

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International

300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

77-13,396

BLEDSOE, Maynard Tony, 1939-
A STUDY OF DIFFERENTIATED STAFFING AT THE
POST-SECONDARY LEVEL WITH THE DEVELOPMENT
OF A MODEL FOR A TECHNICAL INSTITUTE.

The University of North Carolina at
Greensboro, Ed.D., 1976
Education, curriculum and instruction

Xerox University Microfilms, Ann Arbor, Michigan 48106

A STUDY OF DIFFERENTIATED STAFFING
AT THE POST-SECONDARY LEVEL
WITH THE DEVELOPMENT OF A
MODEL FOR A TECHNICAL
INSTITUTE

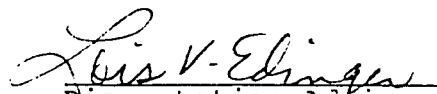
by

M. T. Bledsoe

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1976

Approved by


Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser

Les V. Edinger

Committee Members

Robert Nelson
Robert H. Miller
Alvin R. Rahn
Gwen S. Watson

November 9, 1976
Date of Acceptance by Committee

BLEDSON, M. T. A Study of Differentiated Staffing at the Post-Secondary Level with the Development of a Model for a Technical Institute. (1976)
Directed by: Dr. Lois V. Edinger. Pp. 145.

This study is an account of one school's attempts to investigate and develop an alternate structural model by utilizing the basic tenets of differentiated staffing. The period from September 1973 to July 1975 represents the time frame. Key events, decisions and developments drawn from this time frame have been recorded.

The researcher has followed events from the inception of the idea of differentiated staffing at Piedmont Technical Institute, a member of the North Carolina Community College System, through the construction of a complete model that may be implemented in a technical institute/community college. This case is intended to lead to the implementation and evaluation stages.

The central purpose of this study is the construction of a differentiated staffing model that could be implemented in a technical institute/community college. While building this model, two key questions about the school environment arose: What is the nature of this environment before introduction of a differentiated staffing model? And what is this environment like once the differentiated staffing model has been introduced?

The case study method is used in order to provide a framework for reconstruction of key events and dates.

Research for this study centered on an investigation of an often-used concept, differentiated staffing, with areas for new application--post-secondary, two-year public and private junior and community colleges and technical institutes. In order to determine how the term "differentiated staffing" was being used and if any differentiated staffing projects existed in a community college system, a questionnaire was sent to each of the fifty-seven presidents of the community colleges and technical institutes of the North Carolina Community College System.

After investigating the literature and building a model, the following conclusions were drawn: (1) there is a paucity of literature about differentiated staffing at the post-secondary level, (2) little evidence exists of a formalized differentiated staffing model at the post-secondary level, (3) confusion concerning differentiated staffing in the North Carolina Community College System is evident, (4) no differentiated staffing model exists in the North Carolina Community College System, (5) this study adds to the literature about differentiated staffing by the development of a differentiated staffing model that could be implemented by a technical institute, and (6) the differentiated staffing concept, as presented in this study, demonstrates that the organizational authority hierarchy is reduced by the introduction of shared governance.

ACKNOWLEDGEMENTS.

The writer wishes to express his appreciation to his committee chairman, Dr. Lois V. Edinger, and to the other members of the committee: Dr. Roland H. Nelson, Jr., Dr. Dwight Clark, Dr. Dale L. Brubaker and Dr. Gwen Watson.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
 CHAPTER	
I. INTRODUCTION	1
Statement of Problem	2
Methodology	2
Definition of Terms	4
Limitations	7
Significance	8
II. REVIEW OF RELATED LITERATURE	11
Differentiated Staffing	12
Totality	13
Flexibility	14
Staff Utilization/Individual Differences	16
Participatory Decision-Making and Task Analysis	19
Differentiated Staffing Models Examined	24
Introduction	24
Models	25
Dwight Allen Model - 1965	26
Temple City Model - 1966	28
John Adams Model - 1969	30
Brookdale Community College Model - 1967	32
Camp Lejeune Dependent's School Model - 1973	34
Mesa Model	36
Oak Grove Junior High School Model	39
Other Models	42
Summary	46
III. MODEL DEVELOPMENT	47
Rationale	47

CHAPTER	Page
Institutional Setting	49
Definition of Differentiated Staffing .	50
Questionnaire	51
Differentiated Staffing Model	
Development	61
Assembling/Dispensing	63
Orientation	64
General Orientation for Faculty and Staff	65
Orientation/Leadership Development for Administrative Council	66
Orientation for Trustees	66
Orientation for Faculty	67
Orientation for Staff Support Personnel	67
Orientation for Students	68
Workshops	68
Phase One	69
Phase Two	70
Phase Three	70
Development of a Differentiated Staffing Model	73
Role Definition	73
Task Analysis	77
Implications for Change--Pitfalls and Guidelines	79
Pitfalls	81
Guidelines	85
Principle of Humanistic Orientation .	88
Principle of Conflict Affirmation/ Resolution	89
Principle of Authority	90
Principle of Diagnostic/Prescriptive Treatment	91
Principle of Self-Organization- Community	92
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .	93
Summary	93
Conclusions	96
Recommendations	98
BIBLIOGRAPHY	102

	Page
APPENDICES	112
A. Chronology	113
B. Sample Questionnaire	130
C. Letters	135

LIST OF TABLES

Table		Page
1.	Yes and No Responses to Questions 1-13	56
2.	Other Responses to Questions 1-13	58
3.	Responses to Question 14	59

LIST OF FIGURES

Figure		Page
1.	Chart 1 - Dwight Allen Model	27
2.	Chart 2 - Temple City Model	29
3.	Chart 3 - Adams Model	31
4.	Chart 4 - Brookdale Community College - Organizational Chart 1973-1974 . .	33
5.	Chart 5 - Camp Lejeune Dependent's Schools . .	35
6.	Chart 6 - Mesa Model - Vertical Differen- tiation	37
7.	Chart 6a- Mesa Model - Horizontal Differen- tiation	38
8.	Chart 7 - Oak Grove Junior High School Model .	40
9.	Chart 8 - New York City Model	43
10.	Chart 9 - Kansas City Model	44
11.	Chart 10- Anniston Model	45
12.	Chart 11- Differentiated Staffing Work- shops	72
13.	Chart 12- Piedmont Technical Institute - Differentiated Staffing Model . .	74

CHAPTER I

INTRODUCTION

An educational institution should be organized to allow its members to fulfill commitments relating to philosophy, goals, and objectives.¹ Variables shaping the decision for an organizational structure involve concepts of power, staff structure, role differentiation, and utilization of resources both human and nonhuman. Other factors affecting the structuring process may include locale, services to be provided, and budget allocation.

This study is an account of one school's attempts to investigate and develop an alternate structural model by utilizing the basic tenets of differentiated staffing. The period from September 1973 to July 1975 represents the time frame. Key events, decisions and developments drawn from this evolutionary process have been recorded and may be found in Appendix A.

This researcher followed events from the inception of the idea of differentiated staffing at Piedmont Technical

¹North Carolina General Statute 115-A grants local autonomy to member schools of the North Carolina Community College System, thereby providing each school with decision-making authority to develop structures to meet local needs.

Institute, a member of the North Carolina Community College System, through a complete model that may be implemented in a technical institute/community college. This case was intended to lead to the implementation stage, with follow-up studies being necessary to evaluate the effectiveness of the model after implementation has occurred.

STATEMENT OF THE PROBLEM

The central purpose of this study was the development of a differentiated staffing model that could be implemented in a technical institute/community college. In the process of development two key questions about the school environment arose: What exists before introduction of a differentiated staffing model has been introduced? And what should exist once the differentiated staffing model has been introduced? These questions should be answered as the differentiated staffing model is developed.

METHODOLOGY

The case study method was used since it is important to reconstruct key events and dates that have an effect on the study. It is a recognized fact that historical aspects are supported through documentation, as Fred Kerlinger states,

. . . in education . . . historical research . . . has great value, because it is necessary to know and understand educational accomplishments and

trends of the past in order to gain perspective on present and future directions.²

In order to reconstruct the past, a chronology section is used to give details of meetings, correspondence and developments that led to the conceptualization and actual model construction for differentiated staffing. This is essential to the case study method, for, as Hildreth McAshan reports,

The development of the case study resembles that of historical investigation since it traces events in a backward direction. After the observations have been made, the materials are arranged in logical order. A series of case studies may reveal information that will help formalize a new idea for basic research.³

Further, a case study

. . . may result from: (1) a lack of information about a matter, (2) conflicting information about something deemed to be important, or (3) misinformation about some individual or group; or it may occur (4) just as an attempt to gain new insights into factors that result in a given behavior or complex situation.⁴

It is McAshan's contention that "data acquired in a case study will provide a description of current conditions."⁵

²Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 701-702.

³Hildreth Hoke McAshan, Elements of Educational Research (New York: McGraw-Hill Book Company, Inc., 1963), p. 22.

⁴Ibid., p. 21.

⁵Ibid., p. 21.

Research for this study centered on an investigation of an old concept, differentiated staffing, with areas for new application--post-secondary, two-year public and private junior and community colleges and technical institutes. In order to determine how the term "differentiated staffing" was being used and if any differentiated staffing projects existed in a community college system, a questionnaire was sent to each of the fifty-seven presidents of the community colleges and technical institutes of the North Carolina Community College System.

Limited sources of information for this research indicated a need for a method of investigation that could incorporate historical data as well as developmental data that had been collected. For this reason, the case study was the appropriate tool for the development of the differentiated staffing model.

DEFINITION OF TERMS

After studying definitions of differentiated staffing offered by such authors as Richard A. Dempsey and Rodney P. Smith,⁶ Julia E. DeCarlo and Constant A. Madon,⁷ and

⁶Richard A. Dempsey and Rodney P. Smith, Jr., Differentiated Staffing (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), p. 6.

⁷Julia E. DeCarlo and Constant A. Madon, Innovations in Education for the Seventies: Selected Readings (New York: Behavioral Publications, 1973), p. 13.

Fenwick W. English and Donald K. Sharpes,⁸ this researcher, in collaboration with Roland H. Nelson, Jr., and Edward W. Cox, developed the following definition for differentiated staffing:

. . . a concept that includes task analysis-- that is, breaking jobs down into various and specific components, and then selecting and organizing staffs to more effectively accomplish these tasks and improve instruction; a process of identifying and utilizing those peculiar/unique talents that individual team members may possess that could be used to accomplish stated goals and/or commitments of an organization.⁹

Other terms that were an integral part of this study and their definitions are as follows:

Formal organization - Technically defined [as] the pattern of division of tasks and power among the organizational position, and the rules expected to guide the behavior of the participants, as defined by management.¹⁰

Professional model - . . . The professional organization is primarily concerned with the discovery or application of knowledge. Its basic functions cannot be carried out efficiently by hierarchical arrangement and compliance with administrative orders

⁸Fenwick W. English and Donald K. Sharpes, Strategies for Differentiated Staffing (Berkeley: McCutchan Publishing Corporation, 1972), p. 20.

⁹Articulated by Roland H. Nelson, Jr.; Edward W. Cox; and M. T. Bledsoe in a meeting held on October 3, 1973.

¹⁰Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 31.

professional organizations have many nonprofessional and semi-professional workers who may be organized in the traditional bureaucratic manner, but basic decisions about functions are made by the professionals themselves. . . . Professional organizations emphasize achievement of objectives rather than disciplined compliance to a highly programmed process for achieving objectives. Processes used in professional organizations can be highly flexible and individualistic as the professionals' judgment dictates.¹¹

Administrative decision-making - . . . Decision-making involving (1) budget matters, (2) building, (3) policy interpretation, (4) reporting systems, and any other matter not covered in the instructional decision-making definition below.

Instructional decision-making - . . . Decision-making centering around curriculum decisions concerning what is to be taught and how the subject is to be taught (examples of this would be course titles, course content, sequencing and scope of curriculum, and choosing instructional materials and textbooks).

Bureaucratic model - . . . (1) A continuous organization of official functions bound by rules; (2) a specified sphere of competence which involves (a) a sphere of obligations to perform functions which have been marked off as part of a systematic division of labour [sic], (b) the provision of the incumbent with the necessary authority to

¹¹Dale L. Brubaker and Roland H. Nelson, Jr., Creative Survival in Educational Bureaucracies (Berkeley: McCutchan Publishing Corporation, 1974), p. 68.

carry out these functions, (c) that the necessary means of compulsion are clearly defined and their use is subject to definite conditions . . . (3) the organization of offices follows the principle of hierarchy; that is, each lower office is under the control and₂supervision of a higher one. . . .¹²

Management - . . . A distinct process consisting of planning, organizing, actuating and controlling performed to determine and accomplish stated objectives by the use of human beings and other resources.¹³

Governance - . . . Encompasses (and translates) the formal, legal rules and regulations that control the overall operation of the organization . . . such decisions provide a framework in which daily decisions are made.¹⁴

Finally, the terms "participatory governance" and "shared decision-making" are used by this researcher to explain operationally the interaction of instructional decision-making with administrative decision-making.

LIMITATIONS

This study was subject to the following limitations: first, it was limited to post-secondary two-year public

¹²Max Weber, The Theory of Social and Economic Organization (New York: Oxford University Press, 1947), p. 330.

¹³George R. Terry, Principles of Management (Homewood, Illinois: Richard D. Irwin, Inc., 1972), p. 4.

¹⁴Brubaker and Nelson, op. cit., p. 65.

colleges, private junior colleges, community colleges and technical institutes; second, the focus was on a technical institute (Piedmont Technical Institute, a member of the North Carolina Community College System), the period being from September 1973 to July 1975, during which a differentiated staffing model evolved; and finally, the study limitations included a questionnaire taken only of member schools of the North Carolina Community College System.

SIGNIFICANCE

A preliminary review of the related literature revealed that the concept of differentiated staffing has been utilized in several projects in elementary and secondary settings; however, very little information exists concerning differentiated staffing at the post-secondary level, especially in the areas of the two-year public and private junior and community colleges and technical institutes.

In order to determine what had been accomplished concerning differentiated staffing, this researcher consulted several authors. Rodney P. Smith, co-author of Differentiated Staffing, writes,

In reference to your letter of February 20, 1975, I do not know of any studies or publications related to differentiated staffing and the two-year college, etc. I would imagine your study would be unique and a contribution to the literature.¹⁵

¹⁵Letter from Rodney P. Smith, March 6, 1975.

Similarly, Julia DeCarlo, co-author of Innovations in Education for the Seventies: Selected Readings, says, "Concerning your question about differentiated staffing at the community college level, we do not have specific references."¹⁶ From Richard A. Dempsey, co-author of Differentiated Staffing, comes the comment, "I regret that I do not have any leads for you on differentiated staffing as it applies to private, junior, community colleges and/or technical institutes."¹⁷ Similarly, John F. Gallagher, Vice-President for Academic Affairs at Brookdale Community College, a school claiming a differentiated staffing pattern, relates, "I have sought reference works on the subject and there seems to be very little that is worthwhile written on this matter."¹⁸ These statements from prominent writers about the status of differentiated staffing at the post-secondary level lend added support for this study.

While many articles have been written on differentiated staffing, there appears to be little evidence that much is being done about the concept at the post-secondary level. Also, evidence at the secondary level concerning instructional effectiveness is inconclusive. These two factors

¹⁶Letter from Julia E. DeCarlo, February 27, 1975.

¹⁷Letter from Richard A. Dempsey, February 4, 1975.

¹⁸Letter from John F. Gallagher, January 9, 1975.

formed the basis for this researcher's rationale for developing a differentiated staffing model at the post-secondary level around which evaluative studies may be conducted. This study adds to the literature about differentiated staffing at the post-secondary level and produces a model for differentiated staffing that may be implemented at a community college and/or technical institute.

The remainder of this study has been divided as follows: Chapter II is a review of related literature about differentiated staffing; Chapter III describes the development of a differentiated staffing model for a technical institute/community college; and Chapter IV consists of the summary, conclusions and recommendations.

CHAPTER II
REVIEW OF RELATED LITERATURE

Since this was a study of differentiated staffing at the post-secondary level with the development of a model for a technical institute, the researcher limited the review of related literature to two-year private, junior, community colleges and/or technical institutes. Initially, computer searches (ERIC) were conducted. The first, November 5, 1973, utilized the following descriptors: (1) team administration, (2) master teachers, (3) teacher interns, (4) differentiated staffs, (5) experimental curriculum, (6) staff utilization, (7) paraprofessional school personnel, (8) governance, (9) administrative organization, (10) technical institutes, (11) community college, and (12) junior college. The second, February 7, 1975, used the following descriptors: (1) differentiated staffing, (2) differentiated staffs, (3) technical institutes, (4) junior college, and (5) community college. The first search produced massive amounts of references, but few referred to the topic of differentiated staffing at the post-secondary level. The second search was designed to reduce the number of descriptors and locate data developed since the first search was conducted. The limited number of descriptors was an attempt to narrow the references specifically to the topic of differentiated

staffing at the post-secondary level. Again the search provided few references of work having been done or being done at this level.

After conducting the ERIC searches, the investigator discovered additional sources which are also included in this chapter. This review of related literature is a three-part section that includes the following: a search of differentiated staffing literature leading to an identification of elements central to most definitions, thereby helping to establish a definition that is applicable to this study; an examination of various differentiated staffing models; and a summary section that includes some conclusions drawn from the literature reviewed.

DIFFERENTIATED STAFFING

The term "differentiated staffing" has the flexibility to allow broad interpretations and definitions. Even though a definition is difficult, the scope of the concept provides the developer latitude in design to meet the needs of a given setting. Although various definitions of differentiated staffing can be located, common characteristics are identifiable. A review of the literature revealed the following characteristics central to most concepts, definitions and/or interpretations of differentiated staffing: (1) totality, (2) flexibility, (3) staff utilization/individual differences, and (4) participatory decision-making with task

analysis. These elements form the basis for a definition of differentiated staffing from which the model of differentiated staffing in this study is developed.¹⁹ The characteristics identified are explored in the following sections, thus providing a conceptual background for this study of differentiated staffing.

Totality

The term "totality" appropriately describes the parameter for the change process that must accompany a differentiated staffing concept. Anything less than full involvement of a given "setting"²⁰ would be inadequate. Peter Coleman supports this approach by stating,

Unlike many other current innovations being tried, it [differentiated staffing] cannot readily be used on less than a school basis.²¹ It is clearly an organizational innovation.

Alvin Lierheimer interprets the total aspect to include role delineation and beneficial effects by saying, "As a school recognizes, defines and fulfills differentiated

¹⁹The differentiated staffing model is developed in Chapter III of this study.

²⁰Seymour B. Sarason, The Creation of Settings and the Future Societies (San Francisco: Jossey-Bass, Inc., 1972).

²¹Peter Coleman and Herman A. Wallin, "A Rationale for Differentiated Staffing," Interchange, Vol. II, No. 3 (1971) 28.

roles, the students, the community and the teachers themselves all benefit."²² This leads to the following question: If the term "differentiated staffing" adheres to an all-inclusive effect, then how may this be accomplished? Dwight Allen and Gary Morrison answer this question by stating,

Differentiated staffing aims toward totally new structures, new patterns, new job descriptions, and new role definitions, to facilitate the accomplishment of the overall goal of developing competent learners and a rich, meaningful and rewarding life for every individual student.²³

In light of this, it may be concluded that differentiated staffing is a concept that will affect all elements of the school. Further, it is concluded that differentiated staffing is a process, not a product, which represents an ongoing pattern that must accommodate all sectors of the community.

Flexibility

There is evidence to support the fact that school structures have changed little in the last 200 years, for

²²Alvin P. Lierheimer, Cast Off the Bowline, North Carolina Science and Technology Research Center, ERIC Document EJ001829, (March, 1969), p. 62.

