

A STUDY OF INSERVICE EDUCATION PROGRAMS
FOR BOARDS OF TRUSTEES IN SELECTED
COLLEGES AND UNIVERSITIES
IN THE UNITED STATES

THESIS FOR THE DEGREE OF PH. D.
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This is to certify that the

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ABSTRACT

A STUDY OF INSERVICE EDUCATION PROGRAMS FOR BOARDS OF TRUSTEES IN SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES

by Orley R. Herron, Jr.

The Problem

The problem of this investigation is to study the inservice education programs for boards of trustees in selected colleges and universities in the United States. Basic purposes of the study are to:

1. Survey a number of college presidents of the Council for the Advancement of Small Colleges to determine the nature and extent of the inservice education for board members of their respective schools.
2. Review pertinent literature pertaining to inservice education, the office of the trustee, and the office of the president as part of a procedure to establish a basis by which select inservice education programs can be designated.
3. Study in detail the inservice education programs for boards of trustees of a select number of institutions.
4. Recommend on the basis of the survey and intensive study a basic program upon which inservice education can be initiated.

The Methodology

The data for the first aspect of the investigation were collected

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by utilization of a questionnaire. All colleges holding membership in the Council for the Advancement of Small Colleges constituted the study sample. Questionnaires were sent to the presidents of these schools. Descriptive statistics were used in presenting the survey data. Seven of the institutions included in the sample and participating in the survey were specified for further intensive analysis. Personal interviews were facilitated to extract information for this phase of the research. A descriptive report of inservice activities in each of these seven colleges was written.

The Conclusions

The major conclusions based upon the study are:

1. Inservice education is infrequently utilized as a method for improvement of the ability of the boards of trustees in colleges and universities. The programs in operation are relatively new and basically unfinalized.
2. Lack of time and availability of trustees hinder the formulation of a continuous inservice education program.
3. There are general procedures and basic principles involved in the inauguration of an inservice education program.
4. The determination, supervision, and motivation of the inservice education program are primarily the responsibility of the president and the chairman of the board..
5. The facilitation of an inservice education program is usually shared by many individuals apart from the designated president and chairman of the board.

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6. Inservice education programs can be implemented and continued without large expenditures of money.

7. Very few trustees take the necessary time to analyze thoroughly the printed materials included in the inservice education program.

8. Occupational responsibilities limit the extent of the availability and the on-campus participation of individual board members.

9. The sharing of the planning of the inservice education activities with members of the board, and in particular the chairman, assures a higher degree of cooperation and support in the inservice education program.

10. Inservice orientation activities inaugurate very clearly the projected aspects of the inservice education program.

11. Consultants in the area of development exhibit the most commonly used outside resource personnel in the inservice education program.

12. There have been relatively few major attempts to evaluate the interworkings and effectiveness of inservice education programs by objective instruments or intensive research studies.

13. Presidents rely heavily on the individual board members to increase board adeptness by personally motivated means and methods.

14. Only a small portion of the trustees' time has been geared to activities created for professional growth.

15. The qualifications for membership and the methods of selection to the board limit decisively the quality of the inservice education program.

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By

Orley R. Herron, Jr.

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CHAPTER I

INTRODUCTION

In December, 1955, the Ford Foundation granted 630 colleges \$260,000,000 for the improvement of faculty salaries. The colleges which received the money were schools accredited by one of the six regional accrediting associations of the country. Any non-accredited school, though burdened with financial needs, was not included in the foundation grant. Seventy-five of the non-accredited colleges, omitted by the foundation grant, met in Chicago in 1956 to discuss mutual solutions to their problems. Fifty-one of these 75 schools united to establish the Council for the Advancement of Small Colleges, Inc., as a means of collectively and cooperatively strengthening their endeavors. These charter members adopted five basic goals:

1. Attain regional accreditation.
2. Increase financial support.
3. Improve academic progress.
4. Increase visibility to the public.
5. Conduct educational experiments appropriate to institutional needs. (64:6).

An executive council was elected from the presidents of the charter members with power to govern the council's activities and commissioned to design programs to facilitate the council's objectives.

Dr. Roger Voskuyl, the president of Westmont College, was the elected president of the executive council when this study was inaugurated.

The position of executive secretary was created so that full-time supervision of the council's activities could be maintained. Coordination of the council's efforts are centralized in Washington, D. C.

Soon after this organizational inception, the council embarked upon studies to actualize their initial five goals. The degree of attainment of these primary goals thus far is commendable.

Forty-three of the original charter members have been accepted into full membership in their regional accreditation associations. The council membership has averaged 65 schools since their organizational founding and presently numbers 71 members. (61:1-9).

Financial support has increased measurably to the individual colleges and this aid has provided the means to construct additional residence and academic facilities. Substantial sums of money have been granted to the council as a corporation to assist in the procurement of the collective aims.

Commissions have been constituted to undertake studies to improve the academic character of the member institutions and workshops have been held annually, financed by the council, to re-examine fundamental purposes, curriculum experimentation, and business management.

Articles concerning the council have appeared in numerous professional journals and commercial magazines. National radio and television stations have directed a number of their programs to help promote the council's ambitions.

The council has conceived its own magazine that is published quarterly and produces a monthly newsletter that is distributed quite

extensively among institutions of higher learning.

All of these attainments are indicative of the exceptional strides being undertaken by the council to eliminate inefficiencies. There yet remain many problems, however, extremely detrimental to the future educational progress of the member institutions.

One of the more perplexing issues confronting these schools is discovering how to improve the educational adeptness of their boards of trustees. This pertinent issue is not isolated to the colleges that are members of the council but is encountered by the majority of colleges in the nation.

Fran Pray states:

There are about eighty-three million adults in America over thirty years of age. Somewhere between twenty-two thousand and twenty-eight thousand of these, or one person in each thirty-three hundred, is a trustee of a college or university. Trustees represent about 3/100ths of one percent of the adult population. (96:1).

Although Pray's statement indicates that trustee representation is small in numerical calculation, these individuals hold to a large extent the control and destiny of higher education within their grasp.

The future growth and success of most colleges, and in particular the member schools of the Council for the Advancement of Small Colleges, focus greatly upon the caliber of the educational vision, perception, and comprehension exercised by the individual boards of trustees.

The challenges of a highly sophisticated age exert pressure that is almost overwhelming to the small college as represented in the council's membership. In a rapidly changing age the boards of trustees must not only address themselves to the immediate needs of the campus, but project programs that will be equal to the tasks of the future. The quality of these programs will be to a large degree commensurate with

the educational proficiency of the boards. Broad steps of improvement must be taken with the trustees if they are to be capable of handling the demands for excellence.

This investigation attempts to assess and study one method of increasing the level of educational adroitness of the boards of trustees, namely inservice education.

Statement of the Problem

The purpose of this investigation is to study the inservice education programs utilized by the Council for the Advancement of Small Colleges in promoting the professional growth of their trustee boards. More specifically it is the intent of the investigation to:

1. Survey a number of college presidents of the Council for the Advancement of Small Colleges to determine the nature and extent of inservice education activities for board members of their respective schools.
2. Review pertinent literature pertaining to inservice education, the office of the trustee, and the office of the president as part of a procedure to establish a basis by which select inservice education programs can be designated.
3. Study in detail the inservice education programs for the board of trustees of a select number of institutions, including the selection, background, qualifications, strengths, weaknesses, and educational understanding of the boards.
4. Recommend on the basis of the survey and intensive study a basic program upon which inservice education can be implemented.

Assumptions of the Study

This study is predicated upon the following assumptions:

1. Individuals engaged as trustees recognize the need for continuing inservice education if they are to maintain a high level of understanding of the role of their institutions in higher education.
2. As the colleges change to meet the needs of their increasing constituencies, the role of the trustee will take on new dimensions.
3. College presidents have designed inservice education programs to fulfill the ongoing growth experiences perceived to be a necessary requisite to continual competence and status of its board members.
4. The primary direction for inservice education of board members of each institution is promoted by the president and board chairman.

Need for the Study

There are significant reasons that affirm the necessity for undertaking a study such as this.

The level of educational knowledge that the individual members bring to their boards underscores the need for a program of continued educational growth. Many of the boards are represented by members whose formal educational training terminated with the completion of a few years of college or the bachelor's degree. The execution of their board duties is by its inherent nature an integration and application of knowledge articulated from many disciplines and research findings. Their work

requires an understanding of diversified theoretical and practical educational concepts, curriculum methodology, student personality and demographic characteristics, financial management, and a multitude of other salient areas which affect significantly the ongoing of institutions of higher learning. Some of those subjects confound even the most astute and intellectual among the professorial ranks. The boards of trustees by virtue of their role must formulate decisive and lasting decisions to be implemented as policy in the daily activities of a college. The policy decisions are based too often on combined ignorance due to the lack of educational astuteness of the board membership. These colleges that are struggling desperately to maintain satisfactory standards are regressed by inadequate calculations. A study of inservice education programs would provide models and guidelines of activities that can be employed to improve the educational perception of the board.

The essentiality of the trustee to understand the vitalness and the responsibilities of his position ratifies an inservice education study. Many authors advocate the need for this understanding.

Hartorana states,

It is imperative to the continued sound growth and development of American higher education that boards of trustees, college staff members, and the public at large understand the role of trustees in governing colleges and universities. As stewards acting for larger interests in the society, the trustees themselves must maintain an awareness and understanding of the changing character, not only of the institution or institutions they direct but also of higher education as a totality (78:13).

Robert W. Merry strengthens Hartorana's remarks in proposing:

"To insure a trustee effectiveness, lead him to a proper understanding

of the institution and of his role and see to it that he has fun doing his job." (85:10).

Rufus C. Harris, former president of Tulane University, adds to these statements by advocating:

The most important single factor in the direction of higher education is the board of trustees. Yet few trustees take sufficient time to inform themselves adequately to perform their role. Many trustees accept the perquisites of office without accepting the responsibilities (96:1).

The Carnegie Foundation for the Advancement of Teaching reports:

The Board of Trustees as it exists in the colleges and universities of the United States has few counterparts elsewhere. But despite its deep historical roots in this country its role is still not widely understood. A description of this role is complicated by the fact that the function of the trustee is still evolving. (119:3).

Raymond Hughes discussed the primacy of their role when he concludes:

In view of the importance of these institutions to our civilization it is most desirable that they be directed ably. The ideals and character of the faculties of these institutions, the quality and inspiration of the teaching, their adoption to the current needs of society, their general efficiency and their adequate support depend very largely on the trustee. (57:5).

Ruml and Morrison summarize the importance of a trustee understanding his role and his responsibilities by stating:

The colleges are part of the shadow government of the United States; they have status, duties and freedom . . . the trustees of the liberal colleges are participating in an historic period on a strategic front. Let them be informed so that they can discharge their responsibilities with courage and with wisdom. (101:94).

The importance of the trustee role and the lack of clarity in reference to it attest to the need for an inservice education investigation.

Inservice education of college boards of trustees has received little attention in the professional literature and this scarcity val-

idates the need to research this topic. What has been written has dealt mainly with organizational structure, administrative relationships, corporation responsibility, financial management, fund raising techniques, and legal aspects of corporate control.

The almost total lack of reference in literature to inservice education of trustees is one of the factors and may be the paramount factor contributing to badly conceived and poorly administered colleges.

The absence of evaluative studies, theoretical thinking, practical programs, and general research on the topic of inservice education of college boards of trustees enforces the urgency for this study.

Since the founding of the Council for the Advancement of Small Colleges no study has been conducted to evaluate the status of inservice education of their boards of trustees. In Augusta, Maine, in 1960, at the annual meeting of the council representatives, the main theme was "The Interrelationship of the Trustee, the President, and the Professor in Advancing Quality Education." A review of the literature and speeches distributed at that conference reveals that not one of the lectures, seminars, or literature addressed itself to the topic of inservice education. The executive council, therefore, when approached with the possibility of an inservice education investigation, unanimously supported and recommended its initiation. The lack of adequate research of this organization in reference to inservice education confirms again the necessitation for the evaluation.

The necessity of the presidents to be able to share techniques of trustee enrichment programs so that they can assist each other in the improvement of their individual boards verifies the recognition for this inquiry. Equal to this necessity is the fact that the development

of a strong and active board demands that the presidents administer and create activities for the board's professional growth.

Fran ~~Pray~~ says, "The creation of a strong, flexible, interested, active board of trustees is perhaps the most important task a president can undertake for his institution. (26:10).

Paul Davis concludes after a special study of 44 leading institutions, "Without exception, exceptional colleges either have or have had exceptional trustees." (31:3).

This investigation attempts to assess some of the reasons for successful, informed boards as well as reasons for apparently unsuccessful boards.

In light of the preceding, the writer is convinced that an extraordinary and distinctive need exists to gather evidence relative to the inservice education programs of boards of trustees of schools of the Council for the Advancement of Small Colleges. In addition, an examination of inservice education activities on selected campuses appears to possess validity in that their basic components, attributes, and limitations could be shared by other members of the council.

The council colleges are constantly faced with meeting the expanding demands for service. They must respond to more insistent and increasingly higher requirements for quality education. These demands focus attention on the responsibility of governing boards for the health and welfare of the institutions they control and for which they inescapably stand as sponsor. To achieve higher quality, attain more adequate standards, and to make significant contributions to the lives of young people who enroll, the boards of trustees must be ever improved.

The merit of the present study seems clearly evident and imperative.

Limitations and Scope of the Study

There are two aspects to this study. The first, a survey, is confined to the presidents of the colleges holding membership in the Council for the Advancement of Small Colleges as of June, 1964. The assumption is that the president, with his legally endowed position with the board, provides an adequate sampling for an investigation of inservice education programs. The second phase of the study consists of an intensive inquiry by visitation and case study analysis of the inservice education programs of seven selected institutions. This phase requires an intensive interview with the president on his respective campus. The presidents cooperating in the study are assumed to be knowledgeable in the field of administration and interested in the improvement of their board of trustees.

The data for the investigation were gathered by use of a questionnaire and personal interview. The limitations of these methods of data collection are perceived as an inherent part of the study. No attempt is made to evaluate qualitatively the effectiveness of inservice education programs or activities; hence, no statistical significance is implied in the findings.

Definition of Terms

There are various terms used to define the upgrading of individuals who are legally incorporated to manage the affairs of an organization. An assessment of the literature relative to general principles of inservice education discloses varied interpretations of terminology

and differing views of influences. Sometimes terms are used interchangeably. "Enrichment," "inservice training," "improvement programs," "in-service education" are interchanged most often. "Inservice education" seems most applicable for this study. The non-hyphenated form "inservice" will be used rather than the hyphenated "in-service" except when quoting directly.

To avoid semantic confusion the following terms are defined and applied in the study.

Board of trustees. The legal body that is incorporated to control the affairs of an institution of higher learning. All powers invested in a college must be delegated initially from this group.

President. The administrator who is appointed by the board of trustees to bear immediate responsibility to them for all the affairs of the college and also represent the board to the faculty, staff, administration, alumni, and constituency.

Inservice education. All activities of the board of trustees that are utilized to contribute to their continuing educational competence in their role as college trustees.

Inservice education program. All activities planned in accordance with specific objectives agreed upon by the president and his staff that are intended to contribute to the continuing educational growth of individuals comprising the boards of trustees of selected colleges which hold membership in the Council for the Advancement of Small Colleges.

Professional growth. All activities which increase the capacity of the board members to function in college trustee positions.

CASC. This is the abbreviated form used by all the member colleges to refer to their corporate organization entitled, The Council for

the Advancement of Brall Colleges, Incorporated. Since our study refers only to the member schools, the abbreviated form may be utilized in remaining chapters when it is necessary to designate the corporate organization.

Reporting the Study

The remainder of the study is organized and reported as follows:

Chapter II presents a review of literature relative to the office of the board of trustees, the office of the president, a general review of inservice education principles, and a review of inservice education relative to administration and trustees.

Chapter III outlines the methodology and procedures of the investigation.

Chapter IV reports an analysis of the findings of the questionnaire phase of the study.

Chapter V describes the inservice education programs at seven selected institutions.

Chapter VI contains the summary, conclusion, and recommendation of the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The nature of this investigation requires a basic understanding of the general role of the trustees and the president before inservice education activities can be initiated. In addition, it is essential to review general precepts of inservice education programs before the inauguration of any activity intended for the improvement of the board. The lack of research in the area of inservice education of boards suggests that some studies pertinent to college administration programs could be applied to trustees. Therefore, the chapter is divided into four parts.

The first part deals with an overview of the role of trustees with emphasis upon the definition and history of the office, classifications of boards, legal aspect of control, characteristics of boards, composition of membership, size of boards, and the influence of their position. The second part traces the role of the presidency, emphasizing its history, selectivity, duties, relationships, and power. The third part focuses upon basic precepts of inservice education. The fourth part presents an evaluation of the nature of the literature of boards of trustees and a review of two studies of inservice education relative to administration.

The Role of the Trustees

Martorana reveals that most colleges and universities in the United States are controlled by a board that has been given official legal authority to govern all aspects of the institution. These boards are usually made up of lay citizens rather than professional educators and are designated by a wide range of titles. The most common of these is "Board of Trustees." (78:1).

He states:

By virtue of constitutional or statutory designation in the case of publicly sponsored institutions and through charter or articles of incorporation in the case of privately sponsored ones, the board of trustees is constituted a body corporate. The board is responsible and empowered as a single body; no one or several members of the board can assume the obligation or right of the total group. Legally then the board is viewed as one individual: it can hold property, sue and be sued, enter into contractual agreements, and generally exercise on behalf of the institution the privilege accorded an individual citizen with respect to personal property rights and business operations. (78:1).

Russell and Reeves 29 years ago called attention to the fact that the term "trustee" is a misnomer because the board of trustees of a college does not normally exercise the same responsibilities that are attached to a trusteeship in commercial parlance. (104:18).

Anthony in his study of 640 American institutions in 1933 found that 76.5% of them had controlling bodies designated as "boards of trustees." (78:2). More recently, however, in 1961, Wells found in an analysis of boards of over 1,000 colleges that 35 different names are used, but for almost two-thirds of all institutions and for more than 80% of the privately controlled institutions the term "boards of trustees" is used. (45:336). In a study by Martorana and Hollis it was found that there are almost 2,000 boards responsible for higher education in the United States. (78:31).

The historical beginnings of governing boards can be traced to early European practice. Brubacker and Rudy report:

Although even Harvard was not immune to Scottish influence, it was at William and Mary that it was felt most directly. The charter Blair obtained for the Virginia school resembled that of a Scottish 'unicollege' institution. Like Aberdeen, Glasgow, King's and Marischal, it is incorporated both a university and a degree-granting college by a single letter patent. At the same time a governing board was created made up of members of the nonacademic community; this was in characteristic Scottish fashion, to have real administrative authority over the college. (12:5).

Cowley believes that European universities have followed two historical patterns of government, the French and the Italian. He states:

American colleges saw a way between the two until the beginning of the nineteenth century and then chose the Italian. I call it the historic Italian plan, but the Americans got it from the Scottish universities which had copied it from the University of Leyden which in turn had adopted it from the Italian universities. (25:7).

The Italian medieval universities were governed by the students.

Cowley explains this government:

Students held all administrative posts and made both administrative and legislative decisions. When this control was lost, which occurred in an evolutionary process encompassing many decades, civil authorities took over by appointing what we would today call boards of trustees, that is lay bodies of non-academic people. They became the governors of both the professors and the students. (25:8).

Martorena adds to this when he says:

The principle of placing primary responsibility for the direction of colleges and universities in the hands of boards of lay citizens has never been challenged. Instead it has grown substantially in strength and acceptance. (73:5).

This study will deal with this question relative to its effect on inservice education.

The early American institutions, particularly those sponsored by private agencies, were governed by boards composed mainly of clergymen. Very soon, however, Ruml and Morrison state that the unity of the

early nineteenth century liberal college began to break down with the industrialization and urbanization of American society. (101:47).

The character of the colleges and boards then changed and brought with it a new composition and new responsibilities for boards of trustees.

The Land Grant Act of 1862 also had an effect on the changing composition of the governing boards. Eddy describes this effect when he states:

In almost all states the institutions were separated from the existing government organization. A separate board of trustees was created, responsible to the State Administration and Legislature. This was a significant action in the early days. Historically, by and large, it has prevented political control and influence and has kept state supported higher education sufficiently isolated from the machination of changing political regimes. (78:8).

These new boards brought with them a different composition of membership which consisted of farmers, businessmen, engineers, lawyers, as well as ministers.

The pattern of administrative organization continued to change and even today changing patterns are constantly evolving. Russell attributes the nature and extent of these varying modifications largely to the constant diversification in higher education. (102:22-31).

Cowley asserts that "To comprehend the structuring of American higher education four concepts must be understood: first diversity; second equalitarianism; third local control; and fourth our mixed state and private enterprise." (25:5).

Martorana and Hollis in their excellent study identified and classified boards into four categories:

1. Governing board: A board which is legally charged with the direct control and operation of only a single institutional unit.

2. Coordinating board: A board which is legally responsible for organizing, regulating, or otherwise bringing together the over-all policies or functions (or both) as planning, budgeting and programming, but which does not have authority to govern institutions.

3. Governing-coordinating board: A board having legal responsibility for functioning both as a coordinating board and a governing board for two or more institutional units which offer programs that have common elements.

4. Other board: A board having responsibility at the State level for supervising, accrediting, advising, or performing similar function in relation to public higher education institutions, but which does not have specific authority to govern these institutions or to coordinate their operation. (78:6).

Our study is based mainly upon the first category, governing board, which is the classification of most boards of trustees of private colleges.

The legal base for control of public and private colleges is defined in studies by Chambers (20), Russell (102), Martorana and Hollis (79), Belcher (6), and Tasch (33). The authors indicate that a general understanding is quite evident relative to the control of public institutions because of the constitutional and state statutes.

Although the same understanding concerning private institutions is not as apparent among the authors, the judgment of the United States Supreme Court on February 2, 1819, in reference to Dartmouth College, assured the future legal status of privately controlled colleges. The following statement from that judgment shows some of the issues that were involved:

That education is an object of national concern, and a proper subject of legislation all admit. That there may be an institution founded by government, and placed entirely under its immediate control, the officers of which would be public officers, amenable exclusively to government, none will deny. But is Dartmouth College such an institution? Is education altogether in the hands of government? Does every teacher of youth become a public officer and do donations for the purpose of education necessarily become public property, so far that the will of the legislature, not the will of the donor, becomes the law of the donation? These questions are

of serious moment to society, and deserve to be well considered. (78:29).

The ruling provided that charters granted by the states to privately controlled institutions of higher learning are the same character as charters of private corporations. These are contracts between the legislature and the corporations and therefore protected under Article 1, Section 10 of the Constitution of the United States. (78:29).

Church related colleges may have additional legal holds placed upon them because of their church affiliation, as was illustrated by the survey of 50 Catholic colleges by Tasch in 1946. He found the following type of organizational and administrative order:

(1) The Religious Corporation is the parent corporation and owns the property and facilities used by the college. (2) There is but one Corporation, the Religious, which conducts the college as one of its activities. (3) The Religious Corporation or community in all cases, furnishes most of the personnel, administration, and faculty for the college. (4) Religious Superiors constitute the board of trustees, either entirely or in a majority ratio. (5) Religious Superiors exercise their canonical prerogative of disposition of their subjects in the matter of appointments. (6) Religious corporations and/or Religious Superiors exercise certain financial controls below the limits set by Canon Law for the Holy See. (7) The President may also be the Religious Superior, local or major. (33:61-64).

Very few studies have been undertaken concerning the characteristics of boards of trustees. One of the earliest attempts to relate objectively the characteristics of boards of trustees to excellence of institutions was that made by the Committee on Revisions of Standards of the Commission on Higher Institutions of the North Central Association of Colleges and Sunday Schools. Russell and Reeves report from this study that 5 items were identified as having an influence in establishing institutional excellence. They are: "(1) length of terms of board membership (2) provisions for overlapping of terms of board

membership (3) occupational distribution of board membership (4) the avoidance of board members on the salaried staff of the institution (5) functions performed by the board and board committees." (104:18-27).

A more recent study by Neal Gross concerning "good" and "bad" motivation of board members and its related effectiveness found that factors such as sex, marital status, education, age (except after 65), income, and occupation are not significantly related to "good" board motivation. However, he found that such motivation is significantly related to having children in school, residence, and involvement in politics, the first two carrying a positive relationship and the third a negative one. (78:36).

