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**The status of faculty development programs in community
colleges in the state of Washington**

Anderson, Shirley Esther, Ed.D.

University of Washington, 1989

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**The Status of Faculty Development Programs
in Community Colleges in the State of Washington**

by
Shirley Esther Anderson

**A dissertation submitted in partial fulfillment of
the requirements for the degree of**

Doctor of Education

University of Washington

1989

Approved by John P. Smith
(Chairman of Supervisory Committee)
Steve Olson
Donald T. Adkins
Reza Moirpour

Program Authorized
To Offer Degree College of Education
Date October 24, 1989

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Doctoral Dissertation

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Date October 24, 1989

University of Washington

Abstract

**The Status of Faculty Development Programs
in Community Colleges in the State of Washington**

by Shirley Esther Anderson

**Chairperson of the Supervisory Committee: Professor John P. Smith
College of Education**

This study examined the status of the faculty development programs (FDP) in Washington state community colleges. Data were gathered through a questionnaire mailed to the individuals responsible for faculty development, and tabulated results are included. Six areas were examined for specific information: (1) Practices: what FDPs emphasize; (2) Content: how FDP content is determined; (3) Coordination: how FDPs are coordinated; (4) Audience: what the audience composition is that attends the FDP offerings; (5) Funding: how the FDPs are financed; and (6) Evaluation: how the FDPs are evaluated.

Among the conclusions given were: (1) A formal FDP does not exist in each community college, although some type of faculty development does exist. (2) A college with a formal FDP will have more extensive faculty development offerings. (3) Outside consultants are not used in the needs assessment process, whether or not a formal FDP is in existence. (4) State funding and federal vocational funds are the two most common funding origins for FDPs. (5) Salary advancement and professional activity credits are the highest ranking incentives influencing attendance at FDP events. (6) A formal evaluation process with established criteria to evaluate FDPs does not exist in the majority of community colleges.

Recommendations for community colleges included: establishment of a formal needs assessment process for determining content; a protocol for selecting a monetarily reimbursed, designated faculty development coordinator; development of a formal FDP with evaluation procedure including established criteria; and encouragement of regional and statewide joint sponsorship and coordination of events.

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CHAPTER ONE

INTRODUCTION

Rationale for Study

The emphasis of faculty development has changed over the years to meet the demands of the times. Scholarly endeavors traditionally included sabbaticals and other leaves, visiting lectureships, research grants and special projects, release time, conference participation, exchanges, and colloquia (Brooks and German, 1983). Teacher inservice activities which provided continuing education and opportunities for increased scholarship formed the basis of faculty development programs. Faculty development's evolutionary process has expanded its focus from the individual faculty member to encompass a multitude of other educational concerns.

Since World War II, three major events have occurred, each changing the direction of faculty development. First, the launching of Sputnik I created a need for employees well trained in laboratory sciences, mathematics, and engineering. The efforts of faculty development now focused on updating, changing, and expanding teaching skills in selected curriculum areas. Large government grants encouraged this realignment of faculty development efforts.

The second major event shaping the focus of faculty development was the social revolution of the sixties and seventies, which brought a greater emphasis on social awareness. Generous federal support allowed accessibility to higher education by a large, diverse population of students, including an increased proportion of disadvantaged, bilingual, handicapped, adult, and other non-traditional students. Faculty members were encouraged to develop teaching skills appropriate to this new population. Generous funding of education made these programs possible. During this influx of new students, faculty development programs began to increase in the community colleges. By 1975 the American Association of Community and Junior Colleges (AACJC) was encouraging acceptance of staff development ranking it as a first priority in their annual report (Hammons, 1975).

Faculty development programs flourished throughout higher education into the late seventies. A survey analysis of faculty development program practices during the

1975-76 academic year revealed that sixty percent of the surveyed institutions had identifiable faculty development practices and forty-four percent had either an individual who handled faculty development, or a faculty development office (Centra, 1978). Some type of faculty development existed in the majority of the accredited higher education institutions by 1978 (Stordahl, 1981).

The third major event affecting the focus of faculty development programs occurred in the early eighties when funding problems arose (Brooks and German, 1983). These problems were complicated by increased government intervention in response to the public sector demanding ever-increasing accountability for educational expenditures and subsequent evaluation of faculty competence (Olswang and Lee, 1984). Lack of faculty mobility within and among institutions and curtailments in the hiring of new faculty led to potential stagnation, as well as producing an ever older faculty. Fewer faculty members performing an increased number of duties also led to greater stress and "burn-out" (Austin and Gamson, 1983). The increased government intervention and pressure for educational accountability resulted in restrictions on the faculty work environment. Coupled with increased evaluation of faculty competence, these trends were viewed by faculty members as an erosion of their autonomy and freedom (Austin and Gamson, 1983; Olswang and Lee, 1984; Carnegie Foundation, 1982). Increasing government regulations and restrictions also negatively affected the faculty members' participation and power in organizational decision making in community colleges in particular, and correlated with declining morale within faculties (Anderson, 1983).

The emphasis in faculty development has reverted back to the individual, with special attention going to arts and sciences faculty, individual growth contracts, and various other means to increase productivity (Brooks and German, 1983). This redirection of faculty development, which included career guidance, stress management, retirement counseling, organizational participation, and skills for dealing with less well prepared students came at a time when many faculty development programs had been discontinued or curtailed because of financial restrictions (Brooks and German, 1983; Gustafson and Bratton, 1983). These restrictions and subsequent retrenchment policies clouded the importance of faculty development programs.

A well-planned program is essential to combat and correctly deal with the decreased mobility of faculty, the lowered faculty morale incurred with retrenchment policies, the various stages of adult life affecting the personal and professional renewal of faculty, and the institutional needs resulting from changing enrollment patterns requiring curriculum changes. Faculty development programs are important in maintain-

ing the traditional academic values of quality, community, cooperation, institutional loyalty, and intellectual and moral leadership (Nelsen, 1983). Faculty development program practices that include (1) professional development, (2) personal development, (3) curriculum development, and (4) organizational development would assist in this maintenance of traditional academic values.

Statement of the Problem

This study examines the status of the faculty development programs in the community colleges in the State of Washington. Specific information was obtained as to (1) what faculty development program practices are emphasized, (2) how faculty development program content is determined, (3) how the faculty development programs are coordinated, (4) what the composition of the audience is that attends the faculty development program's offerings, (5) how the faculty development programs are funded, and (6) how the faculty development programs are evaluated.

Objectives of the Study

The purpose of this study is to determine the current status of faculty development programs in community colleges within the State of Washington. The objectives to be addressed have been placed under six major categories as follows:

1. Faculty Development Program Practices

Objective: to identify tendencies, commonalities, and differences in faculty development program practices among the community colleges.

2. Faculty Development Program Content

Objective: to identify the needs assessment process used to determine the faculty development program content.

3. Faculty Development Program Coordination

Objective: to establish the presence or absence of:

- (a) a faculty development coordinator
 - (b) qualifications for the position
 - (c) extent of the coordination
-

4. Faculty Development Program Audience

Objective: to determine the composition of the audience and what factors influence attendance.

5. Faculty Development Program Funding

Objective: to determine the origin, means of appropriation, and distribution of funds.

6. Faculty Development Program Evaluation

Objective: to establish:

- (a) presence or absence of evaluation procedures
- (b) criteria
- (c) use of results for evaluating programs

Benefits of the Study

A study of the status of faculty development programs in Washington state community colleges will be helpful at the local, state, and national levels. At the local level, it will be helpful for comparing an institution's programs with others. It will be helpful at the state level in identifying community college model programs and those that need assistance. Nationally, it will be helpful in developing standards for faculty development programs.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Whereas, the embryonic initiation of faculty development occurred in the 1850s (Brooks and German, 1983), the current concepts in community college faculty development programs has evolved rapidly only since the 1970s. Various faculty development program practices have been tried and the faculty development program content has grown to include professional, personal, curriculum, and organizational development. With the greater diversification of faculty development program practices and content, coordination gained in importance. Guidelines were established for the selection of the faculty development program coordinator. Along with the delineation of the faculty development program coordinator's qualifications and duties, greater emphasis was given to the audience that participates in the faculty development program activities as well as to the funding of the faculty development programs. Developments have occurred as the community colleges have been experiencing a restricted financial situation manifested in faculty retrenchment, decrease in course offerings, elimination of programs, and an accompanying demand for accountability from the public sector. This demand has led to an increasing interest in faculty development program content and evaluation.

Faculty Development Program Practices

Faculty development program practices have evolved from the inservice education practices of the teachers in the 1850s into a complex of activities. The community colleges began reflecting a change in 1969 when a national conference, held in Vincennes, Indiana that June focused on a new faculty development program (AAJC, 1969). This new program was to emphasize a change in relation to faculty development and improved instruction. Suggested means of change were to be provided through small group discussions involving interaction analysis, role playing, sensitivity training, and

use of visual aids. Released time for innovation, limited class size, constant appraisal, and revision of teaching methods were also explored.

Bergquist and Phillips (1975) grouped faculty development practices into three related components: (1) personal development, (2) instructional development, and (3) organizational development. They defined personal development practices as activities involving promotion of faculty growth, such as career counseling and interpersonal skills training. Instructional development practices included teaching diagnosis and training and curriculum development. Organizational development practices were defined as including managerial development, team building, and other activities to improve the institutional environment for decision making and teaching.

Gaff (1975) presented a model of categorizing faculty development practices similar to Bergquist and Phillips. It included organizational and instructional development, but differed in that the term "faculty" development replaced the term "personal" development. It also included activities directed toward the affective development of the faculty. Gaff also differed from Bergquist and Phillips in that he more closely focused on course and curriculum design when referring to instructional development.

A study by Centra (1978) reflected on the findings of Bergquist and Phillips' study. Centra's study further categorized the faculty development practices into the following groups: (1) high faculty involvement practices, i.e., workshops, seminars, or programs to acquaint faculty with the goals of the institution and types of students; (2) instructional assistance practices, i.e., specialists to assist individual faculty in instructional or course development by consulting on objectives and course design; (3) traditional practices, i.e., sabbatical leave, visiting scholars programs, and grants for developing new programs; and (4) emphasis on assessment practices, i.e., periodic review of the performance of all faculty members and formal assessments by colleagues for teaching or course improvement.

Nelsen (1979, 1981) viewed faculty development program practices under four areas: (1) professional development, (2) instructional development, (3) curriculum change, and (4) organizational change. Nelsen defined professional development as broadening of scholarly areas, scholarship, and improving research skills. Instructional development was defined as improving teaching skills and curriculum development as involving development of new courses such as interdisciplinary courses. Organizational development was defined as enhancing faculty renewal through changes in reward structures, committee systems, and campus-wide goals.

In reviewing the literature categorizing the various faculty development practices, the trend is toward a combination of Bergquist and Phillips (1975), Gaff (1975), Centra (1978) and Nelsen (1979, 1981) that gives four categories in the faculty development program practices: (1) professional development, (2) personal development, (3) instructional development, and (4) organizational development.

Studies determining the most common type practices used were done by Centra (1978) and Kyger (1985). Centra found that two-year colleges tended to place greater emphasis on instructional practices (i.e., teaching and evaluating student performance, application of instructional technology to teaching, and the use of audiovisual aids) than did universities and four-year colleges. The study also indicated that such traditional practices as sabbatical leaves and grants for travel were more likely to be used by universities or four-year colleges. Kyger's study (1985) indicated that the most common faculty development practices existing among the community colleges in the State of Illinois for staff and instructional staff were sabbatical improvement leave, professional travel, tuition waiver for courses taken in their own college, and workshops or seminars.

Faculty Development Program Content

The needs assessment process used in determining content of faculty development programs has come under investigation in community colleges, especially in the 1980s. The study by Cooper (1982) reported that the sources consulted most frequently in order of usage were faculty, administrators, consultants and resource personnel, institutional goal statements, faculty development staff, students, and governing boards. Cooper (1982) also reported that multiple information gathering techniques were utilized. He grouped them into three categories: (1) survey techniques, (2) evaluations or faculty performance, and (3) informal administrator observation of faculty performance. The techniques reported most effective in gathering needs data by the faculty development program director were (1) analysis or in-class videotapes, (2) interviews, (3) Delphi method, (4) evaluation by senior faculty colleagues, and (5) professional development plans.

Studies from four-year colleges and universities have mentioned the importance of the population used in assessing needs. Erdman (1981) indicated that the needs assessment for a 1975 program developed at the University of Utah could have been more effectively handled by on-campus faculty. Andrews (1980), describing perceptions of a small college consortium and differences between institutional programs of faculty

development, indicated that the faculty perceptions of faculty development practices were a much needed source of reliable data for planning development activities. A study by Bellard (1980) sought to determine if needs perceptions differed among the instructional area groups. No significant differences arose among instructional area groups. Wilburn (1983) recommended that part-time faculty should be included in the needs assessment. The survey used in the study of Washington state community colleges determined the population involved in the needs assessment process.

Faculty Development Program Coordination

The increasing complexity of faculty development program activities demands some form of coordination. Several studies examined how colleges addressed the need for coordination. Ciampa (1978), in his study of the implementation of a successful college faculty development program, noted the importance of the faculty development program coordinator working in conjunction with the college's administration and faculty. Ciampa further outlined the beneficial characteristics of a faculty development program coordinator as follows: (1) an effective teacher and scholar, a tenured associate or full professor of long standing in the institution; (2) a non-threatening personal style; (3) candid and able to accomplish goals with minimal administrative direction; and (4) a person with a high level of credibility willing to administer evaluation instruments and provide qualitative feedback to colleagues.

Newman (1981) analyzed the perceptions of faculty and administrators about faculty development practices in private, regionally accredited, two-year church related, liberal arts colleges in the United States. He proposed guidelines for faculty development programs in these institutions, as indicated from the survey results and pertinent literature review, and presented as one of his major conclusions that release time faculty members should be used to manage faculty development programs. Recommendations for establishing guidelines for faculty development program coordination arising from Newman's 1981 study were: (1) establish a faculty committee to be responsible for the faculty development program and (2) appoint a release time faculty member as a faculty development program coordinator. Newman made no mention of additional monetary compensation or method of selection for this appointed faculty development coordinator.

