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FACULTY MEMBERS.

Michigan State University, Ph.D., 1972
Education, teacher training

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A STUDY OF MICHIGAN COMMUNITY COLLEGE ADMINISTRATOR
ATTITUDES REGARDING THE DESIRED FORMAL QUALIFICATIONS
OF COMMUNITY COLLEGE FACULTY MEMBERS

By

Robert V. Kovach

A THESIS

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ABSTRACT

A STUDY OF MICHIGAN COMMUNITY COLLEGE ADMINISTRATOR ATTITUDES REGARDING THE DESIRED FORMAL QUALIFICATIONS OF COMMUNITY COLLEGE FACULTY MEMBERS

By

Robert V. Kovach

The Purpose

The purpose of this study was to determine the present attitudes of chief community college administrators concerning the desired formal qualifications of community college faculty members. In order to do so, specific research questions were posed and relevant data were sought. The major questions explored in the study were as follows:

1. What formal qualifications are considered by community college administrators in their recruiting and selection of faculty members?
2. What do community college administrators consider to be the minimum formal qualifications, in terms of educational training and background experiences, that a prospective teacher must possess in order to be considered for a teaching position?
3. What do community college administrators believe to be the most desirable formal qualifications with respect to educational training and experience?

4. Are community college administrators having difficulty finding faculty members with the formal qualifications they desire?

The Methodology

The population under investigation consisted of the chief community college administrators under contract for the 1971-72 academic year at the twenty-nine operating public community colleges in the state of Michigan. The study sample was composed of the chief administrative, academic, business, and student personnel officers at each public community college. The sample included 170 individuals and represented the entire population in the study.

Two sources were used to obtain data for the study. Central records maintained by the Michigan Department of Education provided the institutional data necessary to classify each respondent along the following dimensions: institutional age, size, setting, proximity to a graduate institution, full-time faculty, part-time faculty, and part-time versus full-time faculty. The "Faculty Qualifications Survey" was the survey instrument developed for use in the study. Of the 170 instruments sent out to administrators, 133 (78.2 per cent) were returned in usable form.

The data obtained for the study were analyzed through the use of descriptive summaries of item responses, in terms of frequency counts and percentages. Selected further analyses of data were conducted using both parametric and nonparametric statistical techniques.

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Major Conclusions

On the basis of the data gathered for this study, the following major conclusions seem appropriate:

1. Formal qualifications relating to educational training at both the graduate and undergraduate levels were rated as the most important qualifications to consider in prospective faculty members. The only types of experience given important consideration as qualifications were previous community college teaching experience and nonteaching experience.

2. Very little consideration was given to the personal characteristics of age, sex, and race of a prospective teacher unless administrators were trying to employ individuals to make their staffs more representative with respect to these characteristics.

3. The practice of "balancing" a faculty is accepted by a large majority of community college administrators. Respondents indicated that the formal qualifications of age, sex, and race plus the distribution of master's, doctorates, and other degrees should be considered in attaining and maintaining some "balance" of faculty.

4. Community colleges are having very little difficulty in recruiting qualified faculty members at the present time, and will probably experience the same or even less difficulty in this task in the near future. The only exception appears to be in the applied arts area, where institutions are having some difficulty in recruiting certain types of instructors.

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5. The master's degree plus at least one professional course in community college education should be the minimum educational training required of prospective liberal arts teachers. The bachelor's degree plus one professional course in community college education was established as the minimum educational training for applied arts teachers; however, many administrators desired the master's degree as the minimum academic degree for applied arts instructors.

6. No real minimum criteria concerning types of experience were established for prospective community college teachers, with the exception of three years of vocational/industrial experience required for applied arts teachers.

7. Educational training was considered more important than teaching experience as a qualification for a liberal arts teacher. Vocational/industrial experience was considered to be the most important qualification for an applied arts teacher. These qualifications were considered to be easily found among present community college faculty. Community college teaching experience, viewed by many administrators as the most important type of teaching experience for a community college teacher, was the qualification most difficult to find among present community college faculty.

8. Formal preparation programs for community college instructors should be different from programs for high school or senior college teachers. Many respondents indicated that they are not satisfied with present preparation programs for community college instructors. They also indicated that

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colleges of education are not the most appropriate organizations to offer preparation programs for community college teachers.

9. The most desirable degree for a community college instructor is the master's degree in the subject field in which he is teaching. Administrators indicated that advanced work beyond the master's degree was desirable as long as it contributed to the faculty member's role as a teacher. Almost half the respondents thought community colleges should encourage faculty to take advanced coursework by paying the tuition of those who wish to undertake such work.

10. Community college instructors should not possess doctoral degrees of either the "teaching" or the subject field types. Many administrators indicated that they do not believe that most Ph.D.'s can be excellent and committed community college teachers. They also did not strongly support the statement that the Doctor of Arts degree is more appropriate than other doctorates for community college teachers.

11. Formal qualifications criteria should be different for community college liberal arts and applied arts teachers. However, respondents indicated that formal qualifications criteria should be the same for full-time and part-time faculty members in these areas.

12. The attitudes of administrators concerning the desired formal qualifications of faculty members at the community college level were generally very consistent across types of administrative positions and types of institutions.

To Marilyn
M.T.Y., L.T.T.

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The author is deeply grateful for the personal guidance, support, and encouragement in the writing of this dissertation provided by Dr. Vandel Johnson, his major professor, and by Dr. Maryellen McSweeney, who--through her generous assistance--acted in an unofficial co-director capacity. To Dr. Louis Stamatakos and Dr. James McKee, the writer expresses thanks for their willingness to serve on his guidance committee and for the assistance and encouragement they provided the writer during the coursework and dissertation stages of his doctoral program.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The most striking development in higher education in the last several decades has been the tremendous growth of community colleges. Over 1,000 two-year colleges are already established in the United States; and during the late 1960's more were being added at the rate of one new institution per week.¹ Today, well over two million students are enrolled in community colleges in this nation. Garrison, writing in the late 1960's, predicted that by 1975 there will exist between 1,200 and 1,300 two-year colleges, enrolling an estimated 3.5 to 4.5 million students.²

Many, varied explanations are set forth to account for this phenomenal growth of community colleges. Among them are the open-admission policies of most institutions, their geographical distribution in many states, their low charges

¹Clifford G. Erickson, "Recruitment of Faculty for the Community and Junior Colleges," in In Search of Leaders, Current Issues in Higher Education, 1967, ed. by G. Kerry Smith (Washington, D. C.: American Association of Higher Education, 1967), p. 249.

²Roger H. Garrison, Teaching in a Junior College (Washington, D. C.: American Association of Junior Colleges, 1968), p. 3.

for tuition, their varied programs, and their appeal to students of all ages and commitments.¹

Because of their popularity, all two-year colleges in America, but especially the publicly supported two-year institutions, are facing an increasing number of demands from their constituencies. These demands range from calls to expand continually their existing academic programs and course offerings, to calls for initiating and implementing extensive programs of community service. At the same time, community colleges are being warned that they will be held accountable--both financially and academically--for the services they do provide.²

The solution to meeting the demand for increased accountability and the key to the development of a quality educational institution has been--and always will be--the skilled, fully professional teacher.³ As Gleazer so clearly stated in his book, This Is The Community College:

¹Carnegie Commission on Higher Education, The Open-Door Colleges: Policies for Community Colleges (New York: McGraw-Hill Book Co., 1970), p. 3.

²John E. Roueche, George A. Baker, III, and Richard L. Brownell, Accountability and the Community College: Directions for the 70's (Washington, D. C.: American Association of Junior Colleges, 1971), p. 11; W. A. Harper, "The Community and Junior College: An Overview," The Peabody Journal of Education, XLVIII (July, 1971), 261.

³Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington, D. C.: American Association of Junior Colleges, 1967), p. 33. Hereinafter referred to as Junior College Faculty.

. . . No matter how profound the policy statements of the board or the president, the actual character of the college will be determined in time by the teacher in the classroom and laboratory.¹

How does the community college teacher feel about the demands being placed upon his institution and his role within it? This is what one faculty member had to say:

I sometimes wonder whether this open-door policy is a good idea. If I get any more students to cope with, I just won't have time to study--or even do a decent job of preparing the classes I do have. What is the solution? More teachers? Yes--more good ones. And where are they going to come from?²

The questions raised in the above statement begin to approach the theme of this study. In the past, there was a real concern over whether the community college could attract enough teachers in the numbers that were needed. This concern was reflected in writings possessing titles such as: Wanted: 30,000 Instructors for Community Colleges³ and "College Teachers: Demand Exceeds Supply."⁴ However, in recent years the tone of the writing on community college teachers is changing--from one of worrying about quantity

¹Edmund J. Gleazer, Jr., This Is The Community College (Boston: Houghton-Mifflin Company, 1968), p. 78.

²Garrison, Junior College Faculty, p. 42.

³Council on Cooperation in Teacher Education, Wanted: 30,000 Instructors for Community Colleges (Washington, D. C.: American Council on Education, 1949).

⁴"College Teachers: Demand Exceeds Supply; Summary of Teacher Supply and Demand in Universities, Colleges and Junior Colleges, 1959-60 and 1960-61," N.E.A. Research Bulletin, XXXIX (October, 1961), 77-84.

(and sometimes quality) to a concern just for the quality of teachers.¹

This alteration in tone has been caused by a change in the community college's situation with respect to recruiting faculty members. A shortage of jobs due to economic conditions and an increased number of advanced degree holders in certain disciplines have led to more individuals applying to the community college for employment.² As a result, many community colleges are finding themselves in a unique and advantageous position on the job market: In many areas, the supply of new teachers exceeds the demand.

Finding themselves in such a position, community colleges have the opportunity to start critically reviewing their formal standards for employment and, if necessary, to establish new (higher) criteria for selection of faculty members. But are they doing this? What formal qualifications are necessary for employment as a faculty member in a public community college today? What qualifications are

¹For example, see John E. Roueche and William H. McFarlane, "Improved Instruction in the Junior College: Key to Equal Opportunity," Journal of Higher Education, XLI (December, 1970), 713-722.

²"Negotiations: Unionization of Faculty Expected to Pick Up Speed Because of Tight Money and Ph.D.'s," College Management, VI (September, 1971), 38; John W. Huther, "Small Market for Ph.D.'s: The Public Two-Year College," AAUP Bulletin, LVIII (March, 1972), 17.

considered as important in an application for employment as a community college teacher?

In many community colleges throughout the nation, the chief administrative officers in the community college still play a major role in the recruitment and selection of faculty members. If standards for employment in the community college are changing, these administrators should be aware of and, in many instances, playing a role in, the development of new standards. Their desires and attitudes regarding the criteria to be used in the screening and selection of prospective faculty members are bound to have an impact upon whatever criteria and procedures are followed by their respective institutions.

Purpose of the Study

The primary purpose of this study is to determine the present attitudes of chief community college administrators concerning the desired formal qualifications of faculty members at the community college level.

Specifically, the data sought pertain to the following questions:

1. What formal qualifications are considered by community college administrators in their recruiting and selection of faculty members?
2. What do community college administrators consider to be the minimum formal qualifications, in terms of

educational training and background experiences, that a prospective teacher must possess in order to be considered for a teaching position?

3. What do community college administrators believe to be the most desirable formal qualifications with respect to educational training and experience?
4. Are community college administrators having difficulty in finding faculty members with the formal qualifications they desire?
5. Do the respondents believe that desired formal qualifications should be different for the different types of instructors needed by community colleges?
6. Are the attitudes of the administrators responding to this survey consistent across types of administrators and types of institutions?

Significance of the Study

The significance of this study is threefold:

1. The chief administrators in a community college set the tone for much of the college. Their wishes and desires are generally set forth and followed, either explicitly or implicitly, by the rest of the institution. No recent study has attempted to ask these individuals what they desire in the way of formal qualifications of faculty. By attempting this task in the present study, one may come closer to perceiving the actual conditions that exist in the community college in the area of faculty qualifications.

2. As a result of renewed interest in the quality of teaching in higher education, many graduate institutions are establishing new programs designed for preparing prospective junior and senior college teachers. The programs for junior college instructors are being established at the master's, doctorate, and intermediate degree levels. Although the present study does not go into depth with respect to the content that such programs should have, it does deal with the topic of the appropriate degree level for these programs. The study also indicates the type of experience desired in prospective faculty members by community college administrators. Information in both of these areas would be very useful to these graduate institutions in their efforts to counsel students who wish to pursue careers in community college teaching, and in their efforts to establish preparation programs that would be more responsive to the present and future needs of community colleges.

3. Although the present study does not test the similarity of attitudes held by community college administrators and individuals representing the other "governing" groups (faculty, trustees, and students) within the institution or external to the institution, the results of this research can serve as a starting point for determining the attitudes held by these various other groups. The survey instrument itself--with only minor modifications--could easily provide a means of ascertaining the attitudes of these other groups.

Definition of Terms

For clarity of understanding, the following terms are defined either because of their specialized meaning or because of the operational definition which is used in this particular study.

Administrator--For the purposes of this study, the term administrator is used to designate the chief administrative, academic, business, and student personnel officers under contract for the 1971-1972 academic year at each public community college (and each campus thereof, in the case of multicampus institutions) in the state of Michigan.

Attitude--The sense in which this general term is used follows the definition set forth by Thurstone: the intensity of positive or negative affect for or against a psychological object.¹ A psychological object is any person, symbol, phrase, institution, ideal, or idea toward which people can differ with respect to positive or negative affect. In psychology literature, the term affect is used interchangeably with the word feeling. Hence a person having a positive affect or feeling for some psychological object is said to like the object and have a favorable attitude toward it.²

¹L. L. Thurstone, "Comment," American Journal of Sociology, LII (July, 1946), 39.

²Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 2.

In this study, the psychological object is the idea or actual existence of persons possessing different formal qualifications and seeking employment, or already being employed, as faculty in a public community college.

Faculty members--For the purposes of the present study, this term is used to denote those persons who perform teaching functions for a community college. Personnel whose primary function is counseling students are also included in this designation. Faculty members may be employed either full time or part time by the institution.

In this study, community college faculty members are classified into two main groupings: liberal arts and applied arts faculty. Liberal arts faculty is used as a general designation of faculty members teaching or counseling in the areas of Arts and Sciences, and Developmental and/or General Education. Applied arts faculty designates those faculty members teaching or counseling in the areas of Applied Arts and Sciences, Vocational/Technical Education, and/or Occupational Education.

Throughout the study, the terms instructors and teachers are used as synonyms for the term faculty members.

Formal qualifications--The formal qualifications of an individual are defined as those aspects of the background of an individual which would be included in a written employment application or personnel record. In general, these formal qualifications are objective statements about certain demographic characteristics of the individual (for example,

age and sex), and about the person's present and previous educational and occupational experiences or activities.

In many instances, these formal qualifications are used almost exclusively during the initial screening and consideration of candidates for a teaching position. They comprise the main criteria upon which decisions are made, determining which of the prospective candidates will remain under consideration for a position and will be personally interviewed. These formal qualifications, along with the administrators' evaluation of the informal qualifications (for example, personality and mannerisms) of the individual during the personal interview, are used by administrators in their decisions whether to recommend a particular individual for employment as a community college teacher.

Public community colleges--This term refers to those Michigan junior community colleges which are actually registering and teaching students during the 1971-1972 academic year, and are considered by the State Department of Education to be public (as opposed to private or church-supported) institutions. Twenty-nine of these institutions are operating in 1971-1972, as listed in the 1971-1972 Directory of Institutions of Higher Education, published by the Michigan Department of Education.¹

¹1971-72 Directory of Institutions of Higher Education (Lansing, Michigan: Michigan Department of Education, 1971), pp. 9-13.

Delimitation of the Study

The study is based on a sample of chief community college administrators in the state of Michigan. The sample includes only those administrators designated as the chief administrative, academic, business, and student personnel officers at each public community college, as set forth by the Michigan State Department of Education in its 1971-72 Directory of Institutions of Higher Education.¹

Hence, while implications for future community colleges do exist, one must understand that this study is focused upon public community colleges within the geographical limits of Michigan. Therefore, the transfer of generalizations to other geographical regions should be made only by the reader who is willing to take upon himself the responsibility for the validity of such extended generalizations.

Assumptions Upon Which the Study Is Based

The following assumptions are made as the limiting factors for the purposes of this study:

1. A satisfactory survey instrument was devised for the purpose of determining the attitudes of community college administrators regarding the formal qualifications they desire community college faculty members to possess.
2. The community college administrators responding to the survey instrument were able to understand the

¹Ibid.

intent of the instrument and its contents, and responded in a manner truly representing their views on the subject.

3. The community college administrators responding to the survey instrument were representative of the chief community college administrators within the state of Michigan.

Organization of the Study

In this study the present attitudes of the chief community college administrators in the state of Michigan are determined, concerning the desired formal qualifications of community college faculty members.

The general plan of the study is organized into five chapters:

A statement of the problem and the purpose and significance of the present study are set forth in Chapter I.

In Chapter II, a review of the literature and research related to community college faculty and their formal qualifications is presented.

The methodology for the study is set forth in Chapter III. This chapter also contains a definition of the population used in the study, a description of the survey instrument, and a discussion of the statistical procedures used in the analysis of data.

The analysis of the data and the findings of the study are presented in Chapter IV.

Finally, the summary of the study and major conclusions, implications, and recommendations are contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

An Overview

The public community college is unique among the institutions of American higher education. In essence, its uniqueness lies in its diversity. The public community college means many different things to different people. Community colleges differ in their student bodies, their physical facilities, the communities they attempt to serve, and their educational goals.

The differences among community colleges also extend to the types of teaching staffs employed by these institutions. Preparing teachers for the community college is a difficult task because no one has been able to provide a simple definition of what a community college is, or what a community college teacher is--or should be.¹ Because of this difficulty in generalizing about the community college and its teachers, the task of securing qualified faculty members in the numbers needed has been, and will continue to be,

¹Preparing Two-Year College Teachers for the 70's (Washington, D. C.: American Association of Junior Colleges, 1971), p. 7. Hereinafter referred to as Preparing Two-Year College Teachers.

one of the critical problems facing the community college.¹

In surveying the literature dealing with community college faculty, one reaches two conclusions. First, most of the literature on this topic is speculative in nature. Very few research studies have been conducted in the area of community college faculty members and their qualifications.² Of the research studies that have been conducted, many³ have dealt with a descriptive analysis of the qualifications of existing faculty members, without attempting to determine whether, in fact, these qualifications were considered desirable in community college faculty.

The second conclusion that may be drawn from a search of the literature in this area is that there appears to have been a revival of interest in the problem of securing qualified faculty for the community college. Although several significant writings were published earlier, renewed interest really began to be noticeable in writings appearing in the

¹"Recruiting Problems in Booming Junior Colleges," Phi Delta Kappan, LI (February, 1970), 334-335.

²This conclusion was also reached by Florence B. Brawer in her 1968 review of the literature on college and university faculty in Personality Characteristics of College and University Faculty: Implications for the Community College (Washington, D. C.: American Association of Junior Colleges, 1968), p. xvi. Hereinafter referred to as Personality Characteristics.

³For example, see Paul Parker, Characteristics of Full-Time Public Community Junior College Instructors: The Kansas Profile (Pittsburg, Kansas: Kansas State College, 1970) (ERIC Document No. ED 052777).

latter half of the 1960's. In the early 1970's, the interest came into full bloom in the form of a major emphasis on the formal qualifications of community college faculty members.

Development of interest in the formal qualifications of community college faculty members is traced in the literature review. However, because of the impact of changes that have taken place in the labor market in the last two to three years, the review of literature is focused upon the literature that has appeared in the last three years.

The review of the literature includes a discussion of the following topics: (1) the need for community college faculty, (2) the formal qualifications of present community college faculty members, and (3) the formal preparation of community college faculty.

Community College Faculty: The Need

The Growth of Community Colleges

As stated above, the community college means many different things to different people. Some people view the community college as a solution to their educational and personal needs. The proof that American community colleges have met and are meeting the needs of the nation was spectacularly demonstrated in the 1960's, when enrollments more than doubled.¹

¹Carnegie Commission on Higher Education, The Open-Door Colleges: Policies for Community Colleges (New York: McGraw-Hill Book Co., 1970), p. 5. Hereinafter referred to as Open-Door Colleges.

By 1969, community college students accounted for nearly 30 per cent of all undergraduates and over 25 per cent of all students in higher education in the nation.¹ The Carnegie Commission projected that enrollments will again double in the current decade, to the point that by 1980 they will exceed four million students.²

The growth in the number of two-year colleges has been equally spectacular. Slightly more than seventy years have elapsed since the first public junior colleges were established. By 1960, there were 656 public two-year colleges. This number nearly doubled in the decade of the 1960's, to the point where, in 1970, there were over 1,100 of these public institutions.³ Based on its estimates of growth trends, the Carnegie Commission projected a need for an additional 230 to 280 new public community colleges by 1980.⁴

Two-year colleges are now located in every state of the nation.⁵ However, the growth in the number of colleges in the nation as a whole has been uneven. Seven states have

¹Ibid., p. 3.

²Leland L. Medsker and Dale Tillery, Breaking the Access Barriers: A Profile of Two-Year Colleges (New York: McGraw-Hill Book Co., 1971), p. vii. Hereinafter referred to as Access Barriers.

³Ibid., p. 17.

⁴Carnegie Commission, Open-Door Colleges, p. 36.

⁵Roger Yarrington, ed., Junior Colleges: 50 States/50 Years (Washington, D. C.: American Association of Junior Colleges, 1969).

been identified as "pacesetter" states, in which public community colleges have thrived considerably better than in other states because of favorable legislation, fiscal policies, and broad public support. Michigan is one of these states.¹

Michigan established thirteen new community colleges during the decade of the sixties, bringing its total number of public community colleges to twenty-nine in 1970.² The enrollment in Michigan's two-year institutions rose from 26,403 students in 1960 to 127,629 students in 1970. This was an increase of over 380 per cent. Most of this growth occurred in Michigan public two-year colleges.³

There are plans to establish thirty-two community college districts in Michigan, which will completely cover the state. This process will involve the creation of new community college districts or the expansion of existing districts, and the establishment of more multicampus institutions.⁴ The Carnegie Commission estimated that, in order to meet the rising demand for and enrollments in community

¹ Medsker and Tillery, Access Barriers, p. 25.

² Philip J. Gannon, "Fifty Years of Community Involvement in Michigan," in Junior Colleges: 50 States/50 Years, ed. by Roger Yarrington (Washington, D. C.: American Association of Junior Colleges, 1969), p. 113.

³ 1971 Junior College Directory (Washington, D. C.: American Association of Junior Colleges, 1971), p. 9.

⁴ State Board for Public Community and Junior Colleges, A Recommended Community College Districting Plan (Lansing: Michigan Department of Education, 1968).

colleges, the state of Michigan will need to create eight or nine new public community colleges by 1980.¹

More than 132,000 students were enrolled in Michigan public community colleges for the fall, 1971, academic term.² By 1980, the enrollment figure has been projected to be approximately 200,000 students.³ There is also a trend which indicates that an increasing proportion of these students will be enrolling in career or occupational programs, as opposed to transfer programs.⁴

The Need for Faculty:
Quantity and Quality

The phenomenal growth in enrollments and in the number of public community colleges has created an urgent need for new faculty members. Writing in 1967, Gleazer predicted a need for 100,000 additional community college teachers by 1977.⁵ The Carnegie Commission, in its report, The Open-Door Colleges: Policies for Community Colleges, published just three years later (in 1970), estimated that nearly 200,000 new teachers, including replacements would be needed in

¹Carnegie Commission, Open-Door Colleges, p. 64.

²Higher Education General Information (HEGIS) Survey 1971-72, OE Form 2300-2.3-1, for Michigan.