Rank study reports 3 unique characteristics of boards of American colleges.

(1) They are composed of laymen. (2) They are invested with complete power of management, most of which they delegate to professional educators. (3) They operate without the checks and balances typical of our democratic society. (99:15).

The author could not find any thoroughly analytical study of the legally prescribed qualifications for membership on boards of trustees of both publicly and privately controlled institutions of higher learning. Beck made an extensive review of the literature concerning qualifications but it dates only to 1947. He concludes, however, that the qualifications most often mentioned in the legal documents of higher institutions are occupation, age, sex, religion, and residence. He discovered that legal requirements of such qualifications as personality and ideals, wealth and income policies, education and family connections do not exist. (4:35).

He also found that practically 90% of the trustees have formerly been college students and the membership showed a very high proportion of leaders of large-scale business and finance. (4:46).

The most common agreement among the writers in the field related to qualifications of board members is that the expectation of persons selected for membership is based on the assumption that they will have and will take the time to devote to their duties. Importance of this is stressed in one of the documents of the Middle States Association of Colleges and Secondary Schools, which states:

Board trustees undertake their office with a sense of responsibility and readiness to take enough time to study and understand educational problems and practices and to become acquainted with their own institutions in more than a superficial way. Lack of time or failure to take time for the work is often the reason why a trustee proves inadequate. (78:39).

Regarding selection, Martorana declares that trustees are selected for membership by one of 4 methods: "(1) Election (2) appointment (3) co-optation (4) ex officio selection." (78:40).

Eells and Beck studies show that the prevailing method of selecting board members among privately controlled institutions is by co-optation and that among publicly controlled colleges the model practice is by the use of appointment by elected state officials. (45:4), (4:116).

The sizes of boards which can affect significantly inservice education activities vary from a few members to the 102 member board of the University of North Carolina. (78:52).

Eells reports that the range of board size of privately controlled institutions is about the same as for public colleges. His findings show that for privately controlled baccalaureate institutions

media numbers of board members are: independent institutions, 23; Protestant denominations, 30; Roman Catholic, 7; and for all privately controlled institutions, 24. (45:340).

To summarize this section, the boards of trustees have had a long and diversified history. As Ruml and Morrison ascribe:

The responsibilities of the trustees of our liberal colleges are both extensive and important. They are neither ambiguous nor self defined. They are created by college charters and each trustee assumes his powers and responsibilities formally by accepting his election.

The colleges are part of the shadow government of the United States; they have status, duties and freedom. They have responsibilities for an immense area of liberal education, and we depend on liberal education to guide free men to the formation of their own consciences. The trustees of the liberal college are participating in an historic period on a strategic front. Let them be informed so that they can discharge their responsibilities with courage and with wisdom.* (101:93,94).

The Role of the President

Praetor states that "The selection of a president for an institution of higher education is one of the most if not the most important duties of a board of trustees." (94:53).

Praetor attests that the American college presidency began with the election of Mr. Henry Dunster as chief officer of Harvard College in 1640. He received the title of president in 1640, which has continued at Harvard and has become the usual title for the chief executive of American institutions of higher education. (94:1). Schmidt reports that the first American colleges were founded when the presidential office was in the ascendant; because the European schools, with their strong administration, influenced the early American practices. (94:3).

Hofstadter and Metzger established that in those early days:

*The only secure and sustained professional office in American

collegiate education was that of the college president himself."
(65:131).

Four terms have been used to identify the executive head: president; rector; chancellor; and provost. (94:4-6). The title of president has continued to be most common.

In his study Schmidt examined the background of a large number of early college presidents and concluded that nine-tenths of the college heads who served before the Civil War were ordained ministers. The few who were not took office after 1779. He confirms that there was not a single lay president in the entire Colonial Period. The only apparent exception to this may have been President John Leverett, who headed Harvard from 1708 to 1724. (94:3).

Towksbury reported that in 1780 there were only 9 institutions of higher education in the United States. Up to the year of the outbreak of the Civil War the country had a total of 182 colleges, all of which were destined to survive. During that period 400 institutions opened and failed. Since most of the presidents were ministers, when the college failed the presidents returned to the pulpit. (118:16,28).

Practor explains that the trend away from clerical presidents accelerated rapidly after the Civil War. (94:15).

The selection of a president is usually done in a private college by the board of trustees. Authors generally agree that the selection of a president for an institution of higher education is one of the most if not the most important duties of a board of trustees. (111), (99), (78), (94),

Seldon found in his study that a board of trustees may expect to seek a new president every 8 years. He discovered that the years of

service of college presidents range from 5.8 for Catholic institutions to 9.7 years for presidents in both public and private colleges.

(108:5-15).

The Academic Senate Advisory Committee on the selection of a president in Berkeley in 1957 proposed that:

In order to have an administration with substantial achievement, particularly in view of the initial slowness in getting a grip on the job, a substantial length of tenure is desirable. Furthermore, the longer contractual agreement may preclude the early necessity of finding a successor. (117).

Stephens set forth a typical pattern among newly elected presidents of large colleges and universities to illustrate a composite picture.

This imaginary person was born and reared in a small liberal arts college where he earned membership in Phi Beta Kappa. The chances are good that his academic major was in history, economics, or perhaps English and that he has one or more advanced degrees from Harvard, Chicago or Yale. He is a Rotarian, or a Kiwanian, a Republican, a war veteran, a legionnaire, and a Mason. He is married and his family includes two or three adolescent or grown children; he and they are Episcopalians, Methodists, or Unitarians. The new president likes fishing or golf and has been abroad one or more times. He has written for publications occasionally and is the author of one or more books. (111:35).

Stephens cites further that "Contrary to popular belief the proportion of presidents selected from occupations outside higher education does not seem to have increased materially since 1900." (110:85).

Stephens also detected that the presidents of the larger institutions tend to have studied the social sciences, presidents of smaller colleges or universities are most likely to have studied education or theology. (110:90). Praeter reported that approximately 68% of university presidents have earned doctorates, whereas the average of Stephens sample from collegiate institutions of all sizes was 61%. (94:36).

Cowley believes that there are 4 major categories of presidential duties categorized as "superintendancy, facilitating, developing and leading." (26:7).

Stokes, a former college president, writes that the faculty look to the president to do three things: "To state the ends which the college and hence the faculty are trying to serve, and to set the tone of the enterprise; to provide the means which will enable the faculty to do its work well; to maintain the necessary conditions of academic freedom." (112:12).

The duties involve relationships to the trustees, administration, faculty, staff, students, and public composed of alumni and the constituency, which may effect many significant decisions. Flexner found that the execution of the duties of president and the techniques of his implementation differ immensely but he holds that the ideal president was President Gilman, who assembled the original staff at John Hopkins. He explains this assumption by stating:

Gilman traveled through America and Western Europe in order to confer with outstanding scholars and scientists of the world before making an important appointment. Specialists in this or that branch may indeed possess the requisite skill and objectivity, but Gilman wished to make certain, and he made certain by going far from Baltimore in order not to be swayed by local or personal considerations. Having chosen his key men, he let them absolutely alone. (48:47).

The relationship of the president to the board is extremely crucial. Praetor confirms this when he remarks:

In working with the board of trustees the president is ever conscious of his responsibility to assist them to understand and appreciate the educational program and the needs of the institution. He is responsible for the two way communication between the campus communities and the board, and in the process he needs to emphasize the special responsibilities expected of the agencies whose activities he correlates. . . . Therefore the president has to be a

skillful blender of differing points of view which will result in decisions being respected by all agencies affected. (94:58,59).

Whiston affirms that

Managing to live with a board of trustees is like riding a spirited horse that is very skittish. Trustees will shy at a shadow rather more quickly than at real danger. Nevertheless people like to ride spirited horses and after one has learned the art it is a thrilling experience and never boring. (127:116).

Though the president's role is multitudinous and his disciplines are multilateral, his opportunities for influence in decision making are unlimited. Harold Taylor, former president of Sarah Lawrence College, speaks about the decision making role of the president.

In making decisions, he is not deciding for himself on the basis of his administrative authority what everyone else must do: he is choosing particular courses of action from the many alternatives which in the view of his student, faculty and trustee associates show most promise of contributing to the total aim of the community. His ability to get things done in any democratic institution depends upon the trust which his associates place in him, a trust which either develops or declines on the basis of the daily decisions he makes throughout each year. When he presents a point of view of his own, it must be one which he is prepared to argue on its merits, not as a presidential point of view from which there is no retreat. (112:70).

In summarizing this section it is surprising that for such a vital office the literature pertaining to the college presidency is so limited. The main sources of information are the writings of the presidents themselves. Some of these sources have been noted (113), (127), (41). These sources have many limitations, however, because these authors reflect their own personal experiences, which reflect only a small fraction of higher education.

One of the earliest studies of the college presidency was conducted by Tving in 1928. (117).

A very frank treatment of the presidency of the small college was presented by Peter Sammartino. (105). The most recent extensive

study of the presidency has been authored by Princeton's President Emeritus Harold Dodds, which was undertaken with the aid of a substantial grant from the Carnegie Corporation. (41).

A most interesting compilation is the collection of inaugural addresses compiled by Weaver of presidents who served over 20 years. (122).

Many biographies of presidents have been written. Those writings contain some candid observations but they seemingly were written to promote the college which the president originally administered. Some of the earliest dealt with the careers of Eliot (70) and Lowell (77).

The most comprehensive study of the college presidency was by Praetor, which was very helpful to this study. (94).

Stokes provides a succinct conclusion to this section when he evaluates the college presidency by noting:

. . . Those who enjoy it are not very successful and those who are successful are not very happy. The explanation is hidden somewhere in the philosophy of power. Those who enjoy exercising power shouldn't have it, and those who should exercise it are not likely to enjoy it. One thing is clear: colleges must have presidents and it makes a great difference who they are. (112:20).

Basic Precepts of Inservice Education

In inaugurating or administering a program of inservice education it is essential that attention be focused on the basic precepts on which an inservice program is structured. A review of the literature dealing with various approaches and programs proves that there are underlying principles that are necessary to any inservice education program. This section deals with a review of literature concentrating on some of these basic inservice education precepts and principles.

The most comprehensive single volume on the subject of inservice education is The Fifty-Sixth Yearbook of the National Society for the Study of Education. (62). This is a composite of the writings of improvement programs and some of these should be mentioned here.

Kinnick offers a number of basic inservice education precepts:

1. In-service education means a program by which all persons engaged in education learn and grow together.
2. The emotional climate which prevails in the inservice program is as important as the goals sought and largely determines the goals attained.
3. A primary purpose of in-service programs should be the development in every participant of a sensitivity to the viewpoints of others.
4. Whenever possible in-service programs should utilize the value of informal groups within the structure of formal organization.
5. Time is the most pressing resource problem in in-service education. (73:151-152).

Parker suggests that whatever is done in inservice education should be of significance to all the persons involved. He feels that the goal of inservice education is learning, change, and improvement. He proposes that if activities are to be effective, someone has to learn something. This means that guidelines for planning, organizing, and conducting inservice education programs are based of necessity upon sound principles of learning. However, he contends that an atmosphere conducive to building mutual respect, support, permissiveness, and creativeness must be effected before a high standard of inservice education can take place. (93).

Coroy supports the significance of individual and group participation when he propounds that inservice education programs should give individuals and groups opportunity to: "(1) Identify the particular problems on which they want to work, (2) act together to work on these problems in ways which seem most productive to the group, (3) have ac-

cess to a variety of needed resources, (4) try out in reality situations those modifications in practice that give a prior promise, and (5) appraise and generalize from the consequences." (23).

Gilchrist feels that accepted principles of inservice education mean that the participants (1) be involved in identifying the problems on which they are to work; (2) have an opportunity to share in the planning; and (3) take part in determining the degree of success of their efforts. (52:86).

The role of the program leader in the inservice education program is a very vital one.

Lewis describes this role in this manner:

If the administrator is to serve as a facilitator and coordinator in in-service education, there are certain specific tasks that he must perform. These include: (a) providing inspiration, (b) encouraging development of good organization for inservice education, (c) facilitating the work of groups, and (d) creating a climate for growth. (74:151-2).

Lewis states further that the goal of an inservice education program must be concerned with helping professional personnel develop the attitudes, understandings, and skills that will enable them to provide a better program of education. (74:151-2).

Wilson reporting in the Journal of the National Association of Deans of Women gives 8 basic principles for all improvement programs:

1. Inservice training must be continuous.
2. Inservice training must be adapted to varying levels of professional readiness.
3. Inservice training must be multidisciplined.
4. Inservice training should make broad use of the literature in the field.
5. Inservice training must recognize personality needs of the staff.
6. Inservice training should utilize community resources.
7. Inservice training should be planned by the group.
8. Inservice training must be integrated and modified in terms of institutional need. (125:56).

Garrett's (50) and Gross's (56) doctoral dissertations provided excellent help to the author since both studies addressed themselves to inservice education programs. Garrett's concentrated on the improvement of college faculty in 8 liberal arts colleges. Gross's centered on inservice education programs for student personnel workers in selected colleges and universities of the United States holding membership in the National Association of Student Personnel Administrators. Both authors give a fairly comprehensive review of the literature involving aspects of inservice education. Their employment of a questionnaire and personal interview in the collection of their data was extremely beneficial to this investigation. The author was a participant in the pilot study for Gross's dissertation, which provided additional understanding in this research.

In 1947 the President's Commission on Higher Education urged the development of carefully planned, comprehensive programs of inservice enrichment to strengthen teaching on every college and university campus. The commission stressed many basic principles of inservice education of which 3 are identified in this section: (1) inservice education cannot be left to chance, it must be a planned program; (2) no one pattern of inservice education is universally applicable to all institutions; and (3) the use of a variety of techniques and activities characterizes successful improvement programs. (97). One of the most important precepts is to determine whether the inservice program is effective, and to do this evaluation is imperative. The survey of literature, however, indicates that very little is written on evaluation of inservice education.

Garrett adopted a questionnaire checklist for evaluating instructional improvement practices. (50). Gross followed in a similar pattern. (56).

Norris developed 12 criteria for assessment and evaluation of instruction. (92:327-329).

Relative to boards of trustees and their improvement, Paul Davis developed a ten question test with categories and questions as follows:

1. Desire - Do the president, the staff and the faculty honestly want an active board of trustees?
2. Selection - Are members of the board selected on the basis of competence, concern and availability to be working trustees?
3. Composition - Is the composition of the board diverse, so that no one profession or business or social or financial stratum predominates?
4. Information - Are new trustees (and old) informed so that their judgments are based on facts?
5. Servicing - Are trustees and other volunteers furnished adequate staff service?
6. Preparation - Is there adequate preparation for each meeting of the trustees and of the sub committee?
7. Responsibility - Does each trustee have one specific major responsibility, only one and one suited to his experience?
8. Other volunteers - Are a substantial number of other volunteers enlisted and effectively involved in the work of the college?
9. Rotation - Are the chairman of the board and chairmen of each committee rotated at a fixed period?
10. Recognition - Are effective trustees and other volunteers given recognition for their generous donation of time? (31).

Fran Pray states that 4 questions must be answered in evaluation of programs designed to improve the efficiency of boards of trustees. He questions:

1. Have the trustees of the institution clearly defined its mission in understandable and cogent terms in writing and do they know where they wish to take it and why?
2. Is the board in its composite of skills and abilities and resources and strengths matched to the needs of the institution? Has a prescription been written to insure better matching?
3. Are the trustees aware of generally accepted criteria for good educational management and have they created a strong management team of administrators to wrestle with the problems of their particular institution in this particular stage of its progress to-

ward its own special mission? Have they agreed upon clear and unequivocal statements of policy to guide administrators?

4. Are members of the board individually committed to the development program of their institution as workers and givers? (95).

Truitt gives a list for assessment and evaluation of inservice education of student personnel programs. He suggests:

A. The effectiveness of an in-service training program can be evaluated only in relationship to its goals--the philosophy of the university.

B. Definite procedures must be established to interpret into the training program the results gained through evaluation.

C. The design and evaluation of measuring instruments to determine the effectiveness of persons involved in the in-service program is essential.

D. The true test of an in-service training program is the resourcefulness of student assistants and staff members at the level of contact with students.

E. Philosophy, programs and policy are essentials of an effective in-service training program, but the greatest asset by far is the individual staff worker. Evaluation of him as a professionally motivated person is the primary and most important consideration. (120).

From the review of the literature in this section it is obvious that certain basic precepts are fundamental to all inservice education programs. Many of these precepts are valid and consequential for the continuance of improvement programs for members of the boards of trustees of colleges. Strikingly apparent is the need to develop instruments by which inservice programs and activities can be evaluated. The tests of Paul Davis and the questions of Pray are not sufficient to evaluate inservice education of boards of trustees.

Inservice Education in Administration and in Boards of Trustees

The author did not find in the review of literature any studies devoted to inservice education of college boards of trustees. Most of the studies of boards have been of an historical or descriptive nature. The studies by Dells (45), Hughes (67), Pray (95,96), Davis (29,30,31,32),

Ruml and Morrison (101), Dock (4), and Martorana and Hollis (78,79) are the most significant. All the authors agree, however, on the need to strengthen and improve boards but lack the understanding in the methodology of achieving improvement. Pray states: "I would venture to say that almost every board could be improved with careful examination." (96).

The literature on inservice education deals primarily with programs designed for the improvement of teachers in elementary, secondary schools, and of faculty in colleges. A limited few are geared to the improvement programs for administrators. An example of the role of the administrator in an improvement program is described by Lewis. He advocates:

Much of the training and experience of administrators has been based on the concept of the state leaders. The kind of leadership is not adequate . . .

The effective administrator in an in-service education program must be one who can work co-operatively with the staff in all phases of the school operation and with real respect for the individual or human personality. To achieve this kind of leadership, there is a need for in-service education programs for administrators. . . . Any program of in-service education for administrators should be designed to meet the needs for leadership in a particular situation and should be designed in terms of the individuals involved. (74: 172-173).

He states further that an effective administration needs to have:

1. An understanding of the psychology of change.
2. Knowledge of possible types of organization for in-service education.
3. Knowledge of how to use available resources for in-service education.
4. Understanding of the role of education in our society.
5. Ability to work co-operatively with staff.
6. Faith that the group can find reasonably sound solutions to problems.
7. Patience in working with groups. (74:172-173).

Some of these basic principles can be applied to the administration of an inservice education program of the board of trustees.

Gross's dissertation (56) offers one of the most recent studies of inservice education relative to administration with its particular emphasis upon student personnel workers. Some of his conclusions merit consideration here. He suggests:

1. There are general principles applicable to the organization and functioning of all inservice education programs.
2. The development and success of an inservice education program is primarily dependent upon the leadership of the chief student personnel administrator.
3. An inservice education program usually reflects the diverse interests, needs, and professional desire of individual staff members.
4. Each school's program must be planned, initiated and perpetuated in view of individual staff and institutional goals and needs. No one pattern of inservice education is universally applicable to all institutions.
5. Every inservice education program should begin with a set of agreed upon objectives which give direction to the overall program.
6. Inservice education programs must be continuously planned and maintained.
7. Inservice education activities must be geared to the varying levels of professional readiness of individual program participants.
8. The obligation to initiate, implement and direct an inservice education program should rest with one person.
9. Inservice education programs should be continuously evaluated and measuring instruments by which this can be accomplished should be designed, developed and evaluated. (56).

The studies concerning boards of trustees and the nature of the investigations have been designated in the first section of this chapter under the title The Role of the Trustee. There are no studies to review defining inservice education of boards of trustees.

Summary

In summary, the role of the board of trustees and the role of the president have historically been that of transition. The level of understanding exercised in the execution of their duties greatly affects the general direction of higher education. Basic precepts and principles of improvement programs in the area of teaching and administration can be applied in a limited way to the board of trustees. The total neglect

of studies to upgrade the board of trustees is a major deficiency in higher education and needs to have appropriate investigation.

CHAPTER III

PROCEDURE AND METHODOLOGY

Introduction

Chapter I indicated that this investigation is a normative study employing both survey and case-analysis procedures. The primary objective of this investigation is to ascertain the present status of inservice education of boards of trustees among the member schools of the Council for the Advancement of Small Colleges. The validity of such an assessment depends largely upon the data collection instrument, sampling procedures, and interpretation of the findings. The purpose of this chapter is to describe in detail the construction of the survey instrument, selection of the study sample, and collection of the data.

Development of the Questionnaire

In August, 1963, the intent of the study was presented and approved by the executive board of the Council for the Advancement of Small Colleges. After the approval had been granted, the author proceeded to determine the nature of the information that was desired. This determination was made after discussions with the president of the executive board and the executive secretary of the council; interviews with presidents of colleges who were members of the council; discussions with consultants of the council, in particular, John Dale Russell, Ernest Boyer, Fran Pray, and Fred Hubbart; an extensive review of lit-

erature; attendance at board seminars sponsored by the Fund for Advancement of Education; and numerous interviews with various professors not affiliated with the council. It was determined that the nature of the information required the utilization of a survey instrument.

The review of the literature signified the lack of survey instruments for the assessment of inservice education of boards of trustees. Therefore, a survey instrument had to be developed by the investigator that would appropriate to the securing of the information necessary for this study. Previous researchers (50) (56) had demonstrated success in the employment of a survey instrument to ascertain the status of inservice education programs of faculty and student personnel workers. These survey instruments provided a broad sampling of institutions and it was apparent that a similar instrument could be employed in this investigation.

Prior to the 1960 annual meeting of the council, a questionnaire instrument was sent to the member colleges to obtain general information about their individual boards. An analysis of this instrument with its author provided helpful suggestions in the construction of a survey instrument for this study.

The first draft of the questionnaire was developed and submitted to the writer's advisor, several professors and administrators, council consultants, the executive board president, and the executive board secretary of the council, to permit evaluation and criticism of the items. Many of these items were revised numerous times so that a clearer and a more valid response could be obtained.

A pilot study was conducted by submitting the questionnaire to seven presidents of colleges deemed comparable in nature and character

to the council colleges. Five of the 7 participants (Appendix A) responded to the pilot study questionnaire and offered valuable suggestions for its improvement. The time necessary to complete the questionnaire averaged approximately 30 minutes. Upon completion of the pilot study the questionnaire was refined, submitted for the advisor's approval, and distributed to the sample population (Appendix B).

Permission to distribute the instrument to 100 Bible colleges in the fall of 1964 was granted by the author after the instrument had been copyrighted.

Sampling Procedure

The Council for the Advancement of Small Colleges provides a representative sample of small, private, independent, and church related colleges seeking to maintain and acquire satisfactory standards in an age zealous for educational excellence. The member institutions of this association present a suitable population for a study of inservice education of boards of trustees because:

1. Their membership in the organization indicates their desire to facilitate programs for the improvement of their total educational performance.
2. The membership represents diversified natures, controls, and geographic locations.
3. Lack of research relative to inservice education of the boards of trustees of the member colleges advocates the need to be sampled.

As of July 1, 1964, there were 27 colleges that were members of the Council for the Advancement of Small Colleges. Lists of the member-

ship were obtained from the executive board president and the executive secretary. The population sampled included all colleges holding membership in the council as of July 1, 1964 (Appendix C).

Administration of the Questionnaire

Membership in the Council for the Advancement of Small Colleges is on an institutional basis and the president of each college is normally designated as the institution's representative. The representation is enlarged at select meetings of the council.

The cover letters (Appendix D), individually typed and personally mailed with the questionnaire to the president of each college, were mailed June 9, 1964. A self-addressed, stamped, return envelope was also included. Twenty-nine responses were received from the initial mailing. Three follow-up letters were mailed July 20, August 12, and September 4, 1964, with another questionnaire and self-addressed, stamped envelope to those not responding to the previous letters (Appendix E). Table 1 illustrates more clearly the percentage of responses

TABLE 1.—Number and percentage of responses by original and follow-up letters

| Date of Letter | No. of Question- naires Sent | No. of Question- naires Returned | % Questionnaires Returned to Total Participants |
|----------------------------|--|--|---|
| June 9, Original Letter | 75 | 29 | 38.6 |
| July 20, 1st Follow-Up | 46 | 20 | 65.3 |
| August 12, 2nd Follow-Up | 35 | 11 | 80.0 |
| September 4, 3rd Follow-Up | 15 | 2 | 82.6 |
| Total | 171 | 62 | 82.6 |

to each letter. A total of 62 responses were received (83%) of which 57 were usable. Three colleges resigned membership and responded without the completed questionnaire. One college closed and responded without the completed questionnaire. One college responded without the questionnaire and with the intent to complete it at the end of its institutional self-study this year.

