

A STUDY OF ORIENTATION OF NEW FACULTY MEMBERS  
IN MICHIGAN COMMUNITY COLLEGES

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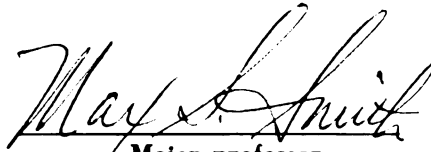
A STUDY OF ORIENTATION OF NEW FACULTY MEMBERS  
IN MICHIGAN COMMUNITY COLLEGES

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## ABSTRACT

### A STUDY OF ORIENTATION OF NEW FACULTY MEMBERS IN MICHIGAN COMMUNITY COLLEGES

by John Mead Eaton

Increased mobility of teaching personnel, growing community college organizations, and the need to obtain greater teaching effectiveness and efficiency have emphasized the need for the orientation and re-education of faculty members in institutions of higher education.

The primary purposes of this study were: (1) to determine the procedures Michigan community college administrators use in the orientation of new faculty members, (2) to obtain from second year faculty members their evaluation of the orientation and in-service activities they experienced as new faculty members, and (3) to formulate suggestions for improving orientation and in-service education practices which might allow each faculty member an opportunity to develop his pedagogical skills and which could facilitate his personal adjustment to the community college environment.

The initial data for this study were obtained from all of the public community colleges in Michigan in full operation during the 1962-1963 academic year. A



questionnaire contact with the chief administrator in each community college was the method used for securing this information. A sample of all the new faculty members from eight community colleges was selected for interviewing. Personal interviews were held with each of the sixty-six new instructors in these eight colleges through the use of an interview schedule especially prepared for the survey.

Although all of the community colleges in the state recorded an interest and concern for the proper orientation of new faculty members, tabulation of the responses made by the administrative officers showed that only six of the sixteen had what they would call a structured program of orientation in their institutions.

Evaluative responses of the new faculty members were made in answer to check-list items of orientation and in-service education functions together with a series of open-ended questions designed to give additional evaluative information.

The orientation practices found to be most significant or worthwhile, but also most frequently in need of added emphasis, were: (1) faculty handbook, (2) special group meetings for new faculty during the year, (3) "open door" policy, and (4) a pre-contract visit to the campus.

In-service education programs evaluated by the new faculty members in a similar procedure were: (1) an understanding of the role, philosophy, and purpose of the

community college, (2) information provided relative to student personnel services, (3) assistance for new faculty members in their knowledge of the characteristics and behavior of community college students, (4) informing new faculty members of their responsibility for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties, (5) information for new faculty members concerning their legal rights and responsibilities, and (6) encouragement and assistance for new faculty members in seeking effective means of communication in the classroom and among fellow instructors.

A composite of the faculty members' reactions to several of the more significant open-ended questions showed the following: (1) new faculty members acquire knowledge of their duties and responsibilities from a number of individuals--deans, fellow faculty members, department chairmen, and through "self-effort"; (2) new faculty members in every institution listed fellow faculty members as being the most helpful factor in their orientation to their new position; (3) faculty handbooks as an aid to orientation were rated inadequate, or non-existent, in most colleges; (4) many new faculty members indicated a feeling of inadequacy in formulating an answer to the question, "What are the main objectives of this college?"

The data gathered in this study revealed many problem areas in the orientation and in-service education

practices current in Michigan community colleges. The common denominator for improvement of the problem areas would appear to be better communication between new faculty members and the dean or the department chairman.

Orientation and in-service programs should be developed with the real needs of the new instructors in mind. The planning of the activities and information affecting the adjustment of new faculty members to their teaching positions in the community college should involve second year staff members who are cognizant of the kinds of assistance new instructors desire or need.

Conclusions drawn from the attitudes expressed by the new faculty members showed that the following items seemed to be significant in the successful orientation of instructors new to a particular community college campus.

1. A well written, up-to-date faculty handbook.
2. Information concerning the philosophy and objectives of the community college.
3. A department chairman or fellow faculty member with whom the new instructor may confer easily as the need may occur.
4. Communication with the student personnel department concerning the purpose and activities of the guidance and counseling staff and the related responsibilities of instructors in student affairs.
5. A pre-contract visit to the campus.
6. Special group meetings for new faculty members during the year.

7. An "open door" policy for personal conferences with the administration.
8. Being apprised of the developmental needs of community college students--post-adolescents and adults.
9. Early orientation by the department concerning its expectations relative to the new instructor's role in the department and in the college community.
10. Adequate explanation and demonstrated use for standards of grading, teaching aids, and extra-curricular duties.

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John Mead Eaton

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## CHAPTER I

### THE PROBLEM

#### Introduction

Increased mobility of teaching personnel, growing community college institutions, and the need to obtain greater teaching effectiveness and efficiency have emphasized the need for the orientation and re-education of faculty members in these institutions of higher education. Recent writings by researchers in higher education suggest that effective personnel policies, as they relate to the problems of new teachers in institutions of higher education, are highly important in the orientation and adjustment of new faculty members to their teaching duties. The interpersonal relations of new instructors with students, other instructors, the administration, and with the community in which they work and live, are problems related to staff orientation.

Each institution of higher education in the United States is unique in its general organization, methods of inter-staff and student-teacher relations, and campus climate. The degree of effectiveness and personal satisfaction attained by individual teachers, within the operation of the institution, is related to the degree to which faculty

members feel that they are a part of the institution.

The following statement by John W. Gustad emphasizes this point.

College teachers are people--intelligent, sensitive, and quite complex people. Until personnel policies and practices are based on a real and basic understanding of their aspirations and value systems, until the gulf between faculty and administration is bridged so that ideas and feeling can flow back and forth freely, and until colleges and universities realize that the area most desperately in need of careful study concerns their own problems, little or no progress will be made.<sup>1</sup>

The attitudes expressed in the above quotation suggest that better orientation processes are needed and that faculty involvement in establishing personnel policies is important. Harlan McCall emphasizes this opinion in his writing on "Problems of New Faculty Members in Colleges and Universities,"<sup>2</sup> in which the individual teacher is recognized by his special needs. McCall comments on this subject when he states: "An orientation or in-service program can be effective for him only to the extent that it treats adequately those matters that he perceives to constitute problems."

A similar study, "Problems of New Faculty Members in Community Colleges," by Hugo E. Siehr reiterates the need

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<sup>1</sup>John W. Gustad, "They March to a Different Drummer: Another Look at College Teachers," Educational Record, July, 1959, 40:211.

<sup>2</sup>Harlan R. McCall, "Problems of New Faculty Members in Colleges and Universities," North Central Association Quarterly, Fall, 1961, 36:214.

for the orientation of new faculty members through programs which treat ". . . the real problems of the new faculty member as he perceives them."<sup>3</sup>

The diverse educational and social backgrounds of community college instructors suggest that different individuals may have varying degrees of need relative to their problems of adjustment as new teachers in the community colleges. Careful consideration of the manner in which the lines of communication within a college community are established is necessary if personnel functions are to be effective in the manner in which they treat the problems perceived by the new faculty members. Many administrative techniques may be practiced in the orientation and in-service education process performed by individuals assigned the responsibility of assisting new teachers with their problems.

The problems investigated in this study are:

(1) the techniques practiced by community college personnel officials in the performance of the orientation and in-service education functions; and (2) the evaluation of these functions by new instructors.

#### Statement of Purpose

The primary purposes of this study are: (1) to determine the procedures Michigan community college administrators

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<sup>3</sup>Hugo E. Siehr, "Problems of New Faculty Members in Community Colleges," (unpublished Ed.D. dissertation, Michigan State University, 1962), Introduction.

use in the orientation of new faculty members, (2) to obtain from second year faculty members their evaluations of the orientation and in-service activities they experienced as new instructors, and (3) to formulate suggestions for improving orientation and in-service education practices which may allow each faculty member an opportunity to develop his pedagogical skills and which may facilitate his personal adjustment to the community college environment.

### Importance of the Study

Many community college administrators desire knowledge related to the effective means of melding new staff members into existing campus structures in a manner which will best stimulate both institutional and individual growth. Other studies, viz. "A Survey and Evaluation of The Practices Used by Michigan Community Colleges in the Recruitment and Selection of Faculty," by Louis C. Vacarro,<sup>4</sup> have suggested that the "development of an in-service training program for Michigan community colleges to prepare otherwise qualified personnel in the aims, functions and Philosophy of community college teaching" is of paramount importance.

It is important that community college instructors be informed of the role they must assume in order to carry

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<sup>4</sup>Louis C. Vacarro, "A Survey and Evaluation of the Practices Used by Michigan Community Colleges in Recruitment and Selection of Faculty" (unpublished Ed.D. dissertation, Michigan State University, 1963), p. 123.

out properly the functions of their position. Community colleges in general are pledged to offer many programs and services to students thus it is necessary that a program of orientation be evolved which will apprise new faculty members of the unique functions of the community college.

Recent studies by Harlan McCall, Norbert Tracy, and Hugo Siehr have shown that orientation and in-service programs in colleges, universities, and community colleges sometimes treat this facet of personnel relations only from the position of the administration, ignoring the concerns and problems perceived by the new faculty members. It is believed, therefore, that the findings of this study will be of value to present and future community college administrators responsible for the orientation and/or in-service education of new faculty members.

In addition to the importance of the survey aspect of this study, the evaluation of existing practices by new faculty members provides community college administrators with information which should prove useful in the development of orientation and in-service education programs, personnel policies, and institutional growth as these several factors affect the role of individual staff members.

#### Definitions of Terms Used

New faculty members. Those who were new to the particular institutions under study, including those new



to the profession and those with previous teaching experience, who were employed to begin teaching in these institutions between September, 1962, and June, 1963. The terms new faculty member, faculty member, new instructor, and instructor will be used interchangeably.

Orientation. The process, the activities and involvements of faculty members in their adjustments to educational processes, new institutions, and settings within the institutions which are important in the continuing development of instructional competence on the community college campuses.

Orientation practices as viewed in this study may be divided into two general areas: (1) the program of explanations of administrative policies which leads to the personal comfort and adjustment to the physical environment, and also the academic atmosphere of the community college, both of which indirectly influence the faculty member's effectiveness as an instructor and (2) the in-service education of community college instructors that leads them toward continuing education or re-education to meet their needs in securing materials and techniques for increased efficiency and effectiveness in instruction.

Board of control. The legally constituted boards of control in Michigan community colleges are selected for office by two methods: (1) if a community college is established as a part of an existing school district, then

the local board of education exercises control. (2) If the people of one or more counties, or parts of counties, or two or more school districts vote to form a community college district, then a board of trustees elected by the people controls the community college.

Community college. In Michigan the legal definition of a community college is: a school providing instruction in collegiate and non-collegiate study, embracing not more than two years of collegiate work, and eligible for all purposes to receive state aid and assistance.

The organizational basis for the institutions visited in this study followed the following plans:

- (1) community colleges established and organized by the board of education of an existing school district, and
- (2) community colleges established and organized by one or more contiguous counties or parts of counties.

"Open door" policy. The policy followed by some administrators which permits staff members to seek counsel with them at any time, a process of staff-administration communication.

