INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in “sectioning” the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from “photographs” if essential to the understanding of the dissertation. Silver prints of “photographs” may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106
A Xerox Education Company
Wienke, Phoebe Amelia, 1937-
A PLAN OF RECOMMENDED PRACTICES FOR THE
OPERATION OF THE EDUCATIONAL PLACEMENT
OFFICE AT THE OHIO STATE UNIVERSITY.

The Ohio State University, Ph.D., 1972
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan

Copyright by

Phoebe Amelia Wienke

© 1972

72-27,138

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.
A PLAN OF RECOMMENDED PRACTICES FOR THE OPERATION
OF THE EDUCATIONAL PLACEMENT OFFICE AT
THE OHIO STATE UNIVERSITY

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State University

by

Phoebe Amelia Wienke, B.S., M.S.

* * * * * *

The Ohio State University
1972

Approved by

Adviser
College of Education
PREFACE

The intent of this study is, through analysis and reflection of observations, investigations, and data collections, to objectively arrive at a position whereby recommendations can be presented as a plan of operation to be implemented by the Placement Office of the College of Education at The Ohio State University.

The scope of the study will encompass the above mentioned office and the like offices of five other universities. Conclusions and recommendations of the study may be generalized to other like situations to the extent that they may wish to alter existing procedures.
ACKNOWLEDGMENTS

The writer wishes to express sincere gratefulness to Dr. W. Frederick Staub for the guidance and counsel he has provided throughout this study and particularly for the perceptivity with which it has been offered. Additional appreciation is extended to Dr. James B. Burr and Dr. Charles B. Huelsman, Jr. for their helpful suggestions and insightful commentaries.

Special gratitude is directed to Dr. Arthur E. Wohlers for the enduring cooperation and support which he provided the writer during the course of this study. His was a trying role and one which will become yet more arduous if implementation of the recommendations herein are accomplished.

Thankfulness is conveyed to the Directors and staff of the placement offices visited by the writer while collecting data used in this study. They were most gracious in offering their assistance.

Finally, the writer wants to acknowledge the support and encouragement which has been given by family and friends throughout this endeavor. Their confidence has been the writer's inspiration.
VITA

September 3, 1937........ Born: Niles, Michigan

1959......................... B. S., Western Michigan University, Kalamazoo, Michigan

1959-64..................... Physical Education Teacher
Elementary Schools and Jack London Junior High School, Wheeling, Illinois

1963......................... M. S., Northern Illinois University, DeKalb, Illinois

1964-67..................... Supervisor of Physical Education,
School District No. 21, Wheeling, Illinois

1967-70..................... Principal, Walt Whitman Elementary School, Wheeling, Illinois

1970-71..................... Supervisor of Student Teachers,
EMCE, College of Education, The Ohio State University

1971-72..................... Graduate Research Associate,
Office for Educational Personnel Placement, The Ohio State University

FIELDS OF STUDY

Major Field: Educational Administration
Professors W. Frederick Staub (Adviser), I. Carl Candoli,
Roy A. Larmee, and Lonnie Wagstaff
Minor Fields: Early and Middle Childhood Education and Curriculum and Supervision
Professors James B. Burr, Alexander Frazier, and Paul Klohr

Minor Field: Psychology
Professors Charles B. Huelsman, Jr. and Thomas Stephens
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. BACKGROUND OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>9</td>
</tr>
<tr>
<td>Objectives of the Study</td>
<td>10</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>11</td>
</tr>
<tr>
<td>Design of the Study</td>
<td>13</td>
</tr>
<tr>
<td>II. REVIEW OF RELEVANT LITERATURE</td>
<td>19</td>
</tr>
<tr>
<td>Summary</td>
<td>48</td>
</tr>
<tr>
<td>III. FINDINGS OF THE INVESTIGATION</td>
<td>49</td>
</tr>
<tr>
<td>Philosophies Affecting Placement</td>
<td>51</td>
</tr>
<tr>
<td>Types of University Placement Operations</td>
<td>51</td>
</tr>
</tbody>
</table>

vi
<table>
<thead>
<tr>
<th>Location of Placement Office in University Organization</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction of Emphasis</td>
<td>62</td>
</tr>
<tr>
<td>Open and Closed Operations</td>
<td>66</td>
</tr>
<tr>
<td>Recent Changes in Placement Offices</td>
<td>68</td>
</tr>
<tr>
<td>Career Planning Versus Job Placement</td>
<td>76</td>
</tr>
<tr>
<td>Operations Within the Placement Office</td>
<td>78</td>
</tr>
<tr>
<td>Physical Facilities</td>
<td>78</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>91</td>
</tr>
<tr>
<td>Budget</td>
<td>93</td>
</tr>
<tr>
<td>Organization of Office Personnel</td>
<td>95</td>
</tr>
<tr>
<td>Annual Reports</td>
<td>109</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>111</td>
</tr>
<tr>
<td>Eligibility for Service</td>
<td>114</td>
</tr>
<tr>
<td>Hours for Service</td>
<td>116</td>
</tr>
<tr>
<td>Registration and Reference Requirements</td>
<td>119</td>
</tr>
<tr>
<td>Information and Counseling Services Available to Students</td>
<td>127</td>
</tr>
<tr>
<td>Vacancy Notices</td>
<td>145</td>
</tr>
<tr>
<td>Matching Registrants with Vacancies</td>
<td>150</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>233</td>
</tr>
<tr>
<td>Eligibility</td>
<td>234</td>
</tr>
<tr>
<td>Registration</td>
<td>234</td>
</tr>
<tr>
<td>References</td>
<td>236</td>
</tr>
<tr>
<td>Lifetime Service</td>
<td>239</td>
</tr>
<tr>
<td>Publications and Communications</td>
<td>240</td>
</tr>
<tr>
<td>Research Studies</td>
<td>242</td>
</tr>
<tr>
<td>Vacancy Notices</td>
<td>243</td>
</tr>
<tr>
<td>Reproduction and Mailing of Credentials</td>
<td>244</td>
</tr>
<tr>
<td>Mail</td>
<td>246</td>
</tr>
<tr>
<td>Microfilming</td>
<td>246</td>
</tr>
<tr>
<td>Recruiters and Interviews</td>
<td>247</td>
</tr>
<tr>
<td>Computers</td>
<td>249</td>
</tr>
<tr>
<td>Office Hours</td>
<td>250</td>
</tr>
<tr>
<td>Concluding Remarks</td>
<td>251</td>
</tr>
<tr>
<td>Visionary Comments</td>
<td>251</td>
</tr>
</tbody>
</table>

APPENDIX

A. Letter to Placement Office Directors. ...................... 257
B. Interview Schedule. .............................................. 260
C. Sample Credential Referral Form. .......................... 266
LIST OF FIGURES

Figure
1. Employee Distribution Ratios ................................. 96
2. Personnel Organization - The Ohio State University ........................................... 98
3. Personnel Organization - Western Michigan University ......................................... 100
4. Personnel Organization - University of Illinois .................................................. 102
5. Personnel Organization - Indiana University ....................................................... 104
6. Personnel Organization - Michigan State University ........................................... 107
7. Personnel Organization - University of Michigan .............................................. 108
8. Vacancies, Placements, and Credentials ............................................................... 166
9. Existing Placement Office Facilities ................................................................. 222
10. Proposed Extended Placement Office Facilities .................................................. 224
11. Proposed Reassignment of Placement Office Facilities ....................................... 225
12. Proposed Personnel Organization - The Ohio State University ...................... 230
CHAPTER I

BACKGROUND OF THE STUDY

Introduction

College graduates of the 1970's are faced by a contemporary market scene quite unlike what their predecessors have experienced in the past. This is particularly true in the field of education where teachers have until most recently, been in great demand, almost regardless of qualifications. But now, the teacher supply far outweighs the current demand due to a number of factors; e.g. population growth of the 1950's, over enrollment in teacher preparation programs, limited selective retention of persons in these programs, current declining enrollments in elementary schools, reorganization of staffs within school districts, and/or limited financial resources forcing budget cutbacks.

This phenomenon was expressed in an NEA research project which showed the estimated supply with the estimated demand for beginning teachers in 1970-71. The figures indicated a national supply of 227,234 beginning teachers, but a demand for only
139,000.¹ Another recent NEA research study indicates a con-
tinuation of this situation from 1971-79. The total growth of
positions between 1971 and 1979 will not be as great as for any one
year between 1961 and 1969. Concerning the situation for beginning
teachers, the following figures are used.

The range in annual demand for the beginning teachers
will be 108,200 to 115,900 during the 1971-79 period,
and was from 121,800 to 178,900 during the past ten
years....the numbers of qualified teacher education
graduates ready to enter teaching will exceed the
numbers of openings for them each year between
1971 and 1979.²

Compounding the problem is the fact that at least 4.9 per-
cent of the teaching staff in the country transfers to a different
system each year. Districts expressing financial difficulties often
look for newer teachers in order to hire for less money. This does
increase the demand for beginning teachers, but at the same time
increases the market supply of experienced teachers. The report
states: "The total number of unemployed experienced teachers

---

unable to find positions will grow to 110, 500 between 1971 and 1975 and will increase by 172, 800 between 1975 and 1980. "3

With such a dismal view of prospective employment and continued employment, it is understandable that persons associated with The Ohio State University are turning to the Office for Educational Personnel Placement and asking for the most effective service possible.

The concern expressed for needed improvements in placement services in the College of Education at The Ohio State University would appear to indicate that graduates generally believe their chances of employment are enhanced if they use the services of a placement office.

A 1970 survey conducted by ASCUS (Association for School, College and University Staffing) somewhat substantiates this contention. It showed that 52 percent of the candidates hired in 201 schools had come to the school's attention through placement offices. An additional 38 percent of those hired were classified as "walk-in" candidates who had approached their personnel offices directly, using only limited placement office services. 4

3 Ibid. p. 73.

remaining 10 percent were not accounted for in the report.

Graduates noting such figures might conclude that unless placement office services are highly effective, chances for employment are not significantly augmented by their efforts. Therefore, students and registrants vent their frustration at the lack of employment opportunity at the one office they feel could affect a change in their predicament if it could be convinced to alter its operating procedures. Such a circumstance would seem to be the case at The Ohio State University.

For a period of months the Office for Educational Personnel Placement has been the target of a series of criticisms concerning the ineffectiveness of the office's activities. Blanke\(^5\) in April of 1970 stated several comments and suggestions concerning the Educational Placement Office. All indicated a need for increased effectiveness. He specifically suggested that, "...the integral operations of the office should be assessed." He also indicated a need for securing a new director.

More recently, the office for Educational Personnel Placement has received attention from the College of Education Senate, Virgil Blanke. "Comments and Suggestions Concerning Placement," The Ohio State University, April 23, 1970. (Memorandum.)
the Council of Graduate Students in Education and the Council of Undergraduate Students in Education. All have expressed concern with services of the office and still more recently have asked for reports of the office's operational procedures. The extent of their interest is evident in Osborne's suggestion that "...the magnitude of the problem directs that either we create a standing committee to investigate the problem or that we request the Assessment Council to do so."\(^6\)

At the time of Osborne's statement a resolution was passed by the College Senate asking the Director of the Office for Educational Personnel Placement to prepare a report of the office's operational procedures and budget expenditures to be presented to the College of Education Senate and the Councils. More recent reiterations of this request ask for a listing of all changes and proposed changes of operations performed since October 1970.

While concern has been and continues to be expressed from external sources, inadequacies of the operation have not gone un-noticed or without comment from within the office. Attempts have been made to bring deficiencies to the attention of others within the College.

\(^6\)Minutes. Senate Meeting, College of Education, The Ohio State University, July 19, 1971.
Brown and Reynard (Associate Director and Director of the office) in 1968 presented figures to indicate a continual growth in numbers of registrants without a corresponding increase in office personnel. They stated the resultant facts of that situation.

The combination of increasing volume of business along with no increase in personnel has, unfortunately, required a series of cutbacks in service. Some services were eliminated completely and others drastically curtailed... We are now faced with the prospect of further cutbacks in service functions because of increasing volume of business, unless sufficient additional personnel become available. 7

The following services were cited as having been those discontinued during the five years between 1963-68:

1) Letters from schools and colleges requesting candidates are no longer answered or acknowledged unless a candidate is recommended.

2) Requests for teachers and administrators are no longer written and cross-filed under subject and geographic area.

3) Departments within the College of Education are no longer notified of current vacancies in their subject area.

4) The acceptance of vacancy announcements placed by telephone have been drastically reduced.

5) Many school administrators are denied the opportunity to recruit on campus due to the limited interview space.

6) Copies of candidates credentials are no longer supplied to visiting recruiters.

7) The number of hours per day that the office is open to the public has been reduced. The open hours are: 8:30-11:30 A.M. and 1:30-4:30 P.M.

8) Candidates are not notified when their credentials are requested or submitted to employers except those for public school superintendencies. 8

Brown and Reynard expressed their further concern as to how the resultant cutbacks had affected the constituent's image of The Ohio State University office in the following statements: "The curtailments in service have resulted in increasing criticism from superintendents and college administrators as well as from candidates and faculty... Consequently our public relations, especially with school and college administrators, have suffered." 9

In March of 1970, through a communique to the Acting Dean of the College of Education, Brown again expressed concern for the increasing discontinuance of services of the office apparently brought about by still an increasing number of registrants and an

8Ibid.

9Ibid.
inadequate personnel staff. In addition to requests for clerical personnel, Brown states: "I had previously asked that we try to find a director for the office to study and improve our services. I still think that we will not be able to compete or hold our own without such a person." 10

Further evidence of concern noted from within the office is found in a letter from the newly appointed director of the office to the College of Education Business Manager. The letter states:

You should be apprised of the fact that I have been told on many occasions since June 15, that the provisions for accommodating personnel directors in our College are among the worst in the nation. That being the case, we can not expect people to come here much longer when there are surpluses in many instructional areas and they can interview prospective teachers in less difficult circumstances elsewhere. 11

Office personnel have tended to rebut the accusations from external sources of office ineffectiveness with a plea for additional clerical personnel and more physical space. Solutions to perceived problems have generally been expressed in terms of how


11 Arthur E. Wohlers. Letter to Lester Smith, The Ohio State University (Undated, typewritten).
they will affect employers. The present director, faced with the challenge of formulating a plan of operation for the office and with responding to the requests from the College Senate for a report of the operation, met with and persuaded the writer to undertake a comprehensive study of the total philosophies and operational procedure of the office; this to be done with the full knowledge of the office staff and the administrators of the College. The intent of the study was, to determine whether, in fact, more than additional personnel changes were needed to effectively improve the total operation and if so, to present a plan for implementing any other recommended changes.

The writer spent approximately three and one-half months in the office meeting personnel, assisting with some duties, attending staff meetings and generally observing the total office function. These involvements established a background of knowledge upon which to base the more thorough study of placement operations presented in this volume.

Statement of the Problem

This study was designed to determine the status of the philosophies and operational procedures and services of the Office for Educational Personnel Placement of The Ohio State University.
An investigation was conducted in that office and in the offices of five other selected universities. Recommendations are made for a plan of operational practices for the office at The Ohio State University.

**Objectives of the Study**

The overall objective of this study has been to design a recommended plan of operation for the placement office in the College of Education at The Ohio State University which will permit manageability within the office and will afford effective service to all constituents.

Specific objectives of the study were:

1. To depict philosophies upon which placement offices base their operating practices and provide their services.

2. To investigate what practices are followed and what services are available from the placement offices located in five selected universities; further, to identify the basis upon which these practices and services are performed.

3. To investigate the operational practices and available services found in the educational placement office at The Ohio State University; further, to identify the basis upon which these practices and services are performed.

4. To establish similarities and differences which exist between the placement office of The Ohio State University and those of five selected universities; thereby, determining whether changes in the practices of services of the office at The Ohio State University are either desirable or feasible.
Definition of Terms

Career Planner... refers to a consultant who is primarily responsible for providing a student or registrant information for an eventual career as opposed to finding him a specific job placement.

Centralized Placement... in reference to a total university, indicates that the placement function is performed by one staff located in one office for all of the students and alumni of the university.

Clerical Worker... in this study, refers to any employee who performs clerical duties, regardless of the rank attached to their position by civil service, or university coding.

