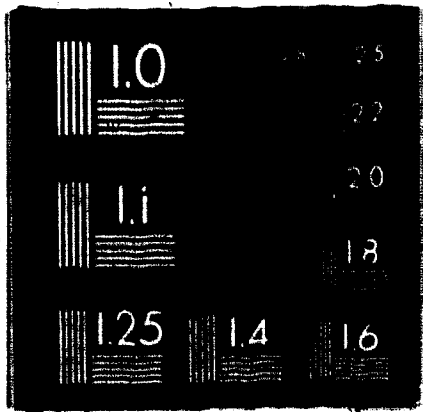


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THE UNIVERSITY OF ALBERTA
THE RÔLE OF ADVISORY COMMITTEES IN
TECHNICAL INSTITUTES

by



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A THESIS

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ABSTRACT

This study was designed to compare the opinions of staff and advisory committee members concerning duties which advisory committees performed or should perform in technical institutes. The research was carried out at the Northern Alberta Institute of Technology.

Two instruments were developed to obtain opinions from staff and advisory committee members. One instrument measured the respondents' opinions of duties which advisory committees performed and the second measured duties which advisory committees should perform.

Descriptive analyses of the data were provided through frequency counts and percentages. Chi-square procedures were used to determine significant differences in opinions of staff and committee members on duties which advisory committees performed. Standard deviations, Spearman's rank order correlation coefficients and t tests were computed to direct attention to possible differences in opinions on duties which advisory committees should perform.

The results of the study revealed that committee members were slightly older and had more experience than staff. Approximately one-half of the committee members served 4 or more years on the advisory committee. There appeared to be a need for more orientation as 35 per cent of the respondents reported that they had no orientation at all and most of them did not know who selected or appointed advisory committee members. The majority of staff and committee members expressed the need for more guidelines for advisory committees.

Almost 80 per cent of the respondents suggested that two or

three advisory committee meetings should be held per year. Absenteeism was not a problem at advisory committee meetings as most of the members attended the meetings regularly. One-third of the committee members indicated that they were no longer interested in promoting the program.

The study found that staff generally perceived that advisory committees performed more duties than the committee members actually performed. Significant differences in opinions between staff and committee members regarding the actual duties of advisory committees were found concerning standards of proficiency, shop layouts, budget requests, awards to students and assistance to instructors.

Items concerning duties which advisory committees should perform were ranked. Respondents showed high agreement that advisory committees should be most concerned with program and curriculum. Duties ranked lowest concerned policy making and administration. Respondents gave high importance and had high consensus that advisory committees should evaluate the standard of the program and allow business to develop the program.

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Chapter 1

THE RESEARCH PROBLEM

INTRODUCTION

Technology has undergone rapid change in the last few decades. This change is evident in a variety of sophisticated equipment, from the computer to colored television to satellites that orbit the earth. The former agricultural society has changed into a very technical and complex society which needs more highly skilled technical workers. The increased demand for highly skilled workers has resulted in the rapid expansion of technical training in institutes of technology. This is demonstrated in Alberta by the growth in enrollment at technical institutes from 3,991 in 1961 to 15,053 full-time students in 1971 (Department of Education, 1962, 102; Department of Education, 1972, 127-130).

Rapid changes in technology create the need for institutes to continually up-date and up-grade their courses and programs. This need may be partially satisfied with two-way communications between educators and representatives from industry. Advisory committees are one method of formalizing this communication. They may be regarded as a group of persons selected from the community to advise educators regarding occupational education programs. Advisory committees are not intended to be decision-making groups as they do not possess formal authority. Members on these committees usually serve voluntarily and without pay.

The perceptions held by advisory committee members (hereinafter

referred to as committee members) of the expectations of their role may influence their behavior in the performance of their duties. Their role enactment may be a compromise between the institute's expectations and the committee members' perceptions of their role. The compromise between these divergent expectations may cause the committee members to experience role conflict and to question the value of advisory committees.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the differences in opinions which existed between the committee members and the staff of the Northern Alberta Institute of Technology regarding the duties performed by the advisory committee. It further investigated the differences between the role expectations held by the committee members and the institute staff. More specifically, the purposes were as follows:

1. To determine the opinions of committee members concerning their role regarding program content, public relations, student recruitment, selection, and placement, and instructor assistance.
2. To determine the opinions of institute staff concerning the role of advisory committees regarding program content, public relations, student recruitment, selection, and placement, and instructor assistance.
3. To compare the opinions of committee members and staff pertaining to the duties which advisory committees should perform.

SIGNIFICANCE OF THE STUDY

As industry becomes more sophisticated, so must the process and content used for the training of men and women to work in it become more sophisticated. This sophistication, in turn, requires tremendous resources and effort to keep the training up-graded and up-dated. In this regard, Dellefield (1970:4) states that programs must be "evaluated and re-evaluated by persons engaged in the various occupational fields" to insure that courses are kept relevant to the needs of industry. Advisory committees are one method of performing this duty without causing a large drain on an institute's resources.

Writers such as Burt (1967), Riendeau (1967), and King (1960) state that greater use should be made of advisory committees and that they should not be restricted to technical advice. They claim that advisory committees may serve a useful purpose in public relations, student recruitment and in providing direct assistance to instructors. The extent to which committees are used in these areas may vary from program to program.

This study was designed to (1) point out the differences of opinions between committee members and staff pertaining to the duties which advisory committees performed in relation to the program content, public relations, student recruitment and instructor assistance, and (2) point out the differences in opinions between committee members and staff pertaining to the duties which advisory committees should perform.

The results of this study could be of value to the Department of Advanced Education in the development of provincial guidelines for advisory committees. Institutes of technology may find the study useful

to help evaluate the functioning of advisory committees. Furthermore, it may help institutes develop broader orientation sessions for committee members. Institutes may wish to re-examine the size and composition of the advisory committees and also identify new activities for advisory committees as a result of this study.

DELIMITATIONS

This descriptive study of the role of advisory committees in technical institutes was limited to a survey of members of advisory committees for six programs and related staff of the Northern Alberta Institute of Technology. Two representative programs from each of the three divisions were selected. The staff included the senior instructors or section heads, department heads, and division directors.

LIMITATIONS

A limitation of the study relates to the phraseology used in the data collecting instruments. Items may have been expressed in such a manner that differences in interpretation occurred.

The second limitation was that length of service on the advisory committee by staff or committee member was not considered in analyzing responses. A further concern was that responses made by committee members were indicative of their actual role behavior on the particular advisory committee surveyed.

DEFINITIONS

Advisory committee. A group of people selected locally from a specific trade or occupation, appointed to advise the institute on

matters pertaining to teaching that particular trade. These people may be from labor or management. The group does not have final decision-making power but offers advice to administrative officials.

Divisional director. A person who is responsible for all matters concerning the educational process for a division within the Institute. He is responsible for one or more department heads and related programs.

Department head. A person who is responsible for all matters concerning the educational process for a number of programs. He is responsible for one or more section heads and/or senior instructors.

Senior instructor or section head. A person responsible for all matters concerning the educational process for one program.

Perception. An immediate or intuitive cognition or judgment concerning the behavior of a person in the performance of his duty.

Role. An incumbent's specific overt behavior resulting from his perception of the expectations held for that position. The enacted role is contingent on the degree to which action is taken in respect to perceived needs and expectations held for the position by an individual or a group.

ORGANIZATION OF THE THESIS

Chapter 1 includes the introduction to the problem, the problem, significance of the study, delimitations, limitations and the definitions of the terms used in the study. Chapter 2 provides a review of the literature related to advisory committees. Chapter 3 describes the design of the instrument, the collection of data, and the statistical

procedures used in analyzing the data. Chapter 4 describes the sample and provides general information about the respondents. Chapter 5 is devoted to an analysis of the data, comparing staff and committee members' perceptions of the present duties performed by advisory committees. Chapter 6 is devoted to an analysis of opinions of staff and committee members concerning duties which advisory committees should perform. The final chapter summarizes the findings of the study, presents some implications of the study and makes recommendations for further research.

Chapter 2

REVIEW OF THE LITERATURE

A sizable body of literature exists on opinions of functions and uses of advisory committees. Most of the literature reviewed was short articles pertaining to individual experiences or opinions about advisory committees. This review attempts to summarize the pertinent literature concerning the need for advisory committees, selection of members, need for orientation, function of advisory committees concerning program content, public relations, student recruitment, selection, and placement, and assistance to instructors. It is hoped the review will provide the reader with the necessary background to place the study in its proper perspective.

NEED FOR ADVISORY COMMITTEES

Advisory committees originated from the need for closer cooperation between educational institutions and the industries they served. The American Vocational Association (1969:6) suggested that vocational programs must reflect the day-to-day occupational life of that community. One method of attaining this reflection was through the use of advisory committees. Training offered by institutes of technology is highly job oriented, thus it should be coordinated very closely with industry.

Golden (1970:10) saw this coordination being maintained effectively through the use of advisory committees. He stated that advisory committees must provide the necessary communication to keep

the program relevant by up-dating and up-grading the course content. Programs must be subjected to the criticisms of the work force to be relevant and to maintain their objective to train people for employment.

Without advisory committees, Grimmel and Young (1955:125) found that staff usually received scattered and casual opinions about programs. They saw a need to retain a group which consolidated opinions and surveys about the educational programs offered by institutions. Often staff became so occupied with the training process that they did not take the time to "step back" and examine the whole program. Members from industry prompted this examination occasionally when they questioned the purpose of certain course content in a program. Wilber (1967-8:20) claimed that advisory committees fulfilled the need to build respect and understanding between educators and business personnel. He added that the gap in up-grading courses may be lessened by the use of advisory committees.

Babitz (1963:13) stated that educators had a need to obtain outside judgment on plans, purposes and resources before making certain decisions regarding the programs they offered. Many decisions regarding the program, once made public, were very difficult to change. Babitz suggested that advisory committees fulfilled this need by discussing problems without making them public knowledge.

Besides the need for advisory committees to advise on program content, Stanger (1963:29) found that students wanted assurance that a program had been accepted by industry. Students preferred programs which were closely affiliated with industry. They were anxious to discover what the world of work was really like. His study found that students felt programs which had advisory committees were more

reflective of the industrial work setting than those without such committees.

Wilber (1967-8:19) claimed that most institutions sought status in the community or among other institutions. He claimed that status could be achieved very quickly by associating the Institute's staff and programs with carefully selected leaders from business and industry. An indication of fulfillment of this need was commonly indicated where the advisory committee members were presidents and managers of larger companies in the community.

Gittleman (1965:1) suggested the need for advisory committees was not only felt by the students or institute staffs. Leaders from industry had needs that may have been filled by advisory committees. To help fill their manpower needs, leaders of industry were most anxious to cooperate with educators. Gittleman added that the training and retraining demands of our changing technology provided the impetus for industry's concern and support for educators in our school centered society.

Carey (1964:2) claimed industry had a need for manpower which education could help train. He went on to say that the businessman was the key element in the whole educational picture because he was in a position to forecast a company's skilled manpower requirements. The Education Council of the Graphic Arts Industry (1957:2) pointed out:

Management's stake in developing an educational system for our industry is rooted in a continuing supply of well trained manpower.

They proposed the assurance that the supply of well trained manpower may be met by continual cooperation between institute and industry through advisory committees.

Burt (1967:29), a well known authority on advisory committees, summarized a number of reasons why industry wanted to become involved in educational programs: (1) costs of initial job entry training and retraining were transferred to the school, (2) assurance of a supply of well-educated potential employees, (3) prestige gained through affiliation with the school, (4) provision of a community public service function, (5) the opportunity to engage in educational activity, and (6) a personally felt moral and social responsibility for helping young people to prepare themselves for the world of work.