²³Dwight Allen and Gary Morrison, "Differentiated Staffing and the Nonprofessional: A Need for Educational Personnel Development," Journal of Research and Development in Education, 5, No. 2, (1972), 2.

as Fenwick English and Donald Sharpes offer, influences from Sturm's gymnasium at Strassberg, the Quincy Grammar School and the Lancastrian Schools are still found in the contemporary school setting.²⁴ What implications does this have for a differentiated staffing concept? Dwight Allen writes, "The current role of teacher is typified by no differentiation in staff responsibilities."²⁵ This indicates that in order to have a newer concept of staffing, there should be the element of flexibility in staff concepts. This element is essential to a definition of differentiated staffing both by implication and actual design. The broadest interpretation found was offered by Allen and Lloyd Kline, when they wrote that "potential models for differentiated staffing are as numerous as the imagination of open minds can make them."²⁶ This describes a flexible environment which is characterized as follows:

. . . a college that would utilize a faculty, not solely of academically credentialed individuals but of community personnel with demonstrated expertise in their several fields of endeavor, thus making the entire community college district a laboratory for learning. . . .²⁷

²⁴Fenwick W. English and Donald K. Sharpes, p. 1.

²⁵Dwight W. Allen, "A Differentiated Teaching Staff" (Stanford University), p. 2. (Mimeographed.)

²⁶Dwight W. Allen and Lloyd W. Kline, Differentiated Staffing, North Carolina Science and Technology Research Center, ERIC Document ED051119, (August 1971), p. 12.

²⁷Ibid, p. 13.

Consistent with the idea of flexibility is the premise that attitudes toward mobility, learning styles, and environment manipulation must be flexible. Allen supports the view that flexibility is a part of the differentiated staffing process when he states,

The best talent would be free to seek the best alternative teaching techniques, learning modes, and innovations in general through persistence, liaison with colleges, universities and other schools.²⁸

Roy Edelfelt states that "differentiating roles means assigning personnel in terms of training, interest, ability, aptitude, career goals and the difficulty of tasks."²⁹ If the elements of totality and flexibility are essential, then how may staffs be used in a total and flexible manner? This leads to a discussion of staff utilization in the following section.

Staff Utilization/Individual Differences

One of the essentials of a differentiated staffing program is the recognition of individual differences. This may lead to better staff utilization through the development of

²⁸Dwight W. Allen, "A Differentiated Staff: Putting Teaching Talent to Work" (Stanford University), p. 5. (Mimeographed.)

²⁹Roy A. Edelfelt, Differentiated Staffing: Where Are We? North Carolina Science and Technology Research Center, ERIC Document EJ050914, (January 1972), p. 58.

those talents and contributions of staff members. As Charles Olson points out,

Differentiated teaching assignments should provide for more effective use of human resources by doing the following: recognizing the individual differences of teachers [by] involving the teacher in decision-making on curriculum planning, teaching methods, utilization of time and development of relevant in-service education programs.³⁰

As has been shown in previous sections, differentiated staffing is a process composed of integral parts which are separated in this study for the purpose of investigation. Richard Dempsey and Rodney Smith, in describing this process, state, "it [differentiated staffing] is an organizational attempt to improve education by improving the utilization of the educational staff."³¹ The idea of utilization and individual differences may mean the discovery and use of personnel through a planned program. Robert Bakke, writing on removing contextual constraints, says that "in any educational institution, the faculty and administration are likely to have hidden, unused abilities that might be channeled to provide meaningful benefit to the institution."³² Here the

³⁰Charles E. Olson, The Way it Looks to a Classroom Teacher, North Carolina Science and Technology Research Center, ERIC Document EJ001827, (March 1969), p. 60.

³¹Richard A. Dempsey and Rodney P. Smith, Jr., p. 6.

³²Robert Laumann Bakke, "Removing Contextual Constraints to Innovation in Education: Differentiated Staffing in a Junior College" (unpublished Doctoral dissertation, Harvard University, 1972), p. 60.

three elements of totality, flexibility and utilization are brought together. This tends to re-emphasize the notion of differentiated staffing as a process rather than a product.

Further argument for staff utilization is given by Ervin Harlacher in reporting on a differentiated staffing program at Brookdale Community College when he states, "central to Brookdale's implementation of differentiated staffing was the concept of the functional team. These teams were defined as a mix of professionals."³³ And these teams were to,

. . . provide a setting in which the special talents of the individual faculty member are more appropriately utilized so that the student may be offered the best that the educational program has to offer.³⁴

The functional teams referred to were developed around John Holland's theory of clustering.³⁵

In this section evidence has been presented that supports the idea that staff utilization/individual differences are essential to the concept of differentiated staffing.

³³Ervin L. Harlacher, "New Student Demands in the Marketplace" (speech delivered to Kansas Association of Community Colleges, 1974), p. 8.

³⁴Ibid.

³⁵John L. Holland, Making Vocational Choices: A Theory of Careers (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973).

The following section will show how participatory decision-making and task analysis must be incorporated into the differentiated staffing process, to deal with the questions of what decisions will be made and how will these be made?

Participatory Decision-Making and Task Analysis

In this section participatory decision-making and task analysis are discussed as they apply to the concept of differentiated staffing. A great deal of discussion focuses on participatory decision-making, and the central issues for this study are (a) what decisions may be shared and (b) how this sharing may be accomplished in the differentiated staffing process.

Of the rationales given for participatory decision-making, Clinton Boutwell presents one of the most comprehensive:

The rationale for involving teachers more significantly in decision-making and developmental work should be obvious; the major justifications appear to be these:

1. Talented and intellectual teachers desiring to remain teachers should not be penalized by lack of status or remuneration.
2. Teachers are the most important members of the staff when it comes to effective implementation of educational innovations and should, therefore, be involved in basic decision-making processes.
3. Sophisticated innovation diffusion processes must include those who are to be the implementors of

innovation in planning and general decision-making if there is to be a real payoff.

4. As teachers increase their skills and understanding, there should be ways for them to advance without having to leave teaching for other positions.³⁶

The issue concerns allowing teacher participation in the decision-making process. English, writing about differentiated staffing, supports this position: "Teachers must become formal professional partners with administrators in the decision-making process."³⁷ Participatory decision-making may be expanded beyond the limits of teachers and administrators to include other members of the school. Harlacher and Eleanor Roberts propose that shared decision-making may be extended

. . . through a unique plan for shared governance which vests authority for legislative action to implement college (school) policy in a representative legislature that includes faculty administration, students and non-academic staff.³⁸

The rationale set forth in this study, reinforced by the statements quoted, indicates a usefulness for participatory

³⁶Clinton E. Boutwell, Differentiated Staffing as a Component in a Systematic Change Process, North Carolina Science and Technology Research Center, ERIC Document EJ076918, (August 1972), p. 20.

³⁷Fenwick English, Questions and Answers on Differentiated Staffing, North Carolina Science and Technology Research Center, ERIC Document EJ001824, (March, 1969), p. 56.

³⁸Ervin L. Harlacher and Eleanor Roberts, "Differentiated Staffing" Brookdale Community College, Lincroft, New Jersey, p. 7. (Mimeographed.)

decision-making. The questions of what and how decisions may be shared remain; and these are discussed in the following section.

Before decision-making can be shared, administrators must be willing to give up some of the authority that has been vested in a given position. This willingness is the key to developing a process in which participatory decision-making can operate. This is neither an easy nor, in some instances, a desirable step for administrators. English, quoting Bennis, observes,

Bennis has noted that bureaucracy thrives in an undifferentiated environment with a pyramidal structure of authority and power concentrated in the hands of a few. Differentiated staffing shifts decision-making from an individual context to a group context.³⁹

He continues,

Real participation by teachers in the organizational problem solving as peers in the democratic process will mean that administrators will be more vulnerable than before and teachers will be vulnerable for the first time in their new roles. . . .⁴⁰

Having administrators sharing the authority means the followers must accept both authority and responsibility for their actions. Administrators are somewhat justified in

³⁹Fenwick English, Et Tu, Educator, Differentiated Staffing, Rationale and Model for a Differentiated Teaching Staff, Washington, National Committee on Teacher Education and Professional Standards, ED033896, (1969), p. 21.

⁴⁰Ibid.

their reluctance to share power, for they are ultimately responsible for the total organization; however, this rationale should not be used as the sole defense for refusing to share the decision-making process. Once this sharing occurs, then the question to be answered centers around what and how decisions can be shared. Dale Brubaker and Roland H. Nelson, Jr., state that the process of decision-making may be separated if there is recognition of the forces of interaction at work within the bureaucratic model and the professional model. The separation of decision-making may be distinguished by (a) governance (administrative) and (b) curriculum and instructional (faculty) decisions.⁴¹

James Howard expands the Nelson/Brubaker model by offering the following distinctions:

Governance

Rules concerning health and safety in the school.
 Directives concerning the maintenance of the building.
 The decision to initiate a bond issue and particular issues to be voted on.
 Particular accounting procedures for the receipt and dispersal of funds.
 The formation of committees designed to maintain a working structure for the year.

Curriculum and Instruction

The choice of course titles and content for such courses.
 Sequence and scope of the curriculum.

⁴¹Dale L. Brubaker and Roland H. Nelson, Jr., p. 69.

Choice of textbooks and other instructional materials.

The establishment of seminars for honor students.

Discussions with respect to ability grouping.

The decision to adopt team teaching as an alternative in ninth-grade English.⁴²

The key to answering the question of what and how decision-making may be shared lies in the task analysis process. There has to be recognition that this process is necessary. To this point English and Sharpes add, "We do not usually conceptualize the need to re-examine who is doing what in the organization and redistribute task responsibilities on the basis of skill or need."⁴³ Dempsey and Smith agree on the importance of task analysis, but they speak in general terms by saying, "The lifeblood of staff differentiation is task analysis based on sound philosophy, goals and objectives."⁴⁴ The ACT Viewpoint refers to the need of ". . . involving the teacher in decision-making on curriculum planning, teaching methods, utilization of time and development of relevant in-service

⁴²James Marvin Howard, Jr., "A Study of the Relative Significance of Positional Authority and Expertise in an Experimental School" (unpublished Doctoral dissertation, University of North Carolina at Greensboro, 1973), p. 10.

⁴³Fenwick W. English and Donald K. Sharpes, p. 19.

⁴⁴Richard A. Dempsey and Rodney P. Smith, Jr., p. 213.

education programs. . . ."45 This view closely allies with the previous view of Brubaker and Nelson. Each educational environment is unique, thereby having tasks that are different. The task analysis process must take this factor into account when analysis is developed.

Conclusions may be drawn that participatory decision-making is an integral element of the differentiated staffing model. The task analysis process, also central to the differentiated staffing model, provides some of the answers to the question of what and how decision-making may be shared. The basis for this is determining what is to be done and by whom. These questions are answered in the model development section.

DIFFERENTIATED STAFFING MODELS EXAMINED

Introduction

Since one of the purposes of this research was to develop a differentiated staffing model, it was necessary to examine previous efforts. The complexity of this task is evidenced by Allen and Kline, who point out, "Potential models for differentiated staffing are as numerous as the

⁴⁵ACT Viewpoints, Fifth of Six Articles from a Special Feature on Differentiated Staffing, North Carolina Science and Technology Research Center, ERIC Document EJ001828, (March 1969), p. 60.

imaginations of open minds can make them."⁴⁶ The scope of the model must be narrowed to meet the particular needs and demands of a given environment. Dempsey and Smith credit recent model development to John Rand, who collaborated with Dwight Allen. The following section contains some models examined with design characteristics that were used in the development of the Piedmont Technical Institute model.

Models

While the concept of differentiated staffing for this study includes the elements of totality, flexibility, staff utilization, and participatory decision-making and task analysis, operational differentiated staffing models must be developed that will meet the needs of a given school. Models are presented in order to demonstrate some of the differentiated staff configurations implemented in other projects. Of the numerous models examined, this writer selected the following models based on the design elements of differentiated staffing considerations that had significance for the Piedmont Technical Institute model.

⁴⁶Dwight W. Allen and Lloyd W. Kline, p. 12.

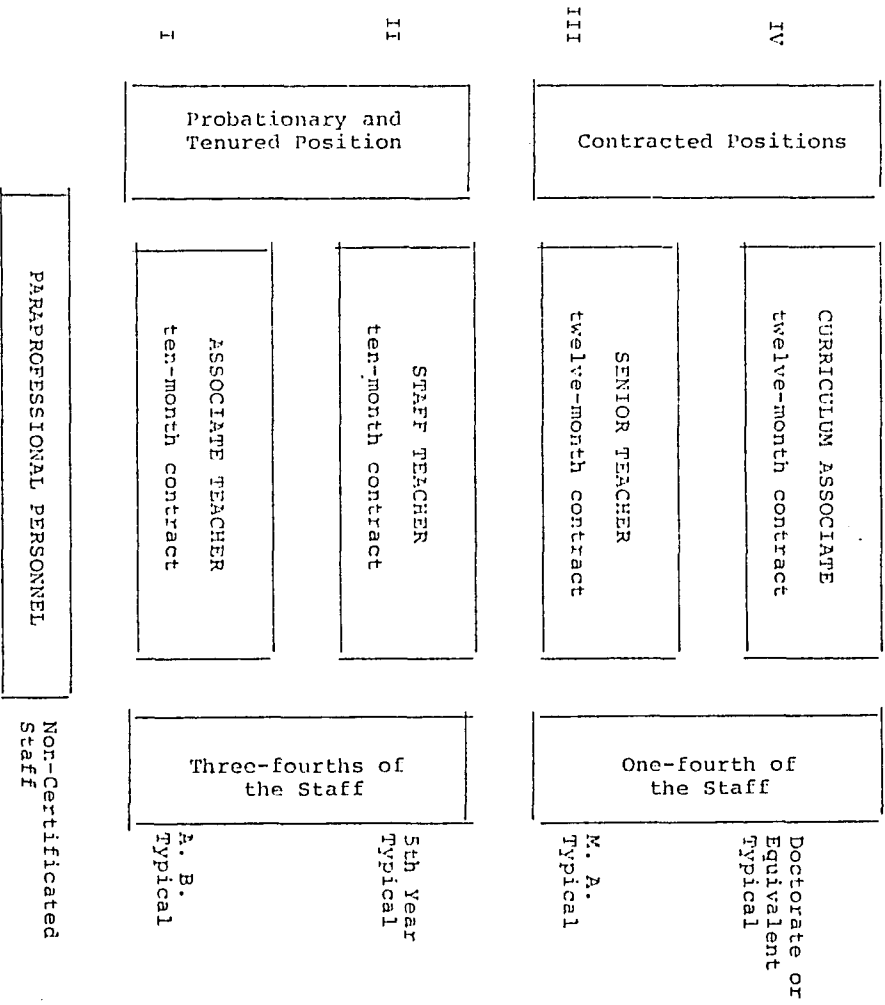
Dwight Allen Model - 1965 - Figure 1

The Dwight Allen model, Chart 1, developed in 1965, represents one of the earliest contemporary attempts at designing an organizational structure based on differentiated staffing concepts. Allen has been credited with being a pioneer in the contemporary design of differentiated staffing models, and his model was presented to the California State Board of Education in April 1966. Historically, the significance of this model is that the Dwight Allen model provided the foundation for later model development.

The Allen model is very basic in design and shows vertical differentiation, while the model developed for Piedmont Technical Institute follows a horizontal pattern designed to reduce the hierarchical arrangement.

Figure 1
Chart 1

DWIGHT ALLEN MODEL



Temple City Model - 1966 - Figure 2

The Temple City model, Chart 2, represents a first-generation modification of the Dwight Allen model with implementation coming under a Kettering Foundation grant at Temple City, California. This model, representative of the 1966 era, has served as the basis for other models. Two specific models developed from this design were the Kansas City, Missouri, model and the Beaverton, Oregon, model.

The Temple City model differs from the Allen model in that only four categories are listed and there is more flexibility by adding the services of academic assistants, educational technicians, and clerks for added services. The Piedmont Technical Institute model demonstrates this flexibility by using intern associates, adjunct associates, community associates, and student associates to provide additional services.

Figure 2

Chart 2

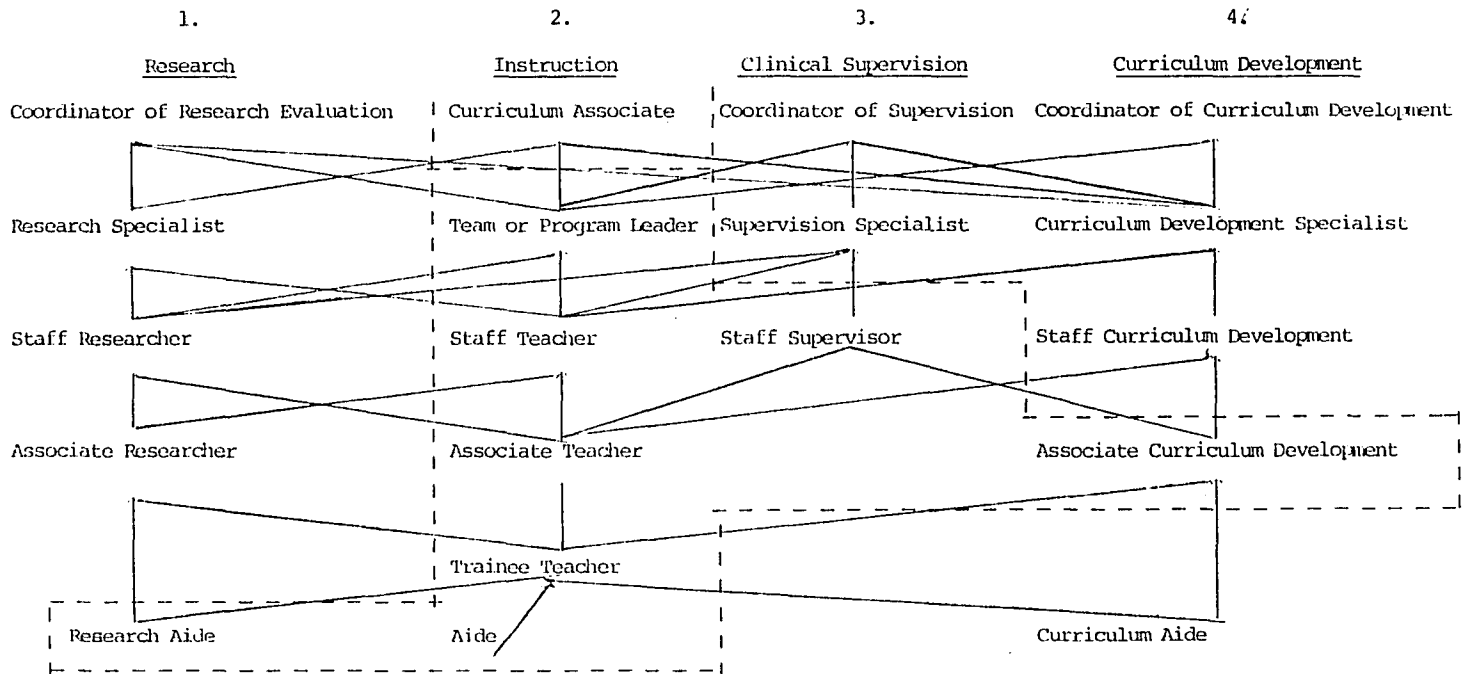
TEMPLE CITY MODEL

			NON-TENURE
			Master Teacher (Doctorate or Equivalent)
		NON-TENURE	
		Senior Teacher (M. S. or Equivalent)	
	TENURE		
	Staff Teacher (B. A. Degree or Calif. Credential)		
TENURE			
Associate Teacher (A. B. or Intern)			
100% Teaching	100% Teaching Respon- sibilities	3/5's Staff Teaching Respon- sibilities	2/5's Staff Teaching Respon- sibilities
	10 months	10-11 months	12 months
Academic Assistants (A.A. Degree or Equivalent)			
Educational Technicians			
Clerks			

John Adams Model - 1969 - Figure 3

The John Adams model, Chart 3, developed in Portland, Oregon, represents an attempt at totality of structure. This comprehensive model, featuring both vertical and horizontal representation, takes considerable time to become fully staffed. The four segments allow enough flexibility so that individual sections may be developed independently or as a whole. Part of the rationale for this model was adapted from the medical model calling for diagnostic and prescriptive relationships between teacher and student. The Piedmont Technical Institute model is not as complex as the John Adams model; however, the horizontal differentiation is characteristic of both models. Also, the Piedmont Technical Institute model has elements of diagnostic and prescriptive relationships, in that deciding what is to be done is a task analysis process; deciding who and how it is to be done is a participatory decision-making process.