#### Limitations and Scope of the Study

In the interest of feasibility and financial practicability, this study was limited to a selected group of community colleges in Michigan which have been in operation for a minimum of two years. The study is further restricted to a survey of instructors and counselors with

one year of experience in the institution of employment.

Since this study is essentially a survey which elicits subjective responses from new faculty members, further limits are present because no mathematical model or quantitative measurement is available to evaluate existing orientation programs. Subjective analysis and evaluation are employed in order to arrive at conclusions and productive recommendations.

### Overview of the Study

Instructional personnel in Michigan community colleges have been recruited from many sources. Few of the individuals who enter community college teaching have had training or experience in working with students of the varying age levels found in most two-year colleges. In order to assist faculty members in their adjustment to the unique attributes of the students and the community colleges, some administrators have instituted orientation and in-service education programs.

This study is a survey of the existing practices Michigan community college administrators employ in the orientation of new faculty members. The study also reports the evaluations of these orientation programs by community college instructors.

Identified in the survey are specific practices of orientation which the majority of the new community college instructors deemed significant to their development

as effective teachers, as active participants in the community life of the college, and as individuals.

The importance of the study lies in its guidelines **f**or the development of effective programs of orientation **a**nd in-service education. In the evaluation interviews the **n**ew faculty members spoke with honest conviction and **e**xhibited a genuine interest in the study.

It is believed that the findings of this study may **s**erve as guidelines for the development of effective **p**rograms of orientation and in-service education for new **c**ommunity college faculty members.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The quality and effectiveness of community college teaching is important to all those interested in higher education--students, faculty, administrators, alumni, and the general public served by the two-year institutions. The accent in the review of literature will be upon the Community college instructor with only incidental reference to students and administrators when necessary to do so in order to clarify campus understandings and operations.

#### The Philosophy and Purpose of Orientation

Orientation is a process involving faculty members in their adjustments to educational practices, new institutions, and settings within these institutions; well planned Orientation procedures are important in the continuing development of instructional competence among staff members in community colleges. Educational literature suggests that current orientation practices may be divided into two general areas: (1) the program of explanations which creates a climate that leads to the personal comfort and adjustment to the physical environment, institutional

administrative policies, and academic atmosphere of the college which indirectly influences instructional effectiveness and (2) the in-service education of college faculty that leads toward continuing education or re-education to meet their needs in securing materials and techniques for increased efficiency and effectiveness in quality instruction.

The following comments by Lucile Allen and Robert Sutherland<sup>5</sup> relate to the climate of institutional organization and suggest a purpose for orientation programs:

The college community is made up of a complex of persons and groups oriented to many different value systems. The goals for the college held by the trustees, the alumni, the faculty, the administration, and the students may differ within each group and between groups. . . . Processes of stratification within a college affect attitudes of students and faculty. The location of the college with respect to the larger community has its implications.

Taking these items into account it may be assumed that the degree of effectiveness and personal satisfaction attained by individual instructors, within the operation of a college, is related to the degree to which faculty members feel that they are a part of the institution.

John W. Gustad emphasizes this point when he remarks about the need for personnel policies and practices based on a real and basic understanding of faculty members'

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<sup>5</sup>Lucile A. Allen and Robert L. Sutherland, Role Conflicts and Congruences, Experienced by New Faculty Members as They Enter the Culture of a College Community, Hogg Foundation for Mental Health, The University of Texas, 1963, p. 9.

aspirations and value systems. He says the gulf between faculty and administration must be bridged so that ideas and feeling can flow back and forth freely if colleges are to make progress in the area of staff relations.<sup>6</sup> The attitude expressed by Gustad suggests that better orientation processes are needed and that faculty involvement in establishing these personnel policies is important.

Ordway Tead<sup>7</sup> presents a different perspective as he asks questions designed to stimulate thought toward the orientation and in-service education of college instructors.

How many of your faculty can you count upon to view and act upon matters of educational objectives, curricular reorganization, teaching methods, and student relations in an objective way with the interest centered upon student growth, institutional integrity, and long-range qualitative improvements in all areas? In short how many of your faculty are educators as well as scholars?

In addition to the individual and institutional goals discussed in the preceding paragraphs there are quasi- or extra-legal regulatory organizations which influence the attitudes of faculty orientation. One of these, The North Central Association of Secondary Schools and Colleges, implied through its evaluative criteria that in-service education, through a continuing orientation program, is important to instruction. Section IX of the "Manual

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<sup>6</sup>Gustad, op. cit.

<sup>7</sup>Ordway Tead, "Professors, Students, Administrators: Partners in Freedom," Improving College and University Teaching, Spring, 1956, 9:33-34.

of Accrediting Procedures" speaks to instruction in these words:

An institution will be expected to show a sympathetic concern for the quality of instruction offered students and to give evidence of efforts to make instruction effective. Consideration will be given to the emphasis placed by the institution upon teaching competence in the selection and promotion of teachers, to the manner in which young instructors are inducted into teaching activities, to the aids that are provided as stimuli to the growth of individual members of the staff, to the institution's concern for high scholarship in students, to its emphasis upon the adjustment of the curriculum and teaching procedures to the abilities and interests of students, to efforts to make such examinations as are given more reliable and more accurate measures of student accomplishment, and to the alertness of the faculty to the instructional needs of students. Familiarity of the administration and faculty with recent experimental studies of college problems are further evidences of institutional alertness to the need for good college teaching.<sup>8</sup>

Beyond the confines of the campus and outside the evaluation of accrediting agencies every institution of higher education has a public to which it must be sensitive and responsible. The image that is presented to the public through administrative purpose, student actions and reactions, and faculty attitudes and responses toward society outside the campus community is important to the life and activity of the college. If by the processes of orientation and in-service education the teaching staff is

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<sup>8</sup>Manual of North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, Procedures. Section IX, p. 56.



able to gain a high degree of competence, a degree of security and satisfaction, and to further develop the self concepts that relate positively to their position within the institution, the status and image of the institution and its constituents will most likely receive public support. "If the institution is to possess a distinctive character, someone has to take initiative in promoting the development and growth of that character."<sup>9</sup> Good academic instruction stimulated by an active orientation program can promote a "distinctive character."

#### Orientation for New Staff Members

Many educational writers and practitioners suggest that orientation for new staff members should commence prior to their actual appointments. Part of this pre-service orientation is done, as was mentioned above, by the public image the institution has created. Beyond this, authorities state that it is important for college officers who secure new faculty members to involve themselves in the orientation process with the applicant by illustrating various factors concerning the campus climate which effect interstaff relations and instruction. Another point emphasized in the literature is the recommendation that before the applicant receives an appointment to the

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<sup>9</sup>Algo D. Henderson, "The Dean Is Busy," North Central Association Quarterly, October, 1957, 32:181.

institution he should have the opportunity to visit the campus and/or review its purposes, philosophy, staff, personnel policies, administrative organization, and educational program through printed materials supplied by the college.

In a paper titled, "Sociology of College Teachers," Paul Klapper emphasized that any candidate for a college position is interested in a number of social factors affecting his status:

. . . opportunities for professional growth, professional status of his closest associates, instructional program, academic or intellectual freedom, salary and rank, method of making appointments, tenure, retirement provisions, size and character of the teaching load and other duties, and sabbatical leave.<sup>10</sup>

Other writers suggest that after the new staff member has accepted the position and before he arrives on campus there are other acts of kindness and orientation which will assist in the faculty member's adjustment to his new position. Although it may appear that many of these acts are superfluous to his actual orientation as a college instructor, surveys have shown that faculty members desire this kind of information and attention.<sup>11</sup> It may

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<sup>10</sup>Paul Klapper, "Sociology of College Teachers," Educational Forum, January, 1952, 16:139-50.

<sup>11</sup>The North Central Association Quarterly, Vol. 36, Fall, 1961, contains "Two Studies on In-Service Education of College Instructors"--I. "Orienting New Faculty Members in Colleges and Universities," by N. J. Tracy; II. "Problems of New Faculty Members in Colleges and Universities," by Harlan R. McCall, pp. 214-234.

also be that satisfaction of these desires and needs prior to reporting for classroom duty facilitates more rapid adjustment to the institution and to instructional assignments. The nine items listed below are typical of those acts most appreciated by new staff members.

1. Personal letters of welcome.
2. Supply of printed material: faculty handbook, guide to city or locality, athletic ticket form, samples of academic and administrative forms used, student handbook, information relative to student personnel services, regulations concerning grades, and information pertaining to faculty counseling.
3. Summer newsletter.
4. Local newspaper.
5. Campus newspaper.
6. Personal information about the new faculty family.
7. Faculty club information.
8. Facts about the Alumni Association.
9. Assistance in securing housing.<sup>12</sup>

Upon reporting for duty the new staff member enters another phase of the orientation process and becomes more involved in activities of in-service education leading to his professional adjustment. Writings on this topic say

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<sup>12</sup>Robert O. Srripling, "Orientation Practices for New College Faculty Members," American Association of University Professors Journal, Winter, 1954-55, 40:557-559.

it is at this point that some of the orientation processes become more individualized either because of the past experiences of the instructor in other teaching positions (as opposed to the recent graduate) or because of his particular departmental or subject matter assignment.

The two authorities mentioned below emphasize the fact that within the orientation program some attention to professional and institutional goals or objectives, academic freedom and responsibilities, or description of the quality of students, and general comments relating to ethics should be made. The president of the institution or the dean of the faculty should assume this duty. Two quotations, one from Ordway Tead and the other from Carter V. Good, may serve as illustrations of the tenor such comments should exhibit:

. . . faculty freedom is threatened by faculty insensitivity about urgent educational problems which are within the college, in areas where faculties have reasonable freedom of action . . . the basic concern does not have to be primarily with faculties being free from restrictive influences, but rather with their boldly assuming freedom to and for a confronting of the issues presented by today's and tomorrow's higher education as the administration has necessarily to view them in the public interest.<sup>13</sup>

. . . Statements of principles or concepts of academic freedom and ethics usually are of a deliberative character and represent the approaches of logic and philosophy rather than

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<sup>13</sup> Ordway Tead, "Faculty Freedom: Administratively Viewed," The North Central Association Quarterly, October, 1955, 30:186.

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the approaches of quantitative research.

If staff members in institutions of higher education would enjoy academic and intellectual freedom, they would have to assume corresponding obligations and responsibilities in instruction and conduct.<sup>14</sup>

Some other authorities recommend other general institutional orientation sessions for all staff members, both in the pre-registration period of the academic year and at other times within the school term. General meetings of this nature may be used to keep staff members abreast of administrative board action, personnel policies, institutional studies, and current events in the national organizations for community college education.

Deans or departmental chairmen must also play an active part in the orientation and in-service education of staff members. Many writers say the contacts made by these leaders can be of inestimable value to any new faculty member, for it is at this level that interpersonal relations can affect and evaluate instruction. Among the several activities and arrangements that can facilitate better teaching, Stripling recommends:

1. An orientation conference at the department level
2. Assignment of a new faculty member to an old faculty member
3. Reduced teaching load during the first term

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<sup>14</sup>Carter V. Good, "Personnel Problems at the College Level," Review of Educational Research, 25:252. A review of an article "Ethical Standards and Professional Conduct," edited by Landis in the Annals of the American Academy of Political and Social Science, January, 1955, 297:1-124.