SELECTION OF COMMITTEE MEMBERS

Writers, including Roberts (1957:352), Stanger (1963:29), McKinney (1970:265), and Holt (1965:31), stated that management and labor must be represented on advisory committees. Holt included personnel supervisors and recommended technicians be represented in the case of technical institutes. Stanger specified that employers and employees have equal representation on committees. An article by Bible (1961:81) suggested that advisory committees be representative "of the clientele to be served." It appears that consensus among writers was that management and labor be represented on advisory committees.

Criteria for the selection of committee members was summarized by Wilber (1967-8:20) as "interest in the school, recognized expertness, and their influence in the business community." He added that renewal of membership should depend on attendance and actual participation in the work of the committee.

SIZE OF COMMITTEE

Most of the writers reviewed recommended that the number of members on an advisory committee should be from six to twelve people. McKinney (1970:265), Awrey (1966:160), Gromacki (1966:21), Roberts (1957:160), and the American Vocational Association (1969:27) claimed that specific occupational advisory committees should be limited to a maximum number of twelve members.

The American Vocational Association specified that the general advisory committee serving an area such as business education may have from twelve to fifteen members. Cooper (1969:434) suggested that "few carefully selected members will be more effective than a large unwieldy group."

LENGTH OF SERVICE

It was recommended by writers such as Riendeau and Hoerner (1968:7) that definite terms of appointment from one to three years be granted to committee members. They felt that longer appointments did not serve any useful purpose as members usually exhausted their new ideas by the third year.

Golden (1970:10) suggested that replacement of committee membership be staggered. This insured that some old, experienced members were always on the committee. He recommended that "One-third of the membership should be replaced each year," with the provision that effective and dynamic leaders may be reappointed several times. Harms (undated:1), in his guidelines for advisory committees, stated that "Membership is normally for a term of three years to be controlled by a rotational schedule."

Another reason for rotating membership, according to Grinnell and Young (1955:27), was to prevent committee members who lost their enthusiasm from becoming "dead weight" with no way of removing them from membership. Some members may have lost their interest in the purpose of the committee or they may have become too busy to participate. In addition, Cooper (1969:413) suggested that enthusiasm may be lowered by staff giving members the impression that they "are not really expected to contribute anything of significance."

NEED FOR ORIENTATION

A review of the literature in this area revealed that almost every advisory committee needed more orientation. Stanger (1963:29) proposed that prospective members be advised of the function of the advisory committee, duties of members, and other relevant matters prior to their appointment. Writers, including Grinnell and Young (1955:124), Gromacki (1962:22), and Bible (1961:81), stated that committee members should be instructed regarding their responsibilities.

In a research study, Bible (1961:81) found that "Generally, there was a lack of understanding among committee members as to what their job was." He added that committee members expressed considerable disagreement about what should be their responsibilities. Staff tended to over-emphasize the committee members' performance in comparison to the committee members' own views. Committee members were eager to assume more responsibility than the staff felt they should be given.

According to Muniz (1969:43), a tour of the school and a general explanation of the school's operation should be included in the orientation session. Stanger (1963:30) recommended the publication of an

advisory committee members' handbook or its equivalent. King (1960:70) went so far as to give a suggested outline for such a handbook. It was noted that most of the writers reviewed recommended either a handbook or extensive guidelines for committee members.

ADVISORY COMMITTEE MEETINGS

Engelking (1968:26) wrote that well-functioning advisory committees had certain characteristics. The atmosphere of the meeting must be very informal. He said:

The meetings are problem-solving or brain-storming sessions, not occasions for rubber stamping preconceived ideas presented by the teacher or school administrator.

Stanger (1963:29) suggested that an agenda be mailed to each member at least one month prior to the meeting. This procedure provided the member with an opportunity to study certain items so that he might be prepared to discuss them at the meeting.

Although there does not appear to be a consensus of agreement among writers concerning the number of meetings which advisory committees should hold during the year, many of the writers reviewed proposed two meetings per year. Stanger (1963:29) felt that at least two meetings a year should be held and other meetings called when necessary. Holt (1965:31) stated that advisory committees "should meet at least once every two months." Howard (1970:41) recommended that there be no more than three meetings per year. Bible (1961:82) suggested that absentee members should receive a report of the meeting, including the action which was taken, and be telephoned for their opinions on relevant items.

FUNCTIONS OF ADVISORY COMMITTEES

The review of the literature indicated four main types of activities that advisory committees may perform. These were:

- (1) program content; (2) public relations; (3) student recruitment, selection, and placement; and (4) instructor assistance.

Program Content

There was little doubt that the technical advisory committee's main function was to advise on curriculum. Wilber (1967-8:23) stated that "Cooperation in curriculum-instructional development is a logical function for committee advisors." Committee advisors were technically trained people who were knowledgeable in their field or a related field. The opinions they expressed should be those of the trade community. King (1960:12) stated that advisory committees enabled an institute "to maintain a curriculum at a level of instruction practical for the needs of the community."

Writers, including Keller (1948:183), Golden (1970:10) and Yader (1962:18), all agreed that advisory committees must advise on course content. King added that the committee should periodically review the instructional materials, equipment, and course outlines to insure that the program was not deviating from its original objective.

Public Relations

A consensus among the writers reviewed was that advisory committees served a useful public relations function. Roberts (1957:353), Keller (1948:184), and Riendeau and Hoerner (1968:5) claimed that advisory committees were a useful public relations tool. They were

useful for publicizing proposed programs, expressing opinions on issues that affect a program, assisting in the preparation of brochures, making speeches at meetings and on the news media as well as providing financial assistance to outstanding graduates.

Several writers, including Stanger (1963:30), King (1960:10) and Golden (1970:10), proposed that advisory committees be used in community surveys of trade education. Keller (1948:181) claimed that advisory committees, if they exercised their functions properly, constituted a type of continuous occupational survey. Some writers rejected the use of advisory committees to conduct surveys. Howard (1970:4) stated that when members were asked to conduct surveys, evaluate results or publicize the program, they were asked for too much. Wilber (1967-8:22) questioned the value of making surveys by saying that there was no evidence that program development or modification resulted because of any survey.

It appeared that various writers had different opinions about the extent to which advisory committees should be involved in public relations. A major concern of most writers was that advisory committees should not be burdened with detailed work or normal staff activity, but their activity should be restricted to giving advice.

Student Recruitment, Selection and Placement

Burt (1967:29) expressed the view that committee members should be involved in the development of aptitude tests as well as screening students who applied for admission to the program. King (1960:11), on the other hand, wrote:

School officials should assume the responsibility for

Interviewing prospective students, administering or checking results of tests, and in making the final decisions regarding the acceptance of students for enrollment.

It would appear that committee members would have to spend an excessive amount of time performing advisory committee duties if they were asked to select students. Howard (1970:41) pointed out that committee members were businessmen who were employed full-time and, therefore, they did not have that much time to devote to advisory committee duties. They should not be asked to select students.

In regard to placement, writers including Burt (1967:29), King (1960:12) and Keller (1948:183) wrote that members assist in placement by hiring or referring graduates for jobs. The writers reviewed did not see advisory committees performing a major role in the placement of graduates. Most of the emphasis was on assisting graduates by promoting the program in general rather than by helping on an individual student basis.

Writers perceived different roles for advisory committees in the student recruitment and selection area. Few writers saw advisory committees actually being directly involved in the selection of students. It was a general feeling that committee members should be willing to counsel prospective students and to participate in high school career days. A number of writers agreed that advisory committees should be involved in establishing broad guidelines for the selection of students but they should not get involved in the mechanics of selection. It was generally felt that selection was a routine matter which should be handled by the staff.

Instructor Assistance

The literature revealed that advisory committees can be very

helpful in the instructor assistance area. In regards to selection, Keller (1948:182), Burt (1967:30) and Roberts (1957:352) suggested that advisory committees should assist in the establishment of qualifications for instructors. As in student selection, the writers recommended that advisory committees should not be involved in the actual selection process of instructors.

In regards to assistance with the program, King (1960:2), Moore (1968:29) and Burt (1967:30) proposed that advisory committees provide direct assistance to the instructor. The areas for which assistance should be given could include conducting program reviews, evaluating the progress of the program, providing guest lecturers, conducting clinics and in-service training programs and donating funds to attend meetings if necessary.

CHAPTER SUMMARY

The review of the literature revealed almost no research into the role of advisory committees in technical institutes. Most of the literature and studies were found to express the opinions and preferences of educators as to duties of advisory committees in high schools and community colleges.

The literature revealed that there is a need for advisory committees. They provide two-way communications between the educational institution and industry. Advisory committees serve to consolidate the scattered opinions from the community and help bridge the gap between educators and business personnel. The membership should consist of representatives from management and labor. Some writers felt that labor had more current knowledge about actual skills required

for production techniques.

A number of writers suggested that the size of the committee should range from six to twelve members. Committee members should be replaced on a rotational basis with the length of appointment ranging from one to three years. Provision should be made for the reappointment of committee members who make a special contribution.

The literature revealed that there is a need for guidelines outlining the duties of advisory committees. In addition, most writers suggested that an orientation was essential to familiarize the staff and committee members with the duties of advisory committees. It was proposed by some writers that meetings be informal with an emphasis on brainstorming or discussion. A minimum of two meetings a year was recommended. Advisory committees should advise on program content, deal with public relations generally, and advise on criteria for the selection of staff and students. A number of the writers reviewed added that committee members should counsel students upon request and give direct assistance to instructors.

Chapter 3

RESEARCH METHODOLOGY

This chapter describes the instrumentation developed for data collection in this study. It then outlines the procedures followed in the selection of the sample. The chapter concludes with an explanation of the procedures which were used in processing the data.

INSTRUMENTATION

The data used in this study were obtained through the use of two questionnaires. One questionnaire was used to survey committee members to determine the duties which advisory committees performed. The same questionnaire was modified to obtain the institute staff's perceptions of the duties performed by advisory committees. A second questionnaire obtained opinions of staff and committee members regarding the duties which advisory committees should perform. Copies of both questionnaires appear in Appendix A.

Sources of Questionnaire Items

Items used in the questionnaires were formulated on the basis of the survey of the literature, actual experiences of the researcher, and by consultation with institute staff who were not in the sample but who had contact with advisory committees.

Material written by Burt (1968), Cushman and Jarmin (1965), and Dellefield (1970) was most useful in the construction of items pertaining to the duties performed by advisory committees. Items pertaining to

duties which advisory committees should perform often paralleled those regarding duties actually performed and were also drawn from the literature. In addition, selected staff and committee members were interviewed and asked to suggest items which were of specific interest to them for inclusion in the questionnaires.

Questionnaire Format

Several factors were considered in planning the questionnaires. The first concern was that the questionnaires should be short and simple to complete. A more important second factor was that respondents should not be given the impression that they must have performed all the duties which were mentioned in the questionnaires. Thirdly, items were compiled in such a way that long successions of negative responses would be avoided. A fourth concern was to make the meaning of items clear so that the items could be answered decisively. The final factor was that data could be easily transferred to data cards for computer processing.

Three types of question formats were used. The first, calling for information on the present duties of advisory committees, required check marks in the appropriate opinion category. The second, seeking personal and general background information, also required check marks in the appropriate category. The third, inviting opinions on advisory committee functions, requested responses on a five-point Likert-type scale ranging from strongly agree to strongly disagree.