Figure 3
 Chart 3
 ADAMS MODEL

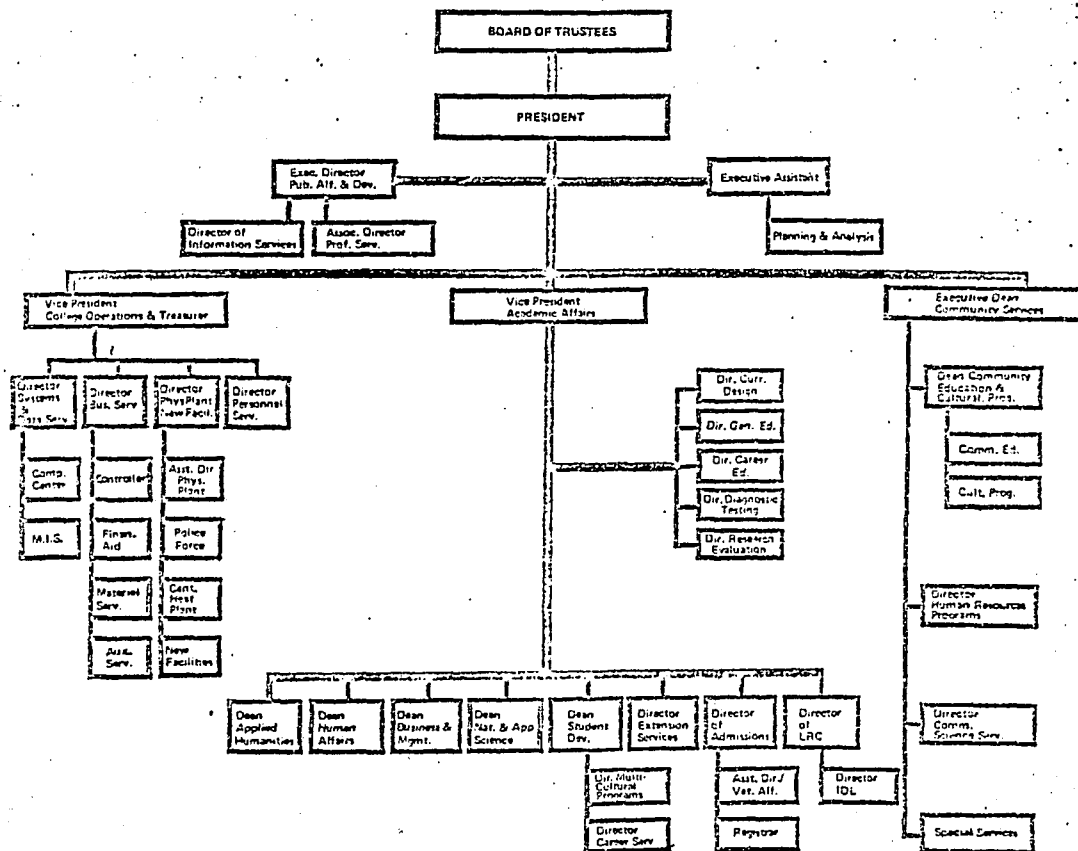


Brookdale Community College Model - 1967 - Figure 4

Brookdale Community College, Chart 4, founded in 1968 by Ervin L. Harlacher, is located at Lincroft, New Jersey. As the first president, he was the major influence in choosing differentiated staffing as one of the devices to be utilized in developing an instructional strategy. Unfortunately, there is a lack of definition and development of the model. However, the intent was to base it on the medical model so that it would emerge as student-centered and provide a functional team utilizing Holland's clustering concept. There is evidence to demonstrate an attempt to share decision-making by using a representative legislature comprised of administrators, faculty, students and non-academic staff. The participatory decision-making element is evidenced in the definition of differentiated staffing developed for this study.

Finally, it should be noted that Harlacher remained at Brookdale five years of the ten-year plan and there exists little evidence that the earlier plans have become fully operational. A current organizational chart from Brookdale Community College reflects little evidence of a differentiated staff.

Figure 4
 Chart 4
 BROOKDALE COMMUNITY COLLEGE
ORGANIZATIONAL CHART
 1973 - 1974

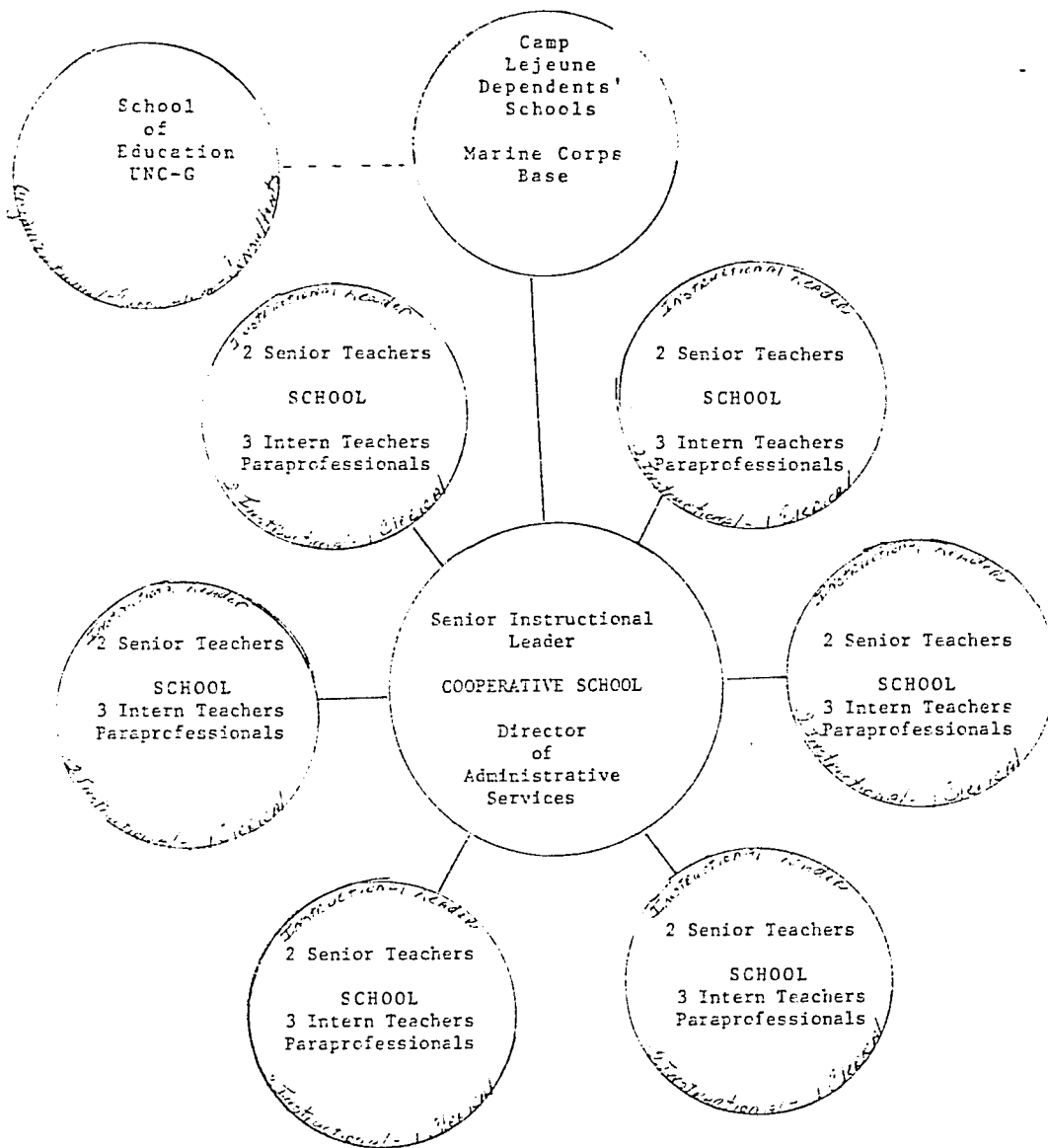


Camp Lejeune Dependents' School Model - 1973 - Figure 5

In 1973 the cooperative school at Camp Lejeune initiated a differentiated staffing model, Chart 5, that was designed to reduce structural constraints so that the educational leaders--i.e., teachers--might participate in the decision-making process. The school's administrators reduced their positional authority, thereby giving teachers flexibility to participate in decisions about curriculum, instructional methods, and how to meet the needs of the students. One of the unique features of this model was the (continuous) relationship developed between The University of North Carolina at Greensboro and the Dependents' School which provided a practicum environment for the intern teachers from The University of North Carolina at Greensboro who later would be practicing professionals. Those principally involved from the School of Education at The University of North Carolina at Greensboro were Roland H. Nelson, Jr., Lois V. Edinger, Dale Brubaker, and Dwight Clark.

Influences of flexibility, participatory decision-making, and the utilization of contractual relationships with an outside agent--i.e., university consultants--can be seen in the Piedmont Technical Institute model. This is evidenced both in the planning and implementation of workshops and in the actual model developed. The intern associate is a direct example of the influence of the Camp Lejeune model.

Chart 5 - Figure 5



COOPERATIVE SCHOOL

Mesa Model - Figure 6

Two characteristics of the Mesa model, Charts 6 and 6a, developed for the Mesa, Arizona, public schools are client-centeredness and flexibility. The client-centered concept reflects the concept of developing instructional goals based on student needs. The student is allowed participation in the setting of goals and needs determination. The element of flexibility is shown by allowing instruction by those outside the formal organizational structure and by developing a team consisting of multi-variant talents that, when combined, provide a diagnostic-treatment relationship.

Two charts, 6 and 6a, show both vertical and horizontal differentiation. The relationship of the Mesa model to the Piedmont Technical Institute model is in the horizontal differentiation and client-centeredness. While client-centeredness is identified in the Mesa model as developing instructional goals based on student needs, this concept, client-centeredness, is identified with the task analysis process in the Piedmont Technical Institute model. Task analysis is reinforced by a process of staff utilization that matches talent and/or expertise--i.e., educational or industrial experience--to the task to be performed.

Figure 6

Chart 6

MESA MODEL - VERTICAL DIFFERENTIATION

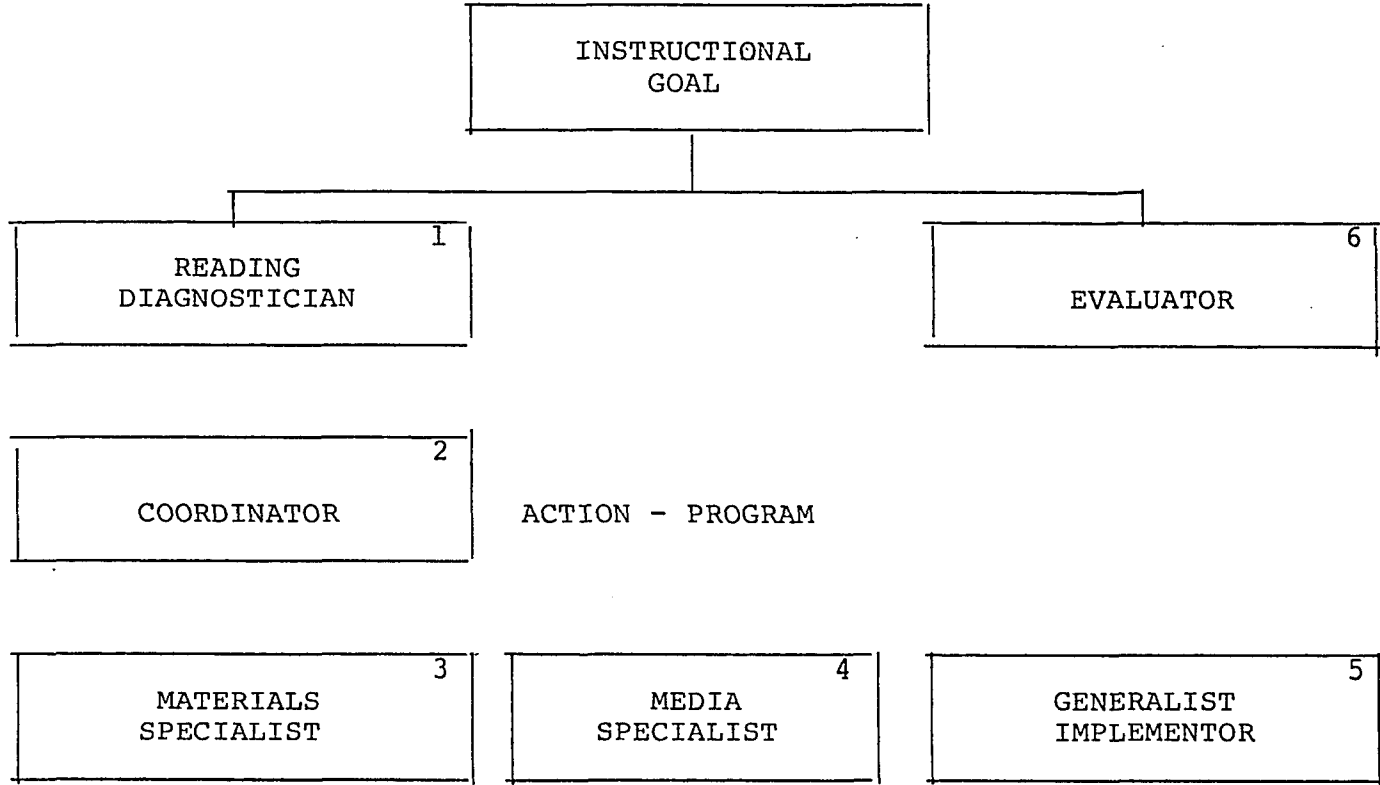
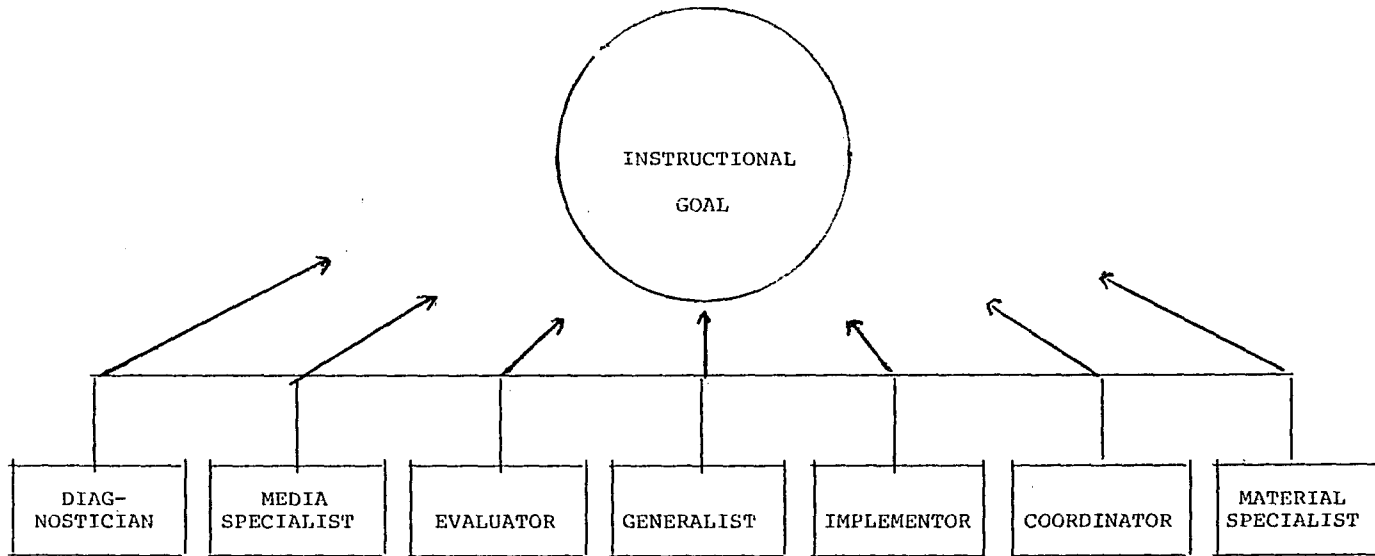


Figure 6a

Chart 6a

MESA MODEL - HORIZONTAL DIFFERENTIATION



Oak Grove Junior High School Model - Figure 7

One of the most comprehensive models found by this researcher is the Oak Grove Junior High School model in Bloomington, Minnesota, Chart 7. The model is based on the following six major objectives.

1. Flexible scheduling--instructional learning activities need different time patterns for greatest efficiency.
2. Differentiated instruction--variable grouping arrangements from independent study to large group instruction are needed to provide match with instructional objectives.
3. Differentiated staff assignments--staff should be assigned so as to maximize their professional strengths.
4. Flexible use of space--we should strive toward a maximum potential from space in meeting the demands of the teaching learning process.
5. Students must internalize the commitment for learning.
6. Comprehensive communications and involvement--teachers, parents, students, all need to know and to be involved in the educational process.⁴⁷

This model most nearly incorporates the elements of totality, flexibility, utilization of individual talents, and participatory decision-making and task analysis of any model found. These elements are used in the differentiated staffing model developed for Piedmont Technical Institute.

⁴⁷Richard A. Dempsey and Rodney P. Smith, p. 196.

Figure 7

Chart 7

OAK GROVE JUNIOR HIGH SCHOOL MODEL

ART DEPARTMENT

Team coordiantors
 2 Certified teachers
 1 Certified graduate intern
 2 Certified undergraduate
 interns
 2 Student teachers
 2 College paraprofessionals

HOME ECONOMICS DEPARTMENT

Team coordinator
 2 Certified teachers
 1 Certified graduate intern
 2 Certified undergraduate
 interns
 2 Student teachers
 1 Paraprofessional

INDUSTRIAL EDUCATION DEPARTMENT

Team coordinator
 3 Certified teachers
 1 Certified undergraduate
 1 Student teacher
 1 Teacher-aide

LANGUAGE ARTS DEPARTMENT

Area leader
 9 Certified teachers
 6 Certified graduate interns
 2 Certified undergraduate
 interns
 2 Student teachers
 2 College paraprofessionals
 2 Teacher-aides (part-time
 Social Studies)

FOREIGN LANGUAGE DEPARTMENT

1 Team leader
 2 Certified graduate interns
 2 Student teachers
 1 College paraprofessionals
 2 Amity aides

MATHEMATICS DEPARTMENT

Area leader
 7 Certified teachers
 2 Certified graduate interns
 3 Certified undergraduate
 interns
 2 Teacher aides

MEDIA SERVICES DEPARTMENT

Area leader
 1 Resource center specialist
 2 Library specialists
 2 Certified graduate interns
 1 Secretary
 1 Graphic artist
 1 Resource center clerk
 2 Part-time production clerks

MUSIC DEPARTMENT

Team coordinator
 2 Certified teachers
 3 Student teachers
 1 College paraprofessionals

Oak Grove Junior High School Model - continued

PHYSICAL EDUCATION

Area leader
 4 Certified teachers
 4 Certified graduate interns
 1 Certified undergraduate
 interns
 2 Student teachers
 1 College paraprofessional
 1 Paraprofessional

HEALTH DEPARTMENT

1 Team leader
 1 Certified teacher

STUDENT PERSONNEL SERVICES

Area leader
 3 Counselors
 2 Deans
 2 Learning disability
 specialists
 1 City-school coordinator
 1 Social worker
 1 School psychologist
 1 Nurse
 1 Secretary
 1 Attendance clerk
 4 Part-time supervisory
 aides

SCIENCE DEPARTMENT

Area leader
 7 Certified teachers
 2 Certified graduate interns
 2 Certified undergraduate
 interns
 1 Student teacher
 1 Paraprofessional
 2 Teacher-aides

SOCIAL STUDIES DEPARTMENT

Area leader
 8 Certified teachers
 3 Certified graduate interns
 2 Student teachers
 2 College paraprofessionals
 1 Paraprofessional
 2 Teacher-aides (part-time
 Language Arts)

Other Models

Four other differentiated staffing models were examined which had significant and/or unique characteristics (see Charts 8, 9 and 10). These were the Anniston model, Anniston, Alabama; the Kansas City model, Kansas City, Missouri; the New York City model, New York; and the Wilson Campus School model, Mankato, Minnesota. The Anniston model was formed around a tripartite career ladder concept that attempted to keep teachers in the instructional area rather than exiting to administrative posts by offering career advancement within the instructional area. The Kansas City model, characterized by such variables as totality, flexibility and shared decision-making, supported the concept of differentiated staffing by altering facilities based on program and instructional needs. The unusual feature of the New York City model was the interorganizational coalition comprised of the United Federation of Teachers in New York, District Three; New York public schools; and New York University. This prototype was to be used for other inner-city, metropolitan systems. The Wilson Campus School model attempts to demonstrate the relationships between the medical model and the differentiated staffing instructional model by equating roles. Characteristics identified in these models are shown in the development of the Piedmont Technical Institute model.