4. Personal conferences with the administration
5. Observation of registration procedures
6. The use of films, charts, slides, and other visual aids--orientation films, etc.
7. Assignment to committees.
8. Information relative to the academic counseling of students
9. Grading practices and records to be kept
10. Objectives and content of courses taught by the department
11. Assistance available in preparing instructional materials.<sup>15</sup>

It is suggested that while directing these orientation and in-service activities the department head may also assist the new instructor by evaluating his teaching techniques or by having him work under the tutelage of an experienced staff member who is teaching another section of the same course or who has recently taught such a course. Observing a master teacher in his classroom procedures is another recommended means of acquiring teaching techniques in one's position.

Special attention in defining the non-teaching duties of the staff is important to the smooth functioning of the department and the institution as a whole. Services performed for students and other staff members may consume from 5% to 10% of the instructor's time; therefore, authorities say that it is important that he understand why such services are assigned to him and how he may effectively and efficiently perform them.

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<sup>15</sup>Stripling, op. cit., pp. 560-562.





Leaders in the area of college administration suggest that departmental or interdepartmental group meetings to discuss the methods to be used in (a) committee assignments, (b) administrative duties, (c) student activities, (d) academic advisement, and (e) community service activities may facilitate adjustment to job routines for new instructors.

Although the new staff member may play a rather minor role in committee assignments and community service activities, it is important that he understand his place in their function in order that he may feel himself a part of the total campus program. Administrative duties, student activities, and academic advisement are a part of the general responsibilities of all instructors, thus it is imperative that all staff members be informed of the accepted procedure for performing these duties.

Many writers in the field of administration in higher education emphasize the fact that orientation and in-service education procedures require effective and well-defined lines of communication. Rapport between the teaching staff and the departmental or institutional administration representatives is important to good staff morale and good teaching. F. Robert Paulson rates communication between the faculty and administration as an important facet in the improvement of instruction through self-evaluation.

Authorities in the field of administration have observed that an individual will perform successfully, and even accept orders, when 1) he understands what is expected, 2) believes it to be consistent with objectives of the social system, 3) thinks it is compatible with his personal interests, 4) finds that he is able mentally and physically to comply with it. The same thing is true with teaching. Learning can take place at the cognitive level only when communication is open and free.<sup>16</sup>

Establishing a climate for learning among students and both new and old staff members is an important outcome of the orientation and in-service education process.

#### Continuing Education and In-Service Orientation for New Staff Members

For the individual unfamiliar with the complex interrelations of the several segments of the community college it may seem unnecessary to spend much time and effort in the in-service orientation of new staff members. Community colleges and other institutions of higher education are growing in size and complexity as they are required to perform more duties and services for students and for society. As these institutions of higher education grow, staffing them with fully trained instructors becomes increasingly difficult. Thus, in-service orientation and continuing education becomes an integral part of the campus scene.<sup>17</sup> As administrators become aware of these facts

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<sup>16</sup>F. Robert Paulson, "Professors Can Improve Teaching," Improving College and University Teaching, Summer, 1961, 9:112.

<sup>17</sup>Vaccaro, op. cit. (attitudes expressed in the Conclusions and Recommendations).



and apply themselves to the task of studying methods of solving these problems related to institutional growth, and the problem of the diminishing number of fully trained college instructors, they begin to understand the necessity for the careful in-service training of new staff members.

Allan Pfnister outlines his analysis of this situation in the following manner:

. . . it is almost axiomatic that the more active a faculty is in studying its problems, the more effective it will be in performing in the classroom. . . . Making use of the services of persons with less preparation than that which we have come to expect of college teachers . . . will have definite implications for in-service education.<sup>18</sup>

Faculty handbooks, published policies circulated from the dean's office, academic outlines in college catalogues and institutional manuals, accreditation criteria, and legal statutes serve as legal and extra-legal guidelines for faculty members. In order for them to be of value, however, it is necessary that the instructional staff be made aware of their existence.

Paraphrasing two authorities whose comments emphasize the importance of in-service education in matters pertaining to the regulations and laws that govern institutions of higher education and their employees--the faculty--we observe the following.

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<sup>18</sup>Allen O. Pfnister, "Higher Education as a Field of Study: In-Service Training of College Teachers--An Overview of the Literature," Current Issues In Higher Education, 1957, pp. 62-63.

. . . The college does not exist for its faculty, nor even for its students, alone. It is a servant of society, and each of its individual agents, of whatever class or level, is in a sense a servant of the public.<sup>19</sup>

The college catalogue, as well as the student handbook, should carry a clear description of what is expected from a student in terms of self-discipline and rules of conduct. Failure to publicize properly those regulations which are to be applied to each student can lead to a serious miscarriage of justice in those incidents wherein the student can rightfully claim he was not adequately informed.<sup>20</sup>

This same area of concern is mentioned by Armand Galfo in his writings relative to the legal responsibilities faculty members accept in their service as teachers.

. . . most teachers are not aware of the special responsibilities imposed on them--as teachers--by legislative acts and common law practices. For this ignorance, hold administrators responsible; e.g., field trips, safety, negligence, school trips, dangerous class or club activities. . . .

Even charges of a reputation for immorality, although not supported by full proof, might in some cases be sufficient ground for removal. Not merely good character but good reputation is essential to the greatest usefulness of the teacher. . . .<sup>21</sup>

The authors cited above have emphasized the need for communicating a proper concern for the attitudes and facts listed in their writings to new faculty members.

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<sup>19</sup>M. M. Chambers, "Who is the University?" Journal of Higher Education, June, 1959, 30:321.

<sup>20</sup>Selby C. Clark, "Let's Make the Campus Disciplinary Program Effective," Personnel and Guidance Journal, March, 1955, 33:394.

<sup>21</sup>Armand Galfo, "Keep Your Staff Out of Court," Overview, April, 1961, 2:54-55.

In order for staff members to understand or know about the cases listed and others like them, well coordinated in-service education programs are required. The problems of the expanding campus and the evolving practices of the larger community require improved communications and renewed efforts to keep up-to-date. The current training of most community college teaching candidates does not include experiences or requirements calculated to . . .

sensitize prospective college teachers to the wide range of adolescent needs, to develop an understanding of those needs and of how to help in meeting them, to assure examination of educational issues and the formulation of systematically thought-out educational convictions, to provide apprentice opportunities in teaching, to develop skill in the evaluation of student progress, and to promote breadth of knowledge and insight.<sup>22</sup>

Leonard V. Koos has stated that the formal education of most college instructors contains little or no training in the learning psychology or behavior traits of the students of community college age.<sup>23</sup> Therefore, it is important that college administrators, through their orientation and in-service education programs, apprise new faculty members of the developmental needs of post-adolescents and adults.

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Karl W. Bigelow, "The Preparation of College Teachers for General Education," Chapter XIV in the Fifty-First Yearbook of the National Society for the Study of Education, Part I General Education (Chicago: University of Chicago Press, 1952), p. 311.

<sup>23</sup>

Leonard V. Koos, remarks made in a speech at the 44th Annual Convention of the American Association of Junior Colleges, Miami, Florida, April 3, 1964.

Some practicing administrators and other authorities in the field of community college education are of the opinion that it is too frequently true that community college instructors are too much concerned with their subjects and their personal learning and research and not enough aware of the effect their teaching methods may have upon individual students. "To say that many teachers know little and seem to care less about the inwardness of students' learning experience is not an undue exaggeration."<sup>24</sup>

These same authorities state, however, that this is not to suggest that faculty members should avoid or neglect their personal development in their chosen subject-matter field. It is a reminder that they have also chosen teaching as an occupation and, therefore, must be mindful of the responsibilities they have assumed in both the instructional and research-learning areas.

The seeming dichotomy between concern for the individual student and his learning and the need and desire for continuing education on the part of the community college teacher can and must be resolved. It has been suggested that the most elementary solution of this problem may be made through a subjective evaluation of the emphasis placed on each facet of the problem and an analysis of the purpose toward which the instructor is working when

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<sup>24</sup>Ordway Tead, College Teaching and College Learning, A Plea for Improvement (New Haven: Yale University Press, 1949), p. 3.

he undertakes additional study, research, or writing projects.

The deans of the faculty or the department chairmen in community colleges have a responsibility to encourage their staff members to develop a program of self-improvement in both pedagogical techniques and subject-area understandings. Ordway Tead, in speaking of the improvement of teaching and learning says: ". . . in general, unless the teacher is growing in grasp and in penetrating, eager attack upon his subject, the chances of student growth are by so much diminished."<sup>25</sup>

One means of improving instruction and the effectiveness of new faculty through in-service education via outside-the-specialty experience, is the use of experts for training instructors in the field of communications. Richard Morton makes special mention of this means of in-service education in his article "Evaluating College Teaching":

. . . Instructors could also profit by some informal sessions with members of the speech department and by hearing those who are effective in communications in other fields--salesmen, personnel directors, clergymen, etc. Advertising writers and editors can also be of help in giving hints on the organization of material and in the effective emphasis of certain points most valued.

Much excellent scholarship in our colleges is being hidden and displayed at poor advantage through poor teaching techniques.<sup>26</sup>

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<sup>25</sup>Tead, op. cit., p. 43.

<sup>26</sup>Richard K. Morton, "Evaluating College Training," Improving College and University Teaching, Summer, 1961, 9:123.



Other programs and events which may be utilized in the continuing or in-service education of both new and old faculty members include: faculty meetings, workshops, faculty committees, department, divisional, and area meetings, and college-wide studies. W. Boyd Alexander has said:

Participating in the planning, executing, and evaluating of a college program: courses, fields of study, general education curricula, student personnel programs, etc. is the best way for the teacher to acquire an understanding of his function in relation to the rest of the institution.<sup>27</sup>

In addition many writers believe that the college or department should encourage self-improvement and evaluation through the use of a professional library which makes recent books, periodicals, journals, and published book lists available to all instructors.

#### Evaluation of Orientation and In-Service Education Programs

Evaluation is included in most of the items of continuing and in-service education suggested in the preceding paragraphs. Therefore, specific goals of evaluation must be set up for the improvement of teaching.

Richard Morton suggests a few of the reasons for evaluating all faculty members by saying

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<sup>27</sup>W. Boyd Alexander, "Higher Education as a Field of Study: In-Service Training of College Teachers in the Liberal Arts College," Current Issues in Higher Education, 1957, p. 57.

No one is above the need for being evaluated in his teaching. He may have habits, born of rich and profound scholarship, or remaining in the depths of his researches and not coming up to the surface enough when he meets his freshmen. He may have annoying personal habits. . . . He may have so many collateral notes and references that he simply inundates his students with unassorted material which they are unable to classify or cope with. His very specialized erudition may render him unable to keep in mind his primary teaching objectives.<sup>28</sup>

Educational literature cites several techniques or avenues for making evaluations. Subjective judgments or evaluations by department heads, students, departmental staff members, and by the instructor himself facilitate improved teaching attitudes and techniques. Objective measurements of student performance as evidenced on standardized examinations may also be used to rate or evaluate the effectiveness of teaching. Other items of importance and significance in the evaluative process and the in-service education of faculty members are:

(1) the related academic performance of students after leaving the course, (2) the kinds of objectives promoted by the instructor through his examinations and the students' success on such examinations, (3) the availability of the instructor for consultation with students and the promptness in returning student papers, and (4) the amount and kind of curriculum or course planning exhibited by the instructor.<sup>29</sup>

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<sup>28</sup>Morton, op. cit., p. 123.

