



## PROFESSIONAL DEVELOPMENT... OR PROFESSIONAL SURVIVAL?

Characterised more by bone-chilling questions and problems than by comforting answers and solutions, college faculty at the December meeting of CFF Executive wrestled once again with the Quo Vadis? theme.

- What should the CFF do, if anything, on a Provincial basis in the field of professional development?
- Should CFF be the exclusive agent of college faculty in this field? - or any other field?
- If so, what resources does it have and how should it use them?
- Can and should CFF speak for the "entire college community" or even just the faculty, on matters concerning professional development, salaries and working conditions, legislation?
- If so, to whom should we be speaking? Should we have a lobby in Victoria, or joint executive meetings with BCTF, or a tryst with the Committee of College Principals?
- Is the role of CFF generally to be "supportive"? "protective"? "passive"? Is CFF to be a "clearinghouse of information" or "an action group for issues"?

As the meeting at Malaspina progressed, it seemed at times that we were back at Square One in the formative stages of CFF two years ago; at other times it seemed like a very refreshing and necessary stocktaking after two years of just convincing people that there were things a provincial body could do to supplement or exceed the efforts of the local faculty associations.

Finally, the representatives of the eight colleges appeared to agree on this order of priorities: that, at this point in the development of the BC colleges, CFF should be more concerned with PROFESSIONAL SURVIVAL than PROFESSIONAL DEVELOPMENT, which could probably be handled quite satisfactorily by individuals and by the member associations.

Accordingly, the CFF will in 1972 give priority to exchange of information and mutual support in areas such as: workloads and working conditions, the

"legal" framework within which we teach, procedures for contract renewal and dismissal. The coordination of professional development activities will take a lower priority. Other activities will include liaison with other organizations such as BCTF and the Society of Vocational Instructors, and clarification of pensions problems.

An immediate survey of working conditions and workloads was authorized by the Executive. Part of the outcome of this survey collated by Gael Tower (Malaspina) is published in this issue of CFF News.

The Executive Resolution on Professional Development, passed at the Malaspina meeting reads: "That professional development programmes for college faculty can best be developed autonomously by the individual college faculties according to their own identified needs. The CFF holds that no standard or compulsory Provincial professional development programmes should be produced. Coordination of professional development programmes and communication is presently being handled by CFF, and this is held fully sufficient to serve the needs of faculty."

Delegates at the meeting were President Sonja Sanguinetti (Capilano), Gordon Ingalls (New Caledonia), Gael Tower (Malaspina), Whitney Bugge (Okanagan), Brian Webster (Selkirk), Frances Burstein (Capilano), Bruce Fraser (Selkirk), Ernie Livesey (VCC), John Isaac (Douglas) and Rod Michell (Cariboo). Attending as observers were Bob Martin (CNC Vocational Division) and John Meagher (Camosun).

#### OKANAGAN TO HOST 1972 JOINT CONVENTION AT KELOWNA IN MAY

Okanagan College Faculty Association will host the 1972 Joint Convention of the CFF and the Society of Vocational Instructors, at Kelowna on May 11th to 13th. The two groups will meet separately and jointly. College Councils and College Principals will be invited, as will the renowned MLA for Kelowna, Premier W.A.C. Bennett. Convention plans will be published in the next CFF NEWS, but suggestions should be sent meanwhile to Okanagan CFF Director Peter Elliott.

#### VANCOUVER CITY COLLEGE SET AS VENUE FOR A PROFESSIONAL DEVELOPMENT HAPPENING IN AUGUST

Don McRae, co-organizer of last year's VCC Professional Development Conference Explorations 71, is presently chairman of a planning committee for a faculty conference at Langara, this August 23-25. Plans were set in motion following two meetings of administrators and faculty of Lower Mainland colleges last December. Don, who is an Economics instructor at VCC, says that although the conference was suggested by principals, it is the intention to have faculty organize the programme. Membership of the planning committee is not yet complete, but it will include faculty from several other colleges. Kevin Roberts, Malaspina delegate to the preliminary meetings gave a report to CFF Executive at the December meeting. The CFF has not yet any formal part to play in this forthcoming Professional Development Conference.

Meanwhile, Don McRae is asking for suggestions on format, content to be sent to him at VCC, Langara.

Editor of CFF News thanks contributors to this issue especially the ladies of the production team. Please send articles, news items, letters and insults for the April issue to David Harrison, Malaspina College, 375 Kennedy Street, Nanaimo.