Figure 8

Chart 8

NEW YORK CITY MODEL

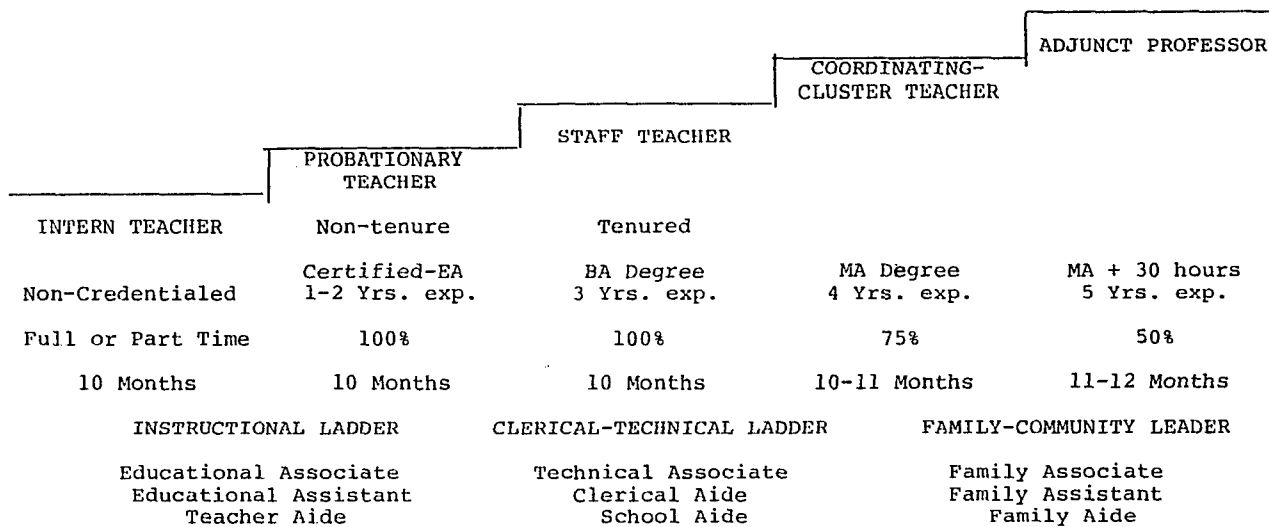


Figure 9

Chart 9

KANSAS CITY MODEL

CABINET

Principal Primary Coordinating Instructor Intermediate Coordinating Instructor Administrative Coordinating Instructor
--

INSTRUCTIONAL COUNCIL

Senior Instructors Instructors Associate Instructors Interns (Both primary and intermediate)
--

SUPPORTIVE SERVICES

Personnel in: AV Resource, Physical Education, Art, Pupil Services, Instrumental Music, Health, Vocal Music
--

NON-CREDENTIALLED STAFF

Clerks, Student Teachers, Resource Persons other Paraprofessionals as needed
--

Figure 10
Chart 10

ANNISTON MODEL

INSTRUCTIONAL

Instructional associate
Instructional assistant
Instructional aide

CLERICAL

Clerical associate
Clerical assistant
Clerical aide

PROFESSIONAL TEACHERS

Instructional specialist
Senior teacher
Staff teacher
Junior teacher
Associate teacher
Apprentice teacher

ADMINISTRATIVE DIFFERENTIATION

School director
Associate school director for administration
Administrative trainee II
Administrative trainee I

Summary

In the review of the related literature the following characteristics most common to definitions of differentiated staffing were identified: (1) totality, (2) flexibility, (3) staff utilization, and (4) participatory decision-making and task analysis. Each of these was presented separately, even though the concept of differentiated staffing should be considered as a process rather than a product. Models were examined in an effort to reveal some of their characteristics and to help formulate a basis for the development of the model which is described in Chapter III. Relationships between the Piedmont Technical Institute model and each model examined were presented.

Finally, it may be concluded that there is a paucity of literature about differentiated staffing at the post-secondary level. This study could form the basis for future research in the area of differentiated staffing for two-year private, junior, community colleges and/or technical institutes.

CHAPTER III

MODEL DEVELOPMENT

RATIONALE

To develop an environment in which individual differences can be recognized, to allow for the development and utilization of unique talents and contributions, to develop a setting in which flexibility exists, participatory decision-making becomes a reality, and task analysis becomes operational, change must occur. From this comes three questions that must be answered. First, what is differentiated staffing? Second, how in the North Carolina Community College System, is differentiated staffing identified? Third, what formal structure--i.e., model--can be developed in order to implement the concept of differentiated staffing? The purpose of this chapter is to answer these questions by (1) presentation of a definition of differentiated staffing as it applies to this study, (2) presentation of results of a questionnaire sent to each president within the North Carolina Community College System to determine the extent to which the term "differentiated staffing" was being used in the publications of the member schools and location of any formalized models of differentiated staffing, and (3) presentation

of a fully developed differentiated staffing model which could be implemented by a community college or technical institute using Piedmont Technical Institute as the setting. A discussion of the change process including pitfalls and guidelines serves to alert the initiator of change to possible problem areas and some solutions.

Technical institutes/community colleges have commitments to a varied populace and are uniquely designed to be able to accommodate the change process necessary to the acceptance of a differentiated staffing project. More specifically, member schools of the North Carolina Community College System have the flexibility to change organizationally since fiscal autonomy, granted by North Carolina GS 115-A, vests authority in the North Carolina State Board of Education, which in turn shares this authority with local boards of trustees who, under advisement of the president, have the power to approve a given organizational design for their school. Piedmont Technical Institute, located in Roxboro, North Carolina, is a member of this system.

Technical institutes in North Carolina are charged with responsibility for both vocational and avocational training for a given community. At Piedmont Technical Institute, this includes one-year trade, two-year technical and adult continuing-education programs. It is proposed that a differentiated staffing arrangement could

be utilized to meet such demands, and in doing so would create a structure more closely akin to the professional model than the traditional bureaucratic model recognized in many schools. . By combining the common characteristics of differentiated staffing discussed in a review of the literature, a differentiated staffing model was developed in this section. The model development section represents a step-by-step plan that could be used to implement a program of differentiated staffing.

INSTITUTIONAL SETTING

Piedmont Technical Institute, a member of the North Carolina Community College System, was founded in 1970. It is located in the town of Roxboro, North Carolina, in a county which has a population base of 25,000 and an enrollment that produces an annual FTE (full-time equivalent) count of 1,000.

The operating structure of the school has three major divisions. They are classified as (1) instruction, (2) adult continuing-education, and (3) student services. The instruction division has responsibility for degree-granting programs referred to as vocational (one-year) and technical (two-year). The adult continuing-education division has responsibility for non-degree programs such as adult basic education, high school diploma, adult interest, special interest, and vocational trade training.

The student services division has responsibility for non-instructional services, which include student development activities and student maintenance services. The current organizational arrangement was an attempt to implement a modification of Holland's clustering concept.

During the fall of 1973 Edward W. Cox, President of Piedmont Technical Institute, in collaboration with Roland H. Nelson, Jr., Professor of Education at The University of North Carolina at Greensboro, presented to this researcher the challenge to develop a model of differentiated staffing for a technical institute. The supportive commitment on the part of Edward Cox led to the selection of Piedmont Technical Institute as the environment in which to develop a differentiated staffing model.

DEFINITION OF DIFFERENTIATED STAFFING

For this study, differentiated staffing is defined as a concept with these elements: (1) totality--involvement by the entire organization, (2) flexibility--the ability to adapt staffing arrangements to meet the needs and demands of the organization, (3) staff utilization--a process of identifying those peculiar or unique talents that individual team members may possess that could be used to accomplish stated goals and commitments of an organization, and (4) shared decision-making/task analysis--the process of deciding what and how tasks should be accomplished and who

should perform these tasks. A participatory model breaks down jobs into various components, then matches task assignments to expertise. This definition forms the nucleus for the differentiated staffing model described later in this chapter.

QUESTIONNAIRE

To establish what had occurred in the North Carolina Community College System concerning (1) the extent to which the term "differentiated staffing" was being used in the literature--i.e., stated philosophy, goals, objectives, brochures and catalogs--of the member schools and (2) location of any formalized models of differentiated staffing, a questionnaire was sent to the presidents of each school. Of the 57 member schools, 45 responded, producing a 78.9 per cent return. The results of those responding are shown in table form with Table 1 showing Yes--No answers to questions 1-13 of the questionnaire. Table 2 is a presentation of results of responses other than yes or no to questions 1-13. Table 3 shows responses to question 14 dealing with other comments related to the differentiated staffing concept. Interpretation of responses to the questionnaire is given in the following sections designated Table 1, Table 2 and Table 3.

Table 1

In Table 1 questions 1-5 deal with use of the term "differentiated staffing" in stated philosophies, goals and objectives of the schools to which questionnaires were sent. In answer to question 1, Is the term "differentiated staffing" used in your school's statement of philosophy?, all 45 respondents said No. To be consistent with the definition of differentiated staffing for this study and to have a characteristic of totality, then differentiated staffing should be indicated in the philosophy of a school laying claim to differentiated staffing. To question 2, concerned with written goals, 44 out of 45 gave Yes answers, but in answering question 3 about the use of the term "differentiated staffing" in these written goals, 44 out of 45 show a No response. Question 4 asked about written objectives, and 43 out of 45 indicated Yes while 45 out of 45 responded No when asked if the term "differentiated staffing" was used in their written objectives.

Since workshop days are important to the planning phase of model development, questions 6 and 7 were used to determine designation of faculty work days and the use of the days to present the concept of differentiated staffing. Question 6 asked, Do you have designated employee (faculty and staff) development days? There were 29 Yes, 15 No,

and 1 "Other" responses. (See Table 2, Question 6 for this response). In answering question 7 about the introduction of the concept of differentiated staffing to faculty and staff, 6 replied Yes and 39 No; however, those responding Yes did not offer any form of elaboration to this point.

One of the purposes for the questionnaire was to determine if the term "differentiated staffing" was being used in school literature in brochures, catalogs and publicity programs. This is answered by responses to question 8 that indicated 43 No and 2 Yes. This indicates 43 of the 45 schools responding do not use the term "differentiated staffing."

Answers to question 9 (1 Yes, 44 No) helped determine the extent to which schools of the North Carolina Community College System have a contractual working relationship with schools of higher learning for the development and/or implementation of a differentiated staffing model. This contractual relationship is important to the planning phase of model development as shown in Chart 11 of this study.

Questions 10, 11 and 12 deal with models developed, plans for model development, and plans for model implementation. In answering question 10, 4 replied Yes to having developed a differentiated staffing model and 41 indicated No, yet follow-up correspondence failed to produce a model.

Two presidents never answered, and the other two admitted confusion on their part concerning the concept of differentiated staffing. From question 11 about plans for model development, the response was 0 Yes and 45 No. To the question of plans for implementation of a differentiated staffing pattern, 5 said Yes, 37 No, and 5 "Other." Again, there may be an indication of confusion due to the interpretation of a differentiated staffing pattern. (The 5 "Other" responses are shown in Table 2).

In question 13 an opinion was solicited with reference to the appropriateness of the concept of differentiated staffing for a technical institute/community college. Twenty-five respondents gave Yes answers while 12 indicated No and there were 8 "Other" responses. The 8 "Other" responses may be seen in Table 2.

Tables 2 and 3

Table 2, "Other Responses to Question 1-13," and Table 3, "Responses to Question 14," represent additional information offered by the respondents. In Table 2 the added data responds to specific questions 1-13 while Table 3 deals with other data taken from question 14 which dealt with other comments related to the differentiated staffing concept. The responses range from declared knowledge of differentiated staffing to an admission of little knowledge, and some showed confusion by stating

this was a new concept and/or just educational jargon.

In summary, there is evidence that the concept of differentiated staffing is being recognized and used; however, there is little direct reference to the term differentiated staffing in the philosophy, goals and objectives, or in the literature--i.e., brochures, catalogs and publicity programs of the responding schools of the North Carolina Community College System. A model was not located, plus there was little indication of interest in the development and/or implementation of a differentiated staffing model. Many (25) of those responding had an opinion that the concept of differentiated staffing is appropriate for a technical institute/community college. The questionnaire revealed four claims to having a differentiated staffing model, but follow-up correspondence failed to substantiate the claims.

TABLE 1

Yes and No Responses to

Questions 1-13

<u>Question</u>	<u>Yes</u>	<u>No</u>	<u>Other</u>
1. Is the term "differentiated staffing" used in your school's philosophy?	--	45	--
2. Do you have written institutional goals?	44	1	--
3. Is the term "differentiated staffing" used in the institutional goals?	1	44	--
4. Do you have written institutional objectives?	43	2	--
5. Is the term "differentiated staffing" used in the institutional objectives?	--	45	--
6. Do you have designated employee (faculty and staff) development days?	29	15	1
7. Have you used staff development days to introduce and develop the concept of "differentiated staffing"?	6	39	--
8. Is the term "differentiated staffing" used in any of your school's literature, i.e. brochures, catalogs, publicity programs?	2	43	--

	<u>Yes</u>	<u>No</u>	<u>Other</u>
9. Do you have a working relationship (contractual/higher education) for the implementation of a differentiated staffing project?	1	44	--
10. Have you developed a model for differentiated staffing?	4	41	--
11. Do you plan to develop a model for differentiated staffing?	--	45	--
12. Are you planning to implement a differentiated staffing pattern?	5	37	5
13. In your opinion, is the concept of differentiated staffing appropriate for the community college/technical institute?	25	12	8

TABLE 2

Other Responses to

Questions 1-13

Question

6. "Have in-service educational programs periodically, not days."
12. "Not sure."
"We do what you call 'differentiated staffing' but I wouldn't call it a 'model'."
"It's being practiced."
There was one question mark (?).
One respondent left question 12 blank.
13. "Cannot adequately respond."
"Don't know."
"Possibly."
There were 5 question-mark responses to question 13.

TABLE 3

Responses to Question 14

Question 14

"This is new to us -- we will look into it."

"We currently use the concept in our staffing."

"We do it to a certain extent even in the traditional manner."

"Here at _____, personnel, whether staff or faculty, are hired according to specific job descriptions established for jobs. We try to find people who will perform according to the criteria established in the job descriptions."

"Not really familiar with concept."

"Seriously doubt if 1% of current faculty and staff have any acquaintance with the concept of 'differentiated staffing' yet they are very competent in their work here."

"We do not have a differentiated staffing plan in a formal document sense but we employ instructional and supportive personnel at paraprofessional levels of training at various places within the college -- lab assistants, work-study students, technical assistants, etc."

"Each institution in the system uses differentiated staffing by formula. The major differences are emphasis and degree of utilization."

"We have implemented the concepts; we do not use the term."

"To the extent that instructors and administrators develop fields of specialization and expertise and are assigned to areas of responsibility which relates to such, we are using differentiated staffing; however, in the sense of most educational literature we are not differentiating."

"Students enrolled in the community college system are not 'captive audiences' and our teachers are not engaged continually in some new concept such as 'differentiated staffing' attempting to 'trick' them into a learning situation. As adults, our students come to learn and

the educational experiences must be commensurate with real life situations."

"This is 'educational jargon'. We hire people to do specific jobs. No two are the same. That makes them all different."

"If I understand the term, it is practiced out of necessity throughout our system, because of the broad scope of purposes we serve. Our faculty teach in various fields, depending upon their capabilities, coordinate student activities, and in many cases provide maintenance services for facilities as well as other quasi-administrative functions."

DIFFERENTIATED STAFFING MODEL DEVELOPMENT

For those who would contemplate a program of differentiated staffing, Charles Olson warns, "One of my gravest concerns about DTA (Differentiated Teaching Assignments) is that a school might inaugurate it without proper preparation."⁴⁸ Proper preparation should include a differentiated staffing plan with planning stages, role differentiation, orientation, and task analysis. Carl Swanson emphasizes the need for planning of the differentiated staffing process by stating, "Great initial planning is called for, demanding imagination, resourcefulness and commitment to improving the education process."⁴⁹ The need for planning establishes basic questions that should be answered during the planning phase. These are (1) Who should plan?, (2) How should planning occur?, and (3) What plans should be developed?

These basic questions concerning who, how and what are discussed in the following section.

Planning Stages

The planning process should be characterized by the key

⁴⁸Charles E. Olson, The Way it Looks to a Classroom Teacher, North Carolina Science and Technology Research Center, ERIC Document EJ001827, (March 1969), p. 59.

⁴⁹Carl W. Swanson, "The Costs of Differentiated Staffing," Phi Delta Kappan, 54, No. 5, (January 1973), 32.

elements of differentiated staffing described in the review of related literature section. They are (1) totality, (2) flexibility, (3) staff utilization, and (4) participatory decision-making and task analysis. Planning is a continuous process, and three basic questions should be answered during this critical phase. First, who should be involved in planning activities, second, how should it occur, and third, what must be planned?

In answering the question of who should plan, the steering committee concept may be employed, since the composition of members can be flexible enough to include representatives from each area of the school populace. The steering committee at Piedmont Technical Institute would have the following:

administrative representative,
student representative,
support staff representative,
community representative, and
faculty representative.

It is possible (and encouraged) that committee representatives would be replaced as the planning progresses from one phase to another. The rationale for this would be to utilize unique talents and contributions of individual school members.

The steering committee should be flexible enough to accommodate expansion and contraction as needs arise. Once formed, this committee would be charged with the following responsibilities:

1. assembling and dispensing differentiated staffing information (a center may be created),
2. orientation,
3. workshop (faculty, staff, administrators), and
4. development of a differentiated staffing model (appropriate for Piedmont Technical Institute).

The steering committee should have a life expectancy of no less than twelve months and no more than thirty-six months. Three years would include time for planning, implementation and matriculation of students in the longest programs offered by the school.

Assembling/Dispensing

Responsibilities for assembling and dispensing differentiated staffing information by the committee may be satisfied by developing a resource area (center for differentiated staffing) in which literature is assembled, read and made available to the institute's membership, both internal and external. This center should be easily accessible so that oral and written dialogue is encouraged and developed through interaction both individually and in groups by the school populace. The center should contain as many articles, magazines, books, letters and writings about differentiated staffing as is possible under the given resources of the institute. It should be comprehensive to the point that complete bibliographies and microfiche are available concerning the

topic of differentiated staffing. The center should form the hub for internal and external correspondence. The main thrust would be to develop as many resources, pro and con, as possible so that the school membership may begin to conceptualize what differentiated staffing should be. Once the resource area is developed, attention then should focus on workshops. The planning for these workshops is discussed in the following section.

Orientation

The second major task of the steering committee is the preparation of a plan for orientation sessions which will precede the scheduled workshops.

During the very important phase of planning, careful consideration should be given to developing a program of orientation. The common characteristics of totality, flexibility, staff utilization, and participatory decision-making and task analysis should be prevalent in this process.

