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THE ROLE OF THE ADVISORY COMMITTEE IN OCCUPATIONAL EDUCATION
IN THE JUNIOR COLLEGE.

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AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

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IN A COMPLEX AND CHANGING INDUSTRIAL WORLD, ADVISORY COMMITTEES ARE ESSENTIAL TO THE PLANNING AND OPERATION OF SOUND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. THREE TYPES OF ADVISORY COMMITTEES ARE (1) A GENERAL COMMITTEE, TO REVIEW THE TOTAL OCCUPATIONAL EDUCATION PROGRAM AND TO ADVISE ON NEEDS AND PRIORITIES, (2) OCCUPATIONAL ADVISORY COMMITTEES, WHICH ADVISE THE COLLEGE STAFF ABOUT INSTRUCTIONAL PROGRAMS IN SPECIFIC TRADES, CRAFTS, AND OCCUPATIONS, AND (3) THE JOINT APPRENTICESHIP COMMITTEE, SERVING IN AN ADVISORY CAPACITY BUT ALSO HAVING AN ADMINISTRATIVE FUNCTION REGARDING APPRENTICESHIP STANDARDS AND SUPERVISION OF ON THE JOB TRAINING AND WORK EXPERIENCE. ADVISORY COMMITTEES PROVIDE EXPERTISE IN MATTERS OF EQUIPMENT, FACILITIES, AND CURRICULUM CONTENT. THEY ASSIST IN OBTAINING PUBLIC SUPPORT, RAISING SCHOLARSHIP FUNDS, RECRUITING INSTRUCTORS, ARRANGING FIELD TRIPS, PROVIDING SPEAKERS, PLACING GRADUATES, PROMOTING INDUSTRY COOPERATION, AND IMPROVING COLLEGE-COMMUNITY LIAISON. MEMBERS SHOULD HAVE COMPETENCE, INTEREST, CHARACTER, AND TIME. THE COLLEGE SHOULD MAKE MOST EFFECTIVE USE OF THEIR SERVICES, AND APPROPRIATE RECOGNITION OF THEIR EFFORTS IS ESSENTIAL. SAMPLE DOCUMENTS USED IN WORKING WITH COMMITTEES ARE PROVIDED. THIS DOCUMENT IS ALSO AVAILABLE FOR \$1.50 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

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IN THE JUNIOR COLLEGE**



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Vocational-Technical Education
West Valley College
Campbell, California**

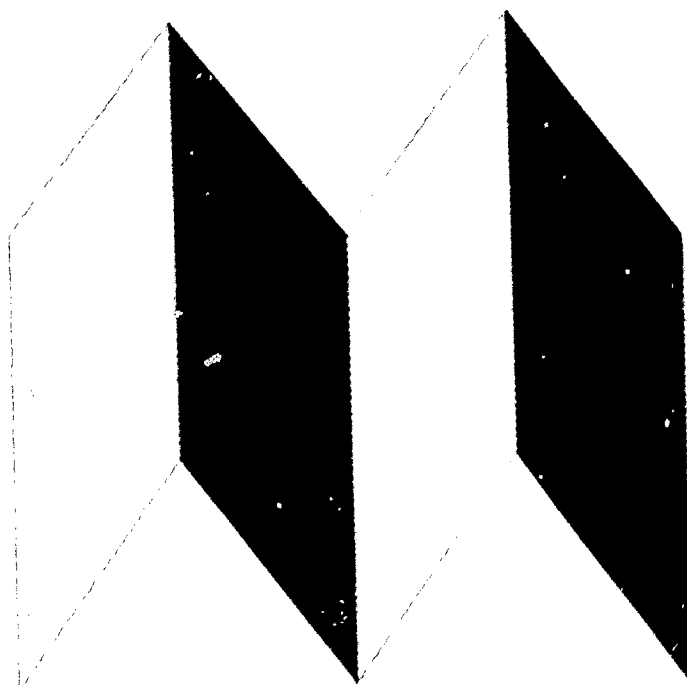
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IN OCCUPATIONAL EDUCATION
IN THE JUNIOR COLLEGE



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PREFACE

The American Association of Junior Colleges was established to represent the interests, stimulate the professional development, and promote the sound growth of America's community and junior colleges. The Association's program of leadership and service to over 750 member institutions has had many outlets.

Occupational education has been a long-continuing interest of the Association, but a massive program to stimulate the development of quality occupational education programs in two-year colleges of the nation has recently been made possible by a substantial grant to the Association by the W. K. Kellogg Foundation of Battle Creek, Michigan.

This grant has enabled the Association to establish the Occupational Education Project, to add a group of specialists to its Washington office, and to embark upon a sizeable series of programs. These include (1) publications, (2) the identification of consultants, and (3) the holding of regional workshops. In addition, the O.E.P. staff has participated in the activities of many other associations, colleges, and agencies that have an interest in occupational education.

The publication program has three facets: (1) the periodical *Occupational Education Bulletin*, (2) a series of curriculum guides, and (3) a series of service publications. The service area publications are concerned with issues that cut across the entire field of occupational education, and are designed to fill a gap where few materials of specific interest to junior college educators exist.

One service area, the importance of which was immediately apparent to the staff, was that of the role of the advisory committee in occupational education in the junior college. Accordingly, arrangement was made with Albert J. Riendeau, dean of vocational-technical education at West Valley College in Campbell, California, who had had extensive experience in working with advisory committees, to write this monograph.

Lewis R. Fibel

Specialist in Occupational Education
American Association of Junior Colleges

FOREWORD



Institutions that are concerned with occupational education receive a great deal of advice from various sources, some good and some not so good. It has become a fairly well-accepted premise that successful occupational education programs are a result of cooperative efforts by industry and education. To lend some order to cooperative planning there was born the advisory committee.

In the past, the advisory committee, usually a group of persons outside of the educational profession, selected for the purpose of offering advice and counsel to the institution, has mostly looked better on paper than in practice. "Advisory committees have been tried for fifty years," reported Lewis R. Fibel at the AAJC convention in San Francisco in March 1967, "but by and large they haven't worked. The concept is fine, but there seems to be something wrong with the specifics."

The Role of the Advisory Committee in Occupational Education in the Junior College is intended to serve as a guide for those who are charged with the responsibility for developing and maintaining occupational education programs at the junior college level. It should be a rich source of information for school and college administrators, boards of trustees, instructors of job-related courses, as well as advisory committee members. It is specifically aimed, however, at helping the occupational program director whose mission it is to produce readily employable graduates. The chapters on function, organization, and administration of advisory committees should be useful as a guide for all program directors. The suggestions for conducting fruitful meetings and for implementing committee recommendations should be especially helpful for the new director. The sample agenda, letters, minutes,

and college advisory committee publication are intended to whet the appetite of the creative director.

Many directors and deans of occupational education programs at the postsecondary level are faced with the problem of developing programs that are geared to the needs of the industries, both established and emerging. Since the needs of our dynamic industries are in a constant state of flux, it is proper that educational institutions seek the advice and counsel of industry representatives.

Of significance is the fact that deans and directors of occupational education programs at sixty junior colleges around the nation responded to the author's inquiries about advisory committees. For their invaluable assistance, appreciation is expressed to the project advisory committee: Clarkson Groos, director, Technical Education, San Antonio College (Texas); Russell H. Graham, Coffeyville Community Junior College (Kansas); Frank L. Juszli, president, Norwalk State Technical College (Connecticut); and Roland Stemmer, division chairman, Vocational Education, Everett Community College (Washington). The author acknowledges with profound gratitude the repeated counsel and substantial assistance provided by this very special advisory committee.

Finally, sincere appreciation is expressed to Samuel M. Burt, special assistant to the director, U. S. Employment Service. His reading of the manuscript led to many suggestions which he will surely recognize in the finished publication.

A.J.R.

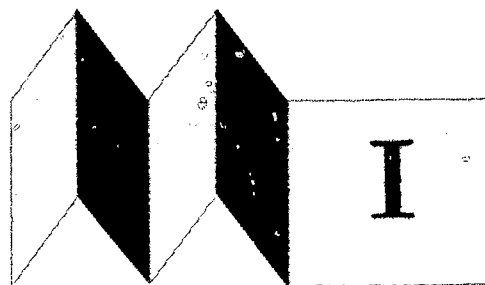
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DETERMINING OCCUPATIONAL EDUCATION IN A RAPIDLY CHANGING SOCIETY

While advisory committees have been useful to educational institutions for many years, they have now become indispensable in helping the educator keep his sights trained on the changing skill needs of industry. America has been transformed from an agricultural society to a highly industrialized society in a few decades; the success of education in meeting the challenge has been largely a result of cooperation with industry.

In order to set the stage for examining the purposes and functions of advisory committees at the community or junior college level, one should be aware of the complexities of the world of work. The ever-increasing social and technological developments and their many by-products have made the public aware of the increasing need for education. Occupational patterns change with these technological developments. In many cases jobs requiring little specialized education are being phased out. Many new jobs call for skills which combine applied science, engineering, or business with broad social understandings. There is little doubt that the social forces which affect the labor market in our complex society call for advisory committee involvement on a scale heretofore unknown.

- **The Nature of Occupational Change—Higher Levels of Competency Needed**

The race for space by world powers today is a prime example of the triumph of computers and automation. It conjures up thoughts of new skills to perform tasks tomorrow that are unknown today. With very little imagination one sees vast numbers of able-bodied men and women, idle, confused, or both because their particular skills have been rendered obsolete by automation.

Automation is a catchword for technological change. The late Norbert Wiener of M.I.T. said, "The machine is replacing man's brain much as it has replaced his muscle." The millions of calculations that are necessary each minute to guide and control space flights from launching to orbit and return would be impossible without computers. That thousands of jobs have been taken over by machines is accepted as progress, and progress means change. This change has generally demanded increased occupational

preparation, for automation and technology have made high school graduation inadequate for many of the complex jobs of our society. Most young people in the future will need additional formal education. Some have said that the computer now has a high school education. Many will need fourteen years of education to surpass the machine. New skills are being learned by adults who are returning to junior college on a part-time basis to upgrade their working positions, or to develop a salable skill to replace one which has suddenly lost its market value. The effect of entering workers on the skill level of the particular occupation has also been a factor in the higher levels of competency expected by industry. The average education level of new young entrants to the labor force always has been higher than that of workers reaching retirement age. This entry and withdrawal process has been important in bringing about a steady rise in the average educational attainment of workers.

The manpower needs of industry call for a long-range look at the work force of the future. These employment patterns signal a change in occupational education programs. Lines of communication must be maintained by schools and colleges with the industries which they seek to serve. Team work by the educational institutions and the sources of employment, through the medium of the advisory committees, is imperative if these changes are to be met.

Occupational education at the junior college level is concerned with this changing scene. Educators must provide skills that are salable; they must keep in constant communication with the job world of the future through its job world representatives. One significant way to do this involves the use of advisory committees. The problems of occupational education are related to the needs of industry and business (hereinafter, the term "industry" will be used to designate the spectrum of employers) for skilled persons. In order to understand one, it is necessary to be familiar with the other. With this thought in mind, let us examine some of the elements in our changing society.

- **Research and Development**

Today's America, the nation most advanced in automation, suffers from an imbalance between the skills and education of today's labor force and the skills and educational needs of tomorrow's technology. This may be partially due to the emphasis which has been placed on research and development versus that which has been given education. In a January 1967 speech, Stanford Professor H. B. McDaniel reported that America's expenditures to develop technical resources increased 160-fold since 1920 to \$16 billion in 1963. During the same period formal educational expenditures increased only eleven-fold. Dr. McDaniel called attention to the nation's thousands of unemployed, most of whom were underskilled and undereducated, while at the same time there existed a shortage of scientists, engineers, doctors, nurses, teachers, and skilled technicians. This difference in financial support has contributed to the lag of education behind technology.

It has been suggested by sociologists and others that an effort to move our entire labor force one or two notches up the occupational ladder is a must. For example, by studying to become an engineer, the technician makes room for the skilled worker, the semi-skilled worker moves into the skilled worker's job, and others move up accordingly. Not only would this system absorb more of the poorly educated and unemployed, but the rate of change in occupational preparation would be accelerated on a massive front, thereby closing the gap between education and technology. Having mastered one skill frequently enables the worker to learn others. This is especially true if a sound basic education was provided in the first place.

The strong tides of knowledge are awesome. The *NEA Journal* reported in 1964, that of all the research that had ever been published, more than half had been produced since 1950, and that of all scientists who have ever lived, more than 80 per cent were alive and working in 1964. On a recent trip to Vancouver, British Columbia, the writer was told by a teen-age passenger that the commercial jet airliner on which they were riding extended, from nose to tail, a greater distance than the entire first flight of the Wright brothers' plane.

• **Future Occupational Trends—Replacement and Growth Needs**

As future manpower needs are contemplated, one is aware of the critical role of occupational education at all levels and for all ages. All trends point to the largest growth in demand in those occupations which require the highest levels of education and a relative decline in the jobs making the least mental demands on the worker. The general configuration of manpower requirements during the next ten years might be described as follows:

1. The most rapid increase will occur in white collar and service occupations, with a lesser increase in blue collar jobs and a continued decline in farm employment.
2. Professional and technical workers, the fastest growing occupational group since World War II, will continue to lead the rise in employment.
3. A steady increase has been predicted between now and 1975 in service jobs.
4. Under the impact of automation, the lesser skilled jobs are expected to lag behind average employment.

The need for cooperative planning with representatives from a wide variety of employment sources is necessary if educators are to "tool up" for the drastic changes in employment patterns that appear imminent at this writing. A quick study of recent technology advances will serve to remind us that new frontiers of employment are with us now. A few of these are:

Air transportation: The large jet transports are getting larger and traveling faster. Materials and techniques for building, maintaining, and operating will require new skills.

Highway construction: With an ever-increasing traffic load, highway and skyway construction to accommodate cars and trucks for a burgeoning population will continue to call for technical skills of the highest levels.

Oceanography: The ocean has been described as our most exciting new frontier. It is regarded by some scientists as the future breadbasket of the world and has currently captured the imagination of those who believe it covers vast mineral and petroleum deposits on the continental shelf.

Air pollution: As American technology produces more and more from its growing factories, the air has become polluted with deadly "particles of progress." Scientists are focusing on preventive measures that might be taken to reduce this hazard. Certainly the promise of new skills required in this area is great.

In addition, the space program, which is calling for a great variety of skills, the communication field, with its reliance on satellites which send messages around the world in seconds, and the medical sciences with their great call on new techniques and increased care are but three of several broad fields that are asking more of the schools than they have been able to produce.

