

A SURVEY AND EVALUATION OF THE
PRACTICES USED BY MICHIGAN
COMMUNITY COLLEGES IN THE
RECRUITMENT AND SELECTION
OF FACULTY

Thesis for the Degree of Ed. D.
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**A SURVEY AND EVALUATION OF THE PRACTICES USED
BY MICHIGAN COMMUNITY COLLEGES
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SELECTION OF FACULTY**

By

Louis C. Vaccaro Jr.

AN ABSTRACT OF A THESIS

**Submitted to the College of Education,
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1963

ABSTRACT

LOUIS C. VACCARO

The purpose of this study was to survey and evaluate the practices used by the Michigan community college administrators in the recruitment and selection of faculty. Specifically, the study was concerned with:

1. The sources and methods used to recruit qualified faculty.
2. The criteria and methods employed in the selection of faculty.
3. Problems encountered and foreseen by those responsible for faculty recruitment and selection.
4. The analysis and evaluation of these factors as they relate to the problem of the national teacher shortage.

The findings of the study could not be generalized to a larger group because practicable reasons limited the scope of the study to the 17 community colleges in Michigan. Nevertheless, future community colleges in Michigan may profit from the results.

Further limits are present due to the lack of a mathematical model or quantitative measurement to evaluate the existing practices.

The personal interview, with the use of a questionnaire schedule, was used to gather the data. Questions for this instrument were gathered by an intensive review and study of pertinent literature in the area

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of personnel and faculty recruitment. Frequent and productive discussions with persons acquainted with community college teaching and administration produced many additional items for consideration. The completed interview schedule was pre-tested among qualified persons at Michigan State University to determine the reliability of the interview instrument.

Using criteria which writers in community college literature accept as valid, productive and ethical in the recruitment of faculty, an evaluation was made of the practices reported by the Michigan community college administrators. The type of personnel sought by these administrators was analyzed relative to the characteristics agreed upon by writers and authorities in community college education. It was found that many of the problems related to faculty recruitment which confront the Michigan community colleges are not so much the result of the type of control under which they operate, nor of the fact that they are located in Michigan, but are rather the result of conditions that exist for most community colleges in the United States. These problems are the result of the disparity between supply and demand for qualified college teachers, or they are in some way related to it.

Though the practices used by the Michigan community college administrators are fairly consistent among the colleges surveyed in this study,

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the methods that are used are more subjective than those recommended by writers and authorities in community college education and personnel recruitment.

Although the majority of the administrators said they attempt to recruit instructors from out-of-state, the overall ratio of in-state to out-of-state faculty in the Michigan community colleges is nearly two to one.

The same areas of shortages relative to qualified instructors were named by the Michigan community college administrators as were listed by writers and authorities in the literature. Similarly, the same areas of shortages were shown to exist in many four-year institutions.

The Michigan community college administrators foresee many of the same problems of recruiting qualified personnel listed by both researchers and authorities in community college education. Their concern for these problems has prompted many administrators to seek new solutions.

The data gathered in this study provided answers to the main questions relative to the sources and methods of faculty recruitment. They also revealed other problem areas that need further study and which may lend themselves to future consideration and research.

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Louis C.¹⁶³ Vaccaro Jr.

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CHAPTER I

THE PROBLEM

Introduction:

In recent years increasing attention has been given to estimating future college enrollments and the resultant shortage of facilities. These estimates indicate that college and university enrollments will probably double within the next decade. (34, 43: 9-10) The Fund for the Advancement of Education, in a bulletin issued in 1955 stated that

. . . colleges and universities will have to add more teachers in the next 15 years than in all previous history combined. . . If the present student-teacher ratio of 13 to one is to be preserved, for every 10 college teachers now employed, somewhere between 16 and 25 new ones will have to be found between now and 1970. . . . The real question is: can we get enough good teachers? (47: 17-19)

The community college, as a part of higher education, will experience enrollment increases equal to, if not greater than, those of the four-year colleges and universities. The evidence of such enrollments is already apparent.

The National Education Association, reporting the results of a study to determine teacher supply and demand in colleges and universities, found that out of 343 public community colleges reporting in 1961, all but

47 reported shortages of qualified teachers in virtually every field. (34: 37) California, according to the 1962 Junior College Directory, has 73 public community colleges and reports that by 1965 an additional 2600 instructors will be needed beyond the number employed in 1960. By 1970 another 2300 instructors will be needed. (46: 16-17)

The need for additional facilities is not only for more faculty. Physical plant expansion and increased financial support are also important. However, it is the need for qualified faculty that is the most pressing. Plant facilities and financial support are factors that can, in large measure, be brought about through legislation, but increasing the number of qualified instructors presents many more and diversified problems. This is not to say that attempts to provide for physical plant facilities and financing will not present problems, but that the problems will generally be fewer and less complex.

These problems, though complex, are not insurmountable. Alvin C. Eurich, Vice-President of the Fund for the Advancement of Education, had this to say to the community college administrators attending the American Association of Junior Colleges annual convention in 1963:

No group in American education will face greater problems in the years just ahead than junior college administrators. You will struggle with an enrollment explosion unprecedented in higher education. You will become responsible for the general education of the majority of students who continue beyond the twelfth grade. You will

be called upon to set up vocational and technical programs for students entering wholly new occupations—some of which may become obsolete as automation takes over. The President's retraining proposal gives only a glimpse of the kind of continual vocational training which will be required in the coming decades by an ever-increasing percentage of our population, not just the young or the unemployed.

To meet these challenges you will need good teachers--many more, I am afraid, than you can possibly find. This means that if you are to offer your students the quality of instruction they deserve, you will have to use all good teachers much more effectively and efficiently. With such problems in mind, we need to deal directly with two major questions: (1) how can a larger share of the ablest teachers be attracted to junior colleges, and (2) how can the available teaching talent be used more effectively? (15: 8)

Dr. Eurich was joined at this convention in his plea to administrators by Dr. Edmund J. Gleazer, Jr. who stressed the importance of studying the problems of the future expansion of community colleges. His statement concerning the attendant problems is noteworthy.

The source of staff for the occupational fields is extremely limited. There are not many people who have the desired combination of experience in their field and substantial formal and professional preparation. There has not been evident substantial interest by universities in realistic programs of preparation for teachers or administrators qualified in these fields. Add to this the need for counselors who can keep

up with rapid changes in technology, and we find that the complex problem of staffing requires high priority. (15: 6)

John E. Stecklein, Director, Bureau of Institutional Research at the University of Minnesota, also believes that faculty recruitment constitutes the most serious problem facing higher education today. (12: 11)

The community college in Michigan is facing the same problems that exist throughout the United States. There are, in Michigan, 17 community colleges plus another in the process of readying itself for operation by fall of 1963. Several others are under study and may be established within one or two years. In addition, projections are for an additional number which will raise the total to approximately 35 by 1975.

It is evident, then, that the problem of recruiting qualified community college teachers demands swift and rational solutions. New and more effective ways of attracting qualified instructors are needed. However, before effective solutions can be achieved, factual data concerning the present situation are needed. For this reason this study has isolated one segment of the larger problem in order to supply an important part of these necessary data.

Statement of Purpose:

It is the purpose of this study to survey the existing practices used by Michigan community college administrators in the recruitment and selection of faculty and to evaluate these practices as they relate to the increasing demand for qualified faculty at other levels of education.

Specifically, this study is concerned with:

1. The sources from which faculty are recruited.
2. The methods used in the process of recruiting qualified faculty.
3. The criteria applied as basic qualifications for employment.
4. The methods utilized in the selection of faculty.
5. The problems identified and encountered by Michigan community college administrators in their efforts to recruit qualified faculty.
6. The future problems and trends foreseen by those responsible for faculty recruitment and selection.
7. The analysis and evaluation of these factors as they relate to the larger problem of the national teacher shortage.

Importance of the Study:

Many college administrators desire knowledge related to effective methods of securing capable faculty members and the sources which have proven most satisfactory. A recent California State Department of Education report stated that 48 junior college administrators regarded "recruitment, training and employment of well-qualified junior college teachers" as the most serious of the problems faced by these junior colleges. The report also stated that the

. . . apparent scarcity of well-qualified personnel is already being felt and administrators want this problem to be

studied and solutions to the problem proposed. It may be expected that this problem will get worse before it gets better when the 'tidal wave' of students really hits.
(46: 7)

Administrators in education seem to give considerable weight to the methods and practices which have evolved as educators have dealt with specific problems. Administrative action based on theory is highly desirable, but practices which have been tried and proved successful are more readily adopted. It is believed, therefore, that the findings of this study will be of value to present and future community college administrators responsible for the recruitment and selection of faculty for their institutions.

In addition to the importance of the survey aspect of this study, the evaluation of existing practices related to the administrative functions and responsibilities provides administrators with information that can be used for policy reformulation, the instituting of new practices, and an overall basis for the rationale of such procedure and policy. It is hoped that, beyond the above mentioned functions of this study, future research of a more fundamental type will evolve as additional related data are added to the findings of this study.

Definitions of Terms Used:

Administrators:	The persons whose primary responsibility is administrative in nature and therefore non-teaching. Their function is
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related to organization and administration of the community college program.

Community College: This term refers to the public, two-year, post-secondary institutions that offer college parallel and terminal programs of instruction. Other names, still used in some areas, are junior college and community junior college. Essentially they all refer to the same institution.

Faculty: This refers only to those personnel of a community college who are engaged in teaching. Both full-time and part-time instructors are included under the term. The name faculty applies equally to teachers of academic and of vocational/technical courses.

Practices: These are the methods and procedures used by the community college administrators in the recruitment and selection of faculty. Practices need not be in the form of written policy, though, in some cases, they are.

- Recruitment:** This term refers to the positive action of administrators in their efforts to attract qualified applicants for teaching positions in their community college.
- Selection:** This concerns the methods used by the administrators in the process of choosing a faculty member from the qualified candidates for a teaching position in their community college.

Limitations of the Study:

In the interest of feasibility and financial practicability, this study was limited to the community colleges in the state of Michigan. This may place limits upon the ability to generalize findings of this study to a larger population. Nevertheless, future community colleges in the state of Michigan may well profit from the results of this study.

Since this study is essentially a survey, further limits are present because no mathematical model or quantitative measurement is available to evaluate existing practices. The methods of subjective analysis and evaluation are employed in order to arrive at conclusions and productive recommendations. The study does not go back in time beyond one year nor does it attempt to project trends further than five years.

Overview of the Study:

The need to expand and increase facilities in higher education in order to keep abreast of increasing enrollments is a pressing one.

The community college is a vital part of higher education. In Michigan, the community college gives evidence that it is one of its most rapidly expanding segments of higher education. For this reason the study is concerned with surveying the practices used by Michigan community college administrators in the recruitment and selection of faculty. Identified in the survey are specific areas of sources of supply, methods of selection and problems related to recruitment. These are then evaluated relative to those criteria most generally agreed upon by community college authorities.

The importance of the problem rests on the proposition that administrators in community college education desire information related to securing and employing qualified faculty.

It is believed that the findings of this study may serve as a basis for future research of a more fundamental type.

Finally, conclusions will be drawn and recommendations offered relative to present and future practices of recruitment and selection of qualified faculty.

CHAPTER II

REVIEW OF LITERATURE

The literature pertaining to increased enrollments in higher education in general, and to the community college in particular, contains many references to the problem of faculty recruitment and selection.

For purposes of clarity, the publications concerned with the various aspects of this problem can be divided into three general types. These are: (1) publications dealing with the general problem of the need for more faculty and the national teacher shortage, (2) literature which reflects ideal conditions related to faculty characteristics, training and experience (these publications show the general opinions held by many authorities in the field), and (3) research studies which are concerned with the identification of the above mentioned faculty traits and training, but that are frequently limited in scope. These studies portray the most complete factual information and data which are available.

Literature and Studies Related to the General Problem:

Studies specifically concerned with faculty recruitment and selection in the Michigan community colleges could not be located. There are, however, related studies and publications dealing with the national problem of teacher recruitment, particularly as experienced by the four-

year colleges and universities. Others are mainly concerned with the two-year college.

As an example, the California State Department of Education issued a report which stated that 48 junior college administrators regarded "recruitment, training, and employment of well-qualified junior college teachers" as the most serious of the problems they faced. (46: 6) The report also indicated that community college administrators want this problem to be studied and solutions to the problem proposed. A comprehensive review of similar publications reveals that Texas, Florida, New York and other states are also concerned with this problem. John Dale Russell's report, Higher Education in Michigan, has strong implications for that state to plan ahead in the establishment of facilities for the two-year college. The forecast that college enrollments in Michigan will surpass 335,000 by 1970 further underlines the need for securing qualified faculty to care for this expansion. (41: 11-12)

Other studies repeatedly mention the community college as an institution which will face a severe shortage of qualified faculty. In addition, these articles contain information related to the problems in the recruitment and selection process. (7, 10, 57) Eugene W. Dils, E. F. Dolan and R. G. Axt, writing in Current Issues in Higher Education, 1958, explored the many problems of faculty recruitment in higher education. They also suggested many and frequently neglected approaches to alleviate the problem. (10)

Still another study which bears directly upon the problems in this study is Neal B. Houston's and James G. Umstattd's "Teacher Personnel Problems in Junior and Senior Colleges and Universities," which was published in the Review of Educational Research, June, 1958. (21) They clarify the different kinds of problems each type of institution faces because of the differing requirements which exist within each institution.

Caplow and McGee, utilizing a random sample of 10 major universities in the United States, identified the various procedures involved in the process of recruiting, including the final selection of candidates. The authors also surveyed the procedures used by these institutions in the search for candidates, the persons consulted in confirming information given by candidates, the practices involved in offering positions, and the persons responsible for contract closing. (5) The human interrelationships in these processes were involved and responsibility seemed to shift from situation to situation. As a result, the authors recommended that more regular and orderly procedures be established in order to maximize efficiency in the recruitment and selection process.

Ruth E. Eckert and John E. Stecklein, reporting the results of a study they conducted among Minnesota's institutions of higher education, concluded that more rigorous and aggressive action is needed to overcome the problem of faculty shortage. (12) Included among the institutions studied were 11 community-junior colleges. The study concluded that

the two-year institution is, and will continue to be, the fastest growing segment of American higher education. It asserted that "unless junior colleges can also manage to recruit and hold qualified staff members, this expansion will not serve its intended educational purpose." And, further, ". . .as a whole, the findings of this study indicate the need to publicize the purpose and programs of junior colleges and to recruit able young people to the faculties of these institutions." (12: 88-89)

The difficulty in finding and attracting new and able teachers is complicated by the fact that as the four-year institutions continue to experience this problem, they, in turn, will succeed in recruiting those teachers from the two-year colleges who feel an attraction to the senior institutions. Perhaps Ralph R. Fields' comment in his newly published book is one answer to this dilemma: "Conditions peculiar to community college education make it more difficult to find adequate instructors at this level than at some of the others. One of those is that few graduate programs for the preparation of community college teachers exist." (16)

In an attempt to supply useful information which might lead to an increased supply of junior college teachers of physical science, Kendall S. Kinerson conducted research at Michigan State University which culminated in his doctoral dissertation. In it he stressed the phenomenal growth of the American junior college and stated that "the junior college can well play a vital role in relieving the pressure of large numbers of

lower-division students from the four-year colleges and universities as they face unprecedented enrollment increases. . ." (24: 3) Kinerson's stated purpose was to determine the most appropriate training for prospective junior college physical science teachers as seen by present junior college teachers and administrators. The recommendations emanating from his study contain specific suggestions for the number of graduate majors, courses of instruction, and other educational experiences which would hopefully enable more students to enter the junior college teaching field. (24: 117-119)

In devoting an entire chapter to the discussion of instructors for community colleges, James W. Thornton, Jr. states, "The crucial role of the teaching faculty is implicit in all that has been said about the nature and the mission of the community junior college." He adds, "Unless qualified instructors are available in sufficient numbers, the purposes of the institution cannot be achieved." (48: 131) The chapter deals with the extent of demand for instructors for community colleges in relation to other demands for teachers. In addition, descriptions of actual community college faculties are presented, plus data about patterns of preparation, in-service training, and certification. (48: 131) Thornton reported in a study conducted by Medskar in 1960 that ". . . only nine states require special certification for junior college instructors. . ." (48: 144) Through the presentation of additional data and studies, the implication is

that community college administrators desire some sort of guideline for the employment of faculty for their colleges. (48: 144)

The general literature related to community college and four-year college and university personnel shows a great amount of interest in programs that will provide the desperately needed numbers of teachers for the coming decade. In order to isolate important qualities, characteristics, and training that community college instructors should possess, the following two sections review a number of specific studies and writings pertaining to such traits.