The entire school populace should be included with planned sessions as follows: general introduction and orientation for all faculty and staff, plus special sessions for (1) orientation for administrative council, (2) orientation for trustees, (3) orientation for faculty, (4) orientation for staff support personnel, and (5) orientation for students. It is important to develop a definition and concept of differentiated staffing as it applies to a

given school and to design orientation sessions that communicate this to the personnel responsible for putting differentiated staffing into operant terms and behaviors. The following is a suggested format that could be expanded as the institutional environment may dictate.

General Orientation for Faculty and Staff. This program of general orientation for faculty and staff should be carefully planned since the concept of differentiated staffing is introduced showing the congruency of this process with the philosophy, goals and objectives of the school. Secondly, a general timetable should be discussed to include the sequencing of orientation sessions and a target date for implementation. This general session will show how each member of the school will fit into the proposed strategy of differentiated staffing, with strong emphasis on a total team effort.

During preparation for the general session consideration should be given to providing data (handouts and references) in advance of the meeting so that participants will have the opportunity to come prepared. The tone of the actual meeting should be such that interaction is actively sought. This may be enhanced by selecting a site outside the school environment. The session should be planned for at least one day's activity, thus allowing question and answer periods designed to alleviate confusion and apprehension. Since the quality

and acceptance of decision-making is an integral part of the general orientation, this session is critical to the development of a differentiated staffing model.

Orientation/Leadership Development for Administrative Council. Preparation for this period should include readings about differentiated staffing before a meeting is held. This should be conducted as an intermediate rather than an introductory session. Establishing a commitment from an outside agency such as a consultant and/or a system of higher education may be most important in planning and conducting of this orientation. It is important for this to be a thorough investigation of the concept with as many pros, cons and varying viewpoints as possible. The school's leadership should complete this program with continuity and purpose. This session may take the shape of a seminar, development day, "rap" day, or retreat, perhaps outside the institutional setting so that interruptions and operant factors may be reduced.

Orientation for Trustees. Members of the Board of Trustees have a vested interest in the development of an institution and as such should exert a strong influence over the direction a school may take. It is important to develop an orientation which includes the basic tenets of the differentiated staffing concept with an attempt to gain support for the project. Data for differentiated staffing may

be reproduced and a presentation given that includes resource people--i.e., consultants--who explain the advantages of this technique. It is important to keep the session on a positive note.

To accomplish this orientation, a special session may be called, a seminar prepared, a workshop developed, or a retreat planned. It would be useful to prepare handout materials to be distributed prior to the meeting date.

Orientation for Faculty. One of the elements critical to the success of a differentiated staffing project is the faculty. The orientation and leadership development program should be professionally prepared so that the concept of differentiated staffing and the role expectations of faculty members are thoroughly presented. Perhaps a consultant and/or co-agency arrangement could be used for these purposes. Care should be taken to alleviate apprehension on the part of the faculty concerning "changes."

Orientation for Staff Support Personnel. Since support personnel are an integral part of a school, they should be introduced to the concept of differentiated staffing as it applies to the philosophy, goals and objectives of the institution. There should be an attempt to show relative role relationships. Expected changes and their effect upon support personnel should be explored and the development and implementation of a project of differentiated staffing examined.

Orientation may be planned as specific workshops, seminars and/or development days, depending on the number of people and amount of information to be disseminated.

Orientation for Students. Students should be included in the development and implementation of the differentiated staffing concept. Orientation may occur (a) individually, (b) through committee activity, and/or (c) in large group meetings. It is important for the students to be familiar with the differentiated staffing concept since they are the focal point for the differentiated staffing technique and are supposed to be the recipients of the benefits derived from this process.

These orientation sessions are preparatory to the workshops described in the next section.

Workshops

The third challenge confronting the steering committee concerns the development and presentation of a series of workshops for the school populace. This critical phase requires considerable preparation and coordination. It is suggested that a working relationship be established with outside agencies that can help plan and participate in these workshops. For Piedmont Technical Institute these should be The University of North Carolina at Greensboro and/or The Center for Creative Leadership at the

Smith Richardson Foundation. The committee must exercise detailed planning for workshops, to include dates, coordination of consultants, and producing and dispensing workshop materials of differentiated staffing.

A suggested format is presented in Chart 11. This differentiated staffing workshop format represents a comprehensive, multi-phasic plan identified as Phase One, Phase Two, and Phase Three. Piedmont Technical Institute has a program of faculty and staff development days (three days prior to beginning each quarter), and these have been identified as the workshop days during which these three phases would be implemented.

Phase One. The introductory phase, Phase One, is characterized by intense interaction of external and internal forces (consultants and Piedmont Technical Institute staff, faculty and administration, respectively). During this phase three major topical areas are explored. These are (1) differentiated staffing--the concept, (2) leadership, and (3) decision-making. Formal presentations should be given the morning of the first day and should include concepts, definitions and the characteristics of (1) totality, (2) flexibility, (3) staff utilization, and (4) shared decision-making and task analysis. The focus of attention for the afternoon of the first day should be group interaction sessions led by the presenters.

On the second workshop day of Phase One, the topic of leadership styles should be introduced, with formal presentation being made in the morning and group interaction sessions in the afternoon. The third day of Phase One should consist of presentations about decision-making, to include (1) administrative decision-making, (2) instructional decision-making, and (3) shared decision-making, followed by group interaction.

Phase Two. Day one of Phase Two should be spent in presentations on model development. This should include a progress report about (1) reactions to Phase One and (2) the differentiated staffing model being developed with role and structural identification. Days two and three should include feedback and evaluation interaction sessions with committee and consultants.

Phase Three. Phase Three represents a finalizing process during which (1) a completed model of differentiated staffing is presented, (2) the implementation procedure is presented (pilot status), and (3) discussion concerning follow-up and recommendations occurs. This is a comprehensive three-day involvement during which finalized plans are given.

The workshops are part of the "how" process confronting the steering committee. This is a critical time period for differentiated staffing development, since concept formulation,

introduction of a model, and a plan for implementation occur. The time after the Phase Three (between the end of the third quarter and the beginning of the fourth quarter) should be used to finalize procedures for implementation. The model should be implemented at the beginning of the fourth quarter.

The following section describes the model developed for use at Piedmont Technical Institute.

Figure 11

CHART 11

DIFFERENTIATED STAFFING WORKSHOPS

Internal P.T.I. Staff Community College Personnel	Piedmont Technical Institute Staff	External *UNC-G **CCL Other
Topical Areas		
(1) D/S introduced		Workshop #1
(2) Leadership	Quarter	Staff Development Phase One
(3) Decision-making	#1	3 days
A. Administrative		
B. Instructional		
Topical Areas		
(1) Model development		Workshop #2
(2) Feedback	Quarter	Staff Development Phase Two
(3) Evaluation	#2	3 days
Topical Areas		
(1) D/S model developed (structure)		Workshop #3
(2) Pilot D/S implemen- tation - selection/ implementation	Quarter	Staff Development Phase Three
(3) Discussion on follow-up recom- mendations	#3	3 days
Quarter #4 Implementation		

* University of North Carolina at Greensboro

** Center of Creative Leadership

Development of a Differentiated Staffing Model

One of the most important tasks the steering committee must perform is the development of a model. Within this development process two key elements are (1) role definition and (2) decision-making with task analysis, for role definition includes the position designation (title) and a description requirement for the title, whereas task analysis is the process of determining what tasks are to be performed. These two items help answer the question of what must be planned. The model must be planned, which is a part of the whole process and not an end product. The following section describes the components developed for the Piedmont Technical Institute model (Chart 12).

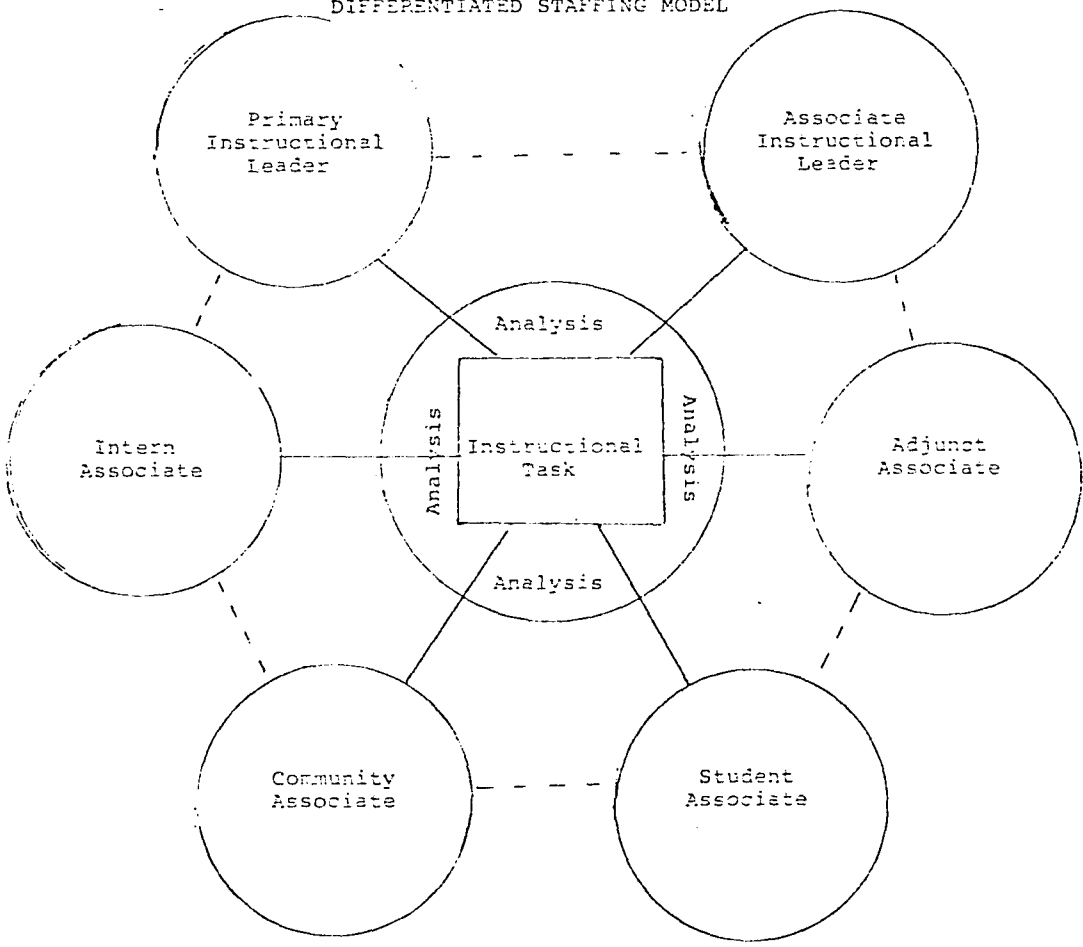
Role Definition. The following position descriptions are offered as models that may be utilized in present form or modified to meet specific and changing needs (based on task analysis) of Piedmont Technical Institute: primary instructional leader, associate instructional leader, intern associate, adjunct associate, community associate, and student associate.

Primary Instructional Leader. The position of primary instructional leader is a full-time one with degree and expertise demanding an individual who is the main resource for a given body of study and has responsibility for the maintenance and improvement of the area of study in

Figure 12

Chart 12

PIEDMONT TECHNICAL INSTITUTE
DIFFERENTIATED STAFFING MODEL



Developed by M. T. Bledsoe

which he/she operates. In the technical studies this individual should have a master's degree, coupled with work experience and three to five years' instructional experience. For vocational areas, a primary instructional leader should have a minimum of a one-year certificate, preferably a two-year associate degree, secular experience and three to five years' instructional experience. Degree experience should be commensurate with the accrediting agency's expectations.

Associate Instructional Leader. The associate instructional leader's position may be full- or part-time. First, the individual may be a full-time employee while working toward an advanced degree of specialization. For the technical area it should be a master's degree or above. For the vocational it should be a one-year certificate, two-year associate degree, four-year industrial arts or other type of specialized training to include technical/community college schools, industry-sponsored training and governmental agency training.

Secondly, the position may be part-time, with the individual enrolled full-time in an advanced degree program and sharing expertise with the institution on a part-time basis, thus adding strength to both ventures. This relationship should be contractual, on a quarter-by-quarter basis.

Intern Associate. The intern associate is required to be a full-time student. The arrangement may be as short as one quarter and as long as four quarters, depending on the needs of the school and the participant. Agreements may be made between the technical institute/ community college and the major college for the student to receive credits or certification for the internship period.

Interns can be from Doctoral, Master's, undergraduate, two-year technical, and one-year vocational programs. This could occur by means of arrangements made with other schools for their last-quarter students to help in the instructional program.

Adjunct Associate. The adjunct associate position is a part-time job staffed by a person retired, on leave, or one who has a particular area of expertise that is needed or desired for an interim period (usually less than six months). This individual will come from outside the immediate community in which the school is located. Sources may be industry or retirement villages.

Community Associate. The community associate should be a resource person within the immediate area who has peculiar or special contributions to make to a given area of study. Experience and expertise may be more valuable than formal training. The idea is to analyze the

area of study and student needs then locate the resource person, or analyze the resource person to determine contributions that may be utilized.

Student Associate. The student associate position requires the participant to be either a full- or part-time student in the sponsoring school. The student associate may provide additional information in the form of technical assistance, either by way of unusual past experience or by demonstration of keen insight into the area of study being conducted. There is the possibility of this individual's being utilized as a communicator/interpreter/tutor to fellow students.

These titles and descriptions form the nucleus for an instructional staff structure for differentiated staffing. This model includes the common characteristics identified earlier in this study, which are totality, flexibility, individual differences, and participatory decision-making and task analysis.

Task Analysis. The task-analysis process is the key to the division of labor, and this affects the staffing needs for a particular institution. It should be developed around two areas: (1) instructional activities (faculty) and (2) non-instructional activities (administrative). Instructional activities should include curriculum development and scheduling with decisions about who is to teach

and what is to be taught. Non-instructional activities should include decisions about budgets, physical facilities, equipment, and supplies. The line of delineation should parallel those given earlier in the discussion of the professional model.

The professional model demonstrates general separation of the decision-making activities. Model development for this study expands this idea to include decisions about recruiting, interviewing, and selecting instructors; promotion policy and curriculum construction, to include what is to be taught and who will teach; scheduling, textbooks, educational material supplies, audio-visual supplies and equipment; library/learning resource references, student advising, methods of instruction, and committee assignments. Specific task analysis must be tailored to the individual school environment. To use the concept of differentiated staffing described in this study, an analysis should include two main areas: student needs assessment and human resource assessment. This process of assessment would represent an attempt to match organizational talent to student needs. It may be that the janitor has the expertise to satisfy the task. If so, that expertise should be used.

In developing the Piedmont Technical Institute model, elements of the Mesa and Oak Grove models described earlier, were used to reduce the organizational constraint of

hierarchical arrangements in which status often impedes the discovery and utilization of human resources. This reduction is an attempt to become more client-centered which is central to the concept of differentiated staffing developed in the Piedmont Technican Institute model.

IMPLICATIONS FOR CHANGE--PITFALLS AND GUIDELINES

It is a recognized fact that change represents a threat to power structures, positional authority and the status quo. For these reasons, this section attempts to alert the initiator of change to some of the pitfalls that exist and some possible guidelines. In attempting the change process, the initiator must determine who and/or what is to be altered. The term "change" is ambiguous and lends itself to diverse interpretations--for example, Alvin Toffler states,

How do we know that change is accelerating? There is, after all, no absolute way to measure change. In the awesome complexity of the universe, even within any given society, a virtually infinite number of streams of change occur simultaneously. All "things"--from the tiniest virus to the greatest galaxy--are, in reality, not things at all, but processes. There is no static point, no nirvana-like un-change, against which to measure change. Change is, therefore, necessarily relative.⁵⁰

Another interpretation of the change process may be seen in B. F. Skinner's use of technology to effect behavior modification. He says,

⁵⁰Alvin Toffler, Future Shock (New York: Random House, Inc., 1970), p. 20.

Almost all our major problems involve human behavior, and they cannot be solved by physical and biological technology alone. What is needed is a technology of behavior. . . . ⁵¹

Ivan Illich refers to a method of inducing change by introducing the idea of a "deschooled" society.⁵² Seymour Sarason writes about change as the process of "setting" development.⁵³

Contemporary societies must accommodate rapid changes produced by technology. People are greatly affected by this process. Since humans constitute one of the most formidable challenges to the change process, interactive relationships become more important than manipulative skills, for the modern educator faces demands that have social, legal, religious, educational, economic and political significance. These demands, coupled with technological forces plus the current knowledge explosion, leave the educator with an almost impossible task.

The main thrust of the study will center on humanistic methods of effecting change. Differentiated staffing may be the vehicle that merges technocracy with humanism, thus allowing educational survival. Preparation for the initiation of change should include pitfalls and guidelines,

⁵¹B. F. Skinner, Beyond Freedom and Dignity (New York: Bantam Books, Inc., 1972), p. 22.

⁵²Ivan Illich, Deschooling Society (New York: Harper & Row, Inc., 1970).

⁵³Seymour B. Sarason, op. cit.

some of which are presented in the following sections.

Pitfalls

Conflict, philosophical foundations, locus of control, power, legal authority, positional authority, values or valuing, governance and self are factors that exert force on the change process in the form of pitfalls. Those attempting change cannot be aware of all pitfalls that exist or emerge, but a recognizance failure "level of consciousness"⁵⁴ may be an impediment to alteration of settings. The purpose of this section is to point out some pitfalls that may be encountered and some of their causes.

Educational alternatives may create pitfalls. Richard C. Richardson identifies some educational alternatives by presenting three major governance models: (1) bureaucratic model, (2) shared authority model, and (3) political model.⁵⁵ The foundation of the bureaucratic model is legal authority. The shared authority model is characterized by collegial or participatory interaction. The impetus for the political model lies in power blocks, interests and conflict. Don Adams identifies educational alternatives as (1) the pedagogical and technological option, (2) the organizational

⁵⁴Dale L. Brubaker and Roland H. Nelson, Jr., p. 101.

⁵⁵Richard C. Richardson, Jr., Reforming College Governance (Washington: Jossey-Bass, Inc., 1975), pp. 8 - 9.

and political option, and (3) the revolutionary and anarchistic option.⁵⁶

Stages of organizational development may be observed and analyzed. Brubaker and Nelson described this growth in a four-level model:

- Level 1 -- Survival: the organization's very existence is at stake.
- Level 2 -- Commurgence: the organization wants to be known as a "status" institution that belongs with other "status" institutions.
- Level 3 -- Differentiation: secure in belonging, the organization can now differentiate and take some chances.
- Level 4 -- Self-actualization: experimentation and creativity are the norm.⁵⁷

What implications for change and pitfalls exist in the relationship between educational alternatives and stages of organizational growth? Bureaucratically governed organizations with participatory rhetoric produce inconsistency in the form of a credibility gap that is a pitfall. Actions and dialogue are not the same. Programmed and technological techniques with humanistic claims produce ambiguity that translates into a pitfall. In this setting the participant is led to believe that freedom of choice and flexibility exist, when in actual practice schedules are statically

⁵⁶Don Adams, Schooling and Social Change in Modern America (New York: David McKay Company, Inc., 1972), p. 275.

⁵⁷Dale L. Brubaker and Roland H. Nelson, Jr., p. 8.

defined, and few inputs into curriculum design are sought or accepted. To compare other relationships, this researcher presents the following analysis, using educational alternatives and the growth stage model presented earlier.