Closed System... in this study, refers to the retaining of vacancy listings within the college so that such information is not generally known or available to the registrants.

Consultant... is often used interchangably with counselor, but meaning a professional staff member whom students and other registrants may direct questions to or refer to for information. Generally the registrant consults the consultant.

Counselor... is often used interchangably with consultant, but meaning a person who gives advice, often without being asked. Generally the counselor counsels the registrant.
Decentralized Placement... in reference to a total university, indicates that the placement function is divided between several colleges and/or departments within the university, each having its own staff and location.

Functionalized Placement... in reference to a total university, indicates that the placement function is divided into major function areas; i.e., education, business, government, with each having a staff and a location.

Job Placement Consultant... refers to a consultant who is primarily responsible for assisting a registrant in locating a job immediately.

Nomination... is a system whereby a professional staff member within the office submits a candidate's name to an employer as a potential applicant.

Office Manager... in this study, refers to any clerical person who has supervisory responsibility over a number of other clerical workers.

Open System... in this study, refers to the listing of vacancies received by the office in some manner so as to provide all registrants access to the information.

Registrant... is any person who has completed registration forms in order to affect a file within the office.
Registrants may be students or alumni, but some students may not be registrants.

**Design of the Study**

This investigation was designed as a descriptive study of the placement operations found in six universities, including The Ohio State University. Whenever possible, a causal-comparative investigation was pursued in respect to office practices.

The universities selected for comparison with The Ohio State University in this study were determined by one or more of the following factors: 1) reputation or known facts about the office, 2) relative size of the schools, 3) proximity to the writer, 4) membership in the Big Ten Conference, and 5) provision for an overall balance in the divergent aspects of placement operations.

The following schools were selected for the study:

**The Ohio State University**... This institution is described as the control school. Other operations were compared to this one. The population of the school is 46,377. The placement function is decentralized. The office studied is located in the College of Education.

**Western Michigan University**... Although the population (21,713) of the school is less than half of that at The Ohio State
University, the placement operation is of comparable size. The writer received numerous expressions of positive regard for this operation prior to initiation of the study. The office is centralized.

**University of Illinois.** A decentralized operation located in the College of Education. A member of the Big Ten Conference with a population of 36,169. It was known to the writer that computers were used in the operation of this office.

**Indiana University.** A functionalized operation located in the College of Education. A member of the Big Ten Conference with a population of 30,368. It was known to the writer that this office also used computers in its operation.

**Michigan State University.** A centralized operation with a school population of 44,092. A member of the Big Ten Conference.

**University of Michigan.** A functionalized operation housed in a centralized location. A member of the Big Ten Conference with a school population of 36,967.

All of the schools visited were within a driving distance of five hours from the writer.

The collection of data for this study was obtained from empirical evidence and through a focused interview technique. Categories for classifying the data were determined through a
review of literature related to the subject and from observed and discussed areas of concern expressed within the placement office at The Ohio State University. Observations were conducted with all possible discriminating objectivity. The study was intended to be descriptive, therefore, no hypotheses were tested.

The writer was employed by the Ohio State office for the academic year in which this study was conducted. For approximately three and one-half months the writer worked in the office observing office practices and detail, performing duties, and generating discussions on various potential areas of change for the office. Discussions were often focused on open versus closed vacancy listings, career planning versus job placement emphasis, the merits of appointing an advisory committee, possibilities of expanding facilities, and the implications of extending hours for service. The question of whether there was a need for a reorganization of personnel and/or work assignments was also alluded to, along with the possibilities for greater service derived from altered requirements for registration, credential service, and on-campus interviews. The potential benefits and ramifications of computer usage, microfilm storage, and other technological implementations were projected.

In designing the interview schedule the writer focused on the above issues, but also found it necessary to ask additional
related questions in order to affect a comprehensive view of each situation. Thus, the following areas were also explored: university philosophies affecting the placement function, directions of emphasis within each office, recent changes in placement operations, student and registrant counseling services, and the process of matching registrants with vacancies. Questions concerning equipment, budgets, and annual reports were also included. In addition, a collection of figures concerning staff ratios, vacancies, placements, and credential services was included.

The questions included in the interview schedule were designed to elicit information in terms of data which could be used to illustrate similarities, differences, and/or relationships between the six offices. They were categorized according to the topic areas presented above.

Pilot studies were conducted at Western Michigan University and the University of Illinois to enable the writer to test the validity of the proposed data collection technique. Results of the pilot studies indicated: 1) that the interview schedule needed to be re-ordered, 2) that it was difficult to adhere to any predetermined schedule, due to the interviewee's tangential tendencies, 3) that all questions need not be addressed to the director, because of their routine nature or because others in the office have certain
information more readily available, 4) that some questions produced redundant or superfluous information, and 5) that information, provided by each school, which related to tabulations of figures had generally been tabulated on similar, but different criteria. The pilot studies also served to enhance the observation skills of the writer.

Following the pilot studies, the writer realigned the entire interview schedule. Categorizations of questions were arranged so that the writer could address different sets to the director, the assistant director or an appointee and to the office manager. Redundant and superfluous questions were eliminated.

The writer originally intended to tape record all interview sessions, but this was shown, through the pilot studies, to be impractical. Instead, diligent note taking was accomplished while talking with each person and while spending moments alone in observation. A series of 4 x 6 cards were used to record the data concerning each itemized question.

At a later date in the study it was determined that the data collected during the pilot studies, although gathered under somewhat different questioning arrangements, was in fact as accurate and useful as that obtained from the investigations conducted at Indiana University, Michigan State University, and the University
of Michigan. Therefore, all of the data collected was included in the final review, analysis, and interpretation of the study.
CHAPTER II

SURVEY OF RELEVANT LITERATURE

A dearth exists in the literature concerned with the formation of a plan of philosophy and practice for the operation of a placement office. The writer contacted and investigated numerous sources to no avail attempting to locate information which would be of value to the study. Few authors in recent years have chosen to write about placement in regard to the organization of an office. Rather, their efforts concern what happens to persons after they have been served by a placement office. Although of interest, these writings contribute little to the purposes of this study.

Books and articles were more plentiful in the late 1920's and 1930's when the initiation of placement offices was receiving emphasis and popularity. These writings are of limited relevance to the current placement scene, but they do provide a basis upon which to describe a means of viewing and evaluating any given placement office which is as valid today as it was when written.
Anderson, who is of particular interest, recommends studying the following areas to grasp a total picture of any office's operation: personnel, equipment, facilities, types of service attempted, policies, record keeping, office routine, followup, cooperation with colleagues, research, and guidance.

Brogan, in discussing placement office service, alluded to the efficient operation of The Ohio State University's office in 1930 and quoted Anderson as saying, "...one of the measures of service of a placement office is the extent to which it is prepared to offer information and advice concerning all graduates who desire positions."

In addition, Brogan states:

Numbers of vacancies filled, annual increases, etc., would reflect objectively, an increasing or decreasing confidence on the part of the employers; hence an office which has been in operation for a number of years, long enough for employers and alumni to

1Served as Chairman of the Division of Appointments (Teacher Placement) at The Ohio State University from October 1, 1927 to July 1, 1943.


understand thoroughly its philosophy and practice, will derive a fairly sound measure of its professional service from the numbers in the profession who seek its service. 4

Yet, Brogan and Anderson both caution that a placement office should not be judged entirely by the number of registrants it places. Anderson indicates the test of the effectiveness of an Educational Placement Office is the facility and ingenuity of its personnel in locating candidates who can successfully meet the requirements of the employers, bringing them into contact, providing concise information, and aiding the candidate in his decision to accept or reject any offers of employment. 5

Stebel concurs with these authors and recommends a broad approach to placement, as evidenced in the following statement:

Simply getting jobs for registrants and assisting school administrators in staffing their schools is not the only major purpose of institutional teachers placement, if we accept the broader interpretation of the role of the placement office as an integral unit of a professional staff preparation program. 6

4Ibid., p. 84.

5Anderson, op. cit., p. 47.

Stebel's broad approach to placement included in addition to involvement in undergraduate selection and assignment; performing research concerning salary studies, conducting supply and demand reports, and providing followup facts and figures of graduates. Thus, effectiveness can be judged on the basis of breadth of service.

Anderson presents a list of criteria useful in judging the efficiency and effectiveness of a placement office. Included in his list are the following items to be considered:

1) The number of registrants placed over a period of years.

2) The proportion of people placed who give satisfactory service in their teaching.

3) The promptness, thoroughness and wisdom with which calls are answered.

4) The adequacy of the information and judgments provided employers regarding candidates and vice versa.

5) The extent to which information regarding opportunities in teaching gets to students and to advisors in understandable form.

6) The completeness of the followup work. The extent to which the office keeps informed regarding the success of former graduates.

7) The fullness, accuracy and usefulness of the reports kept.
8) The relative change in the number of employers who come to the placement office for service.

9) The annual evidence of efforts to improve service, including the annual report.

As recently as 1969, Arganbright suggested evaluative criteria that essentially encompassed the list above, indicating that although operational procedures may have changed over the years, the underlying objectives of a placement office remain the same.

From a review of criteria suggested by the authors it appears efficiency is determined by the rapidity and accuracy of service rendered, whereas effectiveness is judged by assessing satisfaction, performance, and breadth of involvement of placement office personnel. Admittedly much of the latter must be based on subjective professional judgment.

Respecting the writings of the past, but looking for more contemporary descriptions, the writer consulted other references. Government printing services often list titles of a placement nature, but upon actual perusal of the material the writer again found that

7Anderson, op. cit., p. 46.

the information provided addresses itself to job placements, supply and demand studies, working conditions, and descriptions of job performance. Virtually none of the material concerns the organization and operation of a placement office per se.

Similar findings were evidenced when reviewing unpublished theses and dissertations. Again, their writers' interests have caused them to investigate concomitants of placing teachers with respect to where they are placed, how they are evaluated, and what their success may be. They have not investigated the operational procedures of a placement office. The writer's final acceptance of this circumstance of paucity came when the University's reference services and a computerized ERIC search confirmed that no worthy materials are apparently catalogued in this topic area. There was one exception to this dilemma. The *Journal of College Placement* is a periodical directed to the interests and concerns of college placement offices. Articles are contributed by a myriad of persons from across the country involved in or interested in placement operations.

Articles are generally focused toward centralized operations and may concern business and industrial placement. However, and occasional article does include aspects of educational placement and many articles can be related to this area. Concentration
was given to those volumes produced since 1958. The balance of this chapter deals with the information derived from readings in these journals.

Centralization versus decentralization in organizational plan has long been an issue among placement officers. Numerous articles and speeches have been delivered on the topic, but most reflect the personal attitude of the speaker and deal little with pertinent research.

Calvert and Snider\(^9\) attempted in 1960 to approach the topic more objectively by conducting a study of preference among employers. 314 employers responded to a questionnaire. It is noted that these employers were virtually all business and industry persons, yet their responses do have meaning and implication for offices concerned with educational placement. The 314 respondents indicated placement was centralized at 70.4 percent of the campuses they visited and decentralized at 29.6 percent. 73.3 percent of the respondents indicated they preferred working with centralized offices. 71.5 percent preferred decentralized, while 16.2 percent

had no preference. The following benefits were cited on behalf of centralized placement:

1. More practical and time saving
2. Status of the director is enhanced on campus
3. More efficient and avoids duplications
4. Eliminates friction between offices
5. Makes a better staff available
6. Often means better facilities

Those advocating decentralized offices contend:

1. More individual attention is given
2. Better service is available
3. The director has more knowledge of all students
4. The operation is more flexible

A similar study was conducted among placement offices by The Southern College Placement Officers Association in 1961. It mentioned purposes of placement offices, but focused primarily on analyzing placement services to determine whether there was a preferable plan of organizing the placement function for a university.

The data indicated that among the twenty-two institutions surveyed, the centralized plan of operation was most prevalent.

---

There were no coordinated decentralized operations responding. A series of services were cited, compared, and evaluated, but no substantial evidence was found in the study to indicate that the effectiveness of the services was related to the plan of organization. At the conclusion, institutions were encouraged to select the plan of organization which assisted the school in accomplishing its basic objectives.

By 1967, Calvert and Menke made the following statement:

Eight years ago, one of the burning debates in placement dealt with centralized vs. decentralized services. Conversation on this subject seems exhausted and few shifts from one to another are noted today. Nevertheless, it seems important to review the current balance between these two roles. The results showed that for every decentralized office, there were eight centralized. ¹¹

The controversy would seem unending. Swain in 1968, faced with establishing a branch campus operation made the following observation concerning the debate. "The need to know the facts is as strong now as it ever was." ¹² He continued with a pre-


¹² Roland Smith, "Centralization or Decentralization: Two Approaches to Placement Receive an Up-to-Date Review," Journal of College Placement, XXVII, No. 3 (February-March, 1969), 119.
sentation of arguments for both centralized and decentralized placement. Arguments for centralization were:

A centralized office enables more efficient use of office space and personnel.

Centralized placement is more convenient for employer representatives.

A centralized placement office can handle 'interdisciplinary' opportunities more effectively.

A centralized office, through its counseling staff, is most effective in career counseling for the uncommitted undergraduate and the non-specialized graduate.

A central office provides the best chance for 'miscellaneous' majors to get attention.

Arguments for decentralization were:

Decentralized offices permit closer personal contacts between departments and employers.

The decentralized office offers specialized placement assistance not possible in a centralized context.

Career counseling and student advisement for departmental majors are more effective when done in a decentralized placement setting.

Esprit de corps may be developed and maintained more effectively in a smaller organizational unit, all other things being equal.
Evaluation of the effectiveness of the placement function would be more valid because it would probably be made in qualitative, rather than quantitative terms.  

The plan of organization at Indiana University combines the aspects of centralization and decentralization amounting to a functionalized system. The following statement explains this concept:

The functionalized system at Indiana University is centralized to the extent that each placement office has as its basic objective service to graduates and alumni of the University. It is decentralized to the degree that the offices of the three services are in different buildings, and the placement directors have immediate superiors. These offices are staffed by people who are familiar with the jobs which students in their division seek.

The article continues with more extensive justification of this type of organization, always emphasizing the ability to personalize placement service in this manner.

The purposes of placement were discussed at length by Hale in an effort to redirect placement office efforts to educational endeavor as opposed to merely concentrating on service to employers.

---

13 Ibid., 119-126.

He acknowledged that centralization of services resulted in better coordination and administration, but court "...the danger of isolation from educational units it seeks to represent. The 'service' function rather than the 'educational function' becomes over-emphasized."\(^{15}\) His contention was that the program of the placement office should basically be an education tool and serve as an opportunity for students to receive counseling in career opportunities. He further commented in this regard.

If university placement service is simply the locating and relocating of students and alumni jobs, then we are not doing anything distinctive to an educational agency but are performing like any other government bureau.\(^{16}\)

In discussing the need for career planning emphasis the author relates the following comments:

There is much information available today concerning economic trends that affect students' choices of careers. While this subject may be treated in business or social studies courses, it needs also to be included in a vocational counseling program that is directed to reach all students while they are still determining their educational goals. It is entirely possible that such discussion, when presented by the placement office spokesman, could


\(^{16}\)Ibid., 46.
aid some students to more meaningful course sequences and, further, to more motivated college achievement. 17

He urged that college services could culminate the efforts of parents, high school counselors, and religious advisors.

Thomas' survey conducted in 1966 among university presidents and 96 placement officers was intended to unearth perceptions about the purposes of college placement and the functions practiced to fulfill them. With an 86 percent return, the following purposes were collectively ranked according to their importance as described by the respondents:

1. To assist students in the investigation of career opportunities.

2. To assist in the fulfillment of the purposes of the University.

3. To maintain liaison between the University and employers of its product.

4. To assist alumni in matters pertaining to employment opportunity.

5. To provide part-time, temporary, and/or summer student placement services.

6. To act in a public relations capacity.

17 Ibid., P. 49.
7. To perform research in areas related to placement activity. 18

Number one above could be interpreted to indicate that Hale's earlier urgings to include career counseling were, in fact, being acknowledged by professionals in the field. Beyond this the report states: "It was found that placement purposes were so closely interrelated with one another and with placement functions that no one purpose or function could be properly considered separately." 19

Others have tried to define the functions of a placement office. This has resulted in placement guides and other evaluative criteria to be used in assessing a placement operation. Perhaps the most inclusive was the publication of the College Placement Council 20 in 1965. This list includes objectives and program features to evaluate in the areas of service to students, relations with employers, relations with the university community, and organization and administration.