• **Problems Encountered in Identifying Needs**

A primary purpose of occupational education in postsecondary institutions is to prepare inexperienced young persons to obtain gainful employment in entry jobs in their chosen fields. It is, therefore, important to know what current needs are, what changes are occurring and are likely to occur in entry job requirements. We can cite four dominant and interrelated factors which are associated with the changing picture of job requirements in the nation generally:

1. *Computers and other automation devices:* About ten years ago, a number of theoreticians predicted that computers and electronic automation devices would reduce the level of intelligence and skill required in many occupations. The result is proving to be precisely the opposite. The large measure of scientific research and development activity in certain sections of the nation has resulted in important technological changes in manufacturing, distribution, and the service industries. These changes often mean changes in related administrative and clerical functions. For example, the use of data processing equipment for maintaining a perpetual inventory system of components, of assembled units of production, and of shipments to customers would make a difference in entry level job requirements in several departments and offices of a manufacturing firm.

2. *Human engineering:* A second factor affecting job entry requirements is the increasing focus of attention of human behavior in the occupational setting. Whether called human engineering or engineering psychology, it has been a growing effort to design man-machine systems which can perform rapidly and precisely tasks that were previously unimaginable to occupational specialists.

3. *The knowledge explosion:* A third factor is the increasing percentage of persons seeking formal education through and beyond high school. We are in a period when the labor force needs to be much more adjustable to change than ever before. The most important aspect of job mobility is adaptability, and education is its most important ingredient.

4. *Growing ratio of entry-level job seekers:* The fourth factor leading to the upgrading of job entry requirements is the increase in numbers of young people seeking to enter the labor market for the first time. This will be a major factor in the years ahead as the number of persons in the eighteen to twenty-four-year group steadily increases when compared to other age groups.

A few years ago adolescents were able to enter the occupational world as unskilled workers through industrial arts courses, or through informal learning in a backyard shop. Many of these opportunities no longer exist. Patterns of job requirements are changing; entire industries are shifting in their basic structure and functions as they diversify their lines of products and services.

- **Population Mobility**

Technological growth has not only changed residential patterns and skill requirements, but it has encouraged population mobility in America. Families can and do move from one town or neighborhood to another to take advantage of employment opportunities. It has been estimated that not more than 15 per cent of the American people live their entire lives in one county, and that approximately one-fifth of the entire work force changes their residence each year. The importance of broad base educational preparation by the postsecondary institutions cannot be ignored in the face of such statistics.

- **Other Considerations**

Women workers: The U.S. Department of Labor estimates that 55 per cent of the projected labor force increase in adult workers between 1965 and 1970 will be accounted for by women workers. Educators at the postsecondary level must come to grips with the specialized education and counseling needs of women workers, particularly since large numbers of women are reentering the work force annually.

Increasing enrollments: *Business Trends*, January 13, 1967, issue (published by the National Industrial Conference Board), has estimated that with the aid of newly available federal funds for technician education, junior colleges, technical institutes, and extension divisions of engineering colleges would graduate more than three times as many students in 1974 as in 1963. The role of the postsecondary school in training these technicians is therefore one of expansion as well as change of emphasis to meet new needs.

In-plant educational programs: In-company upgrading programs are expected to continue to be a major source of new technicians. Such in-plant programs may be keyed to special courses in mathematics, science, English,

drafting, and others offered by the junior college in the community. The need for open lines of communication between industry and education is no less real in these instances.

Phasing out of jobs, a continuous process: Regardless of the system, the hard truth is that education and training have now become a lifelong process. The Department of Labor has recently estimated that 800,000 jobs become obsolete in the United States each month. There is every indication that this will increase in the future, largely as a result of the stepped-up research in new products, processes, and knowledge.

• **In Summary**

Occupational education has become a joint public and private venture to assure that there are adequate opportunities for people to develop, maintain, and advance their occupational capabilities. It permeates virtually all programs of education for persons beyond fourteen years of age, but does not disregard the nonoccupational aspect of human life. In its richest sense it serves to assist the individual in achieving and maintaining a sense of personal identity.

The changing demands of society, while sweeping, are taking place gradually. The new generation is calmer than its elders about occupationally related problems because they have grown up with them. Most young people readily accept the existence of space satellites, guided missiles, the computer era, and the race to the moon. The older worker is often at a loss to understand this process. The computer and automation are bringing us into a strange but bright new world in which the young are thoroughly at home. Thus the needs for occupational education will continue to grow and change in a manner that will be particularly challenging at the junior college level. The place of the advisory committee at the side of educational planners in such a setting was never more secure.



THE NATURE AND OBJECTIVES OF POSTSECONDARY EDUCATION

Occupational education was provided mainly by secondary schools during the twenties and thirties. It took World War II to step up the tempo of change in our society to the point where the knowledge and skills provided by the secondary schools were no longer adequate to meet the needs of a highly mechanized America. Automation was producing more goods and services with less human effort than ever before, but the skills and technical know-how necessary to keep these automated plants humming was usually beyond that learned in the high school programs. Thus was born the postsecondary occupational education programs which have swept the nation under a variety of labels; keeping these programs producing the skills needed by industry has required the guidance of active advisory committees.

• Types of Two-Year Postsecondary Institutions

Because the junior college fills so many needs and can be organized in so many interesting ways, it is difficult to describe a particular type. For some people it means the first two years of college near home, with classes scattered over a large campus, dating, going to dances and athletic events, just like their peers on the four-year campuses. Others know the junior college as the place where adults take night classes at the local high school, or at the downtown trade school. All are true, for these colleges can, and often do, have separate campuses, are coeducational, provide many social and athletic events, can be a trade or vocational school, or offer night classes. In addition, some are independently supported institutions, others are church-related, while others are publicly supported and controlled.

A statement of the Michigan Council of Community College Administrators has described the community college as—"a locally controlled public, two-year institution of higher education which offers broad, comprehensive programs of instruction for persons of post-high school age."

The statement continues: "A community college expands opportunities for education beyond the high school by (1) offering programs in occupational, technical, and semiprofessional training for students planning to enter a vocation as well as the first and second-year college academic courses for students planning to transfer to four-year colleges or universities, (2) adher-

ing to an 'open door' general admissions policy but being selective in those whom it retains, graduates, and recommends for placement, (3) responding to the particular educational needs of the community it serves, (4) drawing upon its community's total resources in organizing its instructional program, (5) enrolling students on a full or part-time basis, and (6) offering day and evening classes and programs of instruction, and, if economically feasible, on a year-round basis."

1. *Guidance, counseling, and placement:* Community colleges serve as proving grounds and self-finding agencies for many of their students. Countless high school graduates are still uncertain as to the direction their lives should take. Community colleges provide programs, services, and personal counseling to students to assist them in making such decisions, in gaining maturity and self-confidence, and in strengthening the foundation for life-long self-direction.

2. *Transfer to four-year colleges and universities:* Community colleges offer curriculums in liberal arts and sciences and in general and preprofessional education comparable to those offered in the first and second years of four-year colleges and universities. Successful completion of these curriculums qualifies students for transfer with advanced standing to other institutions of higher education.

3. *Training preparatory to employment or improvement in employment, and retraining to meet technological change:* Community colleges recognize their obligation to provide, within their capabilities and the needs of the community, education and training toward developing, maintaining, and improving occupational competence in the fields of industry, business, science, agriculture, service technology, and skilled trades. These objectives may be achieved through specific curriculums, series of courses, and single courses which are usually related to the employment needs of the community served. The colleges may also make staff and facilities available to high schools for vocational courses at the secondary level. The community college shares with other public agencies responsibility for the upgrading, retraining, and rehabilitation of workers.

4. *Continuing education for cultural, civic, and avocational growth:* Community colleges, independently and in cooperation with other public agencies and colleges, offer educational opportunities to citizens in their service areas to promote healthful living; understanding of civic, public, and international affairs; avocational growth; constructive use of leisure time; satisfactions in personal and family living; and cultural depth.

5. *Community services:* The staff and faculties of the community college may be available for consultation, coordination, assistance, and participation in the social, economic, cultural, and educational betterment of its service area.

Most two-year colleges have some commonalities which tend to set them off in a separate class among institutions of higher education. First, they

are predominantly commuter schools. A few have dormitories but most students live at home and attend college nearby. Cost to the student is thereby reduced. Since most are public, tuition and fees are low. Many students, for the first time, are now finding college financially possible.

As to the differences that exist between community and junior colleges, or between vocational school and technical institute—they have become largely a matter of semantics. "Technical education" and "vocational education" are used synonymously in many parts of the world today. Suffice it to say that institutions which provide occupational education programs beyond the high school may be called college, community college, junior college, trade school, vocational school, area vocational school, technical institute, university extension, industrial-education center, or adult education center, although the programs of instruction in all of these may very well be quite similar.

Most of these two-year institutions provide adult education programs, i.e., English for the foreign-born, speed reading, power-craft navigation, classes for general or liberal education, and classes for leisure or recreational activities. More than in other areas, the adult education programs reflect the extent to which the immediate educational needs of the adult community are being met.

The impact of Title VIII of the National Defense Education Act and the Vocational Education Act of 1963, which provide financial assistance to communities for developing the area vocational school, can now be seen in many states. Designed to serve an area larger than the typical school district, it attempts to achieve two purposes: (1) maintain sufficient enrollment to justify a diversified curriculum leading to a variety of employment opportunities, and (2) provide a choice of occupational training to persons of a broad area of residence. While these area vocational schools are providing post-high school programs for those who are employed in industry and who wish to upgrade themselves, they are basically secondary vocational schools which concentrate on "shop" programs to the exclusion of the related academic courses which are provided by the high schools in the district.

There does not appear to be any movement to consolidate the post-secondary institutions under a single label such as junior college or technical institute. One can readily see the need for a variety of institutions to serve the diverse needs of a highly mobile society. There is much to be said for the occupational program that operates side by side with the transfer program of the typical junior college; this is no less true of the complex preemployment or upgrading training programs of the technical institute. The key point here is that programs, regardless of their form, must provide occupational preparation to meet the needs wherever and whatever they are.

- **Phenomenal Growth of Postsecondary Institutions**

Although the junior college dates back only to the turn of the century, there are presently over 900 two-year colleges of all types in the United

States, about 70 per cent of them public. They are a purely American contribution to higher education and have been the object of intensive studies by representatives of several countries of Europe, as well as by the educational leaders of the new and emerging countries of the world.

Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges, reported in September 1967 that more than 175 junior colleges were in various stages of planning and development and that by 1970 the total number would be over 1,000. He projected enrollments of nearly 2.5 million students by the early 1970's, and estimated that \$5 billion would be spent for buildings over the next ten years.

The early junior colleges were private, some were select finishing schools for girls, others had their beginnings as religious schools. Most of the newer two-year colleges are public, a factor in their fantastic growth in enrollment.

As an example, the first community college in California opened its doors in 1910 at Fresno with twenty students and three instructors. There are now over eighty junior colleges in California, enrolling more than half a million students. And the growth continues: the College of San Mateo district will open two new campuses by 1968; Santa Clara County with one community college in 1955 will have seven campuses in operation by 1975. It is estimated that California will have 100 public junior colleges by 1975.

Over one-third of all public community colleges are found in three states—California, Florida, and Texas. However, new two-year colleges were opened in twenty-one states in the fall of 1966. There are indications that some universities will leave the first two years to the junior college, accepting students only from the junior year up. This would give university officials a chance to expand upper-division and graduate programs for the ever-mounting interest in learning by the American people.

It is increasingly apparent that youth will stay in school longer before entering the labor market. It is equally apparent that they will return to school from time to time after entering employment in order to remain abreast of industry's latest needs. This trend will tend to increase the need for occupational education programs at the postsecondary level.

- **College Image Reflects Occupational Needs**

A basic feature of the public junior college is that it serves the special needs of its own community. Four of the five colleges in Santa Clara County, California, for example, have occupational curriculums heavily weighted in electronics and space technology courses; their student bodies include a large number of part-time students who work on missile-related jobs at Lockheed Missiles and Space Company, United Technology, Sylvania, Hewlett-Packard, and other space firms in the county. Miami-Dade Junior College in Florida teaches English as a foreign language to thousands of Spanish-speaking residents who recently left Cuba and are now living in the Miami community. Foothill College in California was an early pioneer in the training of inhala-

tion therapy technicians, a course that was developed at the request of nearby Stanford-Palo Alto Hospital officials.

This commitment to providing for the needs of the community has resulted in the establishment of a broad array of curriculums. The different fields of occupational education, in addition to the program designed for transfer to a four-year college or university, read almost like a small edition of the *Dictionary of Occupational Titles*: air-conditioning technician, architectural draftsman, dental assistant, licensed vocational nurse, computer programmer, bookkeeper, law enforcement officer, legal secretary, chemical technician, electronics technician, ornamental horticulturist, and so on.

The struggle for developing an identity of their own by the community colleges has been long and mostly uphill. With so many part-time students, and so few resident students, campus spirit often leaves much to be desired. However, most colleges have intercollegiate athletics of some kind, as well as such extracurricular activities as drama, speech, and journalism. The wide appeal of the community college to many states rests with its ability to serve as a college, as well as a community center, while at the same time accepting students in almost unlimited numbers because it is nonresidential.

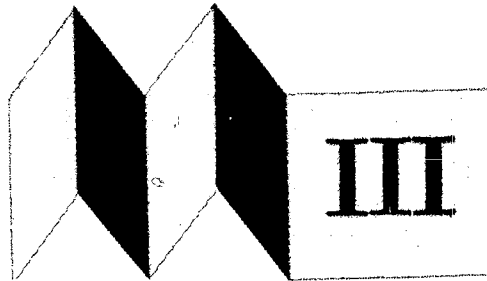
- **Future of Postsecondary Institutions**

Since the trend in occupational education is toward increased development at the post-high school level, there can be no doubt about the place of these institutions in American education. There are a variety of reasons why the postsecondary institutions have flourished in this country during the past decade or so, not the least of which is the flexible admissions policies which permit enrollment of a wide range of abilities. The public junior colleges' famed "open-door" policy, which permits enrollment by any high school graduate, as well as any person over eighteen years of age who can profit from the instruction has certainly contributed to this growth.

- **In Summary**

If growth of these post-high school institutions is to continue in orderly fashion, an understanding by educational and community leaders of their nature and objectives will be necessary. One might state with confidence that the two-year college as an American institution is here to stay. What cannot be predicted with precision is the role of this institution as it attempts to dispense knowledge in ever-increasing amounts to growing numbers of students.

Based upon its performance of the past decade, one might speculate that the two-year institution will assume a leadership role in higher education in the use of new teaching methods and in experimentation with radical architectural innovation. Government funds and organized philanthropy and the willingness of those responsible for occupational education at this level would seem likely to bring this about. These evolving, growing institutions seem ideally suited to use innovative devices since their own traditions and identities have yet to crystallize.



COMMUNITY INVOLVEMENT IN THE COLLEGE OCCUPATIONAL PROGRAM

Occupational education offers unlimited opportunity for involvement by representatives of the community. The extent and quality of this may be a determining factor in the degree to which the occupational needs of industry are met by the schools and colleges. A direct communication pipeline takes form when employers and educational representatives agree to work together toward common goals. Involvement is necessary if the communication is to be a two-way arrangement.