³Carnegie Commission, Open-Door Colleges, p. 62.

⁴Medsker and Tillery, Access Barriers, p. 62.

⁵Edmund J. Gleazer, Jr., "Preparation of Junior College Teachers," Educational Record, LXVIII (Spring, 1967), 147. Hereinafter referred to as "Preparation."

community colleges by 1980.¹ The Commission went on to report that it believed at least 10,000 new professional counselors would also be needed by the end of the 1970's.

To discuss whether the above estimates on the number of new faculty members needed by public community colleges in the next eight to ten years are high or low is beyond the scope of the present study. The point on which there should be ready agreement is that public community colleges will have a need in the future for a number of new faculty members.

However, the most important staffing problem facing community colleges in the near future is not whether they will be able to fill the additional teaching positions that will be created, but whether they will be able ". . . to recruit the right people so that the community college can deliver on its commitments."²

Who are the right people? This question is not easily answered. Vairo, writing in 1965, believed that:

Unless the two-year college has an instructional staff of qualified teachers, its objectives cannot be achieved. . . . Since it is in the classroom, under the guidance and leadership of the teacher, that the minds of American students are developed, the qualifications of the teacher are of paramount importance.³

¹Carnegie Commission, Open-Door Colleges, p. 43.

²Medsker and Tillery, Access Barriers, p. 102.

³Philip D. Vairo, "Faculty Quality: A Challenge to the Community College," Journal of Higher Education, XXXVI (April, 1965), 217.

Agreeing with Vairo's argument, Thornton stated:

It is true that teaching is the prime function of the community junior college and deserves every encouragement. Careful preparation and selection of teachers and encouragement to employed teachers to be constantly alert to improve their classroom effectiveness are essential elements in discharging this obligation. . . . Universities may become great through research, through publication, through opportunities for graduate study, but the community junior college can attain its local renown and the affectionate esteem of its alumni only through the effectiveness of its educational program.¹ Either it teaches excellently, or it fails completely.

O'Connell added that

A curriculum, after all, is what goes on in the classroom, not what is written in a catalog. Administrators' fiat notwithstanding, the faculty determines what really goes on in the classroom.²

On the subject of community college faculty, Moore, Maul, Blocker, and Cohen and Brawer³ also expressed thoughts similar to those set forth above. The biggest problem confronting today's community colleges is that of finding faculty members who will be able to implement the educational

¹James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, Inc., 1966), p. 41.

²Thomas E. O'Connell, Community Colleges: A President's View (Chicago: University of Illinois Press, 1968), p. 123. Hereinafter referred to as Community Colleges.

³William Moore, Jr., Against The Odds (San Francisco: Jossey-Bass, Inc., Publishers, 1970), p. 229; Ray C. Maul, "The Biggest Problem: Finding Good Teachers," Junior College Journal, XXXVI (December, 1965), 5; Clyde E. Blocker, "Are Our Faculties Competent?" Junior College Journal, XXXVI (December, 1965), 12; Arthur M. Cohen and Florence B. Brawer, Confronting Identity: The Community College Instructor (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), p. 121. Hereinafter referred to as Confronting Identity.

programs of the community college and relate to the types of students--from the high-risk student to the highly advanced student--who make up the diverse student constituencies of these institutions. The task of finding qualified faculty is one of the biggest problems facing the new occupational programs that are being established in many community colleges.¹

How does one go about recruiting and selecting faculty members who are qualified and competent to teach in a community college? Charles and Summerer, writing in 1959, presented a general guide that they found useful in building a junior college faculty. Below are several factors which they recommended considering in evaluating a prospective faculty member:

1. Is the individual sincerely interested in teaching?
2. How much preparation has he had in his field?
3. Does the individual have a positive attitude toward student activities?
4. How much professional educational training has the individual had or what is his attitude toward it if he has had none?
5. What are the personal traits--character, personality, and stability--of the individual like?

¹Jack L. Bottenfield, "Problems of Organizing Vocational-Technical Programs in Public Junior Colleges," Indiana University, 1970. Abstract in Dissertation Abstracts, XXXI (December, 1970), 2698A.

6. Another factor to consider in building a faculty is balance in age, training, and experience.¹

Roger Solomon, also writing on the topic of community college teachers, stated that

Characteristics which many educators believe make for success in the field are: (1) a well-adjusted personality; (2) interest in teaching rather than research; (3) a good cultural background; (4) interest in the subject matter taught; (5) adequate professional training; (6) good habits of citizenship, including active participation in community activities; and (7) mature professional attitude (loyalty to the institution, interest in professional activities, and sound professional ethics).²

Brawer set forth a slightly different list of qualifications that should be considered in screening prospective faculty members:

Relevant characteristics of teachers are ability, knowledge, attitudes, values, and other traits of personality; and such physical and social attributes as sex, age, training, experience, social class and ethnic background.³

She hastened to add that "criteria for the 'effective teacher' have never been stabilized."⁴ Each community college appears to have its own set of informal criteria to be used in judging present and potential teaching effectiveness.

According to the above listings, the formal qualifications for prospective faculty members appear to be quite

¹Searle F. Charles and Kenneth H. Summerer, "Building a Junior College Faculty," Junior College Journal, XXIX (March, 1959), 421-422. Hereinafter referred to as "Building."

²Roger Brumley Solomon, "Preparation for Teaching in Two-Year Colleges," Improving College and University Teaching, XVI (Spring, 1968), 125.

³Brawer, Personality Characteristics, p. 52.

⁴Ibid., p. 23.

impressive. They are so impressive that one must logically ask the following question: How close do present community college faculty members, as a group, come to possessing the "ideal" formal qualifications set forth or implied in these listings? In attempting to answer this question, one should consider the results of several recent studies of community college faculty members.

The Formal Qualifications of Present
Community College Faculty Members

In the literature on the topic of community college faculty qualifications, one can find a number of studies whose major purposes are to provide a descriptive analysis of the characteristics and qualifications of the community college faculty members included in the respective studies. The majority of these studies have used as samples only the faculties of community colleges located within some particular state or slightly larger geographical region. Very few studies have been conducted using a national sample of community college faculty members.

Probably the most recent national study of community college faculty and their qualifications was conducted by Medsker and reported in his new profile of the community college, entitled Breaking the Access Barriers.¹ Medsker studied the faculty members employed at a stratified sample of fifty-seven community colleges located throughout the

¹Medsker and Tillery, Access Barriers.

United States. He collected information on more than 4,000 staff members working at these institutions. From the analysis of this information, Medsker and Tillery were able to make the following generalizations concerning the qualifications and characteristics of community college faculty members:

1. The community college staff is composed primarily of those in the 31- to 50-year-old age bracket. Fewer than 18 percent in the study were under 30, only 23 percent were over 50.
2. The master's degree is the highest one held by most members of the staff. Of those in the national sample, 77.7 percent held a M.A. or M. S. degree. Only 8.6 percent held a doctorate. Slightly more than 10 percent had earned only a bachelor's, and only 3.5 percent were working on less than a bachelor's. . . .
3. Community college faculty are recruited from a wide variety of sources. . . . By far the largest number--almost one-third of the total came from the public school system. . . . The next largest group, approximately 22 percent, were directly from graduate school. Next in line was the group, accounting for 11 percent of the total, who were recruited from four-year institutions. Approximately 10 percent came from business or industry and the remainder from a variety of other sources. . . .
4. A high proportion of community college faculty members are new to their institutions, . . . over 46 percent of the staff members of the 57 established institutions had been employed by their college for a period ranging between one and three years. Nineteen percent fell within the range of four to six years.
5. Only a minority of community college staff members were oriented to the institution by reason of having once been students in such institutions or by having completed a course or courses dealing specifically with community colleges. In the national study approximately 8 percent had once been students in the community college for one year or less, and another 20 percent had been students for more than one year. When asked whether they had completed a course or courses on the community college, only one-third responded affirmatively.

6. No specific data are readily available, but a general impression exists that relatively few junior college faculty members are from minority ethnic groups and that the social class background of many white staff members makes it difficult for them to relate to students from various ethnic groups.¹

Medsker and Tillery's generalizations on the qualifications of community college faculty members are generally supported by the findings of other past studies. Phair, in his 1969 study of new community college faculty members in ninety-two California community colleges, found that most new faculty were in the twenty-seven to forty age group. He also found that 70.6 per cent of these individuals were men.² These recent findings agree quite closely with the findings of various studies conducted seven to ten years ago. Graybeal reported that in 1965-66 the percentage of male full-time faculty members in junior and community colleges was approximately 72.8.³ Siehr, Jamrich, and Hereford, in their 1963 national study of problems facing new faculty in community colleges, found that over 59 per cent of these new teachers at public institutions were in the thirty to forty-nine age group, and that over 72 percent of them were male.⁴

¹Ibid., pp. 87-90.

²Thomas S. Phair, "A Profile of California Community College Faculty," (1971), (ERIC Document No. ED 049760), p. 7. Hereinafter referred to as "A Profile."

³William S. Graybeal, "Salaries in Junior Colleges--1965-66," Junior College Journal, XXXVI (May, 1966), 12.

⁴Hugo E. Siehr, John X. Jamrich, and Karl T. Hereford, Problems of New Faculty Members in Community Colleges (East Lansing, Michigan: Michigan State University, 1963), p. 10. Hereinafter referred to as Problems.

In studying the faculty members in Michigan's fifteen community colleges in the fall of 1957, Jamrich reported that over 74 per cent of them were men, and that their average age was 41.1 years.¹

In their study conducted in the early 1960's, Siehr, Jamrich, and Hereford found that almost three-fourths of new community college faculty are married. This finding agrees quite closely with the more recent findings of Phair and Eckert and Williams²--that approximately 80 per cent of present community college faculty members are married and generally have children.

Medsker and Tillery's conclusion that approximately 78 per cent of community college faculty members hold a master's degree corresponds closely with the statement by Phair that 75 per cent of the 1,781 new faculty members he surveyed in 1969 had a master's degree, and about 5 per cent held the doctorate.³ Graybeal also reported that nationally, in 1969, only about 16 per cent of public two-year college

¹John X. Jamrich, Faculties of the Michigan Institutions of Higher Education, Staff Study Number Ten of the Survey of Higher Education in Michigan (Lansing: Michigan Legislative Study Committee on Higher Education, 1958), pp. 15-18. Hereinafter referred to as Faculties.

²Phair, "A Profile," p. 7; Ruth E. Eckert and Howard Y. Williams, Jr., The Career Motivations and Satisfactions of Junior College Teachers--A Second Look (University of Minnesota, 1971), (ERIC Document No. ED 054773), p. 2.

³Phair, "A Profile," p. 6.

faculty members held less than a master's degree and only about 6 per cent held a doctor's degree.¹

When one compares these results with the results of studies conducted in the early 1960's, the recent findings show slight increases in the percentage of faculty possessing master's degrees. Medsker discovered that only 64.6 per cent of the 3,283 junior college teachers he surveyed in a national study in 1960 held a master's degree, while about 9.6 per cent held a doctorate.² Siehr, Jamrich, and Hereford found that 7.1 per cent of their national sample of new public community college teachers held the doctorate, and slightly over 75 per cent held a master's.³ Jamrich, writing in 1958, stated that almost 18 per cent of Michigan community college faculty members did not possess an advanced degree, while only about 5 per cent possessed the doctorate.⁴

Vaccaro, in his 1963 study of faculty recruitment in Michigan's community colleges, reported that the desired training for teachers of applied arts subjects is the

¹William S. Graybeal, "Faculty and Administrative Salaries, 1969-70," Junior College Journal, XLI (August/September, 1970), 9.

²Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Co., Inc., 1960), p. 172. Hereinafter referred to as The Junior College.

³Siehr, Jamrich, and Jereford, Problems, p. 10.

⁴Jamrich, Faculties, p. 70.

bachelor's degree.¹ Other authors have stated that teachers of "nonacademic" subjects do not generally hold graduate degrees.² However, more recent research has indicated that many instructors of technological subjects are pursuing advanced degrees.³ In his study of faculty members at twenty-seven public community colleges in New York state, Birnbaum found that over 61 per cent of the applied arts faculty members at these institutions held the master's degree.⁴

The sources from which teachers come to the community college are many; and they vary from state to state. Medsker and Tillery stated that nationally, the largest number of teachers--about one-third of the total--had come from public school positions. In California's community colleges, slightly more than 33 per cent of new faculty

¹Louis C. Vaccaro, "Faculty Recruitment by Community Colleges," Michigan Education Journal, XLI (February 1, 1964), 13.

²Arthur M. Cohen, Focus on Learning: Preparing Teachers for the Two-Year College, Junior College Leadership Program Occasional Report Number Eleven (Los Angeles: University of California, 1968), p. 11. Hereinafter referred to as Focus on Learning.

³William George Burkert, "A Study of the Technological Subjects Instructors in the Junior and Community Colleges in the Eastern United States," Indiana University, 1970. Abstract in Dissertation Abstracts, XXXII (August, 1971), 748A. Hereinafter referred to as "Technological Subjects Instructors."

⁴Robert Birnbaum, "Background and Evaluation of Faculty in New York," Junior College Journal, XXXVII (November, 1966), 35. Hereinafter referred to as "Background and Evaluation."

members had come from this source.¹ Erickson reported that about 40 per cent of the full-time teachers in Illinois public junior colleges in 1966 had come from high school positions.²

In discussing the sources of community college teachers, Gleazer stated that

Reports from Florida show that in 1964-65, of every 100 new community college teachers, thirty-six came from the graduate schools of the universities, fourteen from college and university teaching, twenty-seven from high school teaching, and ten from a business occupation. The remainder were from miscellaneous sources.³

Graduate schools appear to be the second major source of community college teachers nationally, although this may not be the case in certain states. Siehr, Jamrich, and Hereford reported that over 20 per cent of the teachers in their national study had come from graduate schools;⁴ however, Erickson reported that only 10 per cent of Illinois community college teachers had come from this source.⁵

In general, four-year college teachers provide the next largest source of community college teachers, with the

¹Phair, "A Profile," p. 5.

²Clifford G. Erickson, "Recruitment of Faculty for the Community and Junior Colleges," in In Search of Leaders, Current Issues in Higher Education, 1967, ed. by G. Kerry Smith (Washington, D. C.: American Association for Higher Education, 1967), p. 249. Hereinafter referred to as "Recruitment of Faculty."

³Edmund J. Gleazer, Jr., This Is The Community College (Boston: Houghton-Mifflin Co., 1968), pp. 113-114.

⁴Siehr, Jamrich, and Hereford, Problems, p. 12.

⁵Erickson, "Recruitment of Faculty," p. 249.

percentages reported ranging from 11 per cent, reported by Siehr, Jamrich, and Hereford,¹ up to around 16 per cent, reported by Phair.² The nonteaching sources of business and industry provide the remaining sources of any appreciable size, with anywhere from 10 to 15 per cent of community college faculty members coming from these combined sources.^{3,4} Community college faculty in the applied arts areas account for many of the individuals coming to the community college from these nonteaching sources.⁵

Medsker and Tillery stated that about 65 per cent of the community college teachers in their study had been employed six or less years by their institutions. Many other researchers have reached similar conclusions. Kent, in a national study of English instructors in community and junior colleges, discovered that nearly 70 per cent of the respondents to his study had been in their present positions less than four years.⁶ In his study of technological subjects instructors at community colleges in the eastern United

¹Siehr, Jamrich, and Hereford, Problems, p. 12.

²Phair, "A Profile," p. 5.

³Ibid.

⁴Siehr, Jamrich, and Hereford, Problems, p. 12.

⁵Birnbaum, "Background and Evaluation," p. 35.

⁶Thomas Henry Kent, "A Study of the English Instructors in the Junior and Community Colleges," Indiana University, 1971. Abstract in Dissertation Abstracts, XXXII (July, 1971), 200A.

States, Burkert found that just under 60 per cent of these instructors had been employed in their present positions for three years or less.¹

The Medsker and Tillery finding that only about 28 per cent of today's community college faculty members have ever attended a community college as students corresponds closely to what Medsker reported in his 1960 national study--that only 27 per cent of the group he surveyed had once attended a junior college.² Good also found that only about one-third of the community college teachers he surveyed in Kansas had had a course dealing specifically with the two-year college.³

Medsker and Tillery stated that they were not able to find any data to support their last generalization--that minority groups are underrepresented on community college faculties. The present writer was able to find only one recent study that considered the characteristic of race in describing faculty members; it was a study reported by Bayer in 1970. Bayer included in his study of college and university faculty a sample of faculty members from fifty-seven two-year colleges located throughout the nation. He reported that 98.4 per cent of the community college faculty respondents

¹Burkert, "Technological Subjects Instructors," p. 748A.

²Medsker, The Junior College, pp. 172-173.

³Wallace E. Good, Faculty Profile: Kansas Community Junior Colleges (Kansas State Teachers College, 1968), (ERIC Document No. ED 042425), p. 5.

to his survey were classified as "white" with respect to race.¹

In the past, certain authors, such as Charles and Summerer,² have suggested that community college staffs should be "balanced" with respect to the formal qualifications of age, training, and experience. O'Connell added that staffs should include individuals from different geographical regions and from different socioeconomic groups.³ In a recent study he conducted, Scott discovered that the practice of "balancing" staffs is increasing, and that recruiters are starting to consider other variables, such as race and sex, in their attempts to maintain a balanced teaching staff.⁴

As the past several pages have indicated, a community college faculty member can possess many different formal qualifications. The individual teacher has no control over some of these qualifications, such as age, sex, and race. However, there are other formal qualifications over which the community college faculty member can have a large degree of control. One of them is the type of educational program(s)

¹Alan E. Bayer, College and University Faculty: A Statistical Description, American Council on Education Research Reports, V (June, 1970), (ERIC Document No. 042425), p. 12.

²Charles and Summerer, "Building," pp. 423-424.

³O'Connell, Community Colleges, p. 118.

⁴David C. Scott, "Balance of Staff by Junior College Recruiters" (Seminar paper, December, 1969), (ERIC Document No. ED 035412).

the individual pursues in order to become qualified as a teacher in the community college.

The Formal Preparation of Community College Faculty

In the last several years there has been a renewed interest in the educational preparation of community college faculty members. This situation has two major causes. The first is that the whole spectrum of teaching in higher education has come under critical evaluation with respect to its effectiveness and efficiency. The second major reason for renewed interest in preparation programs for community college teachers has been the possible over-production of doctoral degree holders occurring at a time when the labor market for these individuals appears to be quite restricted in certain areas. In this section, both of these causes are discussed in detail.

The Concern Over the Quality of Teachers

The concern over the quality of college teaching is not really a recent phenomenon. Tead, writing in 1949, implied that the issue was quite well publicized then:

Everyone familiar with the present state of college teaching realizes that a condition of ineffectuality exists to a greater degree than is usually acknowledged. I am of those who believe that this condition is subject to significant correction.¹

¹Ordway Tead, College Teaching and College Learning (New Haven: Yale University Press, 1949), p. v.

During the 1960's, the American educational system, as a whole, came under increasing criticism. Writing in the Saturday Review, Cass summarized the reasons for such criticism:

During the sixties the schools were challenged increasingly not only for their contemporary failures, nor even for the fact that they have always failed the poor and the dispossessed, but because they were positively destructive influences for many of the children entrusted to their care. Questions were raised as to whether any institution that enjoys a virtual monopoly can remain sensitive and responsive to the changing needs of its diverse clientele. And some of the more radical critics were questioning the traditional concept of schooling itself in an age when knowledge is accessible from so many different sources. Clearly, at the end of the decade, the nation was experiencing a crisis of confidence in its schools.¹

Community colleges grew tremendously during the 1960's because they came to be viewed as the primary means for social and economic advancement for the lower two-thirds of the society. However, very few community colleges have been able to live up to the bright promises of their "open-door" philosophy.²

Out of the realization that something was wrong with the educational system in the United States, came the concept of educational accountability. This concept was extended to the community college and its teachers through the writings

¹James Cass, "The Crisis of Confidence--and Beyond," Saturday Review, LIII (September 19, 1970), 61.

²John E. Roueche, George A. Baker, III, and Richard L. Brownell, Accountability and the Community College: Directions for the 70's (Washington, D. C.: American Association of Junior Colleges, 1971), p. 11. Hereinafter referred to as Accountability.

of such authors as Cohen and Roueche.¹ As Roueche, Baker, and Brownell pointed out, "The promise of the "open door" will never be realized until teachers change their attitudes and accept the professional responsibility of becoming accountable for students."²

Moore extended the concept of accountability to include all students in the community college, even the high-risk student, when he wrote:

One need remains constant. Always, regardless of the changes, students need instructors dedicated to the duty to make other human beings better than they were--and the high-risk students who make up a considerable part of the community college population need those practitioners more desperately than ever. Providing enough good teachers can help the community college fulfill its mission of a quality education for all. This is because it is at the eyeball-to-eyeball, gut-to-gut level where the high-risk student will really be helped.³

Medsker reported in 1960 that one reason why many community colleges have not realized their potential is because the typical community college faculty member is not in complete accord with the generally acknowledged goals of the community college.⁴ He and Tillery also found that a

¹Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hills, Calif.: Glencoe Press, 1969), hereinafter referred to as Dateline '79; John E. Roueche, Salvage, Redirection, or Custody? (Washington, D. C.: American Association of Junior Colleges, 1968).

²Roueche, Baker, and Brownell, Accountability, p. 12.

³Moore, Against The Odds, p. 229.

⁴Medsker, The Junior College, p. 185.

similar condition exists among present community college teachers.¹ Medsker set forth a "reference group" theory to account for this lack of faculty agreement with community college goals and objectives. He contended that

. . . the attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges and universities. Another possibility is that the relatively new and inexperienced teacher in the junior college will retain a close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and procedures. Still another possibility is that junior college teachers who once taught in high school may retain that perspective after they transfer to junior college teaching.

This possibility would suggest that junior college teachers not committed to the two-year college as an institution with distinctive purposes may be more likely to evaluate it in the light of the activities of scholars in their teaching field or in terms of the values associated with the older, more familiar, and higher prestige-carrying senior college.²

A study conducted in 1969 presented support for Medsker's theory. In that study, Tolley found that a substantial percentage of Oklahoma junior college faculty members did orient themselves to the senior college, with over 43 per cent classified in the senior college reference group. This group of faculty consistently supported the more

¹Medsker and Tillery, Access Barriers, p. 91.

²Medsker, The Junior College, pp. 173-174.

traditional liberal arts aspects of the junior college, and tended to reject the comprehensive functions.¹

Several recent studies have attempted to determine whether community college faculty members agree with the goals of their institutions, and what factors seem to be related to their attitudes in this area. Evans conducted such a study on a national sample of 1,585 community college faculty members in 1970. He reported that faculty who were former junior college students and faculty who had taken a course or more on the junior college were shown to have significantly greater agreement with the community college philosophy than did their colleagues who had not had such experiences. In addition, faculty who had had both of these experiences had a higher level of agreement than those with only one experience.² Tolley also found that faculty members who had not attended a junior college rejected more of the objectives of the comprehensive community college.³ In his 1969 study of Colorado community college faculty, Williams concluded that the attitude differences that do

¹Charles Howard Tolley, "The Relationship of Junior College Faculty Reference Group Attitudes Toward the Multi-purpose Functions of the Junior College," University of Tulsa, 1969. Abstract in Dissertation Abstracts, XXX (February, 1970), 3261A. Hereinafter referred to as "Reference Group Attitudes."

²Arthur Haines Evans, Jr., "Faculty Agreement With the Community College Philosophy as Related to Previous Education and Experience in the Junior College," University of California, Berkeley, 1970. Abstract in Dissertation Abstracts, XXXII (August, 1971), 751A-752A.