One instrument was composed of five sections, four to obtain data on duties performed in program content, public relations, student recruitment and instructor assistance, while the fifth obtained general information about committee members and staff. Space was provided for general comments about any aspect of the duties of advisory committees.

The second instrument was designed to determine the functions that advisory committees should perform. Space was provided for respondents to add statements which they felt were important.

Revision of the Questionnaire

Questionnaires were circulated to selected advisory committee members and staff who were not a part of the sample. The pilot group was asked to comment on the questionnaires with regards to clarity, suitability of items, and suggestions for other questions. In addition, the questionnaires were submitted for review and criticism to a seminar group consisting of graduate students in the Department of Educational Administration at the University of Alberta.

SELECTION OF THE SAMPLE

The advisory committees were selected and the mailing lists for the respective members were obtained from the Northern Alberta Institute of Technology. Seven basic criteria were used in the selection of the committees. The first criteria was that the programs should be representative of the different occupations of industry. Thus, architecture and drafting technology were not both used, as they were considered to represent related occupations. The second criteria was that programs with common courses should not be selected. This avoided programs which had committee members in common and members who held the same types of positions. Programs which had been offered for less than six years were not included as certain items in the questionnaires would not have been relevant to them. Another criteria was to select programs that did not have staffs in common with other programs in order to increase the size of the survey group. The fifth criteria was the

number of students in the program; programs with high enrollment were selected as an indicator of a larger occupational group. Sixth, committees with members from Edmonton were given preference to facilitate follow-up. A seventh criteria was that the advisory committee should be sufficiently large to ensure an adequate number of returns.

Questionnaires were mailed to committee members and were delivered in person to staff members during the month of March, 1971. The questionnaires were coded to provide for a follow-up of respondents and to facilitate the processing of data. Follow-up was made by personal contact with members who had not returned their questionnaires within one month.

TREATMENT OF THE DATA

The questionnaires were examined for completeness upon their return. Information was then transferred to data cards for processing. Questionnaires with written comments were kept separate for additional treatment. The data were processed by computer using programs of the Division of Educational Research at the University of Alberta.

Differences between the opinions of staff and committee members regarding the duties which advisory committees performed were examined by the use of chi-square tests. The differences between the two distributions were regarded as statistically significant when the probability of .05 or less was reached.

Opinions on duties which advisory committees should perform were examined by three tests. Spearman rank order correlation coefficients were computed to compare the rankings by means for opinions on duties

within the four functional areas and in total. The observed correlation coefficient was regarded different from zero when the probability of the observed correlation reached the .05 level of significance.

Standard deviations were computed on each item of the questionnaire for staff and committee members to reflect the degree of consensus within each group on each item. The standard deviation on each item was evaluated in relation to the standard deviation values of the other items in the questionnaire; no statistical tests were performed to determine significance levels.

The t test was used to identify rating distribution differences between staff and committee members for each of the thirty-six items. The t test was deemed appropriate for this analysis since the Likert-type scale used in the instrument was assumed to be an equal interval scale. Observed differences between the staff and committee members were regarded as statistically significant when the probability of .05 or less was reached.

CHAPTER SUMMARY

This chapter described the sources of the items, the selection of the sample, and the procedures used in the analysis of the data. The factors considered in planning the questionnaires included brevity, clarity, and proper sequence. Check mark categories were used for the identification of duties performed as well as for general information. A Likert-type scale was used in the questionnaire on duties that advisory committees should perform.

Several criteria were used in the selection of the sample. The

advisory committees were chosen in such a way that they represented different occupations, were dissimilar, large, involved different staff members, existed for at least six years, and represented programs that attracted large numbers of students.

The chi-square test was used on the items pertaining to duties advisory committees performed. Spearman's rank order correlation coefficient, standard deviations, and the t test were used on the items pertaining to duties which advisory committees should perform.

Chapter 4

DESCRIPTION AND GENERAL INFORMATION ABOUT THE SAMPLE

This chapter describes the sample and provides general information about advisory committees. The rate of returns, committee members' positions in industry and the age and experience of each member is summarized. It then analyzes the data on need for advisory committees, selection of committee members and length of appointment of each member. The chapter concludes by investigating the need for orientation, providing general information about advisory committee meetings, and activities performed.

DESCRIPTION OF THE SAMPLE

This study was limited to a survey of six of the forty advisory committees at the Northern Alberta Institute of Technology. Two committees were selected from each of the business education, industrial, and technology divisions in accordance with the criteria outlined in chapter three. The staff included the senior instructors or section heads, the department heads, and the directors who were associated with each of these programs.

Rate of Returns

The total number of committee members in the six advisory committees selected was seventy-five. Sixty-three responses were received, of which fifty-six, representing 74.7 per cent of the total sample, were usable (Table 4.1). Responses were received from each of

the fifteen staff members surveyed.

Table 4.1
Questionnaire Returns

Item Description	Staff		Committee	
	f	%	f	%
Number of Respondents	15	100.0	75	100.0
Number of Returns	15	100.0	63	84.0
Number of Usable Returns	15	100.0	56	74.7

The difference between the number of returns and the usable returns was due to incomplete questionnaires. One personal follow-up contact was made by telephone with committee members who had not returned their questionnaires within a month of the mailing. The follow-up increased the number of questionnaires returned. Only one follow-up was made so that the excellent relationship between the institute and the committee members would not be jeopardized.

Committee Members' Positions

An examination of the advisory committees' mailing lists revealed few representatives from labor; most of the committee members were in supervisory or management positions. Table 4.2 shows that fifty-eight of the committee members surveyed were on the supervisory level or higher on an organizational chart. Thirty-six were supervisors of one type or another while nineteen were managers of departments of small to medium-sized firms. The remainder of the committee members were involved in personnel management and other positions.

Table 4.2

Distribution of Committee Members by Position

Type of Position	Number	Percentage
President of firm	3	4.0
Manager of department or firm	19	25.3
Supervisor in industry	36	48.0
Supervisor or teacher in educational institution	6	8.0
Technician	1	1.3
Graduate of program	2	2.7
Other	8	10.7
Total	75	100.0

Age and Experience

The data in Table 4.3 indicate that 66.7 per cent of the staff were thirty-seven years of age or older compared with 80.3 per cent of the committee members in this category.

The data show that 66.7 per cent of the staff had ten or more years of experience in the field and/or related field of their current position compared with 91.1 per cent of the committee members with similar experience. Table 4.3 reveals that generally younger staff members with less experience were guided by older committee members with more experience.

Table 4.3
Distribution of Respondents by Age and Experience

Item Description	Staff		Committee	
	f	%	f	%
Age				
55 years or over	3	20.0	13	23.2
46 - 54 years	5	33.3	21	37.6
37 - 45 years	2	13.4	11	19.6
28 - 36 years	5	33.3	7	12.5
27 years or less	0	0.0	4	7.1
Total	15	100.0	56	100.0
Years of Experience				
20 or more years	5	33.3	37	66.1
15 - 19 years	1	6.7	7	12.5
10 - 14 years	4	26.7	7	12.5
5 - 9 years	3	20.0	1	1.8
0 - 4 years	2	13.3	4	7.1
Total	15	100.0	56	100.0

GENERAL INFORMATION ABOUT ADVISORY COMMITTEES

Need for Advisory Committees

Table 4.4 shows that only 13.3 per cent of the staff and 10.7 per cent of the committee members expressed the view that the advisory committee had little influence on the program. On the other hand,

In the area of public relations, staff and committee members each rated support from the trade as the first duty of advisory committees. The duty ranked second by staff was that advisory committees publicize new programs compared with committee members who ranked the item as number five out of seven. Committee members rated number two that advisory committees advertise program content. Staff rated advertising program content as number three. Duties ranked lowest by both groups were to support Institute policy and improve relations in department. Comparison in rankings by using Spearman's rank order correlation coefficient found no significant agreement in opinions.

In the area of instructor assistance, staff and committee members both ranked evaluation of standard of program and feedback on program as first and second duties which advisory committees should perform. The duties ranked lowest in priority by both staff and committee members were to improve instructor's salary and make difficult decisions. Agreement between staff and committee members' rankings was found at the .01 level when Spearman's rank order correlation coefficient was computed.

Staff and committee members ranked allowance of business to develop program and having graduates in membership as most important in general duties. The two lowest priority items were that advisory committees serve no purpose but confirm decisions and replace department heads. Agreement at the .01 level of significance was found in the rankings of the two groups by computing Spearman's rank order correlation coefficient.

COMPARISON OF DUTIES BY STANDARD DEVIATIONS

Consensus of Opinions of Duties
In Total

The degree of consensus within staff and committee member respondents on the duties which advisory committees should perform can be inferred from the standard deviation (SD) of each item. The greater the standard deviation, the lower the consensus of opinion on that item. For this analysis, the size of the standard deviation was evaluated only in relation to the standard deviation values of the other items. Standard deviations by items and groups are shown and ranked from highest to lowest in Table 6.3. The five items with the lowest and highest consensus of opinions by staff and committee members as well as Spearman's rank order correlation coefficient will be discussed in this section.

There was low consensus of opinions of both staff and committee members in regards to advisory committees improving quality of instruction and setting institute policies. Staff had low consensus of opinions on advisory committee members being paid an honorarium, supporting decisions about program, selecting instructional material, and rotating senior instructors. These items were ranked 23, 7, 22, and 10, respectively, by committee members. The other three of the five items with low consensus of opinions among committee members were to update instructor's knowledge, act as pressure group, and promote program to students. Staff rated these items 7.5, 7.5, and 14, respectively.

Two of the five items with the highest consensus of opinions among both staff and committee members were that the advisory committee should allow business to develop the program, and serve no purpose, just

Table 6.3
 Degree of Consensus Concerning Duties as Shown
 by Standard Deviations

Duties	Staff		Committee	
	SD	Rank	SD	Rank
Be paid an honorarium	1.30	1.0	.74	23.0
Support decisions about program	1.29	2.0	.99	7.0
Select instructional material	1.28	3.0	.76	22.0
Improve quality of instruction	1.22	4.0	1.15	2.0
Set institute policies	1.19	5.5	1.02	4.0
Rotate senior instructors	1.19	5.5	.98	10.0
Update instructor's knowledge	1.18	7.5	1.18	1.0
Act as pressure group	1.18	7.5	1.12	3.0
Select equipment	1.16	10.0	.99	7.0
Senior instructors as members	1.16	10.0	.93	14.0
Allocate time per course	1.16	10.0	.89	17.5
Introduce changes to program	1.16	10.0	.63	30.0
Support institute policy	1.15	13.0	.99	7.0
Promote program to students	1.13	14.0	1.01	5.0
Improve relations in department	1.11	15.0	.98	10.0
Introduce new programs	1.10	16.0	.57	35.0
Advertise program content	1.03	17.0	.90	16.0
Improve instructor's salary	1.00	18.0	.77	21.0
Representation from industries	.99	19.0	.98	10.0
Develop custom-made program	.96	20.0	.83	20.0
Provide continuity	.92	21.0	.93	14.0
Add prestige to institute	.88	22.0	.93	14.0
Publicize new programs	.85	23.0	.89	17.5
Advise on suitability of program	.83	24.0	.67	27.0
Advise on short courses	.80	25.0	.67	27.0

Table 6.3 (continued)

Duties	Staff		Committee	
	SD	Rank	SD	Rank
Aid institute public relations	.77	26.0	.87	19.0
Provide feedback on program	.74	27.0	.73	24.0
Provide advice	.70	28.0	.59	34.0
Coordinate program with trade	.64	29.5	.67	27.0
Graduates in membership	.64	29.5	.52	36.0
Promote support from trade	.56	31.0	.66	29.0
Make difficult decisions	.52	33.0	.96	12.0
Allow business to develop program	.52	33.0	.61	32.5
No purpose, just confirm decisions	.52	33.0	.61	32.5
Evaluate standard of program	.51	35.0	.72	25.0
Replace department head	.46	36.0	.62	31.0

Spearman rank order correlation coefficient = .69, significant at .01

confirm decisions. Three other items with high consensus among staff were that the advisory committee make difficult decisions, evaluate standard of program, and replace department head. These compared with committee members' rankings of 12, 25, and 31, respectively. The other three of the five items on which committee members had high consensus of opinions were that the advisory committee introduce new programs, provide advice, and have graduates in membership compared with staff rankings of these items of 16, 28, and 29.5, respectively. There was significant agreement in rankings of the items by staff and committee members (.01 level).