Institutional Visitations

The second phase of the study consists of a detailed description of the inservice education programs in 7 selected colleges whose presidents responded to the questionnaire. A more comprehensive analysis was deemed necessary so that the various interworkings of the program could be understood more distinctly. Further depth assessment of selected improvement programs is warranted if such an assessment can procure inservice education principles and activities that can function as guidelines for other institutions. The questionnaire survey with its frequency count and quantitative evaluations does not present all the underlying forces that motivate or hinder the continuing process of inservice education. A more complete understanding of these forces is required if a total portrayal of the program is to be elicited. To obtain a more thorough picture of the inservice education programs in these colleges, a personal campus visit and a case study analysis were imperative. The purpose of the visit was to examine more fully the information that was presented on the questionnaire items and also obtain knowledge which could not be obtained by the survey instrument.

The 7 schools were chosen for institutional visitations for the following reasons:

1. Questionnaire responses indicated inservice education programs.
2. Presidents expressed willingness to cooperate with the visit.
3. Few schools had developed inservice education programs; therefore, the selectivity was limited.
4. Schools selected provided diversification of geographic location, control, and nature of the institutional program.

Arrangements for the personal interviews were made with the presidents by both letter and telephone. The letter stated the purpose of the visitation and the telephone call verified the intention and the appointment.

Previous researchers (50) (56) found that the nature of an interview could be hazardous unless the interview structure permitted the respondent to answer basically the same questions. An interview sheet was devised to allow a similarity in the pattern of the inquiry. The following items were included in that guide sheet:

1. Basic institutional data.
 - a. Enrollment.
 - b. Composition of the student body.
 - c. General nature and purpose of the college.
2. General administration and board data.
 - a. Number, qualifications and manner of selection of the board members.
 - b. Role of the board in policy formulation.
 - c. Nature of the board control and delegation of responsibilities.
 - d. Evaluation of strengths and weaknesses of the board.

- e. Professional background including education of the board membership.
 - f. Evaluation of the board relative to educational perception.
 - g. Length of service of president. Method of selection.
 - h. Education, background and qualifications of the president.
3. Inservice education program.
- a. The role of the president in the inservice education program.
 - b. The role of the administration and faculty in the inservice education program.
 - c. The role of the chairman of the board, the role of the committee chairmen, the role of individual board members in the inservice education program.
 - d. The role of outside resource people in the inservice education program.
 - e. What activities or materials are involved in the inservice education program? Briefly describe the activities and materials utilized.
 - f. Is there a budget for inservice education? If response is affirmative, how is this budget determined?
 - g. What significant changes, if any, have been evidenced in the board as a result of the inservice education program?
 - h. What effect has the inservice education program had upon the strengths and weaknesses of the board?
 - i. Who is basically responsible for the overall supervision of the inservice education program?

- j. Why have the factors listed helped in the success of the inservice education program? Other factors?
- k. Why have the factors listed hindered the success of the inservice education program? Other factors?
- l. Briefly describe the inservice orientation program for new members.
- m. What are the future plans for inservice education?
- n. Additional information on selected questionnaire items was requested.
- o. Additional information pertaining to the general understanding of the inservice education program was requested.

The major emphasis of the interview centered upon item 3 on the interview sheet. This was in keeping with the chief purpose of the visitation, which was the acquisition of a more comprehensive understanding of the total inservice education program. The interviewer sought to maintain a parallel assimilation in the pattern of questioning. However, the uniqueness of each program arranged to some extent the style of the interview. The investigator took handwritten notes during the interview and requested any materials that would explain more concretely the program being given to the researcher. Among the materials released were confidential papers that were acquired on a loan basis.

Summarizing and Presenting the Data

The survey instrument was constructed so that the responses could be tabulated by hand. Thirty-three colleges which responded were accredited schools (Table 2).

TABLE 2.--Council for the Advancement of Small Colleges accredited schools

| School | Year Founded | Year Joined CASC | Year Accredited |
|--------|---------------------------|------------------|---------------------------------|
| 1 | 1900 | 1956 | 1960 |
| 2 | 1861 | 1959 | 1961 |
| 3 | 1950 | 1959 | 1962 |
| 4 | 1906 | 1959 | 1963 |
| 5 | 1906 | 1958 | 1957 (State) 1953 (Jr. College) |
| 6 | 1935 (2 yr.) 1946 (4 yr.) | 1956 | 1962 |
| 7 | 1917 | 1956 | 1959 |
| 8 | 1855 | 1956 | 1962 |
| 9 | 1904 | 1957 | 1948, 1955 |
| 10 | 1889 | 1956 | 1961 |
| 11 | 1948 | 1959 | 1955 |
| 12 | 1949 | 1956 | 1953 |
| 13 | 1897 | 1956 | 1961 |
| 14 | 1862 | 1957 | 1961 |
| 15 | 1919 | 1956 | 1962 |
| 16 | 1922 | 1963 | 1933 |
| 17 | 1892 | 1957 | 1964 |
| 18 | 1937 | 1957 | 1961 |
| 19 | 1909 | 1957 | 1963 |
| 20 | 1881 | 1957 | 1960 |
| 21 | 1912 | 1960 | 1960 |
| 22 | 1895 | 1956 | 1962 |
| 23 | 1889 | 1956 | 1961 |
| 24 | 1866 | 1956 | 1963 |
| 25 | 1933 | 1957 | ----- |
| 26 | 1889 | 1956 | 1963 |
| 27 | 1920 | 1960 | 1963 |
| 28 | 1873 | 1961 | 1960 |
| 29 | 1920 | 1956 | 1958 |
| 30 | 1937 | 1961 | 1961 |
| 31 | 1926 | 1962 | ----- |
| 32 | 1940 | 1956 | 1958 |
| 33 | 1856 | ----- | 1962 |

Twenty-four colleges which responded were non-accredited schools (Table 3).

Since the primary goal of the Council for the Advancement of Small Colleges is to assist schools to obtain accreditation, a compar-

ison of responses on selected questionnaire items will be made between the accredited and non-accredited colleges. Descriptive statistics will be rendered so that a basic understanding of the item responses can be achieved. Chapter IV presents these statistics with an analysis and interpretation of them. A descriptive report of the inservice education programs and their activities of the 7 colleges visited is presented in Chapter V.

TABLE 3.--Council for the Advancement of Small Colleges non-accredited schools

| School | Year Founded | Year Joined CASC |
|--------|--------------|------------------|
| 1 | 1947 | 1960 |
| 2 | 1930 | 1957 |
| 3 | 1955 | 1959 |
| 4 | 1891 | 1963 |
| 5 | 1946 | 1962 |
| 6 | 1828 | 1957 |
| 7 | 1909 | 1961 |
| 8 | 1961 | 1964 |
| 9 | 1962 | 1963 |
| 10 | 1946 | 1956 |
| 11 | 1815 | 1961 |
| 12 | 1950 | 1962 |
| 13 | 1909 | 1960 |
| 14 | 1897 | 1956 |
| 15 | 1926 | 1956 |
| 16 | 1876 | 1956 |
| 17 | 1956 | 1963 |
| 18 | 1947 | 1957 |
| 19 | 1908 | 1956 |
| 20 | 1897 | ---- |
| 21 | 1850 | 1962 |
| 22 | 1960 | 1960 |
| 23 | 1919 | 1956 |
| 24 | 1951 | 1961 |

CHAPTER IV

ANALYSIS OF THE QUESTIONNAIRE FINDINGS

Introduction

The survey instrument was so designed that the information elicited would portray a comprehensive analysis of the general nature of the inservice education program. In addition, other information that affected indirectly the inservice education was obtained so that a clearer picture of the forces influencing the improvement programs of the board of trustees could be understood. To summarize more adequately the data secured by the questionnaire survey, the chapter is divided into 4 sections: basic institutional data, boards of trustees assets and limitations, regularity of board meetings and techniques involved, and acknowledged inservice education program and its activities.

Basic Institutional Data

Chapter III reported that the study was stratified into 2 categories: accredited and non-accredited institutions. Tables 2 and 3 revealed that 33 accredited and 24 non-accredited institutions responded to the questionnaire survey. The range of institutional age spanned from 3 years to 149 years with an average institutional age of 58 years in accredited schools and 46 years in non-accredited schools. In Chapter I it was reported that the major goal of the Council for the Advancement of Small Colleges is to assist each institution to receive accred-

itation. Twenty-five colleges in this study have received accreditation since affiliation as members in the council. This accreditation has been received after an average of 4.5 years of membership in the organization. Table 4 illustrates these findings.

TABLE 4.—Comparison of age of institutions, average number of years affiliated with CASC and average years to receive accreditation

| Type of Institution | Range of Years Since Founding | Average Age | Average Years in CASC | No. of Institutions Receiving Accreditation Since Membership in CASC | Average No. of Years to Receive Accreditation Since Membership in CASC |
|---------------------|-------------------------------|-------------|-----------------------|--|--|
| Accredited | 14-108 | 58.0 | 5.4 | 25 | 4.5 |
| Non-Accredited | 3-149 | 46.0 | 4.6 | -- | --- |
| Total | 3-149 | 53.7 | 5.0 | 25 | 4.5 |

Approximately 60% of the institutions sampled had an enrollment of 500 or fewer students, 26% an enrollment of 500 to 1,000, and 8% an enrollment totaling over 1,000. All were privately controlled and supported colleges and universities. Table 5 indicates the comparison of the student populations in the accredited and non-accredited institutions.

The size of the membership of the boards, the selectivity of membership, the occupational representation, the personal age levels of

to be very important factors in the development of the inservice education program.

TABLE 5.--Comparison of student population in accredited and non-accredited institutions

| Enrollment | Accredited | | Non-Accredited | | All Institutions | |
|--------------|------------|------------|----------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| 0-500 | 17 | 51.5 | 17 | 70.8 | 34 | 59.6 |
| 501-1000 | 12 | 36.3 | 3 | 12.5 | 15 | 26.3 |
| 1001 & above | 2 | 6.1 | 3 | 12.5 | 5 | 8.8 |
| No Response | 2 | 6.1 | 1 | 4.2 | 3 | 5.3 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

The size of the membership of the boards ranged from 5 members to 37 members with an average of all institutions being 20 members. Table 6 shows the contrasting differences in sizes of the boards.

TABLE 6.--Comparison of size of membership of boards in accredited and non-accredited institutions

| Size | Accredited | | Non-Accredited | | All Institutions | |
|----------------------|------------|------------|----------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| 1-9 | 4 | 12.5 | 4 | 16.6 | 8 | 14.3 |
| 10-20 | 7 | 21.9 | 7 | 29.2 | 14 | 25.0 |
| 21-30 | 17 | 53.1 | 12 | 50.0 | 29 | 51.8 |
| 31- | 4 | 12.5 | 1 | 4.2 | 5 | 8.9 |
| Average 21.3 members | | | 19.9 members | | 20.6 members | |

The survey indicated that board members are selected for membership generally by 3 basic ways: (1) self perpetuating with nominations and election by the board itself; (2) nomination and election by the church conferences and conventions in the church controlled institutions; (3) nomination and election by the alumni. A school could employ one or more of these methods. A majority of the sample evidenced that they were self perpetuating boards.

The occupational survey brought forth some very interesting occupational variations. Executives and clergy represent 64% of the occupations on the boards, whereas professional educators represent only 10.9%. Table 7 illustrates the occupational diversification and Table 8 compares the percent of professional educators on the board in accredited and non-accredited institutions. Alumni represent 21% of the board and women 5%. Table 9 illustrates this point.

One-half of the board members live within a radius of 100 miles of the colleges they serve, one-fourth live within a radius of 101 to 500 miles, one-fifth live within 501 to 1,000 miles, and only 6% live more than 1,000 miles away. The data indicates that many members of the board could be involved in a fairly continuous inservice education program and a program that could engage them in on-campus activities without marked difficulty of distance. Table 10 demonstrates this analysis.

Thirty-nine percent of the board members are within the age bracket of 40 to 50 years of age and 34% are in the 60 to 70 years of age bracket. Twelve percent were 30 to 40 years of age, only .6% were between the ages of 20 and 30, and 3% were 70 or more years of age. Age level is apparently a very important criterion in the selection for membership; however, this was not determined in the question regarding

qualifications for membership. Table 11 illustrates the comparison of age brackets of board members of the sample population.

TABLE 7.—Number of board members in accredited and non-accredited institutions classified by occupations deemed significant to this study

| Classification | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------------|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|
| | No. | Per-centage | No. | Per-centage | No. | Per-centage |
| Executives | 234 | 37.3 | 165 | 38.8 | 399 | 37.9 |
| Clergymen | 175 | 28.0 | 102 | 24.0 | 277 | 26.3 |
| Educators | 68 | 10.9 | 47 | 11.1 | 115 | 10.9 |
| Financiers | 44 | 7.0 | 34 | 8.0 | 78 | 7.4 |
| Lawyers | 34 | 5.4 | 27 | 6.4 | 61 | 5.8 |
| Medical Physicians | 29 | 4.6 | 28 | 6.6 | 57 | 5.4 |
| Farmers, Ranchers | 13 | 2.1 | 10 | 2.4 | 23 | 2.2 |
| Building Contractors | 7 | 1.1 | 2 | .5 | 9 | .9 |
| Politicians | 5 | .8 | 4 | .9 | 9 | .9 |
| Professional Musicians | 4 | .6 | — | — | 4 | .4 |
| Publishers | 4 | .6 | — | — | 4 | .4 |
| Morticians | 2 | .3 | — | — | 2 | .2 |
| Accountants | 2 | .3 | 1 | .2 | 3 | .3 |
| Artists | 1 | .2 | — | — | 1 | .1 |
| Judges | — | — | 1 | .2 | 1 | .1 |
| Postal Clerks | — | — | 2 | .5 | 2 | .2 |
| Engineers | 1 | .2 | 1 | .2 | 2 | .2 |
| Union Officials | 1 | .2 | — | — | 1 | .1 |
| Chemists | 1 | .2 | — | — | 1 | .1 |
| Pharmacists | 1 | .2 | — | — | 1 | .1 |
| Geologists | — | — | 1 | .2 | 1 | .1 |
| Total | 626 | 100.0 | 425 | 100.0 | 1051 | 100.0 |

Chapter II reported that historically boards have been governed by lay members whose educational training has not achieved measurably beyond the bachelor's degree. This survey found that 363 of the board members have received their bachelor's degree, 167 have obtained the equivalent of the master's degree, 120 have received the equivalent of

TABLE 8.—Comparison of number of professional educators on board of trustees in accredited and non-accredited institutions

| Type of Institution | Total Membership of Board | Professional Educators on Board | |
|---------------------|---------------------------|---------------------------------|-------------|
| | | No. | Per-centage |
| Accredited | 626 | 68 | 10.9 |
| Non-Accredited | 425 | 47 | 11.1 |
| Total | 1051 | 115 | 10.9 |

TABLE 9.—Number of women and alumni on board of trustees in accredited and non-accredited institutions

| Type of Institution | Total Membership of Board | Women on Board | | Alumni on Board | |
|---------------------|---------------------------|----------------|-------------|-----------------|-------------|
| | | No. | Per-centage | No. | Per-centage |
| Accredited | 626 | 39 | 6 | 136 | 21.7 |
| Non-Accredited | 425 | 14 | 3 | 85 | 20.0 |
| Total | 1051 | 53 | 5 | 221 | 21.0 |

the doctorate, and 103 members have been granted the honorary doctor's degree. The responses were not as accurate as had been desired because of two factors: (1) many presidents failed to respond to the question; (2) clergymen were difficult to categorize within the degree levels given because many received the bachelor of divinity degree and this level was not listed. If this confusion had not existed a more exten-

sive analysis of the degrees could have been made. The occupational variation had indicated 277 clergymen, 115 educators, and 52 medical physicians. A more accurate sampling may have found that many of the professional educators on the board do not hold an earned doctorate.

TABLE 10.—Distance board members live from college they serve in accredited and non-accredited institutions

| Number of Miles | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|-----------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| 0-100 | 345 | 54.8 | 240 | 48.0 | 585 | 51.8 |
| 101-500 | 160 | 25.4 | 112 | 22.4 | 272 | 24.1 |
| 501-1000 | 82 | 13.0 | 115 | 23.0 | 197 | 17.5 |
| 1001 & above | 42 | 6.8 | 33 | 6.6 | 75 | 6.6 |
| Total | 629 | 100.0 | 500 | 100.0 | 1129 | 100.0 |

TABLE 11.—Comparison of age of board members in accredited and non-accredited institutions

| Age | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| 20-30 | 3 | .4 | 3 | .8 | 6 | .6 |
| 31-40 | 70 | 10.7 | 60 | 16.6 | 130 | 12.8 |
| 41-50 | 294 | 44.9 | 107 | 29.7 | 401 | 39.5 |
| 51-60 | 60 | 9.2 | 44 | 12.2 | 104 | 10.2 |
| 61-70 | 211 | 32.2 | 134 | 37.1 | 345 | 34.0 |
| 71 & above | 17 | 2.6 | 13 | 3.6 | 30 | 2.9 |
| Total | 655 | 100.0 | 361 | 100.0 | 1016 | 100.0 |

As was shown in preceding paragraphs, selectivity is vital to the quality of the board membership. Since the respondents have functioned as chief administration of the institutions sampled, 569 new members have been selected. The majority of presidents specified that they had influenced to some degree the selection of the new members. Tables 12 and 13 compare the pattern of occupations of the new members selected in contrast to the original members. These tables signify that an identical pattern of representation is evident in the diversification of occupation of original and new members. Table 14 exhibits the same patterning of selection in reference to a single occupation, that being the professional educator. Only 11.2% of the new members selected were professional educators contrasted to 10.9% professional educators among the original membership. The lack of professional educators on the board verifies the need for improvement programs. A decrease was evident in the selectivity of women and alumni in the representation of the new members on the board. Table 15 illustrates this point.

Boards of Trustees Assets and Limitations

In the furtherance of any inservice education program for boards of trustees, basic steps must be taken to upgrade the effectiveness of the program. One method is to determine how well the board members understand the goals of the institution they serve and realize if the board is basically equipped to achieve these goals. Two questions were included in the questionnaire to procure this analysis to the question, "How well do your board members understand the goals of your institution?". Thirty respondents testified that their boards understood their goals very well, 20 felt they understood these goals somewhat, 5 reported they understood them very little, and one respondent replied he was uncertain.

TABLE 12.—Comparison of occupations deemed significant to this study of new and original board members while respondent held office of president in accredited and non-accredited institutions

| Classification | Original Members | | | | | |
|------------------------|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|
| | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
| | No. | Per-centage | No. | Per-centage | No. | Per-centage |
| Executives | 234 | 37.3 | 165 | 38.8 | 399 | 37.9 |
| Clergymen | 175 | 28.0 | 102 | 24.0 | 277 | 26.3 |
| Educators | 68 | 10.9 | 47 | 11.1 | 115 | 10.9 |
| Financiers | 44 | 7.0 | 34 | 8.0 | 78 | 7.4 |
| Lawyers | 34 | 5.4 | 27 | 6.4 | 61 | 5.8 |
| Medical Physicians | 29 | 4.6 | 28 | 6.6 | 57 | 5.4 |
| Farmers, Ranchers | 13 | 2.1 | 10 | 2.4 | 23 | 2.2 |
| Building Contractors | 7 | 1.1 | 2 | .5 | 9 | .9 |
| Politicians | 5 | .8 | 4 | .9 | 9 | .9 |
| Professional Musicians | 4 | .6 | — | — | 4 | .4 |
| Publishers | 4 | .6 | — | — | 4 | .4 |
| Morticians | 2 | .3 | — | — | 2 | .2 |
| Accountants | 2 | .3 | 1 | .2 | 3 | .3 |
| Artists | 1 | .2 | — | — | 1 | .1 |
| Judges | — | — | 1 | .2 | 1 | .1 |
| Postal Clerks | — | — | 2 | .5 | 2 | .2 |
| Engineers | 1 | .2 | 1 | .2 | 2 | .2 |
| Union Officials | 1 | .2 | — | — | 1 | .1 |
| Chemists | 1 | .2 | — | — | 1 | .1 |
| Pharmacists | 1 | .2 | — | — | 1 | .1 |
| Geologists | — | — | 1 | .2 | 1 | .1 |
| Total | 626 | 100.0 | 425 | 100.0 | 1051 | 100.0 |

| New Members Selected | | | | | | |
|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|--|
| Accredited Institutions | | Non-Accredited Institutions | | All Institutions | | |
| No. | Per-centage | No. | Per-centage | No. | Per-centage | |
| 133 | 41.7 | 113 | 45.2 | 246 | 43.2 | |
| 77 | 24.2 | 59 | 23.6 | 136 | 23.9 | |
| 38 | 11.9 | 26 | 10.4 | 64 | 11.2 | |
| 26 | 8.2 | 19 | 7.6 | 45 | 7.9 | |
| 13 | 4.1 | 15 | 6.0 | 28 | 4.9 | |
| 13 | 4.1 | 10 | 4.0 | 23 | 4.0 | |
| 6 | 1.9 | 4 | 1.6 | 10 | 1.8 | |
| 3 | .9 | — | — | 3 | .5 | |
| 2 | .6 | 1 | .4 | 3 | .5 | |
| — | — | — | — | — | — | |
| 3 | .9 | — | — | 3 | .5 | |
| 2 | .6 | — | — | 2 | .4 | |
| 1 | .3 | 1 | .4 | 2 | .4 | |
| — | — | — | — | — | — | |
| — | — | — | — | — | — | |
| — | — | 2 | .8 | 2 | .4 | |
| 1 | .3 | — | — | 1 | .2 | |
| 1 | .3 | — | — | 1 | .2 | |
| — | — | — | — | — | — | |
| — | — | — | — | — | — | |
| — | — | — | — | — | — | |
| 319 | 100.0 | 250 | 100.0 | 569 | 100.0 | |

TABLE 13.—Comparison of occupations deemed significant to this study of new and original board members while respondent held office of president in all institutions

| Classification | Original Members | | New Members | |
|------------------------|------------------|------------|-------------|------------|
| | No. | Percentage | No. | Percentage |
| Executives | 399 | 37.9 | 246 | 43.2 |
| Clergymen | 277 | 26.3 | 136 | 23.9 |
| Educators | 115 | 10.9 | 64 | 11.2 |
| Financiers | 78 | 7.4 | 45 | 7.9 |
| Lawyers | 61 | 5.8 | 28 | 4.9 |
| Medical Physicians | 57 | 5.4 | 23 | 4.0 |
| Farmers, Ranchers | 23 | 2.2 | 10 | 1.8 |
| Building Contractors | 9 | .9 | 3 | .5 |
| Politicians | 9 | .9 | 3 | .5 |
| Professional Musicians | 4 | .4 | — | — |
| Publishers | 4 | .4 | 3 | .5 |
| Morticians | 2 | .2 | 2 | .4 |
| Accountants | 3 | .3 | 2 | .4 |
| Artists | 1 | .1 | — | — |
| Judges | 1 | .1 | — | — |
| Postal Clerks | 2 | .2 | 2 | .4 |
| Engineers | 2 | .2 | 1 | .2 |
| Union Officials | 1 | .1 | 1 | .2 |
| Chemists | 1 | .1 | — | — |
| Pharmacists | 1 | .1 | — | — |
| Geologists | 1 | .1 | — | — |
| Total | 1051 | 100.0 | 569 | 100.0 |

To the question, "How well equipped is your board to help the institution achieve these goals?", 20 respondents felt the board was equipped very well, 30 replied, however, that the board was equipped somewhat, 5 felt a little, and 1 was uncertain. These facts declare that improvement could be made in the board. Fran Prey advocated that to improve the board the members (1) must understand their role (2) be committed to the institution (3) the degree of commitment can be meas-

TABLE 14.—Comparison of number of professional educators selected for board membership while respondent held office as president in accredited and non-accredited institutions

| Type of Institution | Original Board | | | New Members Selected | | |
|---------------------|----------------|-----------|-------------|----------------------|-----------|-------------|
| | Total Members | Educators | | Total Members | Educators | |
| | | No. | Per-centage | | No. | Per-centage |
| Accredited | 626 | 68 | 10.9 | 319 | 38 | 11.9 |
| Non-Accredited | 425 | 47 | 11.1 | 250 | 26 | 10.4 |
| Total | 1051 | 115 | 10.9 | 569 | 64 | 11.2 |

TABLE 15.—Number of women and alumni selected for board membership while respondent held office as president in accredited and non-accredited institutions

| Type of Institution | Total Members | Women | | Alumni | |
|---------------------|---------------|-------|-------------|--------|-------------|
| | | No. | Per-centage | No. | Per-centage |
| Accredited | 319 | 11 | 3.2 | 36 | 11.3 |
| Non-Accredited | 250 | 11 | 4.4 | 30 | 12.0 |
| Total | 569 | 22 | 3.9 | 66 | 11.6 |

ured sometimes simply by if the board members include the institution they are serving in their will. In response to questions concerning this, Table 16 discloses that only 29% of the board members understand their role as trustees very well, whereas Table 17 documents that 73% of the board members are committed very well to the institution they

serve. A comparison of the data identifies that the boards of accredited institutions understand their role better than boards in non-accredited institutions. The reverse is found in the area of commitment.