³Tolley, "Reference Group Attitudes," p. 3261A.

exist are not along liberal arts versus applied arts faculty lines. He also found that more than one-fourth of his respondents preferred to teach in a four-year college or university.¹

California has one of the most advanced community college systems in the nation. Yet Park, in his 1971 study of 238 faculty members located at three community colleges in California, concluded that a good number of these instructors rejected, or did not understand, the basic rationale for the unique and specialized teaching tasks they were performing.²

In discussing the high-risk, or educationally disadvantaged, student in the community college, recent authors have expressed even more pointed concern over the attitudes of community college teachers. As Moore stated,

In spite of their verbal pronouncements to the contrary the negative attitudes of teachers toward their students are well documented. The data indicate that their adverse attitudes affect their expectancies, the quality of their instruction, the feelings students have about them, and many other factors. The research further reveals that more teachers than we would expect are ethnocentric, provincial, and bigoted in their attitudes.³

¹James Walter Williams, "A Comparison of Faculty Attitudes Toward Stated Purposes of the Community College," Colorado State College, 1969. Abstract in Dissertation Abstracts, XXX (November, 1969), 1761A.

²Young Park, Junior College Faculty: Their Values and Perceptions (Washington, D. C.: American Association of Junior Colleges, 1971), p. 48.

³Moore, Against The Odds, p. 163.

Roueche and McFarlane summarized the feelings of many authors when they contended that

. . . it has become evident that the major obstacles to instructional improvement in junior colleges consist largely of negative faculty attitudes toward disadvantaged students and teacher-training programs which are unresponsive to the pedagogical needs of instructors who must teach these students.¹

The fact is that few community college instructors have had any preparation for teaching in that particular type of institution.² This point is made evident as one reviews the formal qualifications of present community college faculty members, as set forth earlier in this chapter (see pages 24-34). Only about 25 per cent of community college faculty members have attended a community college as a student, and only one-third of them have taken courses dealing with the nature of this unique institution and its students.

The Oversupply of Advanced Degree Holders

The other major cause for renewed interest in the formal preparation of community college faculty members is that, although there is still a substantial need for new faculty members at the community college level, the supply of potential faculty members in certain areas is beginning

¹John E. Roueche and William H. McFarlane, "Improved Instruction in the Junior College: Key to Equal Opportunity," Journal of Higher Education, XLI (December, 1970), 717.

²Cohen, Dateline '79, p. 45.

to equal or exceed the demand.¹ This situation has been caused, in part, by a general economic decline. However, it has mainly been caused by an overproduction of Ph.D.'s by our colleges and universities.²

Writing in the early 1960's, Kerr hinted at the possibility of a surplus of Ph.D.'s by stating that "By 1970, also, the personnel deficit of today may be turning into the surplus of tomorrow as all the new Ph.D.'s roll into the market."³ Seven years ago, Cartter, writing in the Educational Record, actually predicted the declining job market in many disciplines for holders of doctoral degrees.⁴

Mayhew recently reviewed the annual production of doctorates in the United States during the last decade. This production expanded from 9,800 doctoral degrees awarded in 1960 to 26,100 actually conferred in 1968-69. Mayhew estimated that by 1980, if present trends continue,

¹John J. Connolly, "Will the Community College Survive the Ph.D. Surplus?" Educational Record, LII (Summer, 1971), 267. Hereinafter referred to as "Ph.D. Surplus."

²"Helping the Job Hunters," College Management, V (June, 1970), 14; A. Stephen Higgins, "Quantity and Quality of Doctoral Overproduction," Educational Record, LII (Summer, 1971), 262.

³Clark Kerr, The Uses of the University (New York: Harper & Row, Publishers, 1963), p. 110.

⁴Allan M. Cartter, "A New Look at the Supply of College Teachers," Educational Record, XLVI (Summer, 1965), 267-277.

institutions of higher education will be awarding somewhere between 60,000 and 70,000 doctorates annually.¹

The present predicament in the doctoral labor market was summarized by Kerr, writing in the foreword to Mayhew's book, Graduate and Professional Education, 1980:

We now face a new situation of a balanced supply in most of the highly trained professions (except those related to health), and some present and prospectively increasing surpluses. The students, however, keep applying for advanced graduate work, and more and more institutions seek to offer it. The number of Ph.D.'s turned out tripled from 1960 to 1970, and could well triple again by 1980 if present trends continue. By then, there might be a real crisis of oversupply.²

Huther, in a more recent article, stated the problem more bluntly:

The central issue in Ph.D. production is no longer whether or not there will be a surplus. Rather, it is how large the surplus will be and how the unneeded production will be employed.³

The leaders of institutions producing these doctorates assume that these surplus doctorates, the majority of which are Ph.D.s, would be easily absorbed into the teaching staffs of the growing community colleges in the nation.⁴ Wolfle and Kidd contended that estimates of the need for

¹Lewis B. Mayhew, Graduate and Professional Education, 1980 (New York: McGraw-Hill Book Co., 1970), p. 1.

²Ibid., p. v.

³John W. Huther, "Small Market for Ph.D.'s: The Public Two-Year College," AAUP Bulletin, LVIII (March, 1972), 17. Hereinafter referred to as "Small Market."

⁴Connolly, "Ph.D. Surplus," p. 267.

future Ph.D.'s include the assumption that 62 per cent of newly appointed faculty at two-year colleges will hold doctorates.¹ As Connolly pointed out,

There is no doubt that most academic deans and department chairmen in two-year colleges have more applications crossing their desks from Ph.D.'s this year than ever before.²

But do community colleges want Ph.D.'s or other doctorates on their faculties? The whole question of what formal qualifications and, in particular, what amount of formal academic preparation, are necessary for reasonable success in community college teaching assignments takes on added importance in view of the increasing competition for teaching positions. Those personnel charged with the responsibility for recruiting and selecting prospective faculty members for the public community college must constantly be seeking standards with which to judge the adequacy of preparation of those who desire to teach in this institution.³

Hence, because of the increasing demand that the community college and its teachers be held accountable for the learning of students, and because of the influx of advanced degree holders competing for teaching positions,

¹Dael Wolfle and Charles V. Kidd, "The Future Market for Ph.D.'s," AAUP Bulletin, LVIII (March, 1972), 7.

²Connolly, "Ph.D. Surplus," p. 267.

³Thomas S. Phair, "California Colleges Look at Their New Faculty," Junior College Journal, XXXIX (December, 1968/January, 1969), 48.

there has been an increased interest in the educational preparation of community college faculty members.

Preparation Programs for
Community College Teachers

What sort of academic preparation is the most desirable for a community college faculty member? This question has been answered in many different, and, in some instances, very opposing, ways. This writer will not attempt to present a unique answer to this question. Rather, he will explore some of the many various writings on this important topic in order to provide the reader with a feeling for the issues that exist in this area.

Several points of general agreement are found in the writings on the subject of preparation programs for community college faculty. One point is that present community college faculty members are not totally satisfied with the type and quality of preparation programs they received.¹ The major reason for this dissatisfaction is that very few college or university programs have been designed especially to prepare teachers for junior and community college instruction.²

In reviewing the formal qualifications of present community college faculty members set forth above (see pages 24-34), one finds that only about one-third of these teachers

¹Gleazer, "Preparation," p. 148.

²Cohen, Focus on Learning, p. 11.

took a course or more dealing with the community college. Yet writers on this topic contend that "an understanding of the broad sweep of junior college education during the teacher's formal preparation is of critical importance."¹

Authorities believe that there are differences in teaching at the university, four-year college, two-year college, and high school levels.² However, Gordon and Whitfield stated that

Historically, the community colleges have hired staff members largely from high schools or from the graduate programs of our universities, but neither the high school teacher nor the professor receives preparation for the unique duties and challenges of community college instruction.³

This belief regarding the uniqueness of teaching at the community college level has led to the establishment of separate preparation programs for community college teachers. Kelly and Wilbur summarized the development of these programs:

Junior college teacher training programs did not appear until after 1950. In that year, not a single college or university offered a preparation program for junior college teachers. By 1955, at least 23 institutions were reportedly offering such programs. In 1969, at least 100 extensive programs were offered in various institutions.⁴

¹Gleazer, "Preparation," p. 148.

²Win Kelly and Leslie Wilbur, Teaching in the Community Junior College (New York: Appleton-Century-Crofts, 1970), p. vi. Hereinafter referred to as Teaching.

³Shirley B. Gordon and Raymond P. Whitfield, "A Formula for Teacher Preparation," Junior College Journal, XXXVII (May, 1967), 26.

⁴Kelly and Wilbur, Teaching, p. 49.

Under the thrust provided by the Education Professions Development Act of 1968, programs for the preparation of community college instructors received an additional boost. By 1970, more than 200 colleges and universities indicated interest in establishing preparation programs for teachers at the community college level.¹

However, some authors have not been very satisfied with the quality of these preparation programs. Cohen voiced his opinion of many of the programs:

The special preparation of community college instructors typically approximates the training in "methods" of secondary-school teacher programs; it may come close to the university scholar's total lack of teacher-training.²

One of the first considerations in faculty preparation should be the goals and functions of the institution in which the individual eventually hopes to teach.³ However, the goals and functions of community colleges throughout the nation are so diverse that it is highly improbable that any one program would be acceptable on a national level. A national conference, meeting in late 1968, addressed the topic of preparing two-year college teachers for the 1970's. The conference participants discussed eight specific models of teacher preparation, and considered a variety of other possibilities. However, they finally concluded that:

¹Cohen and Brawer, Confronting Identity, p. 149.

²Cohen, Dateline '79, p. 124.

³Arthur M. Cohen, "Teacher Preparation: Rationale and Practice," Junior College Journal, XXXVII (May, 1967), 21.

. . . the demands created by the diversity and flexibility of two-year colleges were so great that none of the models could be entirely eliminated--that no one could identify, now at least, a single answer.¹

It is not the intent of this study to deal in any depth with the subject of the general content of preparation programs for community college faculty. This area has been addressed by various authors, such as Garrison, Cohen, and Cashin.² Medsker and Tillery reviewed the writings on the topic of what elements should be included in a preparation program for community college teachers and concluded that:

Among those that seem particularly relevant are the following: the history of the two-year college and its place in American higher education; modern learning theory, including the uses and limits of educational evaluation, testing, and measurements; the characteristics and values of the diverse student population at today's junior colleges; an opportunity for supervised teaching or internship at a two-year college; a knowledge of modern media and new techniques of instruction.³

The emphasis in such programs should be on breadth, not depth, of subject matter knowledge.⁴ One method of accomplishing this would be to include in preparation programs courses that are interdisciplinary in content and instruction.⁵

¹Preparing Two-Year College Teachers, p. 9.

²Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington, D. C.: American Association of Junior Colleges, 1967), pp. 70-74, hereinafter referred to as Junior College Faculty; Arthur M. Cohen, "Developing Specialists in Learning," Junior College Journal, XXXVII (September, 1966), 21-23; H. John Cashin, "Some Attitudes Toward Instructor Preparation," Junior College Journal, XXXIX (March, 1969), 31-34.

³Medsker and Tillery, Access Barriers, p. 99.

⁴O'Connell, Community Colleges, p. 25.

⁵Garrison, Junior College Faculty, p. 73. . .

Academic Degrees for
Community College Teachers

The academic degree that would be appropriate as the terminal degree for the community college teacher has also been a question of much controversy. On this subject there has been very little agreement, except on the point that the Ph.D. degree, as it is presently structured and earned by most of the individuals adding to the surplus in this area of the job market, is not an appropriate degree for community college faculty members.¹

For a number of reasons, many two-year colleges have resisted the temptation to hire Ph.D.'s. Among these reasons is that, first and foremost, these Ph.D.'s were not trained to teach in the community college. Considerable concern also has been expressed about whether the research, or specialist, orientation acquired in most Ph.D. programs can be adapted to meet the generalist, teaching orientation desired of faculty members in the community college.² Community college presidents, responding to an October, 1971, survey, also indicated that doctorates would not be hired because of ". . . the cost of the degree to the institution in terms of salary."³ Young

¹Larry A. Van Dyne, "Many 2-Year Colleges Resist Hiring Ph.D.'s; Doubt Their Teaching Skill," Chronicle of Higher Education, VI (January 24, 1972), 1, 4.

²Gary Ragsdale, "Teaching in the Junior/Community College," Journal of Business Education, XLV (May, 1970), 343.

³Huther, "Small Market," p. 19.

people with doctorates, then, could present a financial problem to community colleges, and the potential for a morale problem among older faculty.

Connolly is representative of the authors opposed to using the traditionally trained Ph.D. in the community college. He expressed his desire that:

It is hoped that these colleges will, in large measure reject traditionally trained Ph.D.s who have not prepared themselves for or committed themselves to the two-year college except as an alternative to unemployment.¹

If the Ph.D. degree is not acceptable, what academic degree is the most desirable and appropriate for the community college teacher? Many individuals and institutions participating in the establishment of preparation programs for community college instructors appear to have different answers to this question.

The Carnegie Commission recommended the development of the Doctor of Arts degree as the appropriate degree for teachers in higher education. The Commission believed that "The rapid growth of community colleges and comprehensive colleges will create a ready demand for persons with the degree."² Strong supporting cases for the Doctor of Arts

¹Connolly, "Ph.D. Surplus," p. 268.

²Carnegie Commission on Higher Education, Less Time, More Options: Education Beyond the High School (New York: McGraw-Hill Book Co., 1971), p. 18.

degree were set forth by Dunham,¹ representing higher education in general, and Wortham,² representing the community junior college. Dunham stated that higher education needs

. . . a new teaching degree as an alternative to the research Ph.D. . . . It is not the shortage of Ph.D.'s but a surplus of inappropriately trained college teachers that prompts this proposal.³

Wortham concluded that, without the creation of the Doctor of Arts degree for community college faculty, "There is generally no higher degree available that is fully relevant to their college teaching careers."⁴

Shell, in his survey of 107 public community colleges within the Southern Association of Colleges and Schools, found that administrators generally favored the Doctor of Arts degree over the Ph.D. or the Ed.D., and concluded that this degree would generally be accepted as meeting the needs of the community college instructor.⁵ Koenker, in his 1970 review of institutions offering or planning preparation programs for community college faculty, reported that a

¹E. Alden Dunham, "R_x for Higher Education: Doctor of Arts Degree," Journal of Higher Education, XLI (October, 1970), 505-515. Hereinafter referred to as "R_x for Higher Education."

²Mary Wortham, "The Case for a Doctor of Arts Degree: A View from Junior College Faculty," AAUP Bulletin, LIII (December, 1967), 372-377. Hereinafter referred to as "The Case."

³Dunham, "R_x for Higher Education," p. 513.

⁴Wortham, "The Case," p. 373.

⁵Edwin Taylor Shell, "An Investigation of the Doctor of Arts Degree for the Junior College Instructor," Sp.Ed. Dissertation, Northwestern State College, 1969. (ERIC Document No. ED 031199).

total of 76 institutions throughout the nation are offering, planning to offer, or considering the possibility of offering, the Doctor of Arts degree.¹

Many sixth-year degree and nondegree programs (minimum of 60 semester hours) have been established for preparing prospective community college instructors. An example of these types of programs is the Diplomate in Collegiate Teaching, a degree program initiated by the University of Miami in 1969. This program extends two years beyond the bachelor's degree and one year beyond the master's. Miami Dade and other Florida community colleges are working closely with the University of Miami in an advisory capacity and in providing teaching internships for the program.²

The sixth-year degree programs generally award the Specialist in Education or the Master of Arts in College Teaching degrees or degrees with similar titles. The sixth-year nondegree programs generally award a Certificate for Advanced Graduate Study. In 1970, twenty-seven institutions were offering sixth-year degree programs, ten institutions were offering sixth-year nondegree programs, and seventeen other institutions were planning to offer sixth-year degree

¹Robert H. Koenker, "Status of the Doctor of Arts and Sixth-Year Degree and Non-Degree Programs for Preparing Junior College and College Teachers" (Ball State University, 1970), (ERIC Document No. ED 040691), p. 4. Hereinafter referred to as "Status."

²S. L. Besvinick and T. W. Fryer, Jr., "Miami Begins the Diplomate in Collegiate Teaching," Junior College Journal, XXXIX (February, 1969), 48, 56.

and nondegree programs for preparing junior college and/or college teachers.¹

The other graduate preparation programs offered generally culminate in the awarding of an "enriched" Master of Arts degree. These programs are similar to the one proposed by the community college teachers in Garrison's study.²

Much of the controversy regarding the academic preparation of community college faculty members has focused on the sixth-year and doctoral preparation programs being established by colleges and universities, and the need for such special programs. Some authors have contended that these programs are not "special," in that they still center around traditional course and practice components. Not offering anything that is new, these programs may not become respectable and acceptable.³

Phair, in reviewing the present state of community college faculty preparation, concluded:

The pre-service training of instructors will continue on a minimum basis and be engaged in by only a few prospective instructors. Exceptions will be at colleges who are involved in a high degree of innovative programs and new techniques of teaching.⁴

Cohen contended that graduate institutions have traditionally ignored the needs of community colleges in

¹Koenker, "Status," p. 5.

²Garrison, Junior College Faculty, pp. 70-74.

³Cohen and Brawer, Confronting Identity, p. 150.

⁴Phair, "A Profile," p. 14.

establishing preparation programs for community college teachers, and believed that most graduate institutions are incapable of changing their procedures rapidly enough to meet the preparation needs of even future community college instructors.¹ Hence, when he discussed his model community college of 1979, Cohen predicted that:

The college has developed its own preparation program because teaching is its main function; it cannot wait for other institutions of higher education to recognize and appreciate its concrete goals.²

Brawer believed that, if graduate institutions are to be involved in the preparation of teachers for the community college, the community colleges themselves must take the lead in encouraging the development of truly responsive preparation programs.³ Gleazer agreed with this idea, and stated that:

We in the junior college have the responsibility of specifying in detail and forcefully, what our current and future needs for faculty will be; how they should be trained for our particular kinds of colleges; and what kinds of programs will adequately prepare teachers for junior college instruction.⁴

Singer felt that one way for community colleges to provide this type of leadership would be through the establishment

¹ Cohen, Dateline '79, pp. 124-125.

² Ibid., p. 126.

³ Brawer, Personality Characteristics, p. 34.

⁴ Gleazer, "Preparation," p. 152.

of a community college institute to prepare future teachers for the community college.¹

The Doctor of Arts degree has received the brunt of much of this recent criticism. Some authors, such as Howell, have argued that the creation of a new degree is not the solution to the two problems of the community college's need for qualified faculty, and the present overproduction of Ph.D.'s.² The views of these authors about the real solution to these problems were succinctly summarized by Richardson, during a speech he gave at the recent 1972 Annual Conference of the American Association on Higher Education. He stated:

I am particularly concerned about the emphasis placed upon new degrees such as the Doctor of Arts. I do not believe that the issue of preparing faculty for community colleges will be solved by establishing new names for old practices. Produce a Ph.D. who is truly concerned about teaching and about students, and who is interested in lower division instruction, and you will not have to find a new label in order to secure his ready acceptance by community colleges.³

Other individuals and groups, such as the Association of American Colleges, have also started to express views that a revised and restructured Ph.D. would be more preferable

¹Derek S. Singer, "Do We Need a Community College Institute?" Junior College Journal, XXXIX (October, 1968), 36-40.

²John M. Howell, "A Brief Against the Doctor of Arts Degree," Journal of Higher Education, XLII (May, 1971), 392-399.

³Richard C. Richardson, Jr., "The Future of Higher Education" (Reaction to an address presented at the Third General Session of the Twenty-Seventh National Conference of the American Association for Higher Education, Chicago, Illinois, March 8, 1972), p. 2.

than the Doctor of Arts degree for the college teacher.¹
 Garrison also found that, with respect to the comments he received from community college faculty members on how to improve their preparation programs,

Most teachers making these recommendations felt strongly that no "new" degree was necessary for such a program. Rather they asserted that it would "make the M.A. respectable again."²

It is too early to determine the final outcome of the controversy over the questions of what academic program or degree is the most appropriate for the community college faculty member. The following 1969 statement by the Faculty Development Project of the American Association of Junior Colleges probably best summarizes the current situation and hints at what its outcome(s) might be:

A variety of different approaches exist in the structure, content, duration, and emphasis of graduate programs to prepare two-year college instructors. . . .

Considering the broad scope and plurality of objectives at "democracy's colleges," it seems both proper and inevitable that the methods and content of programs to prepare instructors also should be flexible and varied. Experimentation, diversity, and pragmatism are hallmarks of the community junior college movement. The same qualities should be evident in programs to provide professional preparation for its new faculty members.³

¹Larry A. Van Dyne, "A Revised Ph.D. Found Preferable to New Degree," Chronicle of Higher Education, VI (January 17, 1972), 1.

²Garrison, Junior College Faculty, p. 74.

³"AAJC Approach: Preservice Training of Instructors," Junior College Journal, XXXIX (May, 1969), 7.

Summary

The amount of literature dealing with the topic of community college instruction and instructors is considerable. Most of these writings focus on the central theme that quality instruction makes a quality institution; and the key to quality instruction in the community college is qualified instructors.

Much of the literature on the formal qualifications and preparation of community college faculty is speculative in nature. Few research studies have been conducted in this area; and those studies that have been conducted are generally descriptive, rather than normative, in nature. Both the speculative writings and the research studies in the area were reviewed in this chapter. Because of the recent increased interest in the subject of community college faculty and their qualifications, the major emphasis of this review of the literature was placed upon those writings appearing in the last several years. The following is a general summary of the findings of the literature reviewed in this chapter.

The community college movement has grown tremendously--both in terms of the numbers of institutions and in terms of total enrollments--during the 1960's. This growth, according to projections, will continue well into the 1970's.

With this growth comes the need for additional, qualified faculty. Regardless of the actual numbers needed, the recruitment and selection of qualified instructors in all

areas of instruction will remain as an important problem to be faced by many community colleges in the future.

In reviewing the formal qualifications of present faculty members, one finds that the master's is the most frequently held degree. The percentage of community college faculty holding the doctorate has remained stable during the 1960's, while the percentage of those holding the master's degree has increased slightly, with many of the instructors in the applied arts areas also possessing this degree.

Community college faculty come from many diverse sources--the two largest sources being the public schools and the graduate schools of the nation. The supply of teachers coming from the former source has decreased slightly, while at the same time the number coming from the latter source has slightly increased. Although many of these faculty members are recent additions to the community college, many of them do possess a background in teaching at other levels of education.

Most of the teachers in the community college are white males. However, there appears to be a slight trend toward a more balanced representation of sex, age, and race because of the educational value to be gained and because of recent "equal rights" emphases.

Because of a recent interest in and concern over the qualifications of community college instructors, a number of academic programs designed to prepare community college teachers have been established. Although there is some

general similarity in their core content, these programs are noted for their diversity--lasting different lengths of time, with different emphases, and culminating in different academic degrees.

There has been very little agreement on the question of the most appropriate or desirable degree for community college faculty. Most of the writing in this area is of a speculative nature, with few research studies having been conducted. In particular, no one has recently surveyed community college administrators for their opinions on this issue. The only consensus on the issue of formal preparation of, or the appropriate academic degree for, community college faculty is that, because of the many diverse goals and functions of public community colleges, no one program or degree is universally possible or desirable.

If this conclusion is even partially correct, graduate institutions and individuals who are concerned with programs to improve the formal qualifications of community college faculty must have knowledge of the goals and functions of the community colleges they are trying to assist and the types of faculty members these institutions are seeking. The present study attempts to provide part of this needed information.

The methodology used in the study is presented in Chapter III.