---


19 Ibid.

Calvert and Menke's extensive survey dealt with the entire scope of the placement office. The information presented not only serves to illustrate a quantitative view of placement, but also cites numerous bases for developing qualitative reviews.

In an earlier study Calvert joined with LaBoskey in requesting employers to evaluate placement offices on the following basis:

- Physical facilities; apparent financial support given the placement office by the institution; information regarding the candidates made available to the employer; reception and assistance given visiting employers; extent to which candidates meet employer specifications; and quality of overall placement program.

Responses to these criteria would tend to give a quantitative and qualitative evaluation of each placement office.

Another study useful in determining evaluative criteria was a spontaneous response interview survey conducted among students and faculty in 23 colleges and universities in New York and New England. Palmer asked numerous questions to determine views these groups held concerning the placement operation in their

---


schools. Generally the office was viewed as a matchmaker, failing in its image as a counselor and advisor. Continual negative reactions indicated to the author that, "...both placement officers and recruiters need better communications with students and faculty so they may all better understand one another."23

In listing areas of endeavor for placement offices Corson is emphatic that, "...the placement office operation is thought of first, last, and foremost as a SERVICE."24 She is concerned with the inclusion of a broader program than mere on-campus recruiting. Specifically she cites the need for employment counseling, and states it should be for freshmen as well as for new graduates. Also mentioned is the need for research materials on the techniques and mechanics of job searching, involvement of faculty in programs for career development, two-way communication between employers students, and the office; and an operation premised on a highly personalized relationship between placement personnel and candidates.


Hamilton discusses the factors which are influencing present day placement operations. His assertion is that present day students are quite different from those of only a generation ago and therefore, require a new understanding. In this regard he states:

Those who deal with college and university students today sometimes make their task more difficult by failing to recognize that university student bodies now have a different makeup from those that existed a generation ago... What this means is that those who deal with university students must rid themselves of the idea that they are dealing with children. These are for the most part young adults legally of age, and many are husbands, wives, fathers, or mothers.25

He concludes that a campus placement office that functions as no more than a job bureau does not fulfill its total responsibility to the student, the campus, or society. He implies a concerted need for career planning counseling.

A questionnaire was distributed to registrants of the University of Wisconsin placement office in an attempt to determine what student's feelings were regarding the office's information and resources. Almost everyone returning the form indicated he most frequently used the College Placement Annual (a publication

found in most centralized offices) and folders containing information about employers. Other items were also listed as significant aids. They were: 1) a series of guides on graduate schools, 2) a pamphlet on how to interview, 3) monthly job bulletins, 4) suggestions from staff members of ways to prepare for interviews, and 5) the bi-weekly schedule of employers visits. 26

Students also indicated placement services could be advertised more extensively through posters and ads and articles in the school newspaper. The authors suggested these responses should and would be taken into consideration in planning for their next year, for they recognized the fact that, "It is easy to get into a rut, to decide that what worked well one year will therefore do equally well the next." 27 Obviously, such is not the case.

A questionnaire to determine students' opinions of placement was distributed to 17,498 persons in 54 college and universities of the western states. 3,307 people responded to the questionnaire indicating they:

...found placement programs quite satisfactory particularly in scheduling of companies, interview


27 Ibid., 100.
arrangements, placement interviewing, and brochure availability. Somewhat less than satisfactory were career guidance and job counseling, and the orientation to, and publicizing of, the placement office programs. 28

The committee conducting the study determined from the results that, "...placement and recruitment should probably stay on the same courses, but develop new destinations and incorporate new methodology." 29

A number of articles reviewed dealt with a specific placement office in a named university. These were generally overviews of the placement operation conducted in each school and served to bring the practices of these operations to the reader's attention. Many provided a means of comparison when investigating other offices.

The placement philosophy at Purdue University operates on the belief that; "...through its functioning in providing the con-


29Ibid., 80.
tacts, the graduate will find a position in which he will be both efficient and satisfied through his own efforts. "30

Its basic policy is to help the student help himself, identifying itself as a "service" organization, not a "sales" company. The authors describe excellent facilities including spacious offices, large clerical working areas, twenty interview rooms, a reception area, a library of informative materials, and rooms for group conferences. Counseling services include orientation meetings and faculty liaisons working closely with students.

Communications are enhanced by the use of bulletin boards, the school newspaper and the campus radio station. In this regard Hannah states, "It is the responsibility of the placement service to make the various employment opportunities known to as many students as possible..."31

Georgia Tech32 prides itself on personalized service. Emphasis is placed on informality. All recruiters hold group


31Ibid., 54.

interviews at the beginning of the day to familiarize students with their company's operation. Afterwards students who are interested sign up for individual interviews. Communications are handled through a series of senior meetings with those persons concerned with placement.

An article on the placement operation at Southern Illinois University[^33] is devoted primarily to a review of its history, new facilities, and personnel. However, some useful information is presented on how the branch campus is included in the office process. Identical forms are used by both campuses so that they can be easily exchanged depending on where the student seeks service.

Facilities seem always to be crowded. Babbush[^34] spends a good deal of time discussing creative means of expanding space. He suggests as possibilities; drive-in interviews in recruiter's cars and specially designed panel trucks. The use of a converted mobile home, however, has received the financial support of the college. (California State at Long Beach) The author commends the idea to


any office pressed for space as a completely satisfactory solution.

Bowling Green State University is known in the mid-west for its "different" approach to placement. Willett describes some of the unique features and approaches used by that office. The decor of the office alone is a striking contrast to most offices. Visitors are greeted by live parakeets, a six foot aluminum airplane, and modern art paintings on all walls in an attempt to reduce formality. Interview rooms are furnished with sofas instead of desks and straight-back chairs. Extensive use is made of newspapers, radio, bulletin boards, and flyers to advertise placement services. The office also staffs information booths periodically placed in high traffic areas to answer students questions.

The office moved to a career planning emphasis when the operation moved to new quarters in the Student Services Building. Individualized counseling is offered to all undergraduates. Total involvement with students is an objective and focus of the office, yet employers do not feel excluded from the operation. They are eager to recruit candidates from this office.

The movement toward an emphasis in career planning expressed by many authors is usually followed by a cry of need for more time to spend in such counseling activities. The use of computers is often suggested as a possible solution to this problem. Most of the articles approach computer usage with a positive view.

McCormick laments the fact that the number of students seeking placement service are too many to be counseled intelligently. "Entirely too little is done to inform students systematically of their opportunities." He suggests that judicious use of the computer could aid the placement function. He reacts to the often expressed fear that their use would impersonalize service in the following way:

Computerization could help relieve repetitive time consuming 'paper-shuffling' freeing additional time for individual counseling with students. Thus, rather than dehumanize the placement process, as some skeptics fear might happen, the reverse would be true. Students would receive even more personal attention than they do today.

In a companion article to McCormick's, Catlin cautions that although the use of computers appears attractive at the moment, placement

---


37 Ibid.
officers should beware that such usage could affect the entire operation of the office.

The computer is no child of convenience— to be used with moderation. Its voracious appetite is matched only by its capacity to disgorge. Once thoroughly established in the placement program its demands would influence many practices. 38

He also expressed concern that students with limited exposure to career employment would not have the knowledge or experience to accurately analyze their qualifications or define their objectives in order to complete forms intended to secure computerized information. The author suggests that computer usage cannot be economic when used in small quantities. It must be used with large numbers of student registrants and employers. And then, the large numbers and rigid time schedules would often bind the operation eliminating the fast retrieval of information.

According to Catlin, information used in the data processing is often collected in October. Students who change their objectives or other preferences later in the year are not adequately serviced by the computers. Catlin's only positive consideration is given to

the possibility of computers assisting the placement operation in the late season; matching still available students with employers. However, such limited use hardly justifies their inception.

An early report on computer usage was presented by placement officers at Arizona State University. Menke and Yehle encouraged computer usage because they provide a "memory assist" absolutely needed in fulfilling the philosophy of the office.

We base our system on the philosophy that the professional placement officer should personally know each and every candidate and his qualifications and preferences. When a job is reported, he can select from memory those students who meet the qualifications of the employer. We could not operate in this manner, however, because of the inability of one man to personally know and remember the qualifications and preferences of several thousand students.39

The balance of the article deals specifically with the procedures followed in computer usage.

Kauffman is among the most positive advocates of computerization. His basic premise is, "...automated matching of students with job openings can create additional time for counseling and lead

to more effective campus interviews. "40 About the only thing this author could foresee as being depersonalized was paper shuffling and traffic direction. The author offers a concise evaluation of the attitudes of proponents and opponents of computer usage:

Proponents see the computer as a welcome ally, a machine that will make recruiting more efficient and effective, free the college placement staff for more personal counseling, and upgrade the role of the placement director generally. Opponents distrust the computer, fear it will depersonalize placement services, deprive other-than-top students of employment opportunities, reduce campus interviews, and worse yet—perhaps put the placement office out of business. 41

Recommendations are specifically directed toward improving student selection for on-campus interviews and matching students with employers vacancies. Recognizing that, in fact, placement roles may change due to computers he states:

We can use it to our advantage to lighten our work if we do not resist the changes which will surely come about because of it. It is quite possible that parts of our jobs, as we know them right now, will change. 42

---


41Ibid.

42Ibid., 49.
The following comments illustrate Kauffman's greatest hope for the outcome of computer usage:

This may be just the break we have been waiting for to enable us to make career planning and vocational counseling the major role of placement which it ought to be.43

The UCLA placement office also advocates employing data processing procedures to free staff members for more personal counseling. Before implementing a full scale computer program this office studied the use of several types of programs to determine their feasibility. The study produced the following observations:

1. The volume of data to be processed in any activity can place severe restrictions on the equipment to be utilized.

2. Complex encoding...can be so time consuming as to obliterate the time saving factors of machine processing.

3. Electric accounting machines with their inherent limitation for mass data handling and complex manipulation, do not allow sufficient speed and flexibility to accomplish the majority of techniques normally considered essential to the placement operation.

43Ibid., p. 45
4. High speed computers can overcome many of these disadvantages.\footnote{44}

Based on these results the placement office implemented their computer program. The system accomplishes the following tasks:

1. Receive and store information about all new jobs listed with the Center.

2. Issue copies of all new jobs to appropriate staff members, depending upon their areas of specialization in placement.

3. Indicate possible 'matches' between candidates and positions on file, and prepare notices for mailing to candidates.

4. Issue inquiries to employers to determine whether or not the positions listed with the Placement Center are still available.

5. Receive updating information.\footnote{45}

The purpose of the Purdue computer system is, "...to provide more information about employer opportunities to students in order to assist them in the employment process."\footnote{46} The system was intended to supplement existing procedures and guidance rather


\footnote{45}Ibid., 68.

then replacing them. The office determined that students often selected employers to interview in a rather random and haphazard fashion. The perceived computer system and what in fact came to be was a plan which allowed students to continually quiz a data bank of employer information and then to receive a personalized printout of the names of employers with positions compatible with the student's specifications.

The computer was able to sort large volumes of information, freeing consultants to spend additional time in counseling. Of particular satisfaction was the production of relevant information to be used in working with undergraduate students while they are deciding career majors and occupations.

Holcomb\textsuperscript{47} discusses another type of mechanical aid similar in function to a computer, but not nearly as sophisticated or expensive. The McBee Keysort is a coded card system which permits a person to sort candidates and employers cards by any number of categories. This is done manually by means of inserting a long needle into the appropriately coded holes. Each registrant or employer completes a form indicating qualifications and job

specifications while a clerical worker later punches the appropriate holes for key sorting.

The entire system is devised to enable a counselor to retrieve information about candidates or jobs more quickly than with any other manual system and far less expensively than with a computer process. This operation then permits more time for counseling and more accurate and adequate guidance.

Summary

The preceding survey of the relevant literature indicates there is only limited published information available which speaks directly to the objectives of this study.

Information is available which serves as a basis for determining means of evaluating placement operations. A number of placement functions are discussed, including a strong emphasis on career counseling, which aided the writer in pursuing a comprehensive view of office philosophies and procedures.

Finally, the advantages and disadvantages of computer usage are given attention, providing a comparison with which to view offices employing this technique.
CHAPTER III

FINDINGS OF THE INVESTIGATION

In an effort to gain information and specific data concerning the operation of the Office of Educational Personnel Placement at The Ohio State University, the writer observed and worked in that office during the 1971-72 academic year. In addition, the writer made on-site visits at five other universities for the purpose of investigating the services and operations found in the placement office at each of those institutions. A review of the information and data collected from those visits will be presented in this chapter.

Since a comparison of services offered at the other universities was to be made with the services provided for the College of Education at The Ohio State University, the writer was particularly concerned with investigating the operations directed toward educational placement at each school. However, it became necessary, in some instances, to view a much larger operation because in those cases educational placement is only a part of a more centralized
system offering services for other colleges and departments of the university as well. Thus, the breadth of each office is indicative of the philosophy of placement held by each university. Then too, each office can be described as practicing a particular style or emphasis in its placement operation. These two circumstances bring about a divergence in titles describing the office. To avoid redundancy in the following pages, the titles of the offices are cited herewith and hereafter will be referred to only by the use of the name of the university in which they are located.

The Ohio State University...Office of Educational Personnel Placement

University of Illinois...Office of Professional Services in Education

Indiana University...Bureau of Educational Placement

Michigan State University...The Placement Bureau

University of Michigan...Career Planning and Placement Center

The data collected for this study can be classified into two categories. The first concerns the philosophy of placement which the university holds and the philosophy which exists within each placement office. The philosophy of placement which exists within a university determines where the placement office(s) will be
located in the total university organization and whether it will be a centralized or decentralized operation. The placement philosophy existing within each placement office determines whether the operation is opened or closed, whether the emphasis is directed toward students or employers, and what changes in the operation may have transpired.

A second category of collected data concerns the policies and operations which each office practices in its effort to implement its philosophy of placement. Some practices are fairly consistent between the offices even though their philosophies may differ, whereas other practices contrast dramatically.

**PHILOSOPHIES AFFECTING PLACEMENT**

**Type of University Placement Operation**

There are three possible plans for a university placement operation. These are: centralized, decentralized, and functionalized. A centralized placement operation has one director for the entire university. All facilities and services are provided for the entire university.

Decentralized placement operations divide the placement function between several colleges and/or departments within the university, generally with each having its own director. There is
often an effort to coordinate the activities of these various offices through a committee of representatives from each office. However, each still operates quite independently of the others and has the responsibility for determining its own policies and procedures.

A functionalized placement operation involves two or more offices within the university, operating autonomously to provide services for different types of placement. e.g., all education related placement is handled by one office, another office may be responsible for all placement related to business, and government or professional placements may be handled by yet another office. Each placement function has its own office, staff, and director.

The Ohio State University

Placement has always been a decentralized operation. There are today eighteen placement offices serving the various colleges, schools, and departments of the University. These have been appointed or established as the need has occurred in the various areas. As long ago as 1904 the Faculty Committee on Appointments was appointed by the President of the University. This group was placed under the direction of the Dean of the College
of Education when that College was established in 1907.  

On July 1, 1925 the Division of Appointments was established in the Bureau of Education Research in the College of Education. That action inaugurated the first full-time placement operation on the campus. Today that operation is known as The Office of Educational Personnel Placement.

From time to time the question of a centralized versus a decentralized type of placement operation is discussed among university officials. Always the University Placement and Related Services Committee\(^1\) has presented its case for a continued decentralized operation. This was most recently done in 1961 when the Committee presented to the Dean for Student Relations a review of its position on the issue which was put in writing originally in 1957. The following is taken from that review and briefly, yet accurately states that Committee's reasoning in advocating the decentralized system.

\(^1\)Placement Relations Committee, "Report on The Ohio State University Placement Services," February, 1957, (Located in The Ohio State University Archives), p. 8. (Mimeographed.)