<sup>29</sup>Paul L. Dressel, Outlined in Education 828E, Michigan State University, February 18, 1963.

Writers in the field relate that responsible guidance by administrators and department chairmen, in the continuing education and in-service orientation of college faculty, is essential to a good climate for learning and teaching. Communicating the rules and regulations governing institutional organization, facilitating intra-staff understandings of student personnel services, encouraging new faculty members to participate in study, research, and writing activities to increase knowledge and teaching potential, and supervising the processes of evaluation are all items of significance in the orientation process.

#### Summary

It has been said that when a college hires a new faculty member, something important happens to both. There are specific factors which affect the agreement between the satisfactions of the new faculty member and the expectations of the college.<sup>30</sup> Educational literature outlines many of the factors significant to the orientation and in-service education of college faculty members; however, it does not reveal that any colleges are evaluating these factors.

Community college faculties, especially those in institutions with changing and growing staffs, need

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<sup>30</sup>Allen and Sutherland, op. cit., p. 15.

orientation to the environment in which they find themselves if they are to function effectively, efficiently, or with any degree of individual comfort and security. In summary some writers suggest, therefore, that in order to assure an adequate orientation the several items listed below may be considered important. That is, the orientation process and the in-service education information provided will promote improved teaching through a better understanding of each individual instructor's place in the institution:

1. Institutional climate.
2. Inter-staff relations.
3. Public image of the institution and its instructional process.
4. Academic rank and promotions.
5. Facilities and aids to instruction.
6. Academic freedom and tenure.
7. Ethics in college teaching.
8. Non-teaching duties.
9. Legal and extra-legal guidelines.
10. Student personnel services.
11. Study, in-service education, and sabbatical or research leaves.
12. Evaluation.

Most educators emphasize the fact that progress in teaching--the improvement of instruction--is greatly facilitated by planning. The orientation process and in-service

education programs assist the new faculty member by communicating institutional purposes and philosophies to the end that the new instructor may develop a self-concept relative to the campus community. These orientation processes then encourage the instructor to plan instructional and professional development programs that will compliment both institutional and individual purposes.

## CHAPTER III

### DESIGN AND METHODOLOGY OF THE STUDY

#### Introduction

This study was essentially concerned with a survey of the kinds of orientation programs afforded new community college faculty members, the evaluation of the programs by new instructors, and the experience background of the new community college faculty.

#### Source of Data

The initial data for this study were obtained from the sixteen public community colleges operating in Michigan during the 1962-1963 academic year. Questionnaire contacts were made with the chief administrator of each of the sixteen community colleges eliciting (1) information relative to the orientation of new staff members, and (2) the names of the staff members new to each institution during the 1962-1963 academic year.

From the listings of new faculty members a sample of sixty-six instructors from eight community colleges was selected for interviewing; this group represented all the new faculty in each of the eight institutions. Personal interviews with these new faculty members were carried out through the use of a structured questionnaire especially

prepared for the interview.

The eight community colleges chosen for the study were selected through a stratified random sample of the sixteen public two-year colleges in the state. That is, the sample was stratified in order to allow representation of both large and small colleges and to facilitate better results than simple random sampling. Among the colleges selected two were autonomous, i.e., they had separate boards of control; three institutions were in a period of transition for they had recently completed a legal reorganization of their districts to become autonomous; however, these colleges were still operating under the regulations and policies outlined by the local public school board. The remaining three institutions were operated as a legal community college division of a K-12 school district.

Faculty handbooks and other materials used by the community colleges in the orientation process were reviewed to acquaint the researcher with the unique characteristics of the colleges. Deans of instruction were also contacted for their appraisal of the institutions' orientation programs.

#### Construction of the Survey Instruments

Two methods were used to gather data for the study: questionnaires were distributed among the community college administrators, and interview instruments were constructed for the personal contacts with new faculty members. The

reasons for selecting different instruments for the two groups surveyed were: (1) it was felt that the college administrators could easily interpret a brief check list questionnaire and that they would all respond to the request for information solicited in this manner; (2) the evaluative nature of the instrument used with new faculty members would require some interpretation of both questions and responses; (3) a one hundred percent response could be obtained if personal interviews were scheduled with the new faculty members by visiting each institution.

Construction of the questionnaire for community college administrators began with the accumulation and organization of appropriate items to be used. Questions for this instrument were obtained by reviewing the literature concerning orientation and in-service education functions. Recent studies by Harlan McCall,<sup>31</sup> Norbert Tracy,<sup>32</sup> and Hugo Siehr<sup>33</sup> were especially helpful in focusing attention on current thought and methods of orientation. After editing some of the more pertinent items from these writings the statements were put in questionnaire form and submitted to review by Michigan State University professors and other individuals that served as an evaluative panel.

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<sup>31</sup>McCall, op. cit.

<sup>32</sup>Norbert J. Tracy, "Orienting New Faculty Members in Colleges and Universities," The North Central Association Quarterly, Fall, 1961, 36:219.

<sup>33</sup>Siehr, op. cit.



A final and revised form of the questionnaire was drafted and published for distribution to the sixteen community colleges in Michigan (see Appendix A, page 89).

The questions structured for the instrument for use with new faculty members were of two kinds: (1) those adapted from the questionnaire for administrators, and (2) a group of open-ended, short-response items designed to allow subjective evaluative responses from the new faculty members. Questions were adapted from the questionnaire for administrators to provide a common basis for comparison of the evaluations of the orientation program made by new instructors and administrators.

In addition the new faculty members were asked to complete a brief personal data form which served to identify the sex, age, educational training, and experience backgrounds of the participants. (See Appendices B and C for copies of the questionnaire forms for new faculty members, pages 93 and 95).

The completed questionnaire and interview schedule was pre-tested among community college instructors at Lansing Community College. From this operation it was possible to refine the instruments and test the reliability of the questions.

#### Survey Procedure

When the questionnaire for administrators was completed, letters were sent to the chief administrator in

each of the community colleges in Michigan. (This function was accomplished in late October, 1963.) Dr. Max S. Smith, Director, Office of Community College Cooperation at Michigan State University and advisor of the researcher signed the letters which (1) introduced the researcher, (2) explained the purpose of the study, (3) elicited cooperation in the survey, and (4) explained the desire of the researcher to conduct interviews with new faculty members. (See Appendix D, page 100).

With but two exceptions, replies from the administrators were received by mid-November. Follow-up letters and telephone calls brought a one hundred percent return of all the questionnaires.

After recording the names of new faculty members, as listed in the questionnaire, the researcher wrote the dean of instruction in each of the selected community colleges suggesting visitation dates at which time interviews might be held with the new faculty named. At this time the personal data questionnaires, along with a note of introduction and explanation, were distributed among the new faculty members. These individuals were then asked to state a time, on the prescribed date, when they could meet with the researcher for a thirty to forty-five minute interview.

The average interview lasted about forty minutes. All of the interviews took place on the community college campuses and most interviews were conducted in the

instructors' offices. The interviews were conducted and completed between December 10, 1963, and February 13, 1964.

### Analysis of the Data

When all the interviews were completed the data were compiled into summary tables. From these tables it was possible to analyze the data and determine the kinds of orientation programs performed in the several community colleges in Michigan and the significance these programs had for new faculty members. The study was essentially concerned with:

1. The kinds of orientation programs afforded new community college instructors.
2. The evaluation of the orientation programs by new faculty members.
3. The experience background of the new community college instructors.

Therefore, the analysis was primarily an attempt to identify the various orientation programs and to show, through the evaluations of new faculty members, the facets of the programs most significant or most in need of additional emphasis as viewed by the new faculty members.

The findings of the study, as analyzed, were then used as a basis from which to make recommendations for improvements in the administration of orientation and in-service education programs for new community college instructors.

Characteristics of the Colleges Participating  
in the Survey

As stated earlier, the institutions sampled in this study were chosen as a group which typified the community colleges in Michigan. The colleges in which the evaluation interviews were conducted all employed five or more new faculty members during the 1962-1963 academic year. The selection process also designated community colleges of varying student and staff sizes. Colleges were selected on the basis of a balance between institutions governed by separate boards of control and those governed by public school boards of education in existing school districts.

The eight institutions chosen for the study illustrate the following organizational types:

1. Three colleges governed and operated as a part of existing public school districts.
2. Three colleges in the process of changing from a division of a public school district to a separate community college district.
3. Two colleges legally organized as community college districts with their own elected board of control.

It was assumed that such a distribution might show significant differences since the affiliation with a K-12 school district might influence the overall administrative attitudes toward

institutional organization and orientation.

### Characteristics of the New Faculty Members

Table 1 gives graphic representation of some of the characteristics of the new faculty members in community colleges governed by different types of boards.

The sixty-six new faculty members interviewed for this study were characterized by the following personal attributes and experiences:

1. Forty-five were males and twenty-one were females.
2. Twenty-four of the new teachers were less than thirty-five years old, thirty-three were between the ages of thirty-six and forty-nine, and nine were over fifty.
3. Fourteen had had no previous teaching experience, twenty-eight were former public school teachers, ten had taught in other community colleges, and fourteen had teaching experience at the four-year college or university level.
4. There were no new faculty members with less than a bachelor's degree, nine had a bachelor's degree. Forty-nine had master's degrees, and seven had doctor's degrees.
5. Sixty-two percent of the new faculty members were teaching at some other institution during the 1961-1962 academic year while thirty-eight percent were in other occupations. (Nine were in graduate school,

Table 1. Characteristics of the new faculty members in community colleges governed by different types of boards.

Type of Board	Sex		Age								Teaching Experience				Educational Background					
			20-25		26-30		31-35		36-40		41-50		51-60		0	El.	Sec.	C.C. Univ.	BA	MA
	M	F																		
Public School Board of Edu. (3 colleges)	20	7	0	2	4	10	6	3	6	0	13	4	3	3	17	4				
In Transition (3 colleges)	16	8	2	5	4	6	4	5	6	3	12	2	3	6	20	0				
Separate Community College Board (2 colleges)	9	6	0	5	2	4	3	1	2	0	0	6	8	1	12	3				
Totals	45	21	2	12	10	20	13	9	14	3	25	10	14	10	49	7				

seven were working in industry or business, the remaining nine were engaged in such diverse activities as nursing, homemaking, civil defense, private music teaching, social work, the ministry, and military service.)

### Summary

This survey study was essentially concerned with the kinds of orientation programs afforded new community college faculty members, the evaluation of the orientation programs by new instructors, and the experience background of the new community college instructors.

The eight institutions chosen for the study represent the following: three colleges governed by public school boards of education, three colleges in the process of changing from public school board government to separate community college boards, and two colleges governed by separate community college boards.

The initial data for this study were obtained from all of the public community colleges in Michigan in full operation during the 1962-1963 academic year. This data were obtained through questionnaire contacts with the chief administrator in each community college.

A sample of all the new faculty members from eight community colleges was selected for interviewing. Personal interviews were held with each of the sixty-six new instructors through the use of an interview schedule especially prepared for the survey.

