In spring 1986, a study was conducted by Lakeland Community College (Ohio) to determine whether community colleges were anticipating a substantial faculty turnover, what minimum and desired qualifications were being used to fill full-time faculty positions, and the importance of selected educational and vocational experiences for technical and transfer faculty. From a random sample of 124 colleges, survey responses were returned by 54% (N=67). Study findings included the following: (1) nearly half of the respondents anticipated substantial faculty turnover, with one-fifth of the institutions indicating that they were expecting vacancies of at least 20%; (2) respondents indicated that they would not fully staff present faculty positions, with a typical college employing 72 full-time faculty expecting to lose eight faculty members and hire just over six in the next 4 years; (3) faculty attrition was evenly distributed across the curriculum, with replacement positions showing a slight shift away from the liberal arts and mathematics, science, and health in favor of business and engineering; (4) fewer than 20% of the respondents recognized high school teaching as satisfying even the minimum experience qualifications; (5) more than 92% listed a master's degree as the minimum educational qualification for teaching transfer courses, and 5% required a doctoral degree for teaching in English and the social sciences; (6) 61% listed a master's degree as a required qualification for teaching in engineering technologies; and (7) nearly two-thirds of the respondents indicated they desired faculty with community college teaching experience. The survey instrument, a list of respondents, and survey response data are included. (RO)
RESHAPING AMERICA'S COMMUNITY COLLEGES THROUGH NEW FACULTY HIRING PRACTICES

James L. Catanzaro
President

Daniel D. Savage
Special Assistant to the President

Lakeland Community College
Mentor, Ohio

July 1986
Many of America's community colleges developed during the 1960's in response to an exploding demand for postsecondary education. The explosion was occasioned by a swelling of the college-age population which coincided with the emergence of the pervasive view that a college education is essential to success in life for people of virtually all ages, backgrounds and ambitions.

Community colleges in the 60's were required to hire large numbers of faculty as a result. Since the stress was on dedication to students and teaching over distinction in a discipline and research, most community colleges found their best applicant pool to be the ranks of high school teachers. The result was the development of a corps of instructors, often with bachelor's degrees in their teaching disciplines and advance degrees in education, uniformly committed to the centrality of the student learner.

Twenty years later the picture is quite different. Enrollments are on the decline. Many of those who shaped the community college movement are retiring. Readily available is an overflowing, highly educated applicant pool of people fully prepared for the university professoriate, many with experience in community colleges as well.

In Spring 1986, we conducted a study of sixty-one two-year colleges nationwide to find out whether these schools are continuing traditional community college hiring practices (from high schools) or are accessing the university applicant pool. In addition, we were interested in learning whether any important shifts were occurring, perhaps from the liberal arts which were so
popular in the 60's to career preparation fields so talked about today. We hypothesized that many community colleges are beginning to anticipate significant rates of faculty attrition since most institutions are fifteen to twenty years away from their principal development period. With a growing number of faculty at or near retirement age, compounded by the proliferation of early retirement programs, we expected to find institutions planning for substantial faculty turnover.

The study in part confirmed this hypothesis. While full-time faculty vacancies between 1986 and 1990 are anticipated to average a modest 10.8% overall, nearly half of the surveyed institutions look forward to very consequential faculty turnover, some as high as a third. Indeed, one-fifth of the institutions surveyed indicated that they are anticipating vacancies of at least 20%. Obviously a number of institutions will remain stable during this time as well.

In addition to estimating expected vacancies, respondents were asked to specify disciplines in which faculty openings were likely to occur and to estimate the number of positions which will be filled, again by discipline. In general, the respondents indicated that they would not fully staff present faculty positions. A typical college with 72 full-time faculty expected to lose eight and hire just six over the next four years.

Curiously, faculty attrition was evenly distributed across the curriculum: 37% in the liberal arts; 31% in math, science, and health; and 32% in business and engineering technologies. Replacement positions indicated a slight shift away from the liberal arts (36%), and math, science, and health (30%) in favor of business and engineering (34%).