Literature Concerned with Faculty Recruitment and Selection:

As stated earlier in this chapter, this section contains a review of publications which show the general opinions concerning desired training, characteristics and employment practices held by many writers and authorities in the field of community college education. The literature in this section is representative of the total amount surveyed.

In an article written for the Junior College Journal, William R. Wood says that high school teaching staffs constitute a logical, if temporary, source of supply for community college instructors. He states, "It is perfectly natural, therefore, that most community college teachers will continue to come from the high school field." He cautions, though, that given this situation, in-service training programs must provide much of the necessary retraining of these former high school teachers. (55: 520)

Wood also says that the large group of married women whose children are no longer an all-absorbing responsibility constitutes a productive source of teachers. (55: 521) Moreover, the number of mature, well-adjusted, highly capable women who have had no teaching experience should not be excluded from consideration. He concludes, "They have much to contribute to the education of older youth and frequently to their peers." (55: 521)

Wood's greatest effort is applied toward charging community college administrators with the responsibility for public relations in an effort to attract good teachers. The following statement sums up his thoughts:

The problem of recruiting professional personnel prospects for the community college is largely a matter of public relations. It may be that in our own communities we are not noisy enough about the attractions of teaching in junior and community colleges. During the past twelve months how many young men and women have you personally influenced directly to prepare for the teaching profession? To how many local organizations have you spread the good word in a convincing way? How often have you suggested to parents of high school pupils that teaching should be given serious consideration as a career for their son or daughter? Either we believe in this thing, or we don't. If we don't, we ought to get out of the game and let somebody carry the ball who likes to run. Do the Rotary Club, the Kiwanis Club, the Lions' Club, the Chamber of Commerce, the League of Women Voters, the Council of Social Agencies, the P.T.A., and all of the other responsible civic-minded groups in your

community and region know the full story about teaching opportunities of the type we are now considering? It's our job to tell them. (55: 521-522)

In the article "Preparation and Selection of Instructors for Community Colleges," printed in The California Journal of Secondary Education, Thomas B. Merson recommended that the number of credentials for junior college teachers in California be reduced from 40 to three. Along with this recommendation, he cited three general headings under which traits are listed that are shared by most outstanding community college instructors. The three headings are: personality, subject matter preparation, and professional competence. His assessment of traits under the heading of personality is admittedly idealistic and not too easily identified. However, he maintains that "these personality traits (and frequently the associated mannerisms) are characteristics which every instructor can develop." (33: 496)

It is under the general heading of subject matter preparation that Merson is more specific. He says, ". . .the teacher of college students must have a grasp of his subject at a proportionately higher level. . .In the academic fields such a grasp is usually indicated by preparation of the level of the master's degree or higher." (33: 496) Continuing on, he says that such a requirement may be justified by the argument that in earning an advanced degree the instructor usually has the opportunity to do research. (33: 496) Merson believes that breadth and depth of preparation in securing an advanced degree is essential.

Preparation in the subject-field must be both deep and broad. There is always the danger that depth of preparation may be obtained at the sacrifice of breadth of preparation, and there is no place for the narrowly prepared specialist on the staff of a community college, for the effectiveness of general education, which occupies such a prominent place in junior college instruction, depends more upon breadth of preparation of the instructor than on any other factor. Moreover, if his students are to be motivated to maximum achievement, an instructor must continually emphasize inter-relationships of the various disciplines and must frequently illustrate applications of his subject. And both of these activities are contingent upon a broad background of information. (33: 497)

With regard to professional education, he is even more specific as he states, "Outstanding community college instructors understand and subscribe to basic general aims of education and to the specific functions of the junior college." (33: 497) The effective instructor, says Merson, must have the ability to relate his subject to other subjects and to the common experiences of life. He emphasizes that competent community college instructors should be familiar with the characteristics of the students they teach and adapt their teaching to the needs of their students. In addition, the instructor ought to be able to motivate students to their maximum achievement. The instructors should also adapt their instruction to the needs of the community, and to utilize the resources of the community in their teaching. (33: 498)

In the last section Merson notes that procedures for selecting junior college instructors are changing as increasing enrollments and teacher shortages reduce the number of applicants for each position. He states, though, that institutional placement agencies remain a principal source of academic instructors. "In addition," continues Merson, "applicants are now being sought from institutions from all over the United States." (33: 500) Finally, he says that increasing numbers of community college instructors are being recruited from local business and industry, primarily for extended-day and evening programs. (33: 500)

R. A. Ingalls' article, published in 1953, indicates that community college administrators try to find qualified instructors in the liberal arts four-year college or university, in the graduate schools of teacher training institutions, among qualified high school teachers, and in the occupational areas for which the community college trains. (22: 399) "The problems of selecting personnel," states Ingalls, "are best solved by supplementing the oral interview with the head administrator and his assistants by competitive examinations--oral and written--and the evaluation of training and experience." (22: 400) He concedes that the specifications for such examinations vary with the subject and/or skill field concerned; flexibility in the selection process is thereby provided. However, he believes that in the technical/vocational fields, "Skill and experience take priority over the master's degree." (22: 400)

Adolph Unruh believes three major influences will affect the type and amount of training a community college teacher needs, or is required to have. The first influence is the individual institution itself. The second concerns outside pressures and factors indigenous to the individual institutions which will affect the kind and amount of training desired of its teachers. (53: 139) Moreover,

The educational philosophy of a given institution, furthermore, will affect the training of its staff. If the college attempts to imitate the four-year liberal arts school, it will attempt to enforce a policy for the similar training of its staff. If, however, the college makes a genuine effort to serve the community, and it sets up a terminal curriculum, it will insist upon a different type of training on the part of its personnel. (53: 139)

The third influence affecting the training of community college teachers is the type of teacher recruitment practiced. He adds,

If teachers are promoted from the high school, the special training will be in terms of deficiencies, omissions, or none at all. Inexperienced teachers may often be inducted into an in-service training program by the junior college dean. In some instances junior colleges set their own requirements. A junior college organization, perhaps statewide may seek to enforce certain standards. And thus it may be seen from somewhat of a cursory examination of the problem that the special training of teachers has a varied and rather unpredictable solution. (53: 139)

Unruh surveyed the work of Wollner and Wood and found the master's degree was the most universal requirement for employment as a

community college instructor. He also found that most community college teachers have completed additional graduate work beyond the master's degree. In addition, Unruh states, ". . .the junior college teacher must have had some experience in teaching." (53: 142) He adds that high school teaching experience is more desirable than no experience.

Because many junior college teachers will be asked to teach more than one subject and probably three, the necessity for breadth in training is desirable. He concludes that professional competence should include graduate work in such courses as

the organization and administration of the junior college; the philosophy and place of the junior college; the junior college curriculum; student personal problems in junior colleges; the psychology of post-adolescence or late adolescence; and methods of instruction at the junior college level.
(53: 142)

H. L. Smith, writing in the North Central Association Quarterly, says that the community college teacher does not need to be an expert in research and that breadth of training is desirable along with a knowledge of how his discipline fits in with the larger field in which he teaches.
(44: 392)

Smith also believes competency in professional techniques of teaching, evaluation, and grading are necessary, but does not believe they have to be taught at the graduate level. (44: 392) He definitely would like to see a course in "The Place of the Junior College in the Educational System." (44: 392)

He believes such a course

. . . would include also some discussion of professional ethics. I am amazed each year at the lack of understanding of the ethical principles involved in the teaching profession. I do not feel that this is the result of unethical individuals but rather stems from a lack of knowledge and understanding and somewhere along the line of the educational process these teachers must come to have some comprehension of the ethics involved in their chosen profession. (44: 393)

Ruth E. Eckert states that most of the new college teachers will be recruited from advanced university programs. Because of this, ". . . graduate faculties have an unparalleled opportunity to improve the pattern of American higher education, and through it, the whole level of our civic and cultural life." (13: 25) She believes, in addition, that promising people should be encouraged in their college course to consider the possibilities of college teaching. She also says that community college teachers obtain experience at the high school level first, "since teaching posts in junior colleges often carry some responsibility for teaching senior high school courses." (13: 26)

Eckert believes graduate faculties in universities ought to develop a number of courses to prepare prospective college teachers. One such course she envisions as a "Core Course." She states:

Certain points ought to be uniformly stressed in the core course, though its exact organization would naturally vary from one institution to another. For example,

most students would later accept jobs either in junior colleges or in the lower division of four-year institutions, making it imperative that educational problems at that level receive major consideration. (13: 30-31)

In conclusion, Eckert believes that the community college teacher needs, as does the four-year college instructor, special programs of preparation which include not only academic preparation in their subject-matter field, but also related professional courses in education.

C. C. Colvert, a noted authority in the field of community college education, in an article published in The Junior College Journal, discussed the ideal junior college instructor from three general points of view:

1. Personal qualifications.
2. Academic qualifications.
3. Professional qualifications. (9: 502)

Colvert admitted that the traits and characteristics which come under the heading of personal qualifications are difficult to define and isolate. Yet, he feels due consideration must be paid to this point if administrators are to secure able and qualified instructors.

In the area of academic training, he noted that a minimum of the master's degree is necessary for junior college instructors, and that as a rule, further work in his teaching field is desirable. He states, "Ideally, the junior college instructor should have graduate training that qualifies him to teach in at least two subject-matter fields. (9: 503)

The third criterion mentioned is professional training. Colvert added,

A professionally trained junior college instructor ideally is an individual who has the scientific knowledge which enables him to teach a student at the junior college level. It is understood, of course, that he also has the personal qualities and academic training previously mentioned. (9: 504)

Continuing in his discussion of professional training, he further states,

Another phase in the training of the professional junior college instructor is his knowledge of the history and philosophy of the junior college. A greater sympathetic attitude toward, and a better sense of value for, the junior college is developed if the junior college instructor is well grounded in the historical background, growth, development, and purposes of the junior college. (9: 505)

In conclusion, Colvert believes that well-educated, qualified junior college instructors will do much in the way of selling the benefits of and the necessity for well-financed public education in their respective communities.

In an editorial that appeared in The Junior College Journal, J. F. Marvin Beuchel stated

Most present instructors have been recruited from one of the three sources. The majority have advanced from the senior high school level. Others have had experiences in the traditional four-year college. Some have been recruited from private professional or industrial areas. (4: 117)

He added that many of these recruits have not been properly prepared for junior college teaching, but remarked, ". . . many recruits from these sources have developed into ideal instructors through participation in workshops, in-service training programs, and formal graduate study."

(4: 117) In fact, Beuchel believes that those who have had practical experience in business or industry develop into the better instructors. He explains by continuing,

The individual who has faced the everyday problems in the business world has acquired a strong taste for a community attitude. The individual who has been forced to make decisions, to direct activities, or to meet the public has undoubtedly realized the value of practical education. (4: 117)

In addition to the emphasis on practical experience, the writer urged that the prospective instructors have knowledge and competency in professional techniques. He states,

The instructors who have entered junior college teaching from the business and professional level usually lack the individual guidance and group counseling methods. In most cases these weaknesses are rectifiable by an in-service training program. The present curriculum for teacher training has developed many persons with sound skills in this area. Because of the unique student-teacher relationships in junior college, it is essential that a thorough training in guidance, tests and measurements, and counseling be incorporated. It is particularly important that junior college teachers have the ability to analyze occupational conditions in the community and advise

on the preparation and skills essential to success in related areas. (4: 118)

It is in the area of general education that Beuchel believes the instructor needs most skills. In conclusion, he believes that the ability to lead in some extra-curricular activity will provide balance to the instructor's contact with students. (4: 118)

The most comprehensive publication dealing with faculty qualifications, training, and recruitment is the Guide for the Evaluation of Institutions of Higher Education, published by the Commission on Colleges and Universities. The criteria listed in this guide enables the North Central Association of Colleges and Secondary Schools to rely upon standards from which accreditation recommendations can be made.

The section relative to size and competence of faculty is clear in its references to what constitutes an effective faculty. The entire section is included here to make clear the qualities and training desired.

Evaluating the faculty is a two-fold task; it involves gathering data on the academic preparation and experience of the faculty and assigning meanings to these data in the light of what is happening in the institution. Specific data on academic preparation and experience will ordinarily be readily available, but these indexes must be interpreted in the light of the impressions given by the academic community in action. While the amount of advanced training is a significant indication of the quality of a faculty, experience also shows that advanced training alone does not guarantee

effective and exciting teaching. A combination of factors, of which advanced training is one, is required to promote effective teaching and learning.

Specific data on faculty quality--

It is helpful to begin with information on such items as the percentage of the faculty holding earned doctorates, the percentage holding other advanced degrees, the average amount of graduate study completed by the faculty as a whole, the types of institutions represented by such advanced work, the extent to which persons are teaching in areas in which they have received advanced training, the kinds of work experience the faculty has had, and the extent to which faculty members display scholarly interest through writing and through attending the meetings of professional societies. Each of these items furnishes clues to the competence of the faculty as a whole and points up areas in which further investigation may be required. (35: 13)

The section devoted to the recruitment and appointment of faculty provides a clear description of what is desired by the North Central Association.

The procedures employed in securing new faculty members often reveal much about the quality of an institution. Is there evidence that the institution makes a serious effort to secure the kind of faculty members who can most effectively carry out its avowed purposes? Does the institution have clearly in mind the kind of faculty members it wants? What agencies are approached in locating potential faculty members? Commercial placement agencies? Graduate schools? Denominational agencies?

The institutional catalog ordinarily lists the previous experience of faculty members. Are most of the faculty members from the same under-graduate or graduate institution? This in itself is not necessarily good or bad, but it does raise a question regarding the possibility of excessive in-breeding. How were faculty members brought to their present position? The "official" procedure will be outlined in a faculty manual or faculty constitution. Compare this "official" procedure with what seems to have been the actual practice in securing the faculty members. How were faculty members contacted? How did they find out about their positions, and what procedures were followed in appointing them?
(35: 39-40)

The community colleges in Michigan which are readying themselves for accreditation will need to give attention to such recommendations and guidelines.