\(^2\)Committee appointed by the President of the University each year, comprised of the Director of each of the Placement Offices on The Ohio State University campus.
Unique advantage of the type of placement services presently employed at The Ohio State University: Administration on both the University and College levels have repeatedly stated that placement is an 'integral part of the University's educational program.' As such, our decentralized system is literally controlled by the Faculty in each College or School, the same as curricula and other educational policies. Outside influence would not, in the opinion of our Placement Committee, substitute effectively for our present personalized placement service.\(^3\)

The Office of Educational Personnel Placement expresses no desire or interest in moving toward a centralized plan of operation. In fact, there is some question about how much service should be given to those registrants who are enrolled in colleges or departments outside the College of Education yet want college teaching positions. The Director has questioned whether they might more appropriately be handled by their own department or by the College of Arts and Sciences.

**Western Michigan University**

This operation has always been centralized. The primary reason for this is the fact that the university originated in 1903

\(^3\)University Placement and Related Services Committee, "A Statement Concerning The Ohio State University's Placement Service," (Located in The Ohio State University Archives) Stamped 'Received December 19, 1961.' (Mimeographed.)
as a teachers college and all placements for a number of years had to do only with teaching and other education related positions. As the college became a university and placement needs varied, the existing placement office simply took on more responsibilities and expanded its services. Decentralization has never seriously been considered. To decentralize now would necessitate the creation of new offices about the campus. Since the office now enjoys a very spacious adequate location such a move is highly improbable. The university is satisfied with the centralized system and believes they are providing the registrants personalized service through counselors assigned to specific fields. There was also expressed belief that the centralized system is more economical than any other.

University of Illinois

A decentralized operation is found at this school. There are a total of 13 other placement offices on the campus. The office visited by the writer serves all students in the College of Education and all students from other colleges who wish to obtain teaching positions. There has been no move to strive for a centralized system because the office is such an integral part of the College of Education. Continual input and feedback is shared between the
college and the office. It is feared a move to a centralized operation would reduce this for several reasons, not the least of which would be the proximity factor. To enhance the inner relatedness of the office with the total concerns of the College of Education the office recently accepted the responsibility for alumni relations and field service within the college.

**Indiana University**

The placement operation at this university is functionalized. The entire university is served by three placement offices. In addition to an office to serve persons in education there is an office for business placements and one for government placements. Within the education office the School of Health, Physical Education and Recreation and the School of Music essentially handle their own placement. The only involvement with the main office is participation in on-campus interviews and the preparation and mailing of credentials. Other schools and departments also work cooperatively with the educational placement office. There is apparent satisfaction with this system and there have been no plans or discussions relative to moving to any other type of operation.

**Michigan State University**

This is the most completely centralized operation the writer
viewed. It is even more centralized than the one at Western Michigan University in that at Michigan State University any deviation from the centralized concept by any faculty member is not tolerated by the director. This means, unless completely undetected, no individual within the university may involve himself in placement activities without dealing directly through the Placement Bureau. The Director believes that this is essential for the coordination of the total effort of the office. In addition, to completely centralizing all operations concerned with student employment the University has recently added the responsibility for the administration of on-campus student employment to the duties of the placement office director.

Much of the administrative operation of the office is facilitated by the centralized system. Coordination of computer usage with other central administration offices is possible due to the centralization. The university views the operation of one office in a central location with one staff as more economical. It eliminates the duplication of efforts that occur when more offices are in operation. Extended services are possible for registrants and faculty because of easily accessible resources.
University of Michigan

The placement operation at this university is organized on a functional basis yet the administrative structure for all placement services is centralized. There is one main office for placement located in the Student Services Building. This office is divided into an Education Division and a General Division which is responsible for all other areas. In addition, however, the School of Business, the School of Engineering, and the Law School maintain well established placement services for their students. Students in those schools do not generally come to the main placement office unless they are interested in teaching or a law student does not want to go into private practice. Students may maintain files in both the main office and their own area if they so choose.

Although these other offices operate fairly autonomously, the director of the main office is responsible for all other placement operations. Each of the other offices has its own budget, but it is coordinated through the one director. All mailing and general information is provided through the main office in the Student Services Building. This style of administration is unlikely to change because it is found in all other areas of the University administration, e.g. admissions, records, et cetera.
Location of Placement Office in University Organization

The type of placement operation, (centralized, decentralized or functionalized) determines the office location in regard to a total university organizational chart. It also apparently influences where the office will be housed and to whom the director will report.

The Ohio State University

The office is located in the College of Education and is housed in the College of Education Building. The director is directly responsible to the Assistant Dean for Student Personnel. However, depending on the situation, he may also report directly to the Associate Dean or the Dean of the College. The director meets with the Dean’s staff and is a member of the College Executive Committee.

The director is also a member of the University Placement and Related Services Committee, appointed by the President of the University, responsible for sharing and coordinating placement efforts for the entire University. This committee is assigned to the duties of the Vice President for Student Affairs.
Western Michigan University

The office is housed in a converted elementary school building not associated with any other college or department of the University. A small part of the building is shared with the news service operation of the University. The director of the office is directly responsible to the University Vice President for Student Services.

University of Illinois

The office is located in the College of Education and is housed in the College of Education Building. On an organizational chart, the placement office is located directly beneath the Office of Professional Services in Education which in addition is responsible for Alumni Affairs, and Field Service. In reality, these three areas are the function and responsibility of one staff.

The Office of Professional Services in Education reports to the Urbana Council on Teacher Education which in turn reports to the Vice Chancellor for Academic Affairs. The Urban Council on Teacher Education is responsible for coordinating all colleges and departments of the university that prepare students for teaching positions. The Office of Professional Services also reports to the Dean of the College of Education sometimes directly and at other
times through the Urbana Council. Technically the director reports to the Urbana Council, but in actuality, due to proximity and individual direction, he confers mainly with the Dean of the College.

The director is also a member of the University Coordinating Placement Council which is concerned with all placement operations on the campus. This group is among the responsibilities of the Vice Chancellor for Student Affairs.

**Indiana University**

The office at this school is located in the College of Education and is housed in the College of Education Building. The director reports directly to the Associate Dean of Education for Student Services. He is also indirectly responsible to the Associate Dean of Faculty.

**Michigan State University**

The Placement Bureau is housed on the main floor of the Student Services Building. The director reports directly to the Executive Vice President for Non-Academic Affairs. Although he reports to the Executive Vice President he also meets on a regular basis with the President of the University.
University of Michigan

The main office for placement services is housed on the third floor of the Student Services Building. The director is responsible to the Vice President for Student Services.

Direction of Emphasis

An effort was made by the writer to determine whether the placement office's major concern and emphasis was directed toward the registrants of the office or toward the employers seeking candidates from the office. An ideal emphasis is thought to be a balance between the two groups, because neither can be served effectively if both are not given equal consideration. However, the writer found a range of emphasis in both directions. The direction of emphasis seems to reflect the philosophy of the office in regard to who shall receive priority for service.

A ten point scale best describes how the offices visited compare in regard to where they place their emphasis concerning the question of priority of service toward students or employers. Zero point on the scale indicates emphasis toward employers whereas point ten indicates student emphasis. Midpoint or a balance in emphasis is found at point five.
Within this office long established rules and policies are followed on the basis of how they effect employing officials of public schools. Any contemplated change in policy or procedure is viewed from the employer's perspective versus the registrant's. This has lead to a somewhat "paternalistic" approach to students in that they are told what to do by means of a prescribed list of procedures, developed with the employing officials and with establishing routine for the office employee in mind as opposed to expecting students to take on any responsibility in determining their own needs or following their own wishes.

Rationale for this approach was expressed in a recent staff meeting. Briefly it is that the office was instituted originally through a legislative act of the state government to provide a means for public schools to secure staff personnel. Therefore, the office

4Office of Educational Personnel Placement, "Staff Meeting," The Ohio State University, February 22, 1972.
must respond to the citizens (employers) of the State of Ohio versus the students of the university. No citation or written document can be found in the office to support this contention nor does the Dean of the College of Education have any recall of such a charge.

It appears then that this placement office could be described as employer oriented.

**Western Michigan University**

Employees of this office, both clerical and professional, view their job as a service function for students, therefore, they attempt to cooperate with them even when it means altering established routine. Rules, policies, and changes in operation are established and redirected with their affect on students taken into consideration. Students' needs and wishes bear strongly on such operating decisions.

Employers are encouraged to seek services from the office after this routine is established. Efforts are made to cooperate with employers in areas of scheduling interviews, providing candidate information and the like. Therefore, it appears this office approaches a balance in considering registrants' and employers' needs.

**University of Illinois**

This office by its own description is definitely student or
registrant oriented. No effort is made to "mollycoddle" employers whatsoever. Part of the rationale for this attitude is the fact that students from the school are in demand and, therefore, employers do not have to be coaxed to consider their graduates. Instead a great deal of information is provided for the students concerning job opportunities. It is the student's responsibility to use the information wisely. The office brings the candidates and employers together, the next move is left up to the student.

The writer describes this office as being student oriented.

Indiana University

This office feels its efforts are directed equally to both the registrants and employers. There is an air of paternalism in the operation in that students are generally only given information concerning vacancies that have been screened by the office. The involvement of an active advisory committee somewhat assures that all groups are represented in policy and procedure development.

The writer describes this office as one attempting to achieve balance in priority between registrants and employers, but still leaning toward employers in its emphasis.
Michigan State University

This office describes itself as serving three publics. The primary public is the students and registrants. Secondly, they feel a major responsibility to the university and its faculty to provide useful and necessary data for preparing students for the current market situations. (A point not mentioned at any other school.) Its third avenue of service is to the employers who receive its candidates for evaluation and selection.

Students are not forced to follow any specific procedure in using placement services. The extent to which they choose to follow recommended procedures is entirely their responsibility. Employers too are handled in a rather matter-of-fact manner. The extent to which they explore possible candidates available through the office is up to the employer.

This office is described by the writer as being an operation attempting to balance the emphasis between students and employers.

University of Michigan

This office points out that it is impossible to serve the students and registrants adequately if a good relationship with employers is not developed and maintained. However, in terms of policies and routines they attempt to help the employer see the
necessity for certain patterns of operation rather than trying to convince the student that he must follow certain rules made for the employers' convenience.

The writer describes the office as being oriented to students, but with concern for employers.

Open and Closed Operations

The term open or closed is used to describe how vacancy notices are handled and how registrants are put in contact with prospective employers. In an open system, vacancy notices received by the office are publicized for the registrants' information. Nominations may be made to employers by placement officers in addition to any contact that may result from registrants reading the bulletins.

Advocates of the open system believe the student has a right and responsibility to know what opportunities exist for them and need to decide for themselves whether they will make application for a particular position. Unless an employer is very descriptive about the position he is advertising it is conceivable that he can receive a number of applicants for a position, some of whom may not be qualified. It does afford the employer the opportunity to screen all interested applicants for the position.
In a closed system, vacancies are not openly publicized. Registrants may be notified individually of a particular vacancy, but such information is not available to other registrants. Instead, a placement officer submits to the school listing the vacancy, nominations of persons whom they think qualify for the position and would be interested in it. This may or may not be the case.

The closed system exists on the philosophy that a placement office has a responsibility to the employers of the field to screen the available candidates in an effort to find those most adequately qualified for a listed vacancy. This system reduces the number of random applicants a district will have for a particular position.

At this point in the chapter let it suffice to state whether a closed or open system exists within each of the offices visited. The manner in which vacancy notices are handled will be described in greater detail in the section of this chapter dealing with operations within the placement office.

The Ohio State University

A closed system is used in handling vacancy notices in this office. Only persons in Educational Administration learn from the placement office whether they have been nominated for a particular position. In years past, other registrants had been notified
of nominations made in their behalf, but the constraints of time, personnel and funding now make this impossible.

Western Michigan University

An open system of advertising vacancy notices is practiced by this office.

University of Illinois

Vacancy notices are advertised openly by this office.

Indiana University

A semi-open system is used in handling vacancy notices in this office. Registrants are notified of vacancies for which they qualify, but do not hear of any others.

Michigan State University

Vacancy notices are advertised openly by this office.

University of Michigan

An open system of advertising vacancy notices is practiced by this office.

Recent Changes in Placement Offices

Changes have taken place in recent years in the offices the writer visited which bear on their total operation, and reflect the
philosophies held by the office. These differences contrast with the lack of change in the office at The Ohio State University.

The Ohio State University

The placement office for education operates today in very much the same manner as it did ten, fifteen, or twenty years ago. With the exception of dropping some services because of time and personnel shortages and adding a xerox machine, there have been no changes in operational routine or philosophical thrust and direction during those years. During those years the office was served by one director for fifteen years and by the same associate director for the entire time. When the most recent director resigned the associate director was appointed acting director for approximately a two year interim until the present director was appointed in the spring of 1970 at which time the acting director returned to the associate directorship.

The clerical operation of the office has also remained basically unchanged with an office manager who has served a long tenure. The clerical system is essentially functionalized in that each employee has a specific area of responsibility in the total clerical effort.
Western Michigan University

A new director was appointed to this office in 1970 after the retirement of the previous director who had served in that capacity for many years. Under the new director's leadership, the office is shifting its emphasis from placement per se to career planning activities. The University has recognized a need for this type of counseling and has given priority to assisting the office in meeting these new demands. An additional counselor has been hired to aid in this transition of emphasis.

Changes in clerical routine came about approximately seven years ago when a long time employee left the credential manager's position. The person hired to replace her changed the operation of that aspect of the office from a functionalized system, where each employee had one prime responsibility, to a system where all employees were responsible for many facets of the operation.

University of Illinois

This school was one of the leaders in utilizing the computer in its placement operation about ten to twelve years ago. This in itself caused several changes in operation through the years. The computer once used for all candidate matching purposes is rarely used for that purpose today due to the amount of paperwork.
required and the slow response from the data processing unit.

The director of the office has been in that position for approximately three and one-half years. There was some reordering of clerical personnel during the past summer after the retirement of the office manager who had held that position for over thirty years. Persons within the office assumed her duties, but no one was hired to fill the vacancy created by her leaving. Clerical duties in the office are functionalized. Each person has a prescribed job within the total operation. However, during the busy season, at 2:00 P.M., the operation becomes centralized with everyone working on whatever function needs support.

The responsibilities of the office have been changed in the past year to encompass not only placement activities, but also alumni relations and field service. This resulted in the name change from Educational Placement to Office of Professional Services in Education. Rationale for the expansion of responsibilities was that, an effort to draw together many lines of information in order to learn more about the University's graduates, would enable a more effective placement operation. College officials felt unifying these areas in one office with one staff was more expedient and economical than creating another office.
The office has received no additional budget and as noted above, is actually operating with one less clerical person, in this expanded operation. The new responsibilities have provided the professional staff with more activity during the slow fall season. Moving into the field has given them a wider view of their relationship with the field and has enabled them to offer more adequate counseling for the students on campus. While in the field the counselors meet with school personnel for the purpose of dialogue concerning current educational problems and the possibility of cooperative ventures between the schools and the University to discover solutions. Feedback from these meetings is presented to the College of Education faculty in an effort to have them respond to the needs of the field.

Indiana University

The computer was introduced to this operation about five years ago and caused a change in operating routine. Although it is still in use today it has lost some of its original appeal due to reduced services from the data processing center.

The director of the office has held this position for the past seven years. The office manager has been with the office for ten years. Many of the other persons in the office have served for
longer than five years. One additional staff person was hired approximately three years ago when the branch campuses initiated files at the main campus.

The office has operated on a somewhat closed system in the past preventing registrants from receiving any information about vacancies other than through the notices taken from the computer matchings which are sent to them. In an effort to respond to recent student requests to view the total picture, "Job Day" was initiated this year for those persons seeking college positions. On this day, which is every Friday, registrants are permitted to come to the office to review any and all vacancies for that level.

Michigan State University

Personnel in this office like to believe everything they do is subject to change tomorrow if the needs of the students seem to warrant a new approach. By their own description, they are in a constant state of change. The director has been in his position for nine years.

Computers have been utilized during the past three years with a continuing broadening impact on the total placement operation. Contrary to the other universities using computers for placement, Michigan State does not anticipate reducing computer usage, but
rather will be increasing it. A major factor in this attitude is that computer usage is tied in with other administrative offices in the same building which encourages rapid and efficient service from the data processing center.