<u>Brubaker/Nelson</u>	<u>Richardson</u>	<u>Adams</u>
1. Survival	Bureaucratic model	Organizational/ political option
2. Commergency	Shared Authority model	Pedagogical/tech- nological option
3. Differentiation	Political model	Revolutionary/ anarchistic option
4. Self-actualization		

There is a relationship between the affective domain (feeling/attitude) and the change process. The purpose of this section is to examine this relationship. Many factors could be considered, but the list has been reduced to three for this study. They are (1) perception, (2) acceptance and (3) values. These factors will be used in an attempt to explain some of the causes of pitfalls. While many writers have listed pitfalls, Brubaker and Nelson have identified the following:

1. Lack of faith
2. Absolutist intolerance for ambiguity
3. Intervention vs. imposition
4. Elitism, or the messianic syndrome
5. Unclear focus on three areas of change
6. Person-centered change
7. Misinterpretation of leader's view⁵⁸

Why are perception, acceptance and values important to behavior? One of the reasons given is that these factors both effect and affect behaviors. Another reason is that perception, acceptance and values can be used to help explain human behavior. The causes of behavior are varied. Resistance to change may be caused by a fear of the unknown, a feeling of displacement, and a fear of technology. These relate to how one perceives his or her role. One way to explain why the followship refuses or is reluctant to comply with leadership requests is a lack of acceptance. This could be caused by not accepting the authority (legal right) or power inherent in a leadership position. The effect of values on behavior may be seen in the risk factor, meaning, are the means/ends worthy of the risk?

Perception, acceptance and values overlap and are integral parts of the behavior process, yet there are numerous other ways to explain behavior. These could include social, legal, educational, economic, religious and political explanations.

Finally, Don Adams warns that ". . . ultimately, however, direction and extent of educational reform and change will be controlled by the social and political

⁵⁸Dale L. Brubaker and Roland H. Nelson, Jr., "Pitfalls in the Educational Change Process," Journal of Teacher Education, 36, No. 1, (Spring 1975), pp. 64-66.

climate and harshness of fiscal reality."⁵⁹ This describes settings that cannot be altered regardless of one's level of awareness or skill in dealing with pitfalls. The next section deals with some guidelines that may be used in implementing change.

Guidelines

Presentation of pitfalls is part of a diagnostic process, while guidelines are prescriptive. Formulation of guidelines may stem from a question of what schools are for? An underlying question, then, is what are guidelines for? The relationship between the two questions may be generalized in the following manner: client-centered advocates, for this study, may be identified with humanistic claims; the technocrat has allegiance to technical devices such as teaching machines and linear programmed instruction for the modification of behavior. While it is the intent for guidelines presented in this section to be allied with humanistic characteristics, there is a recognition that technocracy is a reality that must be considered by those attempting change. Carl Weinberg describes humanism by stating, "Humanism . . . consists of bringing the person and the material he describes into some

⁵⁹Don Adams, p. 297.

sort of meaningful relationship."⁶⁰ How can relationship be developed? Kouji Nakata explains,

. . . Humanistic education implies the holding of deep-seated values The level of communication is, in large part, dictated by the level of concern for, and commitment to, these values . . . the mindless repetition of slogans of the mechanical application of "humanistic" techniques do make humanistic educators. Men learn from men. They are unmoved by professional or mechanical excellence, but respond to the embodiment of professed values as they take concrete form in another person's life. . . .⁶¹

Carl Weinberg and Philip Reidford present an interesting combination of humanistic approaches and change by stating,

Humanistic learning is indicated by a before-after sequence, as in the case with the traditional view of learning. It is concerned with change; but the kind of change that humanists talk about is not always observable in the same way that "scientific" learning is observable. In other words, it is not always possible to demonstrate that this change has taken place, except to take the word of the person, and he may not always know.⁶²

Carl Weinberg speaks to the issue of the educator's choice of direction with respect to action to be taken when he says,

⁶⁰Carl Weinberg, "Introduction," Humanistic Foundations of Education, ed. Carl Weinberg (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 1.

⁶¹Kouji Nakata, "Business Administration and Education," Humanistic Foundations of Education, ed. Carl Weinberg (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 252.

⁶²Carl Weinberg and Philip Reidford, "Humanistic Educational Psychology," p. 117.

Society is at a juncture where the forces of technological efficiency and institutional regularity are in a life-and-death struggle with those persons who are victimized and who know it. Education and educators can play a passive role, as they have always done, and accommodate to traditional social expectations and lead us further down the path towards total depersonalization, or they can serve as an active agency of social change. They can do this by making the school the kind of therapeutic environment that is required for persons to grow as individuals in productive affiliation with others, and to be total human beings.⁶³

Humanism, for this study, is described as a process of client-centeredness with various diagnostic and prescriptive treatments. The prevailing issue is the worth of the individual. One question in the change process is what is being done to and for human beings?

Five guidelines which have significance for the implementation of differentiated staffing are:

1. Principle of humanistic orientation
2. Principle of conflict affirmation/resolution
3. Principle of authority
4. Principle of diagnostic/prescriptive treatment
5. Principle of self-organization-community

An analysis of the relationship of guidelines to the differentiated staffing model developed for this study is presented in the following sections.

⁶³Carl Weinberg, "The School, The Society, and The Individual," p. 99.

Principle of Humanistic Orientation

The concept of humanism includes values and choice. Robert E. Mason supports the worth of man by saying, "He is a human being, and because of this, the central task of education is to bring out and develop his potentialities as a human being."⁶⁴ Thomas Robischon claims that "in choice and in action our values come out,"⁶⁵ thus leading to the belief that how time is spent indicates something about our values. With all of the claims to humanistic orientation, how could one effectively detect the dialogue maker from the true believer? Kouji Nakata answers this by saying,

. . . The success of a humanistic education rests primarily on the presence of humanistic teachers. It is not the techniques you know, nor the material you have available; it is how fully human you are in your interaction with students.⁶⁶

Humanism is not a product, but an interaction process of human relationships. Staff utilization (identified in Review of Related Literature) has a direct relationship to the principle of humanistic orientation through the use of special talents, expertise and experiences of team members

⁶⁴Robert E. Mason, Contemporary Educational Theory (New York: David McKay Company, Inc., 1972), p. 42.

⁶⁵Thomas Robischon, "Philosophy and Education," Humanistic Foundations of Education, ed. Carl Weinberg (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 36.

⁶⁶Kouji Nakata, p. 253.

in meeting the need of students. This also translates into client-centeredness.

Principle of Conflict Affirmation/Resolution

A guide to conflict affirmation/resolution must include causes of stress and anxiety. Seymour Sarason, in describing settings, says,

Everything which makes the creation of a setting seem magnetic and attractive, to build something according to one's desires and images, can become a source of anxiety precisely because the ambiguity of the external situation requires an unusual degree of internal clarity and direction, and these are not frequently found characteristics. When these characteristics are present, the inevitable ambiguity of what is and will be, the clear sense of becoming without an equally clear sense of what one is becoming, can produce reactions ranging from a quiet unease to unmistakable anxiety.⁶⁷

Etzioni develops a position for conflict resolution by stating,

The expression of conflict allows genuine differences of interests and beliefs to emerge, whose confrontation may lead to a test of power and adjustment of the organizational system to the real situation, and ultimately to organizational peace.⁶⁸

How does the initiation of change deal with conflict affirmation/resolution? There has to be a recognition that conflict exists in all settings, and to implement

⁶⁷Seymour Sarason, p. 217.

⁶⁸Amitai Etzioni, p. 44.

change conflicts have to be reduced to a workable level. This level can be reached by using the factor of flexibility found in the differentiated staffing model developed for this study. Flexibility would be interpreted as using alternate strategies for solving problems and conflicts of the team members and students.

Principle of Authority

A study of authority may include legal right (to a position), power, and governance. Max Weber classified legal authority as traditional, rational and charismatic.⁶⁹ His reference to rational-legal authority represents one of the most prevalent structures in modern society--that is, bureaucracy. Richard C. Richardson, Jr., developed three major models to explain authority. First, the bureaucratic model relies on legal authority. Secondly, the shared authority model depends on collegial or participatory activities. Thirdly, the political model uses special interests, power blocs, and conflict as a basis.⁷⁰ Regardless of the model chosen, one must recognize the authority factor.

The concept of power moves beyond the parameters of legal authority. The sources for power are varied. Brubaker and Nelson have derived the following sources:

⁶⁹In Amitai Etzioni, pp. 52-55.

⁷⁰Richard C. Richardson, Jr., p. 10.

1. Positional authority
2. Expertise
3. Charisma⁷¹

Power is a factor that must be dealt with in the change process, and it is possible for the informal structure to have considerably more influence than the formal structure.

Governance relates to the locus-of-control aspect of the organization. Who is in charge? Who controls? What decisions will be made? Who will make them and how will they be made? Answers to these questions lie in the authoritative or democratic process within the organization. Participatory decision-making is advocated in the differentiated staffing model developed for this study. It would be very difficult to effect participative differentiated staffing processes within an autocratic setting.

Principle of Diagnostic/Prescriptive Treatment

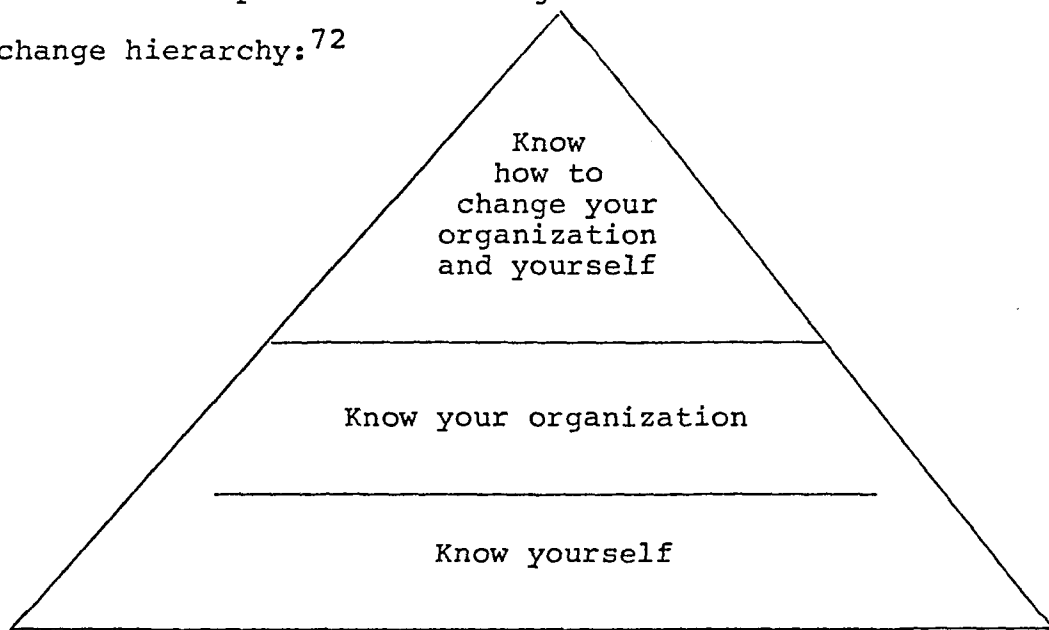
The medical model provides one of the clearest forms of differentiated staffing for investigation. This amounts to task analysis, which is considered a key factor in the development of a differentiated staffing model. The medical diagnostic process may be emulated in the educational field.

⁷¹Dale L. Brubaker and Roland H. Nelson, Jr., p. 185.

This occurs when specialists are used to determine what is to be done. The other portion of task analysis is the assignment procedure which provides the matching of personnel to the student's needs in a prescriptive manner. This amounts to a what-and-who arrangement under which the student's needs are assessed and the best resources (person) are used to meet their needs.

Principle of Self-Organization-Community

The initiator of change must be aware of his or her role in the change process. How does one who is attempting change perceive his or her role? This includes the effecting and affecting process. Also, there is a necessity for perceptions of who and what is to be changed. Brubaker and Nelson developed the following model that demonstrates change hierarchy:⁷²



⁷²Dale L. Brubaker and Roland H. Nelson, Jr., p. 101.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This was a study of differentiated staffing at the post-secondary level with the development of a model for a technical institute. The rationale for the study was based on the fact that data provided little or no information about the topic, and there was no differentiated staffing model at the post-secondary level. Limitations for the study were as follows: (1) it was limited to post-secondary two-year public colleges, private junior colleges, community colleges and technical institutes; (2) the focus was on a technical institute (Piedmont Technical Institute, a member of the North Carolina Community College System), the period being from September 1973 to July 1975, during which a differentiated staffing model evolves; and (3) the study limitations included a questionnaire circulated only among member schools of the North Carolina Community College System. In addition, a suitable environment was available for the study.

In selecting a method of study, the case-study paradigm was chosen since it was necessary to trace historical events. The significance of the study centered around two areas:

(1) the study would add to the literature about differentiated staffing at the post-secondary level, and (2) a model would be produced that could be implemented at a technical institute/community college. During the study this writer corresponded with recognized authors and other researchers concerning the topic of differentiated staffing at the post-secondary level.

In the review of related literature the characteristics most common to definitions of differentiated staffing were identified as (1) totality, (2) flexibility, (3) staff utilization, and (4) participatory decision-making and task analysis. Each of these was presented separately, even though the concept of differentiated staffing should be considered as a whole process rather than a product. Models were examined in an effort to demonstrate some of their characteristics and to help formulate a basis for the development of the model which was described in Chapter III. Relationships between the Piedmont Technical Institute model and each model examined were presented.

The model development section had four main purposes: (1) to develop a definition of differentiated staffing for this study, (2) to present the results of a survey taken of the North Carolina Community College System, (3) to present a fully developed differentiated staffing model for a technical institute/community college, and (4) to discuss implications for change, pitfalls and guidelines.

The following definition of differentiated staffing was developed for this study:

By combining previous definitions and concepts found in a review of the literature, at this point, differentiated staffing is defined as a concept with these elements: (1) totality--involvement by the entire organization, (2) flexibility--the ability to adapt staffing arrangements to meet the needs and demands of the organization, (3) staff utilization--a process of identifying those peculiar/unique talents that individual team members may possess that could be used to accomplish stated goals and/or commitments of an organization, and (4) shared decision-making/task analysis--the process of deciding who, what and how tasks should be accomplished by a participatory model with jobs being broken down into various and specific components, then making task assignments by expertise.

A survey, designed to answer questions about the extent to which the term "differentiated staffing" and location of differentiated staffing models, was administered to presidents within the North Carolina Community College System. The results indicated (1) the term is not being used, (2) a model was not located, and (3) there is confusion as to the definition and/or concept of differentiated staffing among the presidents of the member institutions of the North Carolina Community College System.

A section was presented offering a multi-phasic plan that included orientation sessions, workshops, and a differentiated staffing model. Also, suggested role definitions were given that included primary instructional leader, associate instructional leader, intern associate, adjunct associate,

community associate, and student associate assignments.

CONCLUSIONS

This study was an attempt to investigate a concept, differentiated staffing, that would have uses at a new level primarily limited to public, private junior colleges and technical institutes/community colleges. Further, the purpose was to develop a differentiated staffing model for a technical institute. Hildreth Hoke McAshan says that a case study

. . . may result from . . . (1) a lack of information about a matter . . . just as an attempt to gain new insights into factors that result in a given behavior or complex situation. . . .⁷³

and this helped to formulate the need rationale for this study. Changing demands of contemporary society dictate that alternatives must be sought, and this is no less true of organizational structure.

The first conclusion drawn from this study is that there has been and remains a paucity of literature about differentiated staffing at the post-secondary level. This caused the researcher to rely on parallel readings about differentiated staffing. The second conclusion indicates there is little evidence of a formalized differentiated staffing model at the post-secondary level. Investigation of the

⁷³Hildreth Hoke McAshan, p. 21.

one claimant revealed that rhetoric was present, but a design was not. The third conclusion is that there is confusion about differentiated staffing in the North Carolina Community College System. Results of a questionnaire circulated and answered revealed that the participants had a wide range of ideas and interpretations of the term "differentiated staffing." The fourth conclusion indicates that there is not a differentiated staffing model in the North Carolina Community College System. This finding should provide information for other researchers and developers of differentiated staffing.

The fifth conclusion shows that this study adds to the literature about differentiated staffing by the development of a differentiated staffing model that could be implemented by a technical institute. Development of this model would provide future researchers a basic model for a post-secondary two-year private or public school. A model now exists!

The sixth conclusion indicates the differentiated staffing concept, as presented in this study, shows that the organizational-authority hierarchy is "reduced" by the introduction of shared governance. This is especially important since shared governance is a key factor identified in the development of a differentiated staffing model. The seventh conclusion is that differentiated staffing is part of a continuous process, not an end product. In this process

there is elasticity that allows for design and redesign as the organizational changes in complexity in relation to the demands exerted upon it.

RECOMMENDATIONS

There are numerous unanswered questions about differentiated staffing at the post-secondary level. This study serves only as a beginning. The following recommendations are based on this study, conclusions drawn and implications for further study.

1. This research spans a period from 1973 to 1975; therefore, it is recommended that further studies be developed to cover the period from 1975 forward. These studies should occur at Piedmont Technical Institute. Follow-up studies would serve to create a continuous history of the differentiated staffing project at Piedmont Technical Institute.
2. Since this study ends at the implementation stage, it is recommended that the model developed in this study be implemented at a technical institute. Piedmont Technical Institute would be a prime location for the implementation stage.
3. Data collection is vital to the concept of differentiated staffing; therefore, it is

recommended that a differentiated staffing center be developed at a school contemplating the development of a differentiated staffing model. Piedmont Technical Institute would have the advantage of data collected for this study and could develop such a center within its present structure.

4. Since a steering committee is proposed for the development of a differentiated staffing plan, it is recommended that such a committee be formed and utilized by a school planning to develop a differentiated staffing model. Such a committee could be formed at Piedmont Technical Institute.
5. The differentiated staffing model perpetuates the notion of shared governance, democracy and the professional model. It is recommended that those considering the differentiated staffing concept carefully scrutinize the notions of power, governance and positional authority.
6. Differentiated staffing developed by this study is concerned with the total introduction of the concept. Therefore, a total commitment must be made by those planning to use a

differentiated staffing model. For a technical school this would include trustees, president, faculty, students, and support staff.

The issue of what is versus what should be was raised in the introduction of this study. This issue is inherent in structures found in most educational settings. Answers to what exists before introduction of a differentiated staffing model may include bureaucratic hierarchy and autocratic decision-making. After the introduction of differentiated staffing certain characteristics of a professional model should be apparent, such as shared governance and a reduced hierarchy thus leading to the use of democratic rather than autocratic principles and techniques for governance.

Finally, this study represents a beginning point for differentiated staffing at the post-secondary level of junior colleges, community colleges and technical institutes. A number of questions have been raised from this study which should lead to further research. How would student needs and wants be assessed? How would human resource assessment occur? What changes should occur in positional authority? How would students, faculty, and administrators accept the concept of differentiated staffing? Can decision-making and governance be shared? What about the need for leadership training? How will the question of rank, promotion and tenure be answered? What about evaluation of faculty

performance? In any consideration of change for an organizational structure, the paramount question is what are schools really for?

BIBLIOGRAPHY

- ACT Viewpoints. Fifth of Six Articles from a Special Feature on Differentiated Staffing, North Carolina Science and Technology Research Center, ERIC Document EJ001828, (March 1969).
- Adams, Don. Schooling and Social Change in Modern America. New York: David McKay, Inc., 1972.
- Allen, Dwight W. "A Differentiated Staff: Putting Teaching Talent to Work." Stanford University. (Mimeographed.)
- Allen, Dwight W. "A Differentiated Teaching Staff." Stanford University. (Mimeographed.)
- Allen, Dwight W. and Glenn W. Hawkes. "Reconstruction of Teacher Education & Professional Programs," Phi Delta Kappan, 52, No. 1, (1970).
- Allen, Dwight W., and Lloyd W. Kline. Differentiated Staffing. North Carolina Science and Technology Research Center, ERIC Document ED051119, (August 1971).
- Allen, Dwight W., and Gary L. Morrison. "Differentiated Staffing and the Non-Professional: A Need for Educational Personnel Development," Journal of Research and Development in Education, 5, No. 2, (1972).
- Allen, Dwight W., and Peter Wagschal. "Differentiated Staffing for Vocational-Technical Education." Ohio State University. (Mimeographed.)
- Backstrom, Doris. "Trying New Patterns -- Differentiated Staffing and Modular Scheduling," The Science Teacher, 38, No. 3, (1971).
- Bakke, Robert Laumann. "Removing Contextual Constraints to Innovation in Education: Differentiated Staffing in a Junior College." Unpublished Doctoral dissertation, Harvard University, 1972.
- Baldrige, J. Victor. Academic Governance. Berkeley: McCutchan Publishing Corp., 1971.