In an editorial in The Junior College Journal, Leonard V. Koos summarizes various findings which resulted from a series of articles he wrote for the Journal. He comments, relative to the findings, that the dilemma in trying to recruit teachers from high schools, rather than from college positions is that the first group has had too little subject matter preparation and the latter group perhaps too much. He says,

. . .no conclusion is more apparent than that few persons who enter the work have been specially prepared for it. The large majority have been recruited from high school teaching, and, although most of these have carried their subject matter preparation beyond the stage prescribed for their

former work, few have had as much specialized preparation for junior college positions as would be given in a course concerned with this new institution. Even when one admits that much of the preparation for high school teaching is applicable to the next higher level, one cannot urge that it approaches adequacy. A small minority of junior college teachers have been recruited from college positions, but it is well known that the preparation of college teachers is too often restricted to intensive specialization in a subject-matter field and ignores systematic consideration of teaching and educational problems. (29: 424)

Koos further believes the problem of securing qualified instructors is made more difficult because of "the small number of higher institutions maintaining suitable programs of junior college teacher preparation and the small enrollments in the programs." (29: 424) Leon N. Henderson's article in The Junior College Journal placed much emphasis upon the need for prospective junior college teachers to complete a teaching internship before they are employed. He further states that too few graduate schools in universities have undertaken to do anything to provide for this type of professional experience. (20: 388) The following is a brief description by Henderson of a teaching internship and the value to be derived from it:

The internship in junior college teaching is a guided program of experiences under selected, competent and experienced faculty which has for its purpose the development of minimum understandings, attitudes, skills, and habits in the prospective instructor. Successful completion of this program provides assurance to students, parents, and administrators of the fitness of the new instructor in his early years. It provides a

measure of intelligent self-assurance to the young instructor as well as valuable personal resources for effective self-evaluation leading toward continued improvement of competency through the years. (20: 388)

In another Journal article, Price outlines the role of administration in the development of excellent teaching. (36: 37-42) A major portion of his writing is given to the identification of criteria for the selection of community college teachers. He concludes that academic criteria include a minimum of a master's degree plus additional work in professional education. This later work will give the instructor the professional knowledge and competencies needed to function effectively. (36: 41-42).

Algo D. Henderson's Policies and Practices in Higher Education devotes a full chapter to treating the question, "How shall the instructional program be staffed?" (19: 161-175) He says,

The shortage of faculty during the emergency period will probably be severe enough to necessitate in many institutions the employment of persons as teachers or as functional assistants who would not previously have been considered qualified for teaching at the college level. (19: 169)

The use of women as teachers in higher education will have to be increased. The employment of teachers past 65 years of age should be encouraged, and those eligible for retirement ought to be invited to stay on the staff for another year or two. The use of part-time teachers is also suggested. Henderson explains,

Here again the community colleges may have some advantage because in each of these separate communities there are at least some professional men or technically trained persons who can be induced to teach one or two courses in their special fields. This practice can be of substantial advantage in the operation of the late afternoon and evening programs for part-time students which are so popular in this type of college. (19: 170)

The improvement of the teaching profession by increasing salaries and fringe benefits is also a suggested method to attract more teachers.

The final publication is a proposal by Max S. Smith entitled "Suggested Program for a Diploma for Advanced Graduate Study for Prospective Community College Teachers." (45) In it Smith states that,

The one-year program of graduate studies, leading to the master's degree, is regarded as a minimum program of professional preparation for community college teachers. Community college people and those of us involved in their professional preparation, recognize the fact that at least two years of graduate study is desirable in achieving the technical and professional competence commensurate with the demands which are placed upon teachers in the community college. The Diploma program is designed for those persons who plan to devote their professional career to teaching in a community college and desire to achieve a level of proficiency which will enable them to assume a role of successful effective teaching and a greater depth of understanding in their work. The trends of our culture and the character of the community college both require instructors with breadth of knowledge and an awareness of the interrelationships of various disciplines in the general education of students at this level. (45: 1)

The suggested content of Smith's program would include: (1) the devotion of one-third of the student's time to study in major subject areas, (2) one-fifth of his time in mastery of basic theory and skills in areas of higher education plus additional studies in cognate areas, and (3) the remaining time to be spent in adult education, internship, seminars and independent study. (45: 2-5)

Research and Studies:

The following pages contain a review of research and studies which are concerned with the identification of sources of recruitment, faculty traits and characteristics desired, and types of training reported by community college administrators and various authorities in the field.

In a study reported in the Junior College Journal, David B. Pugh attempted to determine the shortcomings in the preparation of community college instructors, using as criteria the judgments of community college administrators. (37: 427) He also sought to isolate the general requirements and needs in teacher training programs for community college teachers. Pugh's survey sample included 112 junior colleges. Returns were received from 105 of these institutions. In asking the community college administrators to name the most generally used method of securing instructors, Pugh found that

. . . some administrators cited transfers from the high school to the junior college staff. Recommendations of faculty members and reliable friends, former students graduated from senior colleges, and personal contacts were other methods relied upon. (37: 429)

The survey attempted to isolate some recommendations to be used in the preparation of community college instructors. Ninety-three of those reporting attached some importance to a course emphasizing purpose, function, and philosophy of the community college. They would want to see such a course included in the prospective instructor's graduate program.

Student teaching was also regarded as desirable in preparation programs. The following statement explains why many of the administrators would like to see the student teaching internship required:

Practice teaching undoubtedly would be of value in teaching prospective instructors how to meet unexpected problems and in helping them to make necessary emotional adjustments. The value of this internship could be heightened, too, if it were done in a junior college emphasizing both preparatory and terminal functions. As a final measure of the importance of this training, it might be pointed out that many administrators accepted it as next in importance to actual teaching experience. (37: 433)

Further analysis of the returns revealed that many administrators feel the graduate school should offer some work stressing the desirability of emphasizing the community nature of the junior college. In addition, Pugh reported,

The junior college instructor must realize the necessity of participating in community activities; he must realize that academic training is not enough for complete success in the junior college field; he must have extra-curricular interests that

will benefit him and the school. Young apprentices should be taught how to make community surveys; they should study techniques of community service; they should be adequately equipped in public speaking; they should know specifically the purposes and functions of the junior college in relationship to the community. (37: 434)

He also stated that many administrators favored practice teaching so highly that they would desire high school experience over no experience.

Searle F. Charles and Kenneth Summerer reported the findings of their analysis of Michigan's Flint Community College in an article published in the Journal. They discussed the composition of the Flint faculty, analyzing the geographic origin of the faculty, graduate degrees held, and the number of years of teaching experience. The study contained six specific factors to be considered in the selection of a faculty. These include: (1) and interest in teaching in the community college, (2) the amount and quality of academic preparation, (3) an interest and past experience in student activities, (4) the amount of preparation in professional education courses, (5) the character and personality traits of the instructor, and (6) balance in age, training and experience. (6: 421-422)

In explaining the factor of "balance in age, training and experience," the authors stated that ". . . a college faculty should not be provincial in thought or experience. Part of the experience students should receive in attending college is contact with instructors who possess different philosophies, characteristics, and backgrounds." (6: 423)

In a United States Department of Health, Education, and Welfare bulletin, published in 1959, Clarence B. Lindquist reported the findings of a study concerned with faculty personnel. (31) This comprehensive study surveyed the personnel and instructional practices used by institutions of higher education. A total of 1,940 colleges and universities were contacted and usable responses were received from 1,610. Essentially, the study attempted to find out what practices in hiring and use of personnel are being employed by these institutions in their attempt to cope with the growing shortage of qualified faculty.

Comparisons were made between private and public institutions as well as among the various geographical areas. Comparison by type of institution (liberal arts, junior college, etc.) was made in attempting to isolate specific problems and critical shortages of teaching fields. It was found that the master's degree was nearly a universal requirement for appointment to a community college position. (31: 22)

A number of junior college presidents and deans indicated that they did not experience much difficulty in procuring qualified staff because ". . . such persons were readily available from among the better high school teachers in the system with which they were associated." (31: 22)

In analyzing the data to determine the areas of shortages, Lindquist found that mathematics, physics, and science were areas mentioned frequently by community college administrators. (31: 34)

The problem of inadequate salaries was often mentioned as a factor in not being able to attract qualified instructors. As one director of a junior college stated:

In the past we have had little difficulty in obtaining adequate, competent instructors for our college. However, we have noted this year that applicants are more reluctant to accept at the first offer. They seem to be shopping and looking for higher salaries. (31: 37)

Teachers' salaries in some areas are evidently much better than in other areas. This has led to some "campus robbing." A beneficiary of this practice, a junior college dean in the Midwest, commented:

We are increasing our faculty at a current rate of 20 per cent per year. By robbing the South we have held our own. But what happens when the Southern wells run dry? (31: 35)

While some community colleges have not experienced dire circumstances in recruiting instructors, certain subject-matter fields were reported as critically short of qualified teachers. One junior college president stated,

At the present time we have not faced any insurmountable difficulties in staffing our college. To be sure, in the areas of mathematics, physical sciences, engineering, electronics, and nursing, we have not had an abundance of applications. Being part of a city system in which we have several schools under the same board of education, we have from time to time taken outstanding people from these faculties and brought them to the college. (31: 39)

Lindquist also found that favorable location, including such factors as desirable climate, has reduced staffing problems at some institutions. An administrator of a community college in a suburb of a large Eastern city said:

We have had no great problem to secure new faculty. Out of a total of about 25, we had to replace only 2 for next year. We have had over 100 applications from teachers probably due in part to our ideal location, and in part, we hope, to our reputation. (31: 39)

Some of the practices which have been employed to augment staffs are better salaries, improved fringe benefits, more aggressive recruiting practices, increased employment of women as teachers, and greater use of older persons. Some institutions have used student assistants to relieve the instructors of some clerical and routine duties, while other institutions have merely increased the teaching loads. (31: 48)

Ferris N. Crawford, reporting efforts to determine the desirability of continuing certification for community college teachers in Michigan, found that, generally, community college administrators in that state favored a continuation of such a practice. (54: 1)

To obtain the opinions of community college administrators, the issue was placed before the Michigan Council of Community College Administrators. This Council is comprised of the top administrators of the sixteen community colleges operating in the state. The vote, after several meetings

devoted to the topic, was 12 to 3, with one abstaining, in favor of continuing the certification of community college instructors.

The issue was also directed to the president of the Michigan Association of Junior Colleges, an organization comprising a large proportion of the 1000 instructors teaching in the sixteen community colleges. The President of that organization issued a four-page statement in favor of continuing certification practices along with a set of suggestions for improving certification procedures. The extent to which this statement represented the attitudes of the other members of the organization was not made known. (54: 2)

Crawford added that the state superintendent of public instruction was not satisfied until he knew the viewpoints of some authorities outside of Michigan regarding the issue. As a result, Bartlett sent a questionnaire to two groups of community college educators outside of Michigan.

(1) The first sample consisted of 25 state officials from states which operate community colleges. The second group was comprised of another 25 individuals, mostly in four-year colleges and universities, who were commonly known as authorities in the community college field. Eighty-four per cent of the state officials responded and 52 per cent of the other selected authorities responded. Thus it may be said that the sample and the returns were representative.

Crawford summarizes the findings of Bartlett's study in this observation:

Of those favoring the certification of community college teachers, not one of all the respondents believed that a bachelor's degree should be the only requirement for certification. Only one, a state official, believed that either a master's or doctor's degree in a subject field should constitute the sole requirement for certification. When asked to list the requirements that would be the most reasonable, about seven different requirements were listed. The greatest frequency of response, reported by a total of seven individuals, listed a master's degree plus a specified number of community college courses as a minimum requirement. The next greatest number, four in total, listed the master's degree with specified courses in addition to an internship in junior college teaching as the minimum requirement. When asked if directed teaching experience should be a requirement for certification, 75% of the selected authorities and 83% of the state officials favored the requirement of directed teaching experience supervised, in part, by teacher education institutions. (54: 3)

M. R. Trabue reported the results of a study about college instructors in the Association of American Colleges Bulletin. (49) Primarily concerned with qualifications of instructors in liberal arts colleges, its implications are pertinent to the community college. The study involved 653 liberal arts colleges. A total of 419 completed and returned the questionnaire used to gather data. Each person completing the questionnaire was asked to rank various traits to indicate how much weight he usually gives to each when evidence of the traits appear in the credentials of an applicant for a position as instructor or assistant professor. (49: 375)

Trabue commented,

The fifteen characteristics most highly valued by presidents of liberal arts colleges are also highly valued by the presidents of other types of colleges. Only two of the fifteen traits rated highly important by a majority of these liberal arts college presidents received less than a majority of such ratings from 401 teacher-education and junior-college executives. (49: 376)

Closely related to this study, Trabue reported the findings of an investigation in The Junior College Journal. (50) Two hundred and four returns were received from presidents of junior colleges. They checked on the questionnaire the degree of importance attached to traits which had been reported as important in teachers of first and second year college students. (50: 140) Trabue reported a great degree of similarity in the desire of junior college administrators for traits sought by liberal arts and teacher college administrators. (50: 141) In another study reported in the Journal, Punke concluded that the preparation of junior college faculties seems to have received less attention than some other aspects of junior college development. (38: 376)

In the area of academic and professional preparation, Harold D. Punke reported,

The extent to which junior colleges are administratively connected with senior high schools and have their programs integrated with the high school programs will probably affect the future development of the junior college. Where there is a close

integration of administration and curriculum, the idea may easily become accepted that teachers in the junior college section of the institution should have about the same level of training as teachers in the senior high school section. In any case, however, with the increasing proportion of high school teachers who hold master's degrees, one should expect increasing pressure for junior college teachers to have at least an equal level of preparation. (38: 376)

Relative to the location of institutions at which community college faculties received their training, Punke stated:

Faculty inbreeding or provincialism can obviously be a limiting factor in the quality of education which junior colleges make available to their students. If a large proportion of the faculty of a junior college have received their general and professional education from institutions within the same state as that in which the junior college is located, there may be such inbreeding or provincialism. In most instances, however, it is better to have a master's degree, or a bachelor's degree, from an institution within the state than not to have the degree. Moreover, in several states there are institutions within the state which are better qualified to give graduate degrees than most institutions outside the state. It should be recognized that there are various forms of inbreeding among educational institutions and various factors which influence the extent of the inbreeding. For any detailed consideration of this point a more comprehensive study is needed than that here reported. (38: 379)

Leonard V. Koos, in a series of articles for The Junior College Journal reported the results of his research relative to the junior college

teacher. He collected and summarized data relative to the instructors' preparation, instructors' qualifications which are deemed desirable, and also evaluated productive sources of supply of qualified instructors.

The data for his studies were collected from a sample of 48 two-year colleges. Usable questionnaire returns were received from 1,458 junior college instructors. This represented 90.7 per cent of the total number of instructors in the 48 public junior colleges surveyed.

Koos, in the first report, deals with the type and duration of the junior college instructors' training. He comments that, while the junior college was still in its infancy, there was little reason for studying such factors as teacher preparation and sources of supply. (26: 77) In a further explanation of this point, Koos says,

When another teacher was to be employed to meet not too well-defined needs, a junior college, by scanning the files of placement services in universities or of teachers' agencies could pick up an instructor from among persons prepared for something else. The rapid growth of the junior college and the imminence of the junior-college level as a universalized period of schooling have long since discredited this policy of opportunism in recruitment of teachers. (26: 77)

His concern for the need for objectively determined qualifications is evident in this statement:

Development of the junior college is already far past the point where programs of preparation for junior-college teaching should be operative in many higher institutions and where desirable qualifications,

objectively determined, for junior-college instructors should be known to administrators and others responsible for nominating and appointing them. (26: 77)

Koos also feels the mounting interest in an adequate source of supply of well-prepared teachers justifies the importance of his studies.