Coordination of faculty development programs has been tried statewide among community colleges (Preus and Williams, 1975). While benefits to program participants

were slightly more open-mindedness and a more positive attitude toward the basic community college concepts, the faculty most involved in planning and implementation of this statewide faculty development program benefitted the most. Those faculty involved in planning and implementation were termed "catalytic agents" and selected from the community colleges involved. Preus and Williams recommended that anyone duplicating this project: (1) include more lead time in selecting "catalytic agents" and in staff planning; (2) include either more funding or a more limited scope; (3) include the recruitment of at least two "catalytic agents" for each participating college; and (4) include the requirement that each "catalytic agent" form program strategies before leaving the summer session. Coordination has also been encouraged between colleges and secondary, as well as, elementary schools to promote better articulation with college curriculum (Malinowski, 1982). Malinowski's paper indicated that North Carolina State University has initiated a two-year professional development program which features coordination between the college and local county educators and that other educators are discussing plans to begin nationwide a faculty development program to coordinate the college and high school in languages.

Questions regarding release time for faculty development program coordinators have been partially addressed by Preus and Williams (1975), but questions regarding variety of offerings of the faculty development program in relation to the amount of release time available or additional monetary compensation were not addressed. The questions regarding coordination have not been fully addressed by the literature (Preus and Williams, 1975 and Malinowski, 1982) in regard to colleges with more than one campus or college per district, or, if regional coordination exists. This study addressed the above omissions through a survey that included questions addressing these issues.

Faculty Development Program Audience

Faculty development programs have expanded their offerings, but there are the major questions of who is actually attending and how effective the programs are, in promoting attendance. Kyger (1985) examined the evaluation of faculty development practices in the state of Illinois's community colleges and indicated that the participants involved in typical faculty development practices were predominantly tenured. The demographic data summary did not indicate any difference in attendance related to age of the faculty. No mention was made of the sex or departmental association of the faculty. In addition there was no reference to part-time faculty. Studies have referred to bar-

riers to faculty development programs for part-time faculty (Winter, 1981) and have recommended improvement in the access of part-time faculty to faculty development programs (Gappa, 1984), as well as development of videotaped programs to assist part-time faculty in improving their teaching effectiveness (Wilburn, 1983).

The impact of monetary or release time and other incentives to encourage attendance in faculty development programs has been commented upon in a study by Newman (1981) of faculty development in private, regionally accredited, two-year, church related liberal arts colleges in the United States. Among Newman's major conclusions was that faculty development programs provide an incentive base to encourage faculty attendance. Seldin (1976) previously had referred to financial incentives as being one of the four most commonly used approaches of faculty development programs. Other means of ensuring adequate faculty development program offerings for the faculty, as well as supplying an incentive for faculty attendance, have been the increasing inclusion of faculty development programs and practices as part of negotiated contracts, and the "tying in" of the faculty salary grid with faculty development (Adkins, 1983).

While Kyger's (1985) study mentioned composition of the faculty development program participants, no mention was made regarding part-time faculty involvement. This poses another question: Are part-time faculty excluded from participation in faculty development program offerings in the community colleges in the State of Washington?

Seldin (1976) and Newman (1981) referred to both monetary and non-monetary incentives as being an important component of faculty development programs. This raises the question of how effective are the incentives utilized in the community college faculty development programs in the State of Washington relative to the number of participants?

Adkins's (1983) study investigating collective bargaining and negotiated faculty contracts indicated a trend toward increased inclusion of faculty development practices in negotiated faculty contracts from 1972-1982. Do faculty contracts in Washington state community colleges address faculty development? If so, is there a tendency for increased inclusion of faculty development practices? This study addressed the above questions and concerns through content analysis of negotiated contracts and a questionnaire.

Faculty Development Program Funding

The funding of faculty development programs presents a concern to most educational institutions whether they are small or large. Centra (1978) discussed the origin of funding of faculty development programs for two-year colleges, four-year colleges, and universities. Estimates from 700 of the educational institutions sampled indicated that 70 percent of the total budget came from their general funds while grants from foundations or the federal government provided 20 percent. State funds provided 7 percent and other sources such as alumni or special funds provided the final 3 percent. Centra's study further indicated no significant difference in the funding source for doctoral degree granting universities and two-year colleges. The data indicated the 70 to 71 percent came from their own educational institution's general funds and 15 to 16 percent from foundations or the federal government. The data from four-year colleges differed in showing 27 percent from foundations or federal sources and only 3 percent directly from the state.

A more recent study of community colleges in Illinois, indicated that 69 percent used institutional funds only to support faculty development programs and 28 percent used both institutional and external financial sources. Only 3 percent of the community colleges were found to use external funds alone to support faculty development programs (Kyger, 1985).

Faculty Development Program Evaluation

Faculty development during the 1970s entered an era of increased demand for accountability. It is fair to say, however, that the evaluation of the effectiveness of the total faculty development program and its separate parts has generally not been adequately done (Kyger, 1985). Analysis of the evaluation practices of faculty development programs in the State of California revealed more than one model for faculty development program evaluation (Belker, 1982). Furthermore, the faculty development programs in California are not directly related to the goals and objectives of the institution (Belker, 1982). The evaluation of faculty development programs or their components has largely been done through questionnaires completed by program participants (Kyger, 1985). A case study approach to faculty development programs evaluation has been described by Milley (1979). Milley presented an evaluation plan

and data collection method involving document review, interview content analysis, sociogram analysis, and attitude questionnaire survey.

Hansen (1981) further detailed the approach to faculty development program evaluation as consisting of setting the parameters, designating the purpose, determining the stage of development of the program, and defining criteria for success. Hansen emphasized that the stage of program development determined the method of evaluation to be used. She listed methods of program evaluation to include the consultative approach, illuminative evaluation, the action-research approach, the developmental-intensive model, quasi experimental designs, the measurement-correlational model, and the historical-descriptive approach. The criteria for success as described by Hansen included increased knowledge of participants, positive reactions of participants, and improvements within the classroom or institution.

Another question to arise is, what use is made of the faculty development program evaluation? In general, determining the reasons for faculty development program evaluation entails a fair amount of knowledge regarding the program and its objectives in addition to the political and economic factors. Evaluation is practically always connected to a decision making process, including formative and summative evaluations (Hansen, 1981).

The trend toward individualized faculty development program evaluation raises another question: Have attempts at statewide coordination of faculty development program evaluations and establishment of the criteria for evaluation been attempted? Preus and Williams (1975) described a statewide coordination of individualized faculty development programs and resources which included a time-sequenced series of evaluations that continued three years after the program activities had ended. Results of this study indicated slightly more open-mindedness of the participants, as well as the formation of more positive attitudes toward the basic community college concepts.

CHAPTER THREE

METHODS

Introduction

Sections of this chapter describe the population, design of the study, data collection instrument, definition of terms, analysis of data, and limitations of the study. Twenty-five questionnaires were mailed the summer of 1988 to the individuals responsible for faculty development on their respective community college campus, as identified through the 1987 Directory of Washington Community Colleges. The cover letter and survey questionnaires are located in Appendix A and B respectively. Upon receipt of the completed survey, results were tabulated as to demographics and the six basic areas (practices, content, coordination, audience, funding, and evaluation) were investigated.

Population

The study involved the twenty-seven community colleges located in twenty-four community college districts. Twenty-five questionnaires were mailed instead of twenty-seven, since one community college consisted of three separate campuses.

The responses were provided by one of the following individuals:

- (a) The vice president or dean of instruction for each college.
- (b) The faculty development coordinator for each college or comparable representative.
- (c) The president of the campus faculty union and/or nonunion representative, i.e., faculty senate member.

The community colleges involved in the survey, although not identified individually in the results, are as follows:

District	College	Location in Washington
1	Peninsula	Port Angeles
2	Grays Harbor	Aberdeen
3	Olympic	Bremerton
4	Skagit Valley	Mount Vernon
5	Everett	Everett
6	North Seattle	Seattle
	Seattle Central	Seattle
	South Seattle	Seattle
7	Shoreline	Seattle
8	Bellevue	Bellevue
9	Highline	Des Moines
10	Green River	Auburn
11	Pierce	Tacoma
12	Centralia	Centralia
13	Lower Columbia	Longview
14	Clark	Vancouver
15	Wenatchee Valley	Wenatchee
16	Yakima Valley	Yakima
17	Spokane Community	Spokane
	Spokane Falls	Spokane
18	Big Bend	Moses Lake
19	Columbia Basin	Pasco
20	Walla Walla	Walla Walla
21	Whatcom	Bellingham
22	Tacoma	Tacoma
23	Edmonds	Lynnwood
24	South Puget Sound	Olympia

Design of the Study

The study was descriptive in design and consisted of four parts:

1. Identification of the respondent by telephone contact, pertinent college catalogues, directories, or other printed materials.
2. The mailing of a questionnaire with a cover letter to the identified respondent, followed by telephone contact within four weeks and remailing of information, as needed.
3. Telephone contact followed by personal contact where indicated, to obtain the union contract and announcements for the faculty development coordinator position, if such a position existed.

4. Tabulation and analysis of data collected.

Data Collection Instruments

The questionnaire used for collection of the study data was developed after a review of the literature (Centra, 1978; Smith, 1981; Belker, 1982; and Kyger, 1985). The format included multiple choice items, a yes/no component with an if yes or if no section for clarification, and open ended questions requiring short written answers. The survey questions were derived from the general questions under the following six categories:

1. Faculty Development Program Practices

- (a) What is the frequency of the faculty development program practices under the subcategories of professional, personal, curricular/instructional, and organizational among the community colleges?
- (b) How do the faculty development program practices vary among the community colleges?
- (c) How are the faculty development programs similar among the community colleges?

2. Faculty Development Program Content

- (a) Was a formal needs assessment process used to determine content of the faculty development programs and what population did it involve?
- (b) If no formal needs assessment process was used to determine faculty development program content, on what basis was the content of the faculty development programs developed?

3. Faculty Development Program Coordination

- (a) Does each community college have a designated faculty development program coordinator; if not, how is the program coordinated?
 - (b) If a community college has a designated faculty development program coordinator, are there specified qualifications and a formal selection procedure for this position?
 - (c) If a community college has a designated faculty development coordinator, how is he/she compensated monetarily and/or in release time?
-

(d) If a community college district has a community college with more than one formal campus or contains more than one community college, how is the coordination of the faculty development program handled?

(e) Does a regional or statewide coordination of faculty development programs or their events exist among the community colleges?

4. Faculty Development Program Audience

(a) What is the composition of the audience who are involved as participants in faculty development program activities in regard to:

(1) full-time tenured faculty versus full-time non-tenured faculty?

(2) full-time tenured faculty and/or full-time non-tenured faculty versus part time faculty?

(b) If monetary and/or release time compensation is available, does this influence the faculty development program attendance?

(c) Are the faculty development program practices included in the collective bargaining agreement and/or attached to tenure or promotion by a salary grid?

(d) What is the composition of the audience with regard to age, sex, and department?

5. Faculty Development Program Funding

(a) If community college faculty development programs are receiving funding, what is the origin of the funding?

(b) How are the funds appropriated and distributed among the faculty development programs and/or faculty and designated faculty development program coordinators?

6. Faculty Development Program Evaluation

(a) If an individual community college has a faculty development program:

(1) Does it contain an evaluation procedure system?

(2) What criteria are used to evaluate the faculty development program and how are the criteria derived?

(b) Who participates in the evaluation process?

(c) What use is made of the evaluation?

(d) Are the faculty development program outcomes in accord with the faculty development program goals?

The survey questions were directed toward determining the status of faculty development programs in regard to the above six areas, in accord with the objectives listed on page four. In addition, a section was included to obtain essential demographic information. A cover letter accompanied the mailed questionnaire. When required, informal telephone and personal interviews were conducted by the researcher to clarify specific areas in the questionnaire, contracts, and faculty development coordinator position announcements.

Definition of Terms

The following list of terms assists in clarifying the terminology used in this study:

1. Faculty development--defined as all activities of a formal or informal nature that further the growth of the faculty member in his/her educational role.
 2. Formal faculty development program--defined as an organization, recognized and designated as such by the college, which consists of activities to further the development of the faculty and is overseen by an individual and/or committee.
 3. Faculty development program practices--defined as all offerings that promote professional development, personal development, instructional development and organizational development of the faculty.
 4. Professional development practices--defined as offerings that expand the scholarly areas and the research skills of the faculty to include sabbaticals and other leaves, visiting lectureships, research grants and special projects, release time, exchanges, conference participation, and colloquia.
 5. Personal development practices--defined as offerings that further faculty growth in the affective domain to include career counseling, interpersonal skills training, retirement planning, stress reduction training, and career planning (growth contracts, outplacement projects).
 6. Instructional development practices--defined as offerings to include teaching, diagnosis, training, and furthering faculty expertise in course and curriculum design.
 7. Organizational development practices--defined as offerings that further faculty managerial development to include committee systems, team building,
-

and the activities to better the institutional environment for decision making and teaching.

8. **Traditional Practices**—defined as endeavors of long standing, i.e., sabbatical and other leaves, visiting lectureships, research grants and special projects, release time, conference participation, exchanges, and colloquia.

9. **Creative Practices**—defined as endeavors that challenge traditional practices and are current, artistic, or inventive, i.e., business partnerships, community consultants, and simulation games.

10. **Formal Selection Procedure**—defined as a recognized protocol with established criteria for the selection of the faculty development coordinator.

The terms and definitions for the following criteria were drawn from the studies of Bergquist and Phillips (1975), Gaff (1975), Centra (1978), Nelsen (1979, 1981) and Brookes and German (1983):

11. **Faculty Negotiated Contracts**—defined as written agreements between faculty and college in regard to wages, working conditions and terms of employment. Terms to be used in analyzing negotiated contracts or agreements are defined as follows:

(a) **Release time**--Time allowed for educational projects, study, participation on committees, and attendance at seminars and workshops.

(b) **Inservice Training**--On-campus lectures, seminars, and workshops to promote faculty development in professional, personal, instructional or organizational areas.

(c) **Sabbatical**--Time allowed, with full or partial pay, for scholarly development.

(d) **Leave of Absence**--Unpaid time allowed for educational pursuits.