Since occupational education in general is closely tied to the economic posture of the nation, program planning has not been a fortuitous process. On the contrary, national concern for advisory committee involvement can be traced to the Smith-Hughes Act of 1917, or even to the formation of the National Society for the Promotion of Industrial Education in 1906. Since then an inherent part of the continuity of occupational education in the schools and colleges has been its cooperative planning with business and industry. The pervading question has always been, "How else can schools and colleges be sure that their occupational programs are in tune with employment needs?"

The Vocational Education Act of 1963 (PL 88-210) in setting forth the conditions to be met by the individual states before allotments of federal funds will be made, "provides for the designation or creation of a State advisory council . . . to consult with the State board in carrying out the State plan"—Section 5, (a) (1). The California Plan for Vocational Education serves as a guide for college occupational education programs, particularly those seeking funds for expansion, new equipment, or the starting of new programs. Article 2, 38-2 (counsel and advice), in terms that leaves little doubt that the intent is to encourage the use of advisory committees at the local level, stipulates:

The program of instruction will be developed and conducted in consultation with potential employers and other individuals or groups of individuals having skills in and substantive knowledge of the occupation or occupational field of the occupational objective.

• Community Forces To Be Considered

Each community has its power structure, its civic leaders, its average citizens. From this population a committee can be drawn and formed to advise and counsel the local director of occupational education on problems and situations involving the special skill needs of the community. Each occupational specialty will call for its own special composition of community talent. In some cases the attendance of the chief executive of both industry and the college may be warranted for a meeting or two; in other cases middle management representation, supervisory or technician level would be more appropriate.

While there are no hard and fast rules as to composition and numbers, it is important that the college program director who is responsible for forming the committee be permitted to "play it by ear" as each committee is formed. The function of the advisory committee, which is discussed in Chapter IV, determines its composition and size.

Community leaders: It is desirable that representation from industry be familiar with the institutional goals of the college. However, knowledge of the college philosophy and program should not be grounds for ruling out prospective members. Orientation to the college philosophy will be accomplished in various ways, as discussed in later chapters.

Provincial thinking should and can be avoided by including persons who have different orientations than those immediately concerned with a specific occupation. It has been pointed out that academicians, including sociologists, economists, and psychologists; professional people, including doctors, lawyers, social workers, law enforcement personnel, and others; representatives of various citizens' groups such as patriotic, religious, charitable, and other special interest groups; representatives of government, for example, aldermen, mayors, and judges; and school representatives, including teachers, principals, superintendents, and board members, all have a stake in occupational education.

Minority group leaders: Obviously, college officials responsible for occupational education have available a variety of techniques for achieving industry-education cooperation. Adroitly handled, there may be opportunities here for including minority group leaders on advisory committees. One of our serious societal problems is in the interrelated areas of cultural deprivation, racial prejudice, and job discrimination. When people from different backgrounds work and plan together toward a common goal, they often come to see each other in a more favorable light. This could do much toward improving understanding of an age-old community problem. Healthy committee environments can provide the impetus for bringing about attitudinal changes.

Educational leaders: It is important that the educational leaders of the institution be kept informed of the advisory committee activities. This can be done by including them on the list for distribution of minutes and other

follow-up materials of committee meetings. There will be times when certain officials of the college, other than the occupational education director, should be invited to attend meetings as a representative of a special area of concern. The weight of his higher office may serve a special purpose for better functioning of the committee. There will be occasions when the presence of the president, dean of instruction, dean of business services, or other college administrators will add considerable impetus to the effectiveness of the advisory committee meeting. There may also be times when certain members of the board of trustees would serve the same purpose.

The inclusion of educational leaders should not be limited to the parent institution. Within the community there are other educators who have a stake in the occupational programs of the junior college. High school principals are generally vitally concerned about the performance of their graduates, the nature of the occupational programs which are available to the students, and how realistic these programs are in terms of job placement. Since articulation is far from being a new problem, high school instructors could be included on an advisory committee for joint program planning; educational programs should be assessed in light of student capabilities at different levels. Such cooperative teamwork is imperative if occupational needs and their educational implications are to be accurately assessed.

• **Consideration of Other Institutions**

In addition to the occupational education programs at the junior college level, about which this publication is chiefly concerned, there are a number of other community agencies that take part in developing salable skills at the postsecondary level. Some of these agencies are designed expressly for educating in areas of specialization; others offer courses designed to upgrade the student as an incidental function of an on-going program that has broader aims and goals than job preparation. While it is not suggested that representatives from each of the educational agencies listed below serve on all junior college advisory committees, there are some implications for information dissemination to these groups regarding occupational programs.

“Y” associations: The Y.M.C.A. was one of the pioneers in developing evening education for employed men and boys. The beginnings of this go back over a century, the first being reported in 1866. The early courses were commercial in nature, followed by trade and technical education before the turn of the century. Before the twenties, the Y.M.C.A. was offering classes in automobile operation and repair, accounting, commercial art, salesmanship, advertising, insurance, real estate, machine design, textile work, plumbing, plan reading, wireless telegraphy, fruit culture, poultry husbandry, and first aid. “The purpose of the Y.M.C.A. educational work,” wrote Hirsch (1923) “is really twofold—educational, in the usual connotation of the word, and character building. Its distinctive objective is the development of Christian ideals, attitudes, and habits in its students through its educational activities.”

Currently, about 80,000 high school and college students are enrolled every year in Y.M.C.A. educational programs. Most of these young men are employed. The association's college program includes schools of commerce, engineering, trade, and business.

Other "Y" programs include the Y.W.C.A., whose local associations also emphasize educational and recreational activities for women and girls. The Young Men's Hebrew Association (Y.M.H.A.), while providing programs for the development of Judaism and good citizenship, also offers many evening educational programs for men and boys.

Adult education: It is estimated that 75 per cent of the school districts in America also maintain adult education programs. Since all individuals are confronted with the need for continually extending their education in order to keep up with changing job needs, schools and colleges have provided a variety of adult education programs.

The vast majority of persons who enroll in adult education programs are part-time students. Each comes to school solely because he wants to, and usually his needs are more immediate than his counterpart who is a full-time day student. There is a very wide array of occupational education courses offered under the banner of adult education at this time.

Private schools: The thousands of proprietary schools in the nation must also share in the credit as they attempt to keep pace with the changing needs of industry. Business schools and colleges, welding, radio, electrical, pattern-making, automotive, and the other assorted private schools have flourished, partly because the public schools were unable to provide the wide range of offerings required by industry. Most of these schools have been required to meet standards established by state departments of education.

For example, the California Bureau of Readjustment Education publishes annually a directory, *Retraining Benefits Directory of Prescribed Courses Offered by Private Schools in California*. The courses listed are evaluated and the schools authorized for issuance of a certificate or diploma under the California Education Code. A number of these schools offer job-oriented courses that qualify for federal funds under terms of the Manpower Development Training Act or National Defense Education Act.

Under the heading of private schools would also fall many church-sponsored schools which provide occupational education, retail trade groups which provide special courses in sales and midmanagement training, and the many other special interest organizations which have found it expedient to use a variety of upgrading methods for meeting increased brain-power needs.

In-plant education: Formal in-plant educational programs have for many years been the major source of top-flight technicians for industry. Bibb Manufacturing Company in Columbus and Macon, Georgia, for example, has for many years worked closely with the local public schools to provide in-plant training for the workers in their cotton mills, which rank among the world's

largest. A four-classroom school on company grounds has been providing related instruction on a day and evening basis for over two decades, offering such subjects as mathematics, technical writing, basic communications, and other courses that are keyed to new equipment or changing manufacturing methods.

Public school instructors and in-plant personnel plan and teach together to develop the new skills required to operate the increasingly complex machines which are taking over the company's unskilled and semiskilled jobs. The machine-filled rooms of the plant serve as laboratories for these classes.

In-plant educational programs are reported in every state, in every industrial community. Some of the large and highly sophisticated aero space, or national defense-oriented firms publish education bulletins not unlike the college catalog of course offerings.

- **Civic and Other Organizations**

There are many civic and other organizations which are concerned about or involved in occupational education programs in communities throughout the nation. No attempt is made to produce extensive lists in this chapter. The intent is rather to indicate the variety of educational programs that are provided by organizations not normally suspected of such involvement.

Chambers of commerce: Chambers of commerce are better known as associations of businessmen which promote the interests of their members and of business in general. An important part of their activity is bringing new industries to their communities; however, they are also frequently involved in providing workshops and clinics in small business management, marketing, and foreign trade development. The internship training program for chamber of commerce management is the major source of management personnel for the many chambers throughout the country.

But while the chamber of commerce provides limited educational programs, their greatest source of strength lies in their ability to provide information and guidance for other occupational education programs of the community. Not infrequently some members of the chamber of commerce will agree to serve on advisory committees at the junior college.

Labor unions: While the principal aims of local unions are generally to improve working conditions and to obtain higher wages for the union members, they have been involved in programs to upgrade skills of their members. Unions employ research directors, industrial engineers, editors, and other specialists for concentrated work in special areas of concern. The courses are designed cooperatively with colleges and universities. The unions also work in close concert with the schools and colleges which offer courses leading to trades. While these apprenticeship courses are often under the purview of the Bureau of Apprenticeship and Training, the local unions may provide representation on advisory committees to help control the numbers entering the occupation, and to act as a clearinghouse in other ways.

• **Community Sources of Occupational Information**

It has been noted that preparation for job entry or job upgrading may be achieved from a variety of sources in the typical community. Job-related information which bears directly on the longevity of occupations is available from sources which are found in most communities, but unfortunately are sometimes ignored by junior colleges when new programs are initiated. Some of the more reliable sources are:

Planning departments: A planning or development department is a rich source of information concerning patterns of industrial activities which exist and are anticipated for the future. They can provide the educational planners with data about the changes in agriculture, residential developments, industrial expansions, plans for air and water pollution control in the community, and many other areas of general concern. Land use maps are generally available from planning departments. These and other maps can present pictorially the encroachment of industry and housing developments on fertile valley floors, or the mass exodus of whole populations to other parts of the community for a variety of reasons. Such information should be of vital interest to those who are responsible for planning occupational education programs.

Employment services: Employment offices, by virtue of their many years of successful experience, can provide the junior college with information which is basic to an occupational education program. Their experience in conducting manpower and skill needs surveys can seldom be duplicated as efficiently by educators. Since their findings are interpreted by economists, labor market analysts, and other trained manpower specialists, the information is generally considered most reliable.

Chambers of commerce: One of the richest sources of information, as previously mentioned, regarding new industries, expanding industries, or industries that have made plans to leave the community is the local chamber of commerce. Periodic reports which highlight the general climate of industry should be of vital interest to the junior college director whose responsibility is the meshing of occupational education with occupational needs.

State and national sources of information: The U.S. Office of Education, through its reporting for state boards and directors of vocational and technical education as required by the Vocational Education Act of 1963, has been effectively increasing the development of state planning, supervision, and coordination of local occupational education programs. A series of vocational leadership conferences by state departments of education featuring lecturers and speakers from the federal, state, and local levels were reported by several states during the past two years. These conferences have produced guidelines and case study reports rooted in good practice which were quickly adopted by many directors, particularly by those who were developing new or expanding programs in occupational education. Representatives from business, industry, state employment services and educators were usually involved in

the planning of these conferences. There is, however, a need for continued cooperation at the national level between industry and educational associations for the development and dissemination of materials relating to industry-education cooperation. Needed is the "big picture" dealing with occupational trends, population mobility, new educational patterns, and other information which is seldom clearly seen at the local level.

Industry councils: Numerous local industry-education cooperative activities have been organized under regional groups. For example, in California, the Southern California Industry-Education Council (S.C.I.-E.C.), formed in 1957, and the Northern California Industry-Education Council (N.C.I.-E.C.), formed in 1962. Action programs at the junior college level by these councils have been concerned with improving occupational counseling and guidance, providing work experience for both teachers and students, engaging in occupational education master planning for a county or region, establishing or enriching a community resources center for instructional materials. One of the major objectives of the N.C.I.-E.C. is:

To promote and encourage communication and cooperation between business, industry, labor, schools, and professional organizations and other organizations interested in education in Northern California in order to assist in continuing development, improvement, and advancement of education in the schools of all levels in California.

Programs for council consideration in the future are: (1) campaigns (perhaps involving work experience as one phase) to improve teacher attitudes toward industry, (2) attacking the serious problem of the poor image of many important occupations, (3) participating in a significant way in keeping all the people in our nation who wish to work fully employed—a matter of vital concern to both industry and education.

• In Summary

There are indeed many forces which contribute to the shaping of occupational education programs at the junior college level. An awareness of these forces is important if the industrial needs are to be reflected in college programs. H. Bruce Palmer, president of the National Industrial Conference Board, said in a recent address:

Do we ever stop to think of the 148,000 members of local boards of education and the 35,000 members of the boards of our colleges and universities? Certainly a high percentage, quite possibly a majority, of these are representatives of business and industry management. Consider also the school-based boy scout troops and other youth groups, usually led by businessmen, which teach the principles of good citizenship. And this is not to mention the adult education programs, the alumni associations, the youth forums, the career clinics and job-placement programs, the parent-teacher associations, the service-club scholarships, and the many other activities in which the "busy businessman" participates. . . . In these and many other ways, industry and its people are woven into the very fabric of our educational system at every level.



ADVISORY COMMITTEES AND THEIR FUNCTIONS

Preparation for entry into our technological world of work has called for cooperative planning by industry and education. The nature of occupational change requires that educators, and particularly those who are charged with decision making, be kept informed of the current and anticipated skill needs of industry. Since the junior college is designed to meet so many needs, it has been found that no single type of advisory committee can adequately serve to advise for all needs. There are, therefore, several types of advisory committees, each one designed to serve the college in a particular way. The three advisory committees commonly found working with colleges are described below.

- **Types of Advisory Committees**

There are three major types of advisory committees for the junior college which will be considered here:

1. General advisory committees
2. Occupational advisory committees
3. Joint apprenticeship committees

As has been noted in the previous chapters, our modern civilization is becoming increasingly complex. Leaders in government, business, industry, and education are looking to laymen and specialists for counsel in determining courses of action. The President of the United States has a cabinet and many special advisors to assist him to do the job of the chief executive; business and industry leaders have assistants and consultants who advise and guide them as policies and procedures are formulated, and school administrators have staffs of specialists who assist them in the administration of complex educational programs.

It has long been the contention of occupational educators that programs which provide for the widening spectrum of occupations should be organized and conducted with the advice and counsel of representative committees. There has never been a time in history when this need for guidance by educators was more pronounced; the pace of change is outstripping the capacity of the schools to respond unless two-way communications between educators

and other interests in the form of advisory committees are actively engaged in program planning.

• **Definition of Advisory Committees**

A junior college occupational education advisory committee may be defined as a group of persons selected from the community to advise educators regarding occupational education programs. The advisory committee is usually formally organized, and is appointed by proper authority for a definite term. In some situations an informal or "ad hoc" committee is used by educators for special purposes.

Two characteristics distinguish advisory committees from committees in general: (1) they usually do not possess formal authority, and (2) members usually serve voluntarily without pay.