The questions structured for the instrument for use with new faculty members were of two kinds, those adapted from the questionnaire for administrators and a group of open-ended, short-response items designed to allow subjective evaluative responses from the new faculty members. The completed questionnaire and interview schedule was pre-tested among community college instructors at Lansing Community College.

When all the interviews were completed the data were compiled into summary tables. From the summary tables it was possible to analyze the data and determine the kinds of orientation programs performed in the several community colleges in Michigan and the significance these programs had for new faculty members.

The study analysis was primarily an attempt to identify the various orientation programs and to show, through the evaluations of new faculty members, the facets of the programs most significant or most in need of additional emphasis as viewed by the new faculty members.

The findings of the study, as analyzed, were then used as a basis from which to make recommendations for improvements in the administration of orientation and in-service education programs for new community college instructors.



## CHAPTER IV

### RECORD OF ORIENTATION PROGRAMS IN MICHIGAN COMMUNITY COLLEGES AS REPORTED BY ADMINISTRATORS

Michigan community college administrators voiced interest and concern for the proper orientation of their new faculty members and in some cases, thirty-seven percent, reported structured programs of orientation in their institutions. However, the large majority indicated that they had no regularly planned and structured program of orientation for new faculty members. The eight institutions studied through faculty evaluations, as well as through administrative reports, were represented by only two colleges that provided organized orientation programs.

#### Major Responsibility for Orientation

The degree of organization for orientation was the responsibility of the chief administrator(s) in most community colleges surveyed for this study. Although only two of the eight institutions selected claimed to have an organized program, every administrator assumed the responsibility for whatever organization there was in his institution. One-half of the colleges reported that department chairmen also had some responsibility for the orientation of new faculty members.

### Orientation Practices Used

The orientation practices or functions most commonly used by the community college administrators were (1) a faculty handbook, (2) special meeting(s) for new faculty members prior to the opening of the fall term, and (3) the "open door" policy. Only three administrators listed the "buddy" system among their techniques of orientation. Two administrators made it known that it was a regular practice of their institutions to involve new faculty members in a pre-contract visit to the community college campus. The one institution reporting any concern in a reduced load for new faculty stated that it protected new instructors from non-teaching chores by excusing them from committee work during the first year.

Table 2 illustrates the division of orientation practices among the eight institutions evaluated.

Table 2. Orientation practices used to acquaint new faculty members to community college functions and responsibilities.

Practices Used	Institutions							
	A	B	C	D	E	F	G	H
Faculty Handbook	x	x	x		x			x
Special Group Meeting(s) Prior to Fall Term	x		x	x	x	x	x	x
Reduced Load During the First Term	x							
"Buddy" System	x			x	x			
"Open Door" Policy	x	x	x	x	x	x	x	x
Pre-contract Visit to Campus						x		x

It should be noted here that in the check list given to the administrators there were two items, "Institute or workshop program" and "Special group meetings for new faculty held at intervals during the year," which were not listed as practices by any of the eight institutions evaluated.

At the time of the interview sessions with new faculty members it was possible for the researcher to talk with the dean of faculty or dean of instruction in each institution. Conversation with these administrators allowed both a general review of the program reported in the questionnaire and an explanation of significant attributes of the orientation program provided in each community college. A brief explanation of the usual characteristics of some of the orientation functions may serve to interpret some of these items.

Faculty handbooks.---The faculty handbook was frequently only an instrument for relaying administrative procedures to the instructor, consisting primarily of rules and regulations. While in other cases the handbook was not only a repository for administrative detail but also a thoughtfully composed reference book of material designed to acquaint the new instructor with the philosophy and purposes of the college, the rights and responsibilities of staff members, institutional policies, public relations, and campus community structure and organizations.

Special group meetings prior to the opening of the fall term.--Special group meetings for new faculty members were utilized to introduce different facets of the community college program and community to new faculty members. Intra-institutional communications were stimulated through these meetings. However, it was stated that the usual purpose of these meetings was to introduce the new faculty members to fellow instructors and to the various campus and community services available to them.

"Buddy" system.--Pairing an experienced faculty member with a new faculty member is frequently referred to as the "buddy" system. The administrators who practiced this system of aid and orientation for new faculty members did so because they believed that the assigned teaching "buddy" could perhaps better understand the problems of new faculty members and thus facilitate their orientation to the community college by interpreting institutional policies. Other administrators, while believing in the idea of cooperative assistance from experienced faculty members, left it to the new faculty member and the experienced instructor to gravitate toward one another, believing that in this way faculty members could pick their own associates and helpmates.

"Open door" policy.--Every administrator endorsed the "open door" policy as an effective means of making the new faculty member feel free to confer with the administration

concerning questions which might help in the instructor's adjustment to his new job. Their objective in making themselves available to new faculty members was to express their interest in them as individuals.

Pre-contract visit to campus.--Although only two institutions made it a policy to invite prospective faculty to the campus for interviews and orientation to the campus community, their purposes and practices seem worthy of special mention.

In one institution it was felt that the new community college instructor should be allowed to view the environment in which he would be asked to work. It was observed that although a one day visit might not reveal all that an instructor might need to know about the campus community, a discerning individual, the one the community college administrator would like to have on his staff, would profit from seeing the community of students and faculty in which he was to work.

The unique requirement of having a prospective instructor present a demonstration lecture before a screening committee was a part of the pre-contract visit to another community college. Thus, in addition to allowing the new faculty member an opportunity to observe the college environment, the new instructor was allowed to show the supervising faculty members what talents he had to offer his prospective employer.

### In-Service Education Programs Provided

In response to the questionnaire item--What in-service education program(s) does your college provide for new faculty members beyond the "orientation" functions listed?--there was a somewhat greater acceptance of an institutional obligation to assist new faculty members. As one administrator put it, "we attempt to provide all the listed programs . . . we are working toward a better organized program."

The three in-service education programs provided by five or more of the colleges evaluated, in order of frequency, were: (1) encourage new instructors toward professional growth through study and research, (2) provide information relative to student personnel services, and (3) encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow faculty members.

Four administrators reported that they provided in-service education opportunities to assist new faculty members in an understanding of the history, role, philosophy, and curriculum of the community college.

New instructors were assisted, through in-service education programs, in their knowledge of the characteristics and behavior of community college students in three of the eight colleges.

The division of in-service education programs among the institutions evaluated is presented in Table 3.

The interpretations placed on six of the seven items acknowledged as in-service education programs, by community college administrators, are outlined below.

Table 3. In-service education programs provided for new faculty members in eight selected community colleges in Michigan.

Programs Provided	A	B	C	D	E	F	G	H
Understanding of the role, philosophy, and purpose of the community college					x	x	x	x
Information relative to student personnel services		x		x	x	x	x	x
Knowledge of the characteristics and behavior of community college students						x	x	x
Inform faculty of responsibility for counseling students and the attendant legal and ethical responsibility							x	
Inform new faculty members of their legal rights and responsibilities				x			x	
Encourage and assist new faculty in seeking effective means of classroom communication	x			x	x	x	x	x
Encourage new teachers toward professional growth through study and research	x	x		x	x	x	x	x

Understanding of the role, philosophy, and purpose of the community college.--Assisting new faculty members in an understanding of the history, role, philosophy, and purpose of the community college was not often accepted as a responsibility of the administrative staff of the community colleges. Institutions that were involved in self-study indicated that they had involved all faculty members in a review of the items listed above; however, it was not

a usual function of orientation or in-service education to explain the history, role, philosophy, and purposes of community college education to new faculty members.

This function of in-service education was more often made available to new staff members through professional library materials, which the new instructors were advised to read. Or, in some instances university extension course work in the study of the community college was made available to staff members.

Provide information relative to student personnel services.--Student personnel services meant different things to different administrators; thus, there was little commonality in the approach used in educating new staff members to the place of student personnel work in the community college. The main area of agreement, and the facet of student personnel work most often explained to new faculty members, was student records. Administrators acknowledged counseling as an important function of the student personnel staff; however, seldom did they offer in-service education to explain this function. Little attempt was made by either administrators or student personnel workers to relate the duties and services of student personnel departments to other facets of the college.

Assist new faculty members in their knowledge of the characteristics and behavior of community college students.--Those who provided in-service education in the



educational psychology of students in the post-adolescent and adult age groups indicated that their programs were limited to brief explanations of the characteristic differences between day and evening college students. Only infrequently did in-service programs include a study of the developmental needs and problems of community college students.

Inform new faculty members of their legal rights, duties, and responsibilities.--Faculty handbooks were the usual source from which new faculty members obtained information relative to their legal rights, duties, and responsibilities. Other in-service education concerning legal rights, duties, and responsibilities was usually performed by the faculty committees dealing with such matters.

The items most frequently included in sessions on this topic were: sick leave, academic freedom, promotion schedules, and sabbatical study leaves.

Encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow instructors.--Communication, a facet of in-service education designed to assist new faculty members in adapting to college teaching, was a function of the departmental chairmen in most institutions. Fellow instructors, through informal contacts, were also assumed to be assistants to the administration in the orientation of new faculty members to classroom methods and techniques.

Encourage new faculty members toward professional growth through study and research.--Although most of the community college administrators contacted believed firmly the fact that teaching was the major duty and function of their instructional staff, they also endorsed professional growth through study and research. They encouraged new faculty members to grow professionally through continued study and research in their areas of specialization in the hope that their endorsement of continued study would help keep the faculty current with the ever-broadening areas of study.

In some instances instructors were allowed released time to take advantage of course offerings in near-by universities.

Advanced study was especially encouraged among new faculty members who were new to the field of teaching, that is, those who entered community college teaching from experience backgrounds in business, government service, or industry.

### Summary

Michigan community college administrators responding to the survey questionnaire recorded a unanimous interest and concern for the proper orientation of new faculty members. However, tabulation of their responses showed that only thirty-seven percent had what they would call a structured program of orientation in their institutions.

Two of the eight community colleges included in the evaluative study claimed structured programs of orientation.

The major responsibility for orientation of new staff members was assumed by the chief administrator(s). In addition, half of the colleges reported that department chairmen also had some responsibility for the orientation of new instructors.

The orientation practices or functions most commonly used by the community college administrators, in order of frequency of use, were:

1. "Open door" policy for conferences between faculty and administration.
2. Special group meeting(s) prior to the opening of the fall term.
3. Faculty handbook.
4. "Buddy" system.
5. Pre-contract visit to the campus.
6. Reduced teaching load during the first term.

The questionnaire item calling for responses to in-service education practices provided for new faculty members beyond the orientation functions listed in the preceding summary produced a greater positive response from the administrators.

Three in-service education programs, (1) encourage new faculty toward professional growth through study and research, (2) provide information relative to student personnel services, and (3) encourage and assist new

faculty members in seeking effective means of communication in the classroom and among fellow instructors, were reported as regular practices in five or more of the institutions evaluated.

Other less frequently practiced programs of in-service education were, in order of frequency of use:

1. Assist new faculty members in an understanding of the history, role, philosophy, and purpose of the community college.
2. Assist new instructors in their knowledge of the characteristics and behavior of community college students.
3. Inform new faculty members of their legal rights and responsibilities.
4. Inform new faculty members of their responsibility for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties.

