56	26.8	90	43.1	63	30.1
QUESTION 23	13	6.2	41	19.6	54	25.8	94	45.0	61	29.2
QUESTION 24	18	8.6	35	16.7	53	25.4	86	41.1	70	33.5
QUESTION 19	13	6.2	38	18.2	51	24.4	91	43.5	67	32.1

COMMUNITY FOLLOW UP

MORNI:G HERALD Wednesday, September 9, 1981

Antietam Creek study encouraging

By BILL ANDERSON

Antietam Creek is a stream that has played a large role in the history of Washington County. Along its banks one of the Civil War's bloodiest battles was fought. The Union Army in keeping with its policy of naming battles after the nearest town, caled it the Battle of Sharpsburg. The Confederate Army called the engagemen. the Battle of Antietam.

The Antietam drains a large portion of Washington County and becuase of this it has been assumed by many that the stream was in poor ecological condition. Certainly in no condition to support clean-water species such as trout.

Outdoors

The last in-depth survey of the water quality of the Antietam was conducted by the federal government in July 1966. So in order to get a more up-to-date picture of the current condition of the stream, a survey was intiated by the Department of Natural Resources, Cold Water Program, under the direction of David Waronecki. The study was conducted by Dr. William Elliott and Dr. Richard Montgomery, both biology professors at Hagerstown Junior College.

The study was supported by HJC under a return-to-industry which enables college professors to work in their respective fields during summer recess.

Elliott and Montgomery conducted their survey at four stations along the Antietam: Battletown Road, Old Forge Road, Funkstown Bridge, and Burnside Bridge. The principal task was collecting aquatic insects. The insects found in a stream are a very reliable indicator of the water quality because certain insects are not tolerant to pollution and are not found in unpure waters. The scientists also took water samples to be analyzed for chemical pollutants.

The results of the survey sheds new light on the current status of Antietam Creek and would seem to point out a fine resource to be utilized and proctected.

The biologists found large numbers of caddisflies and mayflies — both types intolerant of polluted water — and both types a prime feed for trout. Elliott pointed out that the presence of these insects is significant because the life cycle of some of these flies is such that they spend over a year in the stream and are a good indication of long-term purity.

"The study of stream insects gives a pretty complete picture of water quality," said Elliott. "This is better than just taking water samples because the insects are in the stream for such a long time."

When asked if he expected the stream's water quality to be so good Elliott admitted to some suprise. "I'd have to say that I was a little surprised at the number of caddisflies and the different species of mayflies," he said. "The stream doesn't look like all that much, but the quality is very good."

Dave Waronecki, Director of Coldwater Fisheries, says the study was very helpful to the state's trout program and points out another good prospect for future developement. "We considered the Antietam a stream with potential," said Waronecki, "but we didn't know just what the water quality was. Now with the cooperation of the junior college we have confirmation that the Antietam is in good shape and we are excited about its potential.

"In past years we have stocked a limited number of fingerling fish in the Antietam and they have shown very good growth rates," continued Waronecki. "We plan to pursue further development ot the Antietam as a trout fishery. In fact, we are already talking with the National Park Service about possibly stocking some fish near Burnside Bridge next season."

Trap Shooting - Issac Walton Clubgrounds every Wednesday evening starting 6:30. Free instruction for beginners. Shotshells available. Contact Ron Shank 790-1226.

Hunters Safety Course - Sept 15-17, 6 p.m. till 9 p.m. Contact Ron Shank 790-1226.

p. o. box 1945, hagerstown, maryland 21740
301-733-0330

September 17, 1981

David Lee
Psychology Department
Hagerstown Junior College
751 Robinwood Drive
Hagerstwon, MD 21740

Dear David:

I have been trying to reach you recently on a couple of items. One is that, if you would still be available any time this fall or winter to present another in-service training at Brook Lane on the subject of Depression, we would still be very interested in having you do that. I think your presentation of the Learned Helplessness Model of Depression was well received, and would be well worth repeating. Also, as part of the presentation, you could give an outline of the depression-education group that you conducted here at Brook Lane last year.

Regarding the depression-education group, now that I am back into direct clinical services here at Brook Lane, I would be very interested in beginning such a group for the patients here. With that in mind would like to retain a few hours of your time as consultant to Brook Lane, so that you could acquaint me with your outline for the group and I could educate myself to the point where I could lead such a group in the near future.

Please let me hear from you.

Sincerely,

Bruce Jennings, Ph. D.

BJ/vs