TABLE 16.—President's rating as to how well trustees understand their role as board members

| Rating Scale | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|--------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| Very Well | 9 | 27.3 | 8 | 33.3 | 17 | 29.8 |
| Somewhat | 20 | 60.6 | 10 | 41.7 | 30 | 52.7 |
| A Little | 4 | 12.1 | 4 | 16.7 | 8 | 14.0 |
| Uncertain | — | — | 2 | 8.3 | 2 | 3.5 |
| Not At All | — | — | — | — | — | — |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

TABLE 17.—President's rating as to commitment of board members to institution they serve

| Rating Scale | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|--------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| Very well | 26 | 78.8 | 16 | 66.6 | 42 | 73.7 |
| Somewhat | 6 | 18.2 | 7 | 29.2 | 13 | 22.8 |
| A Little | 1 | 3.0 | 1 | 4.2 | 2 | 3.5 |
| Uncertain | — | — | — | — | — | — |
| Not At All | — | — | — | — | — | — |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

Thirty-eight schools encouraged board members to include the institution they serve in their will. Thirteen institutions did not encourage it, and 6 failed to respond. Table 18 explains that 20 schools have board members who have included the college they serve in their will, and 16 of the 20 are to be found in accredited institutions. Increased effort in the improvement programs would help the board understand their role more plainly.

In the analysis of the age of the institutions it was discovered that some colleges are fairly young in institutional age. Twenty colleges have members on the board who became members at the founding of the institutions. All respondents agreed that these members have been a strength to their colleges.

Evaluation of the strengths and weaknesses of the board is essential in formulation and structuring of an inservice education program. Three questions were asked to ascertain (1) the strengths of the boards; (2) the weaknesses of the boards; and (3) the steps taken to eliminate the weaknesses of the boards. Table 19 demonstrates that loyalty, dedication, and faithfulness were the most frequently mentioned strengths of the board. Knowledge of education was remarkably mentioned last as a strength. Table 20 detected that lack of personal finances, lack of knowledge and ability in fund raising techniques, lack of time, lack of interest in and knowledge of higher education, and the limited understanding of one's role as trustee were the most frequently mentioned weaknesses.

Table 21 compares the techniques utilized in the accredited and non-accredited institutions to improve the weaknesses. The most frequently employed methods to improve the boards were to change their mem-

TABLE 18.—Institutions in which board members are encouraged to include institutions in their will

| Category | Accredited Institutions | | | | Non-Accredited Institutions | | | | All Institutions | | | |
|-------------|-------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|------------------|-------------|-----------------------------|-------------|
| | No. | Per-centage | Include Institution in Will | | No. | Per-centage | Include Institution in Will | | No. | Per-centage | Include Institution in Will | |
| | | | No. | Per-centage | | | No. | Per-centage | | | No. | Per-centage |
| Yes | 25 | 75.7 | 16 | 48.5 | 13 | 54.2 | 4 | 16.7 | 38 | 66.7 | 20 | 35.0 |
| No | 5 | 15.2 | — | — | 8 | 33.3 | — | — | 13 | 22.8 | — | — |
| No Response | 3 | 9.1 | — | — | 3 | 12.5 | — | — | 6 | 10.5 | — | — |
| Total | 33 | 100.0 | 16 | 48.5 | 24 | 100.0 | 4 | 16.7 | 57 | 100.0 | 20 | 35.0 |

bership; increase their fund raising ability; discuss more adequately their role as trustees; evaluate the problems in higher education; discuss more openly the college objectives; and hold longer meetings for policy formulation.

TABLE 19.--Comparison of strengths of board members in accredited and non-accredited institutions

| Strengths | Accred- ited Institu- tions N=33 Frequency | Non- Accred- ited Institu- tions N=24 Frequency | All Institu- tions N=57 Frequency |
|--------------------------------------|---|---|---|
| Loyalty, Dedication, Faithfulness | 24 | 20 | 44 |
| Religious Commitment | 8 | 5 | 13 |
| Financial Assistance | 7 | 5 | 12 |
| Vision and High Goals | 6 | 3 | 9 |
| Understand Objectives of Institution | 6 | 2 | 8 |
| Business Knowledge | 5 | 6 | 11 |
| Determine Policy | 5 | 3 | 8 |
| Support Administration | 4 | 3 | 7 |
| Wide Range of Professional Interest | 4 | — | 4 |
| Know Their Responsibilities | 4 | — | 4 |
| Geographical Closeness to College | 2 | 1 | 3 |
| Fund Raising Ability | 2 | 2 | 4 |
| Balance of Age | 1 | — | 1 |
| Knowledge of Education | 1 | 3 | 4 |
| Alumni | — | 1 | 1 |

Truitt (120) emphasized that the qualifications of persons involved in the inservice education programs were basic to the inaugural and continuance of any good inservice education program. Three questions were developed and included in the survey instrument to extract the understanding of the president as to the qualifications for membership on the board. The first question in this category asked, "Assuming all board members resigned tomorrow, list the 6 most important qualifications

TABLE 20.—Comparison of weaknesses of board members in accredited and non-accredited institutions

| Weaknesses | Accred- ited Institu- tions N=33 Frequency | Non- Accred- ited Institu- tions N=24 Frequency | All Institu- tions N=57 Frequency |
|---|---|---|---|
| Lack of Personal Finances | 12 | 8 | 20 |
| Lack of Knowledge & Ability in Fund Raising | 11 | 3 | 14 |
| Lack of Time | 10 | 8 | 18 |
| Lack of Interest & Knowledge of Higher Education | 8 | 5 | 13 |
| Limited Understanding of Role | 8 | 4 | 12 |
| Lack of Public Relations Ability | 5 | 1 | 6 |
| Lack of Loyalty, Dedication, Faithfulness | 4 | 3 | 7 |
| Lack of Diversity of Occupation | 3 | 7 | 10 |
| Lack of Knowledge of Institution | 3 | 4 | 7 |
| Too Conservative | 3 | — | 3 |
| Lack of Leadership | 3 | 2 | 5 |
| Lack of Availability | 2 | 5 | 7 |
| Too Many Local Residents | 2 | — | 2 |
| Failure to Support President | — | 1 | 1 |
| Too Little Business Awareness | — | 1 | 1 |
| No Terminal Procedure | 1 | 1 | 2 |
| Overlapping Committees | 1 | — | 1 |

you would use to determine the selection of new members." Table 22 illustrates that financial ability, interest in higher education, and devotion to the school are the most important qualifications. To define this even more distinctly a second question asked the respondent to list the single most important qualification he would use in the selection of new members. This provides a penetrating insight into what the president feels is most vital in being qualified for the board. Table 23 specifies that devotion to the school was ranked twice as high as interest in higher education. Religious commitment, success in their field, leader-

ship ability, financial ability, public relations ability, vision, integrity, health, and sales ability were signified next in order of frequency.

TABLE 21.--Comparison of techniques used to eliminate weaknesses of boards in accredited and non-accredited institutions

| Techniques | Accred- ited Institu- tions N=33 Frequency | Non- Accred- ited Institu- tions N=24 Frequency | All Institu- tions N=57 Frequency |
|---|---|---|---|
| Changed Board Members | 14 | 6 | 20 |
| Increased Fund Raising Ability | 7 | 2 | 9 |
| Discussions of Role of Trustee | 6 | 2 | 8 |
| Discussions of Problems in Higher Education | 5 | 3 | 8 |
| Discussions of College Objectives | 5 | 2 | 7 |
| Added More Committees on Board | 3 | 2 | 5 |
| Held Longer Meetings for Policy Formulation | 3 | 3 | 6 |
| Appointed Committee to Study Trustee Problems | 2 | — | 2 |
| Individual Personal Encouragement to Board Members | 2 | 2 | 4 |
| Devised Ways to Save Time in Meetings | 1 | — | 1 |
| Reduced Local Membership | 1 | — | 1 |
| Methods to Permit Termination of Board Membership | 1 | — | 1 |
| More Involvement of Board in Institution | 1 | 1 | 2 |
| Reorganized Board | — | 1 | 1 |

A third question to probe even more deeply the president's evaluation of board qualifications was asked of the respondent: "If you had your choice, what occupations would be represented on the board and how many?". Accredited institutions responded in order of the most desired occupations and number as follows: (1) clergy; (2) executives; (3) edu-

cators; (4) financiers; (5) medical physicians; (6) lawyers; (7) politicians and faculty; (8) building contractors; and (9) accountants. Contrastingly the non-accredited institutions ranked: (1) educators; (2) financiers; (3) executives; (4) lawyers; (5) clergymen; (6) industrialists; (7) medical physicians; (8) politicians; and (9) building contractors.

TABLE 22.—Comparison of the most important qualifications perceived by the president for new board members in accredited and non-accredited institutions

| Qualifications | Accred- ited Institu- tions N=33 Frequency | Non- Accred- ited Institu- tions N=24 Frequency | All Institu- tions N=57 Frequency |
|-------------------------------|---|---|---|
| Financial Ability | 24 | 14 | 38 |
| Interest in Higher Education | 21 | 17 | 38 |
| Devotion to School | 21 | 16 | 37 |
| Religious Commitment | 12 | 7 | 19 |
| Success in Field | 11 | 7 | 18 |
| Public Relations Ability | 11 | 10 | 21 |
| Leadership Ability | 8 | 2 | 10 |
| Time and Availability | 6 | 6 | 12 |
| Cooperative | 5 | 6 | 11 |
| Integrity | 3 | 1 | 4 |
| Alumni | 2 | — | 2 |
| Legal Knowledge | 1 | 2 | 3 |
| Vision | 1 | 3 | 4 |
| Open Mindedness | 1 | 1 | 2 |
| Skill in Writing and Speaking | — | 1 | 1 |
| Cultural Background | — | 1 | 1 |
| Good Health | — | 1 | 1 |

All institutions ranked by order and numbers: (1) executives; (2) educators; (3) clergymen; (4) financiers; (5) medical physicians; (6) lawyers; (7) politicians; (8) building contractors; and (9) accountants. Table 24 records these findings.

TABLE 23.—Comparison of the single most important qualification perceived by the president for board members in accredited and non-accredited institutions

| Qualification | Accred- ited Institu- tions N=33 Frequency | Non- Accred- ited Institu- tions N=24 Frequency | All Institu- tions N=57 Frequency |
|------------------------------|---|---|---|
| Devotion to School | 12 | 7 | 19 |
| Interest in Higher Education | 4 | 5 | 9 |
| Religious Commitment | 3 | 6 | 9 |
| Success in Field | 2 | 1 | 3 |
| Leadership Ability | 2 | — | 2 |
| Financial Ability | 2 | 2 | 4 |
| Public Relations Ability | 1 | — | 1 |
| Vision | 1 | — | 1 |
| Integrity | 1 | 2 | 3 |
| Health | — | 1 | 1 |
| Sales Ability | 1 | — | 1 |
| No Response | 4 | — | 4 |

The role of trustees presupposes knowledge and insight into a variety of college academic affairs and student characteristics. This knowledge and insight affect the level of decision making and also can determine areas or aspects of the board's understanding that can be improved. To determine this understanding the respondents were asked to indicate the insight the board had in the following areas: (1) national federal aid to education; (2) range of economic background of present student body; (3) range of personality characteristics; (4) admission standards of graduate institutions which your students normally attend; (5) national accreditation outlook; (6) academic scheduling year round (tri-semester, four-quarter system); (7) honors programs; (8) research in the area of the learning process relative to higher education; and

TABLE 24.--Occupations of board members ranked according to frequency of occupation of all board members, board members selected since president took office, and occupations most desired by president in accredited and non-accredited institutions

| Rank | All Institutions | | | Accredited |
|------|----------------------|--------------------------|-------------------------|----------------------|
| | All Board Members | Selected Since President | Occupation Most Desired | All Board Members |
| 1 | Executives | Executives | Executives | Executives |
| 2 | Clergymen | Clergymen | Educators | Clergymen |
| 3 | Educators | Educators | Clergymen | Educators |
| 4 | Financiers | Financiers | Financiers | Financiers |
| 5 | Lawyers | Lawyers | Medical Physicians | Lawyers |
| 6 | Medical Physicians | Medical Physicians | Lawyers | Medical Physicians |
| 7 | Farmers, Ranchers | Farmers, Ranchers | Politicians | Farmers, Ranchers |
| 8 | Building Contractors | Building Contractors | Building Contractors | Building Contractors |
| 9 | Politicians | Politicians | Accountants | Politicians |

| Institutions | | Non-Accredited Institutions | | |
|--------------------------|-------------------------|-----------------------------|--------------------------|-------------------------|
| Selected Since President | Occupation Most Desired | All Board Members | Selected Since President | Occupation Most Desired |
| Executives | Clergymen | Executives | Executives | Educators |
| Clergymen | Executives | Clergymen | Clergymen | Financiers |
| Educators | Educators | Educators | Educators | Executives |
| Financiers | Financiers | Financiers | Financiers | Lawyers |
| Lawyers | Medical Physicians | Lawyers | Lawyers | Clergymen |
| Medical Physicians | Lawyers | Medical Physicians | Medical Physicians | Industrialists |
| Farmers, Ranchers | Politicians, Faculty | Farmers, Ranchers | Farmers, Ranchers | Medical Physicians |
| Building Contractors | Building Contractors | Building Contractors | Building Contractors | Politicians |
| Politicians | Accountants | Politicians | Politicians | Building Contractors |

(9) academic freedom. Table 25 gives evidence that the accredited institutions have the most sophisticated insight in the areas of academic freedom and national federal aid to education. The least insight is found in the area of the honors program. The respondents of non-accredited schools state that the boards have the most sophisticated insight in the areas of economic backgrounds of the student body and the least insight regarding research relative to the learning processes involved in higher education. The second highest rating of "somewhat" as the level of insight was calculated as the average insight for all institutions.

An additional question to learn the insight of the board in other areas of college affairs was also itemized in the survey instrument. The areas of college affairs that the president had to rate his board upon were as follows: (1) curriculum development; (2) financial affairs; (3) student personnel affairs; (4) plant development; (5) institutional philosophy; (6) faculty recruitment; and (7) faculty retention. The accredited institutions acknowledge that the most insight was in plant development and the least insight in curriculum development. Similarly the non-accredited institutions affirm that the most insight was acknowledged in the areas of plant development and the least knowledge equally in curriculum development and faculty recruitment. Table 26 validates this data and also substantiates the average rating in all 7 areas. Inservice education efficiently designed could increase the level of insight in all these areas.

Regularity of Board Meetings and Techniques Involved

Inherent in this study is the assumption that activities such

TABLE 25.—President's rating of boards regarding insight on selected college topics in accredited and non-accredited institutions*

| Topic | Accred- ited Institu- tions Insight | Non- Accred- ited Institu- tions Insight | All Institu- tions Insight |
|---|---|---|-------------------------------------|
| National Federal Aid to Education | 2.2 | 2.3 | 2.25 |
| Range of Economic Backgrounds of Present Student Body | 1.9 | 2.1 | 2.00 |
| Range of Personality Characteristics Among Present Student Body | 2.5 | 2.7 | 2.60 |
| Admission Standards of Graduate Schools Which Your Students Normally Attend | 2.5 | 2.6 | 2.55 |
| National Accreditation Outlook | 2.0 | 2.0 | 2.00 |
| Academic Scheduling Year Round (tri-semester, four-quarter) | 2.5 | 2.6 | 2.55 |
| Honors Programs | 2.8 | 2.9 | 2.85 |
| Research in the Area of the Learning Process Relative to Higher Edu- cation | 3.0 | 3.1 | 3.05 |
| Academic Freedom | 1.9 | 2.2 | 2.00 |
| Total | 2.4 | 2.5 | 2.4 |

*A rating scale: (1) very much; (2) somewhat; (3) very little; (4) none at all; and (5) do not know.

as the planning of the board agenda and the reaction of the board to the information discussed at their meeting affect the level of educational growth of the board. The reaction to the agenda can also indicate the degree of board perception relative to the nature of higher education. Three questions were designed to secure this information. To the question, "Who plans the agenda of the board meetings?", the respondents report that the president and board chairman together plan the agenda most often in the accredited institutions. In the non-ac-

TABLE 26.--President's rating of board regarding insight in selected college affairs*

| College Affairs | Accredited Institutions Insight | Non- Accredited Institutions Insight | All Institutions Insight |
|---------------------------|---------------------------------------|---|--------------------------------|
| Curriculum Development | 2.7 | 3.1 | 2.9 |
| Financial Affairs | 2.0 | 2.3 | 2.1 |
| Student Personnel Affairs | 2.6 | 3.2 | 2.9 |
| Plant Development | 1.9 | 2.2 | 2.0 |
| Institutional Philosophy | 2.0 | 2.3 | 2.1 |
| Faculty Recruitment | 2.5 | 3.1 | 2.8 |
| Faculty Retention | 2.4 | 2.9 | 2.6 |
| Total | 2.3 | 2.7 | 2.5 |

*A rating scale: (1) very strong; (2) above average; (3) average; (4) below average; (5) very weak; and (6) do not know.

credited institutions the president plans the agenda most often apart from the board chairman. The 2 other questions inquired as to what information presented at the board causes the greatest amount of satisfaction and the greatest amount of dissatisfaction to the board. The results show that sound finances give the board the greatest amount of satisfaction. Table 27 lists in order of frequency mentioned the information that causes the greatest amount of satisfaction.

Deficit financing causes the greatest amount of dissatisfaction, which correlates with the high satisfaction of sound finances as reported in Table 27. Table 28 lists in order of frequency mentioned the information that causes the greatest amount of dissatisfaction in accredited and non-accredited schools.

TABLE 27.--Information ranked by frequency that causes the greatest amount of satisfaction to board members in accredited and non-accredited institutions

| Rank | Accredited Institutions | Non-Accredited Institutions |
|------|---|--|
| 1 | Sound Finances | Sound Finances |
| 2 | Academic Excellence | Physical Expansion and Academic Advance |
| 3 | Physical Expansion and Development | Spiritual Tone of Institution |
| 4 | Enrollment Growth | Satisfaction of Faculty and Growth Statistics |
| 5 | Satisfaction of Faculty | Reports on Policy Success and Alumni Achievement |
| 6 | Spiritual Tone of Institution Together with Activity and Cultural Program | |
| 7 | Satisfaction of Staff, Success of Alumni, Public Policy | |
| 8 | Reports on Success of Policy | |

TABLE 28.--Information ranked by frequency that causes the greatest amount of dissatisfaction to board members in accredited and non-accredited institutions

| Rank | Accredited Institutions | Non-Accredited Institutions |
|------|---|--|
| 1 | Deficit Financing | Deficit Financing |
| 2 | Details That Take Too Much Time | Faculty Problems |
| 3 | Faculty Problems | Admissions Difficulty, Slow Development, Poor Academic Standards, Poor Spiritual Standards |
| 4 | Unhappy Students | Poor Business Procedures, Poor Student Conduct, Lack of Accreditation |
| 5 | Poor Business Procedures | |
| 6 | Staff Incompetence, Admissions Difficulty, Poor Relations | |

The regularity of board communication and persons involved with that communication affect significantly the programs designed for im-

provement of the board. Thirteen questions were developed, including the survey to evoke a basic understanding of the regularity and methodology involved in board communications. The survey found that the business manager and treasurer met most often with the board, which means that business affairs must dominate the agenda that is prepared for the board. The academic dean or dean of the college met next in extent of regularity, then the director of development, and then the dean of students. Other administrators such as the registrar, admissions director, or the faculty seldom met with the board.

The regularity of full board meetings is illustrated in Table 29. Only 1 board met regularly on a monthly basis.

TABLE 29.—Frequency of full board meetings in accredited and non-accredited institutions

| Frequency of Meetings | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|-----------------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| Weekly | — | — | — | — | — | — |
| Monthly | — | — | 1 | 4.2 | 1 | 1.7 |
| Quarterly | 11 | 33.3 | 5 | 20.8 | 16 | 28.1 |
| Bi-annually | 18 | 54.5 | 9 | 37.5 | 27 | 47.4 |
| Annually | 1 | 3.1 | 4 | 16.7 | 5 | 8.8 |
| Other | 3 | 9.1 | 3 | 12.5 | 6 | 10.5 |
| No Response | — | — | 2 | 8.3 | 2 | 3.5 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

A majority of the boards are organized into committees consisting of the following: (1) building committee; (2) development committee; (3) educational committee; (4) financial committee; and (5) student personnel. Additional committees on some boards include: (1)

investment; (2) personnel; (3) plans and policies; (4) nominating; (5) annuity; (6) budget; (7) grounds; (8) alumni; (9) executive; (10) health; (11) scholarship; (12) by-laws; (13) public relations; and (14) honorary degree committees.

Tables 30, 31, 32, and 33 indicate the regularity of the president meeting with the full committees of the board, the individual chairman of the committees, the individual board members apart from chairmen, and finally the chairman of the full board.

TABLE 30.--Regularity of president meeting with committees of the board

| Regularity | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| Regularly | 10 | 30.3 | 7 | 29.2 | 17 | 29.8 |
| Quite Frequently | 9 | 27.3 | 3 | 12.5 | 12 | 21.0 |
| Sometimes | 7 | 21.2 | 4 | 16.7 | 11 | 19.4 |
| Infrequently | 3 | 9.1 | 2 | 8.3 | 5 | 8.8 |
| Not At All | — | — | — | — | — | — |
| No Response | 4 | 12.1 | 8 | 33.3 | 12 | 21.0 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

Communication with the chairman of the board was deemed to be integral in the establishing and guiding of improvement programs for the board. The results show, however, that only one-fourth of the respondents met with the chairman of the board on a regular basis. Only 5% met regularly with the committee chairmen, 30% met regularly with board committees, and 21% met regularly with individual members.

Prior to the development of the survey instrument the interviews with the CASC consultants revealed that part of the nature of the board

TABLE 31.—Regularity of president meeting with the chairman of the board

| Regularity | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|
| | No. | Per-centage | No. | Per-centage | No. | Per-centage |
| Regularly | 7 | 21.2 | 7 | 29.2 | 14 | 24.6 |
| Quite Frequently | 15 | 45.5 | 8 | 33.3 | 23 | 40.3 |
| Sometimes | 9 | 27.3 | 7 | 29.2 | 16 | 28.1 |
| Infrequently | 1 | 3.0 | — | — | 1 | 1.7 |
| Not At All | — | — | — | — | — | — |
| No Response | 1 | 3.0 | 2 | 8.3 | 3 | 5.3 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

TABLE 32.—Regularity of president meeting with individual chairmen of board committees

| Regularity | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|
| | No. | Per-centage | No. | Per-centage | No. | Per-centage |
| Regularly | 1 | 3.0 | 2 | 8.3 | 3 | 5.3 |
| Quite Frequently | 8 | 24.2 | 7 | 29.2 | 15 | 26.3 |
| Sometimes | 17 | 51.5 | 6 | 25.0 | 23 | 40.4 |
| Not At All | 4 | 12.2 | 2 | 8.3 | 6 | 10.5 |
| No Response | 3 | 9.1 | 7 | 29.2 | 10 | 17.5 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

methodology in communication could be discovered if items were included on the instrument that elicited types of board communication with persons apart from the president. Three questions were designed to disclose this information. In response to the question, "To what extent do

TABLE 33.—Regularity of president meeting with individual board members

| Regularity | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------|-------------------------|------------|-----------------------------|------------|------------------|------------|
| | No. | Percentage | No. | Percentage | No. | Percentage |
| Regularly | 9 | 27.3 | 3 | 12.5 | 12 | 21.0 |
| Quite Frequently | 13 | 39.4 | 10 | 41.7 | 23 | 40.4 |
| Sometimes | 9 | 27.3 | 9 | 37.5 | 18 | 31.6 |
| Infrequently | 2 | 6.0 | — | — | 2 | 3.5 |
| Not At All | — | — | 2 | 8.3 | 2 | 3.5 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

board members visit campus on their own to converse with students?", 3 institutions responded that their board members do this regularly. Fifteen institutions reported that this communication occurs quite frequently, 23 said that it happens infrequently, and 10 felt that it does not happen at all.