Standard deviations were used as an indication of consensus of opinions within the groups. Table 6.3 shows that the staff had 18 items with standard deviations exceeding 1.00 compared with committee members who had 5 such items. These findings show that there was a greater degree of consensus of opinions regarding duties of committee members among committee members than among staff.

Consensus of Opinions of Duties within Functional Areas

Table 6.4 shows the items ranked within the functional areas of program, public relations, instructor assistance, and general duties. The top two and bottom two items will be discussed in each area, as well as the Spearman's rank order correlation coefficient.

In the area of program, both staff and committee members had relatively high divergence of opinions in regards to the advisory committee having to act as a pressure group. The item ranked second lowest in consensus of opinions by staff was that advisory committees select instructional material; committee members ranked this item as number 7 of the 13 items. Staff and committee members both had high

Table 6.4

Degree of Consensus Concerning Duties as Shown by Standard Deviations within Functional Areas

Program	Duties within Functional Areas		Staff		Committee	
	SD	Rank	SD	Rank	SD	Rank
Select instructional material	1.28	1.0			.76	7.0
Act as pressure group	1.18	2.0			1.12	1.0
Introduce changes to program	1.16	4.0			.63	11.0
Select equipment	1.16	4.0			.99	3.0
Allocate time per course	1.16	4.0			.89	5.0
Promote program to students	1.13	6.0			1.01	2.0
Introduce new programs	1.10	7.0			.57	13.0
Develop custom-made program	.96	8.0			.83	6.0
Provide continuity	.92	9.0			.93	4.0
Advise on suitability of program	.83	10.0			.67	9.0
Advise on short courses	.80	11.0			.67	9.0
Provide advice	.70	12.0			.59	12.0
Coordinate program with trade	.64	13.0			.67	9.0
Spearman rank order correlation coefficient = .47, not significant						
Public Relations						
Support institute policy	1.15	1.0			.99	1.0
Improve relations in department	1.11	2.0			.98	2.0
Advertise program content	1.03	3.0			.90	4.0
Add prestige to institute	.88	4.0			.93	3.0
Publicize new programs	.85	5.0			.89	5.0
Aid institute public relations	.77	6.0			.87	6.0

Table 6.4 (continued)

Duties within Functional Areas	Staff SD	Rank	Committee SD	Rank
Promote support from trade	.56	7.0	.66	7.0
Spearman rank order correlation coefficient = -.96, significant at .01				
Instructor Assistance				
Support decisions about program	1.29	1.0	.99	3.0
Improve quality of instruction	1.22	2.0	1.15	2.0
Update instructor's knowledge	1.18	3.0	1.18	1.0
Improve instructor's salary	1.00	4.0	.77	5.0
Provide feedback on program	.74	5.0	.73	6.0
Make difficult decisions	.52	6.0	.96	4.0
Evaluate standard of program	.51	7.0	.72	7.0
Spearman rank order correlation coefficient = .75, not significant.				
General				
Be paid an honorarium	1.30	1.0	.74	5.0
Rotate senior instructors	1.19	2.5	.98	2.5
Set institute policies	1.19	2.5	1.02	1.0
Senior instructors as members	1.16	4.0	.93	4.0
Representation from industries	.99	5.0	.98	2.5
Graduates in membership	.64	6.0	.52	9.0
Allow business to develop program	.52	7.5	.61	7.5
No purpose, just confirm decisions	.52	7.5	.61	7.5
Replace department head	.46	9.0	.62	6.0
Spearman rank order correlation coefficient = .64, significant at .05				

consensus of opinions that advisory committees should provide advice. Staff showed high consensus that the advisory committee should coordinate the program with the trade and committee members ranked this item number 9. On the other hand, committee members ranked introduction of new programs as number 13 compared with staff who ranked the item number 7. There was no statistically significant agreement in the rankings of the consensus concerning duties within the program area by staff and committee members.

Staff and committee members both had high divergent opinions of the duties that advisory committees support institute policy and improve relations within the department in the area of public relations. The items with the highest consensus of opinions by both groups were that committees aid institute public relations and promote support from the trade. The Spearman rank order correlation coefficient of .96 was statistically significant at the .01 level, showing strong agreement between the two groups.

In regards to instructor assistance, both staff and committee members had relatively high divergence of opinions about advisory committees improving quality of instruction. The second item with high divergence of opinion among the staff was to support decisions about the program; this item ranked third in divergence of opinions among committee members. Both staff and committee members had high consensus of opinions that advisory committees should evaluate the standard of the program. Staff had high consensus that advisory committees make difficult decisions compared with committee members who ranked the item as number 4 out of 7. Committee members ranked second lowest the item that the advisory committee provide feedback on the program compared with staff who ranked

the item number 5. There was no significant agreement in the rankings of the items when the Spearman rank order correlation coefficient was computed.

In the general area, both staff and committee members had relatively high divergent opinions about rotating senior instructors on advisory committees and about advisory committees setting institute policies. Staff opinion was most divergent on the item that committee members be paid an honorarium compared with committee members who ranked the item number 5. Committee members had high divergence of opinions about advisory committees having representation from industries compared with staff who ranked the item number 5. Staff and committee members showed high consensus of opinions among themselves that the advisory committee allow business to develop program, and that it serve no purpose, just confirm decisions. There was high consensus among staff about advisory committees replacing department heads compared with committee members who ranked the item number 6. Committee members had high consensus that graduates be included in the advisory committee membership, whereas staff ranked the item number 6. Significant agreement in rankings was found at the .05 level of significance when the Spearman rank order correlation coefficient was computed.

PRIORITIES AND CONSENSUS OF OPINIONS OF DUTIES

Tables 6.5 and 6.6 show the first five and last five items from Tables 6.1 and 6.3 concerning respondents' priorities and consensus of opinions of duties that advisory committees should perform. Table 6.5 indicates that there was high consensus and importance among staff concerning the advisory committee evaluating the standard of the

Table 6.5

Priorities and Consensus of Opinions of Duties that Advisory Committees Should Perform as Expressed by Staff

High		Coordinate program with trade Provide advice Promote support from trade	Evaluate standard of program Allow business to develop program
Priority	Select instructional material Support decisions about program Improve quality of instruction Be paid an honorarium Rotate senior instructors		
	Set institute policies	Improve instructor's salary	Replace department head No purpose, just confirm decisions Make difficult decisions
Low			
Low	Consensus		High

Table 6.6

Priorities and Consensus of Opinions of Duties
that Advisory Committees Should Perform
as Expressed by Committee Members

High		Coordinate program with trade Advise on suitability of program Introduce changes to program	Allow business to develop program Graduates in membership
Priority	Act as pressure group Promote program to students Improve quality of instruction Update instructor's knowledge Set institute policies		Introduce new programs Provide advice
Low		Be paid an honorarium Improve instructor's salary Make difficult decisions Replace department head	No purpose, just confirm decisions
Low	Consensus		High

program and allowing business to develop the program. There was high consensus and low importance about replacing department heads, confirming decisions and making difficult decisions. Staff gave low importance and had low consensus about advisory committees setting institute policies.

Table 6.6 indicates that committee members showed high consensus and gave high importance about allowing business to develop the program and having graduates in advisory committee membership. Committee members had high consensus and gave low importance that advisory committees have no purpose, just confirm decisions.

VARIATIONS IN OPINIONS OF DUTIES

Table 6.7 shows the means and standard deviations (SD) of opinions of staff and committee members regarding the duties which advisory committee members should perform. It also shows the t test results with the associated probabilities. The t test was used to test the differences in the rating distributions between staff and committee members for each of the thirty-six items.

In the area of program content, one item with a statistically significant difference (probability .00) in opinions was found. More committee members than staff were of the opinion that the advisory committee should develop a custom-made program. There were no significant differences in opinions on the twelve remaining items.

Staff favored the use of advisory committees for publicizing new programs to the public to a greater extent than did committee members. A significant difference (probability .02) was found on this item. There were no statistically significant differences on the remainder of the seven items dealing with public relations.

Table 6.7

Analysis of Staff and Committee Member's Opinions Concerning Duties that Advisory Committees Should Perform

Program	Staff		Committee		t	Probability
	Mean	SD	Mean	SD		
Coordinate program with trade	1.53	.64	1.66	.67	-.66	.51
Introduce changes to program	2.27	1.16	1.84	.63	1.92	.06
Promote program to students	2.13	1.13	2.43	1.01	-.98	.33
Advise on suitability of program	1.87	.83	1.66	.67	1.01	.32
Provide advice	1.73	.70	1.98	.59	-1.40	.17
Select equipment	3.07	1.16	3.13	.99	-.20	.85
Develop custom-made program	3.07	.96	2.30	.83	3.06	.00*
Provide continuity	3.53	.92	3.48	.93	.19	.85
Act as pressure group	3.60	1.18	3.34	1.12	.79	.43
Select instructional material	2.73	1.28	2.48	.76	.97	.34
Allocate time per course	2.73	1.16	2.46	.89	.97	.34
Introduce new programs	2.07	1.10	2.13	.57	-.28	.78
Advise on short courses	1.93	.80	2.14	.67	-1.03	.37
Public Relations						
Improve relations in department	3.67	1.11	3.64	.98	.08	.94
Publicize new programs	2.00	.85	2.63	.89	-2.45	.02*
Aid institute public relations	2.20	.77	2.52	.87	-1.28	.20
Support institute policy	2.80	1.15	2.80	.99	-.01	.99
Promote support from trade	1.80	.56	2.13	.66	-1.74	.09

Table 6.7 (continued)

Duties within Functional Areas	Staff		Committee		t	Probability
	Mean	SD	Mean	SD		
Add prestige to institute	2.27	.88	2.41	.93	-.54	.59
Advertise program content	2.07	1.03	2.32	.90	-.95	.35
Instructor Assistance						
Evaluate standard of program	1.60	.51	1.95	.72	-1.74	.09
Improve quality of instruction	3.07	1.22	3.11	1.15	-.12	.91
Improve instructor's salary	4.00	1.00	4.18	.77	-.75	.45
Update instructor's knowledge	2.33	1.18	2.82	1.18	-1.43	.15
Make difficult decisions	4.13	.52	3.73	.96	1.55	.13
Support decisions about program	2.67	1.29	2.68	.99	-.04	.97
Provide feedback on program	2.13	.74	2.21	.73	-.38	.71
General						
Allow business to develop better program	1.53	.52	1.75	.61	-1.26	.21
Set institute policies	3.87	1.19	3.63	1.02	.79	.43
No purpose, just confirm decisions	4.47	.52	4.34	.61	.74	.46
Replace department head	4.73	.46	4.38	.62	2.09	.04*
Be paid an honorarium	3.13	1.30	4.25	.74	-4.33	.00*
Greater representation from related industries	3.47	.99	3.05	.98	1.45	.15
Rotate senior instructors on committee	2.47	1.19	2.61	.98	-.47	.64
Senior instructors as members	3.27	1.16	2.43	.93	2.93	.00*
Graduates in membership	1.87	.64	1.86	.52	.05	.95

* Indicates significant difference

U
There was agreement between staff and committee members on the importance of duties of advisory committees in the area of instructor assistance.