The general advisory committee: The general advisory committee meets periodically, on a continuing basis, to review the total occupational education programs being offered in the community and to advise on new requirements and priorities. Meetings are generally concerned with problems pertaining to the development of the overall occupational program.

This committee is usually made up of leading members of the industrial, business, professional, labor and educational organizations of the community. Since, for the most part, these people are accustomed to dealing with programs in general terms, their function is to provide advice in determining general policies and types of occupational education that are needed in the community.

There may be occasions when resource staff from various educational organizations in the community should serve on the general advisory committee, depending upon the nature of the problems under consideration. In a multi-campus district, the occupational education concerns of the entire junior college district, and not just those of one college, are concerns of the general advisory committee.

The success of the advisory committee operation depends upon the stance taken by the director of occupational education. If he is interested in involving the advisory committee in occupational planning, he has a variety of techniques available for achieving effective industry-education cooperation. Some of these techniques are:

1. The general advisory committee can best perform its function if it has all of the available regional and local facts that might in some way affect the college programs.
2. Committee members should be given stimulating work to do—their achievements will be in direct relation to the demands made on it by the junior college.
3. Committee members should be given the problem, not the answer; they should be asked, not told.

4. There should be evidence that general advisory committee suggestions were received and carefully studied by the junior college administrators.

Other rewards for serving on advisory committees are enumerated in Chapter V. Properly motivated, this committee can provide valuable service in helping to gain public support, to determine need for certain occupational programs, and to plan the occupational curriculum. Much of its activities are promotional, aimed at creating a desirable relationship with the public.

The occupational advisory committee: Broadly stated, the function of the occupational advisory committee is to advise junior college administrators regarding instructional programs in specific trades, crafts, or occupations. This committee should be concerned with the particular occupational education area which it represents as it relates to the overall educational program. Some specific functions are that it:

1. Serves as a communication channel between college and community occupational groups
2. Lists the specific skills and suggests related and technical information for the course
3. Recommends competent personnel from business and industry as potential instructors
4. Helps evaluate the program of instruction
5. Suggests ways for improving the public relations program at the junior college
6. Assists in recruiting, providing internships, and in placing qualified graduates in appropriate jobs
7. Keeps the college informed on changes in labor market, specific needs, and surpluses, etc.
8. Provides means for the college to inform the community of occupational programs
9. Assesses program needs in terms of the entire community.

Depending upon the particular occupational education program, this advisory committee might meet monthly, or once a year. Most college program directors soon learn that individual members may be consulted, day or evening, independent of formal meetings, should a problem arise.

The joint apprenticeship committee: The role of the local joint apprenticeship committee differs from the two listed above in that its function is actually administrative on matters pertaining to apprenticeship standards and on-the-job work experiences. They are generally organized by the Bureau of Apprenticeship and Training, U.S. Department of Labor. When acting in

the capacity of a joint apprenticeship committee, it performs the following functions:

1. Develops suitable training standards for the craft
2. Reviews applications and selects apprentices
3. Prepares apprentice training agreements
4. Registers apprentices with the U.S. Bureau of Apprenticeship and Training
5. Supervises on-the-job training of apprentices.

When this committee serves as an advisory committee to the college, it performs the following advisory functions in connection with instruction for apprenticeable occupations:

1. Assists college administrators in determining related instruction to be taught
2. Advises college administrators regarding instructional materials to be used
3. Recommends skilled craftsmen as prospective instructors
4. Assists with evaluation of instruction in order to keep it up-to-date
5. Advises college administrators regarding shop equipment used in the occupational education program.

Other advisory committees: Other committees have served the schools and colleges in advisory capacities over the years to assist administrators and instructors in planning, organizing, and conducting the educational program. Such groups have had a variety of names, but the title is less important than the purpose. Whether they were called boards, commissions, councils, or committees, their function was to serve in an advisory capacity. The term "advisory committee" is more widely accepted since it implies advising, investigating, and feeding-back information.

• **Advising the Occupational Education Program Director**

A frequent organizational pattern is for occupational education instructors to be supervised by a director or dean of occupational education. Since he is charged with the responsibility for the successful management of the overall vocational and technical programs, it behooves him to consider all modes of appropriate community cooperation. In the three major categories of advisory committees he has a ready-built industry-education source of cooperation that is rich with potential aid for college programs. With the help of the advisory committees, then, the program director further concerns himself with:

1. Initiation of new occupational education programs
2. Expansion, curtailment, or elimination of established programs

3. Interpretation of manpower and skill requirements studies in terms of curriculum needs
4. Identification and acquisition of shop and laboratory equipment
5. Recruitment and training of instructors
6. Counseling, recruitment, job placement, and follow-up studies of students
7. Public relations
8. Evaluation of the total program.

The preceding points constitute a partial list of responsibilities which fall into the purview of the occupational director's job. Obviously, the extent to which he can develop industry-education cooperation through the several college advisory committees will measure his success, for his job was never designed to be accomplished without advice. On the contrary, the job of occupational education program director calls for the highest order of cooperation from representatives of business, industry, and education.

• **Utilizing Advisory Committee Expertise**

The degree of expertise possessed by each member, as perceived by his superior and the college representative, is often an influencing factor in the invitation he receives to serve on the advisory committee. The extent of his contribution to the educational program may rest upon the knowledge he has of his area of specialization. This knowledge, coupled with a general understanding of the field of education, should be standard equipment for advisory committee members and should be brought into play by the college at every opportunity. In times of need the college has at its disposal a rich source of information for its specialized occupational areas.

Some of the ways in which colleges can utilize the guidance and direction of the advisory committee experts are:

Equipping and furnishing instructional facilities: New programs in occupational education generally involve equipment, most of which is costly. The expertise of industry representatives to advise and counsel the administration and staff when new equipment is being contemplated is a "must." While frequently there are available used pieces of equipment in the community that are sometimes donated to the junior college for the program, it is also "good business" to talk over the plans for purchasing new equipment with those who are familiar with their performance in industry. The advisory committee should also help to establish standards for equipment, facilities, and instructional materials for the occupational education programs.

Reviewing and recommending changes in curriculum: All junior college occupational education programs, new and old, should be reviewed at least once each year by the advisory committee. Probably no one in the community would be more aware of new technical developments which require

changes in the curriculum than members of related advisory committees. The scope and sequence of courses should also be subjected to the scrutiny of the advisory committee periodically.

Obtaining public support for financing the junior college: Advisory committees often support bond elections, or state legislation affecting occupational education funding. The organizations which the members represent usually have a favorable attitude toward occupational education programs, and they are in a position to persuade other industrial organizations, service clubs, and civic groups to support favorable legislation. General advisory committees at the state or national level frequently initiate the request for the support of legislation, but they depend upon members of general and occupational advisory committees to enlist popular support at the local level.

Raising scholarships: Advisory committees often raise scholarships to provide incentives and respond to financial needs of students. Industry is usually very willing to provide a scholarship as tangible evidence that it is supporting the junior college program. The junior college administration need only agree that such scholarships are desirable, set up a procedure for selecting the recipients, and notify each advisory committee that scholarships are needed. A personal visit to industry by the college program director may be necessary to finalize arrangements by the donor.

Donations by industry: One of the most important and direct ways that industry can help the college is by financial and material assistance. Junior college occupational programs in all parts of the nation can point to valuable equipment, and instructional supplies and materials that were donated to them by local industry.

Field trips to industry: The wide assortment of field trips by students and instructors that can be arranged in a community with the help of the advisory committees is limited only by available time. In a realistic way, instruction can thus be related to the particular needs of industry. Such trips are educational and highly effective in providing an opportunity to observe the environment in which the graduate will work.

Speakers for classes and meetings: From the ranks of advisory committees have come some inspiring and stimulating speakers for various classes and meetings, both for students and faculty. By and large, these are the men on industry's "firing line." They are valuable resource speakers because they are familiar with the problems of education as well as the problems and opportunities of industry. And not only can they serve as speakers, but they can suggest others from industry who can serve the college as speakers. The police chief, for example, may be a member of the Law Enforcement Advisory Committee, but he influences a number of persons such as finger print experts, laboratory technicians, detectives, patrolmen, and others who have much to offer as class speakers.

Liaison with labor and management: The joint apprenticeship committees have provided two-way communication between labor and management on the one hand, and the junior colleges on the other. The colleges provide related instruction which supplements on-the-job training experiences for apprentices. This has paved the way for job entry by those who complete the program. The relationship has done much to eliminate confusion which is likely to arise when a portion of the educational program is taken over by agencies other than the junior college.

Recruiting faculty: Occupational education programs in the junior colleges would be difficult to staff without the help of advisory committees. Such committees usually assist in identifying appropriate qualifications and determining the competencies of instructors. Qualified persons may be suggested to the college as prospective instructors by the advisory committee.

Selecting and placing students: Advisory committee members can assist the junior college by recommending standards for student selection from feeder high schools. Printed materials about occupational education programs and prospective jobs can be made available to high school counselors. Advisory committee members may also participate at high school career day activities where accurate occupational information may be distributed.

Affiliated as they are with industry and education, advisory committees frequently find placement opportunities for students, on a permanent basis, or for summer and part-time employment.

Public information: The public understanding of the occupational education programs in the junior college hinges upon the flow of positive information emanating from the school. The advisory committee serves as a link with the community by interpreting the instructional program to both industry and the community. Members of advisory committees can do the following:

1. Arrange visits to industry for instructors, counselors, administrators, and students
2. Participate in "career-day" and "open-house" activities at schools and colleges
3. Serve as speakers for school and college functions
4. Arrange for publicity of occupational education events through the several news media available to them.

• **In Summary**

The function of the advisory committee is to provide closer cooperation and better understanding of occupational education by industry, the general public, and the college. It provides a two-way system of communications between college and community which is essential to all educational programs. It has no legislative or administrative authority; its function is to give advice.



ORGANIZATION AND ADMINISTRATION OF THE ADVISORY COMMITTEE

The junior college should provide the organizational framework within which the several advisory committees function. Usually a dean or director of the occupational education programs is responsible to the junior college administration for the conduct and administration of the occupational education program; therefore, his responsibility is to provide the organizational structure, leadership, and initiative that will lead to effective industry involvement with the occupational education programs of the college.

Advisory committees can be found at all levels of government; they are an important part of most public institutions. National and state agencies involve citizens in an advisory capacity when conducting studies which are aimed at solving particular problems.

- **State Advisory Committees**

While several states, including New York, Massachusetts, and Indiana, have laws *requiring* the use of advisory committees nearly all of the states *recommend* their use in their state plans for vocational education. State boards of vocational education are guided by advisory committees that are concerned with occupational programs in the state. Recommendations for expanding or phasing out particular programs, based upon the vantage view of the state-wide advisory committee, are then made to the college deans and directors through the office of the state director of vocational education.

- **Local Advisory Committees**

The responsibility for selecting members and organizing advisory committees at the local level rests with the college administration. Such groups have been called boards, commissions, councils, and committees; the title is unimportant; what is important is that they advise. They have no authority to delegate or to legislate, and in no way are their activities intended to usurp any of the prerogatives of boards of trustees or of college administrative staffs.

Most local advisory committees are formed and begin their work before the occupational education program which they are to serve is established in the college. In this way they can help set up standards for equipment and

instructional program, and they can assist in the selection of students and instructors.

Selection, invitation, and qualifications: At least three essential criteria should be kept in mind in selection and invitation of individuals to serve on an occupational education advisory committee:

1. **Competence:** Each member must have demonstrated competence in the special area being served. He should be a person who has the respect and confidence of his associates and of the community.

2. **Interest:** Each member should be interested in occupational education; a segment of each committee may be employed in firms or businesses which are potential users of graduates.

3. **Adequate time:** A person being considered for appointment to an advisory committee should be informed of the time commitments of the assignment. He should accept this responsibility.

4. **Character:** A member should exhibit a strong sense of responsibility and civic-mindedness.

In addition to considering the personal attributes of the individual members, every effort should be made to have truly representative committees. These committees should be selected from a cross section of organizations in the community and from several geographical areas in an attempt to achieve balance. They should also represent various levels within the industry.

In the interest of smooth community relations, it is important that the potential committee member's superiors be consulted regarding the intentions of the college. An invitation to serve on a college advisory committee should have the approval of the superior. The success of advisory committees is rooted in faith, empathy, and confidence, none of which are possible without the cooperation of industry and the college, from the top level on down.

Official appointment: "If you want a real supportive advisory committee, have the appointments come from the governor's office," suggests Leo Myers, assistant superintendent, Oregon State Department of Education. While this may not always be feasible or most expedient, his point is well taken. Appointment of college advisory groups should be an official act of the junior college board of trustees, with the full knowledge and approval of the principal administrator of the college. A letter of invitation to each prospective member, signed by either the chairman of the board or the president, should be sent. This is important for the following reasons: (1) it helps set the stage for a harmonious working relationship; (2) it helps establish the source of authority as the junior college and industry representatives work together; and (3) the highest authority possible will lend prestige to the appointment and to the committee.

The hazy area between the *appointment* of an individual advisory committee member and the *power to appoint* him can usually be eliminated by the following logical sequence of events:

1. A list is made of potential advisory committee members.
2. This list is carefully checked with the college president.
3. The nature of the advisory committee service is discussed with the prospective committee member, either by telephone or during a personal visit.
4. The list of names is submitted to the board for approval.
5. An appointment letter (see Appendix B) is sent to each new member from the president's office.

There may be many approaches used for securing nominees for advisory committees. A few techniques can be cited as general guides. To begin with, many states have worked out principles and regulations for the appointment of advisory committee members which fit their particular occupational education objectives. The college administrator should familiarize himself with the information available from his state board for vocational education before organizing advisory committees for the college.

Secondly, the college occupational program administrator should have the support and approval of his immediate administrative superior, as well as that of the board of trustees. Unless the purpose and function of the advisory committees is made quite clear, college administrators and trustees may become fearful that advisory committees might assume too much authority, thereby usurping some of the legislative and administrative powers which are the prerogative of the administrators and trustees. Distrust must give way to respect for the experience of the committee and confidence in its ability to work with the college toward common goals.

Faculty members, particularly those who are specialists and have maintained affiliations with their occupational areas, are often key sources of information for nominees to advisory committees. Some faculty members return to industry for summer employment, while others service in a "stand-by" capacity, returning to serve industry during brief periods of emergency even during the school year. Still others are part-time faculty, teaching on a basis of one or more evenings per week; but, all are acquainted with potential nominees for service on advisory committees.

A word of caution may be in order: The most aggressive and ambitious candidates do not necessarily make the best members. If they are mainly concerned with the selfish interests of a small group or with their own prestige, their contribution to the college may be quite limited. Every effort should be made to achieve balance in the committee, which should be made up of representatives from organizations that cover a wide spectrum of interests. Both employers and employees should be included, as well as representatives from related occupational areas.

Length of service and rotation of term: Advisory committee members should be appointed for definite terms of office, serving from one to three years. Provision can be made for staggered replacement so that there are always "old," experienced members serving. When a term has expired, a new committee member should be appointed. Members may also be re-appointed for a new term at the request of the junior college representative.