Tables 34 and 35 illustrate the contact the board members have with the faculty and administration by their own initiative. Table 34 shows that faculty are contacted by the board in approximately two-thirds of the institutions and most likely without the president's knowledge beforehand. Over 90% of the institutions have board members who contact the administration on their own. Forty-three percent of the schools state that this communication is infrequent, however. Eight college presidents replied that they encouraged the board members to contact individuals within the institution without their knowledge, 42 did not, and 7 did not respond. As to whether the institution had a written

TABLE 34.—Regularity of board members contacting faculty directly regarding conduct of their professional duty

| Regularity | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|
| | No. | Per-centage | No. | Per-centage | No. | Per-centage |
| Regularly | — | — | — | — | — | — |
| Quite Frequently | — | — | 2 | 8.3 | 2 | 3.5 |
| Sometimes | 5 | 15.1 | 3 | 12.5 | 8 | 14.0 |
| Infrequently | 15 | 45.4 | 8 | 33.3 | 23 | 40.4 |
| Not At All | 11 | 33.4 | 10 | 41.7 | 21 | 36.8 |
| No Response | 2 | 6.1 | 1 | 4.2 | 3 | 5.3 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

TABLE 35.—Regularity that board members on their own contact administrators other than the president regarding their areas of responsibility

| Regularity | Accredited Institutions | | Non-Accredited Institutions | | All Institutions | |
|------------------|-------------------------|-------------|-----------------------------|-------------|------------------|-------------|
| | No. | Per-centage | No. | Per-centage | No. | Per-centage |
| Regularly | — | — | — | — | — | — |
| Quite Frequently | 1 | 3.1 | 7 | 29.2 | 8 | 14.0 |
| Sometimes | 10 | 30.1 | 10 | 41.6 | 20 | 35.1 |
| Infrequently | 18 | 54.6 | 7 | 29.2 | 25 | 43.8 |
| Not At All | 3 | 9.1 | — | — | 3 | 5.3 |
| No Response | 1 | 3.1 | — | — | 1 | 1.8 |
| Total | 33 | 100.0 | 24 | 100.0 | 57 | 100.0 |

policy regarding communication between board members and other members within the institution, only 10 colleges reported that they did.

Acknowledged Inservice Education Program and Its Activities

Only 8 institutions of the 57 responding indicated that they had an inservice education program. Forty-nine indicated they did not. Every institution, as reported earlier, designated that they were taking steps to improve upon the weaknesses of their boards. Table 21 reviewed some of the techniques used to change those weaknesses. Table 36 summarizes the percentage of institutions accredited and non-accredited who do not have an inservice education program.

TABLE 36.—Number and percentage of respondents indicating no inservice education programs

| Type of Institution | Usable Responses | No Program | |
|---------------------|------------------|------------|-------------|
| | | No. | Per-centage |
| Accredited | 33 | 26 | 78.8 |
| Non-Accredited | 24 | 23 | 95.8 |
| Total | 57 | 49 | 86.0 |

Of the 8 schools giving emphasis to improvement programs, all 8 were private, Protestant colleges of which 4 were church controlled and 4 were independent.

Each president who completed the survey was asked to specify the number of years he has held the office as president of the institution sampled. Fifty-four individuals responded to that request and the average years served in all institutions is 8.8 years. The average length of service and the breakdown into categories is shown in Table 37.

TABLE 37.—Comparison of number of years respondents have served as president in accredited and non-accredited institutions

| No. of Years | All Institutions | | Accredited Institutions | | Non-Accredited Institutions | |
|--------------------|---------------------|-----------------|----------------------------|-----------------|--------------------------------|-----------------|
| | No. | Per- centage | No. | Per- centage | No. | Per- centage |
| 1-5 | 22 | 40.8 | 13 | 40.7 | 9 | 40.9 |
| 6-10 | 16 | 29.6 | 8 | 25.0 | 8 | 36.4 |
| 11-20 | 13 | 24.1 | 9 | 28.1 | 4 | 18.2 |
| 21-30 | 1 | 1.8 | 1 | 3.1 | — | — |
| 31-40 | 2 | 3.7 | 1 | 3.1 | 1 | 4.5 |
| Average 8.8 | | 100.0 | 9.3 | 100.0 | 8.1 | 100.0 |

Seven of the institutions reported that the inservice education program was conducted on a regular basis. Three schools indicated that it was conducted once a year, 1 college held the program 3 times a year, 1 institution answered that it was conducted as problems arise, and 1 school did not respond.

To the question, "who is responsible for the overall supervision of the inservice education program?", 6 respondents indicated that the president is responsible. Two stated that the chairman of the board is solely responsible. An additional question was asked to define this responsibility even more succinctly and asked, "Does the same person(s) who is responsible for the inservice education program determine and plan it? If not, who assists?" Five responded that the same person who is responsible for the overall supervision determines it as well. Two replied that the same person does not function in both roles. The chairman of the board, the president, the other administrators apart from the

president, particularly the dean, and a consultant are the ones who plan and determine the program most often.

With reference to all college personnel apart from the trustees included in the total program, the non-accredited schools included only a consultant. On the other hand, the accredited schools included by number of time listed the following: invited guests, 2; faculty, 2; administration, 2; the president, 3; the vice president, 1; and the executive committee of the board, 1.

Only 1 institution indicated that it has a budget for inservice education. The budget totaled \$5,000 and was used for trustee travel expenses and consulting services. The amount was approximately 12% of the total operational budget of the college.

An examination of the resource material included in the inservice education program divulges that printed materials are the most often employed. Table 38 exemplifies these findings.

TABLE 38.—Resource materials used by institutions in inservice education programs

| Resource Material | Frequency | Percentage of Institutions Using Materials |
|-------------------------|-----------|--|
| Pamphlets | 3 | 37.5 |
| Books | 3 | 37.5 |
| Professional Articles | 3 | 37.5 |
| Speakers-Consultants | 2 | 25.0 |
| Outside Research Groups | 2 | 25.0 |
| Local Administration | 2 | 25.0 |
| Local Faculty | 3 | 37.5 |
| Slides | 1 | 12.5 |
| Research Reports | 3 | 37.5 |

An analysis of the activities utilized in the inservice education program and the frequency that these activities are mentioned is clarified in Table 39. The Table indicates that directed readings, consultants, administrative speakers are the most often engaged. Next in degree of frequency are pre-school workshops, president's orientation, committee meetings, and rotation of committee assignments. Least mentioned were in-school workshops, faculty speakers, home and individual conferences, and bi-weekly reports.

TABLE 39.—Type and frequency of activities in inservice education program

| Activities | Frequency | Percentage of Institutions Using Materials |
|---|-----------|--|
| Pre-school Workshop | 2 | 25.0 |
| In-school Workshop | 1 | 12.5 |
| Regional Conferences | 1 | 12.5 |
| Directed Readings | 3 | 37.5 |
| Consultants-Speakers | 3 | 37.5 |
| Local Faculty Speakers | 1 | 12.5 |
| Individual Conferences | 1 | 12.5 |
| Local Administration as Speakers | 3 | 37.5 |
| President's Orientation | 2 | 25.0 |
| Committee Meetings | 2 | 25.0 |
| Faculty-Trustee Retreats | 1 | 12.5 |
| Bi-Weekly Reports | 1 | 12.5 |
| Rotating Membership on Board Committees | 2 | 37.5 |

By means of an open ended response the respondents were asked in their judgment, "What factors have contributed to the success of the inservice education program?" Listed below are the 11 factors which contributed to the success of the program and the frequency reported:

1. Small group meetings (2)
2. Intercommunication of diverse groups (1)
3. Continuous program to keep open channels of communication between trustees and constituents (1)
4. Closer friendliness and fellowship of the board members (1)
5. Speakers (1)
6. Secluded and less distracting locations (1)
7. Selected mailings (1)
8. Officers conferences (1)
9. Better coordination of the executive committee (1)
10. Good orientation of trustees to the inservice education program (1)
11. Realization of the need of such a program (1)

Better communication is apparently the most significant factor in the success of the program.

In similar manner a question was raised to ascertain the factors that have hindered the success of the inservice education program. Knowledge of the factors of both success and weakness is basic to the design of the program. Listed below are the 6 factors that hindered the program and the frequency stated:

1. Lack of time (3)
2. Irregular attendance (1)
3. Too much dependence on printed materials (1)
4. Inability to get the board to understand the need of the program and be motivated to it (2)
5. No follow-up to the program (1)
6. Too great distance (1)

Lack of time contributed most to the lack of success in the program.

Twenty-one percent of the institutions indicated that they had inservice education programs designed for the orientation of new members. Seventy-nine percent indicated that they did not. Table 40 shows the comparison of accredited and non-accredited institutions that have such a program.

TABLE 40.—Number and percentage of institutions indicating no orientation inservice education program

| Type of Institution | Total Usable Responses | Institutions Indicating No Program | |
|---------------------|------------------------|------------------------------------|------------|
| | | No. | Percentage |
| Accredited | 33 | 24 | 72.7 |
| Non-Accredited | 24 | 21 | 87.5 |
| Total | 57 | 45 | 78.9 |

The respondents were asked to describe the contents of the inservice education program for orientation of the new members. Directed readings, and in particular a standard trustee manual, plus personal visits head the list as the most frequently used activities and materials in the program. Listed below in order of frequency are the contents of the program described by the president:

1. Directed readings (7)
2. Standard trustee manual (3)
3. Personal visits (3)

4. President and chairman of board orienting new members together (1)
5. Campus visitations (2)
6. Joint faculty-trustee meeting (1)
7. Portfolio for new members (1)
8. One-day seminar (1)
9. Conferences with the president and vice president (1)
10. Informal dinners (1)
11. Faculty, staff, trustee annual dinner (1)
12. Teas (1)

The trustee handbook most often employed was Myron Wicke's "Handbook for Trustees." No objective instruments were employed to evaluate the total inservice education program of the board.

Summary

An analysis of the data of the questionnaire indicates that 33 institutions were found to be accredited, whereas 24 were non-accredited. Ninety-two percent of the institutions sampled have an enrollment under 1,000 students. The size of the membership of the board averaged 20 members.

The results show that board members are elected to board status by 1 or a combination of 3 ways: (1) self perpetuation, (2) church election, or (3) alumni nomination and election. The majority are self perpetuating.

The occupations represented on the board reveal that the professional educator represents only 11.2% of the board membership. Women represent 5% and alumni 21% of the board membership.

One-half of the board members live within the radius of 100 miles of the college that they serve and most trustees fall within the range of 40 to 70 years of age.

Loyalty, dedication, and faithfulness were deemed to be the major strengths of the board in contrast to lack of personal finances as the major weakness.

Changing the membership was the most often used method to eliminate the weaknesses of the board.

Devotion to the institution the trustee served was reported to be the single most important qualification for board membership.

Executives, educators, and clergymen in that order were considered to be the most desired occupations felt by the president to be represented on the board.

The presidents rated their board as lacking somewhat in a general understanding of the academic affairs and student characteristics pertaining to their particular institution.

Sound finances provided the greatest satisfaction to the board and in contrast deficit finances caused the greatest amount of dissatisfaction.

Lack of properly guided or directed regularity in communication exists between board members and other members employed by the college. Very little communication on a consistent basis is evident between the president and the board chairman.

Eight institutions indicated that they had an inservice education program. The presidents of the colleges that participated in the study stated that they have occupied their positions approximately 9 years.

Seven of the institutions acknowledged that the inservice education program is conducted on a regular basis. The president is mainly responsible in determining and supervising the program.

Books, pamphlets, professional articles, and the faculty are the most frequently utilized resources on the inservice education program.

Thirteen different activities were employed in the various programs of the sampled institutions. Directed readings and speakers were paramount in the activities listed.

More effective and more efficient communication were mentioned as the major factors in the success of the inservice education program. Lack of time contributed the most to the failure of it.

Twelve schools declared that they have an inservice program for new members. Directed readings and in particular the reading of Myron Wicke's handbook accounted for the major contents of the program.

No objective instruments were utilized in the evaluation of the total inservice education program.

CHAPTER V

INSERVICE EDUCATION PROGRAMS IN SEVEN INSTITUTIONS

Introduction

An integral part of the study involves an analysis of the inservice education programs in 7 selected colleges. The purpose of this part of the investigation is to define more thoroughly the inservice education programs being employed, to some success, in the improvement of the educational adeptness of boards of trustees. An on-campus depth analysis provides principles and techniques of improvement programs that can be shared by all the member institutions.

The 7 institutions selected for this section of the study are members of the Council for the Advancement of Small Colleges, which constitute the survey sample. These institutions were selected for visitation and investigation because: (1) their inservice programs were functioning with some degree of success; (2) the president expressed a willingness to cooperate with the visit and the depth analysis; and (3) schools selected provided diversification of geographical location, the type of institutional control, and the nature of the institution's program.

A brief description of the general nature of the college is presented with a detailed analysis of its board of trustees and its inservice education program.

Institution A

Basic Institutional Data

Institution A is a fully accredited, independent college located in a small suburban community of a swiftly growing western city. The enrollment is fewer than 1,000 students, of whom 92% reside in the college's own residence facilities. One-half of the students are enrolled from the state in which the college exists and the remaining students come from 26 states and 6 foreign countries.

The college offers 15 majors and one-third of the students are enrolled in an educational major. No graduate work beyond the fifth year educational requirement is offered.

Board of Trustees Organization

The board of trustees consists of 14 members with provision for membership of a total of 15 members. Ten executives, 1 clergyman, 1 lawyer, 1 medical physician, and 1 educator are the occupations represented on the board. Included in these occupations are 1 alumnus and 1 woman. Five trustees live within 100 miles of the college, 8 live from 100 to 500 miles away, and 1 member resides over 1,000 miles from the college. Two members are between the ages of 30 and 40, 6 members between the ages of 40 and 50, 4 between the ages of 50 and 60, and 2 over 60 years of age. Six members have earned a bachelor's degree, 2 have earned doctorates, 2 have been granted honorary degrees, and 4 members have not completed undergraduate school. The board is organized into 5 committees: (1) the building committee; (2) the development committee; (3) the education committee; (4) the financial committee; and

(5) the membership committee. The chairman of each committee together with the chairman of the board compose the executive committee of the trustees. The board is a self-perpetuating corporation. The president has served in his office 15 years and accepted the presidential responsibilities from a background as a teacher and academic dean. Ten new members have been elected to the board while the president has served as chief executive. The occupations represented in this new membership are 7 executives, 1 lawyer, 1 medical physician, and 1 educator. The president, the dean of the faculty, and the business manager were interviewed during a two-day visit.

Inservice Education Program

Pre-School Workshop

Prior to the beginning of the fall semester a 2-day faculty-trustee workshop is held apart from the campus so that the procedures affecting the workshop can be conducted uninterrupted. Formal and informal activities provide close interaction between the faculty and the trustees. Printed materials, lectures, panels, and slides are types of presentations used to assist in creating a clearer understanding of the nature of the activities of the college. One of the board members is the keynote speaker of the workshop and the president normally terminates the 2-day affair by a closing address. A professional educator from one of the neighboring large universities is invited to deliver at least 1 major speech relative to the role of faculty and the trustee in higher education. Excellent discussion usually follows each presentation and activity. A faculty-administrative committee plans the workshop and makes appropriate arrangements so that most participants

can have overnight accommodations. A written evaluation is submitted by all persons involved in the workshop at the conclusion of its activities.

Annual Retreat

Annually the board of trustees conducts a weekend retreat designed to (1) help them understand their role; (2) plan activities and goals for the future; (3) develop a closer fellowship and appreciation of each other; (4) upgrade their understanding of higher education in general. This retreat, which is conducted in the second semester, is an excellent follow up to the faculty-trustee pre-school workshop. Professional educators not affiliated with the college are invited to be the main speakers. These speakers have usually achieved national recognition in the area they represent. One member of the administration, the president, is invited to participate in all of the affairs of the retreat. Other administrators are invited to attend various phases of the weekend activities as they affect their individual responsibilities. A written or verbal evaluation is requested at the conclusion of the retreat.

Annual Board Meeting

Once a year the board meets to review the year that has just been completed. Normally the meeting is convened in the second month of the fall semester. Each administrator appointed to a board committee is invited to deliver a report on the activities affecting this committee. These reports are part of the inservice education program and are geared to achieve the following: (1) to present a broader scope of the varied aspects affecting the institution they serve; (2) to ac-

climate the board to the recent research relative to the techniques and methodology employed in their particular areas; (3) to allow direct communication between administration and the full board. An oral and written presentation is given and discussion is permitted following the individual presentations.

Trustee-Faculty Dinner

The evening prior to the annual meeting, a trustee-faculty dinner is held on the college campus. The purpose of this dinner is to permit closer fellowship and interaction between the faculty members and their wives with the board members and their wives. Immediately following this dinner an informal program is presented by the student body. This type of student, faculty, and trustee interaction has increased the understanding and appreciation of one another's role.

Bi-Weekly Mailings

The president prepares bi-weekly mailings to individual board members. Included in the mailings are these topics: (1) financial position of the college; (2) cultural and social activities of campus; (3) research conducted by the faculty; (4) professional meetings attended by the college staff; (5) plant development; (6) fund raising program; (7) academic, physical, and spiritual concern of campus; (8) enrollment reports; (9) financial aid reports; (10) professional activities; and (11) books concerning nature of higher education and trustees' role.

The mailings are intended to keep the trustees fully informed of all of the activities of the college and upgrade their understanding of them.

Attendance at Professional Meetings

Approximately once a year seminars are conducted by regional or national associations, which are patterned to assist the trustee in becoming more effective as a college board member. The president makes a strong effort to attract a sufficient number of trustees to attend these meetings. Reports and discussion of these meetings are given to the members who could not attend.

Monthly Meetings of the Executive Committee of the Board

The executive committee is composed basically of members who live within 100 miles of the college and are chairmen of board committees. A central location within a short driving distance from the college is maintained so that meetings can be more centralized. The monthly meetings are conducted in such a manner that (1) techniques of leadership are reviewed so that the chairman can motivate each individual committee member more properly; (2) topics discussed are fashioned to upgrade the understanding of the chairman relative to his committee responsibility; and (3) the nature, scope, and details of the college activities are discussed in depth.

Personal Conferences

Periodic conferences are held with individual members on a fairly regular basis. These conferences take the form of dinners; weekend visits in a trustee or the president's home; office calls; campus visitation to attend social, cultural, or athletic events; case studies and analysis; and travel guests of the president on trips concerning college

business. The president attempts to analyze weaknesses and strengths of the trustees and address the conferences to them.

Special Consultants

Designated areas that evidenced limitations of personnel and knowledge sometimes necessitate the services of consultants. The area which has employed the use of a consultant most often has been that of development. Development counsel has been secured on a semester basis to widen the horizon of knowledge in the techniques of programming for development and also determine successful methods of fund raising for the college staff.

Trustees as Speakers for the College to Outside Groups

A very efficient means of improving the trustee's understanding of the college was to utilize the trustee to speak to selected groups concerning the nature of the college. Preparation for the speeches deemed it necessary on occasion to read printed materials of the college, interview faculty and administration, review specified activities in professional education journals, analyze research oriented books, and be acquainted with other current literature pertinent to the topic to be addressed.

Quarterly Full Board Meeting

The agenda is planned for the quarterly meetings in consultation with the executive council of the college, the executive committee of the board, and the chairman of the board. Although much of the agenda is dominated by legal or business affairs, each meeting focuses upon one aspect of the college that needs to have a greater breadth of

understanding by the board. Research personnel from the faculty, staff, administration, and outside are invited to assist the board achieve a more comprehensive analysis of the topic discussed.

Strengths and Weaknesses of the Program

The major weaknesses of the program were found to be lack of adequate follow up to the programs, too voluminous printed material given to the board, lack of time, and availability of some of the members to attend specialized meetings.

Summary of Institution A

The inservice education program for the board of trustees in Institution A is by its nature a combination of centralized and decentralized structure. The president assumes the main responsibility for the determination and supervision of the inservice education program. His immediate administrative staff assists in designing activities to improve the board understanding relative to their specific areas of responsibility. The chairman of the board and the chairmen of the committees of the board also assist in planning activities and procedures for trustee growth. The combination of both groups facilitating programs fashions the structure into a centralized and decentralized nature.

The president provides the impetus and inspiration to all participants in the improvement program and also provides standards to attain higher levels of personal educational growth.

The only budget for the program is expended for the special consultants and the speakers involved in the program. Very little expenditure is made for personal trustee expenses. The trustee is re-

quired to bear his own expenses for most of the inservice education activities.

Eleven phases constitute the inservice education program. They are: (1) pre-school workshop; (2) annual retreat; (3) annual board meeting; (4) trustee-faculty dinner; (5) bi-weekly mailings; (6) attendance at professional meetings; (7) monthly meetings of the executive committee of the board; (8) personal conferences; (9) special consultants; (10) trustees as speakers for college to outside groups; and (11) quarterly full board meetings.

The pre-school faculty workshop and the annual retreat were acknowledged to be the most effective activities employed in the program. The excellent speakers invited to these meetings and the secluded location in which they were held contributed to the success of these activities.

The major weaknesses of the improvement program centered upon (1) lack of follow up to the program; (2) too much printed material dispersed to the board; and (3) lack of time and availability of some of the board to attend meetings.

Institution B

Basic Institutional Data

Institution B is a private, fully accredited, church related college located in a small rural midwestern town. The enrollment is fewer than 500 students, of whom many reside in college-owned facilities. Seventy percent of the students are residents of the state in which the college exists and the remaining come from 20 states with no foreign students represented. Although the college is church controlled and

affiliated, only 60% of the students are drawn from the church denomination the college serves. Twenty-four diversified religious denominations make up the religious composition of the student body.

The college was until recently a junior college offering general requirements in preparation of the final 2 years at another institution. With the expansion into a 4-year program, additional courses have been added to allow for approximately 12 areas of specialization.

Board of Trustees Organization

The board of trustees consists of 24 members who are elected by the church conference, alumni, and the board itself. Nine financiers; 6 executives; 5 clergymen; 3 educators; and 1 medical physician compose the occupation diversification represented on the board. Twenty-two trustees live within 100 miles of the college and the remaining 2 live within 500 miles.

Three board members are between the ages of 30 and 40 years; 13 are between the ages of 40 and 50 years; 6 are between the ages of 60 and 70 years. No trustees are under the age of 30. Nine trustees have earned the bachelor's degree; 6 the master's degree; 1 the doctorate, who is the medical physician; and 6 had not completed college degree programs. Not one of the professional educators represented on the board has completed his doctorate studies.

The board is organized into 5 committees consisting of the building committee; the financial committee; the development committee; the education committee; and the student personnel committee. The president has been chief executive 3 years, having formerly been academic dean of the college he now serves. Six members have been elected to

the board since he assumed the presidential role and they represent 2 executives; 2 financiers; 1 clergyman; and 1 educator. The president was interviewed during a 1-day visit.

Inservice Education Program

New Member Orientation

Every new member elected to the board received an orientation speech delivered personally by the president of the college. The speech addresses itself to the goals of the college to which the member has been elected to serve. A 1-day seminar is held at the church annual conference to orient the board member elected from the church constituency. All administrators take part in the seminar with each administrator presenting a 15-minute speech concerning his role and his individual responsibility at the college. Each new member is given an honorary seat in the executive committee of the board and is permitted to remain a part of that committee for a set period of orientation. The length of time a new member will serve on an honorary basis is determined by the board. The new members are invited to campus for 1 day to visit classes while they are in session. The teacher is aware of these visitations and the expectant frequency of them.