Opinions on three items in the area of general duties were found to vary significantly. There was a significant difference at the .04 probability level between opinions of staff and committee members in regards to the involvement of the advisory committee in replacing the department head. Staff disagreed with the idea more strongly than did committee members. In regards to paying advisory committee members an honorarium, staff were less opposed to the idea than were committee members. A significant difference with probability of .00 was found between the responses of the two groups. The t test also revealed a significant difference (probability .00) between the opinions of staff and committee members regarding the practice of having senior instructors and instructors serve as members on the advisory committee. Staff disagreed with the idea whereas committee members favored the idea.

OTHER DUTIES SUGGESTED FOR ADVISORY COMMITTEES

Respondents were encouraged to suggest other duties for advisory committees. A wide variety of recommendations was received. Respondents favored the idea of informal meetings which were introduced with a "coffee-chat hour." Technical language should be avoided in the discussions. Decisions by the committee should not interfere with the operations of the school. The meetings should act as a sounding board to discuss with N.A.I.T. instructors the most common problems of personnel:

Committee members should be willing to act on sub-committees to study particular problems, suggested a respondent. In addition, it was suggested that committee members should be able to influence the policies of the industries they represent.

Several respondents pointed out that advisory committees should predict future trends of industry and report on research which could result in changes in the curriculum. They should evaluate the courses to prevent N.A.I.T. from becoming a university and ensure that courses meet the needs of industry. One respondent proposed that committees "bring to the school what the industry wants, not what the school thinks they want." Another recommended that committees should help select teaching materials and take a more active role in presenting industry's needs and promoting evening classes.

There were few suggestions in the area of public relations. One respondent suggested that advisory committees should coordinate extracurricular activities which result in contact between students and industry.

In the area of student affairs, several respondents wrote that advisory committees should foster and present awards to students. Some respondents expressed that committee members should provide speakers for career days to help recruit students. Committee members asked that they be given the opportunity to talk to students in the laboratories. Committee members' firms should also provide summer employment for students.

As far as instructor assistance was concerned, respondents claimed that advisory committees should be an on-going resource area for instructors. They should present guest lecturers to acquaint

students with industrial requirements. Respondents suggested it would be useful if committee members would assist instructors in evaluations as well.

CHAPTER SUMMARY

This chapter analyzed the responses to the questionnaire on duties which advisory committees should perform. Means were calculated to determine the rating of the items by staff and committee members. These items were ranked in total and within functional areas. Items that were ranked highest by staff and committee members dealt with advice on curriculum and program. Items ranked lowest concerned administrative matters such as institute policies and decision making. Spearman's rank order correlation coefficients revealed significant agreement between staff and committee members in the rankings in total and within functional areas, except for the area of public relations.

Standard deviations for each item were treated as a measure of consensus of opinions within the groups. The staff showed a relatively high divergence of opinions on eighteen items; committee members had only five items with a standard deviation of 1.00 or greater. The Spearman's rank order correlation coefficients showed significant agreement in rankings of items in the functional areas of public relations and general duties. Items with high and low consensus of opinions and priorities were tabulated. Both staff and committee members had high consensus of opinions and priority that the advisory committee should allow business to develop program content. Staff also had high priority and consensus of opinion that the advisory committee should evaluate the standard of the program. Committee members had high

consensus of opinion and priority that advisory committees should include graduates in their membership. Staff and committee members both had high consensus but low priority that advisory committees just confirm decisions. Staff also had high consensus and low priority that the advisory committee replace the department head and make difficult decisions. Staff had low consensus and low importance that advisory committees should set institute policies.

The t test was performed to examine the differences in the rating distributions between staff and committee members for each of the items. The observed differences on five of the thirty-six items were found to be statistically significant with probabilities less than .05. These items were to develop custom-made programs, publicize new programs, replace department heads, be paid an honorarium and have senior instructors as members. No statistically significant differences were found on the remainder of the items.

Other suggestions for advisory committee duties given by respondents included more informality and less technical language at meetings. More members should be appointed who would serve on sub-committees. It was felt that committee members should be able to influence the policies of the industries they represented. More input was desired from committees in regards to trends and needs of industry. Suggestions were made that advisory committees should evaluate courses, help select teaching materials, and provide more guidance for evening courses. A respondent recommended that advisory committees should coordinate extra-curricular activities, resulting in contact between students and industry. Other suggestions included the provision of student awards, speakers for career days, summer employment for students,

and guest lecturers.

Chapter 7

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter consists of a summary of the study, presents some conclusions that were drawn from the findings, and identifies implications arising from the investigation.

SUMMARY

The Problem

The main purpose of this study was to determine the differences in opinions which existed between committee members and the staff of the Northern Alberta Institute of Technology regarding the duties performed by advisory committees.

The specific purposes of this study were:

1. To determine the opinions of committee members concerning their role regarding program content, public relations, student recruitment, selection, and placement, and instructor assistance.
2. To determine the opinions of institute staff concerning the role of advisory committees regarding program content, public relations, student recruitment, selection, and placement, and instructor assistance.
3. To compare the opinions of committee members and staff pertaining to duties which advisory committees should perform.

Procedures

Two questionnaires were developed for this study. One questionnaire, used for committee members and modified for staff, contained seventy-two items which required the selection of the correct response regarding duties which advisory committees performed. Chi-square procedures were used to determine the statistical significance of the observed differences in the frequency distributions of staff and committee members.

A second questionnaire was developed with thirty-six items which required a response on a Likert-type scale. This questionnaire was used for both staff and committee members. Three different analyses were performed on the data generated by this questionnaire. Means on opinions were calculated and all items were ranked from strongly-agree to strongly-disagree within each functional area and in total. Standard deviations were used as a measure of the consensus of opinions among staff and committee members. The t test was computed to test the differences in the rating distributions between staff and committee members for each item. Spearman's rank order correlation coefficients were derived to compare the item rankings of the staff and committee members by functional area and in total.

Additional space was provided on each of the questionnaires for comments by respondents concerning duties which advisory committees performed or should perform. The questionnaires were distributed and collected during March, 1971. There was a 100 per cent return by staff members and 74.7 per cent return by committee members.

Findings

Chapter 4 presented descriptive information and analyzed some

general items about advisory committees. Perceptions of duties which advisory committees performed in program, public relations, student affairs and instructor assistance were analyzed in chapter 5. Duties which advisory committees should perform were analyzed in chapter 6.

Chapter 4 described the population and sample, committee members' positions in industry and the age and experience of each member. The data were analyzed on need for advisory committees, selection of members, length of appointment, need for orientation and general information about meetings.

The descriptive information showed that committee members were slightly older and had more experience in related fields than staff members. Committee members responded that 46 per cent of them served four or more years on the advisory committee. The literature reviewed indicated that members should serve from one to three years on advisory committees. The data showed that 58 of the 75 committee members were on the supervisory level or higher on the organization chart. There was no evidence in the lists reviewed that labor was represented on the advisory committees.

Analysis showed a significant difference in opinions of staff and committee members regarding selection of committee members. Staff responded by 87 per cent that committee members could select new committee members, compared with 41 per cent of the committee members who were aware of this provision. Another 36 per cent of the committee members wanted the opportunity to select new members. Only 47 per cent of the staff and 23 per cent of the committee members realized that the president or vice-president appointed the committee members.

One item asked whether advisory committees had much or any

influence on the program. Approximately 90 per cent of both staff and committee members responded that advisory committees had some or much influence on the program.

A significant difference in opinions was found when 80 per cent of the staff and 38 per cent of the committee members responded that they were only somewhat familiar with the objectives of N.A.I.T. Another 59 per cent of the committee members responded that they were familiar with the objectives. It appeared that more emphasis should be placed on orientation about advisory committee duties. Staff and committee members both responded by approximately 86 per cent that they desired more guidelines. On another item, 43 per cent of the committee members and 27 per cent of the staff responded that they had no orientation at all. Another 40 per cent of the staff and 32 per cent of the committee members wanted a longer orientation.

A significant difference in opinions of staff and committee members was found as committee members responded that they spent more time on advisory committee duties than staff thought they did. One-half of the committee members spent two days a year on advisory committee duties. Twenty-one per cent of the committee members and 40 per cent of the staff would like two advisory committee meetings per year; another 59 per cent of the committee members and 33 per cent of the staff wanted three or more meetings per year. Most committee members did not incur travel expenses as was indicated by 73 per cent of the committee members.

Opinions of staff varied significantly from committee members when 40 per cent of the staff compared with 70 per cent of the

committee members responded that between 80 to 100 per cent of the committee members attended meetings regularly. There was general agreement among the respondents that the agenda was received one month prior to the meeting and that items could be added to the agenda. Minutes were received within 30 days of the meeting.

One item contained several activities which advisory committees could be consulted about. There was agreement between respondents that advisory committees were consulted about curriculum, facilities, extra-curricular activities, staffing, school-community relations, and public relations. A significant difference in opinions was found when 4 per cent of the staff and 27 per cent of the committee members responded that committee members were consulted about finance.

Chapter 5 analyzed the opinions of staff and committee members concerning the duties which advisory committees performed. There were 52 items divided into the areas of program, public relations, student recruitment, and instructor assistance. Chi-square tests were used in the analysis and differences were not considered significant unless they reached the .05 level.

Four items in the area of program showed statistically significant differences in opinions between staff and committee members. Fewer committee members than staff responded that advisory committees assisted in or discussed the development of evening-school skill improvement and technical courses for employed personnel, established standards of proficiency for graduates, discussed shop and laboratory layouts, and assisted in the preparation and review of budget requests for laboratory, shop equipment and supplies. There was considerable consensus in opinions on the remaining thirteen items in

the area of program.

In the area of public relations, two items were found to have significantly different opinions between staff and committee members. More staff than committee members responded that advisory committees assisted in development of community understanding and active support of commercial and industrial education and specified N.A.I.T. graduates when committee members' firms were seeking employees. The item on interest in promoting the program revealed that 32 per cent of the committee members were not any longer interested in promoting the program. There were no significant differences in opinions on the other nine items in public relations.

Statistically different opinions between staff and committee members were found on two items in the area of student recruitment. Fewer committee members than staff responded that advisory committees provided information concerning desirable aptitudes, education and/or experience backgrounds that entering students should have so that N.A.I.T. could properly plan student recruitment, education and training programs. Staff responded by 80 per cent that committee members' firms offered awards to N.A.I.T. students only compared with 5 per cent of the committee members. There was consensus in opinions on the remaining eleven items concerning student recruitment.

Five items in the area of instructor assistance were found to have statistically significant differences in opinions between staff and committee members. More staff than committee members responded that advisory committees discussed and advised regarding the desired instructor qualifications, assisted instructors with problems, invited instructors to visit their facilities, arranged for summer employment

for instructors, and invited instructors to meetings that they thought would be of interest to the instructor. There was agreement in opinions on the remaining six items in the area of instructor assistance.