# BRITISH COLUMBIA COLLEGES

## CONDITIONS OF EMPLOYMENT - 1971-72

COLLEGE	TERM OF ASSIGNMENT	VACATION PERIOD	CONTACT HOURS	STUDENTS (OCT-71,FTE)	CONTRACT LENGTH	OFF-CAMPUS EMPLOYMENT	ASSISTED LEAVE	TIME ALLOWED FOR PROFESSIONAL DEVELOPMENT
B.C.I.T.	11 MONTHS	30 WORKING DAYS	MIN. - 7 AVG. - 16 MAX. - 30	3496	ALL APPOINTMENTS ARE TEMPORARY	PERMITTED IF APPROVED BY THE PRINCIPAL	WITH PAY MUST BE APPROVED BY DEPT. OF EDU.	1 OR 2 MONTHS
BRANDON COLLEGE	10 MONTHS	2 MONTHS	MIN. - 11 AVG. - 16 MAX. - 30	1090	1 YR. AND 3 YR. APPOINTMENTS	NO POLICY AT THIS TIME	NO POLICY AT THIS TIME	UP TO TWO MONTHS
CAPLAN COLLEGE	10 MONTHS	2 MONTHS	AVG. 15.5/16	1185	1 YR., 2 YR. AND 3 YR. ALL APPOINTMENTS FREE TENURE ASSIGN.	PERMITTED IF IT DOES NOT INTERFERE WITH TENURE ASSIGN.	STUDY LEAVE IS AVAILABLE WITH-OUT SALARY. PERSONAL LEAVE IS AVAILABLE IF IT BENEFITS THE COLLEGE	ON GOING DURING MAY AND AUGUST. 7 WEEKS OF SPECIFIED ASSIGNMENTS
DOUGLAS COLLEGE	10 MONTHS	2 MONTHS	MIN. - 16 AVG. - 18 MAX. - 35	2537	1 YR. AND 3 YR. APPOINTMENTS	PERMITTED IF APPROVED BY PRINCIPAL.	AVAILABLE AT 60% OF SALARY AFTER 3 YRS. OF SERVICE	ON GOING DURING YR.
FRANCIS COLLEGE	11 MONTHS	1 MONTH	MIN. - 11 AVG. - 15 MAX. - 20	1055	1 YR. AND 2 YR. CONTRACTS. (1 YR. PROBATIONARY)	NO POLICY AT THIS TIME	AVAILABLE AT 60% OF SALARY AFTER 3 YRS. OF SERVICE	ON GOING DURING YR.
GRANVILLE COLLEGE	11 MONTHS	1 MONTH	MIN. - 9 AVG. - 14 MAX. - 19	750	1 YR. AND 2 YR. APPOINTMENTS WITH NO TENURE	PERMISSIONS OF THE PRINCIPAL IS REQUIRED.	UP TO 4 YRS. - WITH FULL PAY - NO. APPROX. 5 YR. 60% SALARY	ON GOING DURING YR.
COLLEGE OF NEW CALDWELL	10 MONTHS	2 MONTHS	MIN. - 9 AVG. - 16 MAX. - 25	465	1 YR. TO 5 YR. MAX. - 2 YR. PROBATIONARY CONT.	PERMITTED IF APPROVED BY PRINCIPAL.	AVAILABLE FOR NECESSARY EDUC. IF APPROVED BY PRINCIPAL.	2 WEEKS PER YEAR
SEIKWIK COLLEGE	11 MONTHS	1 MONTH	MIN. - 10 AVG. - 20 MAX. - 30	827	A 5 YR. CONTRACT IS MAXIMUM LENGTH.	PERMITTED IF NO INTERFERENCE WITH CLASSES.	AVAILABLE FOR FURTHER EDUCATION.	ON GOING DURING YR.
VANCOUVER CITY COLLEGE	10 MONTHS	2 MONTHS	MIN. - 12 AVG. - 15 MAX. - 25	4350	1 YR., 2 YR., 5 YR. TENURE.	NO FIXED POLICY	AVAILABLE UP TO 1 YEAR AT 60% SALARY	ON GOING DURING YR.

## WHAT'S DIFFERENT ABOUT THE B.C. COLLEGE INSTRUCTOR?

-- from a recent Selkirk Faculty Association brief.

The College instructor was originally seen to perform a function intermediate between that of the University faculty member and the High School teacher. This generalized relationship, including working conditions and current salaries, can be seen in the table on the next page.

Under present and perhaps even future circumstances it is difficult to conceive that the college instructor's role will approach that of the university faculty member. Were this to happen, there would be a decided loss in the emphasis on teaching which was at the heart of the founding concept of the College. Higher costs in education alone would preclude this move.