- Begin, James P., and Stephen Browne. "The Emergence of Faculty Bargaining in New Jersey," Community and Junior College Journal, 44, No. 4, (1974).
- Bernthal, Wilmar F. Organizational Leadership: Some Conceptual Models, North Carolina Science and Technology Research Center, ERIC Document ED034530, (March 1969).
- Blau, Peter M., and W. Richard Scott. Formal Organizations. San Francisco: Chandler Publishing Company, 1962.
- Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.
- Bock, Joleen. Improvement of Instruction in Junior College Through Utilization of Auxiliary Personnel, North Carolina Science and Technology Research Center, ERIC Document ED031212, (December 1968).
- Boedeker, Louise. "Diversified Staffing: A Good Try," Educational Leadership, 30, No. 6, (1973).
- Boutwell, Clinton E. Differentiated Staffing as a Component in a Systematic Change Process, North Carolina Science and Technology Research Center, ERIC Document EJ076918, (August 1972).
- Brubaker, Dale L. Secondary Social Studies for the 70's -- Planning for Instruction. New York: Thomas Y. Crowell Company, 1973.
- Brubaker, Dale L. The Teacher As a Decision-Maker. Dubuque, Iowa: Wm. C. Brown Company, 1970.
- Brubaker, Dale L., and Roland H. Nelson, Jr. Creative Survival in Educational Bureaucracies. Berkeley: McCutchan Publishing Corp., 1974.
- Brubaker, Dale L., and Roland H. Nelson, Jr. Introduction to Educational Decision-Making. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1972.
- Brubaker, Dale L., and Roland H. Nelson, Jr. "Pitfalls in the Educational Change Process," Journal of Teacher Education, 36, (Spring 1975).

- Bylsma, Donald. Changes in Faculty Governance and Faculty Welfare: Some Empirical Consequences of Collective Negotiations, North Carolina Science and Technology Research Center, ERIC Document ED05882, (1971).
- Caldwell, Bruce G. "Differentiated Staffing & Collegial Evaluation," Educational Technology, 11, No. 6, (1971).
- Caldwell, Bruce G. "Differentiated Staffing and the Process of Decision-Making," Educational Technology, 11, No. 5, (1971).
- Capper, Michael R., and Dale Gaddy. Faculty Participation in Junior College Governance, North Carolina Science and Technology Research Center, ERIC Document ED027886, (February 1969).
- Case, Chester H. Establishing Academic Senates in California Community Colleges, North Carolina Science and Technology Research Center, ERIC Document ED048847, (February 1971).
- Chinoey, Ely. "Case Study Method," A Dictionary of the Social Sciences, 1964.
- Cohen, Arthur M., and Associates. A Constant Variable. London: Jossey-Bass, Inc., 1972.
- Cohen, Arthur M., and Florence B. Brewer. Confronting Identity. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
- Coleman, Peter, and Herman A. Wallin. "A Rationale for Differentiated Staffing," Interchange, 2, No. 3, 1971.
- Cremin, Lawrence A. The Genius of American Education. New York: Vintage Books, 1965.
- Cremin, Lawrence A. The Transformation of the School. New York: Vintage Books, 1964.
- DeCarlo, Julia E., and Constant A. Madon. Innovations in Education For The Seventies: Selected Readings. New York: Behavioral Publications, 1973.
- Dempsey, Richard A., and Rodney P. Smith, Jr. Differentiated Staffing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

- Dykes, Archie R. "Faculty Participation in Academic Decision-Making," American Council on Education Monograph, 1970.
- Edelfelt, Roy A. Differentiated Staffing: Where Are We?, North Carolina Science and Technology Research Center, ERIC Document EJ050914, (January 1972).
- English, Fenwick. "APT/NEA Reactions to Staff Differentiation," The Educational Forum, 36, No. 2, (1972).
- English, Fenwick, Et Tu, Educator, Differentiated Staffing, Rationale and Model for a Differentiated Teaching Staff, Washington: National Committee on Teacher Education and Professional Standards, ED033896, (1969).
- English, Fenwick. Questions and Answers on Differentiated Staffing, North Carolina Science and Technology Research Center, ERIC Document EJ001824, (March 1969).
- English, Fenwick. "The Differentiated Staff: Education's Technostructure," Educational Technology, 10, No. 2, (1970).
- English, Fenwick, and Donald K. Sharpes. Strategies for Differentiated Staffing. Berkeley: McCutchan Publishing Corporation, 1972.
- Enzmann, Arthur M. "Developing New Teaching Teams," Childhood Education, 47, No. 3, (1970).
- Essig, Bob. A Rationale Plan of Hierarchy and Authority for the Collegiate System: A Proposal to the Academic Senate, North Carolina Science and Technology Research Center, ERIC Document ED027002, (May 1968).
- Etzioni, Amitai. Modern Organizations. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
- Frinks, Marshall. "Toward More Effective School Personnel Utilization," Educational Technology, 10, No. 2, (1971).
- Gaddy, Dale, and Michael R. Capper. Faculty Participation in Junior College Governance, North Carolina Science and Technology Research Center, ERIC Document ED027886, (February 1969).

- Georgiades, William, and others. "Selected Annotated Bibliography Relating to New Patterns of Staff Utilization," Oregon State University, 1965.
- Giles, Frederic T. New Frontiers in Administration for Junior College Administrators, Proceedings of a Conference Sponsored by Coordinating Committee California Leadership Program, University of Washington, and Washington State University, North Carolina Science and Technology Research Center, ERIC Document ED014979, (April 1962).
- Harlacher, Ervin L. "Five Years Ahead of the Future." President's Report to the Board of Trustees 1968-1973. Annual report. Brookdale Community College, Lincroft, New Jersey, (1973).
- Harlacher, Ervin L. "New Student Demands in the Marketplace." Speech delivered to the Kansas Association of Community Colleges, Overland Park, Kansas, (1974).
- Harlacher Ervin L., and Eleanor Roberts. "Differentiated Staffing." Brookdale Community College, Lincroft, New Jersey. (Mimeographed.)
- Haubrich, Vernon F. Freedom, Bureaucracy and Schooling. Washington: Association for Supervision and Curriculum Development, (1971).
- Hesburgh, Theodore M., Paul A. Miller, and Clifton R. Wharton, Jr. Patterns for Lifelong Learning. San Francisco: Jossey-Bass Publishing Company, 1973.
- Higgins, A. Stephen. The Junior College Faculty in Oklahoma North Carolina Science and Technology Research Center ERIC Document ED048847, (February 1971).
- Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.
- Howard, James Marvin, Jr. "A Study of the Relative Significance of Positional Authority and Expertise in an Experimental School." Unpublished Doctoral dissertation, University of North Carolina at Greensboro, 1973.
- Illich, Ivan. Deschooling Society. New York: Harper & Row, INC., 1970.
- Jay, Antony. Corporation Man. New York: Random House, 1971.

- Jerome, William Travers, III. Executive Control -- The Catalyst. New York: John Wiley & Sons, Inc., 1961.
- Kapfer, Philip G., and Miriam B. "Differentiated Staffing for Program Development: An In-Depth Look at an Incentive Model," Educational Technology, 12, No. 6, (1972).
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart & Winston, Inc., 1964.
- Lierheimer, Alvin P. Cast Off the Bowline, North Carolina Science and Technology Center, ERIC Document EJ001829, (March 1969).
- McAshan, Hildreth Hoke. Elements of Educational Research. New York: McGraw-Hill Book Company, 1963.
- Malik, Joseph A., and Thomas M. Shay. A Workshop in Community College Administration: Proceedings 1969, North Carolina Science and Technology Research Center ERIC Document ED048843, (1970).
- Marland, S. P., Jr. "Educators Rather Than Technicians." Vital Speeches of the Day, 39, No. 20, (1973).
- Mason, Robert E. Contemporary Educational Theory. New York: David McKay Company, Inc., 1972.
- Merrill, W. David. "Teacher or Teachers," The Educational Forum, 36, No. 3, (1972).
- Mills, Boyd. The Multi-College Concept: Organization and Administration of the Community College in the State of Washington, North Carolina Science and Technology Research Center, ERIC Document ED38962, (March 1970).
- Nakata, Kouji. "Business Administration and Education," Humanistic Foundations of Education, ed. Carl Weinberg. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
- Newburn, H. K. and others. Junior College Administrative Conference -- Arizona State University 1967, North Carolina Science and Technology Research Center, ERIC Document ED019930, (1967).
- Nichols, Suzanne. Model for Participatory Governance for Community Colleges, North Carolina Science and Technology Center, ERIC Document ED054772, (1971).

- Olivero, James L. "The Meaning and Application of Differentiated Staffing in Teaching," Phi Delta Kappan, 52, No. 1, (1970).
- Olson, Charles E. The Way It Looks to a Classroom Teacher, North Carolina Science and Technology Research Center, ERIC Document EJ001827, (March 1969).
- O'Neill, William F. Selected Educational Heresies. Glenview, Illinois: Scott, Foresman and Company, 1969.
- Peter, Laurence J. The Peter Prescription. New York: William Morrow & Company, Inc., 1972.
- Ramstad, William K. The President -- A Key to Innovation, North Carolina Science and Technology Research Center, ERIC Document ED017275, (October 1966).
- Report of California University, Los Angeles Junior College Leadership Program. Annual Conference of Southern California and Arizona Community College Superintendents and Presidents (Lake Arrowhead Conference Center, California, October 6-8, 1970, North Carolina Science and Technology Research Center, ERIC Document ED045062, (October 1970).
- Report of Harrisburg Area Community College, Pennsylvania. Meeting the Changing Needs of Students: College Governance, North Carolina Science and Technology Research Center, ERIC Document ED038135, (February 1970).
- Report of Illinois State University Center for Higher Education, Junior College Staffing 1975-1980, North Carolina Science and Technology Research Center, ERIC Document ED055576, (March 1971).
- Report of Moraine Valley Community College, Palos Hills, Illinois. Innovation: Progress Report, 1968-1971, North Carolina Science and Technology Research Center, ERIC Document ED052786, (1971).
- Report of New York State Association of Junior Colleges. Conference Report on the Annual Conference of the New York State Association of Junior Colleges, Niagara Falls, April 26-27, 1968, North Carolina Science and Technology Research Center, ERIC Document ED025243, (1968).
- Report of Oakton Community College, Morton Grove, Illinois. A Plan for the Organization of the Instructional Staff

at Oakton Community College, North Carolina Science and Technology Research Center, ERIC Document ED045083, (January 1971).

Report of Regional Educational Lab for the Carolinas and Virginia, Rougemont, North Carolina. Proceedings of a Conference on Research-Based Planning and Development, Durham, North Carolina, June 27-30, 1968, North Carolina Science and Technology Research Center, ERIC Document ED026066, (1968).

Richardson, Richard C., Jr. "Can Faculty Evaluation Improve Instruction?" Community and Junior College Journal, 44, No. 3, (1972).

Richardson, Richard C., Jr. Reforming College Governance. Washington: Jossey-Bass, Inc., 1975.

Richardson, Richard C., Jr., Clyde E. Blocker, and Louis W. Bender. Governance for the Two-Year College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Riess, Louis C. Faculty Governance in Turmoil--Who Speaks for the Junior College Professor, North Carolina Science and Technology Research Center, ERIC Document ED017250, (December, 1967).

Riess, Louis C. Faculty Participation in College Governance, North Carolina Science and Technology Research Center, ERIC Document ED043330, (November 1970).

Riess, Louis C. Institutional Attitudes Relating to Faculty Participation in California Community College Governance, North Carolina Science and Technology Research Center, ERIC Document ED046384, (1970).

Robischon, Thomas. "Philosophy and Education," Humanistic Foundations of Education, ed. Carl Weinberg. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Sarason, Seymour B. The Creation of Settings and the Future Societies. San Francisco: Jossey-Bass, Inc., 1972.

Skinner, B. F. Beyond Freedom and Dignity. New York: Bantam/Skinner, A Division of Random House, Inc., 1972.

Starpoli, Charles J., and George W. Ramsey. "A Career -- Ladder Preparation Model Designed to Implement Differentiated Staffing Patterns," The Journal of Teacher Education, 23, No. 4, (1972).

- Stevens, Edward W., Jr. "The Politics of Efficiency and Technocracy -- Differentiated Staffing: A Critique," Educational Technology, 12, No. 6, (1972).
- Swanson, Carl. "The Costs of Differentiated Staffing," Phi Delta Kappan, 59, No. 5, (1972).
- Telfer, Richard G. "Differentiation: A Means for Improving Staff Utilization," The Clearing House, 46, No. 2, (1971).
- Terry, George R. Principles of Management. Homewood, Illinois: Richard D. Irwin, Inc., 1972.
- Toffler, Alvin. Future Shock. New York: Random House, Inc., 1970.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1970.
- Vroom, Victor H., and Philip W. Vetton. Leadership and Decision Making. Pittsburgh: University of Pittsburgh Press, 1973.
- Weber, Arnold R. Faculty Participation in Academic Governance, Report of the AAHE Task force on Faculty Representation and Academic Negotiations, Campus Governance Program, North Carolina Science and Technology Research Center, ERIC Document ED018850, (1967).
- Weber, Max. The Theory of Social and Economic Organization, trans. A. M. Henderson and Talcott Parsons. New York: Oxford University Press, 1947.
- Weinberg, Carl. "Introduction," Humanistic Foundations of Education, ed. Carl Weinberg. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
- Weinberg, Carl. "The School, The Society, and The Individual," Humanistic Foundations of Education, ed. Carl Weinberg. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
- Weinberg, Carl, and Philip Reidford. "Humanistic Educational Psychology," Humanistic Foundations of Education, ed. Carl Weinberg. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
- West, Philip T. "Self-Actualization -- Resolving the Individual-Organization Conflict," The Clearing House, 46, No. 2, (1971).

Worthen, Richard. The Department as Center of Inquiry,
North Carolina Science and Technology Research
Center, ERIC Document ED036562, (November 1969).

Wright, Stephen J. Faculty Participation in Academic
Governance -- Report of the AAHE Task Force on
Faculty Representation and Academic Negotiations,
Campus Governance Program, North Carolina Science
and Technology Research Center, ERIC Document
ED018218, (1967).

Yarrington, Roger. New Staff for New Students. Washington:
American Association of Community and Junior Colleges,
1974.

APPENDICES

APPENDIX A

Chronology

CHRONOLOGY

Introduction

This chronology presents dates, facts, events, meetings and developmental inputs as they occurred since the inception of the concept of differentiated staffing at Piedmont Technical Institute, a division of the North Carolina Community College System, located at Roxboro, North Carolina. Efforts will be made to present the step-by-step activities of this project from the fall of 1973 to July of 1975, so that interested observers and readers may be able to trace this history. Also included are drawings, models, proposals, conferences and correspondence that occurred during this period.

September 1973

During a conference between Dr. Edward W. Cox, President of Piedmont Technical Institute, and M. T. Bledsoe the subject of organizational structure and staffing arose. Questions like--How do you best utilize your staff? How can you best serve the needs of your constituents? What alternatives does one have? Is one staffing pattern better than others?--kept cropping up in the conversation. More questions came than ready answers. Somewhere in the conversation the term differentiated staffing was introduced and this opened a whole new line of questions. Two of the key questions were:

(1) Has this staffing technique been used in a two-year technical institute/community college setting? and (2) How is the term to be interpreted?

As one idea led to another, it was decided that perhaps some of the questions should be discussed with professors at The University of North Carolina at Greensboro. First to be consulted were Drs. Roland H. Nelson, Jr., and Dwight F. Clark. It was the opinion of Dr. Cox and Mr. Bledsoe that those men would be knowledgeable of organizational structure and perhaps would be willing to assist in further development of the topic.

Following this conference, Dr. Cox made an appointment with Dr. Roland H. Nelson, Jr., for October 3, 1973.

October 3, 1973

A meeting occurred on this date in the office of Dr. Nelson with Dr. Cox and Mr. Bledsoe in attendance. This marks the first time for Piedmont Technical Institute the topic of differentiated staffing received a full exploration between representatives of Piedmont Technical Institute and an outside agency, The University of North Carolina at Greensboro. It is significant that the university was willing to become "involved" with the community college system, and it set the stage for further interaction between the two. From this conference the following notions evolved:

1. Differentiated staffing is essentially a breakdown of tasks for efficiency and more effective operation. It is somewhat like the medical model in which a doctor specializes using his expertise and body of knowledge in certain areas. Unfortunately when one compares the teacher to the doctor, the public expects the teacher to be all things and to be able to do all things well.
2. In the school, primary focus is on a program or product, which is more aligned with the bureaucratic model. In the differentiated staffing model, focus would be on the process which would more nearly embrace the professional model leaving room for emerging objectives.
3. The administrator would deal mainly with outside and legal matters. He would be able to talk the language the people understood and his primary emphasis would be in getting support and to interpret the legal and administrative parameters. Also the administrator would be involved in a "protective" area. The emphasis in the curriculum and instruction area would primarily be setting the stage

for instructional decision-making processes with the administrator assuming the role of advisor. His involvement would be as an expert (on legal matters) thus lending support and expertise to the decision-making process but would have little or no direct influence on instructional decisions.

4. The more diversified the student body the better this particular model would work. It would work extremely well in the occupational area and probably much better in this area than in any other. It would be necessary to avoid an overly pragmatic approach in occupational education. Another item of interest would be that this approach would be more or less a "wedding" of the bureaucratic model as espoused by Max Weber and the professional model as espoused by Nelson, Clark and Brubaker.
5. One of the main things that the administrator would have to watch is meddling. He would not be able to meddle once a decision has been made. One of the priorities that would have to be considered is, "What are you trying to do for the students? What resources do you have for what you are trying to do?"
6. It was suggested that staff members from Piedmont

Technical Institute visit the Camp Lejeune Dependents' School in Jacksonville, North Carolina, to observe a differentiated staffing project in action. Dr. Nelson and others would be in Camp Lejeune on October 10, 11 and 12 and would like Piedmont Technical Institute staff members to come down, observe, ask questions and try to determine if further pursuance was desired. (M. T. Bledsoe would attend.)

7. M. T. Bledsoe would be designated as coordinator of institutional research, and one of his primary and initial responsibilities will be to conduct basic research in the staffing patterns of community colleges throughout the United States; also to gather data on differentiated staffing approaches being used at other post-secondary levels. His study would culminate in a written report of the basic research, a rationale, recommendations and suggestions for possible implementation of differentiated staffing at Piedmont Technical Institute.

It was decided that M. T. Bledsoe, under the guidance of Dr. Nelson would conduct an independent study in the spring semester of 1974 to further explore the topic of differentiated staffing.

October 11 and 12, 1973 -- Jacksonville, North Carolina

M. T. Bledsoe spent two days of intensive study of the structure of the project at Tarawa Terrace II. This is the school referred to in the October 3rd meeting. Mr. James H. Howard, Director of Supervision and Curriculum, provided an orientation that included a tour of the educational complex and gave an overview of the Tarawa Terrace II project. It was he who was largely responsible for the implementation of the experimental school. Mr. Childs, Director of Administrative Service, for Tarawa Terrace II was most resourceful in sharing information about operational roles being utilized at the school. Dr. Roland Nelson provided more piercing questions than answers (as only he can do) that seemed to give one a better insight after thorough analysis. He further helped to share the concept of differentiated staffing. It was Dr. Lois V. Edinger who was patient in sharing ideas about forms of evaluation and the supervision of interns. Each of the teaching teams provided much information and seemed quite well prepared for the various roles being played. This was mostly attributed to the planning and orientation sessions that must have taken place in advance of the implementation of the project.

A clearer understanding of the concept of differentiated staffing occurred as a result of the conferences held over the two-day period. Arrangements were made for a visit by Dr. Ed Cox and M. T. Bledsoe for November 8 and 9, 1973.