(e) **Retraining**--Development of skills in another discipline.

(f) **Seminars**--A meeting for presenting and/or receiving information that will enhance professional, personal, instructional or organizational advancement.

(g) **Workshops**--Practical or problem solving meetings in the professor's discipline to enhance professional (scholarly) advancement.

(h) **Colloquia**--Academic meetings at which one or more academic specialists deliver prepared lectures on a specialized topic and allow a question and answer period.

(i) Professional development or advancement--Expansion of knowledge in a professor's discipline.

(j) Personal development or advancement--Enhancement of interpersonal communication skills, and furthering growth in the affective domain.

(k) Instructional development or advancement--Improving the faculty's instructional abilities and expertise in course and curriculum design.

(l) Organizational development or advancement--Improving the faculty's expertise in managerial skills by committee system, team building, and decision making.

12. Faculty development coordinator--Any individual appointed to organize all aspects of faculty development.

13. Announcements and brochures of faculty development coordinator position openings--Any printed material advertising the availability of faculty development coordinator positions and listing job requirements and other benefits. Terms to be used in analyzing announcements and brochures of faculty development coordinator positions are defined as follows:

(a) Selection procedure--Formal or informal individual or committee guidelines used to determine selection of faculty development coordinator or equivalent personnel.

(b) Job description--Written outline of duties of faculty development coordinator or equivalent personnel.

(c) Academic requirements--Scholarly achievements verified by college transcript.

(d) Experience requirements--Work done in area comparable to position desired.

(e) Duration of position--Time interval allowed to hold office of faculty development coordinator or equivalent position.

(f) Monetary reimbursement--Monies delegated as payment for person in the position of faculty development coordinator or equivalent.

(g) Release time reimbursement--Reduction in regular teaching obligations and position with no reduction in salary to perform the duties of faculty development coordinator or equivalent position.

Analysis of the Data

The information obtained by the questionnaire was compiled, analyzed and reported descriptively to identify tendencies or the commonality among demographic variables and categorical data. The information obtained by content analysis of the contracts and announcements was also compiled, analyzed and reported in a descriptive manner. Percentage and frequency tables were used where appropriate to illustrate the results.

Demographic information was obtained for each community college. (See Appendix C.) Information solicited identified the presence or absence of a formal faculty development program on campus, if present the duration in years, and if absent who coordinated faculty development. When a committee existed to advise the faculty development coordinator, its title, selection process, and membership distribution among the campus population was determined. For the academic year 1987-88 the numbers of full-time equivalent students (FTE) times one thousand, full-time faculty (FT) and part-time faculty (PT) were tabulated for each college. This information was used in conjunction with the faculty development program survey questions in the analysis of the data.

Limitations of the Study

The study has inherent limitations as listed below:

1. The population is small since it is limited to the State of Washington and cannot be considered representative of the entire United States.
 2. A bias may occur because of the use of the previously untested questionnaire.
 3. The findings are relevant to the time of this study. No attempt was made to examine the subject longitudinally.
-

CHAPTER FOUR

RESULTS

Introduction

The study resulted in a return of 23, ninety-two percent, of the mailed questionnaires. The results are divided into the following sections: the predetermined six areas of faculty development programs: practices (with four subcategories), content, coordination, audience, funding, and evaluation; contract analysis for inclusion of faculty development program items; and analysis of announcements for the position of faculty development coordinator.

The analysis of data within each section corresponds to established criteria and objectives. Tables containing the tabulated questionnaire results are located within each section for the six areas of faculty development programs. The alphabetical letters represent each college. The survey questions assigned letter and number, i.e., S-1, are repeated in the tables. The last two columns in these tables list the total number of colleges that selected the item (frequency) and the corresponding percentage. The category *Other* represented additional information not specifically included in the questionnaire. Responses to *Other* and items qualified by a respondent can be identified by their letter and a sequential number, i.e., A-1, and are located in the footnotes following each table containing the tabulated results. Where indicated in the results numbers, i.e., 25%(1) represent percent and frequency. The percentages were dropped in tables and analysis where frequency alone clearly represented the results. Tables with abbreviations have the qualifying information located at the end of the table.

Faculty Development Program Practices

The faculty development program practices addressed in the questionnaire were divided into four subcategories with their corresponding practices. (See Table 1.)

Table 1: Four subcategories of faculty development practices**(1) Professional Development**

Sabbatical leave
 Faculty exchange with other colleges
 Return to industry
 Financial support for advanced work
 Free tuition for courses in own college
 Consultant work
 Attendance at off campus seminars
 Professional travel funds
 Release time for seminars, workshops, and conferences
 Professional contract or growth plan
 On campus seminars
 Grants
 Unpaid leave
 Other

(2) Personal Development

Stress management seminars
 Retirement planning
 Time management
 Interpersonal skill development
 Other

(3) Curriculum Development (curricular/instructional)

Instructional practices
 Departmental network for sharing teaching ideas/information
 Interdepartmental sharing network
 Outside consultants
 Other

(4) Organizational Development

Orientation of new faculty
 Management techniques seminars
 Organizational Chart distribution
 Update seminars on current policies
 Other

Table 2 (p. 23) depicts the questionnaire tabulation results for the four subcategories of faculty development practices with footnotes as addressed in the various categories. The percentages and frequencies of colleges selecting each faculty development practice listed under the four subcategories: professional, personal, curriculum, and organizational are illustrated in the Tables included within each corresponding section.

Table 2: QUESTIONNAIRE TABULATION: FDP PRACTICES

SCHOOL IDENTIFICATION ---->		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	Total	%
FD OPPORTUNITIES:																										
S-1	1. Professional Dev:																									
	Sabbatical leave	1	1	1	1	1	1	1	1	1	1	1	L-1	1	1	1	1	1	1	1	1	1	1	1	23	100
	Faculty exchange	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	60.87
	Return to industry	1	1	1	1	1	1	1	1	1	1	1	L-1	1	1	1	1	1	1	1	1	1	1	1	18	78.26
	\$ for adv. work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P-1	1	1	1	1	1	1	1	12	52.17
	Tuition-own College \$5.00 fee	1	1	1	1	1	1	1	1	\$5	\$5	\$5	1	1	1	1	\$5	\$5	1	1	1	1	1	1	19	82.61
	Consultant work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	39.13
	Off-campus seminars	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	100
	Prof. travel funds	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	100
	Release time	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	91.3
	Professional contract	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	43.48
	On campus seminars	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	82.61
	Grants	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	39.13
	Unpaid leave	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	91.3
	Other																									
	PROFESSIONAL TOTAL	11	9	9	6	7	12	8	10	13	9	9	11	9	8	8	14	11	9	13	6	11	8	12	9,696	2,204
	PROFESSIONAL %	79	64	64	43	50	86	57	71	93	64	64	79	64	57	57	100	79	64	93	43	79	57	86	69.25	15.74
S-2	2. Personal Dev:																									
	Stress mgnt. seminar	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	60.87
	Retirement planning	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	69.57
	Time management	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	43.48
	Interpersonal skills	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	60.87
	Other	A-1									J-1						P-3						V-1		4	17.39
	PERSONAL TOTAL	5	0	1	4	3	4	0	3	3	5	0	4	3	4	4	4	2	3	1	0	0	1	4	2,522	1,755
	PERSONAL %	100	0	20	80	60	80	0	60	60	100	0	80	60	80	80	80	40	60	20	0	0	20	80	50.43	35.09
S-3	3. Curriculum Dev:																									
	Instructional																									
	Dept. networking	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	47.83
	Interdept. networking	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	60.87
	Outside consultants	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	47.83
	Other	A-2	B-1										L-2												4	17.39
	CURRICULUM TOTAL	3	2	1	4	1	3	0	1	4	4	0	5	2	4	3	1	4	3	2	0	0	0	4	2,217	1,65
	CURRICULUM %	60	40	20	80	20	60	0	20	80	80	0	100	40	80	60	20	80	60	40	0	0	0	80	44.35	33

Table 2: QUESTIONNAIRE TABULATION: FDP PRACTICES CONTINUED

S-4	SCHOOL IDENTIFICATION ---->	A	B	C	D	E	F	G	H	I	J	K	L	H	N	O	P	Q	R	S	T	U	V	W	Total	%
	4. Organizational Dev:																									
	Orient new faculty	1	1	1	1	1	1	1	1	1	1	K-2		1	1	0-1	1	1	1	1	1			1	20	86.96
	Mgmt. tech. seminars			1						1			1										1	1	5	21.74
	Organization chart	1	1		1	1	1							1	1	1		1	1	1	1			1	12	52.17
	Update seminars	1				1	1						1	1	1									1	7	30.43
	Other																								0	0
	ORGANIZATIONAL TOTAL	3	2	1	2	2	3	1	3	2	1	1	2	3	3	2	1	2	1	2	1	1	1	4	1.913	0.9
	ORGANIZATIONAL %	60	40	20	40	40	60	20	60	40	20	20	40	60	60	40	20	40	20	40	20	20	20	80	38.26	18

FOOTNOTES

- S-1 K-1 Part tuition and books
L-1 Not administered by Faculty Development
P-1 Summer
P-2 Have to be related to assignments
- S-2 A-1 Color Coordination
J-1 Activities sponsored by staff union open to faculty
P-3 Health and Wellness, First-Aid
V-1 Varies annually depending upon committee choices
- S-3 A-2 Participation in learning communities models
B-1 Summer stipends
L-2 Workshops on alternative curriculum practices
P-4 Paid release time
- S-4 K-2 Only when large number of new faculty hired
O-1 In progress

The individual colleges' total percentage of faculty development practices selected are graphically shown for each subcategory. (See Appendix D.) In general, colleges offer some practices in all four categories; however, four colleges offer only practices in two categories; professional and organizational. No college offered 100% in more than one subcategory of professional practices. Of the four colleges that offered 100% in a category, two offered 100% in the personal practices. No college offered 100% of the organizational practices. The following subcategories of professional practices further delineate the data obtained within each practice: professional, personal, curricular/instructional, and organizational.

Professional Development Practices

The professional development practices offered by all community colleges were: sabbatical leave, professional travel funds, and attendance at off campus seminars and workshops. (See Table 2, S-1.) Release time and unpaid leave were offered by ninety-one percent, with grants the least offered practice. Table 3 lists the percentages and frequency of all of the professional development practices found in the community colleges from the most to least commonly available.

Table 3: Ranking of professional development practices in community colleges in Washington state

Practice	Percent	Number of Colleges (23)
Sabbatical leave	100	23
Professional Travel funds	100	23
Attendance at off campus seminars, workshops	100	23
Release time for seminars, workshops	91	21
Unpaid leave	91	21
On campus seminars	83	19
Free tuition for courses in own college	83	19
Return to industry	78	18
Faculty exchange with other colleges	61	14
Financial support for advanced work	52	12
Professional contract or growth plan	44	10
Consultant work	39	9
Grants	39	9

At present the traditional practices are still highly used. More creative ways of increasing faculty expertise, through research grants or special projects in professional areas offering a wider growth potential, are least available.

The individual community colleges were examined for tendencies in regard to number of professional development practices offered in relation to the full-time equivalent students (FTE), full-time faculty (FT), part-time faculty (PT), and presence or absence of a formal faculty development program (FDP)(Table 4). Among the ten community colleges offering ten to fourteen of the listed professional development practices, eight had a formal faculty development program on their campus while two did not. Among the thirteen community colleges that offered six to nine of the listed professional development practices seven had a formal faculty development program on their campus and six did not have a formal program. A comparison of full-time and part-time faculty ratio per community college did not affect the number of practices offered. When the two groups of colleges were compared in regard to number of practices and FTE, the group of colleges offering more professional practices had a larger student population (FTE).

Table 4: Comparison of the total number of professional development practices offered at each community college and its demographic data

No. of Practices	FTE	FT	PT	FDP
14	1.8	62	125	YES
13	3.8	103	DNA	YES
13	3.1	78	233	YES
12	DNA	94	350	YES
12	3.0	108	150	YES
11	3.5	120	50	YES
11	1.4	54	93	NO
11	4.1	110	275	NO
11	20	350	500	YES
10	1.2	42	19	YES
<hr/>				
9	1.2	43	72	YES
9	1.8	55	103	YES
9	4.5	120	325	YES
9	2.1	80	100	YES
9	1.0	53	80	YES
9	3.5	140	65	YES
8	1.4	24	95	NO
8	4.4	150	DNA	YES
8	4.0	88	153	NO
8	3.6	110	150	NO
7	3.5	94	200	NO
6	4.4	152	73	NO
6	2.7	91	DNA	NO

No. of Practices = Number of practices per college Total n = 14

PT = Part-time faculty FTE = Full-time equivalent students x1000

FT = Full-time faculty DNA = Did not answer

FDP = Formal faculty development program

In summary, colleges which offer the least number of practices have no formal faculty development program and present traditional rather than creative practices. By

implication, a formal faculty development program increases the tendency of community colleges to provide a wider variety of professional development offerings.

Personal Development Practices

The three personal development practices most frequently offered by the community colleges were in the areas of retirement planning (16), stress management (14), and interpersonal skills (14). (See Table 5.) Time management ranked next at (10). The selection *Other* (4) presented no further clarification (Table 2, S-2).

Table 5: Ranking of personal development practices in community colleges in Washington state

Practice	Number of Colleges n = 23
Retirement planning	16
Stress management seminars	14
Interpersonal skill development	14
Time management	10
Other	4

It may be that the predominance of retirement planning dovetails with the personal concerns of an aging faculty.

The individual community colleges were examined for tendencies in regard to the number of personal development practices offered. (See Table 6.) Among the nine community colleges offering four to five of the listed personal development practices, six had a formal faculty development program on their campus. Among the fourteen community colleges that offered zero to three of the listed personal development practices, it was found that nine indicated a formal faculty development program existed on their campus. The existence of a formal faculty development program did not appear to influence the number of personal development practices offered on a campus. There was, however, an observed tendency toward more full-time equivalent students, full-time faculty, and part-time faculty in the group that provided the most activities.