CHAPTER III

METHODOLOGY

Increasing student enrollments, diversified program offerings, and rising numbers of public community colleges all contribute to the general problem of recruiting qualified instructional personnel for community college programs. An oversupply of advanced degree holders on the present labor market and the increasing demands for educational accountability have provided an opportunity for community college administrators to re-evaluate their standards for recruiting qualified faculty members.

The primary purpose of this study was to determine the present attitudes of chief community college administrators concerning the desired formal qualifications of faculty members at the community college level.

Definition of the Population

The population in this study consisted of 170 chief community college administrators under contract for the 1971-72 academic year at the twenty-nine operating public community colleges in the state of Michigan. These twenty-nine public community colleges range in size from 585 total students enrolled to 17,640 total students enrolled, or from

411 full-time equated students to over 10,000 full-time equated students. Thirteen of these institutions have been established since 1960. Two of the institutions are presently multicampus institutions, and a third is establishing centers throughout the metropolitan Detroit area.¹

The Sample

The sample of community college administrators used in this study was composed of the chief administrative, academic, business, and student personnel officers at each public community college in the state of Michigan, as indicated in the 1971-72 Directory of Institutions of Higher Education.² In the two cases of multicampus institutions, individuals identified as serving in the above administrative capacities at either a branch campus or the central coordinating office for the institution were included in the sample.

The sample consisted of 170 individuals, and represented the entire population in the study. The titles of these chief administrative and academic officers vary from college to college. However, with respect to position held, the sample contained thirty-five chief administrative

¹See Appendix A for a complete listing of Michigan's twenty-nine public community colleges and their respective locations.

²1971-72 Directory of Institutions of Higher Education (Lansing: Michigan Department of Education, 1971), pp. 9-13.

officers (generally designated as Presidents or Provosts), twenty-two chief academic officers (most commonly referred to as Deans of Instruction or Academic Deans), thirty-five chief business officers (generally designated as Business Managers), thirty-five chief student personnel administrators (most commonly referred to as Deans of Students), twenty-four academic officers in the area of applied arts, and nineteen academic officers in the area of liberal arts.

Sources of the Data

Data for the study were obtained from two sources: the central records of the Higher Education Planning and Coordination Services Division of the Michigan Department of Education and the responses to a mailed survey instrument that was sent to the 170 community college administrators in the study sample. The central records utilized by the researcher consisted mainly of HEGIS¹ forms and reports filled out by each of the public community colleges in the state of Michigan and centralized by the Higher Education Planning and Coordination Services Division of the Michigan Department of Education. Separate summary reports of the Division, based on combining the data reported by all twenty-nine institutions, were also used by the researcher.

The other source of data for the study was the responses to the "Faculty Qualifications Survey," a

¹Higher Education General Information Survey, 1971-72.

questionnaire mailed to the 170 chief community college administrators included in the study sample. Of the 170 instruments sent out, 133 were completed and returned by administrators.

Description of the Instrument

A measurement device, entitled "Faculty Qualifications Survey," was used as the mailed survey instrument in the study.

The instrument was constructed by the researcher after he had completed an intensive review and study of literature on the subject of community college faculty members and their formal qualifications.

After the first revised draft of the instrument was completed, it was reviewed by Michigan State University professors working in the areas of the community college, higher education administration, and educational research methods. Based on their comments and suggestions, the instrument went through two further revisions.

The completed survey instrument was pilot tested among faculty members and graduate students in community college administration at Michigan State University who were considered to possess characteristics similar to those administrators included in the actual study. As a result of pilot testing, further minor revisions were made to improve the clarity and simplicity of several questionnaire items. Based on recommendations resulting from the pilot test, a decision was made to

have the "Faculty Qualifications Survey" printed professionally, on both sides of a single sheet of 9 3/4 x 15 inch, yellow bond paper, thus making it a single-fold, four-page instrument. This action was taken in the hopes of increasing the return rate for the survey instrument by improving the appearance and "professionalism" of the instrument.

The instrument is divided into two sections.¹ In the first section, the respondent is asked to provide certain information about himself, his background and experience.

"Faculty Qualification Data" is the second section of the instrument and comprises slightly over three pages of the four-page instrument. This section includes eleven major questions designed to seek information about the respondent's attitude concerning the desired formal qualifications of community college faculty members. It includes items dealing with desired training and experience, whether the respondent's institution is having difficulty in recruiting qualified faculty, what qualifications are considered in screening applicants, and the respondent's attitudes concerning formal preparation programs for community college teachers.

The first page of the instrument also contains a space for a coded number. These numbers were used in identifying respondents and nonrespondents.

¹See Appendix D.

Collection of the Data

The collection of the data used in the study was conducted in two stages. In the first stage, occurring during the last two weeks in March, 1972, the researcher spent several days meeting with personnel from the Michigan Department of Education and the Michigan Community College Association. During these meetings, the researcher was given access to the 1971-72 HEGIS reports submitted to the Michigan Department of Education by the twenty-nine public community colleges in the state. From these meetings and the review of the HEGIS documents, the researcher was able to obtain information about the various public community colleges in Michigan. The information included data regarding the number of total and full-time equivalent students enrolled, the number of full-time and part-time faculty members, and the names of administrators at each of the twenty-nine institutions. Information concerning the age, setting, and the proximity of each community college to a graduate institution was also obtained during these meetings.

The above central-records information was used in classifying each of the twenty-nine public community colleges on the following seven dimensions: age, size, setting, proximity to a graduate institution, full-time faculty, part-time faculty, and part-time versus full-time faculty.¹

¹See Appendix B.

The second stage of data collection was initiated on April 8, 1972, when letters of introduction and survey instruments were sent to the 170 administrators comprising the sample for the study. Dr. Vandel C. Johnson, Chairman of the Department of Administration and Higher Education; Dr. Max R. Raines, Professor in the area of community college education in the Department of Administration and Higher Education; and the researcher signed the letter of introduction,¹ which explained the purpose of the study and requested the administrator's cooperation in completing the enclosed survey instrument.

This initial correspondence with the sample participants produced eighty-four useable returns. Follow-up letters² and additional survey instruments were mailed to the nonrespondents on April 24, 1972. As a result, forty-nine additional questionnaires were returned in useable form by May 17, 1972. A summary of the responses to the "Faculty Qualifications Survey" is presented in Table 1.

TABLE 1.--Summary of responses to survey.

Category of Responses	Frequency	Per Cent
Useable Returns	133	78.2
Unuseable Returns	6	3.5
No Response	31	18.3
Total	170	100.0

¹See Appendix C.

²See Appendix C.

A total of 133 useable returns was obtained from both sets of correspondence. This response represents slightly over 78 per cent of the sample of 170 community college administrators. An additional six returns were classified as unuseable, because they were duplicates or had not been completed by the administrators in the sample. Thirty-one individuals failed to respond to the survey.

The responses of administrators who returned completed, useable survey instruments were coded. These data, along with other coded information about the general characteristics (such as age, size, and setting) of the institution at which the respective administrators were employed, were then transferred onto IBM punch cards. The position and characteristics of the community colleges at which the respective nonrespondents to the survey were employed were also coded and transferred onto IBM cards to be used in a limited respondent versus nonrespondent data analysis.

Statistical Treatment of the Data

In order to analyze the data in the study, both parametric and nonparametric statistical techniques were employed. The study was essentially concerned with obtaining data that would be used in answering the following research questions:

1. What formal qualifications are considered by community college administrators in their recruiting and selection of faculty members?

2. What do community college administrators consider to be the minimum formal qualifications, in terms of educational training and background experiences, that a prospective teacher must possess in order to be considered for a teaching position?
3. What do community college administrators believe to be the most desirable formal qualifications with respect to educational training and experience?
4. Are community college administrators having difficulty in finding faculty members with the formal qualifications they desire?
5. Do the respondents believe that desired formal qualifications should be different for the different types of instructors needed by community colleges?
6. Are the attitudes of the administrators responding to this survey consistent across types of administrators and types of institutions?

The survey instrument was designed so that the responses of the administrators on different parts of the instrument could be compiled and used as a basis for answering research questions one through four. Frequency counts, percentages, and arithmetic means, where appropriate, were computed for each item on the questionnaire by using the CDC 6500 CISSR Percount Program available at Michigan State University.¹

¹Larry Thiel and Linda Patrick, Percount, Technical Report No. 18 (East Lansing: Michigan State University Computer Institute for Social Science Research (CISSR), 1968).

Both parametric and nonparametric techniques were used selectively in order to answer research questions five and six. In particular, Multivariate Analysis of Variance,¹ Kendall's Coefficient of Concordance (W),² Stuart's Test for Homogeneity of the Marginal Distributions in a Two-Way Classification,³ the Chi-Square Test for Independence,⁴ and the Spearman Rank Correlation Coefficient (ρ)⁵ were employed in analyzing selected questionnaire responses. The Chi-Square Test for Homogeneity⁶ was also used in the respondent versus nonrespondent analysis. The level of significance used in analyzing data for relationships was established to be all those values of the respective test statistics which were so large that the probability (p) associated with their

¹David J. Wright, Jeremy D. Finn's Multivariate--Univariate and Multivariate Analysis of Variance and Covariance: A FORTRAN IV Program, Occasional Paper No. 9 (East Lansing: Office of Research Consultation, School for Advanced Studies, College of Education, Michigan State University, 1970).

²Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences (Belmont, Calif.: Wadsworth Publishing Co., Inc., 1968), pp. 498-500.

³Alan Stuart, "A Test for Homogeneity of the Marginal Distributions in a Two-Way Classification," Biometrika, XLII (December, 1955), 412-416.

⁴John Morris, Nonparametric Chi-Square Tests and Analyses of Variance, Technical Report No. 42 (East Lansing: Michigan State University Computer Institute for Social Science Research (CISSR), 1966). Hereinafter referred to as Nonparametric Chi-Square Tests.

⁵Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), pp. 202-213.

⁶Morris, Nonparametric Chi-Square Tests.

occurrence under an assumed condition of no significant relationships existing is equal to or less than .05.

Limitations of the Methodology

The following limitations are evident for this study because of the methodology employed in conducting the study.

1. Since the study was essentially a survey of existing attitudes of community college administrators, it was governed by the restrictions of normative-descriptive research methodology. Therefore, to a considerable extent, subjective analyses and evaluations were employed in order to arrive at conclusions and produce recommendations. Where comparative analysis techniques were used, they were employed in a causal-comparative sense, as defined by Van Dalen, and were subject to the limitations of such techniques.¹

2. A survey instrument which is used for the first time is subject to a number of inherent weaknesses that must be removed in future usage of such an instrument. In addition, the selection of item content is always subjected to a certain amount of investigator bias, which might tend to reduce the effectiveness of the instrument.

3. Time and money limitations did not permit conducting an out-of-state pretest of the instrument, and a decision was made not to contaminate the domain of the sample by conducting an in-state pretest of the instrument. However, this

¹Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Co., 1966), pp. 220-225.

limitation has been somewhat diminished by extensively pilot testing the instrument among individuals who, because of their graduate study and work in community college administration, were considered to possess characteristics similar to those of the administrators in the study sample.

4. The sampling frame used in the study was published in the fall of 1971 and was about six months old at the time the sample was drawn. This fact introduced the possibility of missing elements or foreign elements in the frame. This limitation was partially alleviated by conducting an extensive review and cross-validation of the frame with the records of the Michigan Community College Association and other sources just prior to drawing the sample.

5. The fact that the survey instrument was mailed to the administrators in the sample and required that they complete and return it introduced the possibility of nonresponse bias. The possibility of such bias still exists, even though almost 80 per cent of the instruments were returned.

6. The reporting of one's own ideas, feelings, or beliefs is always subject to deficiencies because of possible inability to analyze true apprehensions and attitudes and report them accurately on a survey instrument.

Summary

The procedures, instrumentation, and methodology employed in gathering and analyzing data for the study were described in this chapter. There were two primary sources

of data for the study: the central records of the Higher Education Planning and Coordination Services Division of the Michigan Department of Education and the chief community college administrators in the state of Michigan who completed and returned the "Faculty Qualifications Survey."

The survey instrument was constructed by the researcher and pilot tested on faculty members and graduate students in community college administration at Michigan State University.

Both parametric and nonparametric statistical techniques were used in analyzing the data obtained for the study. These procedures included the use of descriptive summaries of item responses, in terms of frequency counts and percentages, and selected further analysis of data through the use of such statistical techniques as Multivariate Analysis of Variance, Kendall's Coefficient of Concordance (W), Stuart's Test for Homogeneity of the Marginal Distributions in a Two-Way Classification, the Spearman Rank Correlation Coefficient (ρ), and the Chi-Square Test for Independence.

The analyses were carried out on the CDC 6500 and the CDC 3600 Computers at Michigan State University. The results of the various data analysis techniques are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to determine the present attitudes of chief community college administrators concerning the desired formal qualifications of community college faculty members. In order to do so, specific research questions were posed and relevant data were sought.

Chapter IV is divided into the following four main sections:

1. Characteristics of the respondents to the survey,
2. Respondent and nonrespondent analysis,
3. Presentation and analysis of data pertaining to the research questions posed in the study and other relevant data, and
4. A summary of the findings of the study.

Characteristics of Respondents

The data presented in this section were obtained from an analysis of administrator responses to items included in the "General Data" section of the "Faculty Qualifications Survey," the survey instrument used in the study.¹

¹See Appendix D.

The 133 administrators responding to the survey were employed during 1971-72 at public community colleges within the state of Michigan. At least one chief administrator at each institution completed and returned a useable survey instrument. There were only four institutions at which administrators did not return at least three useable instruments per institution, while personnel at twelve other community colleges returned all questionnaires sent to these respective colleges. The distribution of respondents, by administrative position, is presented in Table 2.

TABLE 2.--Position of respondent.

Position	Number	Percentage of Total Respondents
Chief Administrative Officer	25	18.8
Chief Student Personnel Officer	27	20.3
Chief Business Officer	21	15.8
Chief Academic Officer	21	15.8
Chief "Applied Arts" Officer ^a	21	15.8
Chief "Liberal Arts" Officer ^b	18	13.5
Total	133	100.0

^aChief academic officer in the area of applied arts.

^bChief academic officer in the area of liberal arts.

The community college experience of the survey respondents is presented in Table 3.

A large percentage (30.1) of the respondents had served in their present administrative positions for less

than two years. The majority of the remaining administrators had been in their present positions for three to nine years. Only 6.8 per cent of the respondents had been working in a community college setting less than three years, while almost 70 per cent of them had had six or more years of total community college experience.

TABLE 3.--Respondent community college experience.

	<u>Experience in Present Position</u>		<u>Total Community College Experience</u>	
	Number	Per Cent	Number	Per Cent
0- 2 years	40	30.1	9	6.8
3- 5 years	49	36.8	31	23.3
6- 9 years	38	28.6	52	39.1
10-12 years	2	1.5	12	9.0
Over 12 years	4	3.0	29	21.8
Total	133	100.0	133	100.0

The administrators responding to this survey represented a considerable range in ages. As indicated in Table 4, six respondents were over fifty-nine years of age and five respondents were less than thirty. The distribution of ages was quite symmetrical in shape, with the largest portion (over 45 per cent) of the administrators in the forty to forty-nine age range.

TABLE 4.--Age of respondent.

Range (in years)	Number	Per Cent
Below 30	5	3.8
30 - 39	30	22.6
40 - 49	61	45.9
50 - 59	31	23.3
Above 59	<u>6</u>	<u>4.5</u>
Total	133	100.1 ^a

^aDoes not add to 100.0 due to rounding procedures employed.

Every administrator responding to the survey instrument had earned at least a bachelor's degree. The majority of the administrators held the master's degree as their highest academic degree, although over 32 per cent held a doctorate. The distribution of highest academic degrees earned by the respondents is presented in Table 5.

TABLE 5.--Highest degree earned by respondent.

Degree	Number	Per Cent
Bachelor's	6	4.5
Master's	75	56.4
Specialist	8	6.0
Doctorate	43	32.3
None	0	0.0
Other	<u>1</u>	<u>.8</u>
Total	133	100.0

Another question in the "General Data" section of the survey instrument asked the respondents to indicate whether they had ever attended a community college as students. Only 21 per cent (n=28) of the respondents answered in the affirmative.

The remaining item of general information supplied by the respondents was in response to the question: "Do you participate in the recruitment and selection of new faculty members (or counselors) for your institution?" Almost 83 per cent (n=110) of the administrators responding answered "yes." Of the twenty-three administrators answering "no" to this question, seventeen were chief business officers.

Respondent and Nonrespondent Analysis

A limited respondent versus nonrespondent analysis was conducted, using the data on institutional characteristics acquired from the records of the Planning and Coordination Services Division of the Michigan Department of Education. These data had been used to classify each public community college on each of the following seven dimensions: age, size, setting, proximity to a graduate institution, full-time faculty, part-time faculty, and part-time versus full-time faculty.¹ These classifications were coded and placed on IBM punch cards for each administrator selected to be in the

¹See Appendix B for a listing of the criteria used in classifying community colleges on these seven dimensions.

study sample. Hence, these data were available for both respondents and nonrespondents in the study.

In analyzing the returns of the survey instruments, it was noticed that different types of administrators returned completed instruments at different rates. This phenomenon becomes clearer when the response rates for the different types of administrators are presented in tabular form, as in Table 6. In order to investigate this association further, the decision was made to include type of administrative position as a variable in the respondent versus nonrespondent analysis.

TABLE 6.--Questionnaire response rate, by administrative position.

Position	Number Returned	Number Sent	Response Rate ^a
Chief Administrative Officer	25	35	71.5
Chief Student Personnel Officer	27	35	77.2
Chief Business Officer	21	35	60.0
Chief Academic Officer	21	22	95.3
Chief "Applied Arts" Officer ^b	21	24	87.5
Chief "Liberal Arts" Officer ^c	<u>18</u>	<u>19</u>	<u>94.7</u>
Total	133	170	78.2

^aExpressed as a percentage of the number sent.

^bChief academic officer in the area of applied arts.

^cChief academic officer in the area of liberal arts.

The respondent versus nonrespondent analysis was conducted by using the CISSR ACT Routine available on Michigan

State University's CDC 6500 Computer.¹ The Chi-Square Test for Homogeneity was used to determine whether individuals in different administrative positions responded at significantly different rates;² and Chi-Square Tests for Independence were used to determine whether response and nonresponse was associated with any of the seven institutional characteristics. Of the eight tests performed, four produced computed chi-square test statistics that were significant at the .05 level.³ Response and nonresponse was significantly associated with institutional size, institutional setting, and institutional full-time faculty. The response and nonresponse rates were also determined to be significantly different for the groups of individuals in different administrative positions.

Further analyses conducted on these variables revealed that all the institutional characteristics were significantly associated in a pair-wise fashion with each other, with the exception of institutional age and institutional part-time faculty, which were not significantly associated. Administrative position was not significantly associated with any of the institutional characteristics.

¹John Morris, Nonparametric Chi-Square Tests and Analyses of Variance, Technical Report No. 42 (East Lansing: Michigan State University Computer Institute for Social Science Research (CISSR), 1966).

²For the purposes of this study, individual administrators--as opposed to community colleges--were the units of analysis.

³See Appendix E for a summary of the chi-square analyses that were performed in the study.

In studying the contingency tables established to illustrate significant associations,¹ the researcher is able to make the following statements regarding the respondent versus nonrespondent analysis:

1. The response and nonresponse rates were significantly different for administrators in different positions. Chief business officers tended to respond less, while chief academic officers and academic officers in the liberal arts area tended to respond more than was expected.

2. Response and nonresponse was significantly associated with institutional size, institutional setting, and institutional full-time faculty. Administrators at small community colleges tended to respond less, while administrators at medium-sized institutions tended to respond more than was expected. Individuals at institutions classified as rural tended to respond less, while sample personnel at out-state institutions tended to respond more than was expected. Sample personnel at institutions with small full-time faculties tended to respond less than expected, while administrators at colleges with medium or large full-time faculties tended to respond more than was expected.

3. The fact that almost all institutional characteristics were significantly associated pair-wise with each other may account for some of the significant associations between

¹Contingency tables illustrating all the significant associations resulting from the chi-square analyses are presented in Appendix F.

response and nonresponse and the three institutional characteristics of size, setting, and full-time faculty. For example, all ten community colleges classified as small in size were also classified as being rural in setting and small in terms of full-time faculty. Hence, the significant association between response and nonresponse and a particular institutional characteristic may be related, in part, to transitive associations existing among the institutional characteristics and response and nonresponse.

The results of this respondent versus nonrespondent analysis lead to two major findings. The first of these findings is that, although 60 per cent of them returned useable questionnaires, chief business officers appear to be underrepresented in the group of respondents to the survey instrument.

It is felt this fact has only a minor impact upon the present study. This study is concerned with the formal qualifications of community college faculty members. The intent of the study was to survey those chief community college administrators involved in the recruiting and selection of community college faculty in order to determine what they desire in the way of formal qualifications of faculty members at the community college level. Of the twenty-one chief business officers who did respond to the survey, seventeen (or 81 per cent) indicated they did not participate in the recruitment and selection of faculty members. Since administrative position was not significantly associated with any

institutional characteristics or other variables in the study,¹ one would tend to believe that the business officers who did not respond would participate in the faculty recruitment and selection process to the same degree and would have attitudes similar to those business officers who did respond. However, the possibility that such a belief is in error does still exist.

The second major finding derived from the respondent versus nonrespondent analysis is that administrators at small, rural colleges appear to be underrepresented in the sample of respondents. These individuals represented 28.2 per cent of the study sample but only 23.3 per cent of the respondents to the survey instrument. Although, as indicated in Appendix E, size and setting of community college did not seem to be factors that were associated with administrators' responses, the possibility of biased results does exist if one attempts to generalize the survey findings beyond the sample of respondents to the survey instrument.

Hence, in order to account for the possibility of having obtained an unrepresentative sample of public community college administrators in the state of Michigan, all further discussion is restricted to the respondents in the study and generalizations are limited to just this group of administrators.

¹See Appendix E.

Presentation and Analysis of Data

The data presented in this section were obtained from an analysis of administrator responses to questions included in the "Faculty Qualification Data" section of the survey instrument. These data were collected in order to answer the six research questions which were posed in the study. They are as follows:

1. What formal qualifications are considered by community college administrators in their recruiting and selection of faculty members?
2. What do community college administrators consider to be the minimum formal qualifications, in terms of educational training and background experiences, that a prospective teacher must possess in order to be considered for a teaching position?
3. What do community college administrators believe to be the most desirable formal qualifications with respect to educational training and experience?
4. Are community college administrators having difficulty in finding faculty members with the formal qualifications they desire?
5. Do the respondents believe that desired formal qualifications should be different for the different types of instructors needed by community colleges?
6. Are the attitudes of the administrators responding to this survey consistent across types of administrators and types of institutions?

The data pertaining to questions one through four are presented and analyzed separately for each question. The data collected for use in answering questions five and six are related to the data used in answering questions one through four, and are discussed under each of these four main questions, rather than as separate questions.

What Formal Qualifications Are
Considered by Community College
Administrators in Their Recruit-
ing and Selection of Faculty
Members?

In order to provide data for this question, respondents were asked to rate each item on a list of twenty-four qualifications of a prospective faculty member, according to the importance of consideration that they would give each of these qualifications in their screening of candidates and in deciding whether to recommend an individual for employment. The rating scale consisted of the numbers one through four, with one indicating "very important consideration" and four representing "no consideration." The responses of the administrators are presented in Table 7.

Analysis of the responses of administrators presented in Table 7 led to several major findings. Of all the formal qualifications listed, the group of qualifications dealing with the formal academic preparation of a prospective community college teacher received the highest consideration ratings. Graduate major(s) or minor(s), at 1.34, received the highest average rating of any qualification on the list.