On the other hand, to see the college instructor's role change to that of the high school teacher, who must work from a rigid and prescribed curriculum, would also see rejections of a founding concept of the Junior College. That is, as the universities rightfully require autonomy in all aspects of their operations, so the colleges must also have that right in order to properly function and in order to gain eventual public respect.

Autonomy with respect to the design and teaching of college curricula, therefore, is a basic philosophy as proposed by Dr. Macdonald and since supported by the Academic Board.

But autonomy is acceptable only with responsibility - responsibility to the teaching profession, but foremost to the public and to the students. The demonstration of such responsibility is through the design, preparation and teaching of a superior curriculum. The foundations for superior curriculum are professional and academic competence and dedication. An additional requirement is the time and general environment that promotes such dedication and competence. Failure to provide these fundamental curriculum requirements can only lead to poorly planned and executed courses and eventual general incompetence at the classroom level.

Certainly teaching is the primary function of faculty. But, knowledge is not static. Continuous reading in one's field is required and professional techniques and skills must be practised if a faculty member is to remain competent. Professional growth and development are fundamental to teaching and only if those requirements are fully and legitimately met can extended teaching be justified. For those of us teaching in the geographically isolated colleges, professional maintenance, let alone growth, is difficult. Opportunities for enrollment in short courses, research activities, consulting possibilities, contact with other members of our discipline, access to adequate library resources and all those activities comprising professional growth are extremely difficult to carry out locally and in some instances are impossible. The expenses of travel and the expense and general inconvenience of maintaining a second residence in urban areas during the summer months in order to avail ourselves of opportunities all add greatly to our difficulties.

The need, however, for these activities just to maintain our professional standings continues. It is imperative, therefore, that the College give every encouragement to legitimate professional activity on the part of an instructor, whatever form that activity may take. To that extent then, no off-season teaching assignment or form of alternate service should be allowed to interfere with any legitimate professional activity.

University FacultyMemberCollegeInstructorHigh SchoolTeacher

Primary Duty	Develop new areas of knowledge : (i.e. research, etc.)	Develop and teach courses tailored to the individual institution.	Teach curriculum prepared and recommended by the Department of Education.
Secondary Duty	Teach with emphasis on promoting learning in the new areas of knowledge - particularly at the graduate level.	To be active in professional and discipline areas in order to keep course content current. Lesser emphasis on research and publication but desirable when feasible. Community service.	Supervise clubs, teams and other student activities and maintain discipline.
General Min. Qualifications:	Ph.D. plus post doctoral experience.	MA, MSc. or Ph.D.	B.Ed.
Teaching Duties: hr./wk.	6 - 9	13 - 15	19*
	Chairman:	8 - 10 (approx.)	13*
Summer Period Disposition	4 months in research activity or used at individual's discretion.	3 months for professional development with permission. 1 month's holiday.	2 month's holiday.
Salaries: (Median of Current Scales)	71/72 Estimated** Professor 22,000 Assoc. Prof. 16,500 Assist. Prof. 13,000	71/72*** Inst. III 15,627 Inst. II 12,742 Inst. I 10,518	70/71**** PA (Masters) 11,795 PB (Degree) +5th yr. Ed.) 10,703 PC 9,420
(*Based on 75% maximum requirement of 25 total teaching hrs./wk. in Nelson district. For Department Heads this requirement is 50%.)			
**D.B.S. Cat. No. 81-203 median salaries for 1969/70 institutions: Brandon College, U. of Man., U. of Winnipeg, U. of Sask., St. Thomas Moore College (Sask.), U. of A. (Edmonton), U. of Calgary, U.B.C., U. of Vic., U. of Lethbridge, Red Deer Jr. College, N.D.U., S.F.U. Estimate based on 10% overall increase over past two years.			

\*\*\*Selkirk College present salary scales quoted.

\*\*\*Nelson School District salary scales for the past year. Current year under negotiation.

## EDUCATIONAL OBJECTIVES - THE EXPRESSIVE FORM

by Gael W. Tower

The ideas and terms discussed in these pages are primarily those of Elliot W. Eisner, Professor of Education, Stanford University.

The concept of educational objectives, especially behavioral educational objectives, was presented in the May professional development seminars at Malaspina College. The way in which educational objectives should be formulated continues to be the subject of debate.

