

TEACHERS FOR TOMORROW:

ONE YEAR LATER

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In early fall 1972, the University of Arizona Press issued *Teachers for Tomorrow: Staff Development Programs in the Community-Junior College*. This publication was originally a study for the President's National Advisory Council on Education Professions Development entitled *The People for the People's College*. The council felt that of all levels of education the community college was the most important for present study. Furthermore, the council felt that the continuing development of staff deserved special attention if this institution was to achieve its goals.

Council members mirrored concerns of community college leaders and of graduate institutions. In the last five years there has been an emerging ferment regarding the quality of those who staff the community college. The study, *Teachers for Tomorrow*, documented the need for staff development and provided a focus for activities of individuals and professional groups concerned with staff development.

In the past year there has been a flurry of activity. Here are some of the highlights.

The most important event to occur was the selection of staff development as the theme for the second national AACJC Assembly to be held later this month. The Assembly will bring together for three days approximately 100 selected leaders from business, industry, government, and education to discuss and debate the issues regarding the pre-service and in-service education of staff for the community college. Recommendations of the Assembly will be distributed by AACJC to regional associations, states, and individual colleges for continuing discussion and implementation.

The Community College Act, introduced to the Congress by Senator

Harrison Williams in 1969, called for a statewide plan for the training and development of faculty and staff. This Act was finally approved in the Educational Amendments of 1972, but no funds have been appropriated to date. Some states, however, are moving ahead without federal support to organize statewide programs for the development of community college staff.

Funded by a special act of the legislature in 1968, Florida continues to lead the nation in staff development programs. Every community college in Florida has an institution-wide staff development program supported by state funds in the amount of 3% of each college's instructional budget.

Working through the California Junior College Association, leaders in California have resolved to introduce legislation during the year to seek state matching aid for staff development programs. The Committee on Instruction of CJCA, chaired by Robert DeHart, has asked that 2% of current operating budgets be dedicated to the program, with 1% coming from state level and 1% from local funds. DeHart's committee makes the point that "in-service education for staff provides probably the best way for colleges to improve, to renew, and to expand their programs."

JOURNAL FOCUS

There is a new national journal for the community college, the first to appear in decades. *New Directions for Community Colleges* is published by Jossey-Bass and edited by Arthur Cohen and Florence Brawer. It is significant that the very first issue of this new journal focused on staff development with the issue title "Toward a Professional Faculty." Another new national journal, *The Community College*

Review, published by North Carolina State University and the North Carolina State Board of Education, edited by Kenneth Segner, also included an article on staff development in its first issue. The editor has indicated that subsequent issues will continue to focus on staff development as an important topic. The *Community and Junior College Journal* also devoted a special issue to staff development in October 1972, and their interest and concern continues as evidenced by this requested overview of events for this November 1973 issue of the *Journal*, which also focuses on staff development.

Staff development has also attracted the interest of the National Training Laboratories in Bethel, Me. NTL has been a leader in human relations training, organizational and professional development, and educational innovation for 25 years. In early 1973 NTL, citing the needs of community college staff outlined in *Teachers for Tomorrow*, launched a national program of

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staff development specifically designed for community college staff. It is too early to judge the response, but because of the excellent reputation of NTL the response should be good.

At almost every national convention and workshop during the year there have been special programs on staff development. There were two forums on staff development at the AACJC convention; the Council of College and University Professors meeting with AACJC also devoted their major session to staff development. At the International Institute on the Community College held in Canada, staff development was the subject of two major presentations. Throughout the past year, regional workshops, state conventions, and special seminars have included discussions and presentations regarding staff development. When the Assembly report is issued this activity is likely to increase.

Most of the activities thus noted deal with needs and issues; fortunately many community colleges are moving ahead to organize action programs to resolve the problems. A model induction program for new staff has been funded by Kellogg at the new Los Medanos Community College in California. Burlington County Community College, New Jersey, has developed an excellent program of staff development using the systems approach. Santa Fe Community College in Florida, and DeAnza College in California have developed creative and intensive programs designed to improve interpersonal skills among administrators and faculty and students.

COLLEGE PROGRAMS

Indian Valley Colleges, California, is committed to developing a strong sense of community in its various colleges and is organizing a staff development program to extend that community to board members, secretaries, part-time faculty, and students and to insure a continuing community as the colleges grow larger. Colby Community College, Kansas, has just employed a new director of staff and human development to launch a college-wide program based on humanistic precepts.

El Centro College, Texas, offers a special course in personal development for its faculty; the three hours community college credit they receive counts on the salary scale. El Centro has plans to hold their own version of a national community college convention to which they would invite all their staff. At Miami-Dade, Florida, a number of full-

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time professionals staff the Center for Organization and Staff Development and offer numerous experiences for staff throughout the year.

At Parkland College, Illinois, a well-designed staff development program offers great potential as a model. Part of the program for 1973-74 includes special courses taught by Parkland faculty on such topics as "Issues in the Administration of Parkland," "Current Issues of the Community College," "Workshop in Instructional Objectives," "Human Development Seminar," and many others.

In Ontario there is a staff development officer in each of the two-year colleges. In Quebec new funds have made it possible for colleges to begin organizing staff development programs on an institution-wide basis. There is a great deal of creative activity going on in Canadian staff development programs that needs importing south of the border.

Most activities during the year, known by this writer, were in the area of in-service education. However, there have been several developments in the area of pre-service education, and those have been significant.

A NEW CENTER

One new development, the Graduate Career Development Center for Community College Personnel, is designed to offer both in-service and pre-service education. A non-profit corporation funded by the Tarrant County Junior College District and the Dallas County Community College District, the center cooperates with area universities to meet the needs of community college staff. The center offers workshops and seminars to area community colleges, but much of its work is to arrange courses for community college staff with area universities. Most of these courses are held on community college campuses. Individuals may earn up to 50% of resident graduate work by completing courses offered by the universities through the center. The enthusiastic cooperation between universities and community colleges is a model to be duplicated in other areas of the country.

One of the most significant activities of the past year has been the mutual exploration between the National Board on Graduate Education and the Kellogg Foundation of

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possible proposals to establish community college programs in major universities to prepare teaching faculty. The Kellogg Foundation assisted in funding the Junior College Leadership Programs to prepare administrators. Now with support from the board, Kellogg is reviewing alternatives to organizing programs for teachers. If such programs are funded their impact will be felt throughout the community college system.

One of the more creative ventures in staff development has been established by Nova University in the form of a national Ed.D. program for community college faculty. The program is a university without walls and the three-year minimum program is offered to clusters of 25-30 community college staff members in centers all across the country. Authorities in the community college, designated national lecturers, criss-cross the country to make graduate education accessible to those in the field. Directed by John Scigliano, and based at Nova University in Fort Lauderdale, Fla., the program already enrolls hundreds of community college faculty. The Ed.D. program for community college faculty has the potential of being one of the most innovative developments in graduate education in this century.

The developments in in-service and pre-service education that have occurred in the past year have been phenomenal. Those catalogued above are only the highlights. In the next year, and hopefully for many more, staff development will continue to command a position on center stage. *Teachers for Tomorrow: Five Years Later* should be a compendium of hundreds of articles, studies, position papers, and descriptions of creative programs on staff development. If not, the community college of the present may cease to exist, and the community college of the future may never come to be. □