October 16, 1973

On this date an office conference was held between Dr. Cox and M. T. Bledsoe. The central issue was research literature concerned with differentiated staffing. It was agreed that an ERIC search would be most valuable in providing the information needed and/or desired. M. T. Bledsoe was responsible for making arrangements for the ERIC computer search.

November 5, 1973

A trip was made to Raleigh, North Carolina, to make arrangements with Brenda Dail of the Research and Information Center, State Department of Public Instruction, to conduct the computer search. After consultation, it was decided a complete ERIC search would be made using the following delimitations and descriptors:

1. Past five-year period
2. Two-year public, private, technical institutes and community colleges
3. Key words:
 - a. Differentiated staffing
 - b. Differentiated staffs
 - c. Shared governance
 - d. Faculty participation
 - e. Staffing models

November 8 and 9, 1973

Dr. Edward Cox and M. T. Bledsoe traveled to Jacksonville for an observation visit to the Camp Lejeune Dependent's School (Tarawa Terrace II). Principal participants during this conference trip included Mr. Howard, Dr. Roland Nelson, Dr. Lois Edinger, Dr. Cox, Dr. Dwight Clark, M. T. Bledsoe and Mr. Childs.

Much of the time was spent talking with individuals and instructional teams. This included classroom visits and conference sessions. As observers, we were free to move about and talk with many people. One of the most interesting observations made was the team cohesiveness and the decision-making procedures used at this experimental school.

November 28, 1973

On this date a meeting was held to discuss an experimental project concerning a type of teaching arrangement that could lead to a form of differentiated staffing.

After considerable discussion by the following:

Dr. Ed Cox -- President, Piedmont Technical Institute

Lester Levine -- Educational Development Officer

Earle Johnson -- Co-op Coordinator

W. Brown -- Instructor (senior instructional leader
for project)

M. T. Bledsoe -- Chairman, Management Development
(assistant instructional leader)

It was agreed that M. T. Bledsoe and W. Brown would develop and implement the experimental project during the winter quarter 1973-74.

December 11, 1973

This is the beginning date for the experimental project to be called "Operation Instruction." It should be noted that many of the school's (Piedmont Technical Institute) resources were marshalled on short notice, and it is to the credit of a spirit of cooperation inter and intra-departmentally that the experiment was able to be implemented in such a short time.

December 13, 1973

Piedmont Technical Institute officials were notified that the school could submit a proposal for a possible grant. (All 57 schools are invited to participate). M. T. Bledsoe went to Raleigh on this date for a conference with Fred Manley in the Department of Research and returned with an application for a grant.

December 17, 1973

A report, "A Proposal of Differentiated Staffing for Piedmont Technical Institute" was sent to the president, Dr. Cox, for review and discussion. This marks one of the first attempts at conceptualizing differentiated staffing for the purpose of possible future implementation.

January 2, 1974

A conference was held at the University of North Carolina at Greensboro with Dr. Nelson, Dr. Cox and M. T. Bledsoe in attendance. As institutional research officer, Mr. Bledsoe had the responsibility for the school's long-range planning document. At this meeting a review of the role the leadership team, under the guidance of Dr. Nelson, would play in conjunction with the planning document was ascertained. M. T. Bledsoe would join with the leadership group of Lombardo, Navarino, Hunt, Parker and Welbourne in a graduate course, "Concepts and Cases in Educational Administration." This aided the coordination process.

January 7, 1974

On this date the grant application noted earlier was submitted to the agency in Raleigh. Also, results of the computer search arrived today in the form of microfiche and narratives.

March 19, 1974

An application was submitted for "Leadership Development Training for Occupational Education Personnel."

April 1, 1974

As of this date the winter quarter ends and the "team teaching" venture with Mr. Brown and Mr. Bledsoe ends. Several conclusions reached were (1) it was a worthwhile experience, (2) it worked, (3) most students were interested and supportive of the idea, (4) it would be worth trying again and (5) the time span was too short to draw any hard facts other than it probably did not educationally harm anyone.

May - June 1974

During the month of May several events occurred. Disappointingly enough, both grant proposals were refused. "Operation Conjugation," in the opinion of the readers was "too ambitious" to undertake for such a short period, commendable but unfundable. The second "Leadership Development Training for Occupational Education Personnel" was not considered since there was a lack of funds. (Note: This was not a period of time when grant monies were flowing).

M. T. Bledsoe was granted educational leave by the president and board of trustees of Piedmont Technical Institute. It was agreed that he would take part in the seminar conducted by the creative leadership center at the Smith-Richardson Foundation under the guidance of Dr. Roland H. Nelson.

July 1974

M. T. Bledsoe conducted studies into the concept of (1) participatory management and (2) governance models during the second session of summer school at The University of North Carolina at Greensboro.

August 1974

During the month of August a proposal for differentiated staffing orientation was developed and presented to the Dean of Instruction at Piedmont Technical Institute for possible use during the faculty development days set for September 3, 4 and 5, 1974. The proposal was not adopted. (It should be noted that Piedmont Technical Institute was deeply involved with a campaign to pass a bond issue of 2 to 5 million dollars and the staff and faculty development days were used to gather community support). The proposal would be considered at another date.

September 1974

Dr. Lois V. Edinger, professor at The University of North Carolina at Greensboro, consented to direct a study in which M. T. Bledsoe would explore evaluation of instruction. As a result of this study, Mr. Bledsoe presented a prescriptive evaluation model for differentiated staffing to the Dean of Instruction at Piedmont Technical Institute.

October 6, 1974

Three documents were received from Dr. Ervin L. Harlacher, former president of Brookdale Community College, New Jersey, who is presently chancellor of the Junior College District of metropolitan Kansas City, Missouri. These were: "New Student Demands In The Marketplace," "Differentiated Staffing," and "Five Years Ahead of the Future -- President's Report to the Board of Trustees, 1968-1973." The original request was for any information about differentiated staffing in post-secondary, two-year public, private, community college and technical institute.

November 6, 1974

The 2.5 million dollar bond issue passed for consideration.

November 19, 1974

Correspondence was received from Eleanor Roberts, former administrative assistant at Brookdale Community College. Presently she is with the Division of Planning and Development at Metropolitan Junior College District, Kansas City, Missouri.

December 3, 1974

On this date Dr. John Holland from John Hopkins University, visited the faculty and staff to discuss his theory of

clustering and classification. This was important since the instructional staff had been divided into two clusters. Clustering is one of the three influences at Piedmont Technical Institute, the other two are competency based instruction and differentiated staffing. All three are included in the directions for Piedmont Technical Institute.

January 9, 1975

A letter was received from Dr. John F. Gallagher, Vice President for Academic Affairs at Brookdale Community College, County College of Monmouth, Lincroft, New Jersey.

January 15, 1975

A meeting between Dr. Ed Cox and M. T. Bledsoe was held with the following key points expanded:

1. Review of concept of present organizational structure.
2. Two cluster concepts with possible third to be added.
3. Concept of total (entire school) differentiated staffing.
4. Administration serves as support function for instruction.
5. Decision-making -- staff development -- leadership -- (could be implemented during staff/faculty development days).

6. Question of legal authority.
7. How much authority is the chief administrator willing to give up.
8. When can/will the chief administrator give up authority.
9. Model of differentiated staffing to be used.

February 4, 1975

Letter received from Dr. Richard A. Dempsey, Chairman of Department of Secondary Education, University of Connecticut.

February 7, 1975

Letter received from Dr. Fenwick W. English, Superintendent of Hastings Public Schools, Hastings-on-Hudson, New York.

February 7, 1975

The second ERIC search is received on "Differentiated Staffing in Two-Year Post-Secondary Schools."

February 14, 1975

Forms were mailed to presidents of the fifty-seven schools in the North Carolina Community College System requesting: (1) organization charts and (2) a questionnaire to be completed and returned.

March 27, 1975

A conference was held with Dr. Fenwick W. English, noted authority on differentiated staffing, in Winston-Salem. The relevancy of a study of differentiated staffing at the post-secondary level was discussed, and it was his opinion that such a study should be conducted.

May 1975

During the month of May 1975 this researcher presented a proposal called "Operation Instruction '76" to the Dean of Instruction at Piedmont Technical Institute.

APPENDIX B

Sample Questionnaire

February 12, 1975

In order to complete a paper on differentiated staffing, I am requesting the following information from your organization:

1. A copy of an organizational chart presently being used at your school.
2. Completion of the enclosed questionnaire relating to differentiated staffing.

The work referred to above is being completed at the University of North Carolina at Greensboro. Any attention you may give this matter will be greatly appreciated.

Enclosed is a stamped and addressed envelope for your convenience in replying.

Sincerely,

M. T. Bledsoe

MTB/shb

Enclosures

DIFFERENTIATED STAFFING DEFINED

. . . a plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available.

Differentiated Staffing, (Dempsey, Smith 1972)

Quoting: National Commission on Teacher Education and Professional Standards. "A Position Statement on the Concept of Differentiated Staffing," NEA, 1969, p. 2.

. . . a concept of organization that seeks to make better use of educational personnel. Teachers and other educators assume different responsibilities based on carefully prepared definitions of the teaching function.

Donald Barbee, "Differentiated Staffing: Expectations and Pitfalls," NCTEPS, 1969, p. 1.

. . . the teaching staff is organized so that there are different levels of talent and responsibility.

. . . a concept of organization that seeks to make better use of educational personnel. Teachers and other educators assume different responsibilities based on carefully prepared definitions of the many teaching functions. The differentiated assignment of educational personnel goes beyond traditional staff allocations based on common subject matter distinctions and grade level arrangements and seeks new ways of analyzing essential teaching tasks and creative means of implementing new educational roles.

Differentiated Staffing, (Dempsey, Smith 1972)

Quoting: Rodney P. Smith, Jr., "New Patterns of Differentiated Staffing," Educational Summary, Croft Educational Services, May, 1969, p. 1.

James L. Olivero, "The Meaning and Application of Differentiated Staffing," Phi Delta Kappan, LIT, September, 1970, pp. 36-40.

In traditional staffing arrangements, all teachers are assumed to perform similar jobs. In a differentiated staffing arrangement the large job of the school is broken down into simpler components. The components, or tasks, represent different jobs. Persons apply and are appointed to these differentiated jobs based on their unique skills, training and lik

Differentiated Staffing, (Dempsey, Smith 1972)

. . . the term "differentiated staffing" implies subdividing the global role of the teacher into different professional and paraprofessional subroles according to specific functions and duties that need to be performed in the schools and according to particular talents and strengths that are evident within the human resources of any given school community. (DeCarlo and Madon, 1973)

Task analysis, i.e. breaking jobs down into various and specific components, and then selecting and organizing staffs to more effectively accomplish these tasks and improve instruction. (Bledsoe, Cox, Nelson)

DIFFERENTIATED STAFFING
ITS USE IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

QUESTIONNAIRE

	Yes	No
1. Is the term "differentiated staffing" used in your school's statement of philosophy?	—	—
2. Do you have written institutional goals?	—	—
3. Is the term "differentiated staffing" used in the institutional goals?	—	—
4. Do you have written institutional objectives?	—	—
5. Is the term "differentiated staffing" used in the institutional objectives?	—	—
6. Do you have designated employee (faculty and staff) development days?	—	—
7. Have you used staff development days to introduce and develop the concept of "differentiated staffing"?	—	—
8. Is the term "differentiated staffing" used in any of your school literature, i.e. brochures, catalogs, publicity programs?	—	—
9. Do you have a working relationship (contractual/higher education) for the implementation of a differentiated staffing project?	—	—
10. Have you developed a model for differentiated staffing?	—	—
11. Do you plan to develop a model for differentiated staffing?	—	—
12. Are you planning to implement a differentiated staffing pattern?	—	—
13. In your opinion, is the concept of differentiated staffing appropriate for the technical institute/community college?	—	—
14. Other comments related to the differentiated staffing concept.	—	—

APPENDIX C

Letters



XXXXXXXXXXXXXXXXXXXX
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND
SECONDARY EDUCATION
WOODROW J. GARDEN
DIRECTOR

March 6, 1975

Mr. M. T. Bledsoe
Office of Instructional Services
Piedmont Technical Institute
Box 1197
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

In reference to your letter of February 20, 1975, I do not know of any studies or publications related to differentiated staffing and the two year college, etc. I would imagine your study would be unique and a contribution to the literature. Please keep me apprized of development.

Sincerely,

Rodney P. Smith
Rodney P. Smith

RPS/br

C.W. POST CENTER | GRADUATE SCHOOL OF EDUCATION
LONG ISLAND UNIVERSITY
GREENVALE, N.Y. 11548

February 27, 1975

Mr. R. T. Bledsoe
Piedmont Technical Institute
Box 1197
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

Doctor Madon and I were pleased that you read our text entitled "Innovations in Education for the Seventies: Selected Readings."

Concerning your question about differentiated staffing at the community college level, we do not have specific references for you. One may, however, conceive of the system of assigning ranks, e.g. Instructor, Assistant Professor, Associate Professor and Professor as a form of differentiated staffing. Perhaps you could use this kind of model and further refine the differentiated functions within teaching ranks, such as teaching assignments, committee assignments, research, salary, degree held, etc., as part of your study.

Perhaps you might want to contact Dr. Earle Platt, Supervisor in Teacher Education who has been involved with research in Differentiated Staffing in New York State. His address is: New York State Education Department, 99 Washington Avenue, Albany, N. Y. 12230.

I am sorry that we are not able to provide you with more assistance but we do sincerely wish you every success with this undertaking.

Sincerely yours,

JDC:rb

Julia E. De Carlo, Ph.D.
Chairperson
Department of Instruction

The
University
of
Connecticut

STORRS, CONNECTICUT 06268

SCHOOL OF EDUCATION

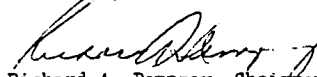
February 4, 1975

Mr. M. T. Bledsoe
Office of Instructional Services
Piedmont Technical Institute
Box 1197
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

I regret that I do not have any leads for you on differentiated staffing as it applies to private, junior, community colleges and/or technical institutes. However, you might wish to contact Rod Smith in the event that he has some information.

Sincerely,


Richard A. Dempsey, Chairman
Department of Secondary Education

RAD:mat

f.s. Rod Smith is wred
the Florida H. Dept
Ed. for his telephone
is 904-599-5290

Office of the Vice President
for Academic Affairs



County College of Monmouth

Newman Springs Road
Lincroft, New Jersey 07738
Phone (201) 842-1900

January 9, 1975

M.T. Bledsoe
Piedmont Technical Institute
Office of Instructional Services
Box 1197
Roxboro, North Carolina
27573

Dear Mr. Bledsoe:

I regret to have taken so long to respond to your letter of November 26.

The questions you raise are of course far reaching in their implications since differentiated staffing is a matter that impacts on student learning, on professional staff and of course on budget.

It is almost impossible to deal with this matter in any significant manner by way of a brief letter. [REDACTED]

[REDACTED]. The most helpful suggestion I can make at the moment is that you pay a visit to our campus and look at some of the things we are trying to do in differentiated staffing. While this is not the easiest way to deal with the matter, I believe it is better than trying to describe in a few words an approach to the problem of staffing which requires considerable discussion and which can best be understood through lengthy discussion and on site experience.

Sincerely yours,

A handwritten signature in cursive script that reads "John F. Gallagher".

John F. Gallagher,
Vice President for
Academic Affairs

JFG:jh

M/J/C
DISTRICT

METROPOLITAN JUNIOR COLLEGE DISTRICT
560 WESTPORT ROAD/KANSAS CITY, MISSOURI 64111/TELEPHONE (816) 756-0220

November 19, 1974

Mr. M. T. Bledsoe
Piedmont Technical Institute
Box 1197
Roxboro, NC 27573

Dear Mr. Bledsoe:

I apologize for the long delay in responding to your letter of October 15, which finally caught up with me here in Kansas City.

Despite your flattering first paragraph (which, naturally, pleased me greatly), I believe a better qualified person to supply you with the information you seek is Dr. Jack Gallagher, Vice President for Academic Affairs at Brookdale. Certainly, he can give you more up-to-date information on the college than I can, since I have been gone from Brookdale the past six months, and he is a recognized authority on differentiated staffing.

Sincerely yours,


Eleanor Roberts
Division of Planning & Development

ER:jc

COMMUNITY COLLEGES: LONGVIEW / MAPLE WOODS / PENN VALLEY

HASTINGS PUBLIC SCHOOLS

FENWICK W. ENGLISH
SUPERINTENDENT OF SCHOOLS
GINO GUALANDI
ASSISTANT SUPERINTENDENT

ADMINISTRATION BUILDING
360 BROADWAY
HASTINGS-ON-HUDSON, N.Y. 10706
(914) 478-2900

February 7, 1975

Mr. M.T. Bledsoe
Piedmont Technical Institute
Box 1197
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

Thank you for your letter of January 29, 1975. I remember a doctoral dissertation done at Harvard on DS for the community college about 2-3 years ago.

To get the title I suggest that you write to Dr. Raymond G. Melton, c/o Florida State Department of Education, Tallahassee, Fla. 32303. Dr. Melton coordinates the USOE National Cluster Coordination Center. He would know the name and title of the work.

Meanwhile, best of luck with your work. I shall be in Winston-Salem sometime in March for the Superintendent's conference. Perhaps we can meet then.

Very sincerely,

Fenwick W. English
Superintendent



Ralph J. Turlington
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

Mr. CECIL GOLSEN
ASSOCIATE COMMISSIONER
PLANNING AND COORDINATION

February 17, 1975

Mr. M.T. Bledsoe
Piedmont Technical Institute
Box 1197
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

Thank you for your recent letter regarding the doctoral dissertation completed at Harvard University on differentiated staffing for the community college. I have gone through my files and have found the source of material you mentioned and hope that this information will aid you in your doctoral efforts. The following information should provide enough data to obtain a copy of the dissertation:

Robert L. Bakke

"Removing Contextual Constraints To Innovation In Education: Differentiated Staffing In A Junior College." Harvard University, 1972, p. 169.

Thank you for your interest in differentiated staffing and continued success in your doctoral research. If I can be of any other service contact me at your convenience.

Respectfully,

Raymond G. Melton

Raymond G. Melton, Ed.D.
Associate for Planning
and Coordination

RG:/rp

cc: Dr. Fenwick English

OAKWOOD JUNIOR HIGH SCHOOL

321 CLEGG STREET
STATESVILLE, NORTH CAROLINA 28677

August 8, 1975

Mr. M. T. Bledsoe
P. O. Box 1052
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

In my research on Differentiated Staffing, I did not find any models on the post-secondary level. There was only a slight reference to promotion practices at the University level in the early 1800's. Dr. Raymond G. Melton, Florida State Department of Education, may be able to help you as he was the former director of the National Cluster Coordination Center on D S projects in the United States.

Best wishes to you in the completion of your research.

Sincerely,



Jean P. Jones

JPJ:cb

*Craven Community College*RACETRACK ROAD
NEW BERN, NORTH CAROLINA 28560MAILING ADDRESS
P. O. BOX 885OFFICE OF THE
PRESIDENT

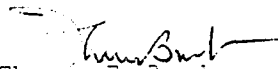
September 11, 1975

Mr. M. T. Bledsoe
P.O. Box 1052
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

I am unable to fulfill your request for a differentiated staffing model. Perhaps I do not understand your definition of this concept. Please provide me with additional and more specific information, and I will be glad to honor your request.

Sincerely,


Thurman E. Brock
President

fn



SCHOOL OF EDUCATION

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

February 4, 1975

Mr. M. T. Bledsoe
Piedmont Technical Institute
Box 1197
Roxboro, North Carolina 27573

Dear Mr. Bledsoe:

Thank you for your letter of January 31, 1975, concerning differentiated staffing. Dr. Allen is presently on sabbatical, but I have taken the liberty of enclosing several of his articles on the subject. I hope you will find these useful.

Sincerely,

A handwritten signature in cursive script that reads "Nancy A. Kaminski".

Nancy A. Kaminski
Secretary to Dean Dwight Allen

NAK:np
Enclosures