Some of the findings of his study are:

1. The Master of Arts is the most typical degree held by public junior college instructors who teach in academic subjects. The teacher of vocational and technical subjects also holds the master's degree, but the proportion of such instructors holding this degree is not as great.
2. The typical junior college instructor of academic subjects has had about two years of graduate residence. The vocational/technical instructor has had about one year.
3. Both academic and vocational/technical instructors teach in more than one area, thus requiring a less narrow teaching major than four-year college instructors. (26: 89)

In the second article published in The Junior College Journal, Koos reports the findings of a study which attempts to answer the question of the amount and kind of preparation junior college teachers have taken in their teaching field. His findings show the need for a broader academic preparation due to the practice of junior college instructors teaching in more than one subject area. (28: 204-205) The number of instructors

reporting "double majors," either at the undergraduate or graduate level, is significant. This, in effect, is one qualification deemed desirable, since it permits the instructor to engage in "dual-level" teaching. (28: 204-205)

The third article in this series is a presentation of evidence to answer the question of what work junior college teachers have taken in the field of professional education. (27: 332) Specifically, the study presented data concerned with (1) the number of semester hours of education reported by the junior college teachers and (2) the teachers who indicated that they had taken certain courses in the field. (27: 332) The number of semester hours reported by these instructors ranged from no work to as much as 100 semester hours. (27: 333) The great majority of teachers who reported work in professional education fall in the interquartile range of 20 to 40 hours. After listing the courses that many teachers reported they had taken and those they considered valuable and useful, Koos summarized the implications of these data. He said the results available show that preparation of junior college teachers closely resembles that of high school teachers. He believes and urges that special programs of preparation for junior college instructors should be developed to meet the particular needs at that level. (27: 344)

In a study conducted by Claude Kelley to determine the qualifications desired by administrators in the selection and promotion of college teachers of education, there are many points of similarity when compared

with the two-year college teacher. (23) Some of Kelley's major findings were that the master's degree was the minimum requirement for employment and that some teaching experience is desirable.

It is in the area of administrative procedures relating to faculty selection that a great deal of similarity to community college practices exists. Kelley reported that:

1. New staff were located primarily through college placement bureaus and colleagues,
2. Personal interviews were usually demanded before employment,
3. The staff functioned in suggestion, investigation, recommendation, and at 42.4% of the schools, in approval of new staff, and
4. The dean or a similar agent was most influential in selection. (23: 57)

In another study designed to determine whether junior college administrators consider high school teaching experience a liability or an asset, Norman E. Hamlin conducted a survey of opinion among California administrators. (18: 236) Data were secured from a sample of 48 junior colleges; returns were received from 43, which represented 74 per cent of the group. Sixty-three per cent of the administrators responding said they preferred instructors with previous high school teaching experience, while only seven per cent said they did not. Thirty per cent did not state a preference. (18: 236) In response to a question designed to find out

why these administrators desired such experience, the following reasons were given:

1. More sympathetic attitude toward (and better understanding of) students and their problems.
2. Superior ability to present subject matter in terms of student interests, capacities and needs.
3. Superior ability to correlate junior college and high school subject matter.
4. Greater familiarity with and acceptance of modern educational theory.
5. Better organized classroom routine (keeping records, making assignments, etc.).
6. Closer cooperation with other faculty members.
7. Broader background of general knowledge.
8. Smoother, more efficient procedures of presenting subject matter.
9. Superior ability to maintain control of students.
10. More enthusiasm for teaching as a profession.
11. More thorough knowledge of subjects taught. (18: 237)

Those administrators who did not desire instructors with previous high school experience felt such experience made it difficult for these teachers to adjust to the pace of junior college instruction. (18: 238) Of the 30 per cent who indicated "no preference" for such experience, the

majority said that high school experience could be valuable, but did not recognize it as a factor which would influence their selection of junior college teachers. (18: 238)

Another study attempted to find out what practices were being followed by institutions at all levels of higher education. (8) Some of the reported practices were:

1. Employment of more retired professors, military officers, and persons from business, industry, and government.
2. Employment of numerous part-time persons from other fields.
3. Employment of less qualified persons than those formerly employed.
4. Increase of salaries and introduction of new and improved fringe benefits. (8: 1)

In conclusion, the report said, "Theological and religious schools, professional schools, and junior colleges appear to be least affected by faculty shortages." (8: 2)

In a scientific investigation to determine the extent to which selection programs use methods based on research, Doohar and Marting have presented numerous models of efficient procedures used by private industry and business in staff recruitment. (11) The most comprehensive program presented is the following one used by a large, complex organization. Its nine selection methods are:

1. Verbal test.

2. Abstract reasoning test.
3. Supervisory ratings.
4. Group oral performance test.
5. Supervisory practice test.
6. Company policy test.
7. Supervisory opinions test.
8. Test of ability to interview.
9. Interview. (11: 34-35)

The awareness of the importance of the selection process is indicated by the authors in the following statement:

While it is probable that a research study could disclose ways of eliminating some of these methods without significant loss of validity, it is notable that this management, recognizing the importance of supervisory jobs, is willing to take the time necessary to make a thorough evaluation.
(11: 35)

Two of the methods used in the above mentioned selection process have direct implication for the corresponding procedures used by community college administrators: the oral interview and the evaluation of training and experience of the candidate. The factors related to personnel recruitment are included here because of their relevancy.

The oral interview is probably the most widely used selection device in the world. Studies on the validity of the interview have shown that in some instances it is so valid that no other selection devices need be used; in others it is so invalid that

it would be wise to select candidates directly counter to the recommendations of the interviewers. The true value of the interview in supervisory selection depends on the proper selection and training of the interviewers. If the interviewers are skillful, the oral interview can provide important information about candidates.

In some cases an evaluation of the training and experience of the candidate is made part of the supervisory selection program. This method has the advantage of bringing into the program for consideration elements, such as technical competence and knowledge of a particular organization, which may be important to the success of the candidate on the job and which would otherwise be neglected. The major disadvantage is that we have only scanty information as to which elements in the training and experience record of an individual are relevant to supervisory success. (11: 99)

Through a study of such similar programs of selection practices, various benefits can be derived by the community college administrator in his search for qualified faculty.

In a similar study concerned with recruitment and selection of supervisory personnel in business, Koontz and O'Donnel believe that a well thought out and written policy relative to selection practices will be most helpful to those responsible for such activities. As the authors have stated:

The firm that has developed a policy concerning recruiting, appraising, selecting, and promoting candidates for managerial

development has taken a major step to keep itself attuned to the modern environment. It has, on the one hand, considered the risks entailed in random recruitment and hiring from competitors and found them too heavy to bear. On the other hand, it has reached the conclusion that the execution of such policies will yield positive results. (25: 328)

Some community colleges have actually followed such advice and developed written policies concerned with practices of recruitment and selection of personnel. (40) Many authorities do not believe that such procedures need to be elaborate nor put into operation on every campus. (3: 58) Fredric W. Ness said in The Role of the College in the Recruitment of Teachers that recruitment of well-qualified college teachers cannot be left to mere chance. He added, "the need must be recognized and that, ideally, some individual or group should be given primary responsibility for focusing attention upon the problem." (3: 58)

The desirability of involving the total instructional and administrative staff in the responsibility of recruitment is indicated in the following statement:

A second principle is that the college administration must take an active interest in the problem of recruitment and, even more, that the individual faculty member must be made aware of his responsibilities to this cause. (3: 58)

In a most extensive study relative to the recruitment and selection of faculty in four-year colleges and universities, Schueler reported findings

in the areas of: (1) sources of recruitment, (2) use and validity of letters of recommendations, and (3) appraisal by interview and observation and responsibility for recruitment and appraisal. (2: 23-27)

The three most "effective" sources for recruiting faculty responsible for teaching freshman and sophomore students reported in this study are: (1) university placement bureaus, (2) personal recommendations from colleagues in other institutions, and (3) recommendations from colleagues in own institutions. (2: 26)

Relative to the use and validity of this method, the following excerpt from the study indicates how such a practice is viewed by administrators responsible for appraisal and selection of candidates:

The open-end question asking for strengths and weaknesses of letters of recommendation in providing an accurate picture of the candidate produced a large number and variety of instances of both. The most frequently cited strengths, classified in general categories, in order of frequency of mention were:

1. Gives generally helpful information.
2. Gives personal information not otherwise available.
3. Is valuable in relation to position and experience of writer.
4. Scholarship evaluation is generally valid.
5. Tends to emphasize areas of strength.
6. Provides clues for follow-up.

The most frequently cited weaknesses can be summarized as follows:

1. Gives a prejudiced picture; presents only positive assets.
2. Not candid; omits significant details.
3. Contains too many vague statements.
4. Is an inaccurate assessment of personality factors.
5. Person responding may not be qualified to judge pertinent factors. (2: 25)

Many respondents to the survey mentioned above underlined the importance of following up the receipt of letters of recommendation with telephone calls. (2: 26)

The respondents were also asked to rate four methods of appraisal through direct contact: (a) personal interviews with administrative official, (b) meeting with faculty members, (c) observation of teaching, and (d) informal observations at meetings of professional and learned societies. The order of favor expressed by the administrators answering this survey was: a, b, d, and c.

The majority (185) considered the practice of asking a candidate to be an observed guest before a class in their own institutions to be unnecessary; 127 considered this practice to be desirable; and only one considered it to be necessary. On the other hand, 221 thought a visit to a candidate's class in his present institution to be desirable, if feasible; yet 103 considered

it to be unnecessary. In slightly greater favor was the practice of observing a candidate's teaching in their own institution during a summer session or part-time assignment--244 desirable; 77 unnecessary. It is not possible to ascertain to what extent the replies to this section reflect convictions unalloyed by administrative convenience. Of particular interest to those interested in the improvement of instruction, however, is the revelation in this questionnaire that administrators seem to rely more in their appraisal of a candidate's teaching ability on the indirect evidence contained in his letters of recommendation than on direct observation of his teaching. (2: 27)

The report further revealed that little evidence of "faculty inbreeding" was present in the institutions studied. On the question of recruiting candidates native to the state, a small number of respondents indicated the number to be 50 per cent or more, while the majority reported 25 per cent or less. As Schueler states, "Mobility seems to be 'the order of the day,' at least in the case of appointments made within the last three years." (2: 28)

Practices in recruitment and selection of faculty in these institutions have, according to the statements given, evolved to keep pace with the problems accompanying the shortage of qualified instructors.

Summary:

The literature reviewed in this chapter is divided into three types: (1) the publications that deal with the general problem of the need for more faculty and the national teacher shortage; (2) literature, which reflects ideal conditions related to faculty characteristics, training and experience;

and (3) studies and research reports which are more limited in scope, but which are concerned with the identification of the above mentioned training, experience and traits.

Many authorities and researchers show a considerable amount of agreement in some areas. There are other areas where virtually no agreement is present. And there are areas where little, if no information is available. The following discussion of methods, traits, training and characteristics represents the criteria most generally agreed upon.

Relative to the sources of supply of qualified instructors, the readings surveyed show the following to be the most effective:

1. University placement bureaus.
2. High school teachers.
3. Private industry and business.
4. Retired military personnel, housewives and retired college and university professors.

The literature shows the following methods to be the most effective for contacting prospective applicants:

1. Written communication such as letters, bulletins and information sheets.
2. The efforts of present faculty.
3. The designation of a person to be solely responsible for faculty recruitment within a community college.
4. An effective public relations program.

The research surveyed indicates that community college faculties should have a representative number of instructors who have earned degrees from institutions in states other than the one in which the community college is located. This number should approximate a one to one ratio with those instructors who hold in-state degrees.

The following subject areas are shown to be critically short of qualified instructors:

1. Mathematics.
2. Physical and life sciences.
3. Nursing.
4. Women's physical education.
5. Electronics and other technical subject areas.

The literature and research shows the following criteria considered minimal in the selection of faculty: Academic instructors should have at least a master's degree in the subject they will be teaching and they ought to have had some previous teaching experience; even practice teaching through an internship. Approximately six to 15 semester hours in professional education courses is also desirable. This should include a course in the philosophy and aims of the community college. The prospective instructor should have a positive attitude toward community college education. Vocational/technical instructors should have at least a bachelor's degree, although not necessarily in the subject they will teach. If no previous teaching experience has been obtained, in-service training

should supplement regular course work in professional education. At least three years of work experience in the field in which they will teach is also desirable. Finally, the instructor should have a positive attitude toward community college education.

Most authorities agree that letters of recommendation usually are not reliable in providing accurate information about applicants. Other writers believe a structured mail-out check list will provide the necessary accuracy. These persons advise a follow-up telephone call or letters to those who have written the recommendations.

Methods suggested by various writers and authorities to be used in the selection of faculty are as follows:

1. The selection of faculty should not be the sole responsibility of one person. It should involve other administrators, such as a department chairman or an assistant dean.
2. Faculty members from the department in which the applicant may teach should also be involved in the evaluation of the applicant's qualifications.
3. The use of written examinations, psychological inventory surveys and other methods that provide quantitative results is recommended in the selection process.
4. Personal interviews, preferably on the community college campus, should be utilized. More than one person should interview the applicant.

5. After the personal interviews have been concluded the pooled judgment technique should be used to select the best qualified personnel.

The criteria cited above will be used in Chapter V to evaluate the practices used by the Michigan community college administrators in the recruitment and selection of faculty.

CHAPTER III
DESIGN OF THE STUDY AND
CHARACTERISTICS OF THE POPULATION

The data for this study were obtained from all of the public community colleges in Michigan. Personal interviews were conducted with the administrators designated as responsible for faculty recruitment in each institution. These interviews were structured through the use of a questionnaire schedule especially constructed for the survey.

Source of Data:

There are 17 public community colleges in Michigan. Twelve operate under local public school boards of education and the remaining five operate under the control of separate boards. One community college is not offering instruction at the present time but will begin in September, 1964. Because there are only 17 community colleges in the state, it was decided to use them all; therefore, results obtained from the study will not be generalized to a larger population. However, future directors of community colleges in Michigan may find the results helpful when applied in similar institutions.

Construction of the Survey Instrument:

After the source of data was determined, the next step was to determine which type of data-gathering method to use. As mentioned previously, the personal interview, with the use of a questionnaire schedule,

was decided upon. The primary reason for this was an attempt to get a 100 per cent response.

Construction of the interview schedule began with the accumulation of appropriate items to be used. Questions for this instrument were gathered by intensive review and study of pertinent literature in the area of personnel and faculty recruitment. Frequent and productive discussions with persons acquainted with community college teaching and administration produced many additional items for consideration.

After the first revised draft of the interview schedule was completed, additional comments and suggestions were solicited from Michigan State University professors. Critical evaluation by these men proved helpful in adding to the number of useful items, as well as in the deletion of non-essential questions.

The completed interview schedule was then pre-tested among qualified persons at Michigan State University who are similar in characteristics to those interviewed in the actual study. In this way, when necessary, changes in the instrument were made and the reliability of the interview schedule was determined.

The interview schedule is divided into four parts. (See Appendix A, page 124) The first part asks for information relative to the community college, its type of control, the persons responsible for faculty recruitment, and the interviewees' background and experience.

"Recruitment of Faculty" comprises the second part of the interview schedule. This section includes items concerned with sources and methods used to recruit personnel, faculty characteristics, and problems encountered in the recruitment of qualified instructors.

Part three of the interview schedule relates to the procedures used in the selection of faculty. It includes such factors as desired qualifications and training, selective criteria, and the methods and steps involved in the selection process.

The final section of the schedule is titled "Summary Comments" and contains questions which ask for the administrators' awareness of problems relative to faculty recruitment, possible future recruitment practices, and the identification of trends related to future enrollments and the need for additional instructors.

Survey Procedure:

Letters were sent to all the head administrators of the Michigan community colleges after the interview schedule was completed early in March, 1963. Dr. Max S. Smith, Director, Office of Community College Cooperation at Michigan State University signed the letters which (1) introduced the researcher, (2) explained the purpose of the study, and (3) asked for confirmation of a pre-determined interview date. (See Appendix B, page 132)

Within two weeks, replies from all but three of the administrators were received. A follow-up letter or telephone call was sufficient to complete a favorable confirmation of all appointments.

The first interview was conducted on March 28, 1963. On each day after that at least one and sometimes two interviews were conducted. By April 12 the schedule of interviews was concluded.

The average interview lasted slightly less than two hours. When statistical information was not readily available during the interview, it was forwarded to the researcher by mail. All of the interviews took place in the office of each person interviewed and was of a type that could be labeled "informal."

When all the interviews were completed the data were compiled into summary tables. Such tables greatly facilitated analysis and evaluation of the results.