Educational literature has devoted much attention to the type and the methods through which educational objectives are to be formulated. Ralph Tyler, in describing the importance of educational objectives, states:

By defining these desired educational results (educational objectives) as clearly as possible the curriculum-maker has the most useful set of criteria for selecting content, for suggesting learning activities, for deciding on the kind of teaching procedures to follow, in fact to carry on all the further steps in curriculum planning. We are devoting much time to the setting up and formulation of objectives because they are the most critical criteria for guiding all the other activities of the curriculum-maker.<sup>1</sup>

A clear statement of educational objectives gives direction to curriculum planning. Educational objectives provide criteria for selecting content and organizing learning activities. Educational objectives provide ideas for methods of evaluating the learning process inasmuch as evaluation should proceed from specifications set forth by the objectives.

The problem is to determine how educational objectives should be stated, not simply as exercises of technique, but as questions of value.

Education should help students to become skilled in the use of cultural tools already available to them. It should also help the students to modify and expand these cultural tools so that the culture remains viable. It is therefore appropriate to distinguish two types of educational objectives which can be formulated to achieve this. One type is usually called a behavioral objective and the second is called an expressive objective.

The teacher as well as the students focus upon the attainment of a specific set of behaviors when behavioral objectives are used. The terminal behavior of the students and the terminal behavior of the behavioral objectives are the same.

Expressive objectives differ considerably from behavioral objectives. An expressive objective does not specify the behavior the student is to acquire after having engaged in one or more learning activities. An expressive objective describes an educational encounter. It identifies a situation in which the student is to work, a problem with which the student has to cope, a task in which he has to engage. An expressive objective does not specify what from the encounter, situation, problem, or task the student is to learn. The expressive objective provides both the teacher and the student with the opportunity to explore, defer, or focus on issues that are of peculiar interest or importance to them. An expressive objective is evocative rather than prescriptive.

The expressive objective is intended to serve as a theme around which skills and understandings learned earlier can be brought to bear, but through which those skills and understandings can be expanded, elaborated and made individual. Use of an expressive objective is not meant to bring about a sameness of response, but a diversity of response among students. The method of evaluating an expressive objective is not one of applying a common standard to the end products, but one of reflecting upon what has been produced in order to reveal the uniqueness and significance of the expressive objective. The end product of an expressive objective may be as much of a surprise to the teacher as to the student who has an encounter with it.

Some examples of expressive objectives are:

1. to interpret the meaning of Paradise Lost
2. to examine and appraise the significance of The Old Man and the Sea
3. to develop a three-dimensional sculpture through the use of wire and wood.

It should be noted that the expressive objectives do not specify what the student will be able to do after he engages in the educational

activity - the expressive objective identifies the type of encounter the student is to have. The method of evaluating an expressive objective is similar to aesthetic criticism - in which the critic appraises a product, examines its qualities and importance, but does not direct the artist toward the painting of a specific type of picture. The critic's subject-matter is the work done. The critic does not prescribe a blueprint of its construction.

Since these two types of educational objectives - behavioral and expressive - require different kinds of curriculum activities and evaluation procedures, they each must occupy a distinctive place in the educational process. Behavioral objectives emphasize the acquisition of the known, expressive objectives modify, elaborate and, at times, produce that which is entirely new.

1. Tyler, Ralph W., Basic Principles of Curriculum and Instruction, The University of Chicago Press, Chicago, 1969.



# Tenure? It's impossible to fire incompetents

By LEONARD TAYLOR  
Province Staff Writer

[6 Dec. 71]

Education Minister Brothers' recent announcement that his department intends to review the question of teaching "tenure" in B.C. universities is creating a flutter in academe.

Tenure has been described as "permanency of appointment, the right of a faculty member not to be dismissed except for cause." Once granted tenure a professor can be fired only for the most compelling reasons such as flagrant incompetence, moral turpitude or the university falling into critical financial difficulties.

Any governmental examination of the condition is bound to raise educationists' hackles. Dr. Robert V. Kubicek, president of the B.C. Faculty Association, in what appears to be an official reaction, remarks:

"It is essential to preserve and protect the freedom of a university professor to enquire and criticize and to teach without threat of retaliation . . . We support tenure as a means to ensure that freedom. We do not regard tenure as a means of ensuring absolute job security."

Unfortunately this argument is not as compelling as those who use it might hope. Even in the academic world itself tenure is under suspicion as having become a sort of job guarantee making it impossible to fire incompetents. It has been claimed that while more than half of 15,000 faculty members in Canada hold tenure, only a handful are removed from their positions, far less than one per cent in fact, except of their own volition.

A recent survey of 40 Canadian universities by the Canadian Association of University Teachers showed that, once granted, tenure is never reviewed. Only two of the schools even had a method of review. Because of the reluctance of professional associates to confirm incompetence in fellow teachers, in part through their belief in a need for professional loyalty, and the difficulty of defining gross misconduct in a permissive age, the prospect of teacher losing his employment is remote.