In the past five years increased emphasis has been given to the needs of minority persons on campus. A Black Careers Night has been held for the past five years to introduce registrants to numerous professional black recruiters (business and education) in an effort to increase opportunities for placement. Two black counselors are among the professional staff, one a professional football player who works during the off season. These counselors help the other counselors with the placement of black registrants in all job categories. They also counsel directly with black students.

A woman was hired this year to be responsible for insuring the strongest possible placements for women registrants in all categories. This woman works with all counselors and with women students directly. Although she is only slightly involved with the education counselors, this information is presented to illustrate the full scope of the office.

In contrast to some of the other universities visited, Michigan State does not anticipate overtly moving into the career
planning approach to placement although they do provide such written information. Instead they intend to continue to emphasize the placement of X number of students each year by increasing the pool of information available about each and all candidates. They plan to do this through continually expanding the use of computers. They now pride themselves on being able to provide a total picture of the placement scene for interested employers. They intend to continually improve the rapidity with which they can produce facts and figures concerning the numbers of candidates available in any category as well as with producing the candidate with credentials in hand shortly after any vacancy call is received.

University of Michigan

The director of the office has served in his position for twelve years. Most of the professional staff and several clerical people have been with the office for a number of years. The office has two divisions, Education and General. Each has an associate director in charge of the division. The director has recently been extending himself to bring about a closer working relationship between the two offices. Until recently, the two divisions have operated independently, but are now moving toward a more cooperative approach.
This move is in line with the fact that the office has recently begun to move boldly into career counseling. Their approach is becoming one of helping the student to help himself. Information is made easily available and two counselors are now seen on a "drop-in" basis for this type of assistance. A plan is underway to remodel the physical facilities of the office in order to make all personnel readily accessible to the registrants.

Movement to this type of operation was precipitated by student and faculty interest and desire for this type of counseling. The director foresees credential services becoming a mere clerical operation. The main emphasis will be on career planning.

Career Planning Versus Job Placement

Career planning calls for the involvement of students with the placement office at a point in their college life much earlier than the senior year. This type of office offers guidance and counseling in respect to career opportunities. An office providing career planning services will also include job placement in their activities.

Job placement calls for putting registrants in contact with employers. Offices emphasizing this approach to placement need only work with graduating seniors and alumni. Generally an
office emphasizing this approach feels some other department or service should be responsible for helping a student with his career plans, and the placement office's role is to help them find a job once that career has been determined and preparation is completed.

Counseling activities will be described in more detail in the following section of this chapter. Let it suffice here to state the approach to placement which each office emphasizes.

**The Ohio State University**

The office approaches placement through job placements.

**Western Michigan University**

The office has recently begun to move in the direction of career planning while maintaining its efforts in job placements.

**University of Illinois**

The office approaches placement through job placements, but has recently been discussing a possible shift to a career planning emphasis.

**Indiana University**

The office approaches placement through job placements and does not feel a need to move into career planning.
Michigan State University

The office strongly emphasizes job placement and feels if all other schools shift to career planning, Michigan State will be far ahead in placing their graduates for their efforts will remain directed toward finding the qualified person a job.

University of Michigan

The office has recently moved into a career planning emphasis anticipating continued expansion in this area.

OPERATIONS WITHIN THE PLACEMENT OFFICE

Physical Facilities

Physical facilities for the placement office at The Ohio State University are quite limited. The writer was interested to learn whether other placement operations faced the same limitations of space. The writer looked at the available space in terms of spaciousness for persons visiting the office and flexibility and maneuverability for the office employees.

The Ohio State University

The reception area is able to accommodate only a few people at one time without crowding the receptionist who has a desk in one corner. All literature concerning job opportunities and
recruiting literature is located in one file cabinet and on the one bulletin board in that area. During the peak seasons of the year students are often found lining up in the hall to gain entrance to the reception area.

There are three individual offices for the professional staff. These are small providing room for only a desk, bookcase, one file cabinet and a chair for interviewees.

The credentials room work area is also small. It accommodates all of the clerical staff, the xerox equipment, registrants files, and a sink area. There does not appear to be any flow pattern to how these items are arranged, rather it looks like each item was added one at a time as conditions necessitated it.

Four small offices are used for interview rooms when recruiters come to campus. They have room for only a small desk, two chairs and a storage cabinet. During the peak interview season three small classrooms on the hallway adjacent to the office are used for interview space. These are adequate, but oversized for the table and chairs that are placed in the middle of them for interviewing.

Storage space is borrowed from the interview rooms. The storage cabinets in them hold the office supplies, stationery needs, and credentials forms. A small room constructed under a
stairway is available on a lower floor for storing registrants files which are not often used. This is a very crowded, dark airless, space.

Western Michigan University

An elementary school building has been remodeled to accommodate the placement operations at this school. Since they share only a small wing with the news service operation of the university, they have more than adequate space in which to function.

The reception area is very spacious with the receptionist desks (2) located behind a low counter at one side of the room. The balance of the room is appointed with lounge chairs in small groupings, encouraging the students to browse through the recruiting literature and other information readily available to them in the file cabinets and on the shelves throughout the room. It is an extremely well lighted room with a high ceiling affecting a feeling of roominess.

There are six offices of equal size for the professional staff. These are large enough to accommodate an oversized desk, two bookcases, a credenza, file cabinet and chairs for interviewees.

The credentials workroom area is removed to an area nearby, but across the hallway from the professional offices and down the hallway from the reception area. A student could come to that room and transact business without approaching the office or reception
area. The room is large, accommodating two 2400-xerox machines, all registrants files post 1940, workers and their desks, and other equipment housed in the room, along with space for student helpers to maneuver. A window opens to the hallway to permit students to deal with a receptionist in regard to credentials.

A total of twenty-three interview rooms are available. All are adjacent to each other just off the main reception room area. Each room is large enough to accommodate a table, three chairs, and room for any demonstrative equipment a recruiter might bring.

Storage space is in abundance. Office supplies and the like are located in a room on the main floor. In addition, all files prior to 1940 are located in the basement in file cabinets. It will take many years to outgrow these facilities.

A coffee room with lounge area is available to recruiters. The staff generally prepares their own coffee in another area leaving the lounge area free for the recruiters.

University of Illinois

Space is very crowded at this school and in fact may be more limited than at The Ohio State University. There is no reception area at all. Two receptionists sit one behind the other just inside the door to the placement office unit. Students must approach the desk one at a time while any overflow must wait in the hall outside
the door. The hall is narrow and its width is further reduced by couches and tables placed along one side to aid in the control of placement office visitors. One small internal office, formerly used by a secretary, has been turned into a student information room this year. Students may use the room to review information on school districts, recent placement office studies, and other helpful materials.

There are five offices for the professional staff with three of them shared by half-time graduate assistants who act as counselors. The offices are only large enough to accommodate a desk, bookcase, file cabinet, and two chairs for interviewees.

The credentials room work area is also small. The main area accommodates five workers with their desks and other equipment. An area toward the rear, separated by a wall houses the credential files and the Bruning machine used to reproduce them. The credentials are kept in folders side by side (as opposed to one behind the other) on open file shelves that extend from floor to ceiling. A stool is used to reach the higher shelves. This method of filing allows many more files to be stored in a small amount of space. No one in the office had any concern for the openness of the files. They have not experienced losses nor is any person from
outside the office able to reach the storage area without first encountering several workers.

There are no individual interview rooms available. Interviewing is done in the building lobby area which is just outside the placement office unit. On days when interviews are scheduled a sign is placed in the building entrance requesting persons not to use the lobby area because of placement office use for the day. Within the lobby area, chairs are grouped around individual tables in various nooks and corners of the area. There are several chairs around each table, because of the custom at this school of holding group interviews. Persons waiting for their interviews use the couches in the hall mentioned above.

Storage space is a problem for this operation. A small room used for the postage meter and its operation is in the main unit. This affords some space for shelving which holds the routine office supplies. Another small room down the hall, outside the unit, holds non-active registrants files and other bulky supplies.

Indiana University

Although there is more total footage in the placement office unit at this school than at The Ohio State University or at the University of Illinois, it is still quite crowded when compared with the other offices visited.
The reception room area is divided by a high counter separating visitors from the receptionist and the secretary working behind it. The counter also serves to display information of interest to the visitors. A file cabinet with information concerning job opportunities is in this area for the use of registrants. The total reception area is larger than what is available in the schools mentioned above.

Five offices are used for the professional staff. Three are occupied by full-time employees while the others are shared by the part-time consultants. The offices are small, accommodating only a desk, bookcase, file cabinet, and chairs for interviewees.

The credentials room work area is also crowded with space taken up mainly by files housing credentials, the desks and equipment of the employees, and the 3600-xerox machine. There is access to the outside hallway where students may come directly to the credentials room as well as a connecting hallway to the reception area.

Recruiters coming to campus interview in a large room located on the floor below the main placement office unit. This is a fairly large room that has been cleverly partitioned off by a creative art student to provide individual conference areas. Seven
to eight spaces are so provided. A receptionist is present in this area who helps the recruiters and students maintain their schedules and gives other general assistance. Students, therefore, can report directly to this area for interviews without going to the main reception area first. This somewhat eliminates the need for additional space in that area.

Storage is provided in cupboards along the hallway area leading from the credentials room to the reception room. The large counter in the reception area also provides shelving for general office supplies.

Michigan State University

A very large office complex is provided for the Placement Bureau in the Student Services Building. All aspects of it are quite spacious.

The reception area is very large, providing extensive lounge area for students waiting for interviews or wanting to browse through literature concerning placement opportunities. Upon entering the area the visitor's attention is attracted toward a large counter area to the rear of the room with a work area raised behind it. Here students find the appropriate worker to help them with scheduling an interview, registering for placement, reviewing
current job listings, meeting a professional counselor, or any number of other requests. Bulletin boards with information and encouraging notes on job opportunities are found on all sides of the room. Persons waiting for interviews remain in the lounge area until they are called over the loud speaker.

The director has a very spacious office with room for an oversized desk, credenza, bookcases, and a work table area. The director's secretary has an adjacent office of adequate size. The area is carpeted throughout. Each of the assistant directors has an office with room for desk, bookcase, file cabinet, and chairs for visitors.

The work room area accommodates all of the office personnel not found in the outside reception room area. There are a number of desks and files in this room, but because of the ample space it is not nearly as crowded as the like area in the other schools visited. A Bruning machine is used to reproduce credentials and is located in one corner of the room. Files for the registrants are located along one wall of this area near the Bruning machine.

Twenty-five interview rooms are available for recruiters who come to campus with seven additional spaces available on another floor when needed. Each room has a table and chairs for
the recruiter and interviewees. There is ample room to display materials. Buzzers are located in each area in order for the recruiter to notify the desk when he is finished with an interview and wants the next interviewee.

A coffee room is provided with space for several persons to meet in a social atmosphere. Recruiters are encouraged to meet in the coffee room in the morning and afternoon in order to visit with other recruiters and with the professional staff.

Restrooms are also found in this area allowing persons other than students to use these facilities without having to leave the complex.

Storage is not a problem. There is ample room provided in several areas of the total complex.

In addition to all placement functions being housed in this complex, the office for on-campus student employment is also located in this area. Their secretarial activities are somewhat isolated from the other like activities of the total office. They share all other facilities with the placement operation.

An additional room is located on another floor of the building. This room is considered the vocational library and contains extensive materials on schools and business corporations in an open filing
system. Students are free to visit the room and use any of the
information which is of interest to them. A complete file of graduate
catalogs for universities throughout the country is also located there.
Adjacent to this area of the room are additional interview spaces
created by partitions. These are the seven additional spaces
mentioned above.

University of Michigan

This office also enjoys spacious accommodations and is
anticipating even greater utilization of space when their remodeling
plan is completed at the end of this summer. The main office com­
plex is located on the third floor of the Student Services Building
most easily reached by an elevator located directly outside the
main door.

The reception area is quite spacious with lounge chairs located
throughout the area. There are files in this general area with career
counseling information. A clerk services this area helping stu­
dents find information they need and directing the flow of students
into the career counselors offices located just off this area behind
a glass windowed wall. A receptionist for other aspects of the
placement operation is located to the rear of the reception area.
Persons reporting to her are given appropriate information or given directions to other persons in the interior offices who can help them. Two solid doors are located on either side of this person leading to the interior. This has a somewhat institutional affect on visitors and is one of the features that will be eliminated in the remodeling. A series of colored lines lead from these doors to various persons on the inside. The receptionist directs a person to follow a certain color line, whereupon coming to the end will locate the person or service he is seeking.

The director has a suite of rooms including a very spacious office, a secretarial area, and a lounge area. The lounge area was originally intended for hosting recruiters and other visitors, but time has shown its location is not conducive to this. It too will be altered in the remodeling. All counselors have their own office and three clerical persons with specific duties also have offices. These are typical size offices with room for a desk, file cabinet, bookcases, and chairs for interviewees.

The work room area is now located in the middle of this office area, but will be completely relocated in an adjacent classroom when the remodeling is completed. The present area will then be used for greater student movement and accessibility to the
professional staff. At this time the General Division activities are somewhat separated from those of the Education Division, but this too will be altered with remodeling. The intended plan will bring these two groups together much like what is found at Michigan State University.

There are eleven interview rooms. These are large enough for a table and chairs for the recruiter and interviewees, with plenty of room for additional display materials. They are also equipped with a telephone to notify the receptionist in the main reception area when they are ready for the next interviewee. When more recruiters are scheduled to visit campus than can be accommodated in this building, the office rents additional space in the Student Union which is located close by.

On the basement level of the building another office is maintained concerned only with summer placement opportunities. A complete library of summer jobs and camp opportunities is contained on shelves surrounding the rooms. A consultant is in charge of the total operation. Students visit the office and use the tables provided to complete forms for further information, application, and additional assistance from the placement office staff. This operation will be included with the total complex after the remodeling.
Storage is not a problem with ample space provided in numerous areas of the total complex.

**Office Equipment**

There is little variance in the types of equipment found in the placement offices. Of main concern to the writer was the filing system, the credentials reproduction system, and any other notable features.

**The Ohio State University**

Registrants files are kept in five drawer locked file cabinets. Credentials are reproduced by means of a 2400-xerox machine. All employees have an electric typewriter and the office manager uses an electric letter opener to assist in opening the mail.

**Western Michigan University**

Registrants files are kept in four drawer locked file cabinets. Credentials are reproduced by means of two xerox machines. The office was using two 2400-xerox machines with automatic feeds, but recently exchanged one of those for a 3600-xerox with an automatic feed. There are a few electric typewriters used by persons concerned with outgoing correspondence, but a majority of the machines are standard manuals. They are looking toward the purchase of a collator and an electric stapler.
University of Illinois

Registrants files are placed on floor to ceiling shelves which are all open to the front side. A Bruning 250 machine is used to reproduce credentials through a positive printing process. The machine can reproduce more quickly than xerox in the estimation of those using it. There is a distinct odor that accompanies these papers.

The office also has a small Thermo-Fax machine which they use to produce their own mailing labels. A postage meter machine with an envelop sealer is used to prepare all materials for mailing. All employees use electric typewriters.

Indiana University

Registrants files are kept in a series of three, four, and five drawer locked file cabinets. Credentials are reproduced on a 2400-xerox machine equipped with a perforator. Electric typewriters are used by all employees.

Michigan State University

Registrants files are kept in four drawer locked file cabinets. Credentials are reproduced on a Bruning machine. There is strong feeling that, although credentials must be typed on a special
paper and special paper must be used for reproduction, the Bruning machine is less expensive than would be the xerox. All employees use electric typewriters.

University of Michigan

Registrants files are kept in five drawer locked file cabinets. Credentials are reproduced on an Ozalid machine which is a positive printing process quite similar to the Bruning process. The papers from this process also carry with them a distinct odor. The staff is not satisfied with this process and is considering a change. A small xerox is used for reproducing inter office memos, pieces of information and letters. A Gestetner off-set printing machine is also available. An addressograph machine is used which enables them to pull lists of names from their files according to any number of categories. All employees use electric typewriters.