Table 6: Comparison of the total number of personal development practices offered at each community college and its demographic data

No. of Practices	FTE	FT	PT	FDP
5	4.1	110	275	NO
5	4.5	120	350	YES
4	4.4	152	73	NO
4	3.0	108	150	YES
4	20.0	350	500	YES
4	4.0	88	153	NO
4	4.4	150	DNA	YES
4	1.8	62	125	YES
4	DNA	94	350	YES
<hr/>				
3	3.5	94	200	NO
3	1.2	42	19	YES
3	3.8	103	DNA	YES
3	1.0	53	80	YES
3	3.5	140	65	YES
2	3.5	120	50	YES
1	1.8	55	103	YES
1	3.1	78	233	YES
1	1.4	24	65	NO
0	1.2	43	72	YES
0	3.6	110	150	NO
0	2.1	80	100	YES
0	2.7	91	DNA	NO
0	1.7	54	93	NO

Total n = 5; No of Practices = Number of practices offered per college;
 DNA = Did not answer; FTE = full-time equivalent students x1000;
 FT = full-time faculty PT = part-time faculty;
 FDP = Formal faculty development program

One may conclude that when the ratio of full-time faculty to part-time faculty decreases the number of personal development practices increases.

In summary, five of the colleges had no offerings in personal development, and three had only one practice. The smaller colleges were less likely to offer personal development practices. Because retirement planning seminars were offered by 70% of the colleges, the faculty might be younger in the community colleges which offered no personal development practices. Budgetary constraints might have also influenced the low priority given this category.

Curricular and Instructional Development Practices

The term curriculum development practices was used in the survey and refers both to curricular and instructional development practices. Only fourteen of the community colleges use departmental networking for sharing teaching ideas/information, which involves developing a network of relationships among faculty within a department to develop a common curriculum and/or share instructional techniques. (See Table 7.) Less than half utilized other forms of curriculum practices, with one each in the *Other* category as follows: participation in learning models, summer stipends, workshops in curriculum practices, and paid release time (Table 2, S-3). The data suggest that the various curriculum planning practices are not a high priority. There may be several reasons for this. An experienced faculty might not feel the need for additional curricular and instructional strategies, or the community college curriculum as structured may not be conducive to facilitating faculty curriculum enrichment.

Table 7: Ranking of curricular/instructional development practices in community colleges in Washington state

Practice	Number of Colleges
	n = 23
Departmental networking for sharing teaching ideas/information	14
Instructional practices	11
Interdepartmental sharing network	11
Outside consultants	11
Other	4

Although Centra (1978) listed curricular practices as the most predominant in community colleges, the data do not indicate this tendency at this time in Washington state. Under the *Other* category, an opportunity to explain or include additional offerings did not solicit answers to support Centra's findings.

The data on the individual colleges were examined for tendencies in regard to the number of curriculum development practices offered in relation to the established demographics as tabulated in Table 8. Among the seven community colleges offering four to five of the listed practices, five indicated the presence of a formal faculty development program on their campus. Of the eleven community colleges that offered one to three of the listed practices, nine indicated a formal faculty development program existed on their campus, while two had no formal program. When the five colleges that listed no curricular/instructional development practices were examined, only one had a formal faculty development program on their campus. The presence of a formal faculty development program appears to accompany a greater number of curricular/instructional development practice offerings.

The colleges offering four to five of the curriculum development practices listed were larger than the colleges offering zero to three of the practices. When the five colleges offering no curriculum practices were compared with the eleven other colleges in their group the mean values for FTE, FT, and PT were similar.

Table 8: Comparison of the total number of curricular/instructional development practices offered at each community college and its demographic data

No. of Practices	FTE	FT	PT	FDP
5	20	350	500	YES
4	4.4	152	73	NO
4	3.8	103	DNA	YES
4	4.5	120	325	YES
4	4.0	88	153	NO
4	3.5	120	50	YES
4	DNA	94	350	YES
<hr/>				
3	4.1	110	275	NO
3	3.0	108	150	YES
3	4.4	150	DNA	YES
3	3.5	140	65	YES
2	3.1	78	233	YES
2	1.2	43	72	YES
2	1.0	53	80	YES
1	1.8	55	103	YES
1	3.5	94	200	NO
1	1.2	42	19	YES
1	1.8	62	125	YES
0	3.6	110	150	NO
0	2.1	80	100	YES
0	2.7	91	DNA	NO
0	1.7	54	93	NO
0	1.4	24	65	NO

No of Practices = Total number of practices per community college;

FTE = Full-time equivalent students x1000; Total n = 5;

FT = Full-time faculty; PT = Part-time faculty;

FDP = Formal faculty development program; DNA = Did not answer

In summary, in the larger community colleges curricular/instructional development practices increase. It might also appear that there generally is a structure within the larger community colleges to facilitate and encourage greater participation in curriculum development practices. The ratio of full-time to part-time faculty does not influence the total number of practices offered by community colleges.

Organizational Development Practices

Five organizational development practices were examined (Table 2, S-4). The area of orientation of new faculty was the most common practice offered at the community colleges, ahead of organizational chart distribution. (See Table 9.)

Table 9: Ranking of organizational development practices in community colleges in Washington state

Practice	Number of Colleges
	n = 23
Orientation of new faculty	20
Organizational chart distribution	12
Update seminars on current policies	7
Management techniques seminars	5
Other	0

The number of organizational practices, as shown in Table 10, revealed that approximately one quarter of the community colleges offered three to four of the five listed practices. This small number is not conducive to making a judgment on influence of practices in regard to FTE, FT, PT, and presence or absence of a formal faculty development program. Because so few community colleges provide organizational practices the data were not sufficient to draw conclusions.

Table 10: Comparison of the total number of organizational development practices offered at each community college and its demographic data

No. of Practices	FTE	FT	PT	FDP
4	DNA	94	350	YES
3	4.	88	153	NO
3	1.0	53	80	YES
3	1.2	42	19	YES
3	3.0	108	150	YES
3	4.1	110	275	NO
<hr/>				
2	1.2	43	72	YES
2	4.4	152	73	NO
2	3.5	94	200	NO
2	3.8	103	DNA	YES
2	2.0	350	500	YES
2	3.5	120	50	YES
2	3.1	78	233	YES
1	1.4	24	65	NO
1	1.7	54	93	NO
1	2.7	91	DNA	NO
1	3.5	140	65	YES
1	1.8	62	125	YES
1	4.4	150	DNA	YES
1	4.5	120	325	YES
1	3.6	110	150	NO
1	1.8	55	103	YES
0	2.1	80	100	YES

No of Practices = Number of practices offered per college Total n = 5;

FTE = Full-time equivalent students x1000;

FT = Full-time faculty;

PT = Part-time faculty;

FDP = Formal faculty development program

In summary, it appears that organizational development is not highly prioritized among the subcategories of faculty development practices.

Comparison of the Four Subcategories of Faculty Development Practices

The subcategories of professional, personal, curricular/instructional, and organizational faculty development practices were compared among the twenty-three respondents. Professional development practices (69%) are offered most often, followed by personal development practices (50%), curricular/instructional development practices (44%), and organizational development practices (38%).

It appears in Washington state community colleges, that the traditional practices in the area of professional development, generally considered the domain of universities and four-year colleges (Centra, 1978), are now receiving the primary emphasis; curriculum practices considered by Centra to be the highest priority of community colleges have been relegated to third position.

Responses to the four subcategories of practices were further separated, to compare those colleges indicating that a formal faculty development program existed on their campus and those that indicated that no formal program existed. Colleges that indicated the existence of a formal faculty development program on their campuses ranked the four subcategories of practices as follows: professional development, personal development, curriculum development, and organizational development. The community colleges indicating no formal program existed ranked the practices: professional development, personal development, organizational development, and curriculum development. (Table 11)

Table 11: Mean percentages for the four subcategories of faculty development practices separated by presence or absence of a formal faculty development program

Formal Program Present n = 15		No Formal Program Present n = 8	
Practice	Mean %	Practice	Mean %
Professional	75	Professional	58
Personal	55	Personal	38
Curricular/ Instructional	52	Organizational	35
Organizational	37	Curricular/ Instructional	10

Community colleges with formal faculty development programs as a group provide more offerings in all areas than colleges with no formal program. Three of the four colleges having offerings in only two categories, as shown in Appendix D, indicated no formal faculty development program.

Faculty Development Program Content

The presence or absence of a formal needs assessment process was analyzed. Ten colleges indicated that a formal process existed on their campus, while thirteen had no such process (Table 12, S-5). In all but one community college, combinations of participants were involved in the needs assessment process.

Table 12: QUESTIONNAIRE TABULATION: FDP CONTENT

	SCHOOL IDENTIFICATION ---->	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	TOTAL	%	
S-5	Formal needs assess for FDP:	Y					Y			Y			Y	Y		Y		Y	Y		Y				Y	1043.48	
	YES																										
	NO		N	N	N	N		N	N		N	N			N		N		N			N	N			1356.52	
S-6	IF YES: Population	1					1			1			1	1		1									1	8	80
	FD committee																										
	FD coordinator	1					1			1			1	1		1									1	8	80
	VP of Instruction	1					1			1			1	1		1									1	7	70
	Other Administrators	1					1			1			1	1		1									1	7	70
	Full-time faculty	1					F-1			1			1	1		1									1	10	100
	Pert-time faculty																								1	6	60
	Classified staff	1					F-2			1			1	1		1									1	3	30
	Outside consultant																									0	0
	Other															0-2										1	10
S-7	IF NO: Population																										
	FD committee																										
	FD coordinator										1															323.08	
	VP Instruction																									17.692	
	Other Administrators																									969.23	
	Full-time faculty																									861.54	
	Pert-time faculty																									1184.62	
	Classified staff																									666.15	
	Outside consultant																									538.46	
	Other																									0	0
																										323.08	
																										0	0

FOOTNOTES
 S-6 F-1 Working through division structure
 F-2 Through committee structure
 O-2 Division chairs
 S-7 B-2 Instructional Council
 G-1 Collective bargaining agreement
 P-5 Negotiated agreement

The frequency of the population involved when a formal needs assessment was used (Table 12, S-6) and no formal needs assessment was present (S-7) was determined. (See Table 13.) Whether or not a formal needs assessment was used, both groups placed full-time faculty first.

Table 13: Frequency rankings of populations used to determine faculty development content for community colleges with and without a formal needs assessment process

Formal Process n = 10		No Formal Process n = 13	
Population	f	Population	f
Full-time faculty	10	Full-time faculty	11
FD Committee	8	VP Instruction	9
FD Coordinator	8	Other Administrators	8
VP Instruction	7	Part-time faculty	6
Other Administrators	7	Classified staff	5
Part-time faculty	6	Other	3
Classified staff	3	FD Committee	3
Other	1	FD Coordinator	1
Outside consultant	0	Outside consultant	0

In summary, multiple sources for determining content are used in Washington state and are consistent with the findings of Cooper (1982), at the community college level. The presence or absence of a formal needs assessment process is not associated with the hiring of an outside consultant in developing faculty development program content. This finding is consistent with the literature that indicated that on-campus faculty involvement was more effective (Erdman, 1981). No relationship appears to exist between the existence of a faculty development program and the use of a formal needs assessment process. However, the absence of a formal faculty development program showed a tendency toward no formal needs assessment when the tabulated results in Table 12 were compared with the demographic information in Appendix C. Faculty involvement in program content might compensate for the lack of a formal needs assessment process.

Faculty Development Program Coordination

The data on faculty development coordination are presented in Table 14. The presence or absence of a faculty development coordinator was determined. Also, the position qualifications and extent of coordination were examined.

Most community colleges in this study did not have a designated faculty development coordinator (Table 14, S-8). From the total of twenty-three replies, only nine of the community colleges indicated the presence of a faculty development coordinator, while fourteen had no designated coordinator on their campus. On the twenty-three campuses an individual, group, or combination of people are responsible for coordinating faculty development. (See Figure 1.)

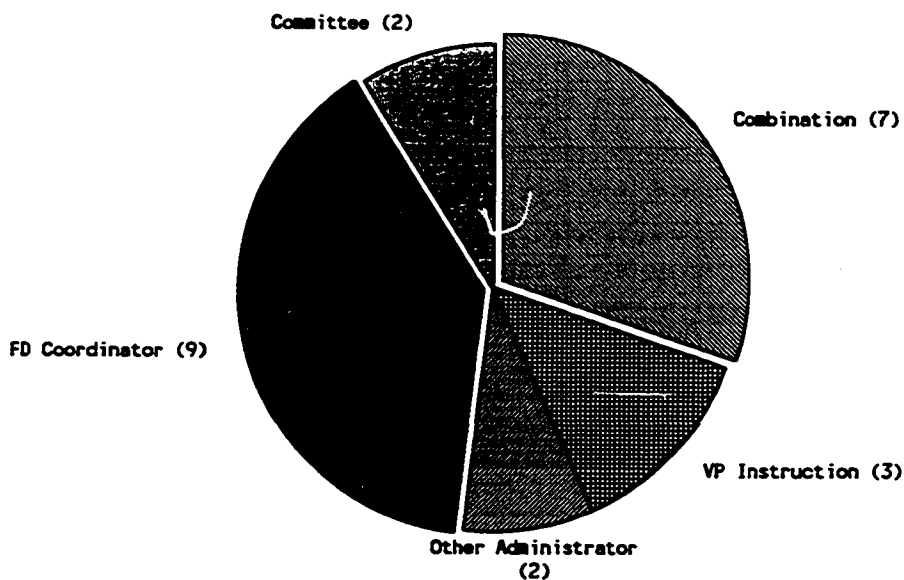


Figure 1: Faculty development coordination in Washington state community colleges with and without a designated faculty development coordinator

Table 14: QUESTIONNAIRE TABULATION: FDP COORDINATION CONTINUED

FOOTNOTES

- S-12 I-1 Part of full time instructors responsibility
 Q-1 One coordinator 100% release time, one 2/3's release time
- S-13 A-3 As appointed by Dean
 D-1 Director of Personnel Services
 G-2 Director of Personnel
 L-3 Individual faculty
 M-1 Associate Dean of Library Resources
 T-1 Education Coordinator
 U-1 Academic and Vocational Deans
 V-2 Staff Development Committee
- S-17 A-4 Puget Sound Region Community Colleges
- S-20 A-5 As they occur
 C-1 Annual, one per year
 Q-2 Once a year to once every two years
- Abbreviations: occ-occasional; var-varies; rar-rarely
 PS - Puget Sound; SE - Southeast; SW - Southwest

The seven community colleges with no designated coordinator indicating a combination of persons responsible for faculty development coordination were examined. (See Table 15.) The vice president of instruction and/or a faculty development committee were included in all but two of the community colleges that listed more than one coordinating component for their program.