Analysis of the Data:

When all of the information had been compiled and was represented in tables, these tables were studied so that trends, relationships, and problem areas were recognized. Thus, a more systematic evaluation was possible. The study was essentially concerned with: (1) the types of instructors desired by the community college administrators and (2) the methods employed by administrators in the recruitment and selection of the instructors. Therefore, the analysis was primarily an attempt to identify the various organizational patterns in the processes of recruiting and to assess the judgmental aspects of selecting new faculty members. Further analysis uncovered patterns of methods and practices, the relative success of various practices, and common problem areas expressed by the community college administrators.

Using criteria which writers in the literature accept as valid, productive and ethical in the recruitment of faculty, an evaluation was made of the practices reported by the Michigan community college administrators.

The type of personnel sought by the Michigan community college administrators was analyzed relative to the characteristics most generally agreed upon by recognized authorities in community college education.

The findings of the study, as analyzed, were then used as a frame of reference from which to suggest possible solutions to the problems expressed by the administrators. Recommendations for future faculty recruitment and selection practices were then made relative to the increasing demand for qualified teachers in Michigan.

Characteristics of Colleges Participating in the Survey:

State law provides for three alternative bases for establishing community colleges in Michigan. Upon the approval of the Superintendent of Public Instruction, a community college can be established by:

1. The Board of Education of an existing school district of the first, second or third class, or one created by special act, or a graded school district having a population over 10,000.
2. One or more contiguous counties or parts of counties, upon advice of the State Board of Education and a favorable public vote.
3. Two or more school districts, operating grades kindergarten through 12, within a county or contiguous counties, may

form a community college district upon advice of the State Board of Education and favorable public vote.

There are two general types of governing bodies which exercise control over the community colleges in Michigan:

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.
 - a. The Board of Trustees shall number six or more members.
 - b. Any elector in the county, or part of the county (school districts, or townships, or cities) included in the community college district is eligible to be chosen a trustee.
 - c. Term of office is six years, except that the first board will proportionally be chosen for two, four and six years, as set forth in the Act.

The Board of Trustees described above has the power to acquire property, erect buildings, employ persons, to establish and finance programs and all other things permitted by law, which it deems necessary for

the proper establishment and carrying on of the community college. Of the 17 community colleges participating in the study, 12 operate under public school boards that also include grades K - 12. Five operate under separate boards of control. Of these five, one is not offering an instructional program at the present time. It will begin its program in September, 1964.

The total student enrollments in the Michigan community colleges range from 279 to 7,300. The 16 colleges that offer instruction have a total of 36,318 students enrolled. This number is equal to 24,471 full-time-equivalent students. A classification of the enrollments by type of control is contained in Table I which shows that the majority of enrollments are in the 2,000 - 3,999 classification. A total of seven colleges have enrollments of this size.

TABLE I. COMMUNITY COLLEGES PARTICIPATING IN THE STUDY
CLASSIFIED BY ENROLLMENT AND TYPE OF CONTROL.

Enrollment	Public School Board of Education	Separate Community College Board	Total
100 - 499	2	1	3
500 - 999	--	1	1
1,000 - 1,999	3	--	3
2,000 - 3,999	5	2	7
4,000 - 6,999	1	--	1
7,000 - 10,000	1	--	1
Total	12	4	16 ^a

^a One community college is not offering instruction at the present time.

Characteristics of the Administrators:

Twelve of the persons interviewed for the study were chief administrative officers with the title of president, director or dean of the college. Two were classified as secondary administrative officers, and one as an administrative assistant. Of the remaining two, one is assistant to the superintendent of public schools and the other is a superintendent.

Table II lists the positions of the persons responsible for faculty recruitment in each community college. It also contains information about their educational background and experience.

The average length of time these persons have spent in their present position is 4.8 years. Five have at least nine years experience. Thirteen of these administrators have held other positions in the same college or within the public school districts under which the college operates. Nine of the administrators possess the master's as their highest degree, while the remainder hold the doctorate.

When asked for a brief description of duties in their present position, the most frequent answers given were:

1. Overall administration and direction of the total community college program.
2. Responsibility for curriculum, recruitment of faculty and other related matters.
3. Responsibility for all personnel to staff K - 12 program, to work with all departments, and to help in the evaluation of faculty.

TABLE II. COMMUNITY COLLEGES SURVEYED, BY TYPE OF CONTROL, AND POSITIONS OF PERSONS RESPONSIBLE FOR FACULTY RECRUITMENT

Community College No.	Type of Control		Title of Person Responsible for Faculty Recruitment	Highest Degree Held	Years in Present Position	Position Held Prior to Present
	Public School District Board	Separate Community College Board				
1.	X		President of College	Doctorate	10	Admin. Asst. w/ college
2.	X		Admin. Asst. (Personnel)	Master's	2.5	Instructor w/college
3.	X		Director of College	Doctorate	1	Registrar and Asst. to Dir.
4.	X		President of College	Doctorate	1	Dean of Students, Asst. to President
5 ^a		X	Dean of Instruction	Doctorate	--b	Dean of Instruction
6	X		Dean of Academic Ed.	Master's	2	Instructor w/college
7.	X		Asst. to the Superintendent	Doctorate	3	Admissions Officer w/college

TABLE II. (Continued)

Community College No.	Type of Control		Title of Person Responsible for Faculty Recruitment	Highest Degree Held	Years in Present Position	Position Held Prior to Present
	Public School District Board	Separate Community College Board				
8.	X		Dean of College	Master's	9	Director of Secondary Ed. in District
9.	X		Dean of College	Doctorate	1	Director of Pupil Personnel in District
10.		X	Director of College	Doctorate	3	President of a Comm. College
11.		X	Dean of College	Master's	2	Asst. to President of college
12.	X		Director of College	Master's	11	Director of Guidance and Adult Education
13.		X	Dean of College	Master's	5	Division of Vocational Education in District
14.		X	Director of College	Master's	12	Director of Adult Education in District

TABLE II. (Continued)

Community College No.	Type of Control		Title of Person Responsible for Faculty Recruitment	Highest Degree Held	Years in Present Position	Position Held Prior to Present
	Public School District Board	Separate Community College Board				
15.	X		Dean of College	Master's	6	Dean of a Comm. College
16.	X		Dean of College	Master's	6	Research Asst. in a university
17.	X		Superintendent of Schools	Master's	11	Dean of College and High School Principal
Number and per cent of community colleges operating under public school or separate boards of control		Percentage of persons with doctor's or master's degrees responsible for faculty recruitment.		Average number of years each administrator has spent in present position.		
		Doctor's	Master's			
Public School Board:	12	58.3%	51.7%	5.3 years		
%	70.5%					
Separate Community College Board:	5	40.0%	60.0%	4.4 years		
%	29.5%					

a Will enroll first student Fall, 1964.

b Will report July, 1963.

Summary:

This survey study is primarily concerned with community college faculty recruitment and selection in Michigan.

The data for the study were gathered through personal interviews with the administrators responsible for faculty recruitment. Data were gathered from all of the 17 public community colleges in Michigan. Twelve of these colleges operate under a public school board of education and the remaining five under separate boards of control.

The findings of this study cannot be generalized to a larger population. However, newly appointed community college administrators in the state may find the results helpful when applied in similar institutions in Michigan.

Data were gathered through personal interviews with the use of an interview schedule designed especially for the study. Questionnaire items for the schedule were accumulated through an extensive review of literature and studies. The interview schedule was pre-tested to establish its reliability.

The survey instrument is divided into four parts. Part one is concerned with the institution visited and the person interviewed. The second part asks for information about sources and methods of recruitment. Information about sources, methods, and the persons responsible for the selection of faculty are sought through the questions in part three. The final section is concerned with the identification of problems foreseen by

the administrators and the suggested action to be taken in solving these problems.

The survey was conducted from March 28, 1963, through April 12, 1963. A letter of introduction, asking for confirmation of an interview date, was sent to the chief administrators three weeks before the first scheduled interview. All persons contacted responded within two weeks. At least one, and in some cases two, interviews were conducted each day. The interviews lasted not longer than two hours each.

When all interviews were completed, the data were compiled, tabulated and studied. Trends, relationships and problem areas were thus recognized and more easily evaluated. The analysis was primarily an attempt to illuminate various organizational and judgmental aspects in the recruitment and selection process. Analysis of the data also uncovered patterns of methods and practices and the relative success of such practices. Common problem areas expressed by the administrators were also identified.

Criteria for the evaluation of the practices reported were established from a critical review of pertinent studies and literature. These criteria are generally accepted as valid, productive and ethical by authorities in community college education.

The findings of the study were then used as a frame of reference from which to suggest possible solutions to the problems expressed by the administrators interviewed.

CHAPTER IV

ANALYSIS OF DATA

To effectively present the data obtained in this study an itemized analysis is necessary. This analysis is divided into two main parts: (1) the sources, methods and problems of faculty recruitment and (2) the methods and practices used in the selection of faculty. A general summary at the end of this chapter abstracts the analyses of both these divisions.

Recruitment of Faculty:

Sources of Faculty Recruitment

In beginning the interview each administrator was asked to list the main sources from which his college recruited its faculty. The source most frequently named was "University placement bureaus." Ten administrators said this was the primary source they used in their attempt to find qualified faculty for their colleges. (Table III.) The least effective source they listed was "other sources" which included elementary school teachers, retired military personnel, and housewives who are qualified to teach. Two respondents said these "other sources" were the most effective. The next most effective source was "Graduate schools in Michigan" followed by "high school teachers in the same district." Two persons said high school teachers in their district provided the main group from

TABLE III. SOURCES OF FACULTY RECRUITMENT UTILIZED BY COMMUNITY COLLEGE ADMINISTRATORS

Com- munity College Number	Graduate Schools in Michigan	Graduate Schools Out-of- State	Univer- sity Place- ment Bureaus	Private Educa- tion Place- ment Agencies	High School Teachers within District	Private Indus- try and Business	Through Efforts of Present Faculty	Other Sources
1.	1	4	2	7	5	3	6	7
2.	3	3	1	--	4	6	5	7
3.	3	4	1	7	5	6	2	--
4.	2	6	1	--	3	5	4	--
5.	2	5	1	6	4	3	--	--
6.	6	3	2	--	1	4	5	7
7.	2	--	1	--	3	4	--	--
8.	2	--	--	--	3	5	4	1
9.	3	--	4	--	1	5	2	--
10.	--	--	1	3	2	5	4	--
11.	2	4	1	3	6	7	5	--

TABLE III. (Continued)

Com- munity College Number	Graduate Schools in Michigan	Graduate Schools Out-of- State	Univer- sity Place- ment Bureaus	Private Educa- tion Place- ment Agencies	High School Teachers within District	Private Indus- try and Business	Through Efforts of Present Faculty	Other Sources
12.	3	4	1	2	6	--	5	--
13.	2	3	4	--	--	--	5	1
14.	1	2	3	--	--	--	4	--
15.	3	2	1	5	--	4	6	--
16.	3	4	--	--	5	2	1	--
17.	3	2	1	4	6	7	8	--

Most effective source: University placement bureaus.

Least effective source: Other sources (elementary teachers, retired military personnel, etc.)

Most frequently reported order of source utilization:

1. University placement bureaus.
2. Graduate schools in Michigan
3. High school teachers in district.
4. Through efforts of present faculty.
5. Graduate schools out-of-state.
6. Private industry and business.
7. Private education placement agencies.
8. Other sources.

which they recruit. The fourth and fifth sources, "Efforts of present faculty" and "out-of-state graduate schools" were equally weighted. "Private industry and business" was ranked sixth by the administrators interviewed; not one respondent indicated this category to be the primary source, but 14 respondents admitted that they do try to recruit from private industry to some extent. "Private educational placement agencies" ranked next to last as a source of faculty recruitment; over one half of those questioned do not use this source at all. The general opinion was that persons who seek positions through these agencies are not too capable.

The following was the most frequently reported order of source utilization relative to the administrators' attempts to recruit qualified instructors:

1. University placement bureaus.
2. Graduate schools in Michigan.
3. High school teachers in district.
4. Through efforts of present faculty.
5. Out-of-state graduate schools.
6. Private industry and business.
7. Private educational placement agencies.
8. Other sources (retired college and university professors, retired military personnel, etc.)

Methods Used to Recruit Applicants

Relative to contacting prospective candidates, nearly all the respondents said the most frequently used method was "written communication" (letters, bulletins and information sheets). (Table IV) Only one administrator said he used all six methods in attempting to contact prospective instructors. The majority indicated that they used four methods. Thirteen respondents said they received many unsolicited letters inquiring about possible employment. Only three persons mentioned using "Other methods" as a means of contacting candidates; they did not specify what these were, but they were not included among the five methods listed.

The most frequently reported order of methods used to contact prospective community college instructors was:

1. Written communication (letters, bulletins and information sheets).
2. Informal communication with educators and administrators.
3. Personal contacts through visits.
4. Unsolicited letters of application.
5. Advertisements in journals, newspapers and magazines.
6. Other methods.

All of those responsible for recruiting faculty use at least three methods and many use four or five. There is no clear pattern of methods used by colleges that are situated geographically in or close to large cities. Neither is there a pattern among those that are in the less densely populated areas.

TABLE IV. METHODS OF CONTACTING PROSPECTIVE COMMUNITY COLLEGE INSTRUCTORS.
(Numbered in order of utilization.)

Community College No.	Written Com- munications, (letters, etc.)	Advertising, (Journals, newspapers, etc.)	Personal Contacts through Visits	Informal Com- munications with educa- tors and ad- ministrators	Other Methods	Unsolicited Applications for Positions
1.	3	5	2	4	6	1
2.	1	--	4	2	5	3
3.	1	3	2	--	--	--
4.	1	--	3	2	--	--
5.	1	--	4	2	--	3
6.	1	--	3	4	--	2
7.	1	--	2	3	--	--
8.	--	--	3	2	--	1
9.	2	--	--	3	--	1
10.	1	--	3	4	--	3
11.	1	2	--	3	4	--
12.	2	1	5	4	--	3

TABLE IV. (Continued)

Community College No.	Written Com- munications, (letters, etc.)	Advertising, (Journals, newspapers, etc.)	Personal Contacts through Visits	Informal Com- munications with educa- tors and ad- ministrators	Other Methods	Unsolicited Applications for Positions
13.	--	--	3	3	--	3
14.	1	--	3	4	--	2
15.	1	5	2	3	--	4
16.	1	2	--	--	--	3
17.	1	4	2	3	--	4

Geographic Sources of Degrees Held by Community College Faculty

The survey reveals that in all of the Michigan community colleges, 518 full-time instructors received their last graduate degree from institutions in Michigan. (Table V.) This is in contrast to 329 who earned their graduate degrees from out-of-state or in foreign countries. The ratio of in-state to out-of-state degrees among all these instructors is 6.2 to 3.8. In some institutions, the ratio of in-state to out-of-state faculty is nearly one to one, while others have ratios of almost ten to one. A few community colleges have more out-of-state faculty than in-state personnel. One college has six instructors with out-of-state degrees for every four in-state. The geographic origin of the instructors' undergraduate degrees was not taken into account.

When asked whether they attempt to recruit out-of-state personnel, 12 administrators answered yes. Of the affirmative replies, 10 added that the reason for doing so was "to provide faculty balance." They said a good community college needs faculty who represent "more than one point of view." They also indicated that different geographic and cultural backgrounds were desirable. One respondent said he particularly wants instructors who have traveled extensively abroad.

The five who said they do not attempt to recruit from out-of-state indicated that it was not necessary "because there are many good people in Michigan." Another reason given was that because the community college operated under the same public school board responsible for K - 12,

TABLE V. DEGREES HELD BY MICHIGAN COMMUNITY COLLEGE FACULTY, AND ADMINISTRATORS' OPINIONS RELATIVE TO OUT-OF-STATE RECRUITING.