Budget

Originally the writer intended to compare budget expenditures of other universities with those of The Ohio State University in regard to placement activities. However, in the investigation the writer found that figures of this nature are considered confidential and very little information could be obtained concerning them.
In all cases in respect to the schools visited, once the budget is determined it is controlled and administered by the director of the office. The figures presented below are of little meaning other than giving a general comparison of total expenditures for these offices. It must be borne in mind that salaries account for a major portion of the total figure and the numbers of persons and their experience levels vary extensively from one school to another.

The Ohio State University

The office has not been given a specific budget figure. Rather as items of need arise, the director negotiates directly with the associate dean for additional funds. This has allowed greater flexibility in funding as described by the director.

Western Michigan University

Budget figures at this school are entirely confidential and no information excepting the general information presented above was available.

University of Illinois

A figure of $124,462 was given for the total placement operation budget. Approximately $94,000 of that amount is expended on salaries. The budget figure represents 2.1 percent
of the total College of Education budget of $4,700,000.

A figure of $130,000 was given for the total placement operation budget.

**Michigan State University**

A total for the placement operation was not given. However, the director was able to state that through cost analysis he had determined that they are able to provide their services at the cost of $5.90 per registrant.

**University of Michigan**

A figure of $276,170 was given for the total placement operation budget. Of that amount approximately $51,000 was current, excluding salaries.

**Organization of Office Personnel**

Each university employs a number of persons to provide the placement office services. The writer presents information on the number of persons on the professional and clerical staffs of each university and the number of persons served by these people as a means of comparing work loads between the schools.

This information in table form is presented in Figure 1. Ratios between staff and registrants are shown in this table. An
<table>
<thead>
<tr>
<th>UNIVERSITIES</th>
<th>PROFESSIONALS</th>
<th>a) CLERICAL</th>
<th>TOTAL STAFF</th>
<th>b) ACTIVE REGISTRANTS</th>
<th>RATIO OF REGISTRANTS TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>professional clerical</td>
<td>total staff</td>
</tr>
<tr>
<td>OSU</td>
<td>2.65</td>
<td>7</td>
<td>9.85</td>
<td>3,015</td>
<td>1:1058</td>
</tr>
<tr>
<td>WMU</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>5,222</td>
<td>1:870</td>
</tr>
<tr>
<td>U of I</td>
<td>4</td>
<td>7.75</td>
<td>11.75</td>
<td>3,547</td>
<td>1:887</td>
</tr>
<tr>
<td>IU</td>
<td>6.33</td>
<td>11</td>
<td>17.33</td>
<td>4,531</td>
<td>1:716</td>
</tr>
<tr>
<td>MSU</td>
<td>9</td>
<td>21</td>
<td>30</td>
<td>12,777</td>
<td>1:1420</td>
</tr>
<tr>
<td>U of M</td>
<td>13</td>
<td>14.5</td>
<td>27.5</td>
<td>6,656*</td>
<td>1:1109*</td>
</tr>
</tbody>
</table>

a) FIGURES INCLUDE WORKERS HIRED FULL TIME FOR ONLY PART OF THE YEAR.
b) FIGURES INCLUDE UNDERGRADUATES, GRADUATES, AND ALUMNI.
c) FIRST LINE FIGURES INDICATE TOTAL EDUCATION AND GENERAL DIVISION STAFF.
* FIGURES INCLUDE ONLY EDUCATION DIVISION.

Figure 1........ RATIO'S BETWEEN STAFF AND REGISTRANTS
organizational chart is presented for each operation in an attempt to clarify the areas of responsibility and supervision which affects each person in the operation. These are found in Figures 2, 3, 4, 5, 6, and 7.

The Ohio State University (See Figure 2)

There are three professional staff members (one is 85 percent time). The director in addition to his responsibility for the administration of the placement office, makes placement recommendations for all administrative positions and college teaching positions. The associate director handles elementary and special education placements and the counselor deals with registrants interested in secondary placement. A major portion of their time is spent in scheduled interviews with these candidates.

The organization chart illustrates a strong overlapping of responsibilities for the position of associate director. This person shares in the responsibilities and decision making of the directorship and is also responsible for some decisions concerning the clerical staff. The hiring of professional staff is the responsibility of the director. The office manager and associate director work cooperatively in hiring the clerical staff. As evident in the chart, all clerical persons are responsible to the office manager. Five
Figure 2... PERSONNEL ORGANIZATION
OFFICE OF EDUCATIONAL PERSONNEL PLACEMENT
THE OHIO STATE UNIVERSITY
people are included in the year-round clerical staff with two additional full-time people hired from January to June.

Thus, a total of 9.85 people work with 3,015 registrants, making an overall ratio of staff to students during the busy part of the year 1:307. The clerical ratio is 1:431 while the professional staff ratio is 1:1058.

**Western Michigan University (See Figure 3)**

There are six professional staff members including the director who is responsible for the placement of administrators. Each of the professional staff is titled assistant director in charge of a particular area. The areas are; one career planning, two business and industry, one elementary and special education placement, and one secondary and higher education placement. One of the business and industry persons actually assumes the duties that the title assistant director implies. There are eight persons on the clerical staff. The assistant director supervises the credentials supervisor who, in turn, is responsible for the three full-time clerical people and student helpers working in that area. The office receptionist and the secretaries working with the professional staff are responsible to the director. Two graduate assistants are employed to assist the full-time professionals.
Figure 3. PERSONNEL ORGANIZATION
CAREER PLANNING AND PLACEMENT OFFICE
WESTERN MICHIGAN UNIVERSITY
Ratios between registrants and staff were figured without including student help or graduate assistants. Fourteen staff people work with 5,222 registrants making a ratio of 1:372. The clerical staff ratio is 1:653 and the professional staff ratio is 1:870.

The director hires and fires the clerical staff while the assistant director is in charge of hiring and firing student help. Professional staff members are recommended by the director to the Vice President for Student Services and he makes the appointments from that office.

University of Illinois (See Figure 4)

The number of professional staff varies from year to year because the numbers of graduate assistants employed as consultants varies with supply and demand. In 1970-71 ten were hired, but in 1971-72 there are only six. The director is employed full-time but is responsible for teaching one off-campus graduate course. The consultants work half-time. Their areas of counseling responsibility are determined by their individual interests and, therefore, may change each year. One consultant serves as the coordinator of all consultants.

The person titled administrative clerk is in charge of the six persons on the clerical staff. The director and administrative
Figure 4 PERSONNEL ORGANIZATION
OFFICE OF PROFESSIONAL SERVICES IN EDUCATION
UNIVERSITY OF ILLINOIS
clerk determine who will be hired when replacements or additions are necessary. Until this year the director had his own secretary, but when the University did not fill the vacancy created by a retirement in the office, his secretary assumed other clerical duties. An additional three quarter time person is available during the busy season of the year and work-study girls are hired whenever possible. During the first semester there were two work-study girls for ten hours a week each. There were five girls available the second semester.

The ratio figures presented include the three quarter time employee working during the busy part of the year, but do not include student help. A total of 11.75 persons worked with 3,547 registrants making a ratio of 1:301. The clerical staff ratio is 1:458 and the professional staff ratio is 1:887.

Indiana University (See Figure 5)

Consultants are derived from three sources for this office. All share equal responsibility for placement counseling during the time they are in the office. Graduate assistants are one source of consultants. Five of them work half-time. Two consultants are full-time professional employees, but one also has the responsibility of being a liaison with the data processing center. The
Figure 5......PERSONNEL ORGANIZATION
BUREAU OF EDUCATIONAL PLACEMENT
INDIANA UNIVERSITY
third type of employee is the full-time university employee, but only part of their assignment is in the placement office. One person works half-time in placement and half-time in another student service office. The second person is a faculty member who spends one-third time in placement and two-thirds time teaching.

With the exception of the director's secretary, who is responsible to him, all clerical personnel report directly to the office manager. In addition to this personnel, the office manager is also the supervisor for several persons who work in other student services offices. There are approximately fifteen others involved in areas such as certification, records, information booth, etcetera.

There are seven clerical persons hired full-time, year round. Four additional workers are hired from December to May to work full-time. There are also nine to ten students hired to work during the busy season part-time. The registrant to employee ratios were figured by including the four additional workers hired for the busy season, but excludes the student help. 17.33 people work with 4,531 registrants. The total ratio is 1:261 with the clerical staff ratio 1:412 and the professional staff 1:716.
Michigan State University (See Figure 6)

The plan of supervision at this school is quite different from the others visited in that each of the eight consultants is considered an assistant director and several of them are responsible for a number of clerical persons. In addition to his eight assistant directors the director supervises an office assistant, a secretary, and the person in charge of arranging interview schedules.

Although the clerical personnel are assigned to specific directors, they all function in one large single room, sharing equipment, files, furniture, et cetera. There was no apparent isolation of any group(s). There are twenty-one clerical people making a total staff of thirty. These thirty people work with 12,777 registrants making a total ratio of 1:426. The clerical staff ratio is 1:608 and the professional staff ratio is 1:1420.

University of Michigan (See Figure 7)

The director of the placement office is assisted by two associate directors, one responsible for the Education Division and one for the General Division.

Each of these associate directors has a staff of professionals and clerical people to carry out the function of that division. There are a total of thirteen professionals in both divisions. There are
Figure 6: PERSONNEL ORGANIZATION
THE PLACEMENT BUREAU
MICHIGAN STATE UNIVERSITY
Figure 7: PERSONNEL ORGANIZATION
CAREER PLANNING AND PLACEMENT CENTER
UNIVERSITY OF MICHIGAN
fourteen and a half clerical people with more assigned to the education division because more work is done with credentials in that division than in the general division. An administrative secretary and the receptionist report directly to the director and one secretary reports to the higher education counselor.

Determinations in the hiring of staff are made by the two associate directors in conference with the person who would be the immediate supervisor for the position being considered.

In the Education Division there are 16.5 persons working with 6,577 registrants, making a total ratio of 1:403. The clerical staff ratio is 1:634 and the professional staff ratio is 1:1109.

Annual Reports

Annual Reports differ considerably in each school. Since annual reports are most helpful in locating information concerning the quantity of services provided and also serve as a means of public relations for the office the writer feels a review of their contents, style and distribution patterns is necessary.

The Ohio State University

A printed report containing facts and figures of placement services has not been released for a number of years. Such figures
are tabulated within the office and made available to the Dean of the College of Education. When the report was published it was done in mimeograph form and received only limited distribution. This information is not easily accessible to the public.

Another type of annual report is prepared each year which consists of the names of all graduating seniors, the positions they have taken and the salary received. This information is presented to the Dean of the College of Education, to the two assistant deans, and each department within the College receives those pages which concern their graduates. The report is also submitted to the State Department of Education.

**Western Michigan University**

An annual report is published giving facts and figures concerning the quantity of placement services. They also prepare a report listing information about the position taken and salaries received by graduating seniors.

These reports are sent to the administrators of the university and to the Deans of the Colleges within the University. The report concerning placements and salaries is confidential and is not available to the public. The report with facts and figures of operation is distributed to anyone who expresses an interest in having it.
University of Illinois

The office prepares an annual report listing figures for placement activities broken down for departments. This report is distributed to all administrators within the College of Education and to all liaison persons connected with the office. It is also available to anyone who is interested in it.

Another report is prepared listing graduating seniors, their placements and their salaries. This report is given to the Dean and remains confidential.

Indiana University

An annual report is produced containing facts and figures of operation. It is distributed to the President of the University, to the Dean of the College of Education, to all faculty chairmen in the College of Education and to faculty chairmen in other Colleges concerned with teacher preparation. It is also sent to the Associate Dean of Faculties and to each regional campus. This report is not openly available to the public, but the information which it contains could be obtained if anyone were particularly interested in having it.

The office prints an annual report listing graduating senior placements and salaries, but retains that information within the office unless it is requested by an administrator.
Michigan State University

An annual report is prepared listing facts and figures for all placement functions categorized by departments and colleges. It is distributed to all administrators in the university and to every department chairman. The report is easily available to the public.

Another report is prepared concerning placements and salaries for all persons, (not just graduating seniors), placed the previous year. This report is confidential.

University of Michigan

This office has always prepared an annual report listing facts and figures regarding placement services, but did not do so in 1970-71. Financial constraints were responsible for the absence of the report last year. When the report is printed it is distributed to a mailing list of 300 persons within the university, including Deans, other placement offices, and professors.

The office does not print an annual report listing graduating senior placements, but does have that information in limited detail within the office if it is needed.

Advisory Committee

Different pieces of literature recommend the involvement of an advisory committee in a placement operation. The
recommendation is given to promote a means of providing a comprehensive view of the needs and concerns of the constituents of that office.

The Ohio State University

There is no advisory committee connected with the educational placement office. The director has recently been considering the possibility of the appointment of such a committee in order to assist in reviewing and redefining the policies and operations of that office. He would anticipate a committee of this type including representatives from the undergraduate students, graduate students, faculty, administration, and public school employers.

Western Michigan University

There has been no expressed need for an advisory committee to this placement operation. The formation of one is not anticipated. The director communicates regularly with faculty chairmen and with the Vice President for Student Services. This communication allows the office to respond to current needs within the university. Feedback from employers is solicited by means of questionnaires and conversations with recruiters.

University of Illinois

An advisory board has been named at this school, but little
has been done with it. The group is called together once a year. It is composed of four members, faculty and students. More relevant feedback is received from inneraction with faculty members and through visitations with members of the field.

**Indiana University**

This school does have an advisory committee working with the placement office. The group is appointed annually by the director and meets with him two to three times a semester. Ten to twelve members make up the committee including; students, faculty, a superintendent, a principal, and a teacher. The Committee was started two years ago as a means of obtaining input on how the placement office might better meet the needs of all its constituents. The committee is viewed as worthwhile by the director who indicated it helps create satisfaction with the office and allows him a "scape goat" when individuals do not appreciate particular policies of the office.

**Michigan State University**

An advisory committee is not appointed to work with this office. However, a group of five interested students do meet periodically to discuss the placement operation. There is no felt
need for a more structured committee because many of the counselors serve on committees in the University and receive feedback concerning the office in that way.

**University of Michigan**

A committee of five students and four faculty members is appointed to serve as an advisory committee. The committee meets whenever the director deems it necessary to grapple with particular issues. Students outweigh the faculty in representation due to the fact that traditionally, at the University of Michigan, students have been strongly involved in decision making. The committee is considered very responsible and worthwhile.

**Eligibility for Service**

Generally anyone attending a school as an undergraduate is eligible for its placement service. Persons attending the school only as graduate students face a variety of hour requirements. Each school provides reciprocal services for persons attending schools in distant parts of the country, who seek employment in the area of the school's location. In all cases this involves only a few individuals. This service is maintained so that each school can anticipate the same consideration should their registrants seek
help in a distant location. In all schools, there are very few cases of students registering who have not or do not intend to complete a degree.

**The Ohio State University**

There is no statement of a minimum number of credit hours needed before a person is eligible to register in this office. However, before registration may be completed the registrant must secure two Ohio State University faculty references. The faculty persons must be people who taught courses in which the registrant was enrolled. Without the faculty references the candidate is not eligible for any services.

**Western Michigan University**

A person must have attended the university as an undergraduate or must have taken eight hours of graduate credit from the university to be eligible to register for service. Any student may schedule an interview with recruiters regardless of whether he is registered.

**University of Illinois**

Anyone who has taken one hour of credit from the university either undergraduate or graduate, may register with the office.
Indiana University

In order to register for service from the placement office a person must have a degree from Indiana University or must have taken thirty hours of credit from the University.

Michigan State University

There are no restrictions about who may register with the placement office. Many services are extended without verification of registration. Any student may schedule an interview with recruiters. Any student may receive vacancy information. Registration with the office affords the individual more complete attention and enables him to have a credential file established.

University of Michigan

A person wishing to register with the office for placement services must have taken twelve semester hours from the university, either undergraduate or graduate.

Hours for Service

An eight hour work day is scheduled for every placement office the writer visited. There is some variance in when the office is actually available for service.
The Ohio State University

Work hours for the employees of this office are from 8:00 A.M. to 12:00 P.M., and 1:00 P.M. to 5:00 P.M. However, the office is not open to the public until 8:30 A.M., is closed from 11:30 A.M. to 1:30 P.M., and closes again at 4:30 P.M. During these closed periods of time, all employees are involved with internal office operations. Closing the office during these periods limits the number of additional work requests that can come through the door and allows the receptionist to work at tasks which necessitate her leaving her desk. The office is open during the winter quarter from 8:00 A.M. to 12:00 on Saturdays.