★

Why then the ministerial examination of tenure?

Although the minister's statement mentioned staff problems at both Simon Fraser and Victoria universities there is little doubt that recent events at Victoria, culminating in the recent resignation of President Dr. Bruce Partridge, has prompted the move.

Many considerations were involved in the Partridge resignation. But it can hardly be disputed that the most important was the crisis created by his refusal to grant tenure to two assistant professors, and his rejection of a contract renewal, with a promotion, for a teaching instructor.

This stormy scene persisted for months at Victoria and while Dr. Partridge's resignation may ease the domestic situation it does nothing to answer the larger problems created by present tenure policies. Another factor in the trouble that the department will be bound to examine is what some may see as the disturbing role of the CAUT. This private, professional organization, although it lacks recognized official status, has emerged as a power structure not beyond attempting to impose the dictates of some of its officers on the whole Canadian university realm.

The Victoria crisis, which developed early this year, featured a speedy intervention by the CAUT after the three teachers, and some of the faculty and student body, had protested the refusal to accede to tenure and job appointment requests.

Threatening to censure the president and the school, the CAUT sent in an investigating committee which just happened to hold sessions at Victoria during the absence of Dr. Partridge. Swallowing his pride the president, on his return, asked to meet with the CAUT and was finally permitted to talk with its executive by making a journey to the association headquarters in Ottawa.

★

The negotiations, which the talks became, dragged on and finally a meeting of full professors at Victoria recommended that the board of governors have a special advisory committee appointed to review the problem. While this was being arranged the CAUT applied a censure motion. A few days later Chief Justice J. O. Wilson of the Supreme Court of B.C. named a three-member panel, headed by C. C. McLaurin, Q.C., retired chief justice of the Supreme Court of Alberta, to handle the inquiry.

Although the CAUT refused to appear it sent a lawyer with a watching brief to hearings that lasted from June 15 to July 17.

Late in September the investigating committee made a lengthy, exhaustive report dealing with the Victoria crisis in two main areas — the manner in which the applications were handled, and the role of the CAUT.

The investigating panel found that the president and his administration had followed all the accepted procedures set out in the tenure agreement between the faculty association and the board of governors, a document generally agreed to be binding on all parties.

In one case, the report read, had the applicant been tenured his actions were such that he would probably have been subject to dismissal.

It was a clear vindication of the president and his associates, although not one that his opponents on the faculty and in

the student body accepted it, for agitation and pressures continued.

The report stressed several points in the application of tenure rules. One is that tenure is a serious matter, and such status should only be granted in clearly warranted cases and when there is doubt it should be refused.

The report found that the administration had met the demands of natural justice to act fairly, in good faith, without bias, and in a judicial temper, with all parties given a full opportunity to be heard.

★

It had somewhat less favorable things to say about the CAUT whose actions "gave the distinct impression of bias." Its executive arm "was not as forthright, impartial and unblemished as one might expect," and its committee of enquiry acted "in an inscrutable manner with ill-advised haste, injudicious secrecy and lack of candor."

The motion of censure was found "intemperate, premature and insupportable, made on the stated pretext that all remedies had been exhausted when, known to the CAUT, this advisory board was being established."

Dr. Partridge won his personal battle but lost the war, although the last shots in the wider conflict have yet to be fired. That some of them will be heard in the Brothers' investigation seems a certainty.

This probe is bound to want to know more about tenure, an arrangement that Dr. John Silber, president of Boston University has called a device to encourage faculty slothfulness.

It may want to know why the University of Utah faculty senate only last year labelled tenure as "a continuing source of aggravation in relationships between the university and the citizens . . ." and why even a Utah professor defending the system conceded "we must have tenure with accountability, or the people won't stand for it."

Tenure is a major issue in Canadian universities. The CAUT found that more than 46 per cent of 18,000 teachers at all levels hold tenure, most of it confined to those with full or assistant professorship appointments.

The percentages vary from 76 per cent of staff at Brandon to 18 per cent at Loyola. McGill, with only 23 per cent on tenure, is the notable exception to the rule that the older the school the higher the percentage with tenure.

In this province UBC reported 48.3 per cent on tenure, SFU 30.5 per cent, and Notre Dame only 26.7.

The arguments for tenure can be challenged but some of them will remain valid. The problem to be answered is how to retain the good, safeguarding features while eliminating the featherbedding aspects. It is all curiously like the problems in labor and management.