TABLE 7.--Consideration of qualifications.

Qualification	Administrator Consideration				Average Rating ^b
	1 ^a	2	3	4	
Age (range)	6	47	64	14	2.66
Sex	6	12	38	74	3.38
Race	12	8	22	88	3.43
Religion	0	0	14	116	3.89
Marital status	0	11	25	94	3.64
Previously attended a community college	3	16	69	42	3.15
Type of undergraduate degree	39	69	19	3	1.89
Undergraduate major(s) or minor(s)	65	55	11	0	1.59
Undergraduate grade point average	11	74	39	7	2.32
Type of graduate degree	65	48	17	0	1.63
Graduate major(s) or minor(s)	88	41	2	0	1.34
Graduate grade point average	18	75	33	5	2.19
Type, quality of colleges attended	19	69	38	6	2.23
Previous K-12 teaching experience	8	41	61	21	2.73
Previous community college teaching experience	54	58	16	4	1.77
Previous four-year college teaching experience	10	50	54	18	2.61
Previous "other" teaching experience (e.g., industrial, armed forces teaching)	27	75	24	6	2.07
Previous nonteaching experience	31	78	23	0	1.94
Letters of reference	26	59	40	7	2.21
Out-of-state colleges attended	5	31	59	36	2.96
Out-of-state work experiences	11	41	54	24	2.70
Membership in professional associations	10	30	73	18	2.76
Scholarly publications	5	22	71	34	3.02
Research activities	7	21	63	41	3.05

^aKey: "1" = Very Important Consideration
 "2" = Important Consideration
 "3" = Minor Consideration
 "4" = No Consideration

^bAverage ratings were obtained by treating the responses of administrators as numerical, equal-interval data and computing arithmetic means.

Of the experiential qualifications listed, previous community college teaching experience and previous nonteaching experience received the highest average ratings. Previous K-12 teaching experience, at 2.73, received the lowest average rating in this group of qualifications, with almost 63 per cent of the respondents giving it minor or no consideration. Previous four-year college experience, at 2.61, had the next lowest average rating.

The last three qualifications listed--membership in professional associations, scholarly publications, and research activities--were placed on the list because they are generally considered important qualifications in a four-year college or university teacher. However, at least 70 per cent of the responding community college administrators gave each qualification minor or no consideration in their screening of prospective community college teachers.

The qualification of having previously attended a community college received an average rating of 3.15, and only nineteen administrators of the 130 individuals responding to the item gave it more than minor consideration. A Chi-Square Test for Independence revealed a significant association between whether an administrator had himself attended a community college as a student and his response to this item. Further analysis showed that administrators who had attended a community college themselves tended to give this qualification more consideration than was expected.

The qualifications of age, sex, race, and religion received very little consideration. However, the written comments of several administrators lent importance to these items. Two or three respondents wrote that it was unlawful to consider these qualifications in hiring individuals. Other administrators wrote that they rated age, sex, and race as very important considerations in a prospective faculty member if they felt their institutions' staffs were underrepresented on these characteristics.

Several respondents also indicated that other formal qualifications should be considered in their screening process and decision whether to recommend an individual for employment as a community college teacher. A sample of these qualifications is presented in Appendix G.

Item number eight of the survey instrument asked the respondents to indicate which of seven characteristics they believed their colleges should consider in attempting to attain or maintain some "balance" of faculty. The data for this item are set forth in Tables 8 and 9.

Almost 90 per cent of the respondents believed their institutions' staffs should be "balanced" with respect to at least one of the seven characteristics. The average number of characteristics checked was 2.62. The most frequently selected characteristic to consider in "balance of staff" was race, chosen by almost 60 per cent of the respondents. Sex; age; and masters', doctorates, and other degrees--in that order--were the next most frequently chosen characteristics

TABLE 8.--Characteristics to consider in "balance" of faculty.

Characteristic	Should Consider		Should Not Consider	
	Number	Per Cent	Number	Per Cent
Sex	74	56.1	58	43.9
Age	69	52.3	63	47.7
Race	79	59.8	53	40.2
In-state vs. out-of-state work and living experience	44	33.3	88	66.7
Masters', doctorates, and other degrees	68	51.5	64	48.5
Marital status	14	10.6	118	89.4
Religion	1	.8	131	99.2

TABLE 9.--Number of characteristics to consider in "balance" of faculty.

Number of Characteristics	Response	
	Number	Per Cent
0	14	10.6
1	23	17.4
2	26	19.7
3	26	19.7
4	23	17.4
5	17	12.9
6	2	1.5
7	1	.8
Total	132	100.0

to consider in "balancing" a community college staff. No other characteristic was endorsed by more than one-third of the respondents. However, it is interesting to note that fourteen respondents believed in "balancing" their staffs with respect to marital status, and one individual indicated

that religion should be considered in "balancing" his public community college's faculty.

What Do Community College Administrators Consider to Be the Minimum Formal Qualifications, in Terms of Educational Training and Background Experiences, That a Prospective Teacher Must Possess in Order to Be Considered for a Teaching Position?

The data used in answering this research question were obtained by asking the respondents what they would establish as the minimum qualifications for prospective liberal arts and applied arts teachers with respect to six general criteria. The data collected on this question are presented in Tables 10 and 11.

As shown in Table 10, over 94 per cent of the respondents indicated they would require at least a master's degree as the minimum educational degree for a liberal arts teacher in the community college. However, only 24.6 per cent thought the master's degree should be the minimum degree for applied arts teachers. Around 71 per cent of the responding administrators thought the minimum degree for an applied arts teacher in the community college should be a bachelor's degree or less. Almost 10 per cent indicated there should be no minimum educational degree for applied arts teachers. Only one administrator responded that the doctorate should be the minimum educational training for community college teachers in liberal arts.

TABLE 10.--Minimum educational training for community college teachers.

	Liberal Arts		Applied Arts	
	Number	Per Cent	Number	Per Cent
Educational Training (in Terms of Degrees)				
None	0	0.0	11	9.6
Associate	3	2.5	10	8.8
Bachelor's	4	3.3	60	52.6
Bachelor's plus	0	0.0	5	4.4
Master's	110	90.9	28	24.6
Master's plus	2	1.7	0	0.0
Doctorate	1	.8	0	0.0
Other	1	.8	0	0.0
Total	121	100.0	114	100.0

Professional Courses in Community College Educa- tion (in Semester Hours)				
0	47	43.1	51	49.0
1- 4	16	14.7	15	14.4
5- 8	23	21.1	21	20.2
9-12	15	13.8	12	11.5
Over 12	8	7.3	5	4.8
Total	109	100.0	104	99.9 ^a

^aDoes not add to 100.0 due to rounding procedures employed.

TABLE 11.--Minimum experience for community college teachers.

	<u>Liberal Arts</u>		<u>Applied Arts</u>	
	Number	Per Cent	Number	Per Cent
High School Teaching Experience (in Years)				
0	69	61.6	71	66.4
1	5	4.5	6	5.6
2	17	15.2	19	17.8
3	10	8.9	5	4.7
4	3	2.7	2	1.9
5	7	6.2	4	3.7
6	<u>1</u>	<u>0.9</u>	<u>0</u>	<u>0.0</u>
Total	112	100.0	107	100.1 ^a
Average	1.09 years		.81 years	
Community College Teaching Experience (in Years)				
0	53	45.3	68	62.4
1	8	6.8	9	8.3
2	40	34.2	21	19.3
3	9	7.7	6	5.5
4	3	2.6	2	1.8
5	<u>4</u>	<u>3.4</u>	<u>3</u>	<u>2.7</u>
Total	117	100.0	109	100.0
Average	1.26 years		.84 years	

TABLE 11.--Continued.

	<u>Liberal Arts</u>		<u>Applied Arts</u>	
	Number	Per Cent	Number	Per cent
Four-Year College Teaching Experience (in Years)				
0	86	78.9	89	89.0
1	8	7.3	5	5.0
2	11	10.1	3	3.0
3	0	0.0	0	0.0
4	1	0.9	1	1.0
5	<u>3</u>	<u>2.8</u>	<u>2</u>	<u>2.0</u>
Total	109	100.0	100	100.0
Average	.45 years		.25 years	

Voactional/Industrial Experience (in Years)				
0	72	77.4	9	7.6
1	9	9.7	6	5.1
2	8	8.6	27	22.9
3	1	1.1	24	20.3
4	1	1.1	17	14.4
5	2	2.2	33	28.0
6	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>1.7</u>
Total	93	100.0	118	100.0
Average	.45 years		3.19 years	

^aDoes not add to 100.0 due to rounding procedures employed.

Slightly more than half of the community college administrators responding to the survey instrument indicated community college teachers should have, at a minimum, one or more professional courses in community college education. However, 43 per cent of the respondents felt there should be no minimum requirement in this area for liberal arts teachers; 49 per cent expressed a similar view for applied arts teachers. Many respondents indicated a range or interval of hours as the minimum requirement, rather than a particular number of hours. In each of these instances, the minimum value or the lower bound of the interval was established as the subject's response to the item.

Chi-Square Tests for Independence were used to determine whether there were any significant associations between the minimum qualifications of educational training or professional courses in community college education established by the respondents for prospective community college teachers and selected administrator or institutional characteristics. The results of these tests revealed that no significant associations existed between the minimum qualifications established by respondents and the administrator characteristic of highest degree earned or the institutional characteristics of age, size, setting, and proximity to a graduate institution.¹ However, a significant association existed between the total community college experience of

¹See Appendix E.

the respondents and the minimum educational training they established for prospective liberal arts teachers. No other significant associations were revealed as a result of these tests.

Table 11 shows that, with respect to the minimum experience desired in liberal arts teachers, slightly over one year of high school teaching or one year of community college teaching experience was the average minimum experience requirement established by the respondents.¹ Almost 80 per cent of the responding administrators indicated they would establish no minimum four-year college teaching or vocational/industrial experience requirements for liberal arts teachers. The only criterion for minimum experience in applied arts teachers which had an average response of over one year was vocational/industrial experience. The average minimum amount of experience desired of applied arts teachers in this area was over three years. Almost 45 per cent of the respondents thought a community college applied arts teacher should have more than three years of vocational/industrial experience. Also, over 22 per cent of the respondents indicated a liberal arts teacher should have some vocational/industrial experience.

Multi-variate Analysis of Variance was performed on the average number of years of each type of experience and

¹If respondents indicated a range or interval of years as an established minimum requirement, the minimum value or lower bound of the interval was established as the response to the item.

the average number of semester hours in professional courses in community college education established by the respondents as minimum requirements for liberal arts and applied arts community college teachers. The F-ratio for the multivariate test of equality of mean difference vectors equalled 40.67. At 5 and 78 degrees of freedom, this F-ratio indicated that a significant ($p < .0001$) difference exists between the minimum requirements established on these five criteria for liberal arts teachers and the requirements established for applied arts teachers. Univariate F-ratios indicated that the average minimum requirements were significantly different for liberal arts and applied arts teachers on each of the five criteria under consideration.

Many respondents also wrote in other criteria they would establish as minimum requirements for prospective teachers in the liberal arts and/or applied arts areas. Many of these criteria pertain to formal qualifications in the area of coursework in the academic preparation programs of prospective community college teachers. However, many of these criteria pertain to qualifications which are considered to be of an informal nature. A sampling of both the additional formal and the informal minimum qualifications criteria that these respondents would establish for prospective community college teachers is presented in Appendix G.

What Do Community College Admin-
istrators Believe to Be the Most
Desirable Formal Qualifications
With Respect to Educational
Training and Experience?

To provide data for this question, the respondents were asked to indicate which one of a list of seven degrees they considered to be the most desirable degree for liberal arts teachers, and which would be the most desirable for applied arts teachers. The responses to this item are presented in Table 12.

TABLE 12.--Most desirable educational training for community college instructors.

Degrees	<u>In Liberal Arts</u>		<u>In Applied Arts</u>	
	Number	Per Cent	Number	Per Cent
Bachelor's in Subject Field	2	1.5	23	19.1
Master's in Subject Field	42	32.3	36	29.7
Master's in Teaching	9	6.9	8	6.6
Master's in Subject Field plus advanced work in Education	58	44.6	44	36.4
Specialist in Education	3	2.3	2	1.6
"Teaching" Doctorate	11	8.5	2	1.6
Doctorate in Subject Field	5	3.9	0	0.0
Another Degree	<u>0</u>	<u>0.0</u>	<u>6</u>	<u>4.9</u>
Total	130	100.0	121	99.9 ^a

^aDoes not add to 100.0 due to rounding procedures employed.

The master's degree in a subject field plus advanced work in education was most frequently chosen as the most desirable educational training for both liberal arts and applied arts teachers at the community college level. Less than 15 per cent of the community college administrators indicated a degree beyond the master's level would be most desirable for liberal arts teachers, while only 3.2 per cent thought the most desirable degree for applied arts teachers was above the master's degree.

The six individuals who specified "another degree" for applied arts teachers wrote in that no degree or, in one instance, the associate degree, would be the most desirable. Generally, they indicated that other criteria, not educational degrees, were more important considerations. These individuals' responses, added to the twenty-three administrators who indicated that a bachelor's in a subject field was the most desirable degree for an applied arts teacher, indicated that almost one-fourth of the respondents felt the most desirable educational training for a community college applied arts teacher stopped short of the master's degree level.

Stuart's Test for Homogeneity of the Marginal Distributions in a Two-Way Classification was used to determine whether the distributions of responses of administrators regarding the desired educational degrees for community college teachers differed significantly for liberal arts and applied arts instructors. The computed Q test statistic, equal to 34.5, was referred to the chi-square distribution

with six degrees of freedom. This comparison indicated that a significant ($p < .01$) difference existed between the distribution of responses of administrators selecting the most desirable degree for liberal arts teachers and the distribution of responses of administrators selecting the most desirable degree for applied arts teachers.

Chi-Square Tests for Independence were used to determine whether any significant associations existed between administrator responses regarding the most desirable degrees for community college instructors and the administrator characteristics of total community college experience or highest degree earned, or the institutional characteristics of age, size, setting, or proximity to a graduate institution. These tests revealed no significant associations, with the single exception of administrator responses regarding the most desirable degree for applied arts teachers being significantly associated with the institutional characteristic of proximity to a graduate institution.¹ Further analysis of this association revealed that respondents whose community colleges were classified as "near" a graduate institution tended to choose the bachelor's degree in a subject field less than expected, while individuals at colleges classified as "far" from a graduate institution tended to choose the bachelor's degree in a subject field more than expected--

¹See Appendix E.

as the most desirable degree for community college applied arts teachers.¹

To obtain additional data concerning the relative importance of educational preparation as compared to different types of experiences, the respondents were asked to rank a set of six qualifications in the order that they considered them to be important as qualifications in a liberal arts instructor and in an applied arts instructor. The ranking consisted of placing a "1" next to the most important qualification, a "2" next to the next most important qualification, and so on. The data for these responses are presented in Tables 13 and 14.

TABLE 14.--Ranking of qualifications based on importance.

Qualification	Liberal Arts		Applied Arts	
	Average Rank	Rank ^a	Average Rank	Rank
Educational training	1.36	1	2.13	2
High school teaching experience	4.18	4	4.54	5
Community college teaching experience	2.26	2	3.11	3
Four-year college teaching experience	4.27	5	5.38	6
Vocational/industrial experience	5.07	6	1.44	1
Professional courses in community college education	3.82	3	4.30	4

^aBased on ranking the average ranks.

TABLE 13.--Importance of qualifications.

Qualification	Liberal Arts		Applied Arts	
	Number	Per Cent	Number	Per Cent
Educational Training				
Rank ^a 1	96	76.8	41	32.3
2	16	12.8	51	40.2
3	11	8.8	21	16.5
4	1	0.8	7	5.5
5	1	0.8	5	3.9
6	0	0.0	2	1.6
Total	125	100.0	127	100.0
Average Rank	1.36		2.13	

High School Teaching Experience				
Rank 1	2	1.6	0	0.0
2	12	9.8	1	0.8
3	25	20.5	17	13.8
4	31	25.4	44	35.8
5	27	22.1	36	29.3
6	25	20.5	25	20.3
Total	122	99.9	123	100.0
Average Rank	4.18		4.54	

Community College Teaching Experience				
Rank 1	20	16.3	5	4.0
2	64	52.0	24	19.1
3	27	22.0	57	45.2
4	11	8.9	32	25.4
5	1	0.8	8	6.3
6	0	0.0	0	0.0
Total	123	100.0	126	100.0
Average Rank	2.26		3.11	

TABLE 13.--Continued.

Qualification	Liberal Arts		Applied Arts	
	Number	Per Cent	Number	Per Cent
Four-Year College Teaching Experience				
Rank 1	2	1.6	0	0.0
2	4	3.3	0	0.0
3	27	22.0	2	1.6
4	34	27.6	16	13.0
5	38	30.9	38	30.9
6	18	14.6	67	54.5
Total	123	100.0	123	100.0
Average Rank	4.27		5.38	

Vocational/Industrial Experience				
Rank 1	1	0.8	77	60.6
2	7	5.7	44	34.7
3	11	9.0	6	4.7
4	10	8.2	0	0.0
5	28	23.0	0	0.0
6	65	53.3	0	0.0
Total	122	100.0	127	100.0
Average Rank	5.07		1.44	

Professional Courses in Community College Education				
Rank 1	3	2.4	1	0.8
2	21	16.8	12	9.5
3	27	21.6	24	19.1
4	31	24.8	25	19.8
5	31	24.8	39	31.0
6	12	9.6	25	19.8
Total	125	100.0	126	100.0
Average Rank	3.82		4.30	

^aRank values assigned to qualification by respondents.

Educational training had the highest average rank of the qualifications for liberal arts teachers, while it received the second highest average ranking for applied arts teachers. High school teaching experience and four-year college teaching experience received the lowest rankings of importance, placing fourth and fifth, respectively, for liberal arts teachers, and fifth and sixth, respectively, for applied arts teachers. Vocational/industrial experience was considered the most important qualification in applied arts teachers and the least important in liberal arts teachers. Community college teaching experience, ranking just below educational training, was judged the most important of the four types of experience for liberal arts faculty members. It was also considered the most important type of teaching experience for applied arts teachers, ranking third overall behind vocational/industrial experience and educational training.

Kendall's Coefficient of Concordance (W) was used to determine whether the respondents to the survey instrument were in agreement on their rankings of the importance of these six formal qualifications in a community college faculty member. Coefficients of concordance were calculated for the rankings of qualifications for both liberal arts teachers and applied arts teachers. They were calculated in two ways: (1) using the individual rankings supplied by the total group of respondents and (2) using thirty-five institutional rankings derived from the average rankings of

the administrators responding from each institution or campus of a multicampus institution. The results of these computations are presented in Table 15.

TABLE 15.--Kendall's Coefficients of Concordance.

	W	Significance
Individual Rankings		
Liberal Arts Qualifications (n=122)	.5554	p<.0001
Applied Arts Qualifications (n=123)	.6632	p<.0001

Institutional Rankings		
Liberal Arts Qualifications (n=34) ^a	.7553	p<.0001
Applied Arts Qualifications (n=34)	.8718	p<.0001

^aThe responses of one institution were not used.

All four computed coefficients of concordance were judged to be significant, indicating that the total group of administrators responding to this item and institutional rankings of these qualifications were in significant agreement on the rankings of importance of these six formal qualifications for liberal arts and for applied arts teachers. The Spearman Rank Correlation Coefficient (ρ) was used to compare each respondent's ranking and each of the institutional rankings of the six qualifications with the overall or consensual rankings of these qualifications presented in Table 14.

The results of this analysis revealed that none of the individual respondent or individual institutional rankings differed significantly from the consensual rankings of these qualifications for either liberal arts or applied arts faculty members.

The Spearman Rank Correlation Coefficient was also used to compare the consensual ranking of the six formal qualifications for liberal arts teachers with the consensual ranking of these qualifications for applied arts teachers. The test statistic, ρ , was computed to be .143, and was referred to a table of critical values of ρ found in Siegel's text.¹ The results of this analysis showed that the computed ρ was not significant at the .05 level. Hence, there was no significant relationship between the overall ranking of the six formal qualifications for liberal arts teachers and their consensual ranking for applied arts teachers.

Are Community College Administrators Having Difficulty in Finding Faculty Members With the Formal Qualifications They Desire?

Part of the data used in answering this question was obtained by asking the respondents how much difficulty their respective institutions presently have in recruiting qualified liberal arts and applied arts faculty members.

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), p. 284.

The responses of the administrators are presented in Table 16.

TABLE 16.--Present difficulty in recruiting qualified community college faculty members.

Difficulty	In Liberal Arts		In Applied Arts	
	Number	Per Cent	Number	Per Cent
None at all	120	92.3	68	52.3
Some	10	7.7	56	43.1
A great deal	0	0.0	6	4.6
Total	130	100.0	130	100.0

No administrator reported that his college was having a great deal of difficulty in finding qualified liberal arts instructors. Less than 5 per cent of the respondents indicated considerable difficulty in recruiting qualified applied arts faculty at the present time. However, almost half of the respondents indicated their institutions were having at least some difficulty in recruiting qualified applied arts teachers. Over 90 per cent of the respondents indicated no difficulty in recruiting qualified liberal arts instructors at the present time.

Chi-Square Tests for Independence were used in determining whether the indicated degree of present difficulty in recruiting faculty was associated with the administrative position or total community college experience of the respondent or with his corresponding institutional characteristics

of age, size, setting, or proximity to a graduate institution. The results of these tests revealed that there was no significant association between indicated degree of present difficulty and position or total community college experience of the respondent; and no significant associations were found between indicated degree of present difficulty in recruiting qualified faculty and the institutional characteristics of age, size, setting, and proximity to a graduate institution.¹

The respondents were also asked to indicate how they thought the difficulty of their institution's task of recruiting qualified faculty members in the near future would compare to their institution's present degree of difficulty in this area. Their responses are presented in Table 17.

TABLE 17.--Future difficulty in recruiting qualified community college faculty members as compared to present difficulty.

Future Difficulty	Liberal Arts		Applied Arts	
	Number	Per Cent	Number	Per Cent
Easier than present	71	54.2	60	45.8
The same as present	58	44.3	59	45.0
Harder than present	<u>2</u>	<u>1.5</u>	<u>12</u>	<u>9.2</u>
Total	131	100.0	131	100.0

Over 98 per cent of the administrators responding to this item felt their institution's task of recruiting qualified

¹See Appendix E.

liberal arts teachers in the near future would be of the same difficulty or easier than at the present time. Almost 91 per cent of the respondents also believed their future difficulty in recruiting qualified applied arts faculty would be easier than or, at most, equal to their present degree of difficulty in this area.

Chi-Square Tests for Independence were performed in an attempt to determine whether administrator responses to this question were associated with administrative position, total community college experience, or the corresponding institutional characteristics of age, size, setting, and proximity to a graduate institution. No significant associations were found between administrator beliefs regarding their institution's future difficulty of recruiting qualified faculty and any of the above administrator or institutional characteristics.

Another item on the survey instrument requested that the respondents indicate what they would establish as minimum qualifications for liberal arts and applied arts teachers with respect to six formal qualifications. The responses of administrators to this item have been presented as data to be used in answering research question two. However, in order to provide additional data for research question four, the respondents were also asked to indicate which of the minimum qualifications they had established was the most difficult to find among liberal arts teachers and among

applied arts teachers at their colleges. Their responses to this question are presented in Table 18.

TABLE 18.--Formal qualifications most difficult to find in community college faculty members.