Chapter 6 analyzed the responses to the 36 items on the questionnaire concerning duties which advisory committees should perform. Means were determined for the items and they were ranked from strongly-agree to strongly-disagree. Items of highest agreement concerned program and curriculum. Items ranked lowest concerned policy making and administration in general. The Spearman rank order correlation coefficient showed significant agreement between the opinions of staff and committee members at the .01 level.

Consensus of opinion on each item was shown by the size of the standard deviation of the item. Staff showed high divergence of opinions, as indicated by standard deviations exceeding 1.00 on 18 items compared with only 5 such items for committee members. When the items were ranked by means and standard deviations, the top five and bottom five items were placed in a table showing importance and consensus. Staff gave high importance and showed high consensus that the advisory committee evaluate the standard of the program and allow business to develop the program. They gave low importance and showed low consensus that advisory committees set/institute policies. Committee members gave high importance and showed high consensus that the advisory committee allow business to develop the program and allow graduates to serve on committees.

The t test was computed to determine the significant differences between opinions of staff and committee members on each item.

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Significant differences at the .05 level were found concerning the advisory committee's involvement in developing a custom-made program, publicizing a new program, replacing the department head, being paid an honorarium, and having instructors as members.

CONCLUSIONS AND IMPLICATIONS

The study found that generally staff perceived that advisory committees performed more duties than committee members gave themselves credit for performing. Membership of advisory committees should include representation from management, labor and graduates. The length of service should be reduced to three years and committee members should be replaced on a rotational basis. Provision should be made to reappoint effective and dynamic leaders several times. Shorter appointments could eliminate the 32 per cent of the committee members who were no longer interested in promoting the program. In addition, senior instructors and instructors should be invited to attend meetings on a rotational basis.

Almost 90 per cent of the staff and committee members suggested that more orientation and guidelines should be provided for committee members and staff concerning duties of advisory committees. The study found that a number of committee members had no orientation at all concerning duties. The orientation should include familiarization with the objectives of the institute and duties of advisory committees.

Respondents suggested that advisory committee meetings should be problem-solving or brain-storming. Staff and committee members expressed considerable agreement that a minimum of two meetings a year be held. Formal agendas should be set by a steering committee although

considerable flexibility should be provided for free discussion. The administration should provide feed-back mechanisms to link the institution more formally to the advisory committee.

Advisory committees should update and up-grade course content. Their objective should be to examine course outlines so that the program would not deviate from its original goal. Discussion should include evening and short courses as the survey indicated that 62 percent of the committee members did not discuss evening classes.

In the area of public relations, respondents suggested that advisory committees should publicize programs, assist in preparing brochures, make speeches at career days and aid students financially when possible. A number of these duties appear to be advisory only and do not imply physical assistance.

Committee members should be given more exposure to graduates and students. They should counsel students and help establish guidelines for selecting students for the program.

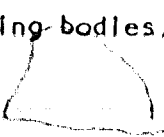
In regards to instructor assistance, committee members should establish qualifications of instructors, provide guest lecturers, and provide some inservice training for instructors.

RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of this study appear to have implications for further research.

1. A sizeable difference was found between the number of members that were on the advisory committees at N.A.I.T. and that were suggested by the literature. It is suggested that further research is desirable into the number of

members that advisory committees should have. Numbers may be related to the type of program. It may be found that committees which serve an area like business may have to be larger than advisory committees that serve a very specific trade.

2. Research could be conducted to compare opinions about the prestige of advisory committee membership as viewed by committee members and staff. Further comparisons could be made with the opinions of community members and other members of industry.
 3. Several writers in the literature reviewed suggested that advisory committees are very useful. A study could be made to determine how useful advisory committees are for program development. Analysis could be made of committee meetings to determine specific contributions made by advisory committees.
 4. A study could be undertaken to determine the extent and effectiveness of public participation in the management of other institutions, such as schools, hospitals, cities, and other public governing bodies.
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APPENDIX A



13408-109 Avenue
Edmonton 40, Alberta
April 26, 1971

Dear Advisory Committee Member:

As a graduate student in the Department of Educational Administration at the University of Alberta, I am carrying out a research study on the role of the advisory committee at a technical institute. It is purely a research topic which is a partial fulfillment for my masters degree. My interest in this study grows out of my experiences with advisory committees. The results of this study will provide insight into what you and the N.A.I.T. staff consider to be the role of the advisory committee. The projected role is to be compared to the actual role, thus the two part questionnaire.

You are asked to complete the enclosed questionnaire and return it to me by May 15, 1971. A self-addressed, stamped envelope is enclosed for your convenience.

Your individual answers to the questionnaire will be kept completely confidential. The code number shown on the questionnaire is used in order to permit the analysis of data by committees as several different technologies are involved.

The successful completion of this study depends on your cooperation. I sincerely hope you will take a few minutes to complete and return the questionnaire. If you have any questions concerning the questionnaire, please telephone me at my office, 432-4914, or at home, 455-1440. I will be most appreciative of your efforts.

Sincerely yours,

W. J. Fedorak

Code number _____

The following questions relate to information about yourself and the advisory committee on which you serve. The questions are not intended to indicate what the advisory committee should do. Please read the statement carefully and circle the appropriate number which best expresses your answer.

Please circle one number per statement only.

PUBLIC RELATIONS

1. Do you bring community problems about education which apply to N.A.I.T. to the advisory committee meetings?
(1) yes (2) no
2. Have you or the committee ever conducted a study to determine the manpower needs of the program and recommended priorities?
(1) yes (2) no
3. Are you interested in working on promoting the program?
(1) yes
(2) was interested but am now too busy
(3) no
4. Have you ever assisted in development of community understanding and active support of commercial and industrial education?
(1) yes (2) no
5. Have you and/or your firm participated in a N.A.I.T. open house in the last three years?
(1) loaned material for display purposes
(2) attended
(3) brought over guests
(4) 1 and 2 above
(5) any combination of 1, 2, and/or 3
(6) not at all
6. Have you ever promoted N.A.I.T. at club meetings?
(1) yes (2) no
7. When your firm is seeking employees, do they specify N.A.I.T. graduates?
(1) yes, within its limitations.
(2) no
(3) not applicable
8. Have you ever participated in radio and television programs designed to "sell" vocational and technical education to the public?
(1) yes (2) no

9. Does your firm advertise N.A.I.T. to its employees?
 (1) yes (2) no (3) do not use N.A.I.T. training
10. Do you pay the employee's tuition if they attend N.A.I.T.?
 (1) yes
 (2) no, against company policy
 (3) no, but we pay university tuition
 (4) other _____

STUDENT RECRUITMENT, SELECTION, AND PLACEMENT

1. Have you counselled a student in the last three years who was interested in a N.A.I.T. program?
 (1) yes (2) no
2. Have you ever referred a student to a program at N.A.I.T.?
 (1) yes (2) no
3. Have you ever assisted in placement of students?
 (1) yes (2) no (3) no opportunity to
4. Do you encourage both younger and older adults to consider vocational and technical education and training through visits to high schools, speeches to clubs, career days, meetings, etc.?
 (1) yes (2) no
5. Have you ever assisted in screening students who apply for admission to the program?
 (1) yes
 (2) do not have time
 (3) have never been asked
6. Have you participated in the development of entrance criteria for selection of students?
 (1) yes (2) no (3) never been asked
7. Have you provided information concerning desirable aptitudes, education, and/or experience backgrounds that entering students should have so that N.A.I.T. can properly plan student recruitment, education, and training programs?
 (1) yes (2) no
8. Have you arranged for plant tours or field trips for students?
 (1) yes (2) no (3) no appropriate plant to tour
9. Do you provide vocational guidance literature to teachers, instructors, counsellors or students?

20. Have you or the advisory committee assisted in the development of aptitude tests, achievement tests, and certification and licensing tests related to initial employment of graduates of N.A.I.T.?
(1) yes (2) no
21. Does your firm hire N.A.I.T. students for part-time work during the school year or summer vacation?
(1) yes
(2) no
(3) do not employ students on a part-time basis

INSTRUCTIONAL PROGRAM

22. Have you ever helped plan class activities and evaluated the programs?
(1) yes (2) no
23. Have you ever had contact with any graduates of the program to evaluate the program?
(1) yes (2) no
24. Have you ever discussed the program with participating students?
(1) yes (2) no
25. Have you or the committee ever made any recommendations for new approaches for meeting the total vocational needs of Alberta, i.e., alternating training on the job, or in the school?
(1) yes (2) no
26. Does the committee review the course outlines for content?
(1) yes (2) no
27. Is the advisory committee consulted on the time spent in each course of the total program?
(1) yes (2) no
28. Is the advisory committee ever consulted on the instructional equipment and materials that are used in the program?
(1) yes (2) no
29. Does the advisory committee discuss shop and laboratory layouts?
(1) yes (2) no
30. Are you asked for suggestions of any type to improve the program?
(1) yes (2) no

31. Have you ever assisted in the preparation and review of budget requests for laboratory and shop equipment and supplies?
(1) yes (2) no
32. Has your firm ever loaned equipment, donated equipment, or sold equipment at special prices for the program?
(1) yes (2) no (3) do not have or sell equipment
33. Do you assist in establishing standards of proficiency for graduates?
(1) yes (2) no
34. Does your company have a library of visual aids, magazines, and books concerning industry which it lends to the school?
(1) yes
(2) against company policy to lend out materials
(3) do not have a library
(4) have never been asked for material
35. Has the committee ever assisted or discussed the development of evening-school skill improvement and technical courses for employed personnel?
(1) yes (2) no
36. Have you provided sample kits of raw materials, finished products, charts and posters, etc., for exhibit and instructional purposes in classrooms and shops?
(1) yes (2) no (3) do not have such items
37. Has the committee assisted in the establishment of student fees for courses or programs?
(1) yes (2) no

INSTRUCTOR ASSISTANCE

38. Does the committee discuss and advise regarding the desired instructor qualifications?
(1) yes (2) no
39. Have you ever assisted instructors with problems?
(1) yes (2) no
40. Have you ever invited instructors to visit your facilities?
(1) yes (2) no (3) no facilities to visit
41. Have you ever provided funds for instructors to attend regional and national meetings of industry and educational organizations?
(1) yes (2) no
42. Have you arranged meetings of instructors to establish cooperative relationships between the institute and

industry?
 (1) yes (2) no

43. Does your firm arrange for summer employment for instructors?
 (1) yes (2) no

44. Have you ever conducted clinics or in-service training programs for instructors?
 (1) yes (2) no

45. Have you offered or arranged for substitute or resource instructors from industry?
 (1) yes (2) no

46. Has your firm paid instructors' membership dues to an industrial organization, club, or group?
 (1) yes (2) no

47. Have you ever invited an instructor to a meeting that you thought might be of interest to him?
 (1) yes (2) no

GENERAL

48. Your age is:
 (1) 27 or less years
 (2) 28 - 36 years
 (3) 37 - 45 years
 (4) 46 - 54 years
 (5) 55 or more years

49. Years of experience in the field and/or related field for which you are an advisor:
 (1) 0 - 4
 (2) 5 - 9
 (3) 10 - 14
 (4) 15 - 19
 (5) 20 or more

50. The years you have been on the N.A.I.T. advisory committee (circle closest full year):
 1, 2, 3, 4, 5, 6, 7, 8, 9 (or more)

51. How much influence has your advisory committee upon the program?
 (1) none--has resulted in no changes
 (2) little--gives approval for changes suggested
 (3) some--provides direction in limited areas
 (4) much--provides direction and guidance in all phases of the program