Periodic Mailings

The president sends mailings on a periodic basis (1) to keep trustees aware of their individual roles; (2) research undertaken by college staff; (3) the development and the plant programs; and (4) the agenda of the committee meetings.

The book, Memo to a College Trustee, by Morrison and Ruml, is given to every member and is cited numerous times in the mailings. While the college was engaged in a self study, prior to accreditation, constant communication and trustee involvement improved the trustee ability immensely. The basis for some mailings still have their origin in the self study research.

Monthly Meetings

An advisory committee of the board meets monthly with the president. Previous presidents had encountered difficulty with the board regarding communication. The new president initiated the monthly meetings to assist the board in becoming more aware and adept in reference to college activities and procedures. These monthly meetings have proven to be highly successful. In addition, periodic meetings are convened with the executive board, which develops guidelines for the furtherance of board growth.

Trustee Research and Self Study

A substantial grant by a large foundation provided the means by which the trustees could undertake an analysis of their own board. The self study of their corporate structure has brought about many significant changes in policies and procedures affecting their academic decision making processes, qualifications for membership, methods of election, occupational representation, understanding of the trustee role, and also has given greater motivation for trustee participation in areas that need their strong support.

Trustees as Speakers to Church Conferences

Prior to the inservice education program the ministers of the college church denomination were commissioned to interpret the college at the conference meetings of the church delegates. After the inauguration of the improvement program, the trustees were selected to represent the college at all the major regional meetings of the conferences. Any discussion of the college at the conferences is now usually preceded by a lecture presented by one of the college trustees. The responsibility and preparation of the speeches has given the board members deeper insight into the forces that influence higher education and also their role at the college they serve. The penetrating questions that follow the address demand that the speaker be thoroughly cognizant of the college activities and procedures.

Trustee Chapels

Daily chapel services are held during each semester of the college. Trustees are invited to speak periodically in the chapel services. The opportunity to speak in these chapels affords the trustee more frequent on campus visitations. Efficient preparation is made to provide the trustee the maximum potential for utilization of his time while on campus. These chapels permit personal informal conferences with members of the college academic community. The confrontation with various individuals of the college has increased the trustee awareness of the campus environmental climate.

Activities of the Board Committees

The inception of the inservice education program motivated the

5 board committees to become more effectively enlisted into the affairs of their committees. Prior to the inservice program the committees functioned more as honorary committees rather than active, working enthusiasts. The excellent results of their work are clearly evident in the progress made in many facets of the college program. A few of the improvements are listed as follows: (1) expansion of the academic curriculum; (2) more adequate faculty salaries and long range projection; (3) full accreditation; (4) increase in the physical and plant development; (5) attraction of more highly trained faculty and staff; (6) wider state and national attention; and (7) professional journals have directed articles commending work of the college.

Trustee-Faculty Dinner

Normally once a year and usually prior to the annual meeting a faculty-trustee banquet is held. The banquet has a 3-fold purpose: (1) bringing controlling agents of college into closer contact with college staff on a social basis; (2) commending participants on efforts in behalf of college; and (3) becoming better acquainted with the new members of the college staff and the board of trustees.

Class Visitations

On infrequent occasions the board members are invited to attend classes while in session. Although this is one of the phases of the orientation program for new members, all members are encouraged to attend class lectures or labs on periodic campus visits. The class visitations have been very satisfactory to the faculty and trustees. The president states that some of the invisible barriers that typically occur between board and faculty are slowly being torn down by the class visits. Most

of the faculty do not consider they are on trial or being evaluated during the visits.

Consultants

Development consultants have been obtained to assist the board members in the campaign for additional funds for the college. Case study analysis is conducted to help them more adequately understand their roles in the fund raising program. Development counsel is employed on a campaign basis.

Strengths and Weaknesses of the Program

The new member orientation program has become remarkably effective and is deemed to be one of the major strengths of the inservice education program. The periodic mailings have proven to be the most systematic tool employed in strengthening the board in academic and general knowledge concerning college affairs. Lack of time and the travel involved in attending campus meetings have hindered most the success of the program.

Summary of Institution B

The nature of the church relation of the college makes the inservice education program both centralized and decentralized. Some activities must be conducted on a regional basis without any major aspects of centralization.

The president plans and supervises the improvement program in consultation with his administrative staff and executive committee of the board. Ten facets compose the phases of the inservice program: (1) new member orientation; (2) periodic mailings; (3) monthly meetings; (4)

trustee research and self study; (5) trustees as representatives to church conferences; (6) trustee chapels; (7) active board committees; (8) faculty-trustee dinner; (9) class visitations; and (10) consultants.

The major weaknesses of the program were lack of time of the board to participate and too great a distance to travel for many of the frequent meetings.

The strengths of the program are in the fact that changes have occurred in various programs of the college which have enhanced immeasurably the college position. The new member orientation and systematic mailings have increased the board's effectiveness. The president reported that because of the program the nominating committee changed entirely so that more qualified members are now being elected. Trustees are reimbursed for some expenses involved in the program; however, there is not a budget for inservice education.

Institution C

Basic Institutional Data

Institution C is a private, fully accredited, church affiliated college located in a small midwestern community. The enrollment is fewer than 500 students, who are drawn mainly from surrounding states and the local state. A large percentage of the students enrolled are members of the denomination the college represents. The bachelor's degree is offered in 9 fields of specialization.

Board of Trustees Organization

The board of trustees of Institution C consists of 29 members. Fourteen of these members are executives; 7 are educators; 3 are lawyers;

5 are clergymen, and 1 is a financier. Interspersed among these occupations are 16 alumni and 4 women. Nineteen trustees live within a radius of 100 miles of the college, 9 live within 100 to 500 miles, and 1 resides over 1,000 miles away. Two members are over 70 years of age, 7 members are between the ages of 60 and 70, 11 members are between the ages of 40 and 50, and only 1 member falls within the age bracket of 30 to 40 years of age.

Nine trustees have received the bachelor's degree, 3 have attained the master's degree, 4 have earned the doctorate, 4 have been granted honorary degrees, and 8 have not completed a college degree. The board is divided into 4 committees: the building committee; the education committee, the development committee; and the financial committee. The chairmen of each committee compose the executive committee together with the chairman of the board. Additional committees are designed as special needs arise. The president has served as chief executive for 10 years. The trustees are elected for 6-year terms and cannot succeed themselves. The board members are elected by a combination of three methods: (1) the church conference delegates; (2) the alumni; and (3) the board itself. The president was interviewed during a 1-day visit.

Inservice Education Program

Orientation for New Members

Each new member receives a copy of the minutes of the board for the previous year. The new members are individually welcomed by a personal letter from the president. The new trustees are brought to campus for a 1-day seminar in which the president reviews in detail the pol-

icies and procedures of the college. A formal installation service follows.

Monthly Mailings

Every month printed literature is mailed to the trustees consisting of (1) the Council for the Advancement of Small Colleges Newsletter; (2) selected higher education journals; and (3) minutes of the executive committee. The journals are selected to increase the board's understanding in aspects of the college program.

Monthly Meetings of Executive Committee

The executive committee meets once a month on campus to maintain a systematic awareness of (1) the programs of the college; (2) the attitudes of faculty and students; (3) the financial position of the school. In addition, the president chooses various topics to be discussed with the hope that improvement in trusteesmanship will result. Members of the administration are invited to attend these meetings to strengthen the awareness of the board in reference to their individual areas of responsibility. This method has proven to be very satisfactory.

Consultants-Speakers

Consultants are employed to assist the board in understanding a specialized area in which the college lacks resources. Development counsel has been the most widely utilized area for outside help. On occasion speakers from within the college or from neighboring schools are invited to address the board relative to problems that need further exploration.

Trustee Speakers Bureau

The president inaugurated a trustee speakers bureau to represent

the college at diversified church groups, alumni meetings, and civic organizations. The bureau is centralized and controlled at the college and keeps the trustees actively engaged in speaking assignments. The president stated that the regularity of speaking assignments has been fairly frequent. The engagements have distinctly broadened the trustee understanding of the college and focused their attention more adeptly on the problems facing higher education.

Individual Conferences

Certain trustees are invited to attend individual conferences with the president. The nature of the conferences is determined by the knowledge perceived by the president to be most lacking on the part of the understanding of individual board members.

Quarterly Meetings

Quarterly the full board meets to conduct legal and financial matters that must be consummated by the total corporate body. The president seeks to make these meetings more than a performance of routine details. The inservice education program helps dictate an agenda that can capture the maximum potential from the time expended. New concepts and ideas concerning curriculum, student affairs, and plant development are placed on the agenda to stimulate and motivate the board to greater effectiveness. Part of the agenda is determined at the monthly executive committee meetings, when topics are selected to provoke discussion and increase the academic growth of each member.

Strengths and Weaknesses of the Program

The major weaknesses of the program are: (1) lack of time; (2)

conflict of interest; (3) too much dependence on printed materials; and (4) lack of understanding of fund raising techniques. The president struggles to overcome the image of being only a fund raiser. The factors that have contributed to the success of the program with the board have been (1) opening of new channels of communication; (2) increased board awareness of the problems and the nature of higher education; (3) more complete understanding of trustee role; (4) stronger support and appreciation of the college staff by the corporate body; (5) creation of new areas of specialization; and (6) all legislation that needed to be approved by the board was passed.

Future Goals of the Inservice Education Program

The president declared that he sought to develop a board that was totally active in the affairs which they must administer. His goal was to create a strongly motivated board designed for service and affluence. He indicated that an establishment of a separate budget for inservice education was one of the immediate goals. He also felt that steps must be taken to permit a proper balance of the methods utilized in the program and the development of greater flexibility on the part of each board member.

Summary of Institution C

The inservice education program is designed to function largely in a centralized manner. The nature of the geographical representation presents difficulty in maintaining consistent centralization.

The president determines and supervises the total inservice education program. The program consists of 7 phases: (1) orientation for

new members; (2) monthly mailings; (3) monthly meetings of executive committee; (4) quarterly meetings of the board; (5) consultants-speakers; (6) trustee speakers bureau; and (7) individual conferences.

The weaknesses of the board are contributed to the following factors: (1) lack of time; (2) conflict of interest; (3) too much dependence on printed materials; and (4) lack of understanding of fund raising techniques.

The success of the program can be measured by these results: (1) opening of new channels of communication; (2) increased board awareness of the problems and the nature of higher education; (3) more complete understanding of trustee role; (4) stronger support and appreciation of the college staff by the board; (5) creation of new areas of specialization; and (6) all legislation that needed to be approved by the board was passed.

The president indicated 4 future goals of the program. They are: (1) development of a more strongly motivated and affluent board; (2) creation of a separate budget for inservice education of board members; (3) maintain a better balance in the methods utilized in the inservice program; and (4) sustain greater flexibility in each member.

Institution D

Basic Institutional Data

Institution D is a fully accredited, private college located in a rural community 14 miles from a large metropolitan midwestern city. The college is one of the state's oldest privately supported, church related institutions. Fifty percent of the school's student body come from the local area. Numerous states and several foreign countries are

represented among the others. The college offers a liberal arts program with courses especially adapted to the students preparing for the ministry. No graduate courses are included in the college curriculum. Many of the local students commute from their resident homes.

Board of Trustees Organization

The board of trustees consists of 24 members. Eight members are elected by the general synod of the church and the remaining 16 by self perpetuation of the board. Nine executives, 4 financiers, 3 clergymen, 2 lawyers, 1 medical physician, 1 dentist, and 2 housewives are represented in the occupations on the board. Two vacancies existed, which had not been filled at the time of the interview. Four alumni are included in the diversification of representation. Fourteen trustees live within a radius of 100 miles of the college, 4 live from 100 to 500 miles distant, and 4 live over 500 miles away. The president did not know the degree attained or ages of the 24 individual members.

The board is organized into 4 committees: (1) the building committee; (2) the development committee; (3) the education committee; and (4) the financial committee. The chairmen of these committees and the chairman of the board constitute the executive committee. The president has served 2 years as chief executive and has influenced the selection of 3 new members who represent the executive field. The president was formerly director of development in the institution he now serves. The chief executive was interviewed during a 1-day visit.

Inservice Education Program

Orientation Program for New Members

Newly elected board members are brought to campus for a 1-day

seminar and conference with the president of the college. The inservice education program for the new members is designed to give the trustees an overview of the college. The president speaks on topics such as admissions standards, student behavior expectations, curriculum offerings, and graduate requirements. In addition, he discusses the faculty-student-trustee interrelationships. The education committee of the board selects pertinent literature and the board minutes to be sent to each new member to assist the trustee in understanding the academic nature of the college.

Three-Day Retreat

One of the major activities of the inservice education program is a 3-day retreat conducted during the summer on the local campus for the full board. An intensive analysis of the various programs is undertaken with the help of the college staff as resource people. Topics such as the role of the liberal arts college, the mission of Institution D, curriculum plans, profile of the students, hopes and plans for Institution D, and the board of trustees in action are discussed at length. Each administrative officer that is responsible for the area addressed is present to act as a resource person during the discussion of the topic. The 2 retreats that have been held during the president's term in office have proven to be extremely successful; however, no written objective evaluations were available concerning these sessions.

Research

The director of research of the college plays an active role in providing the necessary information to the board relative to research being conducted at Institution D. He functions mainly as a resource

person in the inservice education program; however, on occasion he is invited to address the board. The president stated that he is 1 of the key forces in the improvement program.

Full Board Meetings

At least semi-annually the full board meets on the college campus. The interview was conducted during 1 of the full board meetings. The president is striving to incorporate these meetings into an important phase of the inservice education program. Previous agenda have been saturated with legal and business affairs and not geared at all to the inservice education program. The present agenda, however, contained aspects that were included basically to upgrade the board's vision and understanding of higher education. The response was favorable by the board to the change and the president plans to continue with the newly added approach.

Monthly Meetings of the Executive Committee

Once a month the executive committee meets at a place designated by the chairman of the board. The president is responsible for the agenda; therefore, he uses these meetings as a tool for systematic inservice education. Faculty are invited to many of these meetings to be utilized as part of the improvement program. The affairs are usually conducted in one-half of a day period. The president reports significant growth in the board members in reference to their role and understanding of the varied aspects of higher education.

Monthly Mailings of Printed Materials

Since the board meets only twice a year, printed materials are mailed monthly to them. Much of the present inservice education pro-

gram must be operated through this vehicle of communication. Selected literature concerning the role of the trustee is included in these mailings. Books, pamphlets, complete journals, and specified articles make up the composition of the printed literature.

Consultants

Counsel is obtained apart from the college to assist the president in designing improvement programs that can advance the trustees' knowledge in an area that evidences apparent weaknesses. Both educational and financial counsel has been secured. The innovations fashioned and motivated by the consultants have enriched the inservice education program.

Faculty-Administration

As has been stated earlier, the faculty and administration play vital roles in being resource personnel for the inservice education program. This role provides excellent direct communication with the board and has elevated their relationships with them. The president remarked that he placed great dependence upon his staff in helping the board understand areas of difficulty.

Budget for the Program

Although there is no item in the budget intended for inservice education for the board, trustees are reimbursed for the expenses incurred in all of their regular meetings.

Evaluation of the Total Program

The evaluation of the inservice education program is done by verbal analysis of the participants to the president. The evaluation

is determined either by individual conferences or collective meetings of the board members.

Strengths and Weaknesses of the Program

Lack of time was deemed by the president to be the major weakness in the improvement program. The president also stated that if the selection procedures and qualifications for board membership could be raised, then the program would be enhanced.

The factors which contributed the most to the success of the program were: (1) the realization of the need of the program and the willingness of the board to participate to some extent in it; (2) more individual involvement has been witnessed on the part of the total membership since the program's inception; and (3) equal to this involvement has been the attraction of new members because of the positive reaction to an active program for board participation.

Future Goals of the Inservice Education Program

The future plans of the program include a development of ways to allow more interaction between the board, the faculty, and the students. The second goal of the president is the creation of methods to give more information that presents a total picture of the college and its activities to individual board members.

Summary of Institution D

The inservice education program is both centralized and decentralized. The distance and lack of time for participation of the members do not permit as adequate centralization as is desired.

The inservice education program consists of 8 phases: (1) orientation program for new members; (2) a 3-day retreat; (3) research; (4) 2 full board meetings; (5) monthly meetings of the executive committee; (6) monthly mailings of printed materials; (7) consultants; and (8) faculty-administrative speakers.

Trustees are reimbursed for expenses expended for officially called meetings.

Lack of time, inadequate selection procedures and qualification requirements for membership were felt to be the major weaknesses of the improvement program.

The realization for the need of the program, greater trustee involvement, and attraction of more qualified members were ascertained to be the factors contributing to the success of the inservice education program.

The program is evaluated on a subjective basis by verbal exploration. No objective instruments are employed in the evaluation.

The future goals of the inservice education program are to develop ways to allow greater interaction between the faculty and the students with the trustee and also create new methods of giving more complete information of the college to the board member.

The supervision and determination of the program is finalized by the president, the vice president, and the academic dean.

Institution E

Basic Institutional Data

Institution E is a fully accredited, private college located in a large midwestern city of 250,000 people. The school is one of the

state's newest liberal arts colleges and is affiliated with a denomination that consists of 7,000 members. The student population of Institution E is approximately 1,000. Fifty percent of the students enroll from the local community and the remaining are drawn from 14 states and 3 foreign countries. The student body includes a large percentage of commuters who attend both day and evening classes. Although the institution is church related, 44 denominations and faiths are represented. The college offers a liberal arts curriculum with a nursing program affiliated in one of the local hospitals.

Board of Trustees Organization

The membership of the board consists of 23 members. At the time of the interview 1 vacancy was present in the board membership. Seven executives, 5 clergymen, 2 medical physicians, 5 educators, and 2 financiers compose the occupational categorization. Twelve new members are elected each year to serve 1 year on the board. Three members maintain an ex-officio status. Fourteen members live within a radius of 100 miles of the college, and 8 members live within 100 to 500 miles. Eight board members are between the ages of 30 and 40, 9 members are between the ages of 50 and 60, and 4 members are over 60 years of age. Four members have earned the bachelor's degree, 1 the master's degree, 4 the doctorate, 2 honorary degrees, and the others could not be determined. The board is organized into 3 committees: (1) the building committee; (2) the development committee; and (3) the financial committee. An executive committee is formed from the chairmen of these committees plus the chairman of the board. The president has served as chief administrator for a term of 4 years. The president and the business manager were interviewed on a 1-day visit.

Inservice Education Program

Sub-Committees

The inservice education program is designed so that the members of the board are divided into 5 sub-committees. They are as follows: (1) committee on curriculum; (2) admissions committee; (3) student affairs committee; (4) maintenance committee; and (5) public relations committee. One member of the administration and 3 faculty members are assigned to each committee. The committees are so structured that a depth analysis of each area can be undertaken. The administrators chosen for the committee are selected by the president. The dean of the faculty appoints the faculty to each committee. The meetings are held on a 2-day basis, normally starting with Friday evening. The agenda for the committee meetings are planned by the faculty and administrative representatives. The methodology employed on each committee varies, but usually the administrator initiates the opening discussions. During the process of accreditation, the president addressed the committees collectively then dismissed them into the sub-committees to discuss individual ramifications of his address.

Two pivotal men in the inservice education program relative to the sub-committees are the chairman and vice chairman of the board. They are permanent members of the board and are major professors in 2 large universities of the local state. The president states that their brilliant knowledge has pioneered ideas that have brought significant advances in the trustees' perception. Their sophisticated educational "know how" has widened the program's concepts immensely. The president

accredits the rapid progress of the board to the educational stature and performance of those 2 men.

The committees were rotated on a regular basis so that every member could be exposed to the various facets of college activity.

The president attested that the structuring of the committees and using that structure as the main method of inservice education was the most efficient and profitable way.

Appropriate printed materials or resource people were invited as needed.

Committee on Curriculum

The college had been granted accreditation 4 months prior to the on campus interview. The inservice education program for the curriculum committee demanded that tremendous strides be undertaken in the committee efforts so that the quality of the curriculum could be worthy of accreditation. Although normally the college administration initiated the discussion in the committees, the chairman and vice chairman of the board guided the discussions in curriculum. The granting of accreditation was a paramount result of their collective efforts. Printed materials, discussion of the president's lecture, and case study analysis were part of the procedures followed.

Committee on Admissions

Institution E evidenced a rapid expansion in enrollment since its foundation. The admissions problems connected with swift expansion provided the main areas for discussion in this committee designed for board improvement. The communication in this committee resulted in a

broaden understanding by the board on the vast ramifications of admissions standards in a church college serving a local community. The president reported that the requests processed by the admissions officer became more easily understood and were adopted unanimously at the full board annual meeting.

Committee on Student Affairs

The dean of students usually chaired the meeting and fashioned thought-provoking discussions on the topic, "Expectations of Student Behavior Among Resident and Non-Resident Students." The college faced an interesting challenge of achieving a proper balance in the standards required of all students. The church affiliation and religious perspective which had originally established unique student behavioral requirements are now being shattered by the cosmopolitan backgrounds and experiences of the diversified student body. The inservice education program seeks to probe this problem more deeply and find satisfactory solutions to it.

Committee on Public Relations

The president chairs this committee and because of the lack of development personnel, he also includes development under public relations. The improvement program patterns the agenda to assist the board in communicating to the church groups a more thorough understanding of the delicate balance between church ownership and community responsibility. The institution is located in a community that seeks to structure the college to one that mainly serves the community. Large gifts from the industrial corporations in the community have sometimes altered

the original objectives of the college. The president stated that the lively discussion of this topic has helped in arriving at wise and valid decisions.

Committee on Maintenance

Time did not permit an extensive analysis of the interworkings of this committee. Plant facilities and the operation of them were the major areas of discussion.

Full Board Meetings

Three times a year the full board meets. The motivation that was evident in the sub-committees is carried through to the full board meetings. The inservice education program that was initiated in the sub-committees is also designed to facilitate the board to utilize part of the full board meetings for inservice education. The president affirmed that "Every board meeting now has an educational function."

Advisory Committee

Assisting in the inservice education program is an advisory committee composed of people representing diverse occupational backgrounds. The entire group meets once a year but individuals or groups of individuals are used as resource people to strengthen the improvement program. The wealth of experience of these individuals has added measurably to the program.

Subjective evaluations are made of the improvement program and the president reports that an average program exists. No budget is as yet allocated for inservice education.

Strengths and Weaknesses of the Program

The development of greater intercommunication among the sub groups has been evaluated as the major factor in the success of the program. Irregular attendance has hindered the success of the improvement activities.

Future Goals of the Inservice Education Program

The future goals of the program are to attract more qualified members to be elected to the board so that broader ramifications of the program can be attained.

Summary of Institution E

The inservice education program of Institution E is mainly centralized with its functioning focused on campus activities. The administration, with the leadership of the chairman and vice chairman of the board, determine and supervise the program.

The improvement program encompasses 3 phases: (1) sub-committees; (2) full board meetings; and (3) advisory committee as resource people.

The sub-committees are organized into the committee on curriculum; the admissions committee; the student affairs committee; the maintenance committee; and the public relations committee.

The president appoints 1 administrator and the dean appoints 3 faculty members to each committee.

No budget or objective evaluative instruments are engaged in the improvement program.

The major strength of the program has been the development of greater intercommunication among the groups.

Irregular attendance has been the major factor hindering the success of the program.

The future goal of the program is to attract more qualified members to serve on the board who in turn will enhance the total aspect and activities of the improvement efforts.

Institution F

Basic Institutional Data

Institution F is a fully accredited, private, independently controlled college located in an industrial center in 1 of the eastern seaboard states. The student enrollment is less than 1,000, who are drawn from many states in the union but mainly reside in 1 of the eastern coastal states. The college is a liberal arts school, yet the institution is known mainly for the extensive research constantly being undertaken for several national pharmaceutical manufacturers.