Qualification	Liberal Arts		Applied Arts	
	Number	Per Cent	Number	Per Cent
Educational Training	3	3.3	17	17.0
High School Teaching Experience	3	3.3	3	3.0
Community College Teaching Experience	39	42.9	23	23.0
Four-Year College Teaching Experience	6	6.6	1	1.0
Vocational/Industrial Experience	13	14.3	33	33.0
Professional Courses in Community College Education	27	29.6	23	23.0
Total	91	100.0	100	100.0

Administrators responding to this question felt that community college teaching experience was the most difficult of the six formal qualifications to find among community college liberal arts teachers. The second most difficult qualification to find among liberal arts teachers was professional courses in community college education. Vocational/industrial experience was most frequently chosen as the most difficult qualification to find in applied arts instructors at the community college level.

Administrators were also asked to indicate which of the six formal qualifications was least difficult to find in liberal arts instructors and in applied arts instructors at their community colleges. The data pertaining to their responses are presented in Table 19.

TABLE 19.--Formal qualifications least difficult to find in community college faculty members.

Qualification	Liberal Arts		Applied Arts	
	Number	Per Cent	Number	Per Cent
Educational Training	82	73.2	43	41.0
High School Teaching Experience	24	21.4	21	20.0
Community College Teaching Experience	3	2.7	1	0.9
Four-Year College Teaching Experience	0	0.0	1	0.9
Vocational/Industrial Experience	1	0.9	38	36.2
Professional Courses in Community College Education	<u>2</u>	<u>1.8</u>	<u>1</u>	<u>0.9</u>
Total	112	100.0	105	99.9 ^a

^aDoes not add to 100.0 due to rounding procedures employed.

Educational training was indicated by 73 per cent of the respondents as being the qualification least difficult to find in liberal arts faculty, while high school teaching experience was considered to be the next least difficult qualification to find in liberal arts faculty members.

Forty-one per cent of the administrators answering this question felt educational training was also the formal qualification least difficult to find in applied arts faculty at their community colleges. In contrast to the thirty-three administrators who indicated vocational/industrial experience was the most difficult qualification to find in applied arts teachers, thirty-eight administrators felt this was the formal qualification least difficult to find among applied arts instructors at their institutions.

Other Relevant Data

The survey instrument also contained items which, although they did not pertain specifically to any one of the six research questions posed in the study, were included because it was felt they could produce further relevant data which could be used in determining the attitudes of the survey respondents concerning the desired formal qualifications of faculty members at the community college level.

The majority of the additional data was obtained from a section of the survey instrument which asked the respondents to indicate their degree of agreement or disagreement with each item in a group of ten statements relating to the formal qualifications of community college faculty members. The respondents were requested to show their agreement or disagreement with each statement by circling one of five numbers located to the right of each statement. The following code was used: "1" equalled "strongly agree,"

"2" equalled "agree," "3" equalled "not sure," "4" equalled "disagree," and "5" equalled "strongly disagree." The responses to each attitude statement were considered separately and no attempt was made to combine the responses to several statements to arrive at some overall measure of attitudes on this topic.

Table 20 contains the data obtained by analyzing the responses of administrators to each of these ten statements.

In analyzing the data presented in Table 20, one finds that over 75 per cent of the administrators responding to the first statement indicated they agreed that preparation programs for community college instructors should be different from those for high school or senior college teachers. There was no other statement with which over half of the respondents agreed.

Slightly over 49 per cent of the respondents agreed with the statement, "Faculty members who attended a community college as students are more likely to understand and agree with the goals of the community college than are faculty members who never attended a community college." A Chi-Square Test for Independence indicated that there was a significant association between whether an administrator had attended a community college as a student and his degree of agreement with this statement.¹ Further analysis revealed

¹See Appendix E.

TABLE 20.--Responses of administrators to each of ten attitude statements.^a

Statement	Number Responding										Average Response
	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		
	N	% ^b	N	%	N	%	N	%	N	%	
Community college instructors should have preparation programs that are different than both high school and senior college preparation programs.	56	42.1	44	33.1	20	15.0	9	6.8	4	3.0	1.95
Community colleges should encourage faculty to pursue advanced coursework by paying the tuition of those who choose to undertake such work.	23	17.3	35	26.3	23	17.3	33	24.8	19	14.3	2.92
Many Ph.D.'s are, or at least will be, excellent and committed community college teachers.	12	9.0	28	21.1	45	33.8	33	24.8	15	11.3	3.08
Colleges of Education, rather than subject departments, are the most appropriate organizations to offer preparation programs for community college teachers.	6	4.5	23	17.3	39	29.3	47	35.3	18	13.5	3.36
It is not economically feasible for community colleges to employ faculty members possessing doctorates to teach classes that do not require such academic preparation.	24	18.1	39	29.3	18	13.5	43	32.3	9	6.8	2.80
Graduate institutions in Michigan are doing a good job of preparing community college teachers.	3	2.3	31	23.3	51	38.3	36	27.1	12	9.0	3.17
The only true preparation for community college teaching is practical experience in the classroom.	9	6.8	21	15.8	24	18.0	67	50.4	12	9.0	3.39
In the future, community colleges will begin to accept more new teachers who have doctoral degrees.	9	6.8	47	35.3	33	24.8	34	25.6	10	7.5	2.92
Faculty members who attended a community college as students are more likely to understand and agree with the goals of the community college than are faculty members who never attended a community college.	14	10.5	51	38.4	29	21.8	31	23.3	8	6.0	2.76
The Doctor of Arts degree is more appropriate than either the Ph.D. or the Ed.D. degrees for the community college instructor.	5	3.8	36	27.1	68	51.1	15	11.3	9	6.8	2.90

^aOne hundred thirty-three administrators responded to each statement.^bPer cent of 133.

that administrators who had attended a community college as students tended to agree with the statement more than expected.¹

Almost half of the respondents also agreed with the statement that it is not economically feasible for community colleges to hire instructors possessing doctorates. A Chi-Square Test for Independence revealed that there was no significant association between an administrator's position and his response to this statement.

Only two other statements received more than 40 per cent agreement from the respondents. The statement that community colleges should encourage faculty members to pursue advanced coursework by paying the tuition of those who choose to undertake such work was agreed to by slightly over 43 per cent of the respondents. About 42 per cent of the administrators responding in the survey indicated agreement with the statement that, in the future, community colleges will begin to accept more new teachers who have doctoral degrees. A Chi-Square Test for Independence revealed a significant association between the highest earned degrees of the administrators and their responses to this statement. Further analysis revealed that administrators with specialist degrees tended to disagree with the statement, while individuals with doctorates tended to agree with the statement more than expected.

¹See Appendix F.

Almost 60 per cent of the respondents disagreed with the statement that the only true preparation for community college teaching is practical experience in the classroom. The only other statement with which more than 40 per cent of the respondents disagreed was the statement that colleges of education, rather than subject departments, are the most appropriate organizations to offer preparation programs for community college teachers. Almost 49 per cent of the respondents disagreed with the statement, while slightly less than 22 per cent agreed with it. Over 29 per cent of the respondents were undecided and chose the "not sure" response.

It was quite difficult to analyze the responses of administrators to the remaining three statements because of the high percentage of administrators responding "not sure" to these statements. Approximately one-third of the administrators responded "not sure" to the statement that many Ph.D.'s are, or at least will be, excellent and committed community college teachers. Thirty per cent of the respondents agreed with the statement, while almost 36 per cent disagreed with it. A Chi-Square Test for Independence revealed no significant association between the highest degrees earned by administrators and their responses to this statement.

Almost 40 per cent of the respondents indicated they were "not sure" regarding the statement that graduate institutions in Michigan are doing a good job of preparing community college teachers. Only one-fourth of the administrators

agreed with the statement, while over 36 per cent of them disagreed with it.

Around 31 per cent of the respondents indicated agreement with the statement that the Doctor of Arts degree is more appropriate than either the Ph.D. or the Ed.D. degree for the community college instructor. Over 18 per cent of the administrators disagreed with the statement, while over 51 per cent responded by checking the "not sure" response. A Chi-Square Test for Independence revealed no significant association between the highest degrees earned by administrators and their responses to this statement.

The last question on the survey instrument asked the respondents whether they believed that formal qualifications criteria should be the same for both full-time and part-time faculty. Slightly more than two-thirds of the administrators responding (n=89) indicated that qualifications should be the same for both full-time and part-time faculty members.

The Chi-Square Test for Independence was used to determine whether there was any association between responses to this question and the administrator characteristics of position, highest degree held, or total community college experience. Analyses were also performed, using the same test statistic, to determine whether significant associations existed between the institutional characteristics of age, size, setting, proximity to a graduate institution, full-time faculty, part-time faculty, or part-time versus full-time

faculty and the responses of administrators to this question. No significant associations were found.

The respondents were also asked, if they thought formal qualifications criteria should be different for full-time and part-time faculty members, in what ways these qualifications criteria should be different. This was an optional response, but thirty of the individuals indicating that qualifications criteria should differ for full-time and part-time faculty wrote in responses. A collection of these responses, edited for grammar and spelling, is presented in Appendix G.

These responses generally indicate that part-time faculty are used extensively in the applied arts areas and that they bring to the community college career experience and knowledge not generally acquired through formal academic preparation programs. Of the eighty-nine administrators who indicated that qualifications criteria should be the same for full-time and part-time faculty members, only one individual wrote in a response. His comment was, "They do [the] same job--so qualifications must be the same."

Summary of the Findings

This chapter has been devoted to a presentation and analysis of data pertaining to the purpose of the study and the six research questions which were posed in the study.

Data were collected by using a survey instrument entitled "Faculty Qualifications Survey," which was constructed by the researcher and sent to 170 chief community

college administrators in the state of Michigan. One hundred thirty-three instruments were returned in useable form.

The subjects in the study sample were classified with respect to certain administrator and institutional characteristics. The administrator characteristics were position, highest degree earned, total community college experience, and whether the individual had attended a community college as a student. The institutional characteristics were age, size, setting, proximity to a graduate institution, full-time faculty, part-time faculty, and part-time versus full-time faculty. These classifications were used on a selective basis in analyzing administrator responses to certain items on the survey instrument.

The majority of the 133 administrators responding to the survey instrument were in the thirty to fifty-nine age range; had earned a master's or higher degree; had been in their present administrative positions less than six years, but possessed more than six years of total community college experience; had not attended a community college as students; and were involved in the selection and recruitment of new faculty members for their institutions.

An analysis of respondents and nonrespondents, using administrative position and the seven institutional characteristics as variables under consideration, presented the following two findings:

1. Administrators occupying different administrative positions responded to the survey instrument at significantly

different rates. Further analysis revealed that, although 60 per cent of the chief business officers in the study sample completed and returned instruments, chief business officers, as a group, appeared to be underrepresented in the total group of respondents.

2. Administrators from different sizes of institutions and from institutions in different settings responded at significantly different rates to the survey instrument. Further analyses revealed that, although almost 65 per cent of the administrators at small, rural colleges responded to the survey instrument, administrators from community colleges classified as small and rural appeared to be underrepresented in the total respondent group.

These two findings necessitated restricting the discussion in the remaining parts of the chapter to just the group of respondents in the study.

Presentation and analysis of data pertaining to the questions posed in the study revealed the following major findings:

1. Formal qualifications dealing with academic training received the highest average ratings of respondents in a list of qualifications considered in the screening of prospective community college faculty members. Experiential qualifications, led by community college teaching experience and previous nonteaching experience, received the next highest set of average ratings. The average ratings of the personal characteristics of age, sex, and race indicated they

were not given much consideration in the screening process. However, over half of the respondents indicated their institutions should attempt to "balance" their faculties by considering each of these characteristics.

2. The majority of the respondents indicated they would establish the master's degree and the bachelor's degree as the minimum qualifications, respectively, for liberal arts and applied arts teachers. A smaller majority would also require that prospective teachers take at least one professional course in community college education. The experience indicated by respondents as minimum ranged from an average of 0.25 years to 1.26 years in all categories. The only exception was that respondents required an average of over three years vocational/industrial experience as minimum experience for applied arts teachers.

3. Most administrators responding to the survey instrument indicated that the most desirable educational training for community college instructors in either the liberal arts or applied arts areas was the master's degree. The master's degree in a subject field plus advanced work in education was the most frequently selected degree for both types of teachers. Educational training was ranked as the most important formal qualification for liberal arts teachers, while it was ranked second in importance to vocational/industrial experience as a formal qualification for applied arts teachers.

4. The majority (92.3 per cent) of the community college administrators responding to the survey instrument indicated their institutions are presently having very little difficulty in recruiting qualified liberal arts faculty members; and they envisioned having the same or even less difficulty in the near future. Concerning the recruiting of qualified applied arts faculty, almost half (47.7 per cent) of the administrators responded that their colleges were having some trouble in this area; and over half (54.2 per cent) thought their difficulties in this area would remain the same or get harder in the near future.

5. Analyses of administrator responses concerning the most desirable degrees for community college teachers and the minimum qualifications the respondents would establish for prospective community college teachers revealed significant differences in responses pertaining to liberal arts and applied arts instructors. Analysis of the respondents' consensual ranking of the importance of six formal qualifications for community college faculty members revealed no significant positive or negative correlation between the rankings for liberal arts teachers and applied arts teachers. Over two-thirds of the respondents indicated that formal qualifications criteria should be the same for both full-time and part-time faculty members.

6. Selective analyses of data pertaining to responses to certain items on the survey instrument revealed four significant relationships existing between administrator

characteristics and their responses on these items. Whether the administrators had attended a community college as students was significantly associated with the consideration they indicated they would give to this formal qualification in a prospective teacher, and with their responses to the statement that teachers who attended a community college as students are more likely to understand and agree with the goals of the community college than are teachers who never attended a community college. The total community college experience of the respondents was also significantly associated with their responses regarding the minimum educational training criteria they would establish for liberal arts teachers; and the highest degree earned by the administrators was significantly associated with their responses to the statement that, in the future, community colleges will begin to accept more new teachers possessing doctoral degrees.

7. Only one significant association between any of the institutional characteristics and administrator responses to the survey instrument was found as a result of analyses of selected item responses. This was a significant association between the institutional characteristic of proximity to a graduate institution and the respondents' indications of the most desirable educational training for applied arts instructors.

The summary of the study and the major conclusions, implications, and recommendations based on the above findings are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Community colleges have experienced tremendous growth in enrollments and in numbers of new institutions during the 1960's; this growth has been projected to continue well into the decade of the 1970's. As with other areas of higher education, community colleges also have experienced increased public demands for economic and educational accountability. The increases in enrollments and numbers of new institutions, coupled with demands for accountability, have created the need for additional numbers of qualified teachers to staff community colleges.

The community college's position with respect to recruiting faculty members has changed in the last few years because economic conditions and large numbers of advanced degree holders have led to more individuals applying to the community college for employment. In view of the supply of prospective teachers and the recent increased concern over quality of education, have community colleges changed their formal standards for selection of faculty members? What

formal qualifications are considered important and necessary for employment as an instructor in today's comprehensive community college? This study has attempted to provide part of the information required to answer these questions.

Purpose of the Study

The primary purpose of this study was to determine the present attitudes of chief community college administrators concerning the desired formal qualifications of faculty members at the community college level. Six research questions were posed in the study:

1. What formal qualifications are considered by community college administrators in their recruiting and selection of faculty members?
2. What do community college administrators consider to be the minimum formal qualifications, in terms of educational training and background experiences, that a prospective teacher must possess in order to be considered for a teaching position?
3. What do community college administrators believe to be the most desirable formal qualifications with respect to educational training and experience?
4. Are community college administrators having difficulty in finding faculty members with the formal qualifications they desire?

5. Do the respondents believe that desired formal qualifications should be different for the different types of instructors needed by community colleges?
6. Are the attitudes of the administrators responding to this survey consistent across types of administrators and types of institutions?

It was theorized that, in many community colleges throughout the nation, the chief administrative officers in the community college still play a major role in the recruitment and selection of faculty members. These administrators' desires and attitudes regarding the criteria to be used in the screening and selection of prospective faculty members are bound to have an impact upon whatever criteria and procedures are followed by their respective institutions.

A review of the literature revealed a great deal of speculative writing on community college faculty and their formal qualifications. Of the research studies that have been done in this area in the last several years, many have been limited to a descriptive analysis of the qualifications of existing community college faculty members, without attempting to determine whether, in fact, these qualifications were considered desirable in community college faculty. In particular, no other recent study has attempted to survey community college administrators for their attitudes and opinions regarding the formal qualifications that community college instructors should possess.

Methodology

The population under investigation consisted of the chief community college administrators under contract for the 1971-72 academic year at the twenty-nine operating public community colleges in the state of Michigan. The study sample was composed of the chief administrative, academic, business, and student personnel officers at each public community college. The sample included 170 individuals and represented the entire population in the study.

To obtain data relevant to the six research questions posed in the study, two sources were used: the central records of the Higher Education Planning and Coordination Services Division of the Michigan Department of Education and the responses to a mailed survey instrument that was sent to the 170 community college administrators in the study sample. The central records provided the researcher with the data necessary to classify each institution along the following seven dimensions: age, size, setting, proximity to a graduate institution, full-time faculty, part-time faculty, and part-time versus full-time faculty.

The "Faculty Qualifications Survey" was constructed by the researcher and used as the survey instrument in the study. It consists of two sections: in the first section the respondent is asked to provide certain information about himself, his background and experience; the second section includes eleven major questions designed to seek information about the respondent's attitude concerning the desired formal

qualifications of community college faculty members. Of the 170 survey instruments sent to community college administrators, 133 (78.2 per cent) were returned in useable form.

Both parametric and nonparametric statistical techniques were employed in analyzing the data obtained for the study. These procedures included the use of descriptive summaries of item responses, in terms of frequency counts and percentages, and selected further analyses of data through the use of such statistical techniques of Multivariate Analysis of Variance, Kendall's Coefficient of Concordance (W), Stuart's Test for Homogeneity of the Marginal Distributions in a Two-Way Classification, the Spearman Rank Correlation Coefficient (ρ), and the Chi-Square Test for Independence.

Findings of the Study

In analyzing the data pertaining to the purpose of the study and the six research questions which were posed in the study, the following major findings were revealed:

1. Formal qualifications dealing with academic training received the highest average ratings of respondents in a list of qualifications considered in the screening of prospective community college faculty members. Experiential qualifications, led by community college teaching experience and previous nonteaching experience, received the next highest set of average ratings. The average ratings of the personal characteristics of age, sex, and race indicated they were not given much consideration in the screening process.

However, over half of the respondents indicated their institutions should attempt to "balance" their faculties by considering each of these characteristics.

2. The majority of the respondents indicated they would establish the master's degree and the bachelor's degree as the minimum qualifications, respectively, for liberal arts and applied arts teachers. A smaller majority would also require prospective teachers to take at least one professional course in community college education. The experience indicated by respondents as minimum ranged from an average of 0.25 years to 1.26 years in all categories. The only exception was that respondents required an average of over three years vocational/industrial experience as minimum experience for applied arts teachers.

3. Most administrators responding to the survey instrument indicated the most desirable educational training for community college instructors in either the liberal arts or the applied arts area was the master's degree. The master's degree in a subject field plus advanced work in education was the most frequently selected degree for both types of teachers. Educational training was ranked as the most important formal qualification for liberal arts teachers, while it was ranked second in importance to vocational/industrial experience as a formal qualification for applied arts teachers.

4. The majority (92.3 per cent) of the community college administrators responding to the survey instrument indicated

their institutions are presently having very little difficulty in recruiting qualified liberal arts faculty members; they envisioned having the same or even less difficulty in the near future. Concerning the recruiting of qualified applied arts faculty, almost half (47.7 per cent) of the administrators responded that their colleges were having some trouble in this area; and over half (54.2 per cent) thought their difficulties in this area would remain the same or become harder in the near future.

5. Analyses of administrator responses concerning the most desirable degrees for community college teachers and the minimum qualifications the respondents would establish for prospective community college teachers revealed significant differences in responses pertaining to liberal arts and applied arts instructors. Analysis of the respondents' consensual ranking of the importance of six formal qualifications for community college faculty members revealed no significant positive or negative correlation between the rankings for liberal arts teachers and applied arts teachers. Over two-thirds of the respondents indicated that formal qualifications criteria should be the same for both full-time and part-time faculty members.

6. Selective analyses of data pertaining to responses to certain items on the survey instrument revealed four significant relationships existing between administrator characteristics and their responses on these items. Whether the administrators had attended a community college as students

was significantly associated with the consideration they indicated they would give to this formal qualification in a prospective teacher and with their responses to the statement that teachers who attended a community college as students are more likely to understand and agree with the goals of the community college than are teachers who never attended a community college. The total community college experience of the respondents was also significantly associated with their responses regarding the minimum educational training criteria they would establish for liberal arts teachers; and the highest degree earned by the administrators was significantly associated with their responses to the statement that, in the future, community colleges will begin to accept more new teachers possessing doctoral degrees.

7. Only one significant association between any of the institutional characteristics and administrator responses to the survey instrument was found as a result of analyses of selected item responses. This was a significant association between the institutional characteristic of proximity to a graduate institution and the respondents' indications of the most desirable educational training for applied arts instructors.

An analysis of respondents and nonrespondents, using administrative position and the seven institutional characteristics as variables under consideration, presented the following additional findings:

1. Administrators occupying different administrative positions responded to the survey instrument at significantly different rates. Further analysis revealed that, although 60 per cent of the chief business officers in the study sample completed and returned instruments, chief business officers, as a group, appeared to be underrepresented in the total group of respondents.

2. Administrators from institutions of different sizes and from institutions in different settings responded at significantly different rates to the survey instrument. Further analyses revealed that, although almost 65 per cent of the administrators at small, rural colleges responded to the survey instrument, administrators from community colleges classified as small and rural appeared to be underrepresented in the total respondent group.

Conclusions

On the basis of the data gathered for this study and the findings of the data analyses presented in Chapter IV, the following conclusions concerning the attitudes of those chief community college administrators who responded to the survey regarding the desired formal qualifications of faculty members at the community college level seem appropriate:

1. Formal qualifications relating to educational training at both the graduate and undergraduate levels were rated as the most important qualifications to consider in prospective faculty members. The only types of experience

given important consideration as qualifications were previous community college teaching experience and nonteaching experience.

2. Very little consideration was given to the personal characteristics of age, sex, and race of a prospective teacher unless administrators were trying to employ individuals to make their staffs more representative with respect to these characteristics.

3. The practice of "balancing" a faculty is accepted by a large majority of community college administrators. Administrators indicated that the formal qualifications of age, sex, and race plus the distribution of master's, doctorates, and other degrees should be characteristics considered in attaining and maintaining some "balance" of faculty.

4. Community colleges are having very little difficulty in recruiting qualified faculty members at the present time, and will probably experience the same or even less difficulty in this task in the near future. The only exception to this statement appears to be in the applied arts area, where institutions are having some difficulty in recruiting certain types of instructors.

5. The master's degree plus at least one professional course in community college education should be the minimum educational training required of prospective liberal arts teachers. The bachelor's degree plus one professional course in community college education was established as the

minimum educational training for applied arts teachers; however, many administrators desired the master's degree as the minimum academic degree for applied arts instructors.

6. No real minimum criteria concerning types of experience were established for prospective community college faculty members, with the exception of three years of vocational/industrial experience required for applied arts teachers.

7. Educational training was considered more important than teaching experience as a qualification for a liberal arts teacher. Vocational/industrial experience was considered by the respondents to be the most important qualification for an applied arts teacher. These qualifications were considered to be easily found among present community college faculty. Community college teaching experience, viewed by many administrators as the most important type of teaching experience for a community college teacher, was the most difficult qualification to find among present community college faculty.