## CHAPTER V

### EVALUATIONS OF INSTITUTIONAL ORIENTATION PROGRAMS BY NEW FACULTY MEMBERS

The preceding chapter has presented information relative to the kinds of orientation programs community college administrators say they provide for new faculty members. The findings reported in this chapter are the evaluations new faculty members made relative to the orientation programs they experienced as instructors in the several Michigan community colleges selected for this study.

The evaluative responses of the new faculty members were recorded on an interview instrument. The instructors' evaluations were classified by the terms (1) "very significant,"--well provided or explained by college authorities; (2) "significant,"--adequately cared for in the orientation process; or (3) "not significant,"--inadequately presented. A response of "needs added emphasis" was also included for additional evaluative emphasis.

In addition, the new faculty members responded to a group of open-ended questions which allowed them to express their opinions relative to their orientation experiences.

### Major Responsibility for Orientation

In response to the opening question--With whom does the major responsibility for orientation of new faculty lie?--most new faculty members recognized the administration as holding the prime responsibility. However, nearly one-third of the sixty-six respondents gave recognition to the department chairmen as responsible parties in the orientation program.

### Evaluations of Orientation Practices Used

It was noted in Chapter IV that the practices used in the community colleges evaluated varied from institution to institution. It is, therefore, difficult to categorize evaluative reactions in a manner that does not suggest speculation on the part of the researcher in reporting the results of the interviews. It happened that in most instances the new faculty members were cognizant of the orientation program, as it existed in their colleges, and either declined to react or suggested that the practice needed added emphasis. A good example of this is represented in the evaluations made about faculty handbooks.

Faculty handbook.--The five institutions which provided some organized materials in the form of a faculty handbook were credited with doing a "significant" job of providing necessary information to instructors in quick reference form. Faculty members in the other three colleges indicated a desire to have such a reference book by

asking that the publication of a handbook be given "added emphasis."

Special group meeting(s) prior to the opening of the fall term.--Although this function was practiced in most of the community colleges surveyed many new faculty members rated it "not significant"; that is, the pre-term programs were not well adapted to new instructors' needs. Some of the comments made by the new faculty members indicated that they appreciated the fact that they had been singled out for special orientation; however, they felt that the content of the special group meetings could be improved, especially if they were to report for them prior to the opening of the term.

Special group meetings for new faculty during the year.--Special group meetings for new faculty during the year were not a part of the orientation programs listed by the community college administrators. This item was mentioned as one "in need of added emphasis" by many new faculty members. Those who asked that these meetings be included in the orientation program suggested that occasional, special meetings for new faculty would be of benefit after the term had started and the new instructors had encountered problem or question areas that could be explained in group session for the benefit of all of the new faculty.

Reduced teaching load during the first term.--New faculty evaluation of the "reduced load" concept was that

such a practice was "not significant." That is, few new instructors felt the need for a reduced load because it had been their experience that the dean of faculty and the departmental chairmen were very fair in assigning of teaching responsibilities.

"Buddy" system.--The "buddy" system was generally classified as "not significant"; however, this statement was frequently qualified by the respondents to mean not necessary. It was generally recognized that a "buddy" was of great assistance and value to the new community college instructor, yet to have an assigned helper seemed superfluous to many. This attitude was most prevalent in colleges where the faculty was small in number or where the campus climate among staff members was friendly and informal.

There was evidence to show that the organization of the institution, or the lack of a "buddy" system and other orientation functions, caused new faculty members to suggest that "added emphasis" should be given to this facet of the orientation process.

"Open door" policy.--New faculty members expressed their appreciation for the "open door" to the administrators' offices and endorsed this part of the orientation process as being "very significant."

Pre-contract visit to campus.--Most new instructors stated that the opportunity for a pre-contract visit to the



campus was a responsibility they had assumed themselves. The general evaluation given this was "significant," however, this was not an orientation function provided for or promoted by most colleges.

A number of the new instructors stated that they were familiar with the community college prior to entering college teaching on a particular campus. Others either assumed it was their responsibility to evaluate the situation as best they could whether through a visit to the campus or merely through communicating with the administration.

#### Evaluations of In-Service Education Experiences by New Faculty Members

The evaluation new community college instructors made of the several in-service education programs listed on the interview instrument suggest that including such programs in the orientation process is not only warranted but necessary.

New faculty member evaluations of the in-service education practices common to most community colleges follows.

Understanding of the role, philosophy, and purposes of the community college.--Evaluation of the program of assistance to new faculty members in regard to an understanding of the history, role, philosophy, and purposes of the community college showed that new instructors in four of the colleges had had a "significant" orientation in this area. New faculty members in the other four

institutions rated this part of the in-service orientation program as "not significant" (inadequate) and in "need of added emphasis."

Provide information relative to student personnel services.--New faculty members indicated a need for improved in-service education concerning student personnel services in the community colleges. In only one institution was there an unqualified evaluation indicating that orientation in this facet of community college organization was "significant."

Evaluations in seven on the colleges showed that most new faculty members felt that in-service education for understanding and communication between instructors and student personnel workers was inadequate and "needed added emphasis."

Assist new faculty members in their knowledge of the characteristics and behavior of community college students.--The interview check list revealed that new faculty members in every institution gave this facet of in-service education an evaluation of "not significant," that is, sufficient provision for these understandings were not provided. The majority of the new instructors interviewed in three of the institutions expressed a desire for "added emphasis" on the in-service orientation to the needs and characteristics of community college students, both post-adolescents and adults.

Inform new instructors of their responsibility for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties.--

Several new community college instructors indicated by their evaluative responses of "not significant" that the in-service education programs designed to inform them of their responsibilities for counseling students was inadequate. Respondents in the majority of the institutions surveyed emphasized this reaction by asking that "added emphasis" be placed on this facet of orientation.

Inform new faculty members of their legal rights and responsibilities.--Reactions to the invitation to evaluate the in-service education received by new faculty members in the area of legal rights and responsibilities of community college instructors brought mixed reactions. Many faculty members were surprised to have such information brought to their attention by the questionnaire item; others emphatically expressed their desire for more information in this area of orientation to college teaching and to the particular institution in which they were employed.

The evaluations made by a large majority of the new instructors in every institution listed the in-service education relative to the legal rights and responsibilities of community college instructors to be in "need of added emphasis."

Encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow faculty members.--A realization of the importance of effective means of communication in the classroom and among fellow faculty members was indicated by many of the new faculty members interviewed. Thus, even in situations where instructors felt that their in-service education had been somewhat effective in this area they made evaluations which indicated that the program was inadequate and "needed added emphasis."

Encourage new faculty members toward professional growth through study and research.--New faculty members in every institution surveyed indicated that administrative encouragement and in-service education opportunities for study and research were adequate. An evaluative rating of "significant" was given by nearly all respondents.

#### New Faculty Member Evaluations as Revealed Through Structured Interviews

A series of questions, designed to give additional evaluative information relative to the orientation process experienced by new faculty members, was helpful in finding answers to how new instructors reacted to community college orientation programs.

A composite of faculty reactions to several of these questions is outlined below.

How did you acquire knowledge about your duties and responsibilities at this institution?--Reactions to this question showed that new faculty members acquired knowledge of their duties and responsibilities from a number of individuals. The community college dean or dean of instruction, fellow faculty members, the department chairman, and self-effort were all listed as information sources; fellow faculty members were listed as frequently as were the administrators.

What and/or who has aided you most in your orientation to your position?--Assistance on a person-to-person basis was highlighted by the responses to the question eliciting evaluations regarding the most helpful act or individual in the orientation of the new faculty member. New instructors in every institution listed fellow faculty members as being most helpful. Departmental chairmen were also mentioned as aiding new faculty in their orientation to their new position in seven of the eight institutions surveyed.

Was your faculty handbook an aid in the orientation to your responsibilities here?--Three of the institutions included in the study did not provide a handbook for new faculty members; thus, the responses from new faculty members in these institutions was "no." However, an evaluation of the usefulness of the faculty handbook in two of the institutions where they were provided showed that new faculty members felt that the reference and orientation value of the handbooks was of no value.

New faculty members in three institutions endorsed the use of the handbook as an effective aid to orientation. Many of these individuals stated that they made frequent reference to the handbook for interpretations of college policies, staff and student regulations and other significant items.

What are the main objectives of this college?--Many of the new instructors indicated a feeling of inadequacy in formulating an answer to the question, "What are the main objectives of this college?" Responses by some faculty members in four of the institutions showed that they did, in fact, have a good concept of the objectives of their community college. Several individuals in the other four colleges were, however, not able to give a very lucid description of what the objectives of their colleges were.

### Summary

The findings reported in this chapter are the evaluations new faculty members made concerning the orientation programs they experienced as instructors in the eight Michigan community colleges selected for this study.

The evaluative responses of the new faculty members were made in answer to check-list items of orientation and in-service education functions and a series of open-ended questions designed to give additional evaluative information. The check-list response choices were: "very significant," "significant," or "not significant." A response of "needs

added emphasis" was also included for additional evaluative emphasis.

Most new faculty members saw orientation as a responsibility of the administration.

New faculty members evaluated the listed orientation practices in the manner illustrated in the following summary table.

1. Faculty handbook: "significant" in colleges where they were provided; "need added emphasis" in the three institutions where they were not provided.
2. Special group meetings prior to fall term: "not significant"--faculty members felt that these meetings needed improvement in content and purpose.
3. Special group meetings for new faculty during the year: not reported as a part of any community college orientation program, listed as being in "need of added emphasis" by most new instructors.
4. Reduced teaching load during the first term: not significant, few new instructors felt the need for a reduced load.
5. "Buddy" system: it was generally recognized that an experienced helper was worthwhile; however, instructors did not feel the need of an assigned "buddy".
6. "Open door" policy: "very significant".
7. Pre-contract visit to campus: Most new instructors stated that the opportunity for a pre-contract

visit to the campus was a responsibility they had assumed by themselves.

In-service education programs, beyond the previously listed orientation functions, were given the following ratings by new faculty members:

1. Understanding the role, philosophy, and purpose of the community college: four institutions' programs were labeled "significant" and four were listed as inadequate and in "need of added emphasis."
2. Provide information relative to student personnel services: "significant" in only one institution; seven programs were rated as being in "need of added emphasis."
3. Assist new faculty members in their knowledge of the characteristics and behavior of community college students: programs of assistance were evaluated as inadequate in every institution; new instructors in three colleges expressed a desire for "added emphasis."
4. Inform new faculty members of their responsibility for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties: "not significant," meaning the program of in-service education was not adequate; "needs added emphasis."



5. Inform new faculty members of their legal rights and responsibilities: The evaluations made by a large majority of the new instructors in every institution listed the in-service education relative to this information as being in "need of added emphasis."
6. Encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow instructors: Even in institutions where instructors felt that their in-service education had been somewhat effective in this area they made evaluations which indicated a "need for added emphasis."
7. Encourage new faculty members toward professional growth through study and research: "significant."