Board of Trustee Organization

The board of trustees of Institution F has 25 members. Seven financiers, 13 executives, 1 lawyer, 1 medical physician, and 3 educators represent the occupational background of the members. Six women and 3 alumni are among the membership. Twenty-two trustees live within 100 miles of the college and 3 live from 100 to 500 miles away. Four members are between the ages of 30 and 40, 5 members are between the ages of 40 and 50, 7 trustees are within the age bracket of 50 to 60, and 10 members are over 60 years of age. Ten of the board members have received their bachelor's degree, 1 the master's degree, 3 the earned doctorate, 6 have been granted honorary degrees, and 5 had not achieved

any college degrees. The board is organized into 3 committees: (1) the building committee; (2) the development committee; and (3) the financial aid committee. The chairmen of these committees plus the chairman of the board constitute the board executive committee. The president has served Institution F as chief administrator 14 years. Twenty new members have been added since he became president. Six financiers, 9 executives, 1 lawyer, 1 medical physician, and 3 educators represent the backgrounds of the new members who were selected. Three alumni are included in the representation. The board is self perpetuating and the president affirmed that he had exerted strong influence in the selection of the new members. The interview was conducted with the president during a 3-day conference which was held 500 miles from Institution F.

Inservice Education Program

Orientation Program for New Members

Each new member of the board is presented a copy of Myron Wicke's "Handbook for a Trustee," and is given opportunity to discuss the book at an individual conference with the president. Many of the conferences take the form of a weekend as the guest in the home of the president. The objectives of the college and the by-laws of the institution are thoroughly reviewed with the new member. On occasion faculty and administration are invited to participate in the individual orientation. A brief overview of the inservice education program of the year is presented and opportunity for interaction is always given. The rapport established between the board and the president has been excellent. The president attributes this largely to the informal orientation which initiates the board to the college and the inservice education program.

Special Committee on Long Range Planning

A special committee is appointed as a sub-committee of the board. This committee is assigned the task of being the group who assists the president and the chairman of the board in designing programs for the improvement of the college. The president also utilizes the group to provide ideas and activities for inservice education. The committee specified 3 areas to be the major focus of discussion throughout the year and these areas were chosen with a basic goal for upgrading the knowledge of each individual board member relative to them. The areas chosen are as follows: (1) fund raising; (2) fiscal problems; (3) curriculum development.

The president reports that when he took office the board admitted that they had been a failure and wanted a program that could improve their effectiveness. The work of the sub-committee has proven to be the most respected and capable instrument in enhancing their effectiveness.

Weekly Conferences with the Chairman of the Board

The president ascertained that the leadership of the inservice education program must be initially motivated by the president and the chairman of the board. He felt that the motivation maintained and exercised by these 2 offices would be the primary factor in the success or failure of the improvement program. To assure an increasing motivation, the president established a weekly meeting with the chairman of the board. Although the location and the type of meeting constantly changes, the regularity of the meeting only ceases during a vacation of

one of the members. The activities of the program, the response to these activities, changes in procedures and methodology employed in the program are discussed during the conferences. When areas need further clarification or exploration selected faculty or administrators attend the meeting. The president believes these meetings have accomplished 7 results: (1) strengthened the support of the chairman of the board to the college programs; (2) established basic principles and guidelines for more trustee involvement in the inservice education program; (3) increased and maintained a better motivation for the improvement program; (4) broadened the knowledge of the chairman of the board in reference to higher education and the college he serves (the board chairman changes after serving 2 terms); (5) systematic communication has kept channels open to the college which has prohibited any major crises on the board; (6) strengthened immensely the leadership ability of the president; and (7) 1 of the major factors in achieving high morale in the paramount leadership of the board.

Small Group Discussions

The president stated that 1 of the ways of increasing the board adeptness is to conduct small group meetings with them regularly throughout the year. Since most of the trustees live within 100 miles of the college it has been desired that all members could attend most conferences. The regularity of attendance has not been as good as had been anticipated; however, the meetings progressed quite satisfactorily. A college social, cultural, or athletic event is the primary motivation facilitated to attract the members to campus. These conferences are conducted on an informal basis with the president and chairman having

planned the topics of discussion in their weekly meetings. The president always attends but the chairman of the board is not required to attend every conference. Periodically one of the committee is invited to campus for this interchange; however, the main emphasis is to obtain a wider representation. Resource materials or personnel are included when the president or chairman deem it necessary. Some of the meetings are parties in the president's home.

Attendance at Professional Meetings

Normally every year trustees are invited to attend professional meetings with the president. Although time, availability, and expense warrant only a small representation, the president seeks to involve as many of the members as circumstances permit. These meetings are part of the inservice education program and the participation in them has significantly given an outside dimension to the program.

Printed Materials

Books, pamphlets, professional journals, and individual articles are dispersed to the membership of the board on a fairly regular basis. The type of material is selected by a variety of people but always channelled through the president's office. No communication takes place with the board without the president's approval or knowledge beforehand. Much of the printed material functions as a resource in the board individual or small group conferences.

Research Consultants for the Board

In areas of specialization which deemed a larger degree of proficiency than is represented on the college staff, research personnel

are obtained from the outside to investigate these assigned areas of study. Financial problems with an emphasis on fund raising techniques have required the most consistent necessity for counsel. During periods of self study educational consultants are obtained to inform and acclimate the board to the processes involved.

Individual Conferences

The president advocates a continuous strain of communication with the board as the underlying method of inservice education. Quite frequently this takes the form of individual conferences with members of the board. Dinners, office calls, weekend visits, campus lectures, social or athletic events, business trips, and vacation guests are part of the activities which are utilized in the individual conferences. The main purposes of these conferences are to: (1) strengthen areas of weaknesses identified in the board member in a basic area of specialization; (2) achieve a better understanding of the board member; (3) encourage greater individual participation and involvement by the board member; and (4) assist the board member to understand more completely his role.

Executive Committee Meetings

The meetings of the executive committee are employed as an important phase of the total improvement program. The executive committee meets on a regular basis with the president. The president and the chairman of the board create methods that can serve as tools for board improvement. Resource personnel, slides, lectures, case studies, professional articles, and books are implemented into the inservice education aspects with the executive committee. Subjective evaluations are made of each meeting.

Full Board Meetings

Quarterly the full board meets to complete corporate affairs of the college. These meetings deal mainly with business matters; therefore, the president invites the business manager to take part. One of the most outstanding weaknesses of the board when the president assumed his role was relative to their business understanding. An improvement program geared to the talents of the business manager was conceived and has distinctly enlarged the board's business understanding since its inception. The president declared that the most articulate and sophisticated individual in the entire inservice education program is the business manager. The business manager came from a lengthy experience as a teacher and devises unique methods to present information to the board which gains lasting results. The president stated that his greatest personal satisfaction with the inservice education program originates with the performance of the business manager. The business manager's ability has advanced the business phase of the program far beyond the president's hopes.

Strengths and Weaknesses of the Program

The major factors in the success of the program have been: (1) excellent types of continuous communication maintained in the program; (2) the qualified resource personnel participating in the specialized phases of the program; (3) the desire of the board to facilitate programs for their own improvement; and (4) high morale of participation.

The major factors that have hindered the program are listed as follows: (1) lack of time; (2) lack of a budget for inservice education; and (3) lack of objective instruments to evaluate the program.

Future Goals of the Inservice Education Program

The goals of the program to be consummated in the future are as follows: (1) obtain broader geographical distribution among the membership; (2) educate them more effectively in areas of weaknesses; and (3) devise more unique methods to present information and materials.

Summary of Institution F

Institution F maintains an inservice education program centralized in the authority of the president and chairman of the board. These 2 men provide the impetus and motivation for a systematic, imaginative inservice program. Weekly conferences between these 2 men are held to increase the effectiveness of the improvement program. These meetings have accomplished 7 results: (1) strengthened the support of the chairman of the board to the total college program; (2) established basic principles and guidelines for more trustee involvement in the inservice education program; (3) increased and maintained a better motivation for inservice education; (4) broadened the knowledge of the chairman of the board relative to higher education and the college he serves; (5) the systematic communication has provided a means of avoiding major crisis on the board; (6) strengthened immensely the leadership ability of the president; and (7) meetings contributed highly to the morale evidenced in the leaders of the board.

The remaining aspects of the program are organized into 9 phases. The activities and resources employed are basically (1) orientation program for new members; (2) a special committee on long range planning; (3) small group discussions; (4) attendance at professional meetings;

(5) printed materials; (6) research consultants; (7) individual conferences; (8) executive committee meetings; and (9) full board meetings quarterly.

The major factors contributing to the success of the program have been: (1) excellent types of continuous communication maintained in the program; (2) the qualified resource personnel participating in the specialized phases of the program; (3) the desire of the board to facilitate programs for their own improvement; and (4) the high morale evidenced on the part of the participants.

The major factors hindering the program are simply: (1) lack of time; (2) lack of a budget for inservice education; and (3) lack of objective instruments to evaluate the program.

The president stated 3 future goals of the inservice education program. They are listed in order of importance as follows: (1) obtain broader geographical distribution among the membership; (2) educate board more effectively in areas of weakness; and (3) devise more unique methods to present the inservice education materials and information.

Institution G

Basic Institutional Data

Institution G is a private, church related college located in 1 of the largest midwestern cities. The college has not been accredited but significant steps are under way to hasten the granting of accreditation. Institution G has 3 separate schools: an academy, an undergraduate school, and a seminary. The equivalent of a president administers each academic school. The undergraduate school on which the study is based has an enrollment of fewer than 500 students. Thirty percent

of the students are drawn from the local area and the remaining represent 20 states and 5 foreign countries. Eighty percent of the students are members of the church denomination the college serves. The remaining 20% are diversified into 12 religious denominations and faiths. Four years ago a complete liberal arts program was added to the curriculum.

Board of Trustees Organization

Institution G is governed by the board of education of the church affiliation. The board is composed of 21 members, each of whom serves for 3 years. Seven members are elected at each annual church conference to which the board of education is directly responsible. Ex-officio members include the president of the church denomination, the presidents of the seminary and college, the church conference chairman and vice chairman. Among the members are represented by occupation 9 executives, 10 clergymen, 1 lawyer, 1 medical physician, and 1 politician. Eight alumni are included in the representation. Ten trustees live within a radius of 100 miles of the college, 9 live from 100 to 500 miles away, 4 live from 500 to 1,000 miles away, and 2 live over 1,000 miles distance. Twelve members are between the ages of 60 to 70, 9 are between the ages of 40 and 50, and 4 are between the ages of 30 and 40. Four members have received the bachelor's degree, 3 have attained the master's degree, 2 have earned the doctorate, 1 has been granted an honorary degree, and the remaining have not achieved any college degrees.

The board is organized into 4 committees: (1) the building committee; (2) the development committee; (3) the education committee; and (4) the financial committee. An executive committee composed of each committee chairman and the chairman of the board constitute the board

executive committee. The president has served as chief administrator of the college for 7 years. Eleven new members have been elected during his term of office. He was able to influence to some extent the selection of the new members. The new members' occupational backgrounds represent: 4 executives; 4 clergymen; 1 lawyer; 1 medical physician; and 1 politician. Four alumni are among the new members. The interviews were conducted with the president and the dean of faculty during a 1-day campus visit.

Inservice Education Program

Consultant

Upon the inception of the inservice education program a consultant was retained to assist the president and dean of the faculty in determining and supervising the program. The major emphasis of the improvement program has centered in the vision and activities designed by the consultant. The inservice education activities focus upon 4 main areas: (1) organizational tasks; (2) development tasks; (3) educational tasks; and (4) spiritual tasks. The approach to these areas has methods of orientation: (1) problem orientation; (2) preventative orientation; and (3) corrective orientation. The program is designed to function on a regular 3-year basis with the consultant giving 2 days a month for on-campus board exploration. The main goals of the program are: (1) achieve greater participation and involvement of board members in service to the college; (2) increase their understanding of their role; (3) gain broader knowledge of higher education; and (4) assist the college to achieve accreditation.

Organizational Tasks

The approach to the inservice education program relative to organizational responsibility has utilized printed materials and group discussion procedures. The consultant perceived that the board lacked understanding of their organizational role and is attempting to eliminate these misunderstandings by personal confrontation and selected reading analysis. The results have been very satisfactory and similar plans will be implemented in the future.

Development Tasks

Prior to the inception of the inservice program the board determined that trustees would require that all development activities be conducted by the president. The inservice education program has reversed that concept and now the board is beginning to assume the major portion of the responsibility for fund raising. Case study analysis and first hand experiences are the 2 basic methods adapted to increase the board's effectiveness in this area.

Educational Tasks

A self study of the entire academic program has been undertaken so that a satisfactory quality can be achieved that meets the accreditation requirements. Most of the inservice education program centers upon this area. The board has been divided among faculty committees which are analyzing in depth aspects of the academic curriculum. Lectures, panels, slides, outside speakers, and printed materials are all employed in this in-depth investigation. Representatives of the board meet monthly with faculty and administrative members to cooperatively pursue assigned

topics of responsibility. The discussions that have been effected and the changes that have been made in the curriculum attest to the positive aspects of the improvement program. Some personality conflicts have developed between the board and faculty members but they have been of short duration.

Spiritual Tasks

Institution G, being a church related college, is developing means for more effective procurement of a spiritually saturated environment. One of the easier aspects of the inservice education program is designing tasks for increased spiritual and religious understanding. The backgrounds of the trustees permit excellent interaction in this area. The homogeneous religious makeup of the faculty, staff, and trustees provides sufficient motivation for studying extensively the vast ramifications of a tightly controlled, church related institution.

Executive Committee Meetings

The inservice education program utilized the executive committee meetings as a facet of the improvement program. The executive committee meets regularly and has become very active in the inservice education activities. Most of the administrative officers participate in the discussions when their area of responsibility is represented on the agenda. Written reports, lectures, and discussions are the main types of resource functioning in the inservice program for the executive committee.

Full Board Meetings

Four times a year the full board meets as a corporate body. The consultant has not designed as yet an extensive program for the board

when it convenes. The president states that 21 regular members are too many to plan an inservice education for the entire group. Future procedures are being evaluated that might prove effective with a large group.

Meetings with the Chairman of the Board

Regular meetings are conducted with the chairman of the board to fully inform and involve him with the inservice education activities. To maintain regularity, telephone conversations are sometimes employed.

On-Campus Visitations

Apart from the faculty-trustee committee meetings are personal staff conferences selected by the president. The purpose of the individual conferences is to provide a board member with direct analysis of an area of specialization. The follow up to the meetings is held many times without the president's knowledge and has created a personality conflict.

Budget for Inservice Education

The largest budget for inservice education is found in Institution G, which as stated earlier, is the only non-accredited college having an inservice education program. For the total improvement program \$5,000 is expended. Most of this amount, however, is budgeted for the consultant's fees and services. In the future it is anticipated that this budget will be increased substantially.

Future Plans of the Inservice Education Program

The future plans of the inservice education program are 3-fold:
(1) more involvement of the board in the planning of the program; (2)

less emphasis on trivial details; and (3) increase in the inservice education budget.

Strengths and Weaknesses of the Program

Although the program is relatively new the major weakness of it is trying to achieve broader and more effective methods in developing the board members' understanding in areas of most difficulty. Adequate methods have not clearly been finalized.

The factor that has contributed most to the success of the inservice education program has been the ability of the consultant and his wealth of experience that he brings to the program.

Summary of Institution G

The determination and supervision of the inservice education program rests mainly with the president, the dean, and a consultant. The consultant actually plans the major phases of the program and directs the resource personnel to be employed in it. The program is divided into 4 tasks of exploration: (1) organizational tasks; (2) development tasks; (3) educational tasks; and (4) spiritual tasks. The approaches to these areas involve three methods of orientation: (1) problem orientation; (2) preventative orientation; and (3) corrective orientation.

Other aspects of the program include effective committee meetings, quarterly board meetings, regular conferences with the chairman of the board, and on-campus visitations.

A budget of \$5,000 is maintained for inservice education and is expended for the most part to cover the consultant's fees and expenses.

The factors that have contributed to the success of the relatively new inservice education program have been the ability of the consultant and the wealth of experience that he brings to the college. The major factors hindering the success of the program have been the lack of finalization for efficient and effective methods for correction of board weaknesses.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem

The problem of this investigation is to study the inservice education programs for boards of trustees in selected colleges and universities in the United States. Basic purposes of the study are to:

1. Survey a number of college presidents of the Council for the Advancement of Small Colleges to determine the nature and extent of the inservice education for board members of their respective schools.
2. Review pertinent literature pertaining to inservice education, the office of the trustee, and the office of the president as part of a procedure to establish a basis by which select inservice education programs can be designated.
3. Study in detail the inservice education programs for boards of trustees of a select number of institutions.
4. Recommend on the basis of the survey and intensive study a basic program upon which inservice education can be initiated.

Methodology

The data for the first aspect of the investigation were collected by utilization of a questionnaire. All colleges holding membership in

the Council for the Advancement of Small Colleges constituted the study sample. Questionnaires were sent to the presidents of these schools. Sixty-two presidents participated in the study. Fifty-seven responses were deemed usable for the investigation. Seven of the institutions included in the sample and participating in the survey were specified for further intensive analysis. Personal interviews were facilitated to extract information for this phase of the research.

Findings

Chapter IV presents a complete report of the data obtained by the questionnaire survey. A review of the questionnaire data designates the following general findings:

1. The 57 usable responses were divided into 2 categories; accredited and non-accredited institutions. Twenty-four institutions were non-accredited, whereas 33 were accredited.

2. Ninety-two percent of the institutions sampled have an enrollment under 1,000 students.

3. The size of the boards of trustees vary from 5 members to 39. The average is 20.6 members.

4. The board members are elected to serve by one or a combination of 3 ways: (a) self perpetuation; (b) church election; (c) alumni nomination and election. A majority of the boards are self perpetuating.

5. Executives and clergymen represent 64.2% of the occupations on the board. The professional educator represents only 10.9%.

6. A total of 51.8% of the board members live within a radius of 100 miles of the college they serve, whereas 6.6% live over 1,000 miles away.

7. Eighty-four percent of the trustees fall within the age bracket of 40 to 70 years of age.

8. Loyalty, dedication, and faithfulness were identified as the major strengths of the boards. Lack of personal finances was specified as the major weakness.

9. Changing the membership was the method used most often to eliminate the weaknesses of the boards.

10. Devotion to the institution was underscored as the single most important qualification for board membership.

11. The presidents considered (a) executives, (b) educators, and (c) clergymen to be the most desired occupations to be represented on the board.

12. On a rating scale of (a) very well, (b) somewhat, (c) a little, (d) uncertain, and (e) not at all, the presidents rated their boards "somewhat" in areas pertaining to the knowledge of academic affairs and the knowledge basis to an understanding of the student body's characteristics.

13. Sound finances provide the board with the greatest satisfaction; whereas deficit finances cause the greatest amount of dissatisfaction.

14. Lack of properly guided or directed regularity in communication exists between the board members and staff members employed by the college. Very little communication on a consistent basis is evident between the presidents and the board chairmen.

15. Only 8 institutions specified that they conducted an inservice education program. Every institution stated, however, that plans were being implemented to eliminate the weaknesses of their boards.

16. The presidents of the colleges who responded to the questionnaire have served as chief administrator of the institution responding 8.8 years.

17. Seven of the institutions acknowledged that their inservice education program is conducted on a regular basis.

18. The presidents are mainly responsible to determine and supervise the inservice education program. Other administrators, faculty, members of the boards, and consultants assist in the planning and supervision.

19. Books, pamphlets, professional articles are the most frequently used materials in the inservice education program of the boards.

20. The faculty and the administration were the most frequent resource people invited to participate in the inservice education program.

21. Thirteen separate activities, with directed readings and speakers paramount, encompassed the inservice education program.

22. The major factors in the success of the inservice education program was the development of better methods of communication between the boards and the college staffs.

23. The major factor hindering the inservice education program was lack of time of board members.

24. Twelve schools responded that they conducted an inservice education program for new members.

25. Directed readings were the most frequently used material in the inservice education orientation program.

26. One college had a budget for inservice education. Very few colleges reimbursed the trustees for some of the inservice education

activities. No college covers all trustee expenses incurred in the program.

27. Objective instruments were not employed in the evaluation of the inservice education program. Verbal or open-ended written responses were utilized most often in evaluation.

The case study analysis of 7 institutions indicated the following findings:

1. The nature of the activities functioning in the inservice education programs of the 7 schools present a varied diversification.

2. The presidents assume the primary responsibility for the inservice education program using members of the college staffs or the boards in the planning and supervision of it as the need arises.

3. The inservice education program for boards of trustees of the institutions interviewed reveals that most programs have been a relatively new addition as a means of upgrading board adeptness.

4. The inservice education program can function smoothly within the committee structure of the boards. Each institution evaluated organized its board on a committee basis.

5. The faculties and the administrations are employed quite frequently as resource personnel in special phases of the inservice education program.

6. Only 2 institutions of the 7 have chairmen of the board who are actively engaged or provide leadership in the inservice education program as the president desired.

7. One institution utilized extensively the professional educators represented on the board as planners, motivators, and resource personnel in the inservice education activities.

8. The needs of the college that pertain to the weaknesses and strengths of the board members determine for the most part the activities and materials selected for the inservice education program.

9. No president indicated that he had established an ideal or model inservice education program for a board of trustees.

10. The lack of time for board members to participate in the inservice education programs sometimes leads to a stagnating dependence on printed materials.

11. A strong motivation to improve each board characterized the philosophy of every president of the institutions interviewed.

12. Three presidents stated a budget was necessary to maintain a good inservice education program; however, they did not predict the immediacy of such an allocation for their particular institutions.

13. Most board members have a desire to be involved in activities to improve their individual understanding and ability in the execution of their trustee responsibilities.

14. More adequate projection and planning is necessary if continuity is to be maintained in the inservice education program.

15. Evaluative instruments are needed to extract an objective evaluation of the inservice education activities and resource materials.

16. All presidents agree that the inservice education program exerts a positive influence on the board and has elicited many favorable results.

Conclusions

Upon the basis of the review of literature and acknowledging the limitations of the study, the following conclusions can be made:

1. Inservice education is infrequently utilized as a method for improvement of the ability of the boards of trustees in colleges and universities. The programs in operation are relatively new and basically unfinalized.

2. There are general procedures and basic principles involved in the inauguration of an inservice education program.

3. The determination, supervision, and motivation of the inservice education program is primarily the responsibility of the president and the chairman of the board.

4. The facilitation of an inservice education program is usually shared by many individuals apart from the designated president and chairman of the board.

5. An inservice education program, to operate successfully, must be designed to function within the objectives of the college.

6. Occupational responsibilities limit the extent of the availability and the on-campus participation of individual board members. Many board members involved in lay professions must give the greater portion of their time to their vocations to maintain successful enterprises. The level of personal financial accomplishment is a major factor in being selected as a member of a college board of trustees and continued maintenance of that level presents many conflicts to annual scheduling of inservice education activities.

7. Flexibility is essential in structuring a program for inservice education activities; however, rigid formulation does not necessarily preclude success in inservice education activities. The extra-curricular aspect of board status normally warrants restraint in rigid demands for board involvement.

8. With the exception of college staff, no board member receives membership on a full-time basis. Therefore, inservice education activities must be conducted on a volunteer basis.

9. The sharing of the planning of the inservice education activities with members of the board, and in particular the chairman, assures a higher degree of cooperation and support in the inservice education program.

10. The role of the board and college staff as one of employer to employee can close channels of communication if class distinctiveness is emphasized greatly in the inservice education program.

11. Inservice orientation activities inaugurate very clearly the projected aspects of the inservice education program.

12. The historic lay representation on the boards since the Civil War affirms the need for an adequate inservice education program.

13. There have been relatively few major attempts to evaluate the interworkings and effectiveness of inservice education programs by objective instruments or intensive research studies.

14. Presidents rely heavily on the individual board members to increase board adeptness by personally motivated means and methods. These methods are normally pursued without college guidance or supervision.

15. A variety of inservice education activities are applicable to most institutions. The uniqueness of the Catholic college boards can dictate a difference in the type of activities from non-Catholic boards.

16. Board members need a more thorough understanding of their role relative to their responsibilities and the expectations in the execution of those responsibilities.

17. Common problems face most presidents in designing programs to improve the performance and educational understanding of their boards of trustees.

18. A similar pattern of occupation diversification is represented on most boards of trustees of small, private, independent and church related institutions.

19. Only a small portion of the trustees' time has been geared to activities created for professional growth.

20. Lack of adequate analysis of the educational aspects of the college at the board of trustee level affects the nature of trusteesmanship. The colleges that neglect proper attention to the academic pursuits tend to consider the institution more as a manufacturing enterprise rather than an organization founded to train young men and women in higher education.