Comm. College Number	Graduate Degree from Michigan	Graduate Degree from out-of-state	Ratio of in-state vs. out-of-state faculty	Attempt to recruit out-of-state faculty	Reasons cited by administrators for attempting or not attempting to recruit out-of-state faculty.
1.	36	24	6 to 4	yes	To provide faculty balance.
2.	77	93	4.5-5.5	yes	To provide faculty balance.
3.	12	18	4 to 6	no	Not necessary; good people in state.
4.	14	10	5.8-4.2	yes	To provide faculty balance.
5.*	--	--	n/a	yes	To provide faculty balance.
6.	80	8	9.1-.9	yes	We have to take high school teachers from this district first.
7.	54	12	8.1-1.9	no	We have to take high school teachers from this district first.
8.	20	7	7.4-2.6	no	Not necessary; good people in state.
9.	61	22	7.3-2.7	no	Budget won't permit; good people in state.
10.	24	14	6.2-3.8	yes	We try to get good people wherever they are.

* No faculty employed as yet. Plans to recruit from out-of-state.

TABLE V.
(Continued)

Comm. College Number	Graduate Degree from Michigan	Graduate Degree from out- of-state	Ratio of in-state vs. out- of-state faculty	Attempt to recruit out-of- state faculty	Reasons cited by administrators for attempting or not attempting to re- cruit out-of-state faculty.
11.	38	44	4.6-5.4	no	We try to get good people wherever they are.
12.	13	14	4.8-5.2	yes	To provide faculty balance.
13.	8	5	6.2-3.8	yes	To provide faculty balance.
14.	19	16	5.5-4.5	yes	To provide faculty balance.
15.	26	18	6 to 4	yes	To provide faculty balance.
16.	33	19	6.3-3.7	yes	To provide faculty balance.
17.	3	5	3.8-6.2	yes	To provide faculty balance.
Total	518	329			

Ratio of total in-state vs. out-of-state faculty in Michigan community colleges: 6.2 - 3.8.

they had to give first consideration for employment to the public school teachers in that district.

Four of the five administrators who claim they do not attempt to recruit out-of-state faculty operate under a public school board of education which is also responsible for grades K - 12. However, two of the five have more out-of-state faculty in their institutions than they have in-state faculty.

Problems of Recruitment

In an attempt to isolate specific areas of critical shortages, the administrators were asked about the difficulty they have experienced in their attempts to recruit qualified instructors. Only two said it was "very difficult" to attract qualified applicants. Fifteen indicated it was only "slightly difficult" or "not difficult" to get qualified applicants; of these 15, seven said it was "not difficult."

When asked the reasons for their judgment relative to the degree of difficulty, those that indicated "no difficulty" said they thought this would change when the increased student enrollments reach the colleges about 1964-1965.

The subject areas that were listed most frequently as ones difficult to fill were:

1. Women's physical education.
2. Nursing education.
3. Physics, mathematics, chemistry and other sciences.

4. Technical subjects such as electronics and mechanical technology.

One respondent said he could find all the instructors he needed but could not hire them due to budget limitations. Others said that as enrollments continue to increase, more subject areas will experience a severe shortage of teachers.

When asked whether they thought the difficulties in attracting qualified applicants have increased in the past five years, only two respondents said yes. Six said that they thought the situation has remained about the same and five said the difficulty had actually decreased.

Three administrators said they had no past records or experience from which to make a judgment. The responses clearly indicate only slightly increased difficulty among all the Michigan community colleges in attracting qualified applicants for teaching positions.

Thirteen respondents foresee continuing or increased future difficulties in their attempts to find qualified personnel. One administrator said that the difficulty would remain the same, three said difficulties would diminish, and one stated he did not know. Twelve persons said they definitely foresee increased difficulties; these men added that the large increase in college enrollments forecast for 1964-1965 will place a heavy burden on the available supply of college instructors.

Selection of Faculty:

Qualifications of Instructors

The administrators were asked what qualifications they wanted the applicants to have before they would consider them for selection to their faculties. The question referred to two classifications of instructors: (1) those who teach academic subjects such as English, history, mathematics and sociology; and (2) those who teach vocational/technical subjects, such as electronics, business, nursing and mechanical technology. There were five areas of specified qualifications and one under which the respondents could list additional qualifications.

Relative to the academic instructors, all the respondent said the minimum educational training they required was the master's degree in the subject to be taught. (Table VI.) However, when asked if they required previous college teaching experience, only one said yes. Seven indicated they would require instructors to have some previous high school teaching experience before they would hire them. The average number of years of teaching experience they prefer new faculty to have is at least three years. No administrator said he required applicants to have previous non-teaching work experience. All but four respondents indicated that they required applicants to possess some course work in professional education. They said they would want them to have earned a minimum of eight semester hours in education courses. When asked what other qualifications they look for in applicants, the majority said "a positive attitude

TABLE VI. MINIMUM QUALIFICATIONS OF VOCATIONAL/TECHNICAL AND ACADEMIC INSTRUCTORS
DESIRED BY ADMINISTRATORS.

Comm. College Number	Educational Training		Prev. Coll. Teaching Experience		High Sch. Teaching Experience		Vocational/ Industrial Experience		Sem. hours of professional education courses		Other qualifications or traits
	V/T	Acad.	V/T	Acad.	V/T	Acad.	V/T	Acad.	V/T	Acad.	
1.	V/T	M*	--	---	--	---	3	---	--	8-10	Positive attitude to- ward community col- lege objectives and philosophies.
2.	"	"	--	---	--	---	3	---	6-10	6-10	---
3.	equiv of M.	"	--	---	--	---	--	---	--	---	Positive attitude to- ward community col- lege objectives and philosophies.
4.	B*	M	--	---	--	---	2	---	5-8	6-10	---
5.	B	"	--	---	3	1-3	4	---	12	9-12	Positive attitude to- ward community col- lege objectives and philosophies.
6.	M	"	--	---	--	---	3	---	8-10	8-10	---

* M equals master's degree
B equals bachelor's degree

TABLE VI. (Continued)

Comm. College Number	Educational Training		Prev. Coll. Teaching Experience		High Sch. Teaching Experience		Vocational/Industrial Experience		Sem. hrs. of professional education courses		Other qualifications or traits.
	V/T	Acad	V/T	Acad	V/T	Acad	V/T	Acad	V/T	Acad	
7.	n/a*	M	n/a	---	n/a	5 yrs	n/a	---	n/a	15	---
8.	B	"	--	---	--	---	3 yrs	---	6	6	Varies with each individual.
9.	M	"	--	---	--	5 yrs	2-5 yrs	---	To meet state req.	sec/ cert.	---
10.	B	"	--	---	--	3 yrs	3-5 yrs	---	8-12	8-12	Knowledge of community college and its philosophy.
11.	B	"	--	---	--	---	3 yrs	---	6	6	Must want to teach in community college.
12.	B	"	--	---	--	---	2 yrs	---	--	---	" "
13.	n/a	"	n/a	---	n/a	3 yrs	n/a	---	n/a	6-9	Positive attitude toward community college objectives and philosophy.

* n/a = not applicable.

TABLE VI. (Continued)

Comm. College Number	Educational Training		Prev. Coll. Teaching Experience		High Sch. Teaching Experience		Vocational/Industrial Experience		Sem. hrs. of professional education courses		Other qualifications or traits.
	V/T	Acad	V/T	Acad	V/T	Acad	V/T	Acad	V/T	Acad	
14.	M	M	1 yr	1 yr	--	---	1 yr	---	3-5	3-5	Desire persons who have traveled extensively.
15.	M	"	--	---	--	---	2-3 yrs	---	--	---	Positive attitude toward community college objectives and philosophies.
16.	M/B*	"	--	---	--	---	2-3 yrs	---	--	---	Ability to teach as demonstrated.
17.	M	"	--	---	--	3 yrs	1 yr	---	--	6-12	---

* Varies with the subject areas. Some will need the master's, some only the bachelor's, and others, (such as trade apprentice training) may not need any college training.

toward community college education." Positive attitude was explained as an understanding of the aims and functions of the community college and a true desire to teach in such an institution. The same respondents said the minimum qualifications they look for in selecting instructors of vocational/technical subjects varies with the particular subject they teach. Six administrators said they required the master's degree, but did not specify that it be earned in a specific subject area. Seven said the bachelor's degree was the minimum requirement. Two said they required the equivalent of a vocational/technical teaching certificate and one said the equivalent of a master's degree is necessary. Two respondents explained that they did not have vocational/technical programs.

Relative to previous college teaching experience for these instructors, one person said he required one year of previous experience; 16 said they did not require any previous college teaching experience, while only one said he required high school teaching experience. All but one of those interviewed require some industrial work experience on the part of vocational/technical instructors. The average number of years of such experience listed by the administrators was two and one-half. Nearly half of the administrators require some work in professional education. The minimum is at least eight semester hours. Eleven respondents said they wanted instructors who had a positive attitude toward the community college.

The interviewees were asked to name the traits and qualifications that are the most difficult to find in the persons applying for teaching positions in their colleges. Relative to academic instructors, the qualification most difficult to find is previous college teaching experience.

(Table VII.) The next most difficult trait to find in those applying is "a positive attitude towards community college education."

TABLE VII. QUALIFICATIONS, TRAINING, AND TRAITS OF APPLICANTS MOST DIFFICULT TO FIND.

Academic Instructors	Vocational/Technical Instructors
1. Previous college teaching experience.	1. Educational training.
2. Positive attitude towards community college objectives and philosophy.	2. Vocational/Industrial work experience.
3. Professional courses in education.	4. Professional courses in education.
4. Educational training.	4. Other qualifications, (positive attitude, ability to teach, etc.)

The third qualification most difficult to locate among teacher candidates is "professional courses in education." The last qualification listed was the proper educational training which refers to the number of years of college and university training, the degrees earned and the major fields of study.

Among the applicants for teaching in the vocational/technical subjects, the most difficult qualification to find is "proper educational training."

The second qualification most difficult to find is "work experience in the field" in which they will teach. "Professional courses in education" was the next qualification listed, followed by "other qualifications." This last trait included "a positive attitude" and "ability to teach as demonstrated."

Methods Used to Gather Information About Applicants:

To determine how extensively they relied upon letters of recommendation to supply accurate information about applicants, the administrators were asked how effective they considered such letters. Only one respondent thought they were effective. (Table VIII.) He said that "people at the college and university level supply accurate information." Fourteen said these letters were only "fairly effective." They thought that the persons who wrote letters of recommendation did not generally include information in them that would be derogatory about the applicants. They said, "You have to be able to read between the lines."

TABLE VIII. EFFECTIVENESS OF LETTERS OF RECOMMENDATION IN SUPPLYING ACCURATE INFORMATION ABOUT APPLICANTS.

Effectiveness in supplying accurate information.	Number of administrators indicating.	Most frequently mentioned reasons in support of judgment.
Very effective	1	People at college and university level are straight forward in supplying information.
Fairly effective	14	Most persons do not want to write derogatory letters. You have to be able to read between lines. They do not reveal real problems that may exist.

TABLE VIII. (Continued)

Effectiveness in supplying accurate information	Number of administrators indicating	Most frequently mentioned reasons in support of judgment
Not effective	2	People giving information are hesitant to put in writing the real problems. All too rosey - not accurate. Have to follow with a telephone call.

Two of the administrators interviewed said that such letters were not at all effective. They believed that persons giving information are hesitant to put in writing the real problems. A follow-up telephone call or additional letter of inquiry was believed to be necessary in order to validate what was written or left unsaid.

Table IX lists methods used by the administrators to gather and validate information about the applicants. All of those interviewed said that they contact the personal references through telephone calls or additional letters, and all but two said that they contact the applicant's previous employers. Eleven persons indicated that they mail out some form or check list to gather more information about the applicants. All of the administrators said they check the academic records of each applicant. Many said this was their first step in reviewing applicants' credentials.

Three said they would want to observe the applicant in a teaching or lecturing situation prior to the selection process. One administrator said he would not hire an instructor without observing his teaching in a classroom.

TABLE IX. METHODS USED TO GATHER AND VALIDATE INFORMATION ABOUT APPLICANTS.

Comm. College Number	Contact personal references through telephone calls and additional letters	Contact previous employers	Send out structured check list to validate information	Check the actual academic records of applicants	Observation of applicants in real teaching/lecturing situation.	Other methods (personal interview, etc.)
1.	X	X	X	X	--	X
2.	X	--	--	X	--	X
3.	X	X	--	X	--	X
4.	X	X	--	X	--	X
5.	X	X	X	X	--	X
6.	X	--	--	X	X	X
7.	X	X	X	X	--	X
8.	X	X	--	X	X	X
9.	X	X	X	X	--	X
10.	X	X	--	X	--	X
11.	X	X	--	X	--	X

Methods most utilized: Contact references through calls, letters, etc. A check of academic records is also carried out.

Method least utilized: Observation of applicant in real teaching/lecturing situation.

TABLE IX. (Continued)

Comm. College Number	Contact personal references through telephone calls and additional letters	Contact previous employers	Send out struc- tured check list to validate in- formation	Check the actual aca- demic re- cords of applicants	Observation of applicants in real teach- ing/lecturing situation	Other methods (personal interview, etc.)
12.	X	X	X	X	--	X
13.	X	X	--	X	--	X
14.	X	X	--	X	--	X
15.	X	X	X	X	--	X
16.	X	X	--	X	X	X
17.	X	X	--	X	--	--

Everyone interviewed said they use "other methods" to gather information about the candidates, the predominant method being personal interviews. However, a few said they usually visit the applicant's home and/or visit with his family.

Methods Used in the Selection of Faculty:

To determine whether any other persons were involved in the selection of faculty, the interviewees were asked to name any who assisted with the process and the positions such persons held.

Only one of those interviewed said he selected the faculty unaided. (Table X.) The remaining 16 said they rely on the chairman of the department in which the applicant may teach or upon other administrators. Eleven said they always involve faculty members from the department in which the applicant may teach. Others, depending upon their position, said they confer with the assistant dean or president or the superintendent of schools.

Relative to the administrators' use of other methods, not one said that he used competitive examinations. All but two said they use the "pooled judgment technique" in the process of selection. The "pooled judgment technique" includes the evaluations and opinions of several administrators, such as department chairmen and the assistant dean as well as some faculty members.

The most common order of methods used by the administrators are:

1. Confer with departmental (or divisional) chairman.

TABLE X. METHODS USED TO SELECT FINAL CHOICE FROM QUALIFIED APPLICANTS.

Comm. College Number	Confer with department chairman	Confer with department faculty	Administer competitive examinations	Use pooled judgment technique	Other methods
1.	1	--	--	2	We meet with applicant and his family.
2.	1	3	--	2	---
3.	1	2	--	2	Superintendent always talks with applicant.
4.*					
5.	1	2	--	3	---
6.	1	2	--	--	---
7.	1	3	--	4	2 - Confer with Dean of College
8.	1	2	--	3	---
9.	1	--	--	2	---

* Director of College makes choice unaided.

Most common order of methods used in selection process:

1. Confer with departmental (or divisional) chairman.
2. Confer with departmental (or divisional) faculty members.
3. Use pooled judgment technique.

TABLE X. (Continued)

Comm. College Number	Confer with department chairman	Confer with department faculty	Administer competitive examinations	Use pooled judgment technique	Other methods
10.	--	2	--	3	1 - Confer with academic dean.
11.	1	--	--	2	3 - Confer with president.
12.	--	2	--	1	3 - Confer with superintendent of schools.
13.	--	--	--	2	1 - Confer with assistant dean.
14.	1	2	--	3	---
15.	1	2	--	3	---
16.	2	3	--	4	Observe in real teaching situation.
17.	--	--	--	1	---

2. Confer with departmental (or divisional) faculty.
3. Use of the "pooled judgment technique."

To determine whether the administrators require a personal interview with the applicants they were asked if the travel expenses incurred by candidates were paid by the college or the applicant. Six said the individuals had to pay the total expense. (Table XI.) Four additional administrators said that only under certain conditions did the individuals pay. Some of the circumstances under which the applicant would have to pay the expenses are: (1) if he lived in Michigan, (2) if he was hired for the position, and (3) if he was not offered a contract.