Most important, the study sought to profile the replacement faculty who would make up the "second generation" of community college teachers. The study
confirmed that community colleges are indeed turning to the university applicant pool. Some two-year colleges are even listing the doctoral degree as "preferred." More to the point, recruitment from the ranks of high school teachers has virtually ceased. Fewer than 20% of the respondents recognize high school teaching as satisfying even the minimum experience qualification. At the same time, there continues to be little interest in recruiting persons with scholarly credentials as community colleges still look for people whose primary interest is teaching rather than research and publication.

As was expected, a clear differentiation of qualifications for career (technical) versus pre-baccalaureate (transfer) faculty emerged, particularly related to educational background. A master's degree is now seen as the union card for teaching transfer courses. More than 92% of the institutions listed a master's degree as the "minimum" educational qualification, and five percent require a doctoral degree in English and the social sciences. Moreover, a master's degree in one's discipline was the highest rated qualification on a list of job qualifications which the respondent was asked to rank on a scale of 1 to 10, "1" representing "not important" and "10" representing "very important." A master's degree in one's discipline was rated 9.6 overall. In addition, an earned doctorate was rated as "important" by two-thirds of the institutions, with more than one-third of the respondents giving an earned doctorate an 8 or higher rating.

Educational background was far less important for career program faculty. A master's degree was only listed as a required qualification for engineering technologies by 61% of the respondents. For business management and nursing, on the other hand, the requirement for a master's degree was higher, 89% and 79% respectively, but still well behind traditional transfer fields. Experience is apparently considered more consequential in career fields.
While community colleges now search for those who could also teach in four-year colleges and universities, they part company with senior institutions not only through a nearly complete disregard for scholarly achievement, but also through a decided preference for those with exposure to the community college. Nearly two-thirds of the institutions said they wanted faculty with community college teaching experience.

Whatever the field, the study showed that two-year colleges will continue to look for dedicated teachers. "Evidence of student orientation" was rated as "very important," scoring 8.3 on the 10-point scale for both transfer and technical faculty. "Willingness to work on committees" ranked quite high as well, scoring 6.8. In the case of technical faculty, "willingness to work on committees" was rated more highly than a "master's degree in one's discipline" and even "college teaching experience."

As many of America's community colleges enter their second generation, they have begun to conform to some of the hiring norms of other institutions of higher education. Nevertheless, they continue to be committed to the primacy of teaching. Thus they are centering their search efforts on full- and part-time community college faculty rather than teachers in the public high schools, the four-year college professoriate and graduate students. The new complexion of the faculty at community colleges may change these institutions. On the other hand, these new recruits may themselves be changed as they are acculturated further into the norms and values for the two-year college movement. In any case, they will come to their classes somewhat better prepared academically and likely with a view that they are teachers in a college rather than grades 13 and 14.
The sample for this survey consisted of 124 randomly selected colleges (see Appendix A) offering a two-year degree as its highest offering as listed in the Higher Education Directory 1986. The questionnaire (see Appendix B) was mailed in May, 1986 with the request that it be completed by the chief academic officer. 67 questionnaires were returned for a 54 percent response.

Results of the survey are shown below.

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2. Desired qualifications

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### 3. Mean Scores (1 = not important, 10 = very important)

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#### 4. Number of full-time faculty as of May, 1986

- mean = 94.66
- mode = 40.0
- median = 71.5

#### 4A. Mean Expected Vacancies 1986-1990 and Replacements

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APPENDIX A: FACULTY SURVEY LIST

Faculty Survey, May, 1986
N= 124
file: diskette 8415

Colleges selected randomly from
Higher Education Directory, 1986
Chief Instructional Officers

Dr. Charles A. Farrow, Dean of Instruction
Alexander City State Junior College, Alexander, AL 35910-0699

Dr. Virgil G. Warren, Dean of Instruction
Jefferson Davis State Junior College, Brewton, AL 36427

Dr. Glenn L. Maze, Dean of Instruction
Snead State Junior College, Boaz, AL 35957

Dr. James E. West, Dean Academic Affairs
Walker College, Jasper, AL 35501

Dr. Charles Cunning, Vice President Instructional Services
Central Arizona College, Coolidge, AZ 85228