Table 15: Combination of persons responsible for coordination of seven faculty development programs without a designated coordinator
 $n = 7 = 30\%$

Persons Responsible	Frequency
Vice president of instruction Faculty development committee Department chairs	2
Vice president of instruction Individual appointed by dean	1
Vice president of instruction Department chair Director of personnel	1
Vice president of instruction Faculty development committee	1
Faculty development committee Associate dean of Library resources	1
Vice president of instruction Faculty development committee Academic and vocational deans	1

Qualifications and formal selection procedures were examined for the nine community colleges that had a designated faculty development coordinator (Table 14, S-9,10). Five had specified qualifications for the position and four did not; four had a formal selection procedure and five had no formal selection procedure. When the qualifications and formal selection procedures were compared among the colleges, there was no tendency for one to be associated with the other.

The release time and percent of time allotted for the faculty development coordinator position were tabulated. (Refer to Table 14, S-11, 12.) Seven designated faculty development coordinators receive release time, while two do not. In regard to the latter two, coordination is considered part of the full-time instructor's responsibility for

one and the second individual is allotted 7% of their time toward faculty development responsibilities. The percent of time allotted for faculty development coordination varies dramatically from 0% to 100% release time. Three of the coordinators were given 33% release time, two were given 100%. Monetary constraints on education might be a factor.

The amount of release time in relation to percentage of faculty development practices available was examined. No tendency toward a greater number of available practices occurred with an increase in release time for the faculty development coordinator. The coordinator with less release time may be putting in many hours working on faculty development outside of the normal work day.

Coordination of faculty development programs in a district with more than one college or a college with more than one formal campus were investigated. Four colleges replied in regard to multicampus coordination: one indicated, that a single coordinator handled the overall coordination; one used both a main coordinator, as well as, coordination at each campus within the system. The remaining two indicated that each campus had its own coordinator in their multicampus district. There does not appear to be a pattern of faculty development coordination on multicampus colleges. (See Table 14, S-14.)

The possible existence of regional coordination of faculty development programs or their events was examined (Table 14, S-15-18). Colleges reported regional joint sponsorship of faculty development events occurred in thirteen of the twenty-three community colleges. Twelve of the thirteen community colleges involved in regional joint sponsorship of faculty development events scheduled one event per year, while one community college scheduled two. The number of community colleges involved in regional joint sponsorship of faculty development events varied from four to all twenty-seven. The region most involved was the Puget Sound Region. This may relate to the close proximity and number of colleges concentrated in this area of the state. The Southwest and Southeast Regions were also mentioned. It appears that regional sponsorship could be a viable means of promoting and increasing participation in faculty development events in an era of educational monetary constraints.

Statewide joint sponsorship of faculty development program events was less often reported than regional sponsorship (Table 14, S-19-22). Only four of the twenty-three community colleges reported that they were involved in statewide events. Jointly sponsored regional events appear to be reported more frequently among the community colleges than jointly sponsored statewide events. From the data it appears that the area

of statewide coordination for faculty development has a potential for real growth. By 1988 the state board for community college education had embarked on such a program, which was not reflected in the survey data.

The communications in regard to faculty development events among community colleges was examined as well as the attendance at events given by other colleges. (See Table 14, S-23, 24.) The data indicate that eighteen of the twenty-three community colleges answering the survey reported receiving communications of faculty development events held at other colleges, while four claimed they did not. One college did not reply to this item. When questioned in regard to attendance at these events, fourteen reported that faculty did attend faculty development events at other community colleges, while one community college indicated they did not. Six of the community colleges were unable to assess this item in regard to faculty attendance of faculty development events at other colleges.

Faculty Development Program Audience

The data on the composition of the audience attending faculty development programs were examined to determine if there were tendencies or variations in regard to participants in these programs or factors that influenced attendance. When the data were tabulated to the question "Are your faculty development programs open to all faculty?" nineteen of the twenty-three respondents marked *yes*. (See Table 16, S-25, 26) The four that marked *no* were directed to select from a given list the people who were eligible to attend. The results were as follows: full-time tenured faculty (2), full-time nontenured faculty (2), part-time faculty (1), adjunct faculty (0), and *Other* (1). *Other* was further defined as dependent upon the type of program offered.

Table 16: QUESTIONNAIRE TABULATION: FDP AUDIENCE CONTINUED

SCHOOL IDENTIFICATION ---->	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	TOTAL	%	
S-34																										
	6. More attendance by one dept.																									
	YES																									
	NO																									
S-35	N	N	N	N	N	N		Y	N	N	Y	N	Y	Y	0-4	N	N	N	N		Y	Y	N	N	8	34.78
	IF YES: ranking																									
	Humanities																									
	Social Sciences																									
	Physical Education																									
	Science																									
	Health Occupations																									
	Other																									
							3					1						1								
							4					1														
							5					6														
							2					1														
							1					1														
											K-3							R-2								

FOOTNOTES

- S-26 G-3 Depends on program
- S-27 D-2 With some of the activities
- F-3 Paid faculty development days on campus
- T-2 If on own time
- S-28 E-1 Expected activity
- F-4 Interest in program scheduled
- O-3 Interest end/application value of content
- R-1 Interest and event
- S-32 G-4 Professional leaves limited to tenured faculty
- S-34 O-4 Except in departments having continuing education requirements for certification
- S-35 K-3 Vocational
- N-1 Business/Occupational Education
- R-2 Math
- T-3 Occupational
- U-2 Developmental and Adult Education

Examination of the data (Table 16, S-33) on the male and female composition of the audiences, disclosed that of the twenty-three community colleges responding, fourteen indicated that the normal ratio of males/females occurred; and nine were unable to assess this component of the audience. In summary, the data do not indicate a predominance of either sex attending the faculty development program events.

The composition of the audience in regard to departmental attendance was determined (Table 16, S-34, 35). In response to the survey question, "Given the specific departments on your campus, does one group(s) attend programs more than another?," eight responded *yes* (one qualified the answer with an exception for departments requiring continuing education credits for certification); fourteen answered *no*. When the eight *yes* respondents were asked to rank attending departments from 1-6 (1 being the most frequent), only three complied. Health occupations was ranked number one by the three respondents. Three of the five *Other* responses listed the areas of vocational, occupational, and business/occupational education. In summary, the data appear to indicate a tendency toward occupational/vocational department attendance in those community colleges indicating departmental predominance in attendance at faculty development program events. Certification by state, national, or individual agencies of this group with an emphasis on continuing education and/or keeping licensing current would account for this predominance.

Attendance at faculty development program events was analyzed according to compensation, predominance, influence, faculty development inclusion in the collective bargaining agreement, and faculty development attachment to tenure and promotion. The topics tend to interrelate with one another as illustrated by the following data.

The type of compensation for attendance at faculty development program events was analyzed (Table 16, S-27). When the selections were ranked, professional activity credits (15) was first, followed by release time (13), and salary advancement (11). The modes of compensation used the least to encourage attendance at faculty development program events were: certificate of participation (6); letter of attendance in personnel file (5); no compensation (4); and monetary compensation (3).

When the compensation factors were ranked as to their positive influence on attendance at faculty development program events, salary advancement ranked as the most important influence (8) and professional activity credits ranked second (5). (See Table 16, S-28.)

Fourteen colleges indicated that faculty development practices appeared in the collective bargaining agreement. Eight do not include faculty development programs

in the contract; one did not respond to this question. (See Table 16, S-29.) When the fourteen community colleges indicating the presence of faculty development practices in their collective bargaining agreement were instructed to designate, (yes or no), whether attendance was attached to tenure three answered affirmatively, nine stated they were not, and one answered sometimes. One marked uncertain. Ten colleges attached faculty development to promotion by salary grid as negotiated by collective bargaining and four did not. (See Table 16, S-30-32.)

In summary, the areas of professional activity credits, release time, and salary advancement were, in order, most often selected by respondents. However, when these items were ranked as to influence, salary advancement was placed first and professional activity credits second. This corresponds in part with the literature, Seldin (1976) indicating, for example, that financial incentives were the most commonly used approach.

Faculty Development Program Funding

Funding (budget) for faculty development was analyzed to determine the origin, means of appropriation, and distribution of funds. The faculty development programs that received funding were verified through a yes-no question. Twenty-three colleges responded to this item (Table 17, S-36). Of these respondents, twenty-one of the community colleges indicated that their faculty development program was funded, while two indicated they had no funded program. The two colleges which reported no funding also did not have a faculty development coordinator, although one had a formal program which has been in existence for twenty-two years. In the twenty-one community colleges with funding, their faculty development programs have been in existence from four to twenty years. It would appear that in Washington state community colleges faculty development programs are being supported despite budgetary constraints.

The origin of the funding for the yes respondents was determined by a multiple choice selection where all sources of funding that applied were to be marked (Table 17, S-37). The two funding origins that were most often selected were state funding (20) and federal vocational funds (14). One college qualified the state funding as negotiated as part of the salary agreement. Business partnerships (3) and private grants (3) tied for third position in funding for faculty development programs. The majority of community colleges use state and federal funding sources which would indicate that more innovative sources have not been tapped.

Table 17: QUESTIONNAIRE TABULATION: FDP BUDGET CONTINUED

SCHOOL IDENTIFICATION	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	TOTAL	%	
S-41	SCHOOL IDENTIFICATION ---->																									
	5. % college budget:																									
	0%																									
	1	1	1	1	1																			0	0	
	Under 1 %																									
																								14	66.67	
	1 - 5 %																									
																								5	23.81	
	% , if known																									
S-42	FDP Coordinator compensation:																									
	Additional salary																									
	1	1																							0	
	Salary maintained																									
	1																								4	
	No monetary compensation																									
	1																								8	
	Other																									
					E-3	F-5			I-2	J-5					O-8		O-3	R-4	S-2						8	

- FOOTNOTES**
- S-37 B-3 European program funds*
 - J-2 Negotiated as part of salary agreement
 - O-5 Foundation
 - S-38 O-6 Varies
 - S-39 D-3 As requested, by activity value to faculty member and department
 - E-2 Covered by institution
 - G-5 Through budget process
 - J-3 By application and selection process
 - K-4 Committee approval
 - L-4 Faculty Development Committee plans and makes decisions each year
 - R-3 Individual migrant awards
 - S-1 Funds available distributed to individuals \$400. per request, maximum \$600. per year
 - V-3 Committee of Deans
 - S-40 D-4 Director of Personnel Services
 - G-6 Board of Trustees, through budget adoption
 - O-7 Division Planning Committee
 - P-6 Professional Improvement Committee
 - W-1 Individual department heads
 - S-41 G-7 Including professional leaves
 - J-4 .005 of full time and part time salary budget for each year
 - S-42 E-3 None
 - F-5 Reassigned or adjusted primary assignment
 - I-2 Part of contract responsibility
 - J-5 No release time
 - O-8 33.3% release time
 - G-3 Current salary and overtime
 - R-4 1/3 release time
 - S-2 Release time 25%

Multiple funding sources for faculty development programs were found in fourteen of the twenty-one community colleges with funded programs. In analyzing Table 18 only five colleges drew funding from sources other than state funds and federal vocational funds. One college did not report allocation of state funds for faculty development programs.

Table 18: Origin of funds by frequency in funded faculty development programs by community colleges in Washington state

n = 21

Origin	Frequency
State funded and Federal vocational funds	9
State funds only	7
Combination of: State funded Federal vocational funds with Business partnership and/or Private grants	4
Combination of: Federal vocational funds Endowments European program grants	1

In contrast to the recent study that indicated sixty-nine percent of the community colleges in the State of Illinois use only institutional funds to support their faculty development programs (Kyger, 1985), thirty-three percent of the Washington state community colleges with funded programs relied on state funds alone. It would appear from the data and literature that Washington state is tending more toward multiple source support of its faculty development programs than is Illinois.

The percent of funds obtained from the various sources for faculty development programs was examined (Table 17, S-38). The data showed no pattern to the percentage of funding.

How the funds were distributed was addressed in Table 17, S-39. Individual divisions at eight of the community colleges generally received the funds. Since *Other* was qualified by nine regarding the distribution of funds and represented a wide range of options, each community college's individual requirements must also help determine this aspect. Five gave a dollar amount to individual faculty and three paid the coordinator's salary. Examination of colleges with multiple distribution of funds

elicited no further information. There does not seem to be a set pattern as to the distribution of the faculty development funds. However, the tendency was to distribute funds at the division level.

The person responsible for distribution of the faculty development funds was also addressed. (See, Table 17, S-40.) Eleven colleges had one person or a faculty development committee control funds, eight had shared control, one responding *Other* did not designate, and one did not answer this item. The person most often in sole control or included in shared control of the funds was the vice president of instruction. A faculty development committee was next most often involved. In the community colleges with a faculty development coordinator position, that person was involved in distributing funds in six of the nine colleges. One of the three bypassing the coordinator did use the faculty development committee, one used other personnel, and one did not specify. In general if a college had a designated faculty development coordinator, that person was involved in distributing the budgeted faculty development program funds.

The data on the percent of the total college budget allocated for faculty development among the twenty-three community colleges was examined (Table 17, S-41). Twenty-one colleges allocated money for their faculty development program. Fifteen colleges indicated an allocation of less than one percent. Only one college gave their exact amount (.005% of full-time and part-time salary budget for the year).

The responses from twenty-three community colleges in regard to compensation for the faculty development coordinator reveal that in eight cases no monetary compensation was given (Table 17, S-42). Two provide release time and two do not. Four maintain the salary of the faculty development coordinator, with one qualification of one-third release time; and five marked *Other*. *Other* was qualified respectively as: none, reassigned or adjusted primary assignment, part of contract responsibility, current salary given and overtime, and one third release time given. The data suggest that monetary compensation is generally not given to the faculty development coordinator but some form of release time or reassignment is given with their current salary maintained.