21. The qualifications for membership and the methods of selection to the board limit decisively the quality of the inservice education program.

22. The president's opinion is considered in the selection of many board members in private colleges and universities.

23. The size of the board can affect the regularity of full board inservice education activities.

24. College boards of trustees have not availed themselves fully of the opportunities, resource personnel, activities, or printed materials that can be utilized for improvement maturation.

Upon the basis of the data collected and acknowledging the limitations of the study, the following conclusions can be made:

1. Lack of time and availability of trustees hinder the formulation of a continuous inservice education program.

2. Presidents of colleges gain more support and better rapport from the board by conducting inservice education programs.

3. Inservice education programs can be implemented and continued without large expenditures of money.

4. Trustees are willing to spend monies to cover minimum personal expenses involved in the inservice education program. The enlargement of the activities and the increase in participation by the board demand that personal expenses be underwritten by the college so that future involvement is not hindered.

5. Very few trustees take the necessary time to analyze thoroughly the printed materials included in the inservice education program. The level of professional readiness determines quite frequently the response of each board member to the printed materials.

6. Consultants in the area of development exhibit the most commonly used outside resource personnel in the inservice education program.

7. The executive committee functions more effectively in the inservice education program when the members serving on it live within 100 miles of the college. Too great a distance lessens the frequency in the continuity of meetings

8. The presence of members who were involved in the founding of the institution exerts a positive influence in the programs of the college.

9. Communication between board members and the college staff has not been adequately structured or programmed.

The present investigation was facilitated by means of a questionnaire survey and selected case studies. Both methods are extremely useful in determining an analysis of the board of trustees' nature, responsibilities, and participation in inservice education programs. The questionnaire survey permitted a basic understanding of the structure of the board and pertinent individual characteristics that could measurably affect inservice education activities. A depth analysis of the interworkings and underlying forces influencing the inservice education program could only be secured by a comprehensive interview with the presidents of selected colleges. Interviews with board members would have given a more complete analysis; however, it was deemed that time, availability, distance, cost, and protocol did not warrant the additional interviews.

Recommendations

One of the major values of this type of investigation is to ascertain recommendations that can be helpful to the participants in the study, as well as to others among institutions of higher learning. Based upon the results of this study, the following recommendations are made:

1. All presidents in colleges and universities should inaugurate and implement an inservice education program for their boards of trustees.
2. The president and the chairman of the board should bear full responsibility for the success or failure of the inservice education program.
3. The planning and the determination of inservice education programs must be made by representatives from the board and the president's staff. The executive committee of the college and the executive

committee of the board can serve as a cooperative committee organizing and effecting a program for inservice education. If the organizational structure of the college and board does not include executive committees, then the president of the college and the chairman of the board can select a special committee composed of college staff and board members. Co-chairmen should administer the committee. The chairmanship should be shared by a board member and a college staff person.

4. The inservice education program should be founded upon the following principles:

- a. Each institution's needs are unique; therefore, a program must be designed with these individual needs in view.
Ideas and concepts from programs of other schools may be applied to insure greater success and variety in the inservice education program.
- b. Objectives and goals of the inservice education program should be determined and they should complement the objectives of the college.
- c. The activities of the inservice program must be maintained with a high degree of continuity and regularity.
- d. The role of the trustee is a part-time role; therefore, participation in the inservice education program must be on a volunteer basis.
- e. Qualifying as a college board member must include willingness and agreement to participate extensively in the inservice education program.
- f. Strong motivation and momentum should be effected and continued by the leadership of the inservice education pro-

gram if maximum results are to be achieved.

- g. Resource personnel from within the college or the board should be utilized in the inservice education program. Consultants can be employed as areas of exploration need further professional assistance.
- h. The inservice education program should be geared to equip the board with the necessary information and knowledge to enable them to pursue within their maximum potential the objectives of the college.
- i. Acknowledged imaginary barriers of communication must be eliminated so that an open channel of communication can exist.
- j. Frequent regularity in communication should be maintained among the inservice education leadership.
- k. Detailed orientation to the inservice education program must augment every new member's inauguration as a trustee.
- l. Contents of the inservice education program should expose the members of the board to some common problems of higher education so that they can increase their individual perception of higher education.
- m. At least part, with the goal of underwriting all, of the personal expenses incurred by the trustees in the inservice education program should be included in the total budget of the college. Ideally, a separate budget for inservice education of the board of trustees should be formulated and itemized in the annual budget of the institution.

- n. The inservice education program must be evaluated individually by each board member.
- o. Projected and immediate needs must underlie the design of the inservice education program.

5. The activities utilized in the inservice education program should include:

- a. On-campus visitations with maximum facilitation of trustee's time determined prior to visitation. A variety of experiences should dominate regularly planned visitations.
- b. Personnel confrontations by the board members with selected representatives of the faculty, the administration, and the students.
- c. A pre-school workshop engaging members of the college to interact with the board. Topics should be assigned that can increase the board member's effectiveness and understanding of his role as a college trustee.
- d. Frequent communication by the president with every member of the board. This communication can take the form of committee meetings, group seminars, individual conferences, telephone conversations, or periodic mailings. Once a year the president should meet personally with each member of the board to discuss activities affecting his trustee responsibilities.
- e. Maintenance of a high degree of frequency in the regularity of communication with the chairman of the board. The president and the chairman of the board are deemed the 2 most important people in the inservice education program.

- f. Informal dinners with families of college staff and board of trustees.
- g. Annual intra-school workshop which if possible should be held apart from the campus to insure privacy and uninterrupted scheduling for the participants. Resource personnel should be invited to assist the trustees in analysis of areas that require special investigation.
- h. Every meeting of the board to utilize to some extent inservice education. The agenda of the board determines the major discussions of the meetings; therefore, the persons responsible for the agenda must plan them with the inservice education program being considered a cohesive element of each meeting.
- i. Broad opportunities of each board member to interact with the students. Participation in class lectures, chapel services, convocations, social gatherings, student government meetings, residence hall seminars are some methods that could increase the interaction.
- j. Encouraged attendance at professional meetings. Periodically, though not necessarily yearly, board members should accompany college staff to selected professional meetings. The expense incurred by these meetings should be underwritten by the college.
- k. Speaking assignments and fund raising solicitation included in the inservice education activities to encourage greater participation and understanding of the college among the board. Cooperative participation by a college

staff member and the trustee can enhance each activity assigned.

6. The resource materials employed in the inservice education program should include a variety of printed materials and visual aids. Printed materials should be mailed on a regular basis with defined objectives to be consummated by each mailing. Modern techniques of visual aids can be utilized very satisfactorily in group or full board meetings. A delicate balance must be enacted that can provide a proper amount of dependence and reliability upon the printed materials.

7. Professional readiness for the inservice education program should be determined prior to election to the board.

8. Presidents should rely less on the board to increase their educational understanding and role perception without administered and planned programs. Board members by virtue of their role and occupational background need more depth and increased knowledge in many areas of campus specialization.

9. Measuring instruments that can provide a more objective means for evaluation of inservice education programs must be designed.

10. Studies relative to inservice education programs for trustees should be undertaken to permit more reliable and valid formulation of adequate inservice education programming.

11. Presidents should utilize more extensively on-campus personnel in the inservice education program. A tendency to seclude the board from college personnel is clearly evident in some institutions.

12. A comprehensive evaluation should be undertaken relative to qualifications, election procedures, and occupational representation of

board members. Institutional changes in policy and representation are vitally needed.

13. Collective efforts by organizations to share and study aspects of inservice education for boards of trustees would benefit significantly institutions of higher education.

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APPENDIX A
PARTICIPANTS IN THE PILOT STUDY

APPENDIX A

1. Biola College
Los Angeles, California
Dr. Samuel Sutherland, President
2. Bob Jones University
Greenville, South Carolina
Dr. Robert Jones, Jr., President
3. California Lutheran College
Thousand Oaks, California
Office of the President
4. Lewis and Clark College
Portland, Oregon
Dr. John Howard, President
5. Pepperdine College
Los Angeles, California
Dr. Norevil Young, President
6. Wheaton College
Wheaton, Illinois
Dr. Raymond Eddan, President
7. Taylor University
Upland, Indiana
Dr. Joseph Martin, President

APPENDIX B

A QUESTIONNAIRE TO STUDY INSERVICE EDUCATION
PROGRAMS FOR BOARDS OF TRUSTEES
IN SELECTED COLLEGES OF
THE COUNCIL FOR THE ADVANCEMENT OF SMALL COLLEGES
IN THE UNITED STATES

**A QUESTIONNAIRE TO STUDY INSERVICE EDUCATION
PROGRAMS FOR BOARDS OF TRUSTEES
IN SELECTED COLLEGES OF
THE COUNCIL FOR THE ADVANCEMENT OF SMALL COLLEGES
IN THE UNITED STATES**

The purpose of this questionnaire is to enable you to answer questions relative to the inservice education activities for the Board of Trustee members of your institution. In responding to the questions use the following definition as a frame of reference. INSERVICE EDUCATION PROGRAMS INCLUDE ALL ACTIVITIES PLANNED IN ACCORDANCE WITH SPECIFIC OR ASSUMED OBJECTIVES THAT ARE INTENDED TO CONTRIBUTE TO THE CONTINUING PROFESSIONAL GROWTH IN RELATION TO HIGHER EDUCATION OF INDIVIDUALS COMPRISING YOUR BOARDS OF TRUSTEES.

1. Title of person answering inquiry? (President or his representative, please.)

2. Name of your institution? _____

3. Size of your institution? _____ 0-500 _____ 500-1000 _____ 1000 and above

4. Your institution was founded? _____

5. Is your institution accredited? _____ yes _____ no

If the answer is yes, please state by what Accreditation Association _____

How long has your institution been accredited? _____

6. How many years have you been a member of CASC? _____

7. What was the total budget of your institution in 1963-64? _____

8. How many members are there on your Board of Trustees? _____

9. How are your board members selected? _____

10. How many board members are there represented in the following occupations?

| | |
|-------|---------------------|
| _____ | Financiers |
| _____ | Executives |
| _____ | Clergymen |
| _____ | Lawyers |
| _____ | Medical physician |
| _____ | Educators |
| _____ | Alumni |
| _____ | Women |
| _____ | Politics |
| _____ | Vacancies |
| _____ | Other, please state |

11. How many board members live within a radius of _____ 0-100 miles _____
100-500 _____ 500-1000 _____ 1000 and above
12. Please estimate how many board members fall in these age brackets.
_____ 20-30 _____ 30-40 _____ 40-50 _____ 60-70
13. Please indicate how many of your board members hold their highest academic degree as follows: _____ Bachelors _____ Masters _____ Doctors
_____ Honorary degree _____ Others
14. How well do your Board members understand the goals of your institution?
_____ very well _____ somewhat _____ a little _____ uncertain _____ not at all.
15. How well equipped is your board to help the institution achieve these goals?
_____ very well _____ somewhat _____ a little _____ uncertain _____ not at all.
16. How well do you think your Trustees understand their role as board members?
_____ very well _____ somewhat _____ a little _____ uncertain _____ not at all.
17. How committed do you feel the board members are to the institution?
_____ very much _____ somewhat _____ very little _____ not at all _____ do not know
18. Are members of the board encouraged to include the institution in their will?
_____ yes _____ no How many have? _____
19. Do you have members on your board who were involved in the founding of the institution? _____ yes _____ no
Please specify if such members in your opinion are a _____ strength
_____ detrement
_____ other
20. List in order of strength the three major strengths of your board members as a governing body. 1. _____

2. _____

3. _____

21. Please list in order of weakness the three major weaknesses of your board members as a governing body. 1. _____

2. _____

3. _____

22. What steps have you taken in the past three years to reduce or eliminate each of the three areas of weakness identified above? Weakness number 1 _____

Weakness number 2 _____

Weakness number 3 _____

23. Do you have an inservice education program for your board members? ☐ yes ☐ no
If the answer is no, go to question number 33 and complete the remainder of this questionnaire.
Is it a regular program? ☐ yes ☐ no If so, what is the schedule of the program? ☐ Annually ☐ Bi-annually ☐ Monthly
☐ Weekly ☐ Continuous ☐ Other
24. Who is included in the inservice education program? _____

25. Who is responsible for the overall supervision of the inservice education program for your board members? _____

26. Does the same person(s) who is responsible for the inservice education program determine and plan it? _____ If not, who assists? _____

27. What are the contents of the inservice education program? (If you have an outline of the activities, please include it) _____

Does it change yearly? _____

28. What type of resources do you use in the inservice education program of the board? (Consultants, films, printed materials, speakers, etc.) _____

29. What factors have contributed to the success of the inservice education program? _____

30. What factors have hindered the success of the inservice education program? _____

31. How is your inservice education program evaluated? _____

32. Do you have a budget for the inservice education program of your board?

_____ yes _____ no If the answer is yes, what area of the budget is it included? _____

- How much is budgeted for the inservice education of your board? _____
33. Who plans the agenda for your board meetings? _____
34. Please state as simply as you can what kinds of information presented at the board meetings regarding the college and its program cause the greatest amount of satisfaction by the board? _____

35. Please state as simply as you can what kinds of information presented at the board meetings regarding the college and its program cause the greatest amount of dissatisfaction by the board? _____

36. How often does the full Board of Trustees meet? _____ weekly _____ monthly
_____ quarterly _____ bi-annually _____ annually _____ Other
37. What members of the Administration other than the President meet regularly with the board at these meetings? _____

38. Please indicate to what extent you meet individually with Trustees between regular board meetings? _____ regularly _____ quite frequently _____ sometimes
_____ infrequently _____ not at all
39. Please indicate to what extent you meet individually with the chairman of the board? _____ regularly _____ quite frequently _____ sometimes _____ in-
frequently _____ not at all
40. Is your board organized on the committee basis? _____ yes _____ no

41. Please indicate which committees have been formed? _____ Building _____
Development _____ Education _____ Student Personnel _____ Financial
_____ Others
42. Please indicate to what extent you meet with these committees? _____ regularly
_____ quite frequently _____ sometimes _____ infrequently _____ not at all
43. Please indicate to what extent you meet individually with the committee chairman?
_____ regularly _____ quite frequently _____ sometimes _____ infrequently
_____ not at all
44. Please indicate to what extent board members visit campus on their own to con-
verse with students? _____ regularly _____ quite frequently _____ sometimes
_____ infrequently _____ not at all
45. Please indicate to what extent board members on their own contact faculty directly
regarding conduct of their professional duty? _____ regularly _____ quite
frequently _____ sometimes _____ infrequently _____ not at all
46. Please indicate to what extent do board members on their own contact Admin-
istrators other than the President regarding their areas of responsibility.
_____ regularly _____ quite frequently _____ sometimes _____ infrequently
_____ not at all
47. Do you as President encourage board members to contact individuals in the
institution without your knowledge? _____ yes _____ no
48. Do you have a written policy regarding communication between board members
and individuals within the institution? _____ yes _____ no (If yes, please indicate
it.)
49. How many years have you been President? _____
50. Please indicate how many new members have been added since you became
President? _____ Did you influence their selection? _____ yes _____ no

What occupations do the new members represent? (State number)

_____ Financiers
_____ Executives
_____ Clergymen
_____ Lawyers
_____ Medical physician
_____ Educators
_____ Alumni
_____ Faculty
_____ Women
_____ Politics
_____ Other

51. If you had your choice what occupations would be represented on the board and how many members would be included in each occupation?

52. Do you have an inservice education program for orientation of new board members?

_____ yes _____ no If so, please describe the program briefly. _____

53. Assuming all board members resigned tomorrow, list the six most important qualifications you would use to determine the selection of the new members?

54. What would be the single most important qualification you would use? _____

55. Please indicate the insight your board members have in the following areas by the use of this rating scale. (1) very much, (2) somewhat, (3) very little, (4) none at all, (5) do not know

| | |
|-------|---|
| _____ | National Federal Aid to Education |
| _____ | Range of economic background of present student body |
| _____ | Range of Personality Characteristics among the present student body |
| _____ | Admissions standards of graduate schools to which your students normally attend |
| _____ | National accreditation outlook |
| _____ | Academic scheduling year around (Tri-semester, Four quarter) |
| _____ | Honors programs |
| _____ | Research in the area of the learning process relative to higher education |
| _____ | Academic freedom |

56. Please indicate how you rate your board in the following areas? Please use this rating scale. (1) very strong, (2) above average, (3) average, (4) below average, (5) very weak, (6) do not know.

| | |
|-------|---------------------------|
| _____ | Curriculum development |
| _____ | Financial affairs |
| _____ | Student Personnel affairs |
| _____ | Plant development |
| _____ | Institutional Philosophy |
| _____ | Faculty recruitment |
| _____ | Faculty retention |

APPENDIX C

INSTITUTIONS COMPRISING THE STUDY SAMPLE--

THE COUNCIL FOR THE ADVANCEMENT OF SMALL COLLEGES

MEMBERSHIP LIST, JULY 1, 1964

APPENDIX C

| <u>Institution</u> | <u>Location</u> |
|---|------------------------------|
| Barrington College | Barrington, Rhode Island |
| Bethel College | Mishawaka, Indiana |
| Bryan College | Dayton, Tennessee |
| California Baptist College | Riverside, California |
| Campbellsville College | Campbellsville, Kentucky |
| Cedarville College | Cedarville, Ohio |
| Central Wesleyan College | Central, South Carolina |
| College of St. Joseph on the Rio Grande | Albuquerque, New Mexico |
| Covenant College | Chattanooga, Tennessee |
| Cumberland College | Williamsburg, Kentucky |
| Detroit Institute of Technology | Detroit, Michigan |
| Dominican College | Racine, Wisconsin |
| Eastern Mennonite College | Harrisonburg, Virginia |
| Eureka College | Eureka, Illinois |
| Evangel College | Springfield, Missouri |
| Fort Wayne Bible College | Fort Wayne, Indiana |
| Goddard College | Plainfield, Vermont |
| Gordon College | Wenham, Massachusetts |
| Grace College | Winona Lake, Indiana |
| Grand Canyon College | Phoenix, Arizona |
| Huntington College | Huntington, Indiana |
| John Brown University | Siloam Springs, Arkansas |
| The King's College | Briarcliff Manor, New York |
| Lakeland College | Sheboygan, Wisconsin |
| La Sierra College | La Sierra, California |
| LeTourneau College | Longview, Texas |
| Los Angeles Pacific College | Los Angeles, California |
| McKendree College | Lebanon, Illinois |
| Malone College | Canton, Ohio |
| Marlboro College | Marlboro, Vermont |
| Marymount College | Palos Verdes Estates, Calif. |
| Messiah College | Grantham, Pennsylvania |
| Milligan College | Milligan College, Tennessee |
| Milton College | Milton, Wisconsin |
| Miltonvale Wesleyan College | Miltonvale, Kansas |
| Mobile College | Mobile, Alabama |
| Morris College | Sumter, South Carolina |
| Mount Senario College | Ladysmith, Wisconsin |
| Nasson College | Springvale, Maine |
| Nathaniel Hawthorne College | Antrim, New Hampshire |
| National College | Kansas City, Missouri |
| New England College | Henniker, New Hampshire |

| <u>Institution</u> | <u>Location</u> |
|--|----------------------------|
| Nichols College of Business Administration | Dudley, Massachusetts |
| Northwest Christian College | Eugene, Oregon |
| Oakland City College | Oakland City, Indiana |
| Oklahoma Christian College | Oklahoma City, Oklahoma |
| Olivet College | Olivet, Michigan |
| Owosso College | Owosso, Michigan |
| Pacific College | Fresno, California |
| Paul Quinn College | Waco, Texas |
| Piedmont College | Demorest, Georgia |
| Pikeville College | Pikeville, Kentucky |
| Ricker College | Houlton, Maine |
| Rio Grande College | Rio Grande, Ohio |
| Roberts Wesleyan College | North Chili, New York |
| Sacred Heart College | Wichita, Kansas |
| Saint Leo College | Saint Leo, Florida |
| Saint Mary of the Plains College | Dodge City, Kansas |
| Saint Meinrad Seminary | Saint Meinrad, Indiana |
| Saint Michael's College | Sante Fe, New Mexico |
| Salom College | Salem, West Virginia |
| Southern California College | Costa Mesa, California |
| Spring Arbor College | Spring Arbor, Michigan |
| Tabor College | Hillsboro, Kansas |
| Texas College | Tyler, Texas |
| Trinity College | Chicago, Illinois |
| Upland College | Upland, California |
| Urbana College | Urbana, Ohio |
| Walsh College | Canton, Ohio |
| Warner Pacific College | Portland, Oregon |
| Western New England College | Springfield, Massachusetts |
| Westminster Choir College | Princeton, New Jersey |
| Westmont College | Santa Barbara, California |
| Wilberforce University | Wilberforce, Ohio |
| Windham College | Putney, Vermont |

APPENDIX D

SAMPLE COVER LETTERS SENT TO
COLLEGE PRESIDENTS

APPENDIX D

June 2, 1964

Dear Friend and Colleagues:

It gives me great pleasure to recommend for your persual, study, and cooperation the enclosed questionnaire as prepared by Dean Herron of our faculty relative to inservice training of trustees. I have completed the questionnaire and found it very profitable and exciting in my own thinking. I am assured that any time you spend on this either in returning the questionnaire or in following through will be beneficial to yourself as an administrator and to your college.

Cordially yours,

Roger J. Voskuyl
President
Westmont College

RJV:joe
enc.

June 9, 1964

Dr. Loyed R. Simmons
President
California Baptist College
8432 Magnolia Avenue
Riverside, California

Dear President:

Last August at the annual CASC workshop I met with the Board of Directors of CASC and proposed a study to analyze the inservice education programs of the Boards of Trustees of each CASC college. They agreed that this was a needed study and pledged their full support.

The enclosed questionnaire will be the major instrument in evaluating the inservice education programs. An intensive interview will also be conducted in a few selected colleges. The questionnaire is self-explanatory and can be completed in a relatively short time.

The results will be made available to you and I know they will be a means of strengthening your individual boards. This study is being used as my dissertation project at Michigan State and I trust you will complete it no later than July 17, 1964.

Thank you for your fine cooperation.

Sincerely,

Orley R. Herron, Jr.
Dean of Students
Westmont College

ORH:jce
enc.

APPENDIX E

SAMPLE FOLLOW-UP LETTERS SENT TO
COLLEGE PRESIDENTS

APPENDIX E

July 20, 1964

Dr. Roger J. Voskayl
President
Westmont College
Santa Barbara, California

Dear President Voskayl:

A few weeks ago I sent to you a questionnaire concerning the inservice education programs for boards of trustees of CASC colleges, which is the topic of my dissertation study at Michigan State. It is extremely important that all colleges respond to this, since it is designed only for the Council for the Advancement of Small Colleges.

I realize this is a very busy time of the year, but I would appreciate your help. I am enclosing another questionnaire in the event that you have misplaced the original. The results of the study will be made available and I am sure you will find them beneficial.

Thank you for your interest and your response.

Sincerely yours,

Orley R. Herron, Jr.
Dean of Students
Westmont College

ORH:jcc
enc.

August 12, 1964

Dr. James Porrester
President
Gordon College
255 Grapevine Road
Wenham, Massachusetts

Dear President Porrester:

The response to the questionnaire which was mailed to you earlier has been very fine. There are, however, numerous questionnaires still to be returned.

August is a difficult month since all of us are engaged in preparation for the fall term. Your response to the questionnaire is needed and is of vital importance to the study.

I am enclosing an additional questionnaire with a self-addressed and stamped envelope to assist you in expediting its return.

Thank you again for your kind assistance. The results will be mailed to you when the dissertation is completed.

Sincerely,

Orley R. Herron, Jr.
Dean of Students

ORH:lu

September 4, 1964

James M. Boswell
President
Cumberland College
Williamsburg, Kentucky

Dear President Boswell:

I have received approximately 75 per cent of the questionnaires that I mailed to the CASC presidents concerning Boards of Trustees. This is an extremely encouraging response, yet we had hoped to secure 100 per cent. Would it be possible for you to complete the enclosed questionnaire, in case you misplaced the originals, and send it to me by return mail?

I appreciate so very much your attention to this matter since this will be of great help to the entire CASC association.

Sincerely,

Orloy R. Herron, Jr.
Dean of Students
Westmont College

ORH:lu

enc.

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