Orientation of members for the task: Whether by letter, telephone, or personal visit, each advisory committee member should be contacted by the junior college representative prior to the initial meeting. While the new committee member may have a general idea of what is expected of him as a member of a college advisory committee, an important item of the first committee meeting should be a review of the functions and purposes of the group. One of the most effective ways to orient all members for the task at hand is by giving each member an advisory committee handbook (or manual, or equivalent). (See Appendix G.) In addition to a committee roster, this booklet should contain:

1. The philosophy of the junior college and of its occupational education program
2. The philosophy behind the advisory committee functions
3. Some outstanding accomplishments during the previous year due to advisory committee action
4. A brief historical review of the junior college
5. A focus on the concerns of the advisory committee.

There obviously are many ways to orient the committee members to the task to be performed; the important point is to approach it positively. It should be made abundantly clear to all members concerned that there is an important job to be done and that the best available team has been assembled together to decide how best to do this job.

Number of members: The number of members appointed to each advisory committee would depend upon the nature of the committee—of its assigned task. While there is no definite rule it would seem that a minimum of five members would be advisable, with a maximum of about sixteen for broader participation. Most committees of twenty or more members are unwieldy and cumbersome. It is difficult to imagine a task, short of an election campaign or bond drive, that could justifiably call twenty busy laymen from their jobs to assist the junior college, but in this each director will be forced to decide on the merits of the case.

The committee chairman: The principal duty of the chairman is to preside at all meetings of the committee. The chairman may be either a layman or a representative of the junior college as examples of both can be found on campuses with little or no difference in the effectiveness of the committees. Since the educational representative will be receiving the advice, he should assume a leadership role for a portion of each advisory committee meeting.

If the chairman is a representative from industry he should plan the meeting agenda together with the college representative. Having decided on time and place for the meeting, notices should be sent by the college on official stationery and the agenda announced.

The chairman should assume the role of conference leader, in the interest of minimizing the formality of committee meetings. Formal parliamentary procedure tends to stifle the interest and activity of the group, whereas the conference type of meeting promotes the widest participation of each member. Aside from being a working committee, the meetings should be pleasant and sociable experiences for all members.

The committee secretary: The secretary is also an important member of the advisory committee and should have a close working relationship with members of the committee. His most important attributes include:

1. An understanding of the program and a sense of the relative importance of issues and objectives
2. An ability to explain the program to others
3. A sensitivity to the viewpoints of others
4. An ability to organize detailed material into a meaningful whole
5. A facility for writing
6. An ability to motivate appropriate college administrators or faculty members to prepare necessary background materials
7. Imaginativeness and alertness for suggesting ways of making the work of the committee and its members most effective
8. A willingness to do his utmost to make the committee a success.

The secretary is sometimes elected by the committee from its membership, but it is generally recommended that a representative of the school serve as secretary to the committee, since there is usually a great deal of routine, time-consuming work to be done by the secretary. Most members of the committee would not be able to devote the necessary time to do the job.

An important function of the secretary is the preparation and mailing of announcements, minutes, and other information to committee members, college administrators, and others who must be kept informed of committee activities. Frequently, the director of occupational education programs, or one of the program coordinators, with the help of an efficient secretary, will assume the responsibility for announcing meetings, and developing and disseminating minutes. The importance of accurate and neatly prepared reports and letters should not be minimized; the timeliness of announcements and feed-back following meetings is even more important.

The junior college representative: Whatever the other attributes of the junior college representative, he must be tactful, patient, and have a capacity for hard work. His relationship with the advisory committee requires that he be professional at all times for he must have the confidence of the committee. He must be willing to meet at a time best suited to the committee, even though this may call for a luncheon, dinner, or evening meeting.

Junior college officials should realize that the failure of an advisory committee to function usefully may often be attributed to poor leadership provided by the college. Having decided to form a committee, it is important that time and facilities make possible the proper functioning of the college representative.

In a large junior college district the director of the occupational education program usually meets with the general advisory committee and many of the occupational advisory committees. Since some districts have over fifty committees, it would be impossible for the director to attend all meetings. In many districts the president or the dean of instruction also attends the general advisory committee meetings and may even serve as the college representative for some of the occupational advisory committees. While there are no hard and fast rules, it would seem desirable that the college representative for the several advisory committees also be responsible for the administration of at least part of the program being served by the committee.

Who from the college should attend advisory committee meetings? If the advisory committee is organized to serve a department or a family of occupations, a logical representative would be the head of that department, in addition to the supervisor or program director. In most large colleges, other instructors meet with committees only when invited. There is some feeling that teachers tend to inhibit free discussion if they attend advisory committee meetings regularly. However, if there are several teachers in the same occupational education area, they might meet with the committee on a rotational basis.

At one junior college, the president and the dean of instruction have attended all regular meetings of the Restaurant Management Advisory Committee, but attended few, if any of the other seventeen occupational advisory committee meetings held at the college; other college presidents attend only the general advisory committee meetings. If a junior college has a large number of advisory committees, a staff person is usually designated to serve the committees and to coordinate their activities. The school representatives must be reminded, however, that they attend the meeting to receive advice, not to give it.

- **Rewarding Committee Members**

If service to the junior college by an advisory committee is to be fruitful, the individuals in the group must find the experience personally satisfying.

Since each advisory committee member seeks some form of self-enhancement, it must be possible for each to receive a personal pay-off of some kind. Unless this recognition comes about naturally through participation in committee activities, it must be somehow designed and induced. The following are some suggested rewards that effectively convey the appreciation of the institution to the individual who has served on the advisory committee:

Resolution of appreciation: Showing appreciation for advisory committee service to the college can be accomplished by a neatly typed resolution which lists the names of the entire committee (see Appendix I). These should be suitable for framing, or can be presented to the individual committee member in a frame.

Certificate of appreciation: Several junior colleges report that they award all members of the advisory committee a certificate of appreciation at the end of the school year (see Appendix H). This is accompanied by a letter which is signed by the director of the occupational education programs. If at all possible, the certificate should be framed. This would almost guarantee it would be hung in the receiver's home or office.

Letter of appreciation from president or board chairman: A letter of appreciation for special efforts by a particular advisory committee is also an effective way to give credit or recognition to members. This is especially meaningful if signed by the president of the college, or by the board chairman. Such a letter may be substituted for the certificate of appreciation above, (or the resolution of appreciation) or a combination of the two may be appropriate.

Letter to the advisory committee member's superior: A timely letter to a committee member's superior expressing appreciation for his cooperation, and that of his firm in supporting the efforts of the junior college is usually a most effective means of conveying recognition. Again, the effectiveness of the letter is enhanced by a high ranking signature.

Meetings attended by the president: Possibly the single most effective way that a junior college can indicate its appreciation for the work of the advisory committee is by having the chief administrator of the college attend committee meetings occasionally. The program director should brief the president regarding events and issues so that he can demonstrate that he is familiar with the accomplishments of the committee.

Publish an annual advisory committee handbook: A handbook, or directory, should be developed and brought up to date each year. Included in this handbook should be a brief philosophy of the junior college, the occupational education programs, and the advisory committees. If the advisory committee functions are spelled out in general terms, it becomes a handy reference for meetings. Some directories include group pictures of committees, others only the names and business addresses, while others do

both. There are many possible variations and formats (see Appendix G for one example). Most of them serve the purpose of recognizing members for their valuable assistance to the junior college.

Publish names in catalogs: Some junior college catalogs list all advisory committees, in addition to the names of the staff and administrators. The wide distribution of catalogs by most junior colleges makes this an important public relations investment. The cost is negligible, while the returns may be high in community relations.

Invitations to college functions: By working closely with the director of community services most directors of occupational education will discover that tickets are available for many stage productions, outstanding speakers, and other junior college functions. A form letter inviting advisory members to submit requests for tickets is another way for the college to show its appreciation for the service of its advisory committees.

Athletic passes for games and events: Most athletic directors are public relations oriented and therefore willing to cooperate with other college administrators in efforts to improve the institutional image. While relatively few advisory committee members will take advantage of the athletic pass, the important point is the gesture of appreciation which is represented by the pass.

Parking privileges on campus: Junior colleges are notoriously short of parking space for automobiles. Letters announcing meetings should also contain parking instructions and a permit to park in a particular area. A better technique is the issuance of a windshield sticker good for one year, which permits the committee member to park on campus at any time. Few, if any, would abuse such a parking privilege since it would be used only at times when the operator of the vehicle was serving the college.

Other ways to show appreciation: The many possible ways for giving credit or recognition to advisory committee members by junior colleges are limited only by one's imagination. For example, news releases pertaining to new occupational education programs or equipment should refer to the advisory committee action which led to the present accomplishment. Statements by college officials of the manner in which the committee has been of service should be included when appropriate.

Should there be special reasons for crediting a committee for a particular accomplishment, they can be honored at breakfast meetings in such locations as night clubs or motel club rooms—the atmosphere has been described as “different” and this difference can be a compelling inducement for attendance at a 9:00 a.m. Saturday breakfast meeting. Luncheon and dinner meetings at special locations both on and off campus can provide the setting for reviewing the results of committee planning and recommendations.

- **In Summary**

Considerable care should be exercised by the junior college in setting up advisory committees. Some will work better than others, depending upon its "mix," its leadership, and the task before it. Involving an advisory committee in a review of junior college offerings may bring about a variety of reactions from both the representatives of industry and those of the junior college. However, most college representatives are quick to admit the value of outside assistance in keeping occupational education programs in tune with the needs of the world of work. Since this is an on-going process, (advisory committees are needed by the college year after year)—and since people are usually willing to put forth a great deal of effort if they are provided with positive feedback occasionally, junior colleges should learn to say "thank you" in a variety of ways.



THE ADVISORY COMMITTEE MEETING

Productive advisory committee meetings seldom just happen. More often, they are a result of careful planning and expert guidance. Good meetings require leaders who are adept at leading group discussions aimed at getting results. The committee chairman's job is to make the meeting as effective an instrument as possible for reaching joint decisions, for describing problems, and for providing solutions.

Attendance at meetings by all members, with as few alternates as possible, should be the general aim. The interplay of knowledge, experience, opinions, and ideas is one of the outstanding characteristics of the good meeting. Each member will leave the meeting with the knowledge he had when he came, plus that contributed by the other members during the session.

After the first meeting, attendance should not be a problem if members are convinced that their services are needed by the college, and that they can make a contribution to its function. A common error is made when a meeting is called for the consideration of a problem on which the final decision has already been reached. The discussions at the meeting are cut and dried. Such meetings are a farce and members of the committee usually discover this before the discussion is well under way. They wonder why their time and efforts are being wasted and their disillusion is usually ultimately reflected in poor attendance and resignations.

Meetings should be called for a purpose; there must be some real problems, and the problems should be such that they are adaptable to group discussion. Hopefully, the problem presents a challenge to the group to reach an acceptable solution.

It should not be supposed that the meeting table possesses the magic property of generating wisdom when rubbed simultaneously by a dozen pairs of elbows. Success depends very much upon the skill in the arrangements that have been made in advance of the meeting, and on the attitude and mix of the group.

• **Providing Leadership for the Meeting**

It was pointed out in Chapter V that the chairman could be either a layman or a college representative; there are numerous examples of both who

are serving as successful advisory committee chairmen. However, the impetus to call a meeting will stem from the college. Although the role of the leader, whether layman or educator, is extremely important to the success of the meeting, a good meeting is not a one-man show. There are certain basic attitudes, relationships, and tools which add up to good leadership.

The aspiring meeting leader should be aware of the following precepts:

Be sincere. How can one expect to arouse interest in others if he lacks enthusiasm about the matter under discussion?

Be a good listener. There are experts in the room who know more about the subject than the leader. He should listen for the speaker's meaning, not only to his words.

Be fair. Showing preference for certain individuals or ideas can be disastrous. The leader should be ready to accept new ideas providing their soundness can be demonstrated.

Be courteous. To knowingly offend a committee member would be unforgivable; to do so unintentionally is unfortunate.

Be patient. Having asked a question, the committee should be given time to consider an answer. The member who has difficulty in expressing himself should be helped and encouraged.

Keep goals in mind, move the meeting toward objectives.

Finally, an effort should be made to provide all committee members an opportunity to participate. "Everyone should speak once before anyone speaks twice" may have more than a grain of truth to it. There is always the danger of having a few persons monopolize the discussion. Resorting to the more formal meeting format may be necessary on occasion in order to "shut someone up."

A few qualities of the "ideal" leader may be considered at this point. These may serve as benchmarks for evaluation.

Tact is something recognizable in others but difficult to define. It has to do with respect for feelings, position, and judgment of others.

Impartiality is another word for open-mindedness and objectivity.

Poise involves personal bearing, even to the inclusion of such physical things as posture, facial expression, and movement. One does not get poise by slouching, mumbling, inattentiveness, or wandering about the room.

A sense of humor does not mean that one strives to be a comedian, or has at his disposal a large repertoire of jokes. It is a quality of not taking too seriously what someone has said thoughtlessly, or not taking offense too readily. This could also mean the turning of a tense situation into a pleasant one by a light and appropriate remark.

The advisory committee chairman should be made aware of some "don'ts," any of which could threaten the success of a meeting.

Avoid expertise. Setting himself up as a final authority on any subject may adversely affect the attitudes of the committee.

Avoid group pressure. Bringing pressure to bear on the group to agree with personal views may also go over with a "thud."

Avoid talking over the heads of the committee members. In wording questions, in rephrasing, and in summing up, only language which can be readily understood should be used. Such meaningless cliches as "the worse for wear," "in any way, shape, or form," or "do justice to the occasion" should be avoided.

Avoid violating a confidence. Committee members must be assured that what they say in meetings will be held confidential should they so desire.

Avoid depreciation. If charts, films, slides and printed materials used at the meeting fall somewhat short of perfection, the committee usually is understanding. Criticism of the college facilities, the administration, or instructional staff by the college representative or committee chairman is unprofessional.

Other mannerisms of which an individual is often unaware, such as frequent adjusting of a necktie, cleaning or filing nails, or smoothing or combing of hair should be avoided because it is irritating and distracting to others. The leader must have and show complete confidence in the group. His own zest and enthusiasm must be real, apparent, and contagious. He must be master of the situation but keep attention focused on the group and the problems. He must make the members feel that it is their meeting and its success depends upon their participation.

• **Conducting the First Meeting of the Year**

The first meeting provides an opportunity for the top college administrator to welcome the committee, to thank members for their cooperation, and to express his views on the functions of the committee. Time must also be set aside for committee members to get acquainted.

Name cards, neatly lettered and large enough to be read from across the table should be provided for each member. The chairman should open the meeting by introducing himself, then having each member do the same. In order to learn something of the rich backgrounds and experiences represented in the room, the first meeting may be an ideal time to have the committee members tell something of the work they do. While opinion is divided on the manner in which the members should be addressed, the use of last names should include titles—Mr. Smith, Chief Morgan, Captain Bash. Whatever the form of address used, the chairman should learn the group member names as soon as possible.