Phone service is available during the entire working day. It is not answered during the 12:00 to 1:00 P.M. period of time.

Western Michigan University

Office employees work from 8:00 A.M. to 12:00 and 1:00 P.M. to 5:00 P.M. during the academic year. During the summer session the office is open from 7:30 A.M. to 11:30 A.M. and 12:15 P.M. to 4:15 P.M. The office is never closed to the public during these time periods. The phone is not answered during the lunch hour from 12:00 to 1:00 P.M.
University of Illinois

Employees of the office work from 8:00 A.M. to 12:00 and 1:00 P.M. to 5:00 P.M. During the second semester the office is open on Saturdays from 8:00 A.M. to 12:00. The office is never closed to the public during these time periods. Two years ago, the office was closing at 4:00 P.M. in order to give the clerical help time to complete their duties without interruption, but the director ended that practice. The phone is not answered from 12:00 to 1:00 P.M.

Indiana University

The office is open to the public from 8:00 A.M. to 12:00 and 1:00 P.M. to 5:00 P.M. all year. Employees work these same hours. The phone is not answered from 12:00 to 1:00 P.M.

Michigan State University

The office is open to the public from 8:00 A.M. to 12:00 and 1:00 P.M. to 5:00 P.M. fifty-two weeks a year. The phone is not answered from 12:00 to 1:00 P.M.

University of Michigan

Office employees work from 8:00 A.M. to 12:00 and 1:00 P.M. to 5:00 P.M. with the exception of the receptionist who has a different time for lunch in order to staff the reception area during
this lunch time, but the reception area is open, requests are taken, and the phone is answered. The office is closed to the public from 8:00 A.M. to 8:30 A.M. and from 4:30 P.M. to 5:00 P.M. This was initiated during a recent interview season in order to give the professional staff an opportunity to greet and bid an adieu to the recruiters.

Registration and Reference Requirements

In all of the schools visited and at The Ohio State University, registration is necessary in order for a student to receive the full services of the placement office, although two schools do provide some service without registration. Each school has specific requirements regarding registration. These are enumerated in the following paragraphs. The variance in requirements concerning references is of particular interest.

The Ohio State University

Registration forms are obtained from the receptionist in the placement office. Forms must be typed and when completed are returned to the receptionist. At that time an interview with a placement counselor must be scheduled for the near future. When this interview is completed the individual's file is established. The
file is established for lifetime service. The file is considered confidential.

Registration with the office requires that a person solicit two faculty references to be included in their credentials in addition to a report from their student teaching experience which is automatically sent to the office. The faculty references must be from persons who have taught courses the registrant took. There is no maximum on the number of references permitted in a file, but files generally include no more than ten. From time to time the associate director reviews files and removes outdated and/or redundant references. Numerous references concerning the same employment position are also eliminated.

There are occasions when negative references are removed from an individual’s file. If a negative reference is received, the director or associate director attempts to follow up and learn more about the situation. Negative references are very seldom removed from the file at a registrant’s request. Unsolicited references will not be included in the file. However, the office does have a policy of requesting letters of reference from a registrant’s immediate supervisor at the end of his first year of employment after graduation. These are filed in
the registrant's permanent file often without his knowledge.

References are retyped on proper forms if they are received handwritten or on other than The Ohio State University placement office forms. This procedure is followed at each of the other schools as well. However, only at The Ohio State University must the clerical worker proofread her retyped work to another employee. Other offices avoid this due to the amount of time it requires and to the fact that they place the responsibility of error free work on the part of the employee.

**Western Michigan University**

Registration packets are handed out in methods classes, by student teaching coordinators and at the reception desk in the placement office. The forms must be typed and returned to the placement office. This completes the requirements. The service is considered lifetime. The file is considered confidential.

Registrants sign a release form allowing the placement office freedom in sending their credentials to prospective employers without notifying the registrant.

There is no requirement for a minimum number of references to be included in the file. Two were required, but personnel found that checking the files to see if they were in was too time consuming
when time was needed for other activities. Beyond this feeling, a study was undertaken to determine employers reactions to various aspects of candidates credentials. The findings indicated that employers were primarily interested in student teaching reports and they had little concern for general faculty references. Students are thereby encouraged to include a reference from their student teaching experience.

Seniors are allowed a maximum of three references in their file. Alumni registrants are limited to five or six references in the file. Outdated references are taken out of the file as new ones are received.

University of Illinois

Registration forms and information are received from the receptionist in the placement office and distributed at a prior placement seminar meeting. When the forms are typed and returned the clerical staff, as quickly as possible, prepares four copies assembling one set of non-confidential material for a candidate's copy. The candidate is then able to pick up that copy the following day. He presents this copy to prospective employers.

---

The services are available for the candidate's lifetime. The reference section of the credentials is confidential. If they are non-confidential each page is stamped to so indicate. Only a very few registrants have elected to have their files non-confidential. Registrants sign a release form allowing the placement office freedom in sending their credentials to prospective employers without notifying the registrant.

Seniors are asked to obtain three references, but the office will provide credential service when only two are received. A maximum of six references are allowed in the file at one time. Consultants remove outdated references to stay within the maximum.

The office considers itself the custodian of an individual's records. With an informed judgment of what constitutes a good file, the consultants decide what references should or should not be included. The decision to remove any references from a file rests with the consultants. They remove any that appear atypical from the total collection for a particular candidate. A candidate's advice concerning the long-time inclusion of a particular reference due to the eminence of the person who wrote it is given consideration.

**Indiana University**

Registration forms may be obtained from the placement office.

Placement officers also attend one meeting of the elementary language
arts methods class and the methods of secondary teaching class in an effort to reach all students with information about the placement services and to hand out registration materials. In addition, each counselor attends the methods class in the field of his responsibility for placement for the same purposes. Registrants sign an authorization form allowing the office freedom in sending credentials without notifying the registrant.

Services of the office are available for the candidate's lifetime. All files are confidential. This office recently conducted a study to ascertain faculty and employer's opinion with respect to letters of recommendations. The question of confidentiality was one aspect of the study. Results of the study indicated that a majority of the faculty members and employers contacted prefer that the references continue to remain confidential. Therefore, the office does not anticipate changing its policy on this issue in the immediate future.

In the aforementioned study, employers were asked to rank criteria in regard to importance when considering a candidate for

---

6Voorhies, Wm. T., "A Study of Education Faculty and Employer Opinion With Respect to Letters of Recommendation in Placement Credentials." Indiana University, Bloomington, Undated. (Questionnaire upon which the study was based was dated September 20, 1971.) p. 13.
employment. The criteria were placed in the following order of importance: 1) personal interview, 2) student teaching record, 3) letters of recommendation, 4) scholastic record, and 5) extra-curricular activities. The director of the office feels this reaffirms the fact that numerous references are not necessary so they will continue to require only one reference for persons who wish to be employed in public schools. Registrants are encouraged to have that one reference be a student teaching report. Seniors who do not do student teaching until the last semester are advised to obtain a reference from the professor of their methods class. A registrant interested in seeking a college position must include three references in his file. Alumni are required to include at least one reference from each employer whom they have served.

No references are received by the office without the candidates's file number included on them. This ensures that only solicited references are included in the person's file. Negative references are not removed from the file unless the writer of the reference requires its removal. Outdated and no longer relevant references are removed from the files by the professional staff in the office.

\[\textit{Ibid.}, \text{ p. 9.}\]
Michigan State University

Registration materials may be picked up in the reception area of the placement office. This school has no requirements for registration other than being a student at Michigan State. Some services are available to students even if they are not registered with the office. Lifetime service is available.

References are non-confidential. The reason for this is that the office believes the student is entitled to review all material that is being distributed in his behalf. He then has the opportunity to alter any impressions which he feels he does not want to project. Also, there is a strong feeling that written references are of little value to employers and are not considered important enough by them to be required or made confidential. This has been determined through independent surveys conducted by the professional staff. The surveys have not been published or printed. Students are advised to include a student teaching report in their file.

Out-of-date references are never removed from the file, but might be sent out to employers if a professional staff member so directed.

University of Michigan

Registration materials are available at the reception desk in
the placement office. The professional staff also attends several methods classes in order to inform students of the placement office services and to distribute registration packets. These forms are completed and returned to the placement office. Service is for the lifetime of the registrant.

No references are required in a candidate's file. Registrants are strongly advised to include a student teaching report and a reference from their major field of study, but it is their decision whether or not to solicit these. A maximum of five references is permitted in the file, however, this is flexible depending upon particular fields and individual needs. References are confidential.

All references are read by one clerical staff person before they are filed. This person looks for notations of religion, race or anything else that should be called to the attention of a counselor. She notes poor and excellent references for the counselor's attention. Poor references are removed from a file if they appear to be atypical with others already received. A student may request a reference be removed and it will be done so in front of him without his reading it.

Information and Counseling Services Available to Students

Although it is to a student's advantage to utilize the services
of the placement office, that office, like many other service centers on a campus, must advertise or in some other way inform students of existing services, enticing them into the office. The extent to which this is done may have some bearing on the number of registrants a placement office will have and may have some influence on the registrants use of the services offered. However, the extent of such publicity may also be proportional to the amount of services offered.

Available information about placement services and job opportunities for registrants can usually be derived from three main sources: printed materials, classes or other group meetings, and counseling interviews.

**The Ohio State University**

This office does very little in advertising placement services. The only printed information available from the office concerns the directions for completing registration forms. No advertisements or news flyers have been sent to either the University newspaper, The Lantern, or to the University radio and TV station, WOSU and WOSU-TV. There is reference made to the existence of the Educational Personnel Placement Office in the
University catalog, but this is extremely brief.  

There is one bulletin board available in the hallway and one bulletin board inside the reception area. The board in the reception area is used for spot announcements from schools and universities and other incidental information. The board in the hallway may be used for general placement office information, but seldom contains anything.

Very limited printed information is available in the reception area concerning job opportunities in education. The available information is brief, often outdated, and poorly displayed. Only a few graduate school catalogs are included in the material.

Research and followup studies are quite limited in this office. There have been no recent research studies conducted. A followup study is conducted each year as a means of determining whether graduating seniors have been successful in their placements. The registrant's immediate supervisor is contacted for a reference concerning the registrant's success in his teaching position. These reports are then filed with the registrant's credentials. The writer

---

was unable to determine whether this information was used in any other way to improve the total placement operation.

The associate director of the office attends student teaching seminars presenting information about the office and encouraging students to take advantage of registration. Undoubtedly, other professionals within the office would attend classes and seminars for the purpose of presenting information about the office if they were invited. However, this has not been done very often.

To date, the office has not sponsored any career conferences or pre-enrollment orientation sessions. The reason for this has been a low assessment of need for such events. Some consideration has been given to providing information of the nature included in the College of Agriculture's course #351 sponsored by their placement office for one hour credit. This includes, resume writing, interview techniques, and other job finding strategies. Limited resources are available for such a project.

Interviews are held by the professional staff on a scheduled basis with every registrant. This is required in order for the registrant to complete registration. During this session the counselor reviews the registrant's file, determining geographical preference for employment, provides limited information on the
current market scene, gives some information regarding placement services, and answers a few questions the registrant may have. They also distribute to graduating seniors a reprint of an article which discusses clues and tips for writing resumes and talking with recruiters. The interview session is approximately fifteen to thirty minutes long. Registrants may schedule any number of return conferences if they wish to seek further counseling.

There are no special efforts made in the area of minority needs. There are no minority persons employed in the office in either a professional or clerical role.

Western Michigan University

This office advertises its services in several ways. Services of the placement office are listed in the University catalog. Twelve to fifteen articles a year appear in the Herald, the school newspaper, describing placement services and activities. The campus radio station is also used for communicating this same type of information. Interviews with office personnel were also programmed as spot news items on the local television station last year.

Two flyers are printed by the office to give registrants information about 1) the placement services available from the office, and 2) suggestions on how to get a job. The latter includes infor-
mation of interviewing, sending letters of application, writing a resume, and professional ethics.

In addition, a smaller flyer titled, "Job Guide" is printed for registrants to give them an overall view of the employment picture. It encourages them to explore career possibilities before it is too late to change their course of study. A flyer is also printed with information of particular interest to recruiters. This includes a map of the campus, an introduction to the placement office staff, office procedures, a recruiting calendar, fields of study within the University, and other general information to assist the visitor during his stay on campus.

Extensive material is available concerning school districts within the state and outside of the state. This is easily available to the students in the reception area. Several directories of schools have been prepared by the office staff to aid students in locating persons to write to when inquiring about positions. These directories list the school and address, to whom to apply, and the phone number. Directories have been prepared for all of the metropolitan areas in Michigan, for some major metropolitan areas in other parts of the country and for foreign countries. They also list separately public schools and Catholic schools.
The office has prepared two video-tapes for the area of business and engineering which portray how to conduct oneself during an interview. These can be viewed through closed circuit TV around the campus. Many instructors include them during their courses. The use of these tapes has been so successful that one is now being prepared for registrants seeking teaching positions.

Consultants appear in various classes at the invitation of the instructor to present placement information and to present views of the current job market. The office does not conduct a lot of studies such as supply and demand studies or salary studies when this type of information is available from other sources. They do make the information from the other sources available and they discuss it during these class meetings. Studies are conducted among the constituents of the office in an effort to make the services of the office applicable to their needs.

New registrants are encouraged, but not required, to spend thirty minutes with the consultant in their area. This time is spent in further defining the type of job opportunity the candidate wants and making him aware of his real possibilities. Consultants are available at any time to talk with registrants if they want additional information or counsel at a later date.
The emphasis of the office is moving toward career planning which will begin to involve students in their freshman, sophomore, and junior years prior to actual placement in the senior year. A career counselor was hired this year who is responsible for moving the office in this direction.

The career counselor recently hired is a black person. She serves a dual role in that she is also particularly concerned with meeting the counseling and placement needs of the black students. She works cooperatively with the other counselors in this regard for all areas of placement. The office has already experienced a greater number of blacks utilizing the services and information available to them. It is surmised by the director that there is a direct correlation with the fact that there is a black professional on the staff.

University of Illinois

A brief booklet is printed by this office which combines directions for completing the credential forms, an explanation of services for the registrant, and clues for searching for a position. A sample letter of inquiry and a sample of a resume complete the booklet. This is distributed to all persons wishing to register with the office. In addition, fifteen pages of "Questions and Answers About Finding Teaching Positions" is given to persons who wish
more extensive information of this type. It includes questions and answers that practically all first year candidates ask. A limited amount of information is available describing school districts and other education related jobs. Students may browse through this material in the small reading room provided.

Extensive use of the news media is not made, but personnel within the office willingly cooperate with reporters if they want to prepare feature articles. There were some spot reports on the campus radio and TV station last year.

Meetings are held with large groups of seniors at the beginning of each year to distribute information about the office and to let students become acquainted with the staff. Members of the staff also meet with methods classes during the year to give additional information concerning job opportunities. The recent involvement of staff members with persons in the field has enabled them to make these sessions much more meaningful. Many followup studies and other studies of interest are continuously conducted. Results of these studies are also discussed in these classes. Recent studies concerned 1) learning where Ph. D graduates are located, 2) evaluating job placements of Ph. D students after one, five and ten years, 3) questioning bachelors graduates regarding the appropriateness of
their preparation, and 4) determining what a successful candidate looks like to a recruiter.

Consultants in the office are all graduate assistants. They are usually able to include one consultant with a major in guidance and counseling. The others all have teaching experience. Counseling is essentially profession-oriented. They do little for the person who already has a job. Interviews with the counselors are not required, but any registrant who seeks help will be assisted by one of the counselors. An attempt is made to provide the registrant with a lot of information which he then uses in making his own decisions.

There are no special efforts made in the area of minority needs. No minority people are employed in the office.

Indiana University

A brief flyer is printed which contains general information concerning what the function of the placement office is and how a person goes about availing himself of the services offered. It also briefly outlines the policies and procedures of the office.

Bulletin boards are used to publicize information about current supply and demand figures. Spot interviews are often picked up and programmed on the campus radio station. Information concerning job opportunities in education related fields is available
in limited quantity in the reception area. There is also some information about school districts in this area.