8. Most community college administrators agreed with the idea that formal preparation programs for community college instructors should be different from programs for high school or senior college teachers. Many indicated that they are not satisfied with present preparation programs for community college instructors. They also indicated that colleges of education are not the most appropriate organizations to offer preparation programs for community college teachers.

9. The most desirable degree for a community college instructor is the master's degree in the subject field in which he is teaching. Administrators indicated that advanced work beyond the master's degree was desirable as long as it contributed to the faculty member's role as a teacher. Almost half the respondents thought community colleges should encourage faculty to take advanced coursework by paying the tuition of those who wish to undertake such work.

10. A large majority of the administrators indicated that community college instructors should not possess doctoral degrees of either the "teaching" or the subject field types. Many respondents indicated they do not believe that most Ph.D.'s can be excellent and committed community college teachers. They also did not strongly support the statement that the Doctor of Arts degree is more appropriate than other doctorates for community college teachers.

11. Administrator responses indicated that desired formal qualifications should be different for community college liberal arts and applied arts instructors. However, they indicated that formal qualifications criteria should be the same for full-time and part-time faculty members in these areas.

12. The attitudes of administrators concerning the desired formal qualifications of faculty members at the community college level were generally very consistent across types of administrative positions and types of institutions.

Implications

The high rate of return of completed survey instruments and the written comments of administrators on these instruments indicated that the subject of this study was of considerable interest and concern to many community college administrators. The extremely high return rate from the chief academic officers and the academic officers in the liberal arts and applied arts areas tended to indicate that the probability of an individual's returning the instrument may have been closely related to his interest and degree of involvement in the new faculty recruitment and selection process. Such a line of reasoning may help to explain why chief business officers--most of those who responded indicating that they did not participate in this process--responded at a rate considerably below the rates of administrative officers in other positions.

The findings that administrators occupying different types of administrative positions responded at significantly different rates and that response and nonresponse was significantly associated with the institutional characteristics of size and setting caused the researcher to take a conservative viewpoint in presenting the findings and conclusions of the study. Since administrative position and institutional size and institutional setting were not found to be significantly associated with certain item responses, the reader may feel that the researcher was being too conservative in limiting his discussion and generalizations to just

the chief community college administrators who responded to the survey. Nevertheless, even working within the above limitations, the researcher believes the findings and conclusions set forth in the study do have extremely important implications.

The results of the study reveal that chief community college administrators are in general agreement concerning the desired formal qualifications of community college faculty members. Educational training appeared to be the formal qualification given the most consideration in the screening of prospective teaching candidates. In addition to graduate degrees and majors, respondents also considered heavily undergraduate majors and minors and grade point averages at both graduate and undergraduate levels.

Community college teaching experience and nonteaching experience were the two types of experience given the most consideration in the screening process. The reason why respondents rated community college teaching experience as an important qualification in prospective community college teachers is self-evident. The reasons why individuals rated nonteaching experience as such an important qualification in prospective instructors are probably the strong emphasis placed upon vocational/industrial experience for prospective applied arts teachers and the desire shared by about one-fourth of the respondents that liberal arts teachers should also possess some vocational/industrial experience.

Community colleges appear to be moving toward the "balance of staff" concept as a consideration in their faculty recruiting and selection processes. Respondents expressed the need to recruit women and individuals from minority groups for their teaching staffs. A majority of the community college administrators also indicated that sex, age, race, and the distribution of masters' doctorates, and other degrees should be variables considered in attaining or maintaining a "balance" of faculty at their institutions. However, since the term "balance" was not defined in the survey instrument, the meaning of administrator responses in this area is unclear. For example, one administrator's idea of a "balance" of academic degrees could mean 20 per cent of his faculty should hold the doctorate, while another administrator's interpretation of "balance" could be that 0 per cent should hold the doctorate.

Respondents to the survey indicated that community colleges are having little or no difficulty in recruiting qualified individuals for most of the teaching positions they must presently fill; and they envisioned very little increased difficulty in this area in the near future. One main reason for this lack of difficulty in recruiting is that, in view of the increasing numbers of prospective community college teaching applicants, community college administrators have not substantially raised the minimum criteria they would establish for prospective community college instructors. Results of administrator responses to the

survey instrument item requesting the minimum criteria that respondents would establish with respect to six formal qualifications indicated that administrators are extremely flexible in the area of minimum standards and would easily violate most of them if the other qualifications (formal or informal) of a prospective candidate were extremely desirable. The only minimum qualification that the community college administrators indicated they would adhere to, to a greater degree than other qualifications, was the requirement of at least three years of vocational/industrial experience for applied arts teachers.

The minimum criteria that administrators established with respect to the six formal qualifications must be viewed with some degree of caution, for two reasons. As indicated in Chapter IV, many respondents indicated a range of years or hours as the minimum criteria. When this type of response occurred, the minimum value of the range was used as the respondent's answer. If some other value had been used, the minimum criteria would have been raised for every qualification but educational training. The second reason for questioning the data in this area is that the written comments of some administrators tended to indicate that if the respondents thought a qualification was not appropriate for community college teachers, they would respond by placing a zero as the minimum criteria they would establish for it. Such a practice, which the researcher believes was used to some extent with the qualification of previous four-year

college teaching experience, would also tend to lower minimum standards.

The master's degree in a subject field is becoming established as the necessary and sufficient academic degree for community college instructors. The responses to the survey instrument indicated that the preceding statement is already true for liberal arts teachers, and although the bachelor's degree was the minimum degree established for applied arts teachers, many administrators indicated they do prefer their applied arts teachers to possess master's degrees and are able to find them. Advanced coursework beyond the master's degree is highly desirable and many respondents indicated that it should be encouraged. However, this coursework should be geared to improving the teaching skills of the instructor and should not lead to a new or higher level degree.

At the present time, graduate institutions in the state of Michigan are not satisfactorily meeting the preparation needs of community college instructors. Preparation programs for community college teachers should be distinct from high school or senior college teaching programs, and since these programs should lead to a master's degree in a subject field, colleges of education should not be the organizations offering them.

The doctorate, as a degree for faculty members, is not needed or wanted in the community college. The responses of administrators implied that the above statement includes

the Doctor of Arts degree, which is new and, for the most part, untried. However, in an economic sense, it is already unacceptable because it is a doctorate.

The comments of respondents indicated that what is needed is an educational program of coursework to supplement the master's degree work of those individuals who desire to teach in the community college. Part of this program could take the form of a pre-service cognate to the master's degree in a subject field. However, most of this program would be taken after the master's degree had been obtained and could be of an in-service nature. The pre-service cognate would introduce the prospective teacher to the nature of today's comprehensive community college, its diversity of goals and functions, and the types of students who attend it. The post-master's or in-service portion of the program would supply teachers with the tools, techniques, and part of the enthusiasm they will need to promote learning among the students they will meet in the community college.

Some graduate institutions are developing new preparation programs for community college teachers. The results of this study indicated that many of these graduate institutions are not communicating with community colleges to the extent that they should, if they want to develop teacher preparation programs that are truly responsive to the needs and wants of today's comprehensive community colleges. If this communication process between graduate institutions and the community colleges in their service areas does not begin

soon, and if it is not a two-way process, many graduate institutions may find that, in the near future, they no longer have a market for the would-be community college teachers they are preparing.

Recommendations

During the conduct of this study, many areas of interest were aroused which may be recommended for future investigation. Among the most worthy of mention as possible problem areas would be the following:

1. Other "governing" groups (students, faculty, and trustees) within the community college should be surveyed in order to determine their views concerning the desired formal qualifications of faculty members at the community college level. The present survey instrument--with only minor modifications--could easily be used as a means of ascertaining the attitudes of these other groups.
2. A study based on the findings of this study should be conducted to determine the most desirable content--in terms of course offerings and experiences--of preparation programs for prospective community college instructors. This study should consider the attitudes of community college administrators and faculty members and of professors in graduate institutions who are responsible for the preparation of prospective community college teachers.
3. A study considering the effects that collective negotiations have had on the recruitment and selection of faculty

members for the community college should be conducted. In particular, this study could consider whether the qualifications standards for prospective faculty members have changed, whether the personnel involved in the recruitment and selection process have changed, and what problems and/or benefits have occurred in this area as a result of collective negotiations.

4. An exploratory study should be conducted in an attempt to determine ways in which graduate institutions and community colleges could communicate in jointly developing teacher preparation programs that are truly responsive to the quantitative and qualitative needs and desires of community colleges. This study could consider how communication mechanisms should be established and the success or failure of past attempts of this type of communication on local, state, regional, or national levels.

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APPENDICES

APPENDIX A

MICHIGAN'S PUBLIC COMMUNITY COLLEGES AND
THEIR RESPECTIVE LOCATIONS

MICHIGAN'S PUBLIC COMMUNITY COLLEGES AND
THEIR RESPECTIVE LOCATIONS

Alpena Community College	Alpena
Bay de Noc Community College	Escanaba
Delta College	University Center
Genesee Community College	Flint
Glen Oaks Community College	Centreville
Gogebic Community College	Ironwood
Grand Rapids Junior College	Grand Rapids
Henry Ford Community College	Dearborn
Highland Park College	Highland Park
Jackson Community College	Jackson
Kalamazoo Valley Community College	Kalamazoo
Kellogg Community College	Battle Creek
Kirtland Community College	Roscommon
Lake Michigan College	Benton Harbor
Lansing Community College	Lansing
Macomb County Community College	Warren
Center Campus	Mount Clemens
South Campus	Warren
Mid-Michigan Community College	Harrison
Monroe County Community College	Monroe
Montcalm Community College	Sidney

Muskegon County Community College	Muskegon
North Central Michigan College	Petoskey
Northwestern Michigan College	Traverse City
Oakland Community College	Bloomfield Hills
Auburn Heights Campus	Auburn Heights
Highland Lakes Campus	Union Lake
Orchard Ridge Campus	Farmington
Southeast Campus Center	Oak Park
St. Clair County Community College	Port Huron
Schoolcraft College	Livonia
Southwestern Michigan College	Dowagiac
Washtenaw Community College	Ann Arbor
Wayne County Community College	Detroit
West Shore Community College	Scottville

APPENDIX B

CRITERIA USED TO CLASSIFY COMMUNITY COLLEGES
ON INSTITUTIONAL CHARACTERISTICS

CRITERIA USED TO CLASSIFY COMMUNITY COLLEGES
ON INSTITUTIONAL CHARACTERISTICS

The central-records information collected during the study was used in classifying each of the twenty-nine public community colleges in the state of Michigan on the following seven dimensions:

1. Age: "Old" -- Those institutions established prior to 1960.
 "New" -- Those institutions established after 1960.
2. Size: "Small" -- Those colleges with less than 1,000 FTE students enrolled in Fall, 1971.
 "Medium"-- Those colleges with more than 1,000 but not over 4,000 FTE students enrolled in Fall, 1971.
 "Large" -- Those colleges with over 4,000 FTE students enrolled in Fall, 1971.
3. Setting: "Rural" -- Those institutions located in communities of less than 20,000 population and not near a larger metropolitan area.
 "Outstate" -- Those institutions located in communities of greater than 20,000 population, but not determined to be part of the Detroit metropolitan area.
 "Metropolitan" -- Those institutions determined to be in the Detroit metropolitan area.
4. Proximity to a Graduate Institution:
 "Near" -- Those colleges located within twenty-five miles of a public graduate institution.

"Far" -- Those colleges located over sixty miles from the nearest public graduate institution.

"Others" -- College located between twenty-five and sixty miles from the nearest public graduate institution.

5. Full-time Faculty:*

"Small" -- Those colleges with fewer than fifty full-time faculty members.

"Medium" -- Those colleges with from fifty to one hundred full-time faculty members.

"Large" -- Colleges with over one hundred full-time faculty members.

6. Part-time Faculty:*

"Small" -- Institutions with less than fifty part-time faculty members.

"Large" -- Institutions with fifty or more part-time faculty members.

7. Part vs. Full-time Faculty:*

"Small" -- The number of part-time faculty is less than half the number of full-time faculty.

"Large" -- The number of part-time faculty is equal to or greater than half the number of full-time faculty.

A summary of results obtained after using the above classification procedure is shown in Table 1.

* Based on data obtained from the 1971 Junior College Directory (Washington, D. C.: American Association of Junior Colleges, 1971), pp. 42-45.

TABLE 1.--Community college institutional characteristics.

Institutional Dimension	Classification	Number of Institutions	Number of Administrators
Age	Old	16	90
	New	13	80
Size	Small	10	48
	Medium	12	62
	Large	7	60
Setting	Rural	10	48
	Outstate	13	64
	Metrop.	6	58
Proximity to a Graduate Institution	Near	8	59
	Far	10	49
	Others	11	62
Full-time Faculty	Small	10	48
	Medium	8	39
	Large	11	83
Part-time Faculty	Small	18	87
	Large	11	83
Part-time vs. Full-time Faculty	Small	19	93
	Large	10	77

APPENDIX C

LETTERS OF CORRESPONDENCE

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

April 7, 1972

Dear Sir:

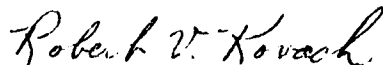
In recent years there have been a number of studies of the qualifications of community college faculty members. However, none of these previous studies have focussed on the desired formal qualifications of community college teachers as viewed by community college administrators. The enclosed Faculty Qualifications Survey is specifically designed to determine what formal qualifications, in terms of educational training and background experiences, do the top administrators in today's comprehensive community colleges desire, and look for, in their recruitment and selection of faculty members.

This survey instrument is being mailed to community college administrators throughout the state of Michigan. We believe that the results of this study can be of real benefit to the administrators of Michigan's community colleges and to other individuals and institutions who are working to improve the formal qualifications of community college faculty.

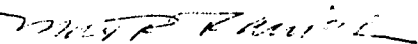
It is hoped that you will consider this study of value and that you are willing to complete the enclosed questionnaire. We have made every effort to keep the instrument as short and as interesting as possible. Our pilot study indicates that completion of the questionnaire will take not more than thirty minutes.

We appreciate your consideration and promise to provide, to all participants who desire such, a summary of the results of the study. All responses will be kept in the strictest confidence and coded as soon as received. Thank you very much for your cooperation. If you have any questions, please contact us at (517) 353-2972 or 355-9797.

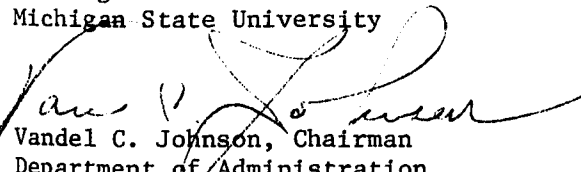
Sincerely,



Robert V. Kovach
NDEA Research Fellow



Max R. Raines, Professor
Department of Administration
and Higher Education
Michigan State University



Vandel C. Johnson, Chairman
Department of Administration
and Higher Education
Michigan State University

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

April 24, 1972

Dear Administrator,

On April 7 Dr. Max Raines, Dr. Van Johnson, and I sent you a questionnaire related to the desired formal qualifications of community college faculty members. This questionnaire was mailed to the chief administrative, academic, business, and student personnel administrators at each community college in the state of Michigan. To date, the responses received have been most encouraging.

I hope that you also consider this study of value and that you will assist me in continuing it by completing the enclosed questionnaire. If you have already mailed the original copy to us, please disregard this request.

I am planning to begin analysis of the data from this survey on May 15, 1972, and request that you consider returning the questionnaire as soon as your schedule will permit.

Thank you for your professional assistance toward making this study possible. A report of the study will be mailed to you, if you indicate an interest in one.

Sincerely,

Robert V. Kovach

Robert V. Kovach
NDEA Research Fellow
Department of Administration
and Higher Education
Michigan State University

APPENDIX D

THE SURVEY INSTRUMENT

Number _____

FACULTY QUALIFICATIONS SURVEY

INSTRUCTIONS: This is a study of your feelings and attitudes, as a community college administrator, regarding the formal qualifications of community college faculty members at community colleges in Michigan. All information provided on this instrument is confidential. The coded number in the upper corner of this page will be used only for purposes of non-respondent follow-up and for the researcher to classify responses as to size and age of college, etc. No individual administrator or individual college comparisons will be made.

In this survey, the phrase, "liberal arts," is used as a general designation of the areas of Arts and Sciences, Developmental, and/or General Education. The phrase, "applied arts," is used as a general designation of the areas of Applied Arts and Sciences, Vocational/Technical Education, and/or Occupational Education. THANK YOU IN ADVANCE FOR YOUR PROFESSIONAL ASSISTANCE.

General Data: Complete each item by filling in the blank or checking the appropriate category.

1. Title of your present position: _____

2. Please indicate your community college experience:

	EXPERIENCE IN PRESENT POSITION	TOTAL COMMUNITY COLLEGE EXPERIENCE
0 - 2 years	_____	_____
3 - 5 years	_____	_____
6 - 9 years	_____	_____
10 - 12 years	_____	_____
Over 12 years	_____	_____

3. Your age is:

Below 30 _____ 30 - 39 _____ 40 - 49 _____ 50 - 59 _____ Above 59 _____

4. Highest degree earned:

Bachelor's _____ Master's _____ Specialist _____ Doctorate _____ None _____ Other _____

If "other," please specify _____

5. Have you ever attended a community college as a student? Yes _____ No _____

6. Do you participate in the recruitment and selection of new faculty members (or counselors) for your institution?

Yes _____ No _____

Faculty Qualification Data: Please answer the following questions to the best of your personal knowledge and ability by filling in the blank or checking the appropriate category.

1. How much difficulty does your institution now have in recruiting qualified

a. Liberal arts faculty? None at all _____ Some _____ A great deal _____

b. Applied arts faculty? None at all _____ Some _____ A great deal _____

2. How do you think the difficulty of your college's task of recruiting qualified faculty in the near future will compare to the present, for
- a. Liberal arts faculty? Easier ____ The same ____ Harder ____ than the present.
- b. Applied arts faculty? Easier ____ The same ____ Harder ____ than the present.
3. Assume that there is a need to employ teachers at your institution and that you are involved in the recruitment and selection of prospective faculty members. What would you establish as the minimum qualifications for prospective liberal arts and applied arts teachers with respect to each of the following criteria?

	<u>LIBERAL ARTS</u>	<u>APPLIED ARTS</u>
a. Educational training (in terms of degrees and/or semester credit hours)	_____	_____
b. High school teaching experience (in years)	_____	_____
c. Community college teaching experience (yrs.)	_____	_____
d. Four-year college teaching experience (yrs.)	_____	_____
e. Vocational/industrial experience (in years)	_____	_____
f. Professional courses in community college education (in semester credit hours)	_____	_____
g. Other criteria (Please specify) _____		

4. Which one of the above minimum qualifications is most difficult to find among liberal arts teachers at your college? Applied arts teachers?
- Liberal arts teachers _____ Applied arts teachers _____
5. Which one of the above minimum qualifications is least difficult to find among liberal arts teachers at your college? Applied arts teachers?
- Liberal arts teachers _____ Applied arts teachers _____
6. Rank the following formal qualifications in the order of importance that you would apply to them as qualifications in a liberal arts teacher and in an applied arts teacher. (Let "1" = the most important, "2" = next most important, etc.) Please rank both columns.

	<u>LIBERAL ARTS</u>	<u>APPLIED ARTS</u>
a. Educational training.	_____	_____
b. High school teaching experience	_____	_____
c. Community college teaching experience	_____	_____
d. Four-year college teaching experience	_____	_____
e. Vocational/industrial experience.	_____	_____
f. Professional courses in community college education _____	_____	_____

7. Based on your knowledge and experience, rate each of the following qualifications of a prospective faculty member as to the importance of consideration that you would give it in your screening of candidates and decision whether to recommend the individual for employment as a teacher at your institution.

Circle the appropriate

number: "1" = Very Important Consideration

"2" = Important Consideration

"3" = Minor Consideration

"4" = No Consideration

a. Age (range)	1	2	3	4
b. Sex.	1	2	3	4
c. Race	1	2	3	4
d. Religion	1	2	3	4
e. Marital status	1	2	3	4
f. Previously attended a community college.	1	2	3	4
g. Type of undergraduate degree	1	2	3	4
h. Undergraduate major(s) or minor(s)	1	2	3	4
i. Undergraduate grade point average.	1	2	3	4
j. Type of graduate degree	1	2	3	4
k. Graduate major(s) or minor(s)	1	2	3	4
l. Graduate grade point average	1	2	3	4
m. Type, quality of colleges attended	1	2	3	4
n. Previous K - 12 teaching experience	1	2	3	4
o. Previous community college teaching experience	1	2	3	4
p. Previous four-year college teaching experience	1	2	3	4
q. Previous "other" teaching experience (e. g. industrial, armed forces teaching)	1	2	3	4
r. Previous non-teaching experience	1	2	3	4
s. Letters of reference	1	2	3	4
t. Out-of-state colleges attended.	1	2	3	4
u. Out-of-state work experiences	1	2	3	4
v. Membership in professional associations.	1	2	3	4
w. Scholarly publications	1	2	3	4
x. Research activities	1	2	3	4
y. Other formal qualifications (Specify) _____	1	2	3	4

8. Please check which of the following characteristics you believe your college should consider in attempting to attain or maintain some "balance" of faculty.

Sex ___ Age ___ Race ___ In-state vs. out-of-state work and living exp. ___
 Master's, Doctorates, and other degrees ___ Marital status ___ Religion ___

9. Consider the following listing of educational degrees. Please indicate, by using the corresponding letter, which one of these degrees you consider to be the most desirable for a community college instructor teaching liberal arts courses? _____ Applied arts courses? _____

- | | |
|---|--|
| a. Bachelor's in Subject Field | e. Specialist in Education |
| b. Master's in Subject Field | f. "Teaching" Doctorate |
| c. Master's in Teaching | g. Doctorate in Subject Field |
| d. Master's in Subject Field
plus advanced work in Ed. | h. Another Degree (Please Specify) _____ |

10. Indicate your degree of agreement or disagreement with each of the following statements by circling one of the response categories listed to the right of the statement. Please answer every item.

"1" = Strongly Agree
 "2" = Agree
 "3" = Not Sure
 "4" = Disagree
 "5" = Strongly Disagree

Community college instructors should have preparation programs that are different than both high school and senior college teacher preparation programs.

1 2 3 4 5

Community colleges should encourage faculty to pursue advanced coursework by paying the tuition of those who choose to undertake such work.

1 2 3 4 5

Many Ph.D.'s are, or at least will be, excellent and committed community college teachers.

1 2 3 4 5

Colleges of Education, rather than subject departments, are the most appropriate organizations to offer preparation programs for community college teachers.

1 2 3 4 5

It is not economically feasible for community colleges to employ faculty members possessing doctorates to teach classes that do not require such academic preparation.

1 2 3 4 5

Graduate institutions in Michigan are doing a good job of preparing community college teachers.

1 2 3 4 5

The only true preparation for community college teaching is practical experience in the classroom.

1 2 3 4 5

In the future, community colleges will begin to accept more new teachers who have doctoral degrees.

1 2 3 4 5

Faculty members who attended a community college as students are more likely to understand and agree with the goals of the community college than are faculty members who never attended a community college.

1 2 3 4 5

The Doctor of Arts degree is more appropriate than either the Ph.D. or the Ed.D. degrees for the community college instructor.

1 2 3 4 5

11. Do you believe that formal qualifications criteria should be the same for both full-time and part-time faculty? Yes _____ No _____

(Optional) If "no", in what ways should they differ?