The first meeting is also an ideal time to give each member a copy of the advisory committee handbook (Appendix G). A little time taken by the chairman to discuss briefly the college philosophy, the functions of the advisory committee, and the importance of industry-education cooperation will pay off handsomely in later accomplishments.

The importance of arriving at the meetings on time can be stressed at the first meeting without seeming to address these remarks to certain members. It should be pointed out that tardiness is an imposition on those who are prompt. Assure the members that the meetings will start and stop on schedule.

Since the first meeting with the group will tend to influence all future meetings of this particular committee, it is important that it be especially planned. The overtalkative member should be handled firmly; the shy member should be encouraged to make his point. The group characteristics should be considered when planning the next meeting.

In general, the advisory committee will make its greatest contribution to the college if the following conditions exist:

1. The reasons for forming the committee are clearly understood by advisory committee and college officials.
2. The functions of the committee are clearly defined.
3. The committee is competent to perform the function.
4. The committee is needed and made to feel that they have an important role to play for the college.

Other common courtesies that will enhance the cooperative attitude of the advisory committee will vary depending upon available facilities. Providing coffee, tea, water, or other refreshments is always appropriate if the meeting is to last two hours or more. Arranging for parking at the meeting place, or transportation in some instances, is also appreciated. And, of course, a reminder by telephone on the day before the meeting will be reflected in improved attendance.

• **Preparing for the Meeting**

The physical preparations for the meeting are vitally important. Finding that some of the committee members were not notified or that another meeting is scheduled for the room intended as the meeting place can be very disconcerting. Delaying the meeting while a search is made for chalk or another chair can be embarrassing to the chairman and irritating to the committee. However, notifying the members and double-checking on room, chalk, and chairs is only part of the preparation. The chairman (and let us assume that he is also the college representative for this discussion), must be ready to serve as leader for the meeting. He must study the problems to be considered by the committee. Careful and detailed preparation will pay off in self-confidence for the chairman.

Ample notice essential: Each advisory committee member should be sent a meeting notice (see Appendix D for sample). The date, time, place, and purpose of the meeting should be clearly spelled out. Each should be informed of any data or special materials which he should bring to the meeting. If possible he should be told how long the meeting will last.

The timing of meeting notices is important. Each should be notified early enough so that he can arrange to attend. If he must collect data or prepare a program for presentation, ample time should be allowed. However, notices should not be sent out so far ahead of the meeting date that they are forgotten.

The meeting room: The meeting room should be well lighted and well ventilated. It should be reasonably quiet, comfortably heated. Rooms next to busy streets, noisy shops, or music rooms should be avoided. Having obtained the best room available, it should be double checked to be sure that it is reserved for the particular meeting, and that it is clean and in order.

It may be preferable to meet on campus providing appropriate meeting accommodations are available. Other facilities, such as hotels, motels, restaurants, private clubs, or conference rooms at industrial plants may also serve the purpose. The responsibility for reserving the meeting place should rest with the college representative, and this should be done far enough in advance to be included with the meeting notice.

The room should be furnished with a conference table, either round, square, or rectangular. Long, narrow tables should be avoided. Chairs should be comfortable without encouraging undue relaxation. Table and chairs should be so arranged that the committee members will not look into the light when they face the blackboard or flip charts. Nor should committee members be seated where they can look out of windows or open doors.

Ash trays should be distributed about the conference table, as should paper and pencils. Racks for hats and coats should be provided. If the weather is warm, windows should be opened before the group arrives and electric fans turned on if possible.

Audio and visual aids should be collected and tried out ahead of time. The blackboard should be in place and chalk tested on the board surface. Also try out the eraser. Practice setting up the collapsible easel. Have thumb tacks or tape ready for fastening charts on wall. If films or slides are to be shown, the equipment should be set up and tried out before the meeting. Finally, remember drinking water, hat-coat check, and toilet facilities.

Informing college personnel: College instructors and administrators should be informed early in the year of plans for involving advisory committees. Each should be given a copy of the handbook with an explanation of its intended purpose. Since the achievements of the advisory committee will be directly related to the demands made on it by the college, it behooves the college representatives to plan carefully for its use.

Individual instructors should be reminded that they will be invited to attend advisory committee meetings during the year. A frequent complaint against which the committee chairman must guard is the tendency of some teachers to "upstage" their colleagues or their programs, and to deliver glowing reports about the accomplishments of their own classes.

The meeting agenda: The agenda is the plan for the meeting in terms of items to be taken up and the time schedule. It should be made up in advance and sent to each committee member before the meeting. In the case of the irregular meeting, the agenda is generally prepared by the college representative and chairman without calling on members for suggestions. Since the agenda can affect the tone of the meeting, careful attention should be given the development of suitable items, the manner in which they are stated, and wise use of the committee's time.

A typical agenda (also see Appendix F) for an advisory committee meeting might include:

1. Introduction of all members
2. Brief review of the total college occupational education efforts
3. Brief explanation of the occupational education program being served
4. The relationship of this committee to the program
5. Report of previous meetings or reading of minutes
6. Reading of communications
7. Reports of subcommittees, if any
8. Specific topics for discussion
9. Future plans for expansion of the college or a specific program
10. Standards specified in federal acts and state plans for vocational education and accrediting agencies
11. Organization of the committee: (for the first meeting of the year especially)
 - a. Selection of chairman and secretary
 - b. Selection of dates and times for meetings
 - c. Adoption of rules listed in the advisory committee handbook to govern the conduct of meetings
12. Adjournment
13. Tour of college or instructional program under discussion.

How items get on agenda: While the best agenda items are generally those in which the committee has a high degree of interest, there will be items suggested by the college president, or by an instructor, which may fail to

excite the committee unless carefully handled by the chairman. The tendency is to include agenda items which are of interest to the college, since these develop naturally from program needs. It is suggested that topics need not be limited to those proposed by the college representative, that there may be provisions for items suggested by individual committee members, or by industry representatives who have a stake in the college program graduate.

The chairman is responsible for the preparation of the agenda. He should solicit items at each meeting for the agenda of the next meeting. When suggestions are considered inappropriate, the reason for not using them should be discussed fully with those making the suggestions.

Who takes charge? The chairman is the dominant figure in the advisory committee meeting. The college representative who is responsible for the occupational education programs has the highest stakes in the outcomes of the meeting. These two individuals will find it necessary to plan procedures carefully together.

It is the chairman's responsibility to see that the meetings start promptly, proceed effectively, and close when the designated closing time has been reached. If the agenda has been carefully planned, the meeting becomes a methodical, businesslike process of developing recommendations for the college. Poorly organized agendas can be most distracting and annoying to the active committee members.

More often than not, the reason for a breakdown during a meeting may be attributed to something that happened—or did not happen—before the meeting started. Such things as uncomfortable chairs, sitting in drafts, poor lighting or table arrangement, or no chalk for the blackboard, are physical faults which could have been avoided by planning. There are steps preceding the meeting which should be considered by the chairman and the college representatives. For example:

1. What is the purpose of the meeting?
2. Who are the participants, special guests, or speakers?
3. Can the group be analyzed for purposes of planning the meeting?
4. Does the agenda cover the subjects adequately?
5. Is there sufficient time to send notices to all who will attend?
6. Will adequate meeting facilities be available?
7. Can the necessary materials and aids be assembled?
8. Have plans been made to report the results?

Frequency of meetings: While a regular calendar of meetings may be desirable for some committees, others may need to meet only once or twice a year with a possible additional meeting for special needs. While planning new programs which may result in far-reaching effects in the community.

monthly meetings with several telephone and personal visits by key members of the committee between meetings may be necessary. The college representative must poll the committee for their preferences, then he must decide how often to call meetings. He would be well advised to remember that advisory committees are composed of actively engaged specialists in industry, and that their time is most valuable.

Directing committee action: Since the meeting is basically a cooperative medium, it should reflect a minimum of control and participation by the chairman, even though he is technically in charge. Group members are there to participate; it is up to the chairman to give them maximum opportunity consistent with the purpose of the meeting.

A desirable attitude of the chairman would be described as open-minded, objective, tolerant, and understanding. It stems from a philosophy of wanting to develop a democratic group, of inviting participation of the group in arriving at decisions. However, there is considerable evidence in support of the so-called autocratic leader for accomplishing certain meeting purposes. The Conference Research Project which was held at the University of Michigan in 1963 came to some interesting conclusions regarding weak and strong leadership. It was concluded that a strong, positive leader who expressed himself with emphasis and conviction tended to induce strong and positive contributions from the group. Conversely, they concluded that the submissive or weak leader drew less positive contributions. The implications here are that dominant leadership tends to help group activity move in a positive rather than a negative direction.

There are doubtless many qualities that make for a good committee chairman or leader. Since he will give direction to committee action he should have full knowledge of program objectives and a fair knowledge of program details. He should be willing to accept suggestions from the committee. Firmness and fairness are expected of him, and he should convey a sincere belief in the purpose of the committee and its role in providing advisory service. Occasional evaluation of the chairman by the committee may bring about improvement.

- **In Summary**

Good advisory committee meetings are the result of careful, thoughtful planning. The advisory committee must be notified of the meeting sufficiently in advance to plan attendance, and they must be informed of the nature of the meeting. The leadership should be such that all members of the committee are made to feel that they are important members of a team. The qualifications of the chairman depend upon his previous experience, his education, and his general knowledge and ability.



IMPLEMENTING ADVISORY COMMITTEE RECOMMENDATIONS

It is common practice to send copies of the minutes to the members of the advisory committee following the meeting, as well as to certain members of the college administration and instructional staff. The minutes are essentially a record of the things done and the decisions reached at the meeting. The key person for recording and preparing the minutes promptly is the secretary. His duties as secretary parallel those of the chairman, except that he does not preside at meetings. He reports directly to the chairman, and assists the chairman in preparation of the agenda for the meeting, which will in turn generate the discussion and decisions which will be recorded in the minutes.

• Committee Meeting Records

Having someone who is prepared to record the proceedings of the meeting is another important responsibility belonging to the chairman. Making notes from memory several hours, or days, following the meeting results in slipshod minutes that tend to offend the participants.

"The horror of that moment," the King went on, "I shall never, never forget!"

"You will though," the Queen said, "if you don't make a memorandum of it."

Of course, the Queen was right. Unless it is written down on paper as it occurs, much will be forgotten. The quote above was taken from one of the most famous books on communication in the English language, Lewis Carroll's *Alice's Adventures in Wonderland*. The situation referred to is a comment on that which happens at many advisory committee meetings; memorable events, good ideas, suggestions for improvement, unless put down on paper are soon lost or forgotten. If these were truly good ideas they will be found again, but think of the time that was lost in the meantime!

Furnishing each committee member with a binder or folder in which all committee records and actions can be neatly assembled reflects thoughtfulness and organization on the part of the college. This provides the committee member with a handy source for quick reference to matters of committee concern.

Copies of minutes should be kept on file at the college. Since they constitute a reminder of the subjects previously discussed, they ensure that pending or deferred questions are not forgotten. Also, they represent the history of the particular advisory committee at the college, and in this respect become invaluable to officers who may not be completely familiar with the work done in the past.

While the meeting is considered a most important phase of college-community relationships, that which happens immediately following the meeting should not be minimized. The kind of feedback received by committee members will help them form opinions as to their value to the college.

The secretary: It is the responsibility of the secretary to prepare and distribute the minutes promptly. Meeting minutes should be in the mails within four or five days. Circulation of minutes should be decided upon in advance and sent to selected persons. A record should be maintained of those to whom copies are sent. The secretary is not a clerk. If recordings are taken by a clerk, it is the responsibility of the secretary to carefully edit the clerk's version of what actually was decided at the meeting.

While an example of minutes is shown as Appendix E, the form adopted is to some extent a matter of custom or personal preference and it is not established by any inviolable rule. It should be remembered that minutes can be dull and verbose, with few people interested in taking long periods of time from a meeting for protracted reviews of past action. Minutes should include the following information:

1. Date, time, and place of meeting
2. Name of presiding officer
3. Names of those in attendance
4. Name of secretary
5. Dates of significant correspondence or other documents considered at the meeting
6. Important decisions and recommendations.

Minutes are not intended to be a verbatim account of the proceedings; they are intended to record what is done rather than what is said. They should be kept brief, factual, and impersonal. They should contain nothing that could be construed as reflecting negatively on a committee member. They should strive for accuracy to a degree that will exclude subsequent argument or misunderstanding, and to this end the secretary must ascertain while the meeting is in session that he is in possession of all relevant data and fully understands the intent of the action taken. A special effort should be made by the chairman to see that the secretary is provided any additional information which he may request at the meeting.

There may be times when a need arises for something more than a tightly written, concise, official record of the meeting proceedings. There will be occasions when an historical record, written in more general terms, of the meeting will be more useful than the concise form. The use to which minutes will be put should determine the form used.

The secretary may also serve subcommittees appointed by the chairman of the advisory committee. He may be asked to communicate with subcommittee members to follow up on their assignment. He may also work actively as a member of a subcommittee, preparing its report for the advisory committee.

The secretary should see that special committee assignments are accomplished within the given time. Failure to comply, including suggestions for action, should be reported to the chairman. Where responsibility for action is only vaguely understood, the secretary should assume responsibility and report the results at the next meeting.

Revision and evaluation: A few minutes spent in a skull session to review the happenings of the meeting may be time well spent at the close of the meeting. The chairman, secretary, and college representatives should evaluate the proceedings in terms of improving working relationships with the advisory committee. Even when the meeting is considered highly successful, time and effort spent reviewing and identifying the events which made it a good meeting should be discussed and recorded. By observing effective committee action the chairman can recognize the warning signals when other meetings tend to drag or falter.

Evaluating each meeting provides a basis for revising plans for the next meeting. It highlights the tasks of subcommittees, the chairman, or the secretary resulting from the meeting, and should clarify doubtful or questionable items for the next agenda. All of these efforts, of course, are aimed at improving advisory committee effectiveness.

Informing college personnel: It is important that copies of the minutes or summaries of committee action be supplied to appropriate college officials as soon after the meeting as possible. Specific recommendations should also be passed on to the proper person for information or action. It is generally the responsibility of the chairman to transmit an official copy of each recommendation. Instructional personnel should be kept informed of trends in industry reported by the industry representatives, particularly those trends which indicate that a change of emphasis in the curriculum might be required to meet new challenges.

The several division chairmen or department heads of a junior college would welcome an opportunity to keep abreast of some of the more exciting happenings of the occupational education areas. It might be well to discuss the reason behind this added effort with these administrators before including them on the distribution list. If key personnel at the college are kept fully informed of the efforts put forth by the occupational education administration

as it works cooperatively with industry, the pay-off may be increased understanding by the various college departments.

Action on recommendations: Advisory committees must be kept informed of any and all action which was taken by the college as a result of their efforts. Obviously, immediate action should be taken on suggestions that are sound, but even though no action is promised by the college, the committee members should be told why, so that they will not feel that they have been wasting time.