Mr. Donald D. Hiserodt, Dean of Instructional Support Services
Yavapai College, Prescott, AZ 86301

Dr. Karen A. Wells, Dean for Academic Affairs
Mississippi County Community College, Blytheville, AR 72316-1109

Dr. Frances M. Conn, Vice President Instruction
Allan Hancock College, Santa Maria, CA 93454

Dr. Edward N. Tromas, Vice President/Dean of Instruction
Citrus College, Azusa, CA 91740-1899

Mr. Raymond D. Liedlich, Dean of Instruction
Columbia College, Columbia, CA 95310

Dr. Bernadine Chuck Fong, Dean of Instruction
Foothill College, Los Altos Hills, CA 94022

Dr. James Walker, Vice President Academic Services
Imperial Valley College, Imperial, CA 92251-0158

Dr. Edwin A. Young, Vice President Academic Affairs
Los Angeles Valley College, Van Nuys, CA 91401-4096

Dr. Fred Robinson, Director of Education
National Technical Schools, Los Angeles, CA 90037

Dr. Wise Allen, Dean Instructional Services
College of Alameda, Alameda, CA 94501

Ms. Judith Valles, Administrative Dean Academic Affairs
San Bernardino Valley College, San Bernardino, CA 92410

Mr. Clarence Tauer, Vice President for Academic Affairs
Santa Rosa Junior College, Santa Rosa, CA 95401

Mr. James R. Gayle, Vice President for Instruction
Moorpark College, Moorpark, CA 93021

Dr. Annette Lambson, Dean of Instruction
Yuba College, Marysville, CA 95901

Dr. Ralph A. Duncan, Acting Dean of Instruction
Front Range Community College, Westminster, CO 80030-2199

Dr. Peter M. Moanfeldt, Dean of Instruction
Greater New Haven State Technical College, North Haven, CT 06473

Mr. Edwin Rabinowitz, Dean of Instruction
Thames Valley State Technical College, Norwich, CT 06360

Dr. Lewis L. Atkinson, Dean of Instruction
Delaware Technical & Community College, Dover, DE 19901

Dr. Charles G. Cailell, Dean Dir Admissions/Registrar
Florida College,
Columbia-Greene Community College, Hudson, NY 12534
Dr. Mary Louise Vanwinckle, Dean of Academic Affairs
Dutchess Community College, Poughkeepsie, NY 12601

Dr. Marco J. Silvestri, Vice President for Administration
Hudson Valley Community College, Troy, NY 12180

Dr. Frank J. Milligan, Vice President for Academic Affairs
Monroe Community College, Rochester, NY 14623

Dr. Helen M. Ethrington, Acting Vice President Academic Services
Onondaga Community College, Syracuse, NY 13215

Dr. William R. Dodge, Vice President for Instruction
Rockland Community College, Suffern, NY 10901

Dr. Gabriel J. Basil, Dean of Academic Affairs
Schenectady County Community College,
Mr. John J. Saal, Academic Vice President
Suffolk County Community College, Selden, NY 11784

Dr. Donald Katt, Acting Dean of Instruction
Ulster County Community College,

Dr. Olin R. Wood, Vice President Instructional Services
Asheville Buncombe Technical College, Asheville, NC 28801

Dr. Phyllis P. Vogel, Dean of Instruction
Coastal Carolina Community College, Jacksonville, NC 28540-6877

Dr. Dillard L. Morrow, Senior Vice President
Isothermal Community College, Spindale, NC 28160-0804

Dr. Edward B. Bright, Dean of Instruction
Pitt Community College, Greenville, NC 27834

Dr. Vaud A. Travis, Dean of Instruction
Sandhills Community College, Carthage, NC 28327

Mr. Richard N. Greene, Dean of Curriculum
Western Piedmont Community College, Morganton, NC 28655-9978

Ms. Louise E. Dauphinais, Academic Dean
Turtle Mountain Community College, Belcourt, ND 58316-0340

Mr. Albert A. Salerno, Vice President/Dean of Instruction
Clark Technical College, Springfield, OH 45505

Dr. K. D. Edwards, Vice President of Instruction
Hocking Technical College, Nelsonville, OH 45764-9704