In summary, most Washington state community colleges fund faculty development programs. Funding is most likely from state funds or federal vocational funds, but there is no pattern to the percentage allocated from each. There does not seem to be a set pattern for distribution of funds across the community colleges, although money is most often distributed through the division. The vice president of instruction was most frequently indicated in both shared and sole control of distribution of the

budgeted funds. The faculty development coordinator is generally not given monetary compensation, but some form of release time or reassignment time is given with current salary maintained.

Faculty Development Program Evaluation

The data were analyzed to determine the presence or absence of an evaluation procedure, criteria utilized in evaluation, and the use made of the results from the program evaluation (Table 19). Of the twenty-three community colleges answering (S-43), twenty colleges responded that they have no formal evaluation process for their faculty development programs. Two community colleges responded that they do evaluate their programs, and one did not respond. Although fifteen colleges have a formal faculty development program only two have a formal evaluation process. In summary, the data indicate the majority of faculty development programs in Washington state community colleges do not have a formal evaluation process. These findings are in accord with Kyger's (1985) findings, which reported inadequate evaluation of faculty development programs in community colleges in the State of Illinois.

When questioned in regard to the existence of established criteria for evaluation of their faculty development program, nineteen indicated they had none. The four community colleges that indicated existence of established criteria for evaluation indicated that they arrived at these criteria either by contract negotiation or by committee; an external evaluator/consultant or available in the faculty handbook. (See Table 19, S-44-47.)

The three most common usages of faculty development evaluations in the community colleges that used evaluation were respectively: verify goals of attainment (4), determine new directions (3), and needs assessment process (3). Funding ranked in fourth position (2). (See Table 19, S-48.)

In summary, in this era of accountability, faculty development program evaluation is not highly prioritized in community colleges in Washington state. Kyger (1985) also noted a lack of evaluation of faculty development programs.

Table 19: QUESTIONNAIRE TABULATION: FDP EVALUATION

SCHOOL IDENTIFICATION	---->		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	TOTAL	%
	FDP formal evaluation	Y/N	N	N	N	N	N	N	N	N	Y	N	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	Yes 2
S-43	Est. criteria to evaluate FDP	Y/N	N	N	N	N	N	N	N	N	Y	N	N	Y	N	N	N	N	N	N	N	Y	N	N	N	Yes 4	No 19
S-44	IF Yes:																										
S-45	How derived.							F-6			I-3			L-5								T-4				4	
S-46	Criteria used to eval. program										I-4			L-6								T-4				3	
S-47	Who evaluates										1			1	1										1	4	
	Faculty																										
	Administrators																								1	3	
	Specified committee																								1	2	
	Off campus consultant(s)																										
	Other																										
S-48	How FDP evaluation used																										
	Verify goals attainment										1			1	1											1	4
	Determine new directions																									1	3
	Needs assessment process																									1	3
	Funding																									2	
	Other																									1	0

FOOTNOTES
 S-45 F-6 In development
 I-3 Contract and committee
 L-5 With external evaluator/consultant
 T-4 Available in faculty handbook
 S-46 I-4 Standardized evaluation sheet
 L-6 Final plan in development
 T-4 Available in faculty handbook
 S-47 T-5 Professional Development Committee

Analysis of Contracts

The contracts were obtained by written request, which was incorporated into the questionnaire mailed to the twenty-five community colleges. Direct contact was also made with the office of the American Federation of Teachers (AFT) and the office of the Washington Education Association (WEA). Seventeen of the contracts were obtained.

The contracts were analyzed in regard to the inclusion of faculty development as part of the negotiated agreement. The reference to faculty development in the contract was categorized from one (I) to three (III) dependent upon the number and specificity of the faculty development practices described in the contract as follows:

Category I	Category II	Category III
No mention of faculty development other than relationship to salary and sabbatical leave	General discussion of faculty development with mention of at least three practices: Professional improvement leave, leave of absence, work experience/ instructional leave	Faculty development practices specifically defined, i.e., workshops, faculty exchange, and more than three categories of practices mentioned

The results of the analysis were as follows: Category III (9), Category II (7), and Category I (1). The numbers in the three categories were further subdivided into those with a formal faculty development program and those without a formal faculty development program. The frequencies within each category were:

- (1) Category III: four with a formal faculty development program and five without a formal faculty development program.
 - (2) Category II: six with a formal faculty development program and one unknown (obtained contract, survey not returned)
 - (3) Category I: one without a formal faculty development program.
- (See Table 20.)

Table 20: Frequencies of categories of faculty development program content in community college contracts in Washington state.

n = 17

	No. of Contracts	FDP Content Present	FDP Content Absent	Unknown
Category III	(9)	(4)	(5)	
Category II	(7)	(6)	(0)	(1)
Category I	(1)	(0)	(1)	

Inclusion of more faculty development content of greater specificity in the community college contract (Category III) did not accompany a greater number of formal faculty development programs. Contracts with faculty development program content that fit the specifications of Category II did accompany a greater number of formal faculty development programs in the community colleges.

A comparison of categories, presence or absence of a formal faculty development program, and faculty bargaining agent (WEA, AFT, or independent agent) was made. When the total number (12) of the Washington Education Association (WEA) contracts obtained was categorized, the results were Category III (6), Category II (5), and Category I (1). The total number of American Federation of Teachers (AFT) contracts when categorized presented: Category III (2) and Category II (2). When the categories for both the WEA and the AFT were compared with presence or absence of a formal faculty development program, the WEA Category III numbers were two with a formal faculty development program and four without. The AFT Category III numbers were two with a formal faculty development program and none without. The numbers for Category II for WEA were four with a formal faculty development program and one unable to assess. The numbers for AFT were two with a formal faculty development program and none without. The Category I for WEA was one without a formal faculty development program (Table 21).

Table 21: Comparison of bargaining agent contracts, WEA or AFT, and Categories I-III with the presence or absence of a formal faculty development program in community colleges in Washington state.

	Contracts f	FDP Present f	FDP Absent f	Unknown f
Total Number WEA Contracts n = 12				
Category III	6	2	4	0
Category II	5	4	0	1
Category I	1	0	1	0
Total Number AFT Contracts n = 4				
Category III	2	2	0	0
Category II	2	2	0	0
Category I	0	0	0	0
Total Number of Independent Contracts n = 1				
Category III	1	0	1	0
Category II	0	0	0	0
Category I	0	0	0	0

The one independent community college had no formal faculty development program and was listed in category III as were the majority of colleges with WEA who did not have a formal faculty development program. A tendency may exist for increased specificity of faculty development practices in negotiated contracts at community colleges without a formal faculty development program.

In summary, when the contract content was categorized for WEA and AFT, the AFT contracts showed a slightly higher frequency in Category II than the WEA contracts, but were similar in their frequencies in Category III. A comparison of presence or absence of a formal faculty development program with the bargaining unit showed an increase in formal faculty development programs in the community colleges where the AFT is a bargaining agent.

Analysis of Announcement for the Faculty Development Program Coordinator Position

The announcements for the faculty development program coordinator position were obtained by a written request which was incorporated into the questionnaire mailed to the twenty-five community colleges. Telephone contact was made to increase the return, but only four announcements were returned. This number of responses to the survey assumed more significance after the responses to the survey were tabulated, which indicated a total number of nine community colleges that had a faculty development program coordinator on their campus and fourteen community colleges that did not.

The announcements were evaluated in regard to the following seven criteria:

- (1) Selection process
- (2) Job description
- (3) Academic requirements
- (4) Experience requirements
- (5) Duration of position
- (6) Monetary reimbursement (presence or absence)
- (7) Release time or equivalent time

Three of the announcements included information on the selection procedure, job description, academic requirements, experience requirements, and duration of position, which varied from one to two years. When examined for monetary reimbursement, only one offered monetary reimbursement, while three offered no monetary reimbursement in addition to their regular salary. Release time or assigned time was allowed in three of the announcements. The community college monetarily reimbursing the faculty development program coordinator did not include release time since the position is considered a full time paid position. One announcement included only the job description. The above numbers are presented in Table 22.

Table 22: Summary of analysis of announcements for faculty development program coordinator in four community colleges in Washington state

Criteria	FDP coordinator announcements n = 4	
	Included	Not Included
	f	f
Selection procedure	3	1
Job description	4	0
Academic requirements	3	1
Experience requirements	3	1
Duration of position	3	1
Monetary reimbursement	1	3
Release time	3	1

In summary, the community colleges having a faculty development program coordinator position on their campus that responded to the request for a position announcement tended to specify selection procedures, job description, academic requirements, experience requirements, duration of position, monetary reimbursement (if available), and release time in the position announcement. Release time for the faculty member appointed as faculty development program coordinator was a recommendation arising from Newman's study (1981). The Washington state community colleges that distribute formal announcements for the faculty development coordinator position tend to be in accord with Newman's recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

Summary

This study examined the status of faculty development programs in Washington state community colleges in regard to the following areas:

- (1) **Practices:** what faculty development programs emphasize.
- (2) **Content:** how faculty development program content is determined.
- (3) **Coordination:** how faculty development programs are coordinated.
- (4) **Audience:** what the audience composition is that attends the faculty development program offerings.
- (5) **Funding:** how the faculty development programs are financed.
- (6) **Evaluation:** how the faculty development programs are evaluated.

Faculty Development Program Practices

The area of faculty development program practices in the four predetermined subcategories--professional, personal, curricular/instructional, and organizational--showed that professional practices ranked the highest, followed by personal practices, when all community colleges were included. The separation of the community colleges into those with a formal faculty development program and those without did not change this ranking. The position of curricular and instructional practices dropped from third position to fourth in those community colleges without a formal faculty development program. The first place ranking of professional practices corresponded to the study in Illinois by Kyger (1985); professional practices, i.e., sabbatical leave and professional travel were the most commonly used among community colleges. Kyger's study contrasted with the earlier study of Centra (1978) which found curricular practices were the most common faculty development program practice in community colleges. Differences in the pattern of practices offered by Washington state community colleges may imply a change in faculty needs. A less mobile, aging faculty stressed by increased

demands, budgetary uncertainties, and a decreased staff (Austin and Gamson, 1983) could be expected to look toward professional development activities to renew their teaching content and to personal development in preparation for retirement. The campuses with a formal faculty development program may have tended to maintain curricular and instructional development practices in its third position, because of the general need for offerings in this category; community colleges without a formal program may not have this structural impetus, which would account for the lower ranking given this category by them. The organizational practices would logically be relegated to a lower position, since an older faculty has had time to become more familiar with this aspect through required interactions and the arriving of fewer new faculty might reduce the need for new faculty orientation.

When each category of practice was examined individually the three highest ranking professional practices were: (1) sabbatical leave, now more commonly termed professional improvement leave; (2) professional travel funds, and; (3) attendance at off-campus seminars and workshops. Grants were the least common practice. Off-campus seminars provide a form of release time and professional improvement credits toward salary advancement. Professional improvement leave provides a means to prevent burn-out of an over-taxed faculty, as it allows unencumbered time with pay to develop new programs, update curriculum, or retrain in new areas. No tendencies appeared in relation to the number of professional development practices offered relative to full-time equivalent students, full-time faculty, and part-time faculty. More professional development offerings tended to occur in the presence of a formal faculty development program.

The three highest ranking personal development practices--retirement planning, stress management seminars, and interpersonal skill development--are indicative of the needs of an older faculty integrating with the changing social values of multi-cultural students and teaching assignments. The larger community colleges tended to have more personal development practices. This finding too, could demonstrate potential need for dealing with a diverse student population and value systems. The stress of sharing offices and teaching facilities with other faculty would increase with greater numbers of students and part-time staff.

The curricular/instructional development practice ranked the highest was departmental networking for sharing teaching ideas/information (developing curriculum and sharing instructional techniques with faculty within departments). Sharing second place were instructional practices, interdepartmental sharing network

(developing curriculum and sharing instructional techniques with faculty between departments), and use of an outside consultant. This could have reflected an increase in departmental teaching such as team teaching and interdisciplinary teaching, for example business management concepts integrated with the medical laboratory technicians curriculum. A tendency existed for the larger colleges to offer more curricular practices. Of concern, in Washington state, is the successful integration of English as a second language (ESL) students into the various community college curriculums. The faculty to meet today's demands of the changing student population and teaching methods may have started to work together more effectively to address these issues, although curriculum development practices have not been elevated to the level of importance identified by Centra (1978).

Organizational practices showed orientation of new faculty ranked highest, followed by organizational chart distribution, and update seminars on current policies. Management techniques seminars ranked in fourth position. When comparisons were made with demographic data no obvious tendencies appeared in this category. The high ranking of new faculty orientation implies preparation and concern for the comfortable entrance of new faculty into the community college arena as the older faculty retires in large numbers.

Faculty Development Program Content

Ten community colleges indicated that a formal needs assessment process was used to determine the content of the faculty development program, while thirteen had no formal needs assessment process on their campus. In all but one community college a combination of participants was involved in the needs assessment process.

The population that ranked highest in determining faculty development program content in community colleges using a formal needs assessment process were respectively: full-time faculty, a faculty development committee, the faculty development coordinator, and the vice president of instruction. Other administrators vied closely for fourth place. In order of importance, full-time faculty, the vice president of instruction and other administrators determined the faculty development content in community colleges that had no formal needs assessment process. The lowest ranking of outside consultant for community colleges with or without a formal needs assessment process indicates that the lack of an outside consultant is not crucial to determining faculty development program content and is in accord with the Erdman study (1981), but not in agreement with the study by Cooper (1982) that gave consultants a higher status.

Community colleges generally drew upon multiple sources to determine faculty development program content. The ranking of faculty highest, whether a formal needs assessment existed or not, implies that faculty involvement in determining faculty development program content is widely used in Washington state community colleges and is in accord with the findings by Cooper (1982), that listed multiple sources for needs assessment and ranked faculty in the primary position followed by administrators.

The finding that a formal needs assessment process tended to exist where a formal faculty development program was in evidence indicates the need for an organized structure into which to develop a systematic format to obtain content information. The presence of a designated faculty development coordinator working in conjunction with a faculty development committee, the vice president of instruction, and faculty would encourage the development and implementation of a formal needs assessment process.