Most college administrators accept the fact that colleges are subject to public appraisal. Advisory committees therefore become sources of criticism as well as advice. Realizing the importance of public support for the overall function of the college, no college administrator should ignore constructive criticism by any of its reliable community sources. It therefore behooves the college representative to treat committee opinions with respect by suggesting possible action to be taken by the college administration.

While action by the college on committee proposals is generally to be desired, the exact manner in which the college representative will attempt to bring this about varies. He should know the proper procedures to follow in taking action on the various recommendations offered by the committee. It is important that some action is taken. There may be occasions when the chairman, or a small subcommittee may be asked to present the advisory committee recommendations to the board of trustees. Since the press is usually represented at board meetings, this may be an excellent way to let the public know of advisory committee participation in the college program.

Public relations: Webster suggests that public relations is the promotion of goodwill between a person, firm, or institution and other persons, special publics or the community. This promotion of rapport is accomplished through the distribution of interpretative material, the development of neighborly interchange, and the appraisal of public reaction. Public relations is further defined by Webster as the degree of understanding and goodwill which is achieved between the individual or institution and the general public. Furthermore, it is the application of certain techniques for achieving this relationship.

It should be a fairly safe assumption that most colleges are actively engaged in promoting goodwill between the institution and the general public from which they draw their clientele. The advisory committees are made up of a most important segment of this general public. Not only are they highly respected by their peers and their chief administrators in industry, they have an appreciative audience of instructors and administrators at the college. This gives them freedom of movement between the two organizations, and ample opportunity to learn something about the best and worst features of both. Active participation in both camps makes the advisory committee member a credible source of information who can generally catch and hold the ear of the listener, for better or for worse.

In today's interdependent society, all institutions are invested with public responsibilities. "College administrators," reports Professor W. R. Odell of Stanford University, "spend a considerable part of their time discussing the

repercussions of what they propose to do." The caution which colleges exercise in dealing with public information is predicated upon the belief that an informed public can be a wise public in matters of college support. There can be no escape in today's world from the grinding wheels of public attitude.

Daily practice of public relations consists of a multitude of little things and some big things. It is the daily application of common sense, common courtesy, and common decency. It can be doing favors for others, entertaining a visitor to the campus, preparing or giving a speech, or holding a groundbreaking ceremony for a new building. It can be a telephone conversation with an applicant for admission to a college program, or with an advisory committee member whose name was inadvertently left off the dinner meeting list. The variety of activities conducted in the name of public relations is endless. However, the team is the thing. One-man crusades are less and less a part of the organization concept. An effective working combination can be developed between college and industry by wise involvement of advisory committees.

A good public relations program, to be effective, must be tailored to the college which it serves and there will be differences in approaches from campus to campus.

While there is no guaranteed combination to make public relations work, the need for improving the public image of the occupational education program, for example, would indicate that time and effort should be devoted to a planned program to influence opinion through acceptable performance and two-way communication. The importance of making public the actions (recommendations) of advisory committees soon after positive action is taken should not be overlooked. Telling the occupational education story in terms of community action by industry representatives will tend to improve the public image of the college.

- **In Summary**

College officials need to maintain an awareness of what is taking place in advisory committee meetings. Key personnel from administration and instructional staff should receive copies of minutes and other reports made by advisory committees. Furthermore, the committees must be aware that their suggestions are sought and seriously considered by the college administration and other college representatives. The distribution of minutes and other reports of advisory committee action is important in terms of public relations for the college.

There is increasing interdependency of organizations upon the cooperation and esteem of many people, either in groups or as individuals. The college must have its representatives concerned with community affairs; it must be part of the mainstream of community life. By the same token, practically every major industry in the community has a stake in the quality of service provided by the junior college. This is why industry is so willing to lend its specialists to serve the colleges through its system of advisory committees.



EXPECTATIONS OF ADVISORY COMMITTEE MEMBERS

There are many ways one might evaluate the effectiveness of advisory committees as they work with occupational programs in junior colleges. An interesting exercise for any occupational education program administrator would be to place himself in the role of a member of one of his advisory committees and to then ask himself such questions as:

1. What information would I like from the college?
2. In what ways can this committee be of real assistance to the college?
3. What would I like to see happen at the committee meetings?

This type of role-play may provide insights into the expectations of the individual members of advisory committees. From this stance it may prove interesting to examine the points which have been made in previous chapters. Are the objectives of the industry representative similar to those of the college representative?

Samuel M. Burt, special assistant to the director, U. S. Employment Service, delivered a paper to the University of Michigan Leadership Development Program for Vocational and Technical Education (August 15, 1967) at Ann Arbor. By permission, liberal use is made of the contents of this paper in this summary chapter.

• **If I Were a Member of a Vocational Education Advisory Committee**

If I were a member of a vocational advisory committee, I would like, first of all, to feel that I was involved in an activity which was going to make some worthwhile and important contribution in the field of education. I would like to tell my family, friends, and associates that I had been selected to help develop an important educational activity which was going to benefit my community and my industry. I would like to brag just a little that I had been recognized not only as an expert in the field in which I am earning a living, but also because I had some knowledge and understanding of the field of education.

Rewarding committee members: To support my feelings about this (hopefully) important service, I would like to:

1. Have a letter signed by the college president or district superintendent asking me to serve on the committee
2. Know exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money, time, etc.
3. Be provided, initially and on a continuing basis, with information concerning vocational education developments within the educational system, as well as at the state and national levels
4. Be invited occasionally, to attend local, state, and national conventions of vocational educators (you will be surprised at how many I will attend at my own or my company's expense)
5. Receive, occasionally, a special invitation to attend a college function, a board of education meeting, or a state vocational board meeting
6. Be kept informed of special studies affecting the educational program of my college system
7. Be invited to attend meetings of other organizations involved in manpower development and utilization programs which may have some impact on the college program or on my particular industry interests.

Cooperation needs nurturing: In effect, what I am saying is that if you want me to advise you, I will feel a lot more comfortable if I know something about you and the environment in which you are operating. And while I am learning, I am not only becoming involved, but, hopefully, am becoming identified with you, the college and the problems of the educational system. If you can get me to this point, you can be assured I will be an active participant in the college program and the advisory committee. As a matter of fact, I will be doing my best to go beyond offering advice, and actually cooperate with you in achieving your goals for your program.

How would I want to cooperate with you? To the fullest possible extent! I will be glad to help raise money for a scholarship fund; to help obtain needed college equipment on loan, as a gift, or at a special discount; to contribute expendable supplies, instructional and guidance materials; to provide work-study experiences, to employ graduates; to help recruit students for the program; to assist in obtaining qualified instructors and help them in their instructional activities; and other services. You name it, and I will try to provide it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership. Sometimes I might want to do too much and try to become involved in administering the program. When I do, just point out that I can best help by providing advice and cooperation rather than becoming involved in the details of day-by-day administration.

I would like to feel that I will be welcomed in the school as a friend and supporter, and not as an interloper or meddler. Of course, there are certain regulations which I should observe when visiting, and you should make these regulations clear to me. But if I occasionally drop in to visit with you or the instructor without first calling, spend a few minutes with me. After all, I wouldn't come in if I weren't interested!

I would like to know what other colleges and school systems are doing about the problems being presented to my committee. I want to feel there is some linkage between the college I am serving and other schools in the area. I would like to know what the private schools are doing, and what other educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the state employment service, "war-on-poverty" programs, correctional institution training programs, and any others that will be providing my industry with manpower of varying skill levels. I want to know the "whole picture," and even get a chance to visit these other educational programs, and perhaps meet with their advisory committees once or twice a year. I want to know about these other programs so that I will not have the nagging feeling I am being "used" to support one program in opposition to any of the others. Rather, I want to help improve "my college's" contribution to the local community educational effort—as a taxpayer, as an employer, and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community and for my industry.

Other rewards for work well done: I would like some expression of appreciation for my volunteered services and contributions. If the advisory committee is as important to your program as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my name plate on the equipment. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of advisory committee members. Include our names in the catalog. All of us like to see our names in print! Not only will this make me feel good, but when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, your programs will gain in stature and prestige.

Meetings must be organized and worthwhile: When you ask me to attend a committee meeting, I would like to know what will be discussed at the meeting and know that the meeting will be run smoothly and be kept within reasonable time limits. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over, what did happen as the result of the advice and services we provided. I don't want to be asked to attend a meeting to approve something after it happened. If I find out I am being used for this purpose, I will surely become your critic instead of adviser.

The college responsibility is great: I know I am asking a great deal of you as an educator. But, after all, you did ask me to serve on your advisory com-

mittee. The more you provide "tender, loving care" for the committee, the more you will receive from us. And the more you get from us, the better will be your college program. Of course, the committee members and I, as well as the industries we represent, will also gain by having a continuing source of qualified manpower available and by getting a better return from our educational tax dollars. We will also benefit through personal satisfaction in being involved in our occupational education programs. There are many kinds of mutual benefits to be derived if the committee is effectively utilized.

In the final analysis, this is exactly what I want: effective utilization of my expertise, my knowledge, and my interest in serving one of the most important components of my community, my educational programs, and their students. If you are prepared to tell me how, when and where, I will do my best to help you—and appreciate the opportunity to serve.

If you think I speak for myself alone you are very much mistaken. I assure you that most industry representatives who agree to serve on advisory committees feel the same as I do. However, too often and in too many situations, their expectations have not materialized.

Advisory committees—use them well or not at all: Why? Let's now look at ourselves as college administrators for the answer. It's really very simple. We have either not understood what motivates industry people to accept service on a college advisory committee; or understanding, have not been able to provide the leadership time and effort to effectively utilize the committees. I urge you to give this matter careful thought before you organize an advisory committee. If you can't provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all!

Of course, without an industry advisory committee, your occupational education program will probably not be of much value in properly preparing your students for the world of work. So you might, at the same time you decide not to have an advisory committee, eliminate your occupational education program.

Like most everything else in life, "you pays your money, and you takes your choice!"

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APPENDIX A

Sample Letter Inviting Industry Representative To Serve on Advisory Committee

September 15, 1967

Mr. Richard Seymour, Manager
Cable Car Caterers
1474 Embarcadero Drive
San Francisco, California

Dear Mr. Seymour:

American Community College is making plans to initiate an occupational education program in the field of Food Services and Restaurant Management. It will be necessary for us to have assistance from your industry in formulating such plans for this program. We are therefore organizing an advisory committee.

Because of your extensive experience in the foods industry we would like to invite you to serve on this advisory committee. While the college would profit materially from your guidance, you would also be rendering a service to your community and the industry.

Realizing that you probably have a very busy schedule, we are tentatively planning to hold only three group meetings during the coming year. This can, of course, be decided by the committee at the organizational meeting on October 6, 1967, at 7:00 p.m. in the college Board Room. Please sign and return the enclosed self-addressed card if you can attend.

Under separate cover a college Advisory Committee Handbook is being mailed to you. Should you not find the answer to any particular question regarding the function of advisory committees, please do not hesitate to call me.

Very sincerely yours,

Robert Ingraham, Dean
Vocational-Technical Education

RI/be

APPENDIX B

Sample Letter Announcing Official Appointed By College President or Board Chairman

September 15, 1967

Mr. Henry W. Renk, Manager
Boise Typewriter Company
721 Clichit Street
Akron, Ohio

Dear Mr. Renk:

The American College Board of Trustees takes great pleasure in welcoming you as a member of our working team. While your appointment to serve a one-year term on the Office Education Advisory Committee required Board approval at last night's meeting, may I hasten to say that the question was unanimously approved.

Your extensive background and experience in the retailing and servicing of office machines and equipment qualify you as a most valuable member of this advisory team. Not only can this be an opportunity to contribute of your talent to the industry, but to the community at large as well.

We look forward to a happy and successful year for the Office Education Program at American College under your guidance and assistance.

Very sincerely yours,

Wade E. Eller, Chairman
Board of Trustees

WEE/be

APPENDIX C

Sample Letter of Appreciation From College President or Board Chairman

September 14, 1967

Chief John D. Morgan
Americanville Police Department
75 Central Avenue
Americanville, U.S.A.

Dear John:

Thank you for the important role which you have played during 1966 in our total college program. The law enforcement department at our college has attracted statewide attention during the past year largely as a result of the dedicated and highly professional work of the advisory committee on which you served.

Through your efforts we have been able to select the most suitable person for the position of Law Enforcement Coordinator-Instructor. The fact that there were outstanding candidates for this position only served to make this a more difficult task for you. For this additional encroachment on your time we are most grateful. I know that the other members of the Board of Trustees also share these feelings.

I am convinced that a continuation of a superior program in law enforcement at its present level is possible only with the support of a knowledgeable and enthusiastic advisory committee, such as that with which we are blessed.

May I extend to you the good wishes of this institution for your continued success and happiness.

Very sincerely yours,

Robert Johnson, Chairman
Board of Trustees

WWH/be

APPENDIX D
Sample Meeting Notice

September 18, 1967

James L. Hoerner, M.D.
621 Alamo Road
San Antonio, Texas

Dear Dr. Hoerner:

The Texas College Medical Assisting Advisory Committee will hold a luncheon meeting at the San Antonio County Medical Society Building at 12:15 p.m. on October 3, 1967. Arrangements are being made by Dale Huntington of the Medical Society, who is also a member of this advisory committee.

The agenda for this meeting will include discussion of summer in-service training for the medical assisting students, publicity of the program for employment of the graduates, and a review of standards for graduation.

Please check off the enclosed card and drop it in the mail today. It will help Mr. Huntington as he plans for us on October 3.

I look forward to seeing you at this luncheon meeting.

Very sincerely yours,

Howard D. Sagehorn, Dean
Vocational-Technical Education

HDS/be

Enclosures

cc: President Joseph
Miss Frederick
Mrs. Rassmussen

APPENDIX E
Sample Minutes

MINUTES OF
ELECTRICAL TECHNOLOGY
ADVISORY COMMITTEE MEETING
ARDVILLE TECHNICAL INSTITUTE
September 27, 1967

Meeting was called to order at 2:04 p.m. in the Conference Room of Ardvile Tech by Chairman Smith who introduced the membership.

Members present were Thomas Abrams, James Cote, Charles Johnson, Chairman Edward Smith, and Peter Wood. Absent was William Peterson.

Nero Pruitt, president of Ardvile Tech, welcomed the committee and explained some of the curricular requirements of the state department and accrediting groups.

Bill Deal, head of electrical technology, explained the existing program, mentioned some of the trouble areas, and invited discussion on the curriculum and equipment.

Committee recommendations on prepared agenda items included:

(1) *Curriculum:* (a) Introduce a unit on integrated circuits in the Circuits I course. Mr. Wood suggested that Ardvile Electronics Company has a good compilation of materials on integrated circuits. (b) Drop the two-hour course in oscilloscope operation and add instruction in pulse techniques.

(2) *Equipment:* Add to the amount of power equipment on hand, particularly dynamometers.

Recommended agenda items for the next meeting included:

(1) Examine the mathematics requirements of electrical technology. Explore needs in calculus and Boolean logic.

(2) Examine the structure of the electrical power offerings.