All of the administrators said they use methods other than personal interviews if the applicant is not able to visit the campus. Most respondents said they, or another officer from the college, would interview the applicant in another city or state. Others said they sometimes meet the applicant at a professional meeting or convention. Two others said the personnel officer from the school district makes periodic trips through the states for this purpose. Two others indicated they called the applicants for a telephone interview.

Recent Activity and Success in the Hiring of Qualified Applicants:

To find out the number of full-time and part-time faculty hired for the year 1962-63, the administrators were asked to supply information related to both the academic and vocational/technical instructors.

TABLE XI. COMMUNITY COLLEGES THAT INVITE QUALIFIED APPLICANTS TO CAMPUS FOR PERSONAL INTERVIEW.

Comm. College Number	Invite appli- cants to campus for interview	Do not invite applicants to campus for interview	Travel Expenses		Other methods used if applicant is not interviewed on campus.
			Paid by College	Paid by Individual	
1.	X	--	--	X	Our personnel officer makes periodic trips, interviews applicants.
2.	X	--	--	X	Administrative assistant or department chairman travel to the university.
3.	X	--	If not hired	If hired	Tele. or personnel officer travels to interview.
4.	X	--	--	X	Visit applicant if interested.
5.	X	--	X	--	Academic dean or department chairman visit applicant.
6.	X	--	If of- fered a contract	X	Visit if applicant is unable to come.
7.	X	--	If out-of- state	If in- state	----
8.	X	--	If out-of state	If in- state	Meet applicant at convention or meeting.

TABLE XI. (Continued)

Comm. College Number	Invite appli- cants to campus for interview	Do not invite applicants to campus for interview	Travel Expenses		Other methods used if applicant is not interviewed on campus.
			Paid by College	Paid by Individual	
9.	X	only rarely	X	--	Meet in pre-determined place.
10.	X	--	only in rare cases	--	None
11.	X	--	X	--	Telephone
12.	X	--	If invited	--	Meet in pre-determined place.
13.	X	--	only if sincere	X'	Visit applicant.
14.	X	--	X	--	Visit applicant on campus.
15.	X	--	--	X	Might visit applicant.
16.	X	--	X	X	Meet in pre-determined place.
17.	X	--	X	X	----

It was found that the largest number of new hirings was for full-time academic instructors. (Table XII.) This category totaled 126. Forty-nine part-time academic instructors were hired for 1962-63. These, when added to the full-time faculty totaled 175 hired for this one year. No attempt was made to determine how many of this number were replacements or to compensate for enrollment increases. Fifty-eight vocational/technical instructors were hired for the 1962-63 year; 43 of these were full-time instructors.

There were 169 full-time and 64 part-time instructors hired for the 1962-63 year. The percentage increase of full-time instructors over the 1961-62 year was 18.5 per cent. Each of the community colleges hired at least three instructors for the 1962-63 year and one hired 32. Five colleges hired at least 20 instructors for this period.

To obtain the 169 full-time instructors for this period, the positions were offered to 188 applicants. Thus, there were less than 20 applicants who declined an offer of a position. Fifteen of this number were those who were offered full-time positions teaching academic subjects. The most frequently mentioned reasons which were given by those who did not accept an offer were: "the salary was not adequate," "decided to remain in their present position," and "decided to accept a four-year college position."

TABLE XII. FACULTY HIRED BY MICHIGAN COMMUNITY COLLEGES FOR 1962-1963.

Comm. College Number	Student Enrollment		Number of Faculty		Number of Faculty Hired for 1962-1963 Year			
	Total	F.T.E.	Full-Time	Total	Academic	Voc/Tech	Academic	Part-Time Voc/Tech
1.	1,375	1,096	55	80	5	5	2	3
2.	4,779	3,400	161	220	24	5	2	0
3.	1,516	1,076	43	45	3	6	0	0
4.	1,300	881	30	31	5	1	1	0
5.	Instructional program to begin September, 1964		Estimate 44 full-time faculty by September, 1964					
6.	7,300	3,800	101	325	8	3	15	6
7.	2,058	1,950	66	103	4	0	0	0
8.	3,600	2,000	27	152	9	0	10	2
9.	3,220	2,435	90	98	8	2	2	0
10.	2,400	1,379	56	89	12	7	2	0
11.	2,521	2,004	88	115	12	0	6	0

TABLE XII. (Continued)

Comm. College Number	Student Enrollment		Number of Faculty		Number of Faculty Hired for 1962-1963 Year			
	Total	F. T. F.	Full-Time	Total	Full-Time		Part-Time	
					Academic	Voc/Tech	Academic	Voc/Tech
12.	496	402	19	33	3	2	0	1
13.	279	215	11	13	3	0	0	0
14.	878	715	36	45	5	3	2	0
15.	2,057	1,485	62	65	12	2	0	0
16.	2,250	1,410	59	89	11	7	5	3
17.	289	223	8	21	2	0	1	0
Total	36,318	24,471	912	1,524	126	43	48	15

Number of full-time instructors hired for the 1962-1963 year in all Michigan community colleges: 169

Number of part-time instructors hired for the 1962-1963 year in all Michigan community colleges: 63

Percentage increase of full-time instructors from the 1961-1962 year: 18.5%

Administrators' Comments Related to Needed Programs:

In the final part of the interview, each administrator was asked for comments related to faculty recruitment in his particular college. The majority of the respondents predicted that the next two to five years would be an extremely difficult period in which to recruit necessary faculty. Many listed particular subject areas in which they felt it would be most difficult to find qualified instructors; the physical sciences and many of the mechanical/technical fields were mentioned in this category. Nearly all said the expanding number of college age students, plus increasing numbers of adults desiring continuing education, would create a tremendous demand for higher education. Some of the administrators said that they felt that it would be necessary to use different methods to attract qualified faculty. Some of their statements were: "We will have to go outside of Michigan more," "we need better salary schedules," and "better fringe benefits." Most of the administrators felt that within 10 to 15 years the teacher supply would catch up with the demand, i.e., when those students now in school enter the field of teaching.

When asked what they thought could be done on a state-wide basis to alleviate problems that exist relative to the recruitment and selection of faculty, the interviewees had many suggestions. Several administrators believed that an urgent need exists for universities and graduate schools to develop specific programs to train community college teachers. In addition, teaching internships should be required of those who desire to enter

the teaching field at this level. One administrator thought that grants or stipends for graduate study would do much to attract high quality persons to community college teaching. Many felt that a great deal was already being done by some graduate institutions in the state and wished to see others adopt similar programs. Others believed that more attractive salary schedules would attract qualified personnel.

One administrator said the Michigan community colleges need a more positive public relations program. He said "the community college teacher needs to feel he is a professional person."

Another interviewee said he would like to see a "cooperative clearing house" to provide information to prospective college teachers about the possibilities and opportunities available to teachers in Michigan community colleges. He also declared that there is a need to develop more effective means of identifying those persons who would make the best community college instructors.

Some administrators said that the Michigan community colleges would have to agree on the minimum qualifications and/or standards for the training and hiring of instructors. The increased use of part-time instructors was mentioned as a possible solution to meet the growing need for faculty during the next two to five years.

Housewives, retired military personnel, and others in the community who have the required educational background and experience in areas of work, were mentioned as possible part-time instructors.

Summary:

The most frequently utilized sources of recruitment for Michigan community college faculty are the university placement bureaus and the graduate schools in Michigan. Nearly three-fourths of those interviewed said these two sources were the most productive. The least effective source was classified as "other sources" which included retired military personnel, housewives, and elementary school teachers.

The method most frequently used by the administrators to contact prospective applicants is written communication (letters, bulletins, and information sheets). Thirteen respondents said they receive numerous unsolicited letters of application. But they still use additional methods in order to find a sufficient number of qualified instructors.

Most community colleges had more faculty with degrees earned in Michigan than they had out-of-state faculty. All but five administrators said they attempt to recruit from out-of-state because it "provides faculty balance."

The majority of respondents did not believe it was "very difficult" to attract qualified applicants for teaching positions. Fifteen said it was "not difficult" or only "slightly difficult."

Two administrators said they thought difficulties in attracting qualified personnel had increased. The others said it had remained the same or decreased.

The majority of respondents foresee continuing or future difficulty in their attempts to find qualified instructors. Twelve said they definitely think increased difficulties will arise due to increasing college enrollments.

Relative to the desired traits and training of academic instructors, most administrators seek the following: (1) at least the master's degree in the subject field to be taught, (2) some previous teaching experience, (3) at least eight semester hours earned in professional education courses, and (4) a positive attitude toward the community college.

For those applicants who desire to teach vocational/technical subjects the administrators want: (1) at least a bachelor's degree, (2) about two and one-half years of experience in the vocational field they will be teaching, (3) eight semester hours of professional education courses, and (4) a positive attitude toward the community college.

Most administrators said letters of recommendation are not accurate in supplying information about applicants and nearly always had to be followed up with a telephone call or an additional letter of inquiry.

Only one administrator said he selected new instructors without involving other college officers. Most use one or two others in this process and many use faculty from the department in which the applicant may teach.

For the 1962-63 year, 169 full-time and 64 part-time faculty were hired. Each of the community colleges hired at least three instructors. Five hired 20 or more and one hired 32.

When asked for comments related to needed solutions to the problems created by the shortage of faculty, the administrators said:

1. The graduate schools in Michigan need to develop special programs to prepare additional and better qualified instructors.
2. Better and more effective means of identifying qualified instructors were needed.
3. The physical sciences, nursing, and some of the technology programs will need more instructors than some of the others.
4. Directed teaching or internship programs are needed for the prospective community college instructor.
5. More attractive salary schedules would help to attract additional qualified personnel.
6. Increased cooperation between the community colleges and the state universities could do much to clarify the image of the community college.

CHAPTER V
EVALUATION, RECOMMENDATIONS,
AND IMPLICATIONS FOR FURTHER RESEARCH

Evaluation:

In a number of respects the data obtained in this study show close agreement with those criteria which have been recommended by authorities in community college education and those who have reported research on the same subject. Some areas show disagreement. Others lack sufficient information to affect an evaluation.

The evaluation in this chapter includes the following aspects:

1. The most effective sources of supply for recruiting qualified faculty.
2. Effective methods for contacting prospective applicants for teaching positions.
3. Geographic origin of faculty.
4. Subject areas of critical shortages.
5. Criteria used in the selection of faculty.
6. Methods used in the selection process.
7. Suggested procedures which may be used to provide additional instructors for the community colleges.

The criteria which were reported in the literature and which were summarized in Chapter II are used, in this chapter, to evaluate the practices utilized by the Michigan community college administrators in the recruitment and selection of faculty members.

1. The most effective sources of supply for recruiting qualified faculty.

There is perfect agreement between the first three sources reported by the administrators interviewed and those recommended by the writers and authorities in community college education. A fourth category designated as "other sources" and recommended by the authorities and research writers was not listed by the community college administrators. This source included retired military personnel, retired college and university teachers and qualified housewives. Perhaps some administrators have, in the past, attempted to recruit such persons but found them unqualified or unwilling to teach in the two-year college. This was not brought out in the interviews. The literature shows that these persons are quite willing and able to teach in the community college.

It appears that while the administrators use more sources in their efforts to find qualified faculty, they do overlook a source which is highly recommended by the authorities and research writers in community college education. Judging from some of the comments the administrators made subsequent to listing the sources of supply, it may be said that they are open-minded and eager in their efforts to find qualified personnel. Generally, the administrators' efforts appear to be vigorous, flexible and reasonably productive.

2. Effective methods for contacting prospective applicants for teaching positions.

Written communication, the most frequent method reported by the respondents, coincides with what the authorities and research writers regard as the most effective method for contacting applicants. The remaining four methods that the administrators use are less formal and less structured than those recommended in literature.

Similarly, the respondents said they use more methods than those recommended by authorities but these procedures are less structured and formal than the recommended practices contained in the literature. This is not necessarily undesirable. Because of the limited number of two-year colleges in the state, and the previous ease by which qualified instructors were obtainable, the more informal methods may well have been satisfactory. However, the increased difficulty that many administrators foresee in recruiting additional numbers of instructors may force them to use the more structured and formal methods suggested for contacting qualified applicants.

Despite the increased difficulties, the practices reported in this study appear to be satisfactory for obtaining the needed numbers of applicants to fill the vacant teaching positions each year.

3. Geographic Origin of Faculty.

Authorities in community college education and the reported research clearly indicate that a community college faculty should not be composed

solely of instructors with college and university degrees from the same state in which the community college is located. While no definite ratio is prescribed by any one person or group, it may be inferred from the literature and studies that a desirable ratio of in-state to out-of-state faculty should approach one to one.

The North Central Association of Colleges and Secondary Schools in their Guide for the Evaluation of Institutions of Higher Education, point out the danger of hiring too many faculty members from institutions within the same geographic area. The Guide cautions those who are examining institutions for accreditation to be wary of excessive "faculty inbreeding." (35: 40)

Because the overall ratio of in-state to out-of-state faculty in Michigan community colleges is nearly two to one, it may be said that not enough effort is being spent to attract out-of-state personnel. There does not seem to be consistency between what the administrators say they do and what actually exists relative to the hiring of instructors who hold degrees from out-of-state universities.

The general opinion of the administrators who said they do not attempt to recruit out-of-state personnel was that it is not necessary to go out of the state to find good instructors. The main point, however, seems to have been missed by these persons. "Good" instructors may well be found in Michigan, but a certain diversity in philosophy, cultural and geographical backgrounds may be lacking when the majority of instructors are recruited from the same or similar institutions within the same state.

4. Subject Areas of Critical Shortages.

The subject areas reported by the authorities and research writers as being critically short of qualified instructors are:

1. Mathematics.
2. Physical and life sciences.
3. Nursing.
4. Women's physical education.
5. Electronics and other technical subject areas.

This list coincides well with the areas listed by the administrators interviewed. While it is true that some administrators experience a great deal of difficulty in certain areas and no difficulty in others, they did report the following subject areas as critically short of qualified instructors:

1. Women's physical education.
2. Nursing education.
3. Physics, chemistry and mathematics.
4. Technical subjects such as electronics and mechanical technology.

The increased demand for persons trained in physics, mathematics and chemistry has created the shortage not only in the colleges, but also in private industry. The same may be said for those persons capable of teaching or working in electronics and allied fields. The shortage of qualified instructors for the physical and life sciences, nursing and women's physical education appears to be the result of other factors. There

are not many registered nurses who also hold a master's degree and, thus, few who would be qualified to teach in the community college. The same may be true for women physical education instructors. The increased emphasis at all levels of instruction on the physical and life sciences seems to have outstripped the supply of qualified personnel to teach these subjects.

Therefore, the difficulties experienced by the Michigan community college administrators in their attempts to hire such instructors are not the result of faulty or incomplete practices -- they are a problem of supply and demand.

5. Criteria Used in the Selection of Faculty.

The authorities and the reported research related to the selection of community college faculty agree in essence with the following list of minimal qualifications for instructors of academic subjects:

1. At least a master's degree in the subject to be taught.
2. Some previous teaching experience either in college or high school.
3. Approximately six to 15 semester hours of professional education course work. (This should include a course in the philosophy and aims of community college education.)
4. A positive attitude toward the aims and philosophy of the community college.

When the criteria considered minimal by the administrators interviewed are evaluated in light of the above qualifications, there are areas

of striking agreement. As an example, every one of the administrators believes the master's degree to be the minimum educational training for prospective instructors of academic subjects. The majority consider some graduate study in professional education a necessity, including a course in the philosophy and aims of community college education. The same administrators also believe a positive attitude toward the community college is essential.