## PROFESSIONAL DEVELOPMENT - BEYOND BEHAVIORAL OBJECTIVES

Excerpts from an address presented during the Professional Development  
Conference held at Selkirk College

September 1-3, 1971

Anne D. Forester

In going beyond behavioral objectives I would like to move away from examining teaching methodology and structured or group approaches to education and focus instead on the basic unit involved in learning, the individual. It does not seem likely that an entire faculty is going to move forward en bloc, instead, professional development comes down to personal development and growth of individual faculty members, and this is the area I would like to discuss.

I have been observing the personal growth of individual members of various organizations for a good number of years while working as an administrator and this past summer I made the very exciting discovery that in recent years psychologists, counselors and educators, making observations in their fields, had reached the same conclusions I arrived at with regard to human nature and the processes involved in personal growth. The men whose work I studied went beyond mere observations and did extensive research to test the validity of their hypotheses and the conclusions they reached can be summed up in three basic statements:

1. Each human being has unique potentialities and strives to actualize them.
2. Self-actualization - the greatest amount of personal development - functions most effectively through inner direction and in an atmosphere which offers a variety of choices and affirms the uniqueness and worth of each individual.
3. Personal growth benefits not only the individual but his group and leads to harmonious human relations.

The principle of self-actualization was formulated by Dr. A.H. Maslow as a result of his study of psychologically healthy people and particularly outstanding men and women. It has become central to individual-centered

guidance, counseling and teaching and fits the Canadian philosophy of human resources development very well. A professor at the University of Alberta writes:

Our educational institutions are highly regarded as the basic means of promoting human development. Hence, our schools must increasingly become centres of learning for self-actualization. The majority of Canadians surely want education to be liberating rather than conditioning. Education for freedom in a democratic society strives to develop persons capable of responsibly choosing and achieving their own ends. It stands in bold contrast to the authoritarian model of education as a "melting pot of conformity."

Canada is an open society with an emerging pluralistic culture. We value the mosaic diversity of our people, aware, that "when all think alike no one thinks very much." Our schools, therefore, must not only safeguard the individual, the unique, the idiosyncratic and the creative, but must promote their full development. (Conklin, p.7)

To foster individual growth, an educational institution must provide variety and genuine choice. Learning is a highly individual process and a unitary approach to instruction which requires everyone to move forward in lockstep progression is unlikely to turn either students or faculty toward self-actualization.

Traditionally, universities have provided variety and individuality, operating on the assumption that each professor knows best how to research and present his work, that he can be trusted to strive toward academic excellence. It has been at the primary and secondary levels of education that prescribed methodology, lesson plans handed down from the top, and standardized testing were considered most efficient. Unfortunately, as enrolment increased, these "efficient" methods have inched up into higher and higher levels of education until now even some of our graduate schools use standardized tests.

We may have been turning out large numbers of students but we surely also turned many of them off. The carefully programmed course a student follows has turned education into a guided tour instead of a quest and

when young people enter the world of work and find that life does not move forward in well-planned, pre-arranged steps they may experience what Edward Gross refers to as "reality shock". Teachers graduating from college are all too familiar with the feeling when facing their students for the first time.

The question arises then, what direction our professional development here at Selkirk should take. What approach is likely to make us more effective in our task of fostering the personal development of our students.

A long series of studies on effective helping relationships done at the University of Florida and reported upon in a monograph by Dr. A. W. Combs provides some interesting answers. In the area of teaching, the research began with an attempt to establish just what characterizes effective and ineffective teachers and the conclusion was that "you can't tell the good ones from the poor ones by the methods they use." An extensive search of the literature available on the subject confirmed that finding and Dr. Combs reports, "If the results of these studies are to be believed, the key to the nature of effective helping relationships is not to be found in what the helper knows or in the methods he uses." (Combs, p.9)

After that startling conclusion Dr. Combs and his associates shifted the emphasis of their research to an examination of the attitudes or perceptual organization of teachers and college professors and found that in that realm significant differences did exist between good and poor teachers. The attitudes and perceptual organization of effective teachers closely resembled those of self-actualizing persons as described by Maslow. They perceive themselves and others as capable, worthy, reliable and trustworthy; they are inner-directed rather than outer-directed; and they perceive their task as freeing rather than controlling.