Dr. Walter H. Belling, Dean of Instruction
Lorain County Community College, Elyria, OH 44035

Dr. Peggy Bensman, Vice President Academic Affairs
Owens Technical College, Toledo, OH 43699

Dr. Ronald D. Garner, Vice President Instructional Services
El Reno Junior College, El Reno, OK 73036

Dr. Bruce B. Owen, Vice President for Instructional Affairs
Oklahoma City Community College, Oklahoma City, OK 73159

Dr. Gerard I. Berger, Vice President Academic Services
Chemeketa Community College, Salem, OR 97309-5008

Dr. Betty Pritchett, Dean Community Arts
Mount Hood Community College, Gresham, OR 97030

Dr. John R. Rulifson, Dean of Instruction
Southwestern Oregon Community College,
Mr. Glenn L. Hall, Dean of Academic Affairs
Bucks County Community College, Newton, PA 18940

Dr. William Haggett, Vice President Institutional Advancement
Community College of Philadelphia, Philadelphia, PA 19130
Dr. Piedad F. Robertson, Vice President for Education
Miami-Dade Community College, Miami, FL 33176

Dr. Hejia L. Wheeler, Dean for Instruction
Santa Fe Community College, Gainesville, FL 32606

Dr. Perry R. Adams, Dean of Instruction
Tallahassee Community College, Tallahassee, FL 32301-8170

Dr. Walter G. Jones, Academic Dean
Atlanta Junior College, Atlanta, GA 30310

Dr. Wesley C. Walraven, Dean
Floyd Junior College, Rome, GA 30163-1801

Dr. Fretwell G. Crider, Dean of Administration
Middle Georgia College,

Dr. Mary F. Estes, Academic Dean
Waycross Junior College, Waycross, GA 31501

Mr. David Kuwate, Dean of Instruction
University of Hawaii Kauai Community College, Lihue, HI 96766-9591

Dr. Richard W. Wood, Executive Dean of Instruction
College of Du Page, Glen Ellyn, IL 60137

Dr. Jonathan M. Astroth, Dean of Instructional Services
John Wood Community College, Quincy, IL 62301-1498

Dr. John J. Adelmann, Dean of Instruction
Mc Henry County College, Crystal Lake, IL 60014

Dr. Margaret B. Lee, Vice President Curriculum/Instruction
Oakton Community College, Des Plaines, IL 60061

Dr. Donald Foster, Dean of Instruction
Sauk Valley College, Dixon, IL 61021

Dr. Ernest Leach, Vice President/Academic Affairs
Triton College, River Grove, IL 60171

Mr. Loren Hall, Director of Education
Clark College, Indianapolis, IN 46202

Dr. John P. Schmeling, Vice President/Instructional Services
Vincennes University, Vincennes, IN 47591-9986

Dr. Adelbert J. Purga, Dean of Instruction
Scott Community College, Bettendorf, IA 52722

Dr. James Arneson, Director, Peosta Campus
Northeast Iowa Technical Institute, Calmar, IA 52132

Dr. Hugh Haire, Dean of Instruction
Allen County Community College, Iola, KS 66749

Dr. Laura M. Meeks, Dean of Instruction/Vocational Education
Fort Scott Community College, Fort Scott, KS 66701

Dr. H. Lynn Cundiff, Dean of Instruction
Pratt Community College, Pratt, KS 67124

Dr. Robert Rushing, Dean of the School
Draughon’s Junior College of Business, Paducah, KY 42001

Dr. Dale Taylor, Executive Vice President
Owensboro Junior College of Business, Owensboro, KY 42302

Dr. James V. Hennessy, Associate Director/Academic Affairs
Paducah Community College, Paducah, KY 42001

Dr. Donald O. Rogers, Dean of Academic Affairs & Services
Louisiana State University at Eunice, Eunice, LA 70535

Dr. Brenda J. Casey, Vice President/Academic Affairs
Andover College, Portland, ME 04103