Faculty Development Program Coordination

A designated faculty development coordinator does not exist on every community college campus. Only slightly more than one-third of the community colleges indicated a use of this position. In the community colleges without a designated faculty development coordinator, the vice president of instruction or a faculty development committee were most involved in coordination, whether shared or their sole responsibility.

More than half of those community colleges with a designated faculty development coordinator specify qualifications and less than half have a formal selection procedure. Release time is commonly allotted the faculty development coordinator, rather than additional monies, with 33% and 100% release time being the two most common percentages of time allotted for faculty development coordination. In the multicampus situation no one way of coordinating faculty development exists. Sometimes one faculty development coordinator handles all community colleges, other times each community college has its own coordinator, and may or may not, have a main coordinator over them.

The investigation of regional and statewide coordination of faculty development program events indicated that slightly more than half of the community colleges jointly sponsor regional faculty development events, and the Puget Sound region was the one most commonly involved. Less than one-fifth of the community colleges reported involvement in statewide sponsorship of faculty development events, and this varied from once a year to once every two years. Regional events were the most common.

Communication between community colleges in regard to faculty development program events was examined, and slightly more than three-fourths of the community colleges indicated that they receive notices of these events. While communication seems adequate, survey results may indicate room for growth in the area of faculty participation in off-campus events. This could indicate that information reaching the campus may not be reaching all faculty. The lack of a designated coordinator on each campus to disseminate the information may contribute to this communication gap.

Basic deficiencies in faculty development coordination appear to exist in Washington state community colleges in the following areas: (1) lack of a designated faculty development coordinator on every campus; (2) failure to have a formal selection procedure listing specific qualifications for the position, (3) need to compensate the coordinator with adequate release time and/or funding, and (4) failure either adequately to communicate statewide faculty development programs or failure, at the time of the study, of the state to offer these programs.

Faculty Development Program Audience

The attendance pattern at community college faculty development program events indicated that the majority of the community colleges make their events open to all faculty. Less than one-fifth of the community colleges restricted attendance. Restrictions, when they occurred, allowed only full-time tenured and nontenured faculty to attend events. The study did not indicate a predominance of either sex at faculty development program events, but departmental composition tended toward occupational/vocational faculty. The latter finding would be expected due to continuing education requirements in these fields.

Professional activity credits ranked first and release time second as the types of compensation most often provided for attending faculty development program events. Salary advancement followed closely. Factors most positively influencing attendance at faculty development program events were respectively: salary advancement and professional activity credits.

The inclusion of faculty development program practices in the collective bargaining agreement occurred in nearly two-thirds of the community colleges. Of these, approximately one-fifth indicated they were attached to a tenure process and close to three-fourths indicated that they were attached to promotion by a salary grid. It would appear that faculty development has been recognized by the bargaining units as an important component in keeping faculty current and justifying salary increases. This con-

curs with the study by Adkins (1983), which investigated collective bargaining and negotiated faculty contracts.

There appears to be room to increase attendance by: (1) the inclusion of all part-time faculty, departments, and staff; (2) identification of the mitigating causes for decreased attendance as determined by a formal needs assessment; (3) further increasing incentives (i.e., monetary incentives), as identified by Newman (1981) and Seldin (1976); and (4) greater inclusion of faculty development in contracts as a means of attaining tenure.

Faculty Development Program Funding

The highest ranking origins for funding faculty development programs in the community colleges was the state, and ranking second was federal vocational funds. A combination of state-funded and federal vocational funds was most common where multiple sources of funding for these programs was mentioned. Business partnerships and private grants represented approximately fifteen percent each of the funding origin, while endowments were under five percent. No federal matching funds were utilized at any college. The Centra(1978) and Kyger(1985) studies indicated, the institution general fund was the greatest source of funding for faculty development programs.

The distribution of funds was most commonly done among the individual departments at the community colleges. Tying for second place were: each faculty member allotted a dollar amount and determined by the collective bargaining agreement. The actual control of the funds was generally handled through the vice president of instruction and/or a faculty development committee, or some combination with the faculty development coordinator and the division chair.

The majority of respondents indicated that the percentage of the college budget allotted to faculty development was under one percent. Compensation was generally given to faculty development coordinators in the form of release time or reassignment with their current salary maintained. Usually no additional salary was given.

Community colleges, while funding faculty development programs, do so on a limited level. Current budgetary conditions make it imperative that more innovative ways of funding faculty development programs be found. The presence of a paid designated coordinator would be advantageous in locating these sources. Additionally, the increased revenues and, for example, outside business involvement, could defray the cost of a greatly expanded program.

Faculty Development Program Evaluation

The majority of community colleges does not have a formal evaluation process, nor do the colleges have well established criteria for evaluation of their programs. The evaluation of faculty development programs is generally, in rank from most often to least often, done by (1) faculty, (2) administrators, (3) specified committee, (4) off campus consultants, (5) professional development committee or, shared by some combination of the above. The small number of the community colleges evaluating faculty development programs uses its evaluation predominantly to verify attainment of goals and determine new directions. Deficiencies were apparent in the area of faculty development program evaluation. This finding agrees with those of Kyger (1985) in Illinois, who reported inadequate evaluation of faculty development programs and their components.

In this era of accountability with increased emphasis upon evaluation of faculty competence and education expenditures (Olswang and Lee, 1984), a formal evaluation procedure including established criteria is needed to determine the effectiveness of faculty development programs in regard to their goals. Are programs accomplishing positive changes in faculty that can be reflected in classroom performance? Is the money allocated to faculty development programs justified? Some formal evaluation attempts exist in Washington state community college programs. These efforts if shared and coordinated with other colleges, could lead toward an effective networking that would result in a functioning formal evaluation procedure for faculty development programs statewide.

The group principally most involved in the evaluation process has been the faculty. This finding was in accord with the Kyger (1985) study that evaluation of faculty development programs or their components have largely been done by the program participants. While administrators and specified committees have also been used in evaluation procedures, there was a deficiency by omission of a qualified, designated faculty development coordinator. The importance of qualifications for this position is evident. The requirements should include expertise in: (1) development and implementation of evaluation procedures and (2) interpersonal skills to work effectively with a designated faculty development committee, faculty, and administrators.

Since evaluation should include all components of the program, involvement of the widest campus population is important for success of the evaluation process. Hansen (1981) suggested individualizing evaluation methods to fit the state of program development. A generic model for evaluation of faculty development programs that

lends itself to be customized for each community college situation should be developed in Washington state. This activity, which might become a function of the state board, would enhance identification of program outcomes.

Analysis of Contracts

A tendency exists to include faculty development program content and specificity in community college contracts. These findings agreed with Adkins's study (1983) that identified a trend in negotiated contracts toward greater inclusion of faculty development practices. This would imply that faculty development has continued to be of importance to both sides in the negotiation process. Factors that could account for the increase in faculty development content in Washington state community college contracts include: (1) a tie to the salary grid, (2) greater emphasis on accountability, and (3) increased certification requirements for occupational/vocational faculty.

Analysis of Announcements for the FDP Coordinator Position

The few announcements for the faculty development coordinator position which were submitted were evaluated in regard to: selection procedures, job description, academic requirement, experience requirements, duration of position, monetary reimbursement and release time. As formal faculty development programs appear on community college campuses the faculty development coordinator will be expected to assume a wider range of responsibilities, i.e., an active role in faculty development program evaluation. The small sample of brochures received might indicate a deficiency in specific selection requirements for the designated faculty development coordinator position within this age of increased accountability. As the duties of the coordinator widen to include involvement in the development, implementation, and evaluation of a formal program, the need for a well-developed announcement to assist in obtaining the most qualified applicants will become more acute.

Conclusions

This study and its resultant analysis have led to the following conclusions in regard to the status of faculty development programs in community colleges in the State of Washington. The conclusions have been categorized and are presented as they relate to the area of emphasis.

Existence of Programs:

1. A formal faculty development program does not exist in each community college, although some type of faculty development does exist.

Faculty Development Program Practices:

2. Professional practices, such as, sabbatical leave (professional improvement leave), travel funds, and attendance at off campus seminars or workshops still rank high, as previously described in the findings in Illinois by Kyger (1985).

3. The personal practices—retirement planning, stress management, and interpersonal development—rank high and may reflect an aging faculty, the stress of increasing demands for accountability, and a complexity of student types that require greater interpersonal skills.

4. Curricular/instructional practices do not have the high ranking among community colleges that was found in the Centra study (1978).

Faculty Development Program Content:

5. A formal needs assessment process does not exist in all community colleges; but when it does it involves the faculty, faculty development coordinator, faculty development committee, and administrators.

6. Outside consultants are not used in the needs assessment process, whether or not a formal faculty development program is in existence.

Faculty Development Program Coordination:

7. Community colleges report greater joint sponsorship of regional events than statewide events.

8. In community colleges without a designated faculty development coordinator, the vice president of instruction or a faculty development committee working with the vice president of instruction are most involved in coordination of faculty development.

9. A formal standing selection procedure for the selection of a designated faculty development coordinator does not exist on each community college.

Faculty Development Program Audience:

10. In community colleges the majority of faculty development program events are open to all faculty.

11. The highest ranking incentives for influencing attendance at faculty development program events are salary advancement and professional activity credits.

12. Faculty development practices are not attached to the tenure process in the majority of the community colleges.

13. Faculty development practices are attached to promotion by a salary grid in the majority of the community colleges. (This is beginning to change as the faculty ages and another type of monetary appropriation of faculty salaries is occurring.)

Faculty Development Program Funding:

14. The two most common funding origins of faculty development programs are state funds and federal vocational funds.

15. Shared control of funds involves a combination of vice president of instruction, faculty development committee, faculty development coordinator, and division chairperson.

16. Less than one percent of the college budget is set aside for the faculty development programs in community colleges.

17. Release time or reassigned time is given to the designated faculty development coordinator, but community colleges do not give additional monetary compensation.

Faculty Development Program Evaluation:

18. A formal evaluation process with established criteria to evaluate faculty development programs does not exist in the majority of community colleges.

19. When faculty development program evaluation is performed, it is predominantly used to verify attainment of goals and to determine new directions.

Analysis of Contracts:

20. Faculty development practices are being increasingly included in the negotiated agreement or contract, which is in accord with the longitudinal findings of the Adkins study (1983).

Recommendations

The following recommendations have evolved from this study and its conclusions.

1. A formal faculty development program should be established at each community college. The formal structure of the program, which to be complete would include a designated coordinator and a representative committee, might ensure more effective implementation of program policies and innovations.

2. A designated faculty development coordinator should be selected by each community college to work in conjunction with a faculty development committee, which is representative of the campus and administration. A formal selection process for procuring the coordinator would help ensure that the person selected has a primary interest

as well as qualifications for this position. A close association with the faculty development committee would assist in the effective implementation of program needs through committee guidance.

3. Each campus should develop a standardized protocol for the selection of the faculty development coordinator(s) which clearly describes the selection procedure, job description, academic requirements, experience requirements, duration of position, monetary reimbursement, and release time or reassigned time. Areas of expertise helpful to the position would be experience in evaluation procedures and program analysis. This formal selection process would enhance the attainment of a well-qualified coordinator, in this era of accountability.

4. A formal needs assessment process that involves in its execution the following—faculty development coordinator, faculty development committee, the vice president of instruction, and full and part-time faculty—should be established at each community college to determine program content. The structure of a formal program, with a broad representation of the campus population, would enable efficient dissemination of survey materials to determine program content that is more representative of faculty needs.

5. A formal evaluation procedure with established criteria should be developed and used to evaluate the faculty development programs in community colleges. Faculty development will be required to meet the increasing demand for accountability within American higher education. It is essential to have effective methods to determine if indeed the goals and objectives of the program are being met.

6. Faculty development program events should be open to all part-time as well as full-time faculty. Open admission is essential to the professional, personal, curricular, and organizational development of the faculty as a whole. Many part-time vocational/occupational instructors included in this group have needs for curricular and instructional development not addressed in their fields. Certification requires their attendance at professional program events to keep current in the content of their field. Interpersonal skills must be developed for interacting effectively with the present diverse student population. Organizational skills are needed to interact effectively with support staff and obtain services. The cost of inclusion of all faculty (part or full-time) would be offset by a more knowledgeable and effective staff.

7. The faculty development coordinator should be given adequate release time (50-100%), dependent on the size of the program and number of campuses involved. To perform the duties of the position, the coordinator should be paid full-time or be

given release time with current salary maintained. Inadequate release time would limit implementation of a wide-ranging program.

8. Statewide and regional joint sponsorship and coordination should be encouraged and fully communicated. A wider variety of exposure to faculty development experiences is important to the continued growth of the faculty. Attendance at regional and statewide events would allow an increased opportunity for faculty to engage in the free exchange of new ideas.

9. Curricular and instructional development practices should be maintained and perfected to accommodate the expected surge of younger faculty who will be entering the community college system as the older faculty retires. The current decline in curricular and instructional offerings, in preference to professional offerings, is probably due to the greater need for older faculty to update content in their discipline.

Suggestions for Future Research

The following are suggestions for future research in regard to faculty development programs and faculty development practices in community colleges.

1. A study should be performed to determine the effect on faculty development programs when faculty salary increases cease to be tied to a salary grid which is determined by the faculty development practices attended. Salary is an important incentive for program event attendance. When promotion ceases to be tied to a salary grid, a different pattern of attendance at program offerings may occur.

2. A study should be performed to determine the effect on faculty development programs and their practices as the aging faculty retire and younger faculty replace them. The influx of younger faculty with needs different from those of the retiring faculty may greatly alter the emphases in faculty development.

3. A study should be performed to determine the effects of the collective bargaining contracts on future trends in faculty development programs in community colleges. Will there be less faculty development content mentioned in contracts if professional activity credits (PACs) and professional improvement units (PIUs) are not tied to promotion? Or will there be more?