52. How often should the advisory committee meet, if it is to carry out its duties as you see them?
- (1) once every two years
 - (2) once a year
 - (3) twice a year
 - (4) three times a year
 - (5) more than three times a year
 - (6) does not need to meet
53. Does the institute pay your travel expenses?
- (1) yes
 - (2) do not require
 - (3) pay my own
54. What is the maximum time that is presently required for advisory committee duties?
- (1) one day a year
 - (2) two days a year
 - (3) three days a year
 - (4) four days a year
 - (5) five to six days a year
 - (6) seven to eight days a year.
 - (7) nine or more days a year
55. Is an opportunity provided for you to select members for the advisory committee?
- (1) yes
 - (2) no, would like to have an opportunity
 - (3) no, would not select members--given the chance
56. Would you have found a longer orientation session to familiarize you to the duties of advisory committee members valuable?
- (1) yes
 - (2) no
 - (3) yes, had no orientation at all
57. Are the duties of the advisory committee clear to you?
- (1) yes
 - (2) no
58. Would a book on "Guidelines for Advisory Committee Members" containing the objectives of the institute, institute policies, duties and responsibilities of advisory committee members be of benefit to you?
- (1) yes
 - (2) no
59. How does the advisory committee operate?
- (1) N.A.I.T. staff assign tasks to the committee
 - (2) the committee determines its own tasks
 - (3) the committee suggests tasks it should do
 - (4) the committee acts in an advisory capacity only, therefore does not do any tasks
 - (5) any combination of one to four
 - (6) receives information only
 - (7) other _____

60. If you were absent from a meeting, were you contacted to review the results of the meeting and were you asked for opinions on subjects discussed?
(1) yes (2) no (3) never missed a meeting
61. Are you permitted to bring other community members to the meeting?
(1) yes (2) no (3) never tried
62. Are you familiar with the objectives of N.A.I.T.?
(1) not at all (2) some (3) yes
63. Does your firm offer awards to students?
(1) no
(2) N.A.I.T. students only
(3) U. of A. students only
(4) both 2 and 3
(5) all students: high school, N.A.I.T., S.A.I.T., U. of A., etc.
64. Does your firm give any financial assistance to students in the program?
(1) yes (2) no
65. Approximately what percentage of the committee normally attends the meetings?
(1) under 39%
(2) 40 to 59%
(3) 60 to 79%
(4) 80 to 100%
66. The members of the advisory committee are appointed by the:
(1) instructors
(2) President or Vice-president of the Institute
(3) Department of Education
(4) advisory committee only
(5) any combination of the above
67. Do you have any personal contact with staff members of N.A.I.T. on an informal basis?
(1) yes (2) no
68. How many times were members appointed by the chairman to represent the advisory committee at special functions in the last two years?
(1) not done at N.A.I.T. because it is against institute policy
(2) no perceived need by the chairman
(3) one
(4) two
(5) three or more
(6) other

69. When do you receive the agenda for the meeting?
(1) less than one month prior to the meeting
(2) more than one month before the meeting
70. Are you provided an opportunity to add items to the agenda?
(1) yes (2) no
71. You receive the minutes of the meeting:
(1) within 30 days of the meeting
(2) between 31 to 60 days of the meeting
(3) between 61 to 90 days of the meeting
(4) just prior to the next meeting
(5) do not receive minutes
72. Which of the following activities have you or the committee been consulted about? (Circle all that apply.)
(1) facilities
(2) finance
(3) curriculum
(4) school-community relations
(5) extra curricular activities
(6) staffing
(7) public relations
(8) none of the above
(9) other
-
-

Please feel free to comment on any other aspect of the function of the advisory committee. You may have some comment on the structure of the meetings, formality of them, inclusion of more instructors and students, rewarding members by way of fees or certificates, etc.

Code number _____

The following questions relate to information about yourself and the duties that the advisory committee performs. The questions are not intended to indicate what the advisory committee should do. Please read the statement carefully and circle the appropriate number which best expresses your answer.

Please circle one number per statement only.

PUBLIC RELATIONS

1. Do advisory committee members bring community problems about education which apply to N.A.I.T. to the advisory committee meetings?
(1) yes (2) no
2. Has the committee ever conducted a study to determine the manpower needs of the program and recommended priorities?
(1) yes (2) no
3. Is the committee interested in working on promoting the program?
(1) yes
(2) were, but are not now
(3) no
4. Has the committee ever assisted in development of community understanding and active support of commercial and industrial education?
(1) yes (2) no
5. Has a committee member and/or his firm participated in a N.A.I.T. open house in the last three years?
(1) loaned material for display purposes
(2) attended
(3) brought over guests
(4) 1 and 2 above
(5) any of 1, 2, and/or 3
(6) not at all
6. Have you ever heard that the committee has promoted N.A.I.T. at club meetings?
(1) yes (2) no
7. When committee members' firms are seeking employees, do they specify N.A.I.T. graduates?
(1) yes, within its limitations
(2) no
(3) not applicable
8. Has the committee ever participated in radio and television programs designed to "sell" vocational and technical education to the public?
(1) yes (2) no

9. Do the committee members' firms advertise N.A.I.T. to their employees that you are aware of?
- (1) yes
 - (2) no
 - (3) do not use N.A.I.T. training
10. Do the members' firms pay their employee's tuition if they attend N.A.I.T.?
- (1) yes
 - (2) no

STUDENT RECRUITMENT, SELECTION, AND PLACEMENT

11. Have any members counselled a student in the last three years who was interested in a N.A.I.T. program, that you are aware of?
- (1) yes
 - (2) no
12. Has any member ever referred a student to the program at N.A.I.T.?
- (1) yes
 - (2) no
13. Has the committee ever assisted in the placement of students?
- (1) yes
 - (2) no
 - (3) there is no opportunity to do so
14. Does the committee encourage both younger and older adults to consider vocation and technical education and training through visits to high schools, speeches to clubs, career days, meetings, etc.?
- (1) yes
 - (2) no
15. Has the committee ever assisted in screening students who apply for admission to the program?
- (1) yes
 - (2) they do not have time
 - (3) they have never been asked
16. Has the committee participated in the development of entrance criteria for selection of students?
- (1) yes
 - (2) no
 - (3) never been asked
17. Has the committee provided information concerning desirable aptitudes, education, and/or experience backgrounds that entering students should have so that N.A.I.T. can properly plan student recruitments, education, and training programs?
- (1) yes
 - (2) no
18. Has the committee arranged for plant tours or field trips for students?
- (1) yes
 - (2) no
 - (3) no appropriate plant to tour

19. Does the committee provide vocational guidance literature to teachers, instructors, counsellors or students?
 (1) yes (2) no (3) have none to provide
20. Has the committee assisted in the development of aptitude tests, achievement tests, and certification and licensing tests related to initial employment of graduates of N.A.I.T.?
 (1) yes (2) no
21. Do committee members hire N.A.I.T. students for part-time work during the school year or summer vacation?
 (1) yes
 (2) no
 (3) do not employ students on a part-time basis

INSTRUCTIONAL PROGRAM

22. Has the committee ever helped plan class activities and evaluated the programs?
 (1) yes (2) no
23. Does the committee contact graduates of the program to evaluate the program?
 (1) yes (2) no
24. Does the committee discuss the program with participating students?
 (1) yes (2) no
25. Has the committee ever made any recommendations for new approaches for meeting the total vocational needs of Alberta, i.e., alternating training on the job, or in the school?
 (1) yes (2) no
26. Does the committee review the course outlines for content?
 (1) yes (2) no
27. Is the advisory committee consulted on the time spent in each course of the total program?
 (1) yes (2) no
28. Is the advisory committee ever consulted on the instructional equipment and materials that are used in the program?
 (1) yes (2) no
29. Does the committee discuss shop and laboratory layouts?
 (1) yes (2) no
30. Is the committee asked for suggestions of any type to improve the program?
 (1) yes (2) no

31. Has the committee ever assisted in the preparation and review of budget requests for laboratory and shop equipment and supplies?
(1) yes (2) no
32. Have the committee members' firms ever loaned equipment, donated equipment, or sold equipment at special prices for the program?
(1) yes (2) no (3) do not have or sell equipment
33. Does the committee assist in establishing standards of proficiency for graduates?
(1) yes (2) no
34. Do the committee members' firms have libraries of visual aids, magazines, and books concerning industry which they lend to the school?
(1) yes
(2) against company policy to lend out materials
(3) do not have libraries
(4) have never asked for material
35. Has the committee ever assisted or discussed the development of evening-school skill improvement and technical courses for employed personnel?
(1) yes (2) no
36. Have committee members' firms provided sample kits of raw materials, finished products, charts and posters, etc., for exhibit and instructional purposes in classrooms and shops?
(1) yes (2) no (3) do not have such items
37. Has the committee assisted in the establishment of student fees for courses or programs?
(1) yes (2) no

INSTRUCTOR ASSISTANCE

38. Does the committee discuss and advise regarding the desired instructor qualifications?
(1) yes (2) no
39. Have members assisted instructors with problems?
(1) yes (2) no
40. Have members ever invited instructors to visit their facilities?
(1) yes (2) no (3) no facilities to visit
41. Have members' firms ever provided funds for instructors to attend regional and national meetings of industry and educational organizations?
(1) yes (2) no

42. Have members arranged meetings of instructors to establish cooperative relationships between the institute and industry?
(1) yes (2) no
43. Do any members' firms arrange for summer employment for instructors?
(1) yes (2) no
44. Have members ever conducted clinics or in-service training programs for instructors?
(1) yes (2) no
45. Have members offered or arranged for substitute or resource instructors from industry?
(1) yes (2) no
46. Have any members' firms paid instructor's membership dues to an industrial organization, club, or group?
(1) yes (2) no
47. Have any members ever invited an instructor to a meeting that they thought might be of interest to him?
(1) yes (2) no

GENERAL

48. Your age is:
(1) 27 or less years
(2) 28 - 36 years
(3) 37 - 45 years
(4) 46 - 54 years
(5) 55 or more years
49. Years of experience in the field and/or related field to your current position:
(1) 0 - 4
(2) 5 - 9
(3) 10 - 14
(4) 15 - 19
(5) 20 or more
50. The years you have been in your present position (circle closest full year).
1, 2, 3, 4, 5, 6, 7, 8, 9 (or more)
51. How much influence has the advisory committee upon the program?
(1) none--has resulted in no changes
(2) little--gives approval for changes suggested
(3) some--provides direction in limited areas
(4) much--provides direction and guidance in all phases of the program

52. How often should the advisory committee meet, if it is to carry out its duties as you see them?
- (1) once every two years
 - (2) once a year
 - (3) twice a year
 - (4) three times a year
 - (5) more than three times a year
 - (6) does not need to meet
53. Does the institute pay members' travel expenses?
- (1) yes
 - (2) no
 - (3) do not know
54. What is the maximum time that is presently required of members for advisory committee duties?
- (1) one day a year
 - (2) two days a year
 - (3) three days a year
 - (4) four days a year
 - (5) five to six days a year
 - (6) seven to eight days a year
 - (7) nine or more days a year
55. Is an opportunity provided for members to select other members for the advisory committee?
- (1) yes
 - (2) no, but they should have the opportunity
 - (3) no, they would not select members, given the chance
56. Should members have a longer orientation session to familiarize them to the duties of advisory committee members?
- (1) yes
 - (2) no
 - (3) had no orientation at all
57. Are the duties of advisory committees clear to you?
- (1) yes
 - (2) no
58. Would a book on "Guidelines for Advisory Committee Members" containing the objectives of the institute, institute policies, duties and responsibilities of advisory committee members be useful to members?
- (1) yes
 - (2) no
59. How does the advisory committee operate?
- (1) N.A.I.T. staff assign tasks to the committee
 - (2) the committee determines its own tasks
 - (3) the committee suggests tasks it should do
 - (4) the committee acts in an advisory capacity only, therefore does not do any tasks
 - (5) any combination of 1 to 4
 - (6) receives information only
 - (7) other