When contrasted with the list derived from the authorities and researchers in the field, one area of disagreement is present; only eight administrators believe that some previous teaching experience is necessary for instructors of academic subjects. All but one of those who said previous experience is necessary specified high school teaching experience as acceptable. Many of the administrators who did not believe previous teaching experience necessary indicated that it would be helpful if the applicants had some. This suggests that these administrators do not believe previous teaching experience is a necessary indicator of ability to teach, but only that some teaching experience is desirable.

A list of qualifications for vocational/technical instructors considered minimal by authorities and as reported in research contains the following:

1. At least the bachelor's degree and, in some areas, the master's degree.
2. No previous teaching experience is necessary.

3. Some course work in professional education is recommended plus some in-service training. (This would include a course in the philosophy and aims of community college education.)
4. At least three years of work experience obtained in the field in which they will teach.
5. A positive attitude toward the community college.

There is almost complete agreement of the above qualifications when compared with the criteria expressed by the Michigan community college administrators.

The only areas where dissimilarity exists is in the educational training, where some administrators believe a vocational/technical teaching certificate is necessary, and in previous teaching experience, where two administrators believe some experience is necessary.

In general, it may be said that the administrators are more in agreement with respect to the minimum criteria of technical/vocational instructors than they are with those of academic instructors.

None of the administrators interviewed made a differentiation between criteria to be met for a specific position and a set of minimum criteria to be used for all professional staff appointments. This leads to the conclusion that the criteria specified by the respondents generally does not give evidence of the flexibility which is often desirable in evaluating the credentials of persons who possess the traits and training that would provide a desirable background for community college teaching.

6. Methods Used in the Selection Process.

There is a great deal of agreement when the methods used by the administrators in the selection of faculty are evaluated in relation to the criteria recommended by authorities and research writers in the field.

The areas of closest agreement are:

1. The selection of faculty should involve more than one person. Department chairmen or other administrators should be involved in the process. Faculty from the applicant's teaching field should also be consulted.
2. Personal interviews with the applicants should be conducted. Preferably, each applicant should be accorded more than one interview with a number of administrators. Interviews should be scheduled for each applicant.
3. When the personal interviews have been completed, the "pooled judgment technique" should be used to select the best qualified personnel.

The only area of disagreement between the data obtained through the study and the recommended procedures is in the use of written examinations. No administrator said his community college requires psychological inventories or competitive examinations as methods in selecting new instructors. The authorities and research writers believe such methods to be helpful in the process of selecting professional personnel. Thus, although the administrators report the use of practices which agree

with the criteria recommended by authorities and writers, they are not as numerous. This may be due to the fact that the number of persons applying for positions has not been overwhelming. However, since predictions are for increasing numbers of instructors to be hired, the adoption of methods which involve the use of psychological inventories and examinations may be forthcoming.

7. Suggested Procedures Which May Be Used to Provide Additional Instructors for the Michigan Community Colleges.

In addition to offering suggestions which are in agreement with procedures recommended by writers and authorities in community college education, the respondents mentioned numerous others which were not listed in the literature. Some of the procedures which they said were needed in Michigan are:

1. Teaching internships should be developed in the major universities to train those who desire to enter the teaching field at this level.
2. Grants, fellowships and stipends are needed to help those interested in community college teaching complete the necessary graduate training.
3. A "cooperative clearing house" is needed to provide information for prospective college teachers about the opportunities available in Michigan community colleges.

4. Agreement among the Michigan community college administrators is needed on the minimum qualifications and standards for training of community college instructors.
5. Retired military personnel, housewives with proper qualifications and training, and retired college and university professors should also be utilized to obtain the necessary numbers of qualified personnel.

These recommended procedures show the extent of interest and imagination on the part of the administrators interviewed. This is evidence that their concern for the problems relative to faculty recruitment and selection has led them to seek solutions.

Generally, the administrators of the Michigan community colleges are following closely the recommendations of authorities and reported research pertaining to the recruitment and selection of community college faculty.

Where wide differences in practices do appear, they may be due to the organizational control of the college or to its peculiar geographical location within the state. The size of the community college may also affect the efforts of administrators in their attempts to follow the recommended procedures. Or, as is the case in the preference for in-state personnel by some administrators, the difference from recommended procedures lies with the fact that they do not personally believe a one-sided ratio of in-state personnel jeopardizes the effectiveness of their instructional program.

When the community college is operated under a local public school board of education, it appears that certain hiring practices become restrictive. Perhaps when these colleges become autonomous, closer adherence to the recommended practices can be achieved.

Conclusions:

Following is a list of conclusions based upon the evaluation of faculty recruitment and selection practices in the Michigan community colleges:

1. Many of the problems which confront the community colleges in Michigan are not so much the result of the type of control under which the colleges operate nor of the fact that they are located in Michigan, but are rather the result of conditions that exist for most community colleges in the United States. They are the result of the disparity between supply and demand for qualified college teachers or they are in some way related to it.
2. Relative to the sources of recruitment for new faculty, the Michigan community college administrators seem to spread too thinly their efforts in attempting to use as many as eight different sources of supply. Perhaps a unified approach on the part of these administrators would produce more effective results.
3. The methods used by the administrators to contact prospective applicants for teaching positions do not seem too

numerous since most administrators used many different sources of supply. Once more, if a unified approach were used, some discarding of unnecessary methods could be achieved.

4. An area of contradiction is evident when the administrators' philosophies and actions are examined relative to their attempts to recruit out-of-state personnel. Although the majority of administrators said they attempt to recruit instructors from out-of-state, the overall ratio of in-state to out-of-state faculty in the Michigan community colleges exceeds three to two.
5. The same areas of shortages relative to qualified instructors were named by the Michigan community college administrators as were listed by writers and authorities in the literature. Similarly, the same areas of shortages were shown to exist in many four-year institutions.
6. Though the practices used by the Michigan community college administrators are fairly consistent among the colleges surveyed in this study, the methods that are used are more subjective than those recommended by writers and authorities in community college education and personnel recruitment.

7. The Michigan community college administrators foresee many of the same problems of recruiting qualified personnel listed by both researchers and authorities in community college education. Their concern for these problems has prompted many administrators to seek new solutions.

Recommendations:

The following recommendations are offered to help guide Michigan community college administrators in the future development of effective recruitment and selection practices. They are based upon a synthesis of the administrators' suggestions, an extensive review of pertinent literature, and knowledge gained from conducting this study.

1. A statewide group or agency should be developed which would coordinate and facilitate the search for qualified instructors to staff the present and future Michigan community colleges. This group could also function as a public relations arm for the Association of Michigan Community Colleges to inform qualified persons of the opportunities available for teaching in these institutions.
2. Increased efforts are needed to achieve greater cooperation among the community colleges and graduate training institutions in Michigan and to convince the Michigan graduate schools of the need for encouraging qualified

persons to enter this level of teaching. Teaching internships for prospective instructors should also be instituted to provide experience for these persons.

3. To avoid the dangers which may occur from "faculty in-breeding," individual community college administrators should (a) increase their efforts to recruit more out-of-state faculty members, and (b) provide funds to help prospective applicants complete interviews on the campuses of the Michigan community colleges.
4. The establishment of employment standards for professional staff is recommended. These standards should be in keeping with trends in community college teaching and should provide flexibility to meet changing and developing needs. Each institution must develop a balanced professional staff in all areas of instruction. Consequently, administrators responsible for employing instructors must be concerned with the establishment of, and adherence to, realistic yet flexible criteria deemed adequate for all professional staff appointments.
5. Greater use of objective methods of evaluation in the selection of community college instructors is recommended. Many inventories and examinations are available which could prove helpful to those persons responsible for

personnel selection in the Michigan community colleges.

The use of such instruments will have to follow knowledge of, and commitment to, realistic qualifications and criteria for selecting community college personnel.

6. Special efforts should be applied to interest and recruit military personnel, retired college and university professors, and housewives who are qualified for teaching positions in the Michigan community colleges.
7. More attention should be given to the possibility of providing community college instructors with employment fringe benefits, such as hospitalization and life insurance plans, sabbatical leaves, and financial help for further graduate study. Many times these benefits act as inducements to attract and retain qualified personnel.

Implications for Further Research:

The data gathered in this study have provided answers to the main questions relative to the sources and methods of faculty recruitment and selection. They have also revealed other problem areas that will need more information. The following topics are noted as possible problem areas for future consideration and research:

1. A study of the attitudes of professors who are responsible for training college teachers in the Michigan graduate schools. This study would consider the professors' attitudes

relative to the community college as an institution to which they would recommend their students for teaching positions.

2. A study of the objective methods available for the selection of professional personnel which may be used by community college administrators in the selection of faculty members.
3. An objective study to determine the training, traits and qualifications best suited for community college teaching.
4. A study to determine the most productive sources and methods for recruiting qualified community college faculty.
5. An analysis of the motives of community college instructors in their selecting this level of teaching.
6. A study of the effectiveness of community college instructors who have had previous college or high school teaching experience with those instructors who have had no teaching experience.
7. An investigation into the feasibility of preparing academically qualified part-time personnel to teach in the community college through an intensive in-service training program.
8. 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.

APPENDIX A
INTERVIEW SCHEDULE

Date: _____

Interview Number: _____

Community College Faculty
Recruitment and Selection Practices

Name of Institution: _____

Present Enrollment: 1. Full-time _____
 2. Total _____

Number of Faculty: 1. Full-time _____
 2. Total _____

Type of Board under which the college operates:

1. K-14 Board of Education: _____
2. Separate Community College Board: _____

Person Interviewed (Position): _____

Educational background of person interviewed: (Highest degree held)

- | | | |
|--------------------|-------------------|----------------|
| 1. Bachelors _____ | 3. Diploma _____ | 5. Other _____ |
| 2. Master's _____ | 4. Doctor's _____ | |

Length of time in present position: _____

Brief statement of duties: _____

Previous position: _____

I. RECRUITMENT OF FACULTY:

- A. What are the main sources from which this college recruits its faculty? (Number in order of effectiveness.)

1. Graduate schools in Michigan: _____
2. Graduate schools out-of-state: _____
3. University placement bureaus: _____
4. Private educational placement agencies: _____
5. High school teachers within district: _____
6. Private industry (local or state): _____
7. Through efforts of present faculty members: _____
8. Other sources (specify): _____

B. Methods used to contact prospective candidates: (In order of utilization.)

1. Written communication (letters, bulletins, etc.):

2. Advertisements (in journals, through agencies):

3. Personal contacts through visits: _____
4. Informal communication with educators and administrators: _____
5. Other methods of contact: _____
6. We receive a sufficient number of applicants for vacant positions without effort on our part: _____

C. Geographic sources of faculty:

1. How many of the present faculty received their advanced degree in Michigan? _____

2. How many of the present faculty received their advanced degree from other states? _____
3. Do you attempt to recruit persons from out-of-state? Yes () No ()
- Why? _____
- _____

D. Problems of Recruitment:

1. Do you find it (1) very difficult, (2) slightly difficult, (3) not difficult to attract sufficient numbers of qualified applicants for teaching positions? _____
- _____
2. What specific problem do you believe creates this difficulty? (If 1 or 2 above) _____
- _____
3. Have the difficulties in attracting qualified applicants (1) increased, (2) decreased in the past five years? _____
- _____
4. Do you foresee this difficulty (1) continuing, (2) growing worse, (3) diminishing? _____
- Why? _____
- _____

II. SELECTION OF FACULTY:

- A. What do you consider the minimum qualifications with respect to the following criteria?
- | | <u>Voc/Tech</u> | <u>Academic</u> |
|--------------------------------|-----------------|-----------------|
| 1. Educational training | _____ | _____ |
| 2. College teaching experience | _____ | _____ |

		<u>Voc/Tech</u>	<u>Academic</u>
3.	High school teaching experience	_____	_____
4.	Vocational/industrial experience	_____	_____
5.	Professional courses in community college education	_____	_____
6.	Other (specify)	_____	_____

B. Which of the above criteria is most difficult to find in the persons applying for teaching positions in your college?

1. Voc/Tech _____

2. Academic _____

C. Which of the above criteria is least difficult to find?

1. Voc/Tech _____

2. Academic _____

D. How effective do you consider letters of recommendation in supplying accurate information about the candidate?

1. Very effective _____

2. Fairly effective _____

3. Not effective _____

Comments: _____

E. What other methods do you use to gather information about the candidate?

1. Contact personal references through telephone calls, additional letters, etc. _____

2. Contact previous employers. _____
 3. Use of structured form, or check list, to validate desired information. _____
 4. Check of actual academic records of applicants. _____
 5. Observation of applicant in real teaching/lecturing situation. _____
 6. Other methods. _____
- _____

F. What other persons are involved in the preliminary selection process? (Position of person) _____

G. What methods are used in the process of selecting the final choice from the group of qualified applicants? (List in order of steps)

1. Confer with Department Chairman _____
2. Confer with Department faculty _____
3. Use of written examinations _____
4. Pooled judgment technique _____
5. Other (specify): _____

H. Prior to the final selection, are the qualified applicants invited to the college for a personal interview?

Yes _____ No _____

I. Is the travel expense borne by the

1. Individual _____
2. College _____

J. If the applicant is not interviewed on campus, what other method or methods are used for this purpose? _____

K. How many persons were hired last year to fill vacant teaching positions in this college?

	<u>Full-Time</u>	<u>Part-Time</u>
1. In vocational/technical subjects	_____	_____
2. In academic subjects	_____	_____

L. To how many persons did you offer the positions?

	<u>Full-Time</u>	<u>Part-Time</u>
1. In vocational/technical subjects	_____	_____
2. In academic areas	_____	_____

M. How many of these persons did not accept the offer?

	<u>Full-Time</u>	<u>Part-Time</u>
1. In vocational/technical subjects	_____	_____
2. In academic areas	_____	_____

N. Which of the following reasons for declining were given by those who did not accept the offer?

	<u>Full-Time</u>	<u>Part-Time</u>		
	<u>Voc/Tech</u>	<u>Academic</u>	<u>Voc/Tech</u>	<u>Etc.</u>
1. To accept four-year college position	_____	_____	_____	_____
2. Inadequate starting salary	_____	_____	_____	_____

		<u>Full-Time</u>		<u>Part-Time</u>	
		<u>Voc/Tech</u>	<u>Academic</u>	<u>Voc/Tech</u>	<u>Etc.</u>
3.	Geographic location of college	_____	_____	_____	_____
4.	Unattractive teaching load	_____	_____	_____	_____
5.	Decided to stay in present job	_____	_____	_____	_____
6.	Accepted job outside the field of education	_____	_____	_____	_____
7.	Disliked the working conditions	_____	_____	_____	_____
8.	Other reasons (specify)	_____			

III. SUMMARY COMMENTS:

- A. What are your comments concerning the future trends related to the recruiting of qualified faculty for this college?
- _____
- _____
- B. What can be done on a state-wide basis to alleviate any problems, present or future, which may exist in the recruitment and selection of faculty - especially as they relate to the increasing demand for qualified teachers? _____
- _____

Would you like to receive an abstract of this study when completed?

Yes _____ No _____

APPENDIX B

LETTER OF INTRODUCTION

March 16, 1963

Dear _____:

Mr. Louis Vaccaro, a graduate student at Michigan State University, is beginning his doctoral dissertation in the area of community college faculty recruitment. His study will involve interviewing the persons responsible for faculty recruitment in each Michigan community college. The data that he plans to collect will only be used for purposes of his study.

Mr. Vaccaro would like to interview the person you designate as responsible for faculty recruitment in your college on April 1, 1963. The interview will not take more than one or two hours. I would appreciate it if you would complete the enclosed postal card and return it to Mr. Vaccaro as soon as possible.

Thank you for your cooperation.

Sincerely,

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

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