Research studies are undertaken every year. The intent is to keep information before the faculty so that an attempt will be made to respond to the needs of the field.

Staff members offer to speak at all types of student meetings and are often asked to do so. They attend all methods classes to hand out registration material and to answer questions about job opportunities.

The University sponsors a "Red Carpet Day" for high school juniors in the state of Indiana. Visitors come to campus to become familiar with course offerings and to talk with people about their future career goals. The director of the placement office is available to talk with students interested in teaching careers. The office does not sponsor any other seminars or meetings of this nature.

The office has prepared a video-tape demonstration, a typical interview session between a recruiter and a candidate. The tape is used in the principles of secondary education class. It could be used by others, but has not been yet. They anticipate preparing another tape demonstrating "things not to do" when applying for a position.
Consultants in the office are available to counsel registrants whenever they have questions about any aspect of placement. These meetings are not required, but candidates are strongly urged to schedule an appointment, and many students take advantage of the opportunity.

Nothing is done differently for minority students. A need has not been felt for any further emphasis in this area because of an estimated low enrollment of such persons in the University.

**Michigan State University**

A flyer is printed which contains information giving a comprehensive view of the placement office functions. It is directed primarily at visitors and recruiters coming on campus, but is also available to students. Another booklet titled the "Placement Manual," is prepared for distribution to students. This is a booklet with a prepared format available from a national placement publications office. Information specifically pertaining to the Michigan State placement office is inserted within the pages of the book. Some pages are used to list the tentative on-campus recruiting schedule for the next year. The balance of the booklet contains pages of advertising for national corporations. The same type of booklet is used by the University of Michigan.
Recruiters interview schedules are published in the school newspaper. Beyond this the office receives extensive visibility on a national level. Partly due to the size of their operation and particularly due to their use of the computer in continuous appraisal and projection of the supply and demand picture, many national news publications publish information provided by this office. Among them have been; the Wall Street Journal, U.S. News and World Report, the Christian Science Monitor, and the Chicago Tribune. Recently, "CBS" television has completed the filming for a special feature presentation on higher education to be televised this summer. It will include a short segment on the placement situation and will feature the director of the Michigan State placement office.

An extensive vocational library is available to the students in the basement of the building. Students are free to use the library at any time. Graduate catalogs from universities throughout the country are included in this library as well as information about job opportunities in industry and government and information about school districts in and out of the state.

Members of the placement office conduct approximately one-hundred meetings a year with students to provide information about placement services and job opportunities. They also meet with
faculty groups to help educate them on how to make students more marketable. The office anticipates participating in the freshman pre-orientation meetings next year.

The office sponsors two different events to help meet specific needs of students. The first of these is held in the fall called "Doctoral Days." This is a time when employers particularly interested in recruiting doctoral candidates visit campus for that purpose. Employers may interview doctoral candidates at any time, but this period of specialized recruiting is designed to give singular attention to this group. Also specialized promotion on the campus at that time helps focus attention on the program. The second event is designed to help the minority student recognize his placement opportunities. A "Black Careers Night" is held in the early spring. Employers particularly interested in hiring black candidates are invited to campus for an extended evening of presentations and interaction with black students. Individual interviews are held the following day. This highly successful program was held for the fifth time this year.

This office minimizes its efforts in terms of career planning, still viewing its concern as actual job placement. Therefore, its counseling services are directed to that point. Counselors are available to speak with students at any time. Two counselors are
blacks and their responsibility is to work with all counselors in placing black students. They spend time locating the black student on campus, inviting him to use the placement services and they find employers who are interested in hiring black students. There are also a number of black persons on the clerical staff who are available to speak with black students if needed.

University of Michigan

The office distributes a booklet with general information about the placement office included in a prearranged format. This is the same publication used by Michigan State and the writer would assume it is available commercially to any placement office. A brief flyer is also distributed titled, "If You're Looking For A Career." Its purpose is to encourage students to use the career planning facilities of the office. In addition, the office has a number of mimeographed sheets of information about job finding techniques and careers in numerous fields. The teaching field has several sheets including elementary, secondary, foreign language, and other subject areas. These sheets are designed to give the students information about the type of work, qualifications, opportunities, salaries, and preparations related to the field.

The campus newspaper is used to advertise recruiting schedules. The paper is required by the University to print such public service
announcements. In addition, the office purchases specific ads to publicize registration, summer placements, and intern programs. Spot announcements are often heard on the campus radio and TV stations, but these are presented as news items and are not purchased time. Staff members in the office have participated in interview programs and on student panels to discuss the current job scene.

The office also uses campus bulletin boards to publicize the services of the office. Boards in campus housing units are used and a permanent space is rented on the Diagonal (comparable to the Oval at The Ohio State University).

Career planning information is available to the students in the reception area. A clerk acts as a librarian and helps students find information of particular interest to them. Graduate catalogs from universities throughout the country are included in this collection as well as an extensive list of available scholarships and fellowships.

The office cooperates with several fields in sponsoring career conferences. Specialists in the particular field are invited to the office and students are encouraged to meet and discuss with them opportunities in their field. The office publicized the conferences and helps the department with staff needs and materials. These
types of conferences are also held at times in conjunction with the Student Union and the Women's League.

Representatives of the office attend classes to encourage students to use the career planning facilities prior to their senior year and to distribute materials for registration. In some situations mock interviews are presented to further prepare students for entering the job market.

Students are encouraged to schedule conferences with the placement counselors for advice and information on placement. The counselors are available at all times. Two career counselors are also available on a drop-in basis. Their offices are located in the reception area which makes such informal meetings highly probable.

An application for a grant to permit an extensive investigation of where former graduates are now located and what they are doing is now being written. Approval of the project and completion of the investigation will give the counselors more exacting data upon which to advise students. Two graduate associates working in the office are black persons. They serve as counselors particularly responsible and interested in helping black students in planning their careers and in finding job opportunities.
**Vacancy Notices**

Vacancy notices are prepared in bulletin form by those offices that have an open system of placement. The preparation and distribution of these bulletins is discussed in this section.

**The Ohio State University**

Since this University operates a closed system of placement, vacancy positions are not generally publicized. Exceptions to this practice are found in the fact that a report of all vacancy announcements is sent to the School of Music, the Division of Men's Physical Education, and the Department of Educational Administration. Listings are sent to these areas because each area has personnel who are quite involved in the nominating of students and former students for various positions. Nominations from department personnel are sent to the placement office. Placement personnel then determine which of those names will, in fact, be sent to the school listing the vacancy. This is determined by information contained on the candidates file card or statements in his folder. Departments are not notified of what names are actually submitted to the employers. Candidates in Educational Administration are notified if they have been nominated for a position. None of the other registrants receive this service and, therefore, are not aware of a vacancy or
a nomination until the employer makes contact with them directly. Recently there has been some tendency to post generalized announcem ents of teacher vacancies. These are not specific though and generally serve the purpose of advertising a particular district rather than a position.

On campus interview dates are announced to students through a news sheet which is sent to active registrants living within close proximity to Columbus. It is probable that the persons receiving this sheet are able to draw the conclusion that vacancies must exist in those districts if they are sending recruiters to campus. However, this can be a false assumption as some districts send recruiters to campus when no vacancies exist in their districts merely as a means of promoting public relations.

Western Michigan University

Placement at this University is operated through an open system. All vacancy notices received in the office are published in a weekly bulletin which is mailed to all active registrants regardless of where they reside. These bulletins are also sent to all department chairmen and to all student teacher supervisors.

The typing of these bulletins is assigned to one person each week. It takes that person approximately one-half to one and one-
half days to complete the typing depending on the number of vacancies listed. A copy of the printed information for each school listing a vacancy is sent to that school when the bulletin is released.

The bulletins are printed on off-set by the duplicating services of the University. A total of three bulletins are mailed each week. These are for: Education, Educational Administration, and Business and Industry. Bulletins listing summer employment and camp positions are sent twice a year in the spring. A total of 168,240 bulletins were mailed in 1970-71.

University of Illinois

An open system of placement is used in this placement office. A bulletin listing all vacancies reported to the office is released every Friday morning at 8:00 A.M. The bulletins are prepared from computer printouts of listings stored in the computer during the previous week.

Persons on campus nearby may pick up the bulletin in the placement office. Other registrants may receive the weekly bulletins by sending self addressed manila envelopes to the office to be used for mailing. Postage for the envelopes is eighteen cents. No more than fifty (one a week) will be accepted. Regardless of the number of envelopes sent, the registrant will be notified when the office has reached his next to the last envelope. The bulletin is also sent
directly to all department chairmen, student teaching supervisors, and other key persons in the University.

**Indiana University**

The system of placement at this University is not as closed as the one at The Ohio State University, yet is not as open as the other universities. Matching of positions with candidates is done mainly by computer. When vacancies are received they are fed into the computer and candidates who fit the job description are printed on a printout. Notification of this match is then sent to the candidate. The candidate then decides whether to apply for the position. Notifications are sent out approximately twice a week. Information concerning other vacancies is not available to the candidate.

**Michigan State University**

This University operates an open system of placement. All vacancies are published in a weekly bulletin. The bulletin is available on campus to all campus registrants and is mailed to all off campus registrants. Bulletins are prepared for Elementary and Secondary Education, Higher Education, Educational Administration, and one bulletin for Business, Industry and Government. A student
or registrant may receive more than one type of bulletin.

In addition to the bulletins, people are free to visit the placement office to look at the most current vacancy notices that have not yet been published. These are placed in an open file the day they are received. Notebooks listing vacancies according to type of positions and geographic location are also available in the office.

The office makes an effort to encourage schools and universities to list vacancies with the office. Although total recruiting was done twenty-three percent last year over previous years, fifty new colleges and universities listed positions with the office. Personnel in the office feel this was the result of a letter campaign directed at 600 schools notifying them of the candidates available at Michigan State.

University of Michigan

An open system of placement is used in this office. Vacancy notices received by the office are published in bi-weekly bulletins and mailed to all registrants. Bulletins are prepared for Elementary and Secondary Education, Higher Education, Educational Administration, and a General bulletin covering all positions other than education. A bulletin reporting summer employment opportunities and camp positions is published in the spring.
College teaching positions are also filed in notebooks which are available to registrants in the reception area of the office.

Matching Registrants With Vacancies

When an open system of placement prevails the personalized matching of candidates with positions is a supplementary effort performed by the professional staff. All of the universities operating open systems of placement also engage in suggesting names of qualified candidates to employers if the employer requests such a service. The extent to which this is done varies between schools.

In a closed system of operation all matches must be made by the professional staff because the registrants have no means of learning of vacancies other than through sending their own letters of inquiry.

The Ohio State University

With the closed system of placement in this office, of necessity, all vacancy notices must be responded to by nominating registrants and forwarding their credentials to the employer. The counselors work with file boxes containing a 5 x 8 descriptive card for each individual registered in the subject area for which he is responsible. The means of matching names with vacancies is
essentially subjective. Some factors aid the counselor in delimiting the number of persons qualified such as; geographical area, age, sex, experience, salary, and subject area. However, when there are a large number of registrants who all fit the general qualifications, the counselor is left with no choice other than using a random system of selecting a limited number of persons. Those persons who are well known to the counselors are in a somewhat more favorable position of having their names suggested. Reading the credential files helps to make the recommendations more objective, but often the number of requests for nomination are too numerous to permit an adequate review and evaluation of all applicable files.

Vacancy notices are sent to the School of Music, the Division of Men's Physical Education, and the Department of Educational Administration. These areas make recommendations of persons for specific positions. The placement office then sends out their credentials.

Western Michigan University

Office personnel will respond to employer's requests for limited numbers of applicants. The director is quick to note however, that this is not the primary objective of the office. He stated that he would be extremely uncomfortable doing this type of recommending
if the open system was not also available. Recommendations of this type are very subjective when not done from a review of the credentials. Roladex files are used by the counselors which enables them to manipulate the cards faster than with a file box system.

University of Illinois

This office has made specific recommendations of registrants at the request of employers, but only in a few cases. It is not the general practice and it is not encouraged. When it is done the matches are subjectively made through the review of cards in a file box.

The Music, Physical Education, Home Economics and Vocational Technical departments exert extensive effort among their staff to respond to vacancies which they receive from the field and are notified of from the placement office. They suggest names to the placement office who, in turn, look out the credentials.

Indiana University

The computer is used for initial matches of registrants with vacancies. From those lists the counselors then make recommendations if the employers have requested a specific number. Recommendations are based on subjective evaluation of the credential material and/or on personal knowledge of the registrant.
Some departments in the University do more with placement efforts than others. English and History majors prepare a portfolio in addition to their credentials. These departments receive a lot of vacancy notices directly from the field. Vacancy notices are sent to the School of Music and the School of Health, Physical Education and Recreation so that they may make recommendation for specific positions. The placement office then sends out the credentials for those persons.

Michigan State University

Recommendations will be made when employers request this, but doing so is not the usual practice of the office. The most numerous requests of this type come regarding college and administrative positions. The office does not like to engage in this type of service because it feels it is substituting its judgment for the employer's in selecting candidates. Any candidate who is so recommended is notified that this has been done.

The director of the office is very adamant that all placement activities of the University are channeled through the placement office. Therefore, departments within the University do not engage in any placement activity other than communicating with the professional staff.
University of Michigan

There is very little personalized matching done by this office. The only exception to this is in the area of higher education and school administration. In those areas selected names are sent to employers, but the vacancy is still listed in the bulletin which is mailed to all registrants. Matches are made subjectively from information included on 5 x 8 cards. Recruiters may examine the cards in the office and make their own selections if they wish.

In the areas of political science, music, and English, professors have been designated to assist students and the placement office in placement. They often suggest names for specific positions.

Credential Service

A credential service is available in all of the placement offices that the writer visited. Credentials are sent out at the request of the registrant, an employer, or a placement officer. Some offices charge a fee for this service. The procedures followed in this aspect of the placement operation vary between schools.

The Ohio State University

This office prides itself on attempting to mail credentials out within one day after receiving a request from a registrant or
an employer. However, requests from within the office take longer because of volume and the number of steps involved in presenting these names. Requests are received by phone or letter from employers. Registrants may make one request a day by phone and may make as many as six a day if they come into the office to complete the proper form or send a letter. There is no limit on the total number of sets that a person may have sent out in one year. There is no charge for sending credentials other than paying for excessive postage if requests are made for special handling.

All mail is received in two daily deliveries. It is sorted and opened by the office manager and distributed to persons within the office by late afternoon. Out-going mail that must be run through a postage meter leaves the office at 2:15 P.M. in order for it to get into the U.S. Mail on the same day. All other mail is dropped in a street mailbox at the close of the day.

Credentials will not be sent out if the requirements for registration have not been met. That is, the person must have two faculty references plus a student teaching report in the file and must have had an interview with a counselor. If these requirements are not met, either the credentials are not sent or the director or associate director must give special permission to send them.
There are no restrictions on reinstating a credential file. Files will not be sent out if they are out of date. When an outdated file is discovered the registrant is sent new forms and asked to update his information. Files are kept until a person reaches age seventy, regardless of whether they use the file or not. None of the files has been microfilmed.

A "locked file" is maintained in this office. i.e., folders of particular registrants are placed in a locked file cabinet. Persons included in this file are individuals who have been prosecuted by the courts for various reasons, persons who have asked for their own credentials, persons who have received very poor references, and persons who have waived student teaching. These credentials are placed in such a file so that the professional staff will be alerted if any requests are received for their credentials.

Because of the closed system of operation at The Ohio State University, this means persons in the "locked file" are only given service if they request it. They are never nominated for positions and, like all other registrants, receive no information about vacancies.

Western Michigan University

It takes no more than two days to mail credentials out after the office has received a request for them. Only three sets per
student will be sent in one week. No more than three requests will be taken over the phone, but more can be brought into the office. The office will hold any excess over three a week and send them out in the following weeks. Employers requests will be honored with no limitation. Credentials will be sent out with no references on file.

Mail is received in the office twice a day at 10:00 A.M. and at 2:00 P.M. It is sorted by one of the two receptionists and delivered to the appropriate desks shortly thereafter.

There is no limit on the total number of credentials that may