A composite of the faculty members reactions to several of the more significant open-ended questions showed the following:

1. New faculty members acquire knowledge of their duties and responsibilities from a number of individuals: deans, fellow faculty members, department chairmen, and through "self-effort."
2. New faculty members in every institution listed fellow faculty members as being the most helpful factor in their orientation to their position.
3. Faculty handbooks as an aid to orientation were rated inadequate in two institutions where these

reference books were provided. New faculty members in three institutions endorsed the use of the handbook as an effective aid to orientation. Three institutions included in the study did not provide a handbook for new instructors.

4. Many new faculty members indicated a feeling of inadequacy in formulating an answer to the question, "What are the main objectives of this college?"

## CHAPTER VI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER STUDY

#### Summary

The problem.--The purpose of this study was to determine the kinds of orientation programs afforded new community college faculty members in Michigan; to obtain from new faculty members an evaluation of the orientation and in-service education programs they experienced during their first year of employment in a given college; and to formulate suggestions for improving orientation practices in community colleges.

Delimitations of the study.--The study was limited to a selected group of eight community colleges in Michigan which had been in operation for a minimum of two years. The study was further restricted to a survey of instructors and/or counselors with one year of experience in the present institution of employment.

Review of related information.--Much has been published on the orientation and in-service education practices of faculty members in four year colleges and universities. A few of these articles have been concerned with the content of college orientation and in-service

education programs for new teachers. Similar writings concerning these programs in community colleges were limited in number.

Educational literature outlines many of the factors significant to the orientation and in-service education of college instructors; however, it does not reveal that any colleges are evaluating these factors.

The review of related literature presented in this study was divided into four broad categories: (1) the philosophy and purpose of orientation, (2) orientation of new staff members, (3) continuing education and in-service orientation for new staff members, and (4) evaluation of orientation and in-service education programs.

The literature reviewed for this study supports the idea that responsible guidance and communication by administrators and department chairmen, in the continuing education and in-service orientation of college teachers, is essential to a good climate for learning and teaching.

Methodology.---The data upon which this study was based were obtained in two ways. Questionnaire contacts were made with the chief administrator of each community college in Michigan. Interviews were conducted with new faculty members in eight, selected institutions.

The questionnaire for the community college administrators elicited information relative to the orientation of new staff members. The administrators were

also asked to list the names of the staff members new to each institution during the 1962-1963 academic year.

From the listings of new faculty members a sample of sixty-six instructors from the eight community colleges was selected for interviewing. These instructors had been in the employ of the colleges for a period of one year, thus their evaluations were made from the perspective of one year of membership in the college.

The eight community colleges chosen for the study represented both large and small colleges. These institutions were also illustrative of self-governing community colleges and colleges governed by public school boards of education.

Faculty handbooks and other materials used by the community colleges in the orientation process were reviewed to acquaint the researcher with the unique characteristics of the colleges. Deans of instruction were also contacted for their appraisal of the institutions' orientation programs.

A sample of all the new faculty members from eight community colleges was selected for interviewing. Personal interviews were held with each of the sixty-six new instructors through the use of an interview schedule especially prepared for the survey. When the interviews were completed the data were compiled into summary tables. From the summary tables it was possible to analyze the data and determine the personal experience and training background of each staff member, the kinds of orientation programs offered in the several community colleges and the

significance these programs had for new faculty members.

Review of findings.--Although all of the community colleges in the state recorded an interest and concern for the proper orientation of new faculty members, tabulation of the responses made by the administrative officers showed that only thirty-seven percent had what they would call a structured program of orientation in their institutions.

The major responsibility for orientation of new staff members was assumed by the chief administrator. Half of the colleges reported that department chairmen also had some responsibility for the orientation of new instructors.

The orientation practices or functions most commonly used by the community college administrators, in order of frequency of use, were: (1) "open door" policy, (2) special group meetings prior to the opening of fall term, and (3) faculty handbook.

Three in-service education functions were reported as regular practices in a majority of the institutions evaluated: (1) encourage new faculty toward professional growth through study and research, (2) provide information relative to student personnel services, and (3) encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow instructors.

Information relative to the experience and training of the new instructors showed that among the sixty-six faculty members interviewed in this study only fifteen percent had had previous teaching experience in other community colleges. The variety of backgrounds represented by the eighty-five percent with no previous community college teaching experiences ranged from no teaching experience for about twenty-one percent to a relatively large group, approximately forty-two percent, with previous public school teaching experience. Twenty-one percent of the new community college instructors had teaching experience in four-year colleges or universities.

Evaluative responses of the new faculty members were made in answer to check-list items of orientation and in-service education functions and a series of open-ended questions designed to give additional evaluative information. The orientation practices found to be most worthwhile, but also most frequently in need of added emphasis, were: (1) faculty handbook, (2) special group meetings for new faculty during the year, (3) "open door" policy, and (4) a pre-contract visit to the campus.

In-service education programs evaluated in a similar manner, were: (1) understanding the role, philosophy, and purpose of the community college, (2) provide information relative to student personnel services, (3) assist new faculty members in their knowledge of the characteristics and behavior of community college students, (4) inform new

faculty members of their responsibility for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties, (5) inform new faculty members of their legal rights, duties, and responsibilities, and (6) encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow instructors.

A composite of the faculty members' reactions to several of the more significant open-ended questions showed the following: (1) new faculty members acquire knowledge of their duties and responsibilities from a number of individuals, viz., deans, fellow faculty members, department chairmen, and through "self-effort"; (2) new faculty members in every institution listed fellow faculty members as being the most helpful factor in orientation to their new position; (3) faculty handbooks as an aid to orientation were rated inadequate, or non-existent, in most colleges; (4) many new faculty members indicated a feeling of inadequacy in formulating an answer to the question, "What are the main objectives of this college?"

The data gathered in this study revealed many problem areas in the orientation and in-service education practices current in Michigan community colleges.

### Conclusions

Although each community college is unique in its specific goals and purposes, there are many underlying threads of similarity woven through the organization of



these institutions. They all have education of the student and service to the community as the basis for existence. In addition, the warp and woof of the institutional fabric are composed of the inter-relations of the faculty, the students, and the administration. The common purpose of these groups calls for an understanding of the necessary interdependence which exists among them as they endeavor to meet their individual needs, the needs of the institution, and the needs of the community which the institution serves.

Helping new faculty members define their roles, understand the purpose and philosophy of the institution, and adjust to their new position are problems common to most educational institutions. Cooperatively planned orientation programs designed to meet the needs of new faculty members can do much to facilitate instruction.

A review of the findings of this study indicates that the common denominator for improvement of the orientation and in-service education experiences for new faculty members would appear to be better communication between new instructors and the dean or the department chairman. John W. Gustad and others cited in the review of related research have supported similar attitudes in their writings regarding communication among new faculty members and administrators.

The findings of the study seem to support the opinion that the variety of backgrounds from which new community college teachers are secured creates a need for a well planned and carefully implemented program of orientation and in-service education. Eighty-five percent of the instructors interviewed in this study had had no previous teaching experience in a community college. With such a small minority of the personnel recruited for teaching positions in Michigan community colleges having any orientation to the objectives, philosophy, or purposes of the community college, it is evident that an orientation program for new staff members is essential.

Although writers and practicing administrators agree to the basic need and importance of an orientation program for instructors new to college teaching or to a particular institution, it was found that few community colleges provide active programs of orientation and in-service education for new faculty members. The support for this conclusion was indicated in the responses of the Michigan community college administrators surveyed in this study; only thirty-seven percent reported what they would call a structured program of orientation in their institutions. Neither size of the institution nor system of organization affected this conclusion.

Many of the problems which confront the community colleges in Michigan in orienting new staff members are not so much the result of the type of control or organization

under which the colleges operate as they are due to the lack of any organized program of orientation. In the surveyed colleges operated by independent boards there were no new faculty members whose most recent teaching experience had been at either the elementary or secondary level. Despite this fact the results showed no significant difference in the orientation needs presented by any of the new faculty members interviewed.

Other conclusions made evident by a comparison of the responses of the community college administrators and the new faculty members were centered in the fact that there is little relation between the needs felt by new instructors and the orientation functions provided for them by administrators; thus, better communication between new faculty members and the dean or the department chairman would appear to be needed. This is emphasized by Robert O. Stripling who has listed several items in his recommendations for the in-service education of faculty which concern the experiences that may facilitate improved teaching and better self images of new instructors. The following list of conclusions is based upon the evaluation of orientation and in-service education programs made by instructors interviewed.

1. Faculty handbooks are useful items for orientation to the teaching assignment in a college new to the instructor.

2. Special group meetings for new faculty members during the year are a convenient means of group problem solving.
3. New faculty members need information relative to the philosophy and objectives of the community college to assist them in their adjustment to the unique features of the two-year college.
4. Fellow faculty members are the source of most help in adjustment and orientation to a new teaching position.
5. Information relative to student personnel services is needed by new instructors in most community colleges.
6. New faculty members need to be provided with information relative to their legal rights, duties, and responsibilities; i.e., they need to be advised of those items which will further their personal and professional development.
7. Apprising new faculty members of the developmental needs of community college students lacks emphasis in most colleges; that is, more emphasis needs to be placed on the identification of educational, social, emotional, and environmental needs of community college students of all age levels.
8. The study shows that most community colleges are providing adequate encouragement to new faculty

members relative to professional growth through study and research. Allowance for released time to attend graduate classes in near-by universities or provision for faculty participation in state and national educational conferences were examples of the concern community colleges have for continuing education for faculty members.

### Recommendations

Orientation and in-service programs should be developed with the real needs of the new instructors in mind. That is, planning of the activities and information affecting the adjustment of new faculty members to their teaching positions in the community college should involve second-year staff members who are cognizant of the kinds of assistance new instructors may require.

Several other practices for improving orientation programs are suggested in the findings of this study. Recommendations synthesized from the attitudes expressed by the new faculty members interviewed in this study show the following items to be significant to the successful orientation of instructors new to a particular community college campus.

1. A well written, up-to-date faculty handbook.
2. Information concerning the philosophy and objectives of the community college.

3. A department chairman or fellow faculty member with whom the new instructor may confer easily.
4. Communication with the student personnel department relative to the purpose and activities of the guidance and counseling staff and the related responsibilities of instructors in student affairs.
5. A pre-contract visit to the campus.
6. Special group meetings for new faculty members during the year.
7. An "open door" policy for personal conferences with the administration.
8. Being apprised of the developmental needs of community college students--post-adolescents and adults.
9. Early orientation by the department concerning its expectations associated with the new instructor's role in the department and in the college community.
10. Adequate explanation, demonstration and purpose for the standards of grading, teaching aids, and extra-curricular duties.

A planned program of orientation and in-service education for new faculty members may be very helpful in the instructor's adjustment to his role in the campus community. Therefore, a final recommendation for careful and frequent evaluation of the needs of new staff members is significant to the implementation of the several practices recommended above.

### Implications for Further Study

The data gathered for this study have provided some evaluations and recommendations concerning the orientation of new faculty members in Michigan community colleges. They have also revealed other problem areas that will need more information. The following topics are noted as suggestions for further study and research:

1. An evaluative study of faculty handbooks used to assist in the orientation of community college staff members.
2. A study of the self-concept of faculty members in relation to their role as new instructors or new members of a particular faculty.
3. A study of the relation of the community college student personnel department to other facets of the college and the methods of communication which best relate student personnel services to faculty members.
4. A study of the developmental needs and problems of community college students which would assist new faculty members in understanding their students. This study should identify the educational, social, emotional, and environmental needs of community college students in several age level groups.