12. Would you like a 2-3 page summary of the findings of this study? Yes _____ No _____

APPENDIX E

SUMMARY OF THE RESULTS OF THE
CHI-SQUARE ANALYSES PERFORMED

TABLE 2.--Summary of the results of the chi-square analyses performed.^a

		Administrative Position	Institutional Age	Institutional Size	Institutional Setting	Proximity to a Graduate Inst.	Full-time Faculty	Part-time Faculty	Part- vs. Full- time Faculty	Total C.C. Experience	Highest Degree Earned	Attended a C.C. as a Student
Respondents and Nonrespondents	χ^2 p	15.89 <.01	2.92 n.s.	8.22 <.02	8.52 <.02	.43 n.s.	7.75 <.01	2.28 n.s.	3.16 n.s.			
Administrative Position	χ^2 p		6.40 n.s.	1.88 n.s.	3.22 n.s.	2.97 n.s.	1.05 n.s.	.44 n.s.	1.06 n.s.			
Institutional Age	χ^2 p	5.02 n.s.		14.62 <.001	30.55 <.001	25.23 <.001	12.79 <.005	2.42 n.s.	4.36 <.05			
Institutional Size	χ^2 p	1.48 n.s.			219.74 <.001	77.39 <.001	206.50 <.001	112.10 <.001	55.30 <.001			
Institutional Setting	χ^2 p	2.94 n.s.				106.84 <.001	203.12 <.001	84.50 <.001	70.35 <.001			
Proximity to a Graduate Institution	χ^2 p	3.36 n.s.					78.22 <.001	45.81 <.001	34.35 <.001			
Full-time Faculty	χ^2 p							77.52 <.001	22.43 <.001			
Part-time Faculty	χ^2 p								87.84 <.001			

TABLE 2.--Continued.

		Administrative Position	Institutional Age	Institutional Size	Institutional Setting	Proximity to a Graduate Inst.	Full-time Faculty	Part-time Faculty	Part- vs. Full- time Faculty	Total C.C. Experience	Highest Degree Earned	Attended a C.C. as a Student
Present Difficulty in Recruiting L. A. Teachers	X ² p	1.73 n.s.	.76 n.s.	2.46 n.s.	2.03 n.s.	.34 n.s.				1.97 n.s.		
Present Difficulty in Recruiting A. A. Teachers	X ² p	13.52 n.s.	4.79 n.s.	7.16 n.s.	6.29 n.s.	7.00 n.s.				4.94 n.s.		
Future Difficulty in Recruiting L. A. Teachers	X ² p	14.30 n.s.	1.52 n.s.	1.61 n.s.	1.54 n.s.	5.88 n.s.				9.00 n.s.		
Future Difficulty in Recruiting A. A. Teachers	X ² p	12.04 n.s.	1.97 n.s.	4.56 n.s.	2.17 n.s.	6.04 n.s.				15.07 n.s.		
Minimum Educational Training for L. A. Teachers	X ² p		6.92 n.s.	12.85 n.s.	13.74 n.s.	11.14 n.s.				34.70 <.05	12.03 n.s.	
Minimum Courses in C. C. Education for L. A. Teachers	X ² p		11.01 n.s.	18.97 n.s.	17.78 n.s.	13.29 n.s.				26.78 n.s.	36.29 n.s.	
Minimum Educational Training for A. A. Teachers	X ² p		3.68 n.s.	6.06 n.s.	8.22 n.s.	7.53 n.s.				17.30 n.s.	8.91 n.s.	
Minimum Courses in C. C. Education for A. A. Teachers	X ² p		10.44 n.s.	14.73 n.s.	13.24 n.s.	12.65 n.s.				18.69 n.s.	39.58 n.s.	

TABLE 2.--Continued.

		Administrative Position	Institutional Age	Institutional Size	Institutional Setting	Proximity to a Graduate Inst.	Full-time Faculty	Part-time Faculty	Part- vs. Full- time Faculty	Total C.C. Experience	Highest Degree Earned	Attended a C.C. as a Student
Consideration of "Attended a C. C."	X ² p											10.00 <.025
Most Desirable Degree for L. A. Teachers	X ² p	36.29 n.s.	11.52 n.s.	6.31 n.s.	12.54 n.s.	9.87 n.s.				22.28 n.s.	31.16 n.s.	
Most Desirable Degree for A. A. Teachers	X ² p	27.30 n.s.	4.30 n.s.	3.06 n.s.	13.38 n.s.	21.81 <.05				27.96 n.s.	17.61 n.s.	
Statement--Institutions Should Pay Tuition	X ² p	28.26 n.s.										
Statement--Many Ph.D.'s Are Excellent Teachers	X ² p										26.19 n.s.	
Statement--Not Eco- nomically Feasible to Employ Doctorates	X ² p	14.73 n.s.										
Statement--In the Future, More Doctorates in the Community College	X ² p										27.64 <.05	
Statement--Those Who Attended a C. C. Are More in Agreement With the Goals of the C. C.	X ² p											11.44 <.025
Statement--The D. A. Is More Appropriate Than Other Doctorates for the C. C. Instructor	X ² p										8.74 n.s.	
Same Formal Qualifica- tions Criteria for Full- and Part-time Teachers	X ² p	10.34 n.s.	.66 n.s.	2.62 n.s.	5.87 n.s.	5.97 n.s.	4.11 n.s.	.004 n.s.	1.67 n.s.	2.29 n.s.	6.99 n.s.	

^aBlank cells in the table indicate pairs of variables which were not investigated. Cells containing n.s. indicate that no significant relationship was found between the pairs of variables that were studied. Cells containing a X² value and an associated p<.05 denote the presence of statistically significant relationships between the pairs of variables.

APPENDIX F

CONTINGENCY TABLES ILLUSTRATING
SIGNIFICANT ASSOCIATIONS

TABLE 3.--Relationship between response and nonresponse and administrative position.

Administrative Position	Number Who Responded	Number Who Did Not Respond	Totals
Chief Administrative Officer	25 ^c (27.4) ^d	10 (7.6)	35
Chief Student Personnel Officer	27 (27.4)	8 (7.6)	35
Chief Business Officer	21 (27.4)	14 (7.6)	35
Chief Academic Officer	21 (17.2)	1 (4.8)	22
Chief "Applied Arts" ^a Officer	21 (18.8)	3 (5.2)	24
Chief "Liberal Arts" ^b Officer	18 (14.9)	1 (4.1)	19
Totals	133	37	170

$$\chi^2 = 15.891 \quad (p < .01)$$

^aChief academic officer in the area of applied arts.

^bChief academic officer in the area of liberal arts.

^cObserved frequency.

^dExpected frequency.

TABLE 4.--Relationship between response and nonresponse and institutional size.

Institutional Size	Number Who Responded	Number Who Did Not Respond	Totals
Small	31 (37.6)	17 (10.4)	48
Medium	54 (48.5)	8 (13.5)	62
Large	48 (46.9)	12 (13.1)	60
Totals	133	37	170
$\chi^2 = 8.223$ (p<.02)			

TABLE 5.--Relationship between response and nonresponse and institutional setting.

Institutional Setting	Number Who Responded	Number Who Did Not Respond	Totals
Rural	31 (37.5)	17 (10.5)	48
Out-State	56 (50.1)	8 (13.9)	64
Metropolitan	46 (45.4)	12 (12.6)	58
Totals	133	37	170
$\chi^2 = 8.519$ (p<.02)			

TABLE 6.--Relationship between response and nonresponse and institutional full-time faculty.

Institutional Full-Time Faculty	Number Who Responded	Number Who Did Not Respond	Totals
Small	31 (37.5)	17 (10.4)	48
Medium	34 (30.5)	5 (8.5)	39
Large	68 (64.9)	15 (18.1)	83
Totals	133	37	170

$$x^2 = 7.751 \quad (p < .01)$$

TABLE 7.--Relationship between institutional size and institutional age.

Institutional Age	Institutional Size			Totals
	Small	Medium	Large	
Old	15 (25.4)	42 (32.8)	33 (31.8)	90
New	33 (22.6)	20 (29.2)	27 (28.2)	80
Totals	48	62	60	170

$$x^2 = 14.619 \quad (p < .001)$$

TABLE 8.--Relationship between institutional setting and institutional age.

Institutional Age	Institutional Setting			Totals
	Rural	Out-State	Metropolitan	
Old	15 (25.4)	51 (33.9)	24 (30.7)	90
New	33 (22.6)	13 (30.1)	34 (27.3)	80
Totals	48	64	58	170
$\chi^2 = 30.554$ (p<.001)				

TABLE 9.--Relationship between proximity to a graduate institution and institutional age.

Institutional Age	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Old	16 (31.2)	44 (32.8)	30 (25.9)	90
New	43 (27.8)	18 (29.2)	19 (23.1)	80
Totals	59	62	49	170
$\chi^2 = 25.228$ (p<.001)				

TABLE 10.--Relationship between institutional full-time faculty and institutional age.

Institutional Age	<u>Institutional Full-Time Faculty</u>			Totals
	Small	Medium	Large	
Old	15 (25.4)	25 (20.7)	50 (43.9)	90
New	33 (22.6)	14 (18.3)	33 (39.1)	80
Totals	48	39	83	170

$$\chi^2 = 12.791 \quad (p < .005)$$

TABLE 11.--Relationship between institutional part-time vs. full-time faculty and institutional age.

Institutional Age	<u>Institutional Part-Time vs. Full-Time Faculty</u>		Totals
	Small	Large	
Old	56 (49.2)	34 (40.8)	90
New	37 (43.8)	43 (36.2)	80
Totals	93	77	170

$$\chi^2 = 4.361 \quad (p < .05)$$

TABLE 12.--Relationship between institutional setting and institutional size.

Institutional Size	Institutional Setting			Totals
	Rural	Out-State	Metropolitan	
Small	48 (13.5)	0 (18.1)	0 (16.4)	48
Medium	0 (17.5)	49 (23.3)	13 (21.2)	62
Large	0 (16.9)	15 (22.6)	45 (20.5)	60
Totals	48	64	58	170

$$x^2 = 219.738 \quad (p < .001)$$

TABLE 13.--Relationship between proximity to a graduate institution and institutional size.

Institutional Size	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Small	0 (16.7)	14 (17.5)	34 (13.8)	48
Medium	22 (21.5)	25 (22.6)	15 (17.9)	62
Large	37 (20.8)	23 (21.9)	0 (17.3)	60
Totals	59	62	48	170

$$x^2 = 77.392 \quad (p < .001)$$

TABLE 14.--Relationship between institutional full-time faculty and institutional size.

Institutional Size	Institutional Full-Time Faculty			Totals
	Small	Medium	Large	
Small	48 (13.6)	0 (11.0)	0 (23.4)	48
Medium	0 (17.5)	33 (14.2)	29 (30.3)	62
Large	0 (16.9)	6 (13.8)	54 (29.3)	60
Totals	48	39	83	170

$$\chi^2 = 206.504 \quad (p < .001)$$

TABLE 15.--Relationship between institutional part-time faculty and institutional size.

Institutional Size	Institutional Part-Time Faculty		Totals
	Small	Large	
Small	48 (24.6)	0 (23.4)	48
Medium	39 (31.7)	23 (30.3)	62
Large	0 (30.7)	60 (29.3)	60
Totals	87	83	170

$$\chi^2 = 112.097 \quad (p < .001)$$

TABLE 16.--Relationship between institutional part-time vs. full-time faculty and institutional size.

Institutional Size	Institutional Part-Time vs. Full-Time Faculty		Totals
	Small	Large	
Small	39 (26.3)	9 (21.7)	48
Medium	44 (33.9)	18 (28.1)	62
Large	10 (32.8)	50 (27.2)	60
Totals	93	77	170

$$\chi^2 = 55.304 \quad (p < .001)$$

TABLE 17.--Relationship between proximity to a graduate institution and institutional setting.

Institutional Setting	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Rural	0 (16.7)	14 (17.5)	34 (13.8)	48
Out-State	14 (22.2)	35 (23.3)	15 (18.5)	64
Metropolitan	45 (20.1)	13 (21.2)	0 (16.7)	58
Totals	59	62	49	170

$$\chi^2 = 106.843 \quad (p < .001)$$

TABLE 18.--Relationship between institutional full-time faculty and institutional setting.

Institutional Setting	Institutional Full-Time Faculty			Totals
	Small	Medium	Large	
Rural	48 (13.6)	0 (11.0)	0 (23.4)	48
Out-State	0 (18.1)	33 (14.7)	31 (31.2)	64
Metropolitan	0 (16.4)	6 (13.3)	52 (28.3)	58
Totals	48	39	83	170

$$\chi^2 = 203.119 \quad (p < .001)$$

TABLE 19.--Relationship between institutional part-time faculty and institutional setting.

Institutional Setting	Institutional Part-Time Faculty		Totals
	Small	Large	
Rural	48 (24.6)	0 (23.4)	48
Out-State	33 (32.7)	31 (31.3)	64
Metropolitan	6 (29.7)	52 (28.3)	58
Totals	87	83	170

$$\chi^2 = 84.498 \quad (p < .001)$$

TABLE 20.--Relationship between institutional part-time vs. full-time faculty and institutional setting.

Institutional Setting	Institutional Part-Time vs. Full-Time Faculty		Totals
	Small	Large	
Rural	39 (26.3)	9 (21.7)	48
Out-State	48 (35.0)	16 (29.0)	64
Metropolitan	6 (31.7)	52 (26.3)	58
Totals	93	77	170

$$\chi^2 = 70.350 \quad (p < .001)$$

TABLE 21.--Relationship between proximity to a graduate institution and institutional full-time faculty.

Institutional Full-Time Faculty	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Small	0 (16.7)	14 (17.5)	34 (13.8)	48
Medium	10 (13.5)	20 (14.2)	9 (11.2)	39
Large	49 (28.8)	28 (30.3)	6 (23.9)	83
Totals	59	62	49	170

$$\chi^2 = 78.222 \quad (p < .001)$$

TABLE 22.--Relationship between proximity to a graduate institution and institutional part-time faculty.

Institutional Part-Time Faculty	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Small	15 (30.2)	28 (31.7)	44 (25.1)	87
Large	44 (28.8)	34 (30.3)	5 (23.9)	83
Totals	59	62	49	170

$$\chi^2 = 45.807 \quad (p < .001)$$

TABLE 23.--Relationship between proximity to a graduate institution and institutional part-time vs. full-time faculty.

Institutional Part-Time vs. Full-Time Faculty	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Small	15 (32.3)	39 (33.9)	39 (26.8)	93
Large	44 (26.7)	23 (28.1)	10 (22.2)	77
Totals	59	62	49	170

$$\chi^2 = 34.345 \quad (p < .001)$$

TABLE 24.--Relationship between institutional part-time faculty and institutional full-time faculty.

Institutional Full-Time Faculty	Institutional Part-Time Faculty		Totals
	Small	Large	
Small	48 (24.6)	0 (23.4)	48
Medium	22 (20.0)	17 (19.0)	39
Large	17 (42.5)	66 (40.5)	83
Totals	87	83	170

$$\chi^2 = 77.518 \quad (p < .001)$$

TABLE 25.--Relationship between institutional part-time vs. full-time faculty and institutional full-time faculty.

Institutional Full-Time Faculty	Institutional Part-Time vs. Full-Time Faculty		Totals
	Small	Large	
Small	39 (26.3)	9 (21.7)	48
Medium	22 (21.3)	17 (17.7)	39
Large	32 (45.4)	51 (37.6)	83
Totals	93	77	170

$$\chi^2 = 22.433 \quad (p < .001)$$

TABLE 26.--Relationship between institutional part-time vs. full-time faculty and institutional part-time faculty.

Institutional Part-Time Faculty	Institutional Part-Time vs. Full-Time Faculty		Totals
	Small	Large	
Small	78 (47.6)	9 (39.4)	87
Large	15 (45.4)	68 (37.6)	83
Totals	93	77	170

$$x^2 = 87.840 \quad (p < .001)$$

TABLE 27.--Relationship between importance of consideration given to the qualification "previously attended a community college" and whether the administrator had attended a community college as a student.

	Importance of Consideration				Totals
	Very Important	Important	Minor	No	
Had Not Attended	2 (2.4)	8 (12.7)	58 (54.7)	35 (33.3)	103
Had Attended	1 (.6)	8 (3.3)	11 (14.3)	7 (8.7)	27
Totals	3	16	69	42	170

$$x^2 = 10.002 \quad (p < .025)$$

TABLE 28.--Relationship between total community college experience and minimum educational training established for liberal arts teachers.

Minimum Educational Training	Total Community College Experience (in years)					Totals
	0-2	3-5	6-9	10-12	Over 12	
None	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0
Less than Bachelor's	0 (0.2)	3 (0.7)	0 (1.1)	0 (0.3)	0 (0.7)	3
Bachelor's	0 (0.3)	0 (1.0)	2 (1.5)	1 (0.4)	1 (0.9)	4
More than Bachelor's	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0
Master's	7 (7.3)	25 (26.4)	43 (40.9)	10 (10.9)	25 (24.5)	110
More than Master's	0 (0.1)	0 (0.5)	0 (0.7)	1 (0.2)	1 (0.5)	2
Sp.Ed.	0 (0.1)	1 (0.2)	0 (0.4)	0 (0.1)	0 (0.2)	1
Doctorate	1 (0.1)	0 (0.0)	0 (0.4)	0 (0.1)	0 (0.2)	1
Totals	8	29	45	12	27	121

$$\chi^2 = 34.699$$

$$(p < .05)$$

TABLE 29.--Relationship between proximity to a graduate institution and most desirable degree for an applied arts instructor.

Most Desirable Degree	Proximity to a Graduate Institution			Totals
	Near	Others	Far	
Bachelor's in Subject Field	4 (8.0)	7 (8.2)	11 (5.8)	22
Master's in Subject Field	15 (11.6)	7 (11.9)	10 (8.5)	32
Master's in Teaching	4 (2.6)	2 (2.6)	1 (1.9)	7
Master's in Subject Field Plus Advanced Work in Education	15 (16.0)	20 (16.4)	9 (11.6)	44
Specialist in Education	0 (0.7)	2 (0.7)	0 (0.5)	2
"Teaching" Doctorate	0 (0.7)	2 (0.7)	0 (0.5)	2
Doctorate in Subject Field	0 (0.0)	0 (0.0)	0 (0.0)	0
Another Degree	6 (4.4)	5 (4.5)	1 (3.2)	12
Totals	44	45	32	121

$$\chi^2 = 21.808 \quad (p < .05)$$

TABLE 30.--Relationship between administrator agreement with attitude statement number nine^a and whether the administrator had attended a community college as a student.

	Agreement With Statement					Totals
	Strongly Agree	Agree	Not Sure	Dis-agree	Strongly Disagree	
Had Not Attended	9 (11.0)	35 (40.3)	24 (22.9)	29 (24.5)	8 (6.3)	105
Had Attended	5 (3.0)	16 (10.7)	5 (6.1)	2 (6.5)	0 (1.7)	28
Totals	14	51	29	31	8	133

$$\chi^2 = 11.442 \quad (p < .025)$$

^aFaculty members who attended a community college as students are more likely to understand and agree with the goals of the community college than are faculty members who never attended a community college.

TABLE 31.--Relationship between administrator agreement with attitude statement number eight^a and highest degree earned.

Highest Degree Earned	Agreement With Statement					Totals
	Strongly Agree	Agree	Not Sure	Dis-agree	Strongly Disagree	
Bachelor's	1 (0.4)	1 (2.1)	2 (1.5)	1 (1.5)	1 (0.5)	6
Master's	3 (5.1)	25 (26.5)	20 (18.6)	19 (19.2)	8 (5.6)	75
Specialist	0 (0.5)	0 (2.8)	1 (2.0)	6 (2.1)	1 (0.6)	8
Doctorate	5 (2.9)	21 (15.2)	10 (10.7)	7 (11.0)	0 (3.2)	43
Other	0 (0.1)	0 (0.3)	0 (0.2)	1 (0.3)	0 (0.1)	1
Totals	9	47	33	34	10	133

$$\chi^2 = 27.643 \quad (p < .05)$$

^aIn the future, community colleges will begin to accept more new teachers who have doctoral degrees.

APPENDIX G

WRITTEN COMMENTS OF RESPONDENTS

WRITTEN COMMENTS OF RESPONDENTS*

Part A

Other formal qualifications that respondents indicated should be considered in their screening and recommending individuals for employment as community college teachers are listed below:

1. Administration of special projects. Experience with funding, proposals, philosophy, enthusiasm, [and] community relations.
2. Community activities.
3. Industrial supervisory experience.
4. Health.
5. Work experience in his field of teaching. . . .
6. References obtained by employer not via placement officer.

Part B

Written comments regarding other minimum formal qualifications criteria that respondents indicated should be established for prospective liberal arts and/or applied arts teachers are presented below:

1. For liberal arts, MA in subject plus teaching experience and work in education.
2. Testing, measurement, learning theory. Need extensive background.

*Comments were edited for spelling and grammar.

3. All minimums depend upon area of expertise--flexibility necessary.
4. Courses in behavioral sciences (two courses).
5. Course work in learning theory and learning disability.
6. The qualifications above are desirable and are considered, but a minimum for each is not required.
7. Strong industrial experience and selected preparation in curriculum and teaching methods.
8. Attempt is made to secure MS/MA in applied arts and usually succeeds.
9. Three credit hours in community college administration at least.
10. In voc-tech--we look on experience more than higher degrees.
11. MA in teaching field, not education.
12. Techniques of education.
13. Minimum age twenty-five.
14. Teaching internship in community college.

Other minimum qualifications criteria of an informal nature were also set forth by some of the respondents. A selected listing of these criteria is presented below:

1. Realistic individual.
2. Student oriented and behavioral objective oriented.
3. Willingness and interest in teaching our specific population--open door.
4. Enthusiasm.
5. To be professional and non-union oriented.
6. Ability to teach at community college level.
7. Philosophy consistent with that of the college.

8. Humane--student oriented, mentally healthy.
9. Desire to serve students.
10. Interest in students and community college philosophy and teaching.

Part C

Optional written comments of those individuals who indicated that formal qualifications criteria should be different for full-time and part-time faculty, to the question: "In what ways should they differ?"

1. To fit what he's teaching. Our welding teachers don't need degrees to do a good job.
2. Full-time faculty should meet higher criteria--formal education and experience.
3. Part time may have vocational/industrial experiences in his field that will make up for each of formal education.
4. In many areas some individuals are qualified to instruct by virtue of experience or expertise in that area, i.e., art, music, etc.
5. In certain areas (voc. tech.) no degree should be mandatory.
6. Part time enables the college to [rely] heavily on experience and skills often not available with degrees.
7. Professional career experience of part-time faculty in lieu of additional formal education.
8. In some areas of instruction, teachers with industrial experience may do an excellent job even though he/she may not have a degree of any kind.
9. Specialized offerings (i.e., workshops) can and in many cases should be optimally staffed with part-time faculty that do not have traditional credentials.

10. Relaxed qualifications for the part-time people would permit experimentation with a variety of backgrounds. We may all be off base.
11. In applied arts, skill proficiency should receive greater value than degree education.
12. Part-time faculty often relate to very specialized offerings, not part of the "regular" program--about 50 per cent of the time. These instructors must be almost completely oriented in these requirements rather than general educationalists.
13. Since part-time faculty usually only handle "overloads," etc., they do not need the organizational and curriculum "know-how" and administrative understanding the full-time instructor must have. Part-time instructors generally teach what full-time instructors have developed.
14. "No" simply as a practical matter--the formal degrees aren't available among part time.
15. Current experiences more crucial and useful for part-time faculty. It really depends on why part time are being used.
16. Part-time faculty, in the applied arts area, ought to have their background more heavily weighted with vocational/industrial experience.
17. Part-time people are hired for subject matter only.
18. Many community people bring expertise to the college that is not [and] perhaps could not be obtained on a full-time basis. Then qualifications do not always fit the norm.
19. Part-time instructors are more likely to be in the vocational areas and here formal qualifications could vary.