In the teacher's contact with students this syndrome of personal attitudes becomes the important aspect. To put it in McLuhan's words, "the medium is the method." Dr. Moustakas speaks of the authentic teacher, and Dr. Combs refers to it as "the self as instrument." His conclusion, based on years of study, is that

If the self as instrument concept of effective operation in the helping professions is valid, then the search for "right" methods is doomed before it begins. Since helpers as persons are unique, the hope of finding a "common uniqueness", by definition, is a hopeless search. It occurred to us then that perhaps the question of methods in the helping professions is not a matter of adopting the "right" method, but a question of the helper discovering the right method for him. That is to say, the crucial question is not "what" method, but the "fit" of the method, its appropriateness to the self of the helper, to his purpose, his subjects, the situation and so forth.  
(Combs, p.75)

Based on such findings, and many other studies support them, individuality in professional development should be our goal here at Selkirk College. An open, flexible policy which encourages professors to select and develop methods suited to them and their subject matter will encourage creativity and effective teaching and learning. All of us are familiar with the stifling effect rigid control has on high-school teaching. When neither teacher nor student are permitted to function freely, authentically, the forces of self-actualization are rarely mobilized.

Growth normally works from the bottom up. It cannot be structured from the top down and remain authentic. If we allow it to function freely, orderly development and a natural pattern emerge. If you look at the growth of a language as an example, it isn't a case of someone having laid down the rules of grammar first and waiting for the language to grow around that structure. It has been the other way around. It was after the language had evolved naturally that order and a natural structure emerged. Human growth works the same way. It has been my experience as an administrator that

by providing a climate in which individuals can move freely, in their own way, toward a common goal, cooperation and efficiency improve. When individuals are encouraged to grow freely, responsibility and creativity function best and interpersonal relations are harmonious and orderly.

-----

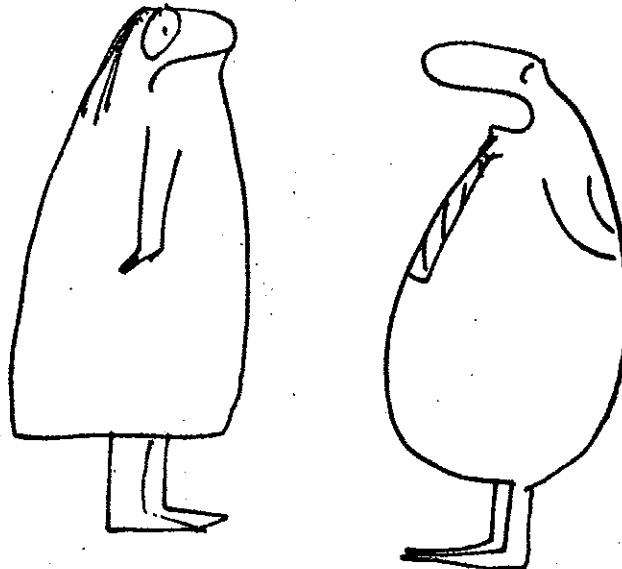
Bibliography

Combs, A.W. Florida Studies in the Helping Professions. University of Florida Press, 1969.

Conklin, R.C. Counseling Theory and the Counselor. In preparation for publication (University of Alberta at Calgary)

Maslow, A. H. Toward a Psychology of Being. D. Van Nostrand, 1962.

Moustakas, C. The Authentic Teacher. Howard A. Doyle Publishing Co., 1967.



to

*"So, Miss Trumbull, since your classroom is overcrowded, we've decided to remove someone. You're fired."*

## PROFESSIONAL DEVELOPMENT ROUNDUP

by David Harrison and CFF Correspondents  
at large

I have a fantasy. I'd like to make a statement about professional development that would go unchallenged by CFF faculty! It is that each college instructor feels responsible for his own self-improvement, but at the same time feels that somehow he might benefit in some way from a collective or group activity. He doesn't want the universities to set up a program for him and his colleagues; he'd submit to the tortures of a thousand Miller Analogies rather than have the Department institute even a voluntary centralized or packaged professional development program; he's not sure the CFF might do any better, though the '72 Convention at Okanagan sounds like a neat environment for professionalism.....or anything.

Meanwhile, here's a roundup from five colleges of the way faculty associations have been nurturing their professional development progeny (prodigy?).

NEW CALEDONIA: Major effort in 1971 was a 4-day conference in May on all aspects of the community college. Key speakers were Professor Buff Oldridge from UBC Faculty of Education, Andy Soles from the Department and two CNC students, Frank Dwyer and Robert Riggan. Gordon Ingalls reports that CNC faculty also produce a monthly in-house journal.

QUAQUAM'S first professional development program last November featured Dr. John Ellis, Professor and Chairman of the Professional Development Centre at Simon Fraser. It was organized by the faculty association at the Vernon campus. Topics explored were 'Learning Processes', 'Student Evaluation' and 'College Education Trends'. Professor Ellis spoke to each topic, before seminar groups tackled specific problems in each area. "The program was an unqualified success," reports R.E. Lucas, "and future program of this nature will be undertaken by our Association."