60. If a member is absent from a meeting, is he contacted to review the results of the meeting and is he asked for opinions on subjects discussed?
(1) yes (2) no
61. Are members permitted to bring other community members to the meeting?
(1) yes (2) no (3) never tried
62. Are members familiar with the objectives of N.A.I.T.?
(1) not at all (2) some (3) yes
63. Do members' firms offer awards to students?
(1) no (2) yes
64. Do members' firms give financial assistance to students in the program?
(1) yes (2) no
65. Approximately what percentage of the committee normally attends the meetings?
(1) under 39%
(2) 40 - 59%
(3) 60 - 79%
(4) 80 - 100%
66. The members of the advisory committee are appointed by the:
(1) instructors
(2) President or Vice-president of the Institute
(3) Department of Education
(4) advisory committee only
(5) any combination of the above
(6) do not know
67. Do you have any personal contact with advisory committee members on an informal basis?
(1) yes (2) no
68. How many times were members appointed by the chairman to represent the advisory committee at special functions in the last two years?
(1) not done at N.A.I.T. because it is against institute policy
(2) no perceived need by the chairman
(3) one
(4) two
(5) three or more
(6) other _____
69. When does the institute mail the agenda for the meeting?
(1) less than one month prior to the meeting
(2) more than one month before the meeting

70. Is an opportunity provided for members to add items to the agenda?
(1) yes (2) no
71. Minutes of the meetings are generally mailed out:
(1) within 30 days of the meeting
(2) between 31 to 60 days of the meeting
(3) between 61 to 90 days of the meeting
(4) just prior to the next meeting
(5) do not mail minutes
72. Which of the following activities have the committee been consulted about? (Circle all that apply.)
(1) facilities
(2) finance
(3) curriculum
(4) school-community relations
(5) extra curricular activities
(6) staffing
(7) public relations
(8) none of the above
(9) other _____

Please feel free to comment on any other aspect of the function of the advisory committee. You may have some comment on the meetings, formality of them, inclusion of more instructors and students, rewarding members by way of fees or certificates, etc.

Code number _____

This section of the questionnaire will attempt to determine the duties that advisory committees should perform. Using your experience and knowledge of advisory committees, please rate the following statements on the five point scale provided by circling the appropriate letter/s to the right of each statement. (One circle per statement.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Advisory committees should:--					
1. help coordinate the program with the various agencies of the trade	SA	A	U	D	SD
2. aid the section head in evaluating the standard of the program	SA	A	U	D	SD
3. help the instructor of the program improve the quality of his instruction	SA	A	U	D	SD
4. help improve relations between the instructor, department head and Department of Education	SA	A	U	D	SD
5. provide an opportunity for interested business men to work with institute personnel in developing a better technical program	SA	A	U	D	SD
6. serve as an effective means for introducing changes to the program	SA		U	D	SD
7. aid the institute in promoting the program to prospective students	SA	A	U	D	SD
8. advise the institute of the suitability of the program	SA	A	U	D	SD
9. help improve the instructor's salary	SA	A	U	D	SD
10. be useful in publicizing new programs to the public	SA	A	U	D	SD
11. provide advice which is not easily obtainable elsewhere	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. help update the instructor's knowledge in his trade or profession	SA	A	U	D	SD
13. relieve the instructor from making difficult decisions about the program	SA	A	U	D	SD
14. help set institute policies	SA	A	U	D	SD
15. be useful for institute public relations	SA	A	U	D	SD
16. provide outside support for institute policy	SA	A	U	D	SD
17. create interest in and provide support for the institute from persons employed in the trades and professions	SA	A	U	D	SD
18. add prestige to the institute program	SA	A	U	D	SD
19. help the institute select equipment for laboratories and shops	SA	A	U	D	SD
20. provide encouragement and reinforcement for the decisions about the program made by instructors	SA	A	U	D	SD
21. help develop a program which is custom-made to the trade or profession	SA	A	U	D	SD
22. not serve any purpose except to confirm program decisions made by N.A.I.T. staff	SA	A	U	D	SD
23. take the place of the department head in administering the program (would mean that the section head reports directly to the advisory committee)	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
24. improve the instructor's job satisfaction by providing feedback about the program	SA	A	U	D	SD
25. provide continuity for the program when instructors or section heads change	SA	A	U	D	SD
26. provide an effective means of exerting pressure on the Government of Alberta to maintain the program	SA	A	U	D	SD
27. be consulted on the instructional material that is used in the program	SA	A	U	D	SD
28. be consulted on the time spent in each course of the total program	SA	A	U	D	SD
29. be paid an honorarium for their time and effort	SA	A	U	D	SD
30. be a medium for informing industry what the institute is teaching	SA	A	U	D	SD
31. be useful in introducing new programs and technologies in the institute	SA	A	U	D	SD
32. have between 20 to 50 per cent of their membership from related industries; those not directly using the technology program	SA	A	U	D	SD
33. have senior instructors and instructors represented on a rotational basis	SA	A	U	D	SD
34. have senior instructors and instructors as regular members	SA	A	U	D	SD
35. have recent graduates of the program in their membership	SA	A	U	D	SD

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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36. help co-ordinate industries' needs in the area of short duration upgrading courses

SA	A	U	D	SD
----	---	---	---	----

(Other uses of advisory committees, please list and rate)

37. _____

SA	A	U	D	SD
----	---	---	---	----

38. _____

SA	A	U	D	SD
----	---	---	---	----

39. _____

SA	A	U	D	SD
----	---	---	---	----

40. _____

SA	A	U	D	SD
----	---	---	---	----

APPENDIX B

GUIDELINES FOR ADVISORY COMMITTEES

The Institute is keenly aware of the contribution made by the business and professional men of the community to the success of N.A.I.T. over the past eight years. We are firmly of the opinion that this relationship must continue, and in fact, grow in importance.

The Minister of Education has recently formulated a "Suggested Guideline" for the operation of the Advisory Committees, which we think would be of some interest to the members.

APPOINTMENT OF ADVISORY COMMITTEES

(a) Committee members are appointed by the President, or Presidents when the Committee involved serves more than one educational institution. The Advisory Committee may include advice as to membership in its reports to the President.

(b) The Committee should consist of from eight to twelve members. If the members are carefully selected, they can give a good range of advice and avoid the problems of a larger group. Two graduates of the Institute with about three years' work experience should be included where possible.

(c) The chairman would normally be a person elected from among the external members. The chairman might be elected for each meeting or for a term of two or three years, as specified by each committee.

(d) Membership is normally for a term of three years to be controlled by a rotational schedule. This is to avoid overworking members with too long a term and to provide for the infusion of fresh ideas brought in by new members. A member's term may be extended if he is involved in a committee project.

TERMS OF REFERENCE FOR ADVISORY COMMITTEES

(a) Advise the President of the suitability of the program.

(b) Suggest additions or deletions in the curriculum, so that graduates will be more employable.

(c) Advise the Presidents of desired employees' qualifications, both for initial employment and continued usefulness to the employer.

(d) Assist with the promotion of the program to prospective students and the placement of graduates.

(e) Bring the activity of the Institute to the attention of employers and employees in industry and to suggest possible arrangements for the conducting of part-time or cooperative classes.

(f) Advise the Institute on equipment for laboratories and shops.

(g) Act in general as coordinator between the Institute and Industry.

INSTITUTE RESPONSIBILITY AND ADVISORY COMMITTEES

(a) Meetings should be kept short so that members are not kept away from their business any longer than necessary.

(b) Institute staff should assist Advisory Committees by arranging for the preparation and distribution of agenda well before meetings are held. Agenda to be forwarded to Technology Director for his perusal, and he, in turn, will forward agenda to Academic Vice-President for final approval.

(c) One meeting per year should be adequate unless a major matter arises unexpectedly. A meeting should not be called for the sake of holding one.

(d) Members of Institute staff should attend as required, but should not make motions or vote.

V. HARMS
VICE-PRESIDENT ACADEMIC
VH:nm

APPENDIX C

Probabilities Associated with Chi-Square Analysis of Divisional Staff and Committee Members' Opinions of Duties Performed

Program Content	Business	Industrial	Technology
Made recommendations for new approaches to education	.96	.72	.92
Asked for suggestions for program	.79	.40	.99
Discussed evening classes	.58	.96	.19
Brought other members to meetings	.09	.05*	.71
Discussed program with students	.88	.88	.47
Contacted graduates to evaluate program	.74	.79	.02*
Assisted in standards of proficiency for graduates	.58	.23	.91
Helped plan class activities and evaluated program	.27	.61	.91
Reviewed course outlines	.23	.79	.44
Reviewed time per course	.58	.59	.68
Reviewed instructional equipment and materials	.61	.96	.61
Discussed shop and laboratory layouts	.03*	.79	.85
Assisted in budget review	.99	.03*	.44
Established student fees	.99	.99	.99
Loaned or sold equipment at special prices for program	.17	.32	.74
Loaned visual aids to institute	.58	.87	.25
Provided sample kits	.46	.08	.01*
Public Relations			
Brought problems to meetings	.44	.58	.27
Surveyed manpower needs	.44	.72	.75
Interested in promoting program.	.49	.06	.59
Participated in open house in last three years	.21	.39	.54
Developed community support of industrial education	.96	.14	.17
Represented N.A.I.T. at special functions	.04*	.86	.76

(continued)

Item Description	Business	Industrial	Technology
Promoted N.A.I.T. at club meetings	.88	.15	.91
Participated in radio/TV to sell technical education	.40	.99	.99
Advertised N.A.I.T. to employees	.76	.79	.87
Paid employee's tuition at N.A.I.T.	.88	.12	.77
Specified N.A.I.T. graduates for employment	.32	.58	.17
Student Recruitment, Selection and Placement			
Developed entrance criteria			
Discussed aptitudes, education or experience for selecting students	.58	.35	.19
Provided guidance material	.58	.70	.62*
Counselled prospective students	.15	.32	.91
Referred students	.67	.79	.33
Encouraged students and adults to take training	.94	.94	.53
Arranged plant tours	.96	.61	.57
Hired N.A.I.T. students for part-time work	.40	.48	.34
Provided financial assistance to students	.32	.49	.53
Screened students	.79	.94	.68
Placed students	.44	.40	.44
Developed tests for graduates	.74	.49	.18
Offered awards to students	.94	.62	.99
Instructor Assistance	.00*	.47	.00*
Discussed instructor qualifications	.99	.79	.17
Had contact with staff	.96	.46	.91
Assisted instructors	.61	.88	.17
Invited instructors for visit	.03*	.40	.23
Provided summer employment	.79	.08	.02*

(continued)

Item Description	Business	Industrial	Technology
Provided funds to attend meetings	.79	.80	.99
Invited instructors to meetings	.44	.20	.73
Held meetings with institute staff	.74	.88	.68
Paid instructors dues	.99	.40	.99
Conducted clinics and in-service	.40	.61	.85
Provided resource and substitute instructors	.79	.44	.44

* Indicates significant difference