(3) Obtain a report of the subcommittee on transfer credits (Messrs. Abrams and Wood) regarding acceptability of credits at the university.

Meeting adjourned at 3:55 p.m.

Respectfully submitted,
Bill Deal, Secretary.

Copies to:

- (1) All committee members
- (2) Dr. Pruitt
- (3) All electrical technology faculty

BD:be

APPENDIX F

Sample Agenda

American Junior College
Ourtown, U.S.A.

AGENDA

Electronics Advisory Committee Meeting

Thursday, November 16, 1967

Room 317—Science Building

3:30 p.m. Meeting called to order . . . Chairman
Minutes of last meeting . . . Secretary

1. Report of the subcommittee on increasing the number of oscilloscopes in Lab . . . Dennis Renfro

Discussion of report and recommendations

2. Plans for visiting industry by all electronics classes before December 31 . . . Henry Steel

Discussion and recommendations

3. Plans for class project for state fair, report of tentative plans . . . Cal Bell, instructor

Discussion and recommendations

Other business

5:30 p.m. Adjournment

APPENDIX G

Example of an Advisory Committee Handbook

Engineering Technology Division West Valley Joint Junior College District

- The West Valley College Philosophy
- Foreword
- Advisory Committee Functions
- Advisory Committee Organization
- Advisory Committees and Occupational Programs

THE WEST VALLEY COLLEGE PHILOSOPHY

West Valley College is a community college. It serves the residents of a large district in the Santa Clara Valley which is made up of three high school districts: Santa Clara, Campbell, and Los Gatos High School Districts. The college provides education and services in four main areas:

1. Vocational and technical education in the areas of applied arts and sciences, business, engineering technologies, health sciences, and public and social services.
2. Two years of university preprofessional education which can be transferred to four-year colleges and universities.
3. Opportunity for continuing and broadening educational courses and programs for adults who may wish to expand their educational and cultural experiences.
4. Community services in various areas so that those who desire may broaden their cultural and educational background.

The college maintains an open door policy which permits college age youth and adults who can benefit from higher education to take advantage of the opportunity which has been provided for them.

Primary attention has been given to the development of vocational-technical curriculums to meet existing needs in the greater San Francisco Bay Area. The food services and restaurant management program and the licensed vocational nurse program, both in their first year at the college, are examples of curricula that are based upon community needs and employment opportunities.

West Valley College uses community facilities wherever possible to supplement campus facilities; classroom activities with industrial and business experience is thus provided in an occupational setting. The internship programs for students from the medical assisting, secretarial, nursing and other programs of education are intended to provide real life working situations. The transition to the world of work upon graduation thus becomes a pleasant experience as the students are productive employees when they complete the program of study.

The general program of institutional research followed by West Valley College is applied to each occupational education program and its graduates. Some of the specific objectives toward which the efforts of the college are aimed include:

1. Reducing the number of students who leave or drop out of College before satisfactory completion of work
2. Assessing the degree to which the curriculum and instruction are adapted to the full range of student community needs
3. Improving the effectiveness of technical and occupational curricula
4. Evaluating the competency of placement services.

A major study is currently being conducted by the college to evaluate the effectiveness of communication courses of study for the terminal student, and to ascertain the level of language arts required for selected occupations. Key college personnel are actively engaged in community projects, others hold membership in civic organizations, while still others have maintained affiliations with industry in the interest of meeting community needs.

FOREWORD

Junior colleges place a high value on the services of their advisory committees. They look to them for guidance in the development and continuance of many of their educational programs, particularly those in the technical and vocational areas. This, of course, is especially true in the case of a new and growing college such as West Valley College.

We know that community colleges are closely related to the social forces at work in their immediate locales. Indeed, a community college which is not closely identified with the community which it serves is not fulfilling its high purpose. A society usually sees itself reflected in its schools, and conversely, the schools and colleges are reflected in the society of which they are a part. While neither image may be perfect, nevertheless the consistency of image is there.

The real task of the community college, such as West Valley College, is the development and perpetuation of the necessary skills for maintaining and improving the image of the community. This can best be accomplished with

the help of locally oriented Advisory Committees. Schools and colleges throughout our land are looking to these "experts" for assistance in providing training programs that are attuned to the times and designed to serve their respective community's needs.

The Governing Board of the West Valley Joint Junior College District joins me in expressing our heartfelt thanks to the Advisory Committee members listed and described in this handbook. They are showing us the way that our college can more effectively serve the West Valley Community.

WALLACE W. HALL
Superintendent-President

ADVISORY COMMITTEE FUNCTIONS

While occupational needs surveys from time to time focus attention on skill shortages (and surpluses) which are of vital concern to the schools and colleges in a community, the Advisory Committees help to determine and verify the training needs. Because they are a vital part of the community, they can help the educator in maintaining a level of practical instruction which has real meaning for both youth and adults in terms of conditions in the community.

The Advisory Committee serves to evaluate training programs at the junior college level to ascertain whether or not they provide the kind of training which life situations demand. When course outlines are prepared, representatives of the industry are consulted in order to make sure that the techniques being taught are in keeping with the specific and current requirements of the industry. Instructional materials, equipment, standards for production work, and course outlines are reviewed periodically by the advisory committee in order that they may be kept up-to-date and functional.

Student Selection

Some advisory committees are more effective than others in the selection of students for special programs. The admission recommendation by a committee member for a particular training program carries special weight at West Valley College. Since the Advisory Committees help set up standards for entrance into occupational education programs, the students whom they recommend are usually highly motivated and reflect some of the wise counseling of the committee member.

Guiding the Instructor

Most instructors find that working with an Advisory Committee is a stimulating experience. He receives encouragement and increases his confidence through this association; the burden of responsibility is lightened as it is shared.

The instructor has learned that the chances for success of a new enterprise are enhanced when appraised by those who are qualified to judge!

Moral Support

Individual Advisory Committee members have appeared at public hearings and spoken before civic gatherings in the interests of improved occupational education. Obviously, only when the citizens know about the achievements and needs of these occupational programs will they have an intelligent basis on which to consider the financial needs of the college.

It is hoped that as various organizations in the community, such as unions, manufacturers, associations, service clubs, and other civic groups, know the objectives and needs of West Valley College, they will be more likely to support legislation which will strengthen occupational education programs.

Public Relations

West Valley College's wholehearted endorsement of Advisory Committees for its vocational-technical programs is its way of saying: "Ours is an open-door college; our programs are planned for the benefit of the community—we are here to serve the public."

One of the greatest services rendered by Advisory Committees is the interpretation of the college educational program to the people of the community. They bring about an understanding of the purposes and functions of the vocational-technical program and an appreciation of how the school is meeting its responsibilities. The increased community interest in these programs at West Valley College is a direct result of its active Advisory Committees.

Instructor Procurement

Several of the Advisory Committees have already rendered an important service to the college by helping to secure competent instructors. Their recommendations for candidates are actively sought from time to time as needs arise. In addition to encouraging top craftsmen from industry to become teachers on a full or part-time basis, they have served as screening committees to narrow the field of applicants for final selection by the college Governing Board and Administration.

ADVISORY COMMITTEE ORGANIZATION

Since the college is anxious to work with those people in the community who can contribute most to the success of the occupational education program, appointments to Advisory Committees demand considerable discretion. The success or failure of these committees depends upon the ability and willingness of the members to contribute.

Personal Qualifications

At least three essential criteria are kept in mind when selecting and

inviting individuals for membership in one of the West Valley College Occupational Advisory Committees:

1. **Experience**—Members must have had successful first-hand experience in the special area being served. They are persons who have the respect and confidence of their associates.

2. **Adequate time**—Since an advisory committee should meet as frequently as necessary, members must maintain close contact with the activities of the school. It will be necessary to devote some time to committee work, some of which will be on the college campus. In this connection, it may be advisable to provide alternates for each member.

3. **Character**—Most members are invited to serve on the West Valley College Advisory Committees at the recommendation of their colleagues. They are described as exhibiting a strong sense of responsibility and civic-mindedness, and are considered highly cooperative by their immediate supervisors.

The final authority for approval of selected committee members rests with the West Valley College Governing Board. The Advisory Committees listed in this handbook required board action at a regular Board Meeting and their appointment became an official matter of record.

In addition to considering the personal attributes of the individual members, every effort is made to have truly representative committees. These committees, it will be noted, are selected from a cross section of organizations in the community, from several geographical areas in an attempt to achieve balance.

Advisory Committee Operations

West Valley College has its own unique problems to meet; therefore, the Advisory Committees may operate somewhat differently than Advisory Committees at other colleges. The following generalizations are made regarding the college occupational education Advisory Committees and their methods of procedure.

Selection of Chairman

Most of the Advisory Committees were formed by the time classes started in September, 1965. However, due to the press of forming new programs, a few committees held their first meetings late in the fall semester, with all committees having met at least once by the end of the fall semester.

Since the persons who most needed the help were the college representatives, they served as acting chairmen at the early meetings. As time goes on and the members become better acquainted, the committees will be expected to appoint their own chairmen from among the lay members and representatives of the college.

Duties of the Chairman

The chief duty of the chairman is to preside at all meetings of the committee. He will be expected to work closely with the college administration at all times and will be consulted when the agenda for the meeting is prepared. It is usually the responsibility of the chairman to appoint subcommittees and to represent the Advisory Committee when appropriate.

Who Represents the College

The most logical individual to assume the task of representing the college at the Advisory Committee meetings is the dean of vocational-technical education. As the college occupational programs expand and meetings increase, it becomes physically impossible for one person to represent the college at all meetings, therefore a representative who is knowledgeable in the special area will be appointed to speak for the college. In addition, the instructors of the particular department under discussion will work with the Committee and assist at the meetings.

Duties of the College Representative

The college representative will serve as chairman, secretary, or general consultant of the Advisory Committee, or a combination of these. It is important to note that in any event, he is considered an ex-officio member of the Committee. He is present to seek advice, not to give it.

Some of his duties will include reading and keeping minutes, notifying members of time and place of meeting, arranging for meeting rooms at the college, providing statistical or descriptive information concerning the college, and preparing reports of progress. The college will assume the tasks of providing all clerical assistance needed in the work of the Committee, including minutes, reports, recommendations, and special notices.

One of the chief duties of the college representative is the preparation of the agenda for each meeting. It is his responsibility to state the problems involved in the occupational education programs and to present them to the Advisory Committee for discussion and recommendations. It is important that members of the committee be consulted in order to discover what the laymen believe to be weaknesses in the program and to get new, original ideas for improvements and additions.

It has been said that achievements of Advisory Committees are in direct relation to demands made on them by schools and colleges. It therefore behooves the college representative to obtain the maximum benefits from these specialists through active participation at meetings.

Lines of Communication

It has been the practice at West Valley College to send copies of the minutes, including recommendations, to all individuals and agencies involved. This has included administrative officers of the college, the several

division chairmen at the college, and the organizations represented by the Committee members. Thus the thinking of the Advisory Committee is made available to all interested persons, and the college authorities may use the suggestions as they choose.

Number of Members

The number of members on an Advisory Committee varies with the nature of the program served. This group should not be so large that it becomes cumbersome to deal with. It should lend itself to informal, constructive discussion.

Term of Membership

Members are appointed to definite terms of office serving from one to three years. Provision is made for staggered replacement so that there will always be old, experienced members serving. When a term has expired, a new committee member will be appointed with the approval of the Governing Board. Members may be reappointed for a new term at the request of the college representative.

Number of Meetings

With an ever expanding campus and programs to match, it has been difficult to standardize the number of meetings that each Advisory Committee should hold during the course of a year. The practice of calling meetings whenever there is important business to be conducted will be continued during 1967-68. Calling the Committee together for meetings to discuss matters that might have been resolved by mail will be avoided by the college in deference to the already heavy demands of the jobs of most committee members.

ADVISORY COMMITTEES AND OCCUPATIONAL COMMITTEES

Data Processing

The Electronic Data Processing curriculum is designed to provide services for the total industry and not just segments of it. It is the processing of information which is expressed in alphabetic and numeric form and has application in three broad areas: engineering and scientific research and application, research and development in management science, and control of business operations.

ADVISORY COMMITTEE

Mr. Woodrow H. Wilson, chairman
Instructor in Data Processing
379-1733

Mr. L. H. Amaya
Computer Center, Manager
Lockheed Missiles & Space Co.
Sunnyvale
742-7663

Mr. James V. Brown
Manager of Corporate Data Center
FMC Corporation
1125 Coleman Avenue, San Jose
289-2671—Ext. 2848

Mr. B. C. Dove
Director of Marketing
Mellonics Systems Development
Division
505 West Olive Street, Sunnyvale
245-0795

Mr. C. H. Finnie, Jr.
Computer Programming Supervisor
D/59-32
Lockheed Missiles & Space
Company, Sunnyvale
742-2401

Mr. R. Dean Kunkle
Data Processing Manager
Granger Associates
1601 California Avenue, Palo Alto
321-4175

Mr. O. C. Phipps, Jr.
Computer Group Supervisor
Philco Corporation, Palo Alto
326-4350

Mr. George Vandermate
Assistant Director, D. P. Dept.
County of Santa Clara
70 West Hedding, San Jose
299-2911

Mr. D. G. Wyman
Systems Programmer, I.B.M.
Ford & Cottle, San Jose
277-7100—Ext. 4062

West Valley College: 379-1733

Albert J. Riendeau, Dean
Division of Engineering Technology

Gunter Klein, Supervisor-Programmer
Data Processing

Meeting Schedule:


Called as needed.

(There followed in the handbook a listing of each advisory committee, and these were illustrated with pictures. Complete examples of this handbook are available as long as the supply lasts. Address all requests to the author.)

APPENDIX H
Sample Certificate of Appreciation

WEST VALLEY COLLEGE

CAMPBELL CALIFORNIA



Certificate of Appreciation

This is to certify that

is awarded this certificate for
Outstanding Service to the College

DATE _____

PRESIDENT _____ CHAIRMAN, GOVERNING BOARD _____

DEAN OF INSTRUCTION _____ DEAN OF VOCATIONAL-TECHNICAL EDUCATION _____

APPENDIX I
Sample Resolution of Appreciation

RESOLUTION

Adopted October 2, 1967

WHEREAS, The Office Education and Distributive Education Departments of Teaville Community College have enjoyed a very profitable year in working toward their goals for the future; and

WHEREAS, The Advisory Committees have been instrumental in bringing about our success; therefore, be it

RESOLVED, That the members of both organizations express their appreciation to Mr. Skelton, Mr. Harrison, Mr. Boles, Mr. Bor .m, Mr. Sanford, and Mr. Kistler, of the Distributive Education Committee, and Miss Stilwell, Mrs. Eikenberry, Mr. Appleby, Mr. Burgess, Mr. Paulsen, Mr. Powell, Mr. Howard, and Mr. Lively, of the Office Education Committee; and be it

RESOLVED FURTHER, That this resolution be read on the evening of October 2, 1967, at the annual banquet honoring the advisors and employers, and a copy of this resolution be presented to each member of the committees.

Chairman, Office Education Department

Chairman, Distributive Education Department