Mr. Talmage Sexton, Dean of Administrative Services
Charles County Community College, La Plata, MD 20646
Dr. Bernard M. Solon, Vice President Academic Affairs
Harrisburg Area Community College, Harrisburg, PA 17110-2999
Dr. Byron E. Meyers, Dean of Academic Services
Luzerne County Community College, Nanticoke, PA 18634
Dr. Robert Mundenken, Vice President Academic Affairs
Northampton County Area Community College, Bethlehem, PA 18017
Dr. Robert A. Silvestre, Vice President Academic Affairs
Community College of Rhode Island, Warwick, RI 02886
Dr. Maurice R. DuPerre, Vice President Academic Affairs
Midlands Technical College, Columbia, SC 29202
Dr. Herbert J. Robinson, Dean of the College
Chattanooga State Technical College, Chattanooga, TN 37406
Dr. Exalton A. Delco, Jr., Vice President Academic Affairs
Austin Community College, Austin, TX 78768
Dr. Jesse Jones, Vice President of Instruction
Richland College, Dallas, TX 75243-2199
Dr. James F. Harding, Vice President of Instruction
Houston Community College, Houston, TX 77270-7849
Dr. Joe A. McMillian, Dean of Instruction
North Harris County College District, Houston, TX 77060
Dr. Luther Bud Joyne, Vice President Academic Affairs
South Plains College,
Dr. Raymond Van Cleef, Vice President of Education
Tyler Junior College, Tyler, TX 75711-9020
Dr. Peter A. N7berg, Vice President Instructional Services
Dixie College,
Dr. Max L. Bassett, Dean Academic Services
Northern Virginia Community College, Annandale, VA 22003
Dr. R. Edmund Dolan, Dean of Instructional Services
Bellevue Community College, Bellevue, WA 98009-037
Dr. Robert W. McFarland, Dean of Instruction
Highline Community College,
Dr. George H. Douglas, Executive Vice President
Shoreline Community College, Seattle, WA 98133
Mr. David R. Perkins, Vice President Instruction
West Virginia Northern Community College, Wheeling, WV 26003
Dr. David Kathka, Vice President Academic Affairs
Western Wyoming Community College, Rock Springs, WY 82901-0428
APPENDIX B

COVER LETTER AND QUESTIONNAIRE

April 25, 1986

<title2> <first2> <last2>
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Dear <title> <last>:

Like many colleges, Lakeland has recently adopted an early retirement program for its faculty that will result in a significant number of new faculty hires over the next five years. Assuming that other two-year colleges are facing a similar task, we are interested in finding out what qualifications and standards other colleges will use in hiring replacement faculty.

Please complete the enclosed brief survey form and return it by May 15. If you would like a copy of the completed survey, send a note under separate cover in order to preserve institutional confidentiality.

Sincerely,

Daniel D. Savage, Special Assistant to the President

DDS/ck
Please complete the brief survey below and return it using the enclosed stamped envelope by May 15, 1986. Your assistance is appreciated.

Send to: Dan Savage
Lakeland Community College
Mentor, OH 44060

1. Please list below your minimum qualifications for the following full-time faculty positions:

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<td></td>
<td></td>
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</tr>
<tr>
<td>e) Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Engineering Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Data Processing</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

--over, please--
2. Please list below your desired qualifications for the following full-time faculty positions:

[Use legend on reverse page]

FACULTY POSITION IN:

<table>
<thead>
<tr>
<th>Education</th>
<th>Teaching</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) English</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>b) Science/Math</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>c) Social Science</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>d) Business Administration</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>e) Nursing</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>f) Engineering Technology</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>g) Data Processing</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

3. Please rate in a scale of 1 to 10 (1 representing "not important" and 10 representing "very important") the following educational and vocational experiences for the two principal groups of faculty: technical and pre-baccalaureate (transfer).

<table>
<thead>
<tr>
<th>Education</th>
<th>Technical/ Vocational</th>
<th>Transfer/ General</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Bachelors in discipline</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>b) Masters in discipline</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>c) Publications in discipline</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>d) College teaching experience</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>e) Earned doctorate</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>f) Evidence of student orientation</td>
<td>______</td>
<td>______</td>
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<tr>
<td>g) Community college experience</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>h) High school teaching experience</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>i) Willingness to work on committees</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>j) other</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Thanks once again for your participation.