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APPENDIX B: SURVEY QUESTIONNAIRE

**SURVEY ON STATUS OF FACULTY DEVELOPMENT PROGRAMS IN
WASHINGTON STATE**

Return to: **SHIRLEY E. ANDERSON**
Seattle, Washington
Home Telephone:

Please return survey by: _____
(stamped self addressed envelope enclosed)

DEMOGRAPHIC INFORMATION

YOUR NAME: _____ DATE: _____
TITLE: (i.e., Faculty Development Coordinator) _____

INSTRUCTIONAL POSITION: _____
DEPARTMENT: _____ PHONE: () _____
INSTITUTION: _____

FACULTY DEVELOPMENT PROGRAM BACKGROUND INFORMATION

- (D1) 1. Does a formal (i.e., institutionally established) or designated faculty development program exist on your campus? Yes _____ NO _____
- (D2) IF YES: How many years has your college had a formal or designated faculty development program? _____ years, _____ approx. years
- (D3) IF NO: Who coordinates faculty development on your campus? Check the appropriate answer(s).
____ Vice president of instruction
____ Chairpersons of individual departments
____ Appointed faculty member in each department
____ Other person, (Title) _____
____ Committee
- (D4) 2. Does a committee advise or assist the person responsible for faculty development coordination? Yes _____ No _____
- IF YES:
- (D5) A. What is the official title of this committee?

- (D6) B. How are they selected? Check the most appropriate answer.
 appointed, by whom _____ (Title)
 elected by faculty
 both appointed and elected
 other, explain _____
-
- (D7) C. What is the distribution of committee members among the following categories? Place appropriate number of members next to each category listed below.
 Administrators
 Tenured full-time faculty
 Nontenured faculty
 Part-time faculty
 Classified staff
 Other, please clarify _____
- (D8) Number of students (FTE) for 1987-1988 academic year. _____
- (D9) Number of full-time faculty (FT) for 1987-1988 academic year. _____
- (D10) Number of part-time faculty (PT) for 1987-1988 academic year. _____

FACULTY DEVELOPMENT PROGRAM QUESTIONNAIRE

The purpose of this study is to determine the current status of faculty development programs in the Washington State community college system. As only trends are of interest, your individual reply will remain anonymous. Due to the limited number of community colleges in the state, each respondents questionnaire is extremely important to the validity of this study. Thank you for your cooperation in answering all questions, please feel free to add comments as you deem appropriate. I hope the results of this study will assist you in furthering your program.

The questionnaire is divided into six components in regard to faculty development programs as follows: practices, content, coordination, audience, budget and evaluation.

A number of questions require a yes or no response. To further clarify the answer an IF YES and/or IF NO response may follow. Please answer only the section appropriate to your situation.

I. FACULTY DEVELOPMENT PROGRAM PRACTICES

What faculty development opportunities does your community college provide? Mark all items that apply under the following categories.

(S1) 1. Professional Development

- Sabbatical leave
- Faculty Exchange with other colleges
- Return to industry
- Financial support for advanced work
- Free tuition for courses in own college
- Consultant work
- Attendance at off campus seminars
- Professional travel funds
- Release time for seminars, workshops, conferences...
- Professional contract or growth plan
- On campus seminars
- Grants
- Unpaid leave
- Other(s) _____

(S2) 2. Personal Development

- Stress management seminars
- Retirement planning
- Time management
- Interpersonal skill development
- Other(s) _____

- (S3) 3. Curriculum Development
 Instructional practices
 Departmental network for sharing teaching ideas/information
 Interdepartmental sharing network
 Outside consultants
 Other(s) _____
- (S4) 4. Organizational Development
 Orientation of new faculty
 Management techniques seminars
 Organizational chart distribution
 Update seminars on current policies
 Other(s) _____

II. FACULTY DEVELOPMENT PROGRAM CONTENT

- (S5) Was a formal needs assessment process (i.e., questionnaire) used to determine content of your faculty development programs? Yes _____ No _____
- (S6) IF YES: What population was involved? Mark all that apply.
 Faculty development committee
 Faculty development coordinator
 Vice president of instruction
 Other Administrators
 Full-time faculty
 Part-time faculty
 Classified staff
 Outside consultants
 Other, _____
- (S7) IF NO: What population was used to determine the content? Mark all that apply?
 Faculty development committee
 Faculty development coordinator
 Vice president of instruction
 Other administrators
 Full-time faculty
 Part-time faculty
 Classified staff
 Outside consultant
 Other, _____

III. FACULTY DEVELOPMENT PROGRAM COORDINATION

- (S8) 1. Does your community college have a designated faculty development coordinator? YES _____ NO _____
- IF YES:
- (S9) Are there specified qualifications required? YES _____ NO _____

(S10) Is there a formal selection procedure? YES ___ NO ___

(S11) Is there release time allocated? YES ___ NO ___

(S12) What percent of time is allotted for the faculty development coordinator position? _____%

(S13) IF NO:

Who coordinates faculty development on your campus?

Mark all that apply.

- ____ Vice president of instruction
 ____ Faculty development committee
 ____ Chairpersons of departments
 ____ Other, _____

(S14) 2. If there is more than one campus associated with your college, how is the faculty development coordination handled?

- ____ One person coordinates all campuses
 ____ Each campus has its own coordinator
 ____ Other, _____

(S15) 3. Do you jointly sponsor faculty development events regionally with other community colleges? YES ___ NO ___

If YES:

(S16) Now often? _____

(S17) Number of colleges involved _____

(S18) Name of region, if applies _____

(S19) 4. Do you jointly sponsor faculty development events involving community colleges statewide? YES ___ NO ___

IF YES:

(S20) How often? _____

(S21) Number of colleges involved _____

(S22) Name of region, if applies _____

(S23) 5. Does your faculty receive notification of other community college's faculty development events? YES ___ NO ___

(S24) 6. Does your faculty attend events sponsored by other community colleges?
 YES ___ NO ___ UNABLE TO ASSESS _____

IV. FACULTY DEVELOPMENT PROGRAM AUDIENCE

(S25) 1. Are your faculty development programs open to all faculty?
 YES _____ NO _____

(S26) IF NO: Mark all of the following groups who are eligible.

- _____ Full-time tenured faculty
- _____ Full-time non-tenured faculty
- _____ Part-time faculty
- _____ Adjunct faculty
- _____ Other(s) _____

(S27) 2. What compensation is given for attendance? Mark all that apply.

- _____ Monetary
- _____ Release time
- _____ Salary advancement
- _____ Certificate of participation
- _____ Professional activity credits
- _____ Letter of attendance in personnel file
- _____ No compensation
- _____ Other(s) _____

(S28) 3. What most influences attendance? Rank in order of importance, with one (1) being the most important.

- _____ Monetary
- _____ Release time
- _____ Salary advancement
- _____ Certificate of participation
- _____ Professional activity credits
- _____ Letter of attendance in personnel file
- _____ No compensation
- _____ Other(s) _____

(S29) 4. Are faculty development program practices included in your collective bargaining agreement? YES _____ NO _____

If YES:

(S30) Are they attached to tenure? YES _____ NO _____

(S31) Are they attached to promotion by a salary grid? YES _____ NO _____

(S32) Other(s) _____

(S33) 5. In relation to your normal ratio of male to female faculty is the gender of participants generally:

- _____ Predominantly female
- _____ Predominantly male
- _____ Normal ratio of female to male
- _____ Unable to assess

(S34) 6. Given the specific departments on your campus, does one group(s) attend programs more frequently than others? YES _____ NO _____

(S35) IF YES: Rank the following groups from most frequent one (1) to the least frequent six (6).

- _____ Humanities
- _____ Social Sciences
- _____ Physical Education
- _____ Science
- _____ Health Occupations
- _____ Other(s) _____

V. FACULTY DEVELOPMENT PROGRAM BUDGET

(S36) Is your program funded? YES _____ NO _____

IF YES:

(S37) 1. What is the origin of the funding? Mark all that apply.

- _____ State funded
- _____ Federal matching funds
- _____ Federal vocational funds
- _____ Business partnerships
- _____ Private grants
- _____ Endowments
- _____ Other, _____

(S38) 2. What percent of funding is received from each source?

- _____ % State funded
- _____ % Federal matching funds
- _____ % Federal vocational funds
- _____ % Business partnerships
- _____ % Private grants
- _____ % Endowments
- _____ % Percents not available
- _____ % Other, _____

(S39) 3. How are the funds distributed? Mark all that apply.

- _____ Divided among the individual divisions.
- _____ Each faculty member is allotted a dollar amount
- _____ Determined by the funding source.
- _____ Determined by faculty collective bargaining contract
- _____ Salary for coordinator
- _____ Other, _____

- (S40) 4. Who controls the distribution of funding for faculty development? Mark all that apply.
- Faculty Development Coordinator
 - Vice President of Instruction
 - Division Chairperson
 - Faculty Development Program Committee
 - Other, _____
- (S41) 5. What percent of your total college budget is allocated for faculty development?
- 0 %
 - Under 1 %
 - 1 - 5 %
 - Actual %, if known
- (S42) How is the faculty development program coordinator compensated?
- Additional salary
 - Current salary maintained
 - No monetary compensation
 - Other, _____

VI. FACULTY DEVELOPMENT PROGRAM EVALUATION

- (S43) 1. Does your faculty development program have a formal evaluation process?
YES _____ NO _____

- (S44) 2. Are there established criteria for evaluation of your faculty development program? YES _____ NO _____

IF YES:

- (S45) (A) How were the criteria derived? Describe _____

- (S46) (B) List the criteria used to evaluate your program. _____

- (S47) 3. Who participates in the evaluation process? Mark all that apply.

- Faculty
- Administrators
- Specified committee
- Off campus consultant(s)
- Other, _____

(S48) 4. What use is made of the faculty development program evaluation procedure? Mark all that apply.

- Verify outcomes in accord with goals
 Determine new directions for program
 Used as part of needs assessment process
 Maintaining and/or obtaining additional funding
 Other, _____

PLEASE FORWARD UNDER SEPARATE COVER THE FOLLOWING ITEMS:

1. Announcement for faculty development program coordinator position
2. Copy of the faculty collective bargaining contract

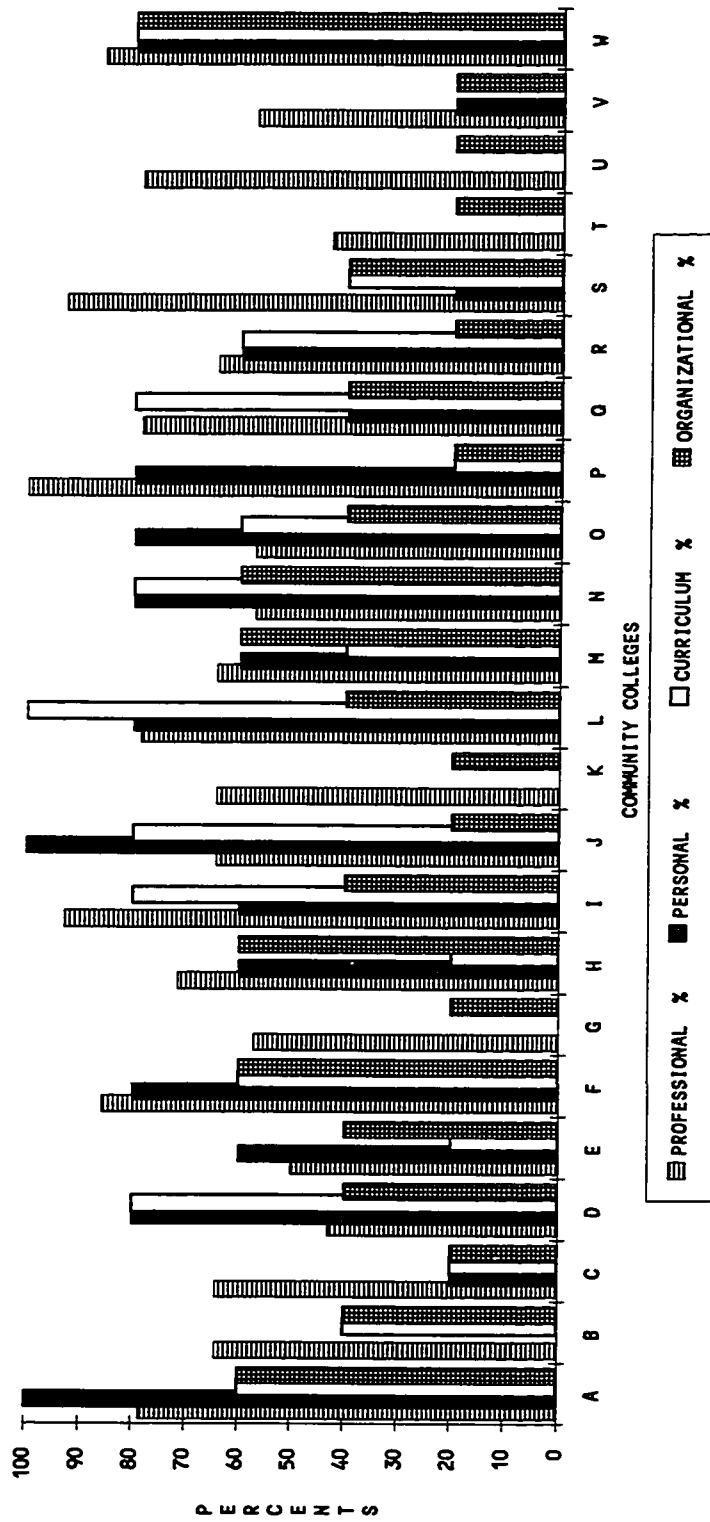
If unable to obtain the above items please list name and address of person(s) from whom I may obtain these items.

THANK YOU, your cooperation in completing this questionnaire is most appreciated

Shirley E. Anderson

Seattle, Washington

APPENDIX D: TOTAL PERCENTAGE OF THE FOUR SUBCATEGORIES OF FACULTY DEVELOPMENT PRACTICES OFFERED BY EACH COMMUNITY COLLEGE



VITA

Shirley E. Anderson was born and raised in Washington state where she attended the University of Washington. There she received the degrees of Bachelor of Arts in Zoology, Master of Education, and Doctor of Education. Ms. Anderson has worked extensively in the health occupations field and is a certified Medical Technologist (ASCP), licensed Clinical Laboratory Technologist in the State of California, and Clinical Laboratory Scientist (NCA). She is presently a professor at Shoreline Community College, Seattle, Washington, where she teaches, coordinates the Medical Laboratory Technician Program, and directs the Histotechnology Program.