SELKIRK Faculty Association, which hosted and organized the CFF conference last March attended by faculty and administration from 12 institutions, is holding in-house seminars this term. The themes are 'Modular Instruction' and 'Changes in the Grading System'. Gerry Ehman explains: "Modular Instruction (or if you want a catchy acronym - CUE for Cumulative Unitized Education) involves breaking a course down into semi-independent units, which may be cumulative, and insisting that students achieve mastery (80%) in each unit prior to continuing. Marks are contracted for by the student in terms of the number of modules completed. Besides the core modules, there are usually optional modules which allow students to get involved in areas of personal interest." Gerry reports that CUE is an outgrowth of behavioural objectives and a commitment to individualized instruction. The 'no-fail' grading system goes hand-in-hand with the module concept. The faculty association will organize a workshop in May to evaluate success with the practical application of CUE at Selkirk.

VANCOUVER CITY COLLEGE last May structured an ambitious 4-day program of professional development, entitled "Explorations 71" attended by faculty from VCC and other colleges. Speakers and seminar leaders included: Dr. R. Shearer (UBC), Bob Brown SFU Dean of General Studies; Pat Wakefield (VCC) on 'English for New Canadians'; Gordon Sutherland (VCC) on 'Non-Verbal Communication' - a quiet session; Don Graham (VCC) on 'What is a Professional'; Arne Lund on 'Aesthetics and Assessment'; Dean Scarfe (UBC) on university-college liaison; Dr. Torkelson (U. of Washington) on 'Multi-Media'; Sam Pagee on 'De-Schooling Society'; Dan Birch (SFU), Gertrude Langridge and Franz Harpain. Don McRae and Lorne Davidson organized the event.

MALASPINA'S professional development menu has been equally varied. Major focus last May was advance planning in concert with the architects, for the new campus which is hoped will be built and/or occupied in 1974. College Council announced in January 1972 that they had secured a lease on 160 acres of property adjacent to the Wakesiah campus (formerly Nanaimo Vocational School). In the fall, the faculty association held a combined professional development and social evening with both palatal and mental stimulation - the latter provided by Dr. John Dennison. Dr. Dennison will be offering the credit course on the 'Community, Junior or Regional College' at UBC this summer session. Seminars planned regularly for the Spring Session include demonstration teaching sessions by Terry Avery (Electronics), Louis Neering (Physics) and Dale Lovick (English - or Ballin' the Jack?); a panel discussion and demonstration on Educational Uses of T.V. The professional development program will come to a glorious finale with a weekend retreat at Strathcona Lodge amidst the sensational scenery of Vancouver Island. (Malaspina's salary scale will be found elsewhere in this issue.) Guiding the Association's professional development program until recently has been Kevin Roberts.

\* \* \* \* \*

#### TREASURER'S REPORT

Period September 1 - November 25, 1971

Balance forwarded September 1	161.71
<b>Receipts</b>	
Douglas College	450.00
Malaspina College	350.00
Total funds available	961.71
<b>Disbursements</b>	
Executive expenses	386.66
(travel for 6 executive members,	
phone call, etc.)	
Pension committee expenses	94.89
College Act committee expenses	59.45
Postage and supplies	14.03
Newsletter expenses	142.00
Total disbursements	697.03
 CURRENT SURPLUS	 264.68

Respectfully submitted,

P.W. Elliott (Okanagan)  
Treasurer, C.F.F.



SALARIES AT BRITISH COLUMBIA REGIONAL COLLEGES 1971 - 1972

	<u>low</u>	<u>average</u>	<u>median</u>	<u>high</u>
CAMOSUN	8,950	11,935	11,650	15,400
CAPILANO	9,250	11,288	11,050	15,250
CARIBOO	9,021	11,200	11,480	14,950
DOUGLAS	9,150	12,500	13,650	16,900
MALASPINA	9,500	11,860	11,935	16,100
NEW CALEDONIA	10,500	13,200	12,074	18,000
OKANAGAN	8,490	13,025	13,398	17,790
SELKIRK	8,400	12,740	13,224	18,030
VANCOUVER CITY COLLEGE	9,250	13,303	13,465	15,170

S I T U A T I O N S   W A N T E D

Position wanted, college graduate, but hard worker.

Fort Smith (Ark.) News

Intelligent young married man, age 27, presently employed, wants interesting job with less future and more present.

Toronto, Globe & Mail

Married man, age 27, high school graduate seeking employment in this area. Do not drink, willing to learn.

Dickinson (N.D.) Press