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## **APPENDICES**

## APPENDIX A

TO:

RE: Information relative to new teachers in Michigan community colleges.

FROM: John M. Eaton, graduate Kellogg Fellow in Community College Administration at Michigan State University.

The brief questionnaire which follows is designed to gather data for use in a doctoral study, "A Study of Orientation and In-service Education of New Faculty Members in Michigan Community Colleges." The purpose of this study is to investigate the orientation and in-service practices of Michigan community colleges and to evaluate these practices in the light of information furnished by community college administrators and new community college teachers.

For the purposes of this study, new faculty members are defined as those who were new to your institution, including those new to the profession and those with previous teaching experience, who were employed to begin teaching in your community college between September, 1962, and June, 1963.

Your cooperation in supplying the information requested will be greatly appreciated.

Sincerely yours,

John M. Eaton

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### I. New Teachers in Michigan Community Colleges

- A. Number of qualified new personnel employed for the year 1962-1963 (new positions and replacements). Include both full-time and part-time personnel.

## 1. Classroom teachers

a. Academic \_\_\_\_\_

b. Vocational-technical \_\_\_\_\_

2. Others (counselors, librarian,  
etc.) \_\_\_\_\_

B. How many were new to teaching? \_\_\_\_\_

How many were new to other  
areas (counseling)? \_\_\_\_\_

## II. Orientation and/or In-service Education Practices

A. Does your college provide for the orientation of  
new staff members with a structured program of  
orientation? (yes)\_\_\_\_\_ (no)\_\_\_\_\_1. The major responsibility for new faculty  
orientation rests with:

a. The administration \_\_\_\_\_

b. Department chairmen \_\_\_\_\_

c. A faculty committee \_\_\_\_\_

d. Others (specify) \_\_\_\_\_

2. Orientation practices used to acquaint new  
faculty members to community college functions  
and responsibilities are:

a. Faculty handbook \_\_\_\_\_

b. Institute or workshop  
program \_\_\_\_\_c. Special group meeting(s)  
for new faculty members  
prior to the opening  
of fall term \_\_\_\_\_d. Special group meeting for  
new faculty held at  
intervals during the  
year \_\_\_\_\_e. Reduced teaching load  
during the first term \_\_\_\_\_f. "Buddy" system: pairing  
an experienced faculty  
member with a new  
teacher \_\_\_\_\_g. "Open door" policy for  
individual faculty  
conferences \_\_\_\_\_



- h. Pre-contract visit to campus \_\_\_\_\_
  - i. Other (specify) \_\_\_\_\_
3. What in-service education program(s) does your college provide for new faculty members beyond the "orientation" functions listed above?
- a. Assist new faculty members in an understanding of the history, role (function and purposes), philosophy and curriculum of the community college \_\_\_\_\_
  - b. Provide information relative to student personnel services \_\_\_\_\_
  - c. Assist new teachers in their knowledge of the characteristics and behavior of community college students (post adolescents and adults) \_\_\_\_\_
  - d. Inform new teachers of their responsibilities for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties \_\_\_\_\_
  - e. Inform new faculty members of their legal rights and responsibilities \_\_\_\_\_
  - f. Encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow teachers \_\_\_\_\_
  - g. Encourage new teachers toward professional growth through study and research \_\_\_\_\_
  - h. Others (specify) \_\_\_\_\_
- \_\_\_\_\_

III. Please list the names of those teachers new to your institution during the 1962-1963 academic year, who are still in your employ (either full-time or part-time), that I may contact them relative to their evaluation of the orientation and in-service education program provided them in their first year on your staff.

[illegible]

## APPENDIX B

TO:

RE: Information relative to new teachers in Michigan  
community colleges

FROM: John M. Eaton, graduate Kellogg Fellow in  
community college administration at Michigan  
State University

The questionnaire which follows is designed to gather data for use in a doctoral study, "A Study of Orientation and In-service Education of New Faculty Members in Michigan Community Colleges." The purpose of this study is to investigate the orientation and in-service practices of Michigan community colleges and to evaluate these practices in the light of information furnished by community college administrators and new community college teachers.

For the purposes of this study new faculty members are defined as those who were new to your institution, including those new to the profession and those with previous teaching experience, who were employed to begin teaching in community colleges between September, 1962, and June, 1963.

Your administration has granted me permission to contact you relative to this evaluative study and responses will be tabulated by institution, allowing your reply to remain anonymous.

Your cooperation in supplying the information requested will be greatly appreciated.

Sincerely yours,

John M. Eaton

I. Personal information (please complete this section prior to the interview)

- A. 1. Age \_\_\_\_\_  
2. Sex \_\_\_\_\_  
3. Marital status \_\_\_\_\_  
4. Educational background:  
Date \_\_\_\_\_  
bachelor's degree \_\_\_\_\_ Institution granting degree \_\_\_\_\_  
master's degree \_\_\_\_\_ Institution granting degree \_\_\_\_\_  
doctor's degree \_\_\_\_\_ Institution granting degree \_\_\_\_\_
- B. 1. Previous teaching experience: Years  
a) elementary level (K-8) \_\_\_\_\_  
b) secondary level (9-12) \_\_\_\_\_  
c) community college level or other two year institution \_\_\_\_\_  
d) four year college level \_\_\_\_\_  
e) other \_\_\_\_\_  
f) none \_\_\_\_\_
2. Were you employed in education in 1961-62? \_\_\_\_\_  
yes no  
a) in Michigan \_\_\_\_\_  
b) outside of Michigan \_\_\_\_\_
3. If you were not employed in education in 1961-62 were you in--  
a) graduate school or college? \_\_\_\_\_  
b) business or industry? \_\_\_\_\_  
c) armed services? \_\_\_\_\_  
d) governmental agency? \_\_\_\_\_  
e) other (specify) \_\_\_\_\_
4. Was your 1962-63 teaching assignment--full-time \_\_\_\_\_  
or part-time \_\_\_\_\_  
a) academic? \_\_\_\_\_  
b) vocational-technical? \_\_\_\_\_  
c) other (counseling, etc.)? \_\_\_\_\_  
(specify) \_\_\_\_\_
5. Do you plan to stay in community college teaching? \_\_\_\_\_  
yes no
6. If you do not plan to remain in community college teaching what occupation will you pursue?

## APPENDIX C

### II. Evaluation of orientation and/or in-service education procedures experienced at institution in which you are currently employed--

A. The major responsibility for orientation of new faculty at this institution rests with:

1. the administration \_\_\_\_\_
2. department chairmen \_\_\_\_\_
3. a faculty committee \_\_\_\_\_
4. others (specify) \_\_\_\_\_

B. Orientation practices used to acquaint new faculty members to this community college's functions and responsibilities are:

Rating: How significant do you consider each of the practices used in your orientation? If you believe any of these should receive added emphasis check these items with an "X" in the column at the extreme right.

Check appropriate item(s):	<u>Very Significant</u>	<u>Significant</u>	<u>Not significant</u>	<u>Need added emphasis</u>
1. Faculty handbook	_____	_____	_____	_____
2. Institute or workshop program	_____	_____	_____	_____
3. Special group meeting(s) for new faculty members prior to opening of the fall term	_____	_____	_____	_____
4. Special group meetings for new faculty	_____	_____	_____	_____

	<u>Very Significant</u>	<u>Significant</u>	<u>Not sig- nificant</u>	<u>Need added emphasis</u>
5. Reduced teaching load during the first term	_____	_____	_____	_____
6. "Buddy" system: pairing an experienced faculty member with a new teacher	_____	_____	_____	_____
7. "Open door" policy for individual faculty conferences	_____	_____	_____	_____
8. Pre-contract visit to campus	_____	_____	_____	_____
9. Other (specify) _____	_____	_____	_____	_____

C. What in-service education program(s) does your college provide for new faculty members beyond the "orientation" functions listed above?

1. Assist new faculty members in an understanding of the history role (functions and purposes), philosophy, and curriculum of the community college _____	_____	_____	_____	_____
2. Provide information relative to student personnel services _____	_____	_____	_____	_____
3. Assist new teachers in their knowledge of the characteristics and behavior of community college students (post adolescents and adults) _____	_____	_____	_____	_____

	<u>Very Significant</u>	<u>Significant</u>	<u>Not sig- nificant</u>	<u>Need added emphasis</u>
4. Inform new teachers of their responsibility for counseling students and the attendant legal and ethical responsibilities assumed in the performance of these duties	_____	_____	_____	_____
5. Inform new faculty members of their legal rights and responsibilities	_____	_____	_____	_____
6. Encourage and assist new faculty members in seeking effective means of communication in the classroom and among fellow teachers	_____	_____	_____	_____
7. Encourage new teachers toward professional growth through study and research	_____	_____	_____	_____
8. Other (specify)	_____	_____	_____	_____
_____	_____	_____	_____	_____

D. Short answer and opinion survey.

1. What were you before becoming a staff member at this college?
2. Did you visit the community and the college before you accepted your teaching assignment here?

3. What preparation did you have for your present assignment when you came to this college?
4. How did you acquire knowledge about your duties and responsibilities here at this institution?
5. What and/or who has aided you most in your orientation to your job?
6. Do you have: an office?, a secretary?
7. What do you think of the students in this college?
8. What position do you hold here?
9. What attitudes does the community seem to have toward: the college and the teachers?
10. What do you know about the students you teach? Where did you get this information?
11. Was your faculty handbook an aid in the orientation to your responsibilities here? (college policies, etc.)
12. What are the main objectives of this college?
13. What attitudes do students seem to have toward: the college and the teachers?



14. What are your relations with the student personnel staff?
15. Who is your immediate supervisor?
16. What or who has helped you most in your adjustment to your job?

APPENDIX D

MICHIGAN STATE UNIVERSITY EAST LANSING

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COMMUNITY-JUNIOR COLLEGE COOPERATION • OFFICE OF THE DIRECTOR

(This letter was sent each of the chief administrators in Michigan community colleges.)

October 25, 1963

Director  
Alpena Community College  
Alpena, Michigan

Dear :

Mr. John Eaton, a graduate student at Michigan State University, is beginning his doctoral dissertation in the area of orientation and in-service education of new faculty members in Michigan community colleges. His study will include information relative to the orientation programs in Community Colleges, as provided by the administrative head of each of the selected Community Colleges.

A second phase of his study will summarize new teachers' evaluations of the orientation and in-service functions of their Community College, in the light of their having experienced one year in the employ of a particular institution. The information for this portion of his study will be obtained through interviews. We, therefore, solicit your permission for Mr. Eaton to conduct interviews with some faculty members on your campus. (He will contact you at a later date for a time and place in which to conduct his interviews.)

At your earliest convenience, kindly complete the enclosed questionnaire and return it in the envelope provided. The results of this study, which will be made available to you, should be of value in providing ideas for orientation and in-service programs in Michigan Community Colleges.

Thank you for your cooperation.

Sincerely,

Max S. Smith, Director  
Office of Community College Cooperation  
5 Kellogg Center

MSS:vs

Enclosure  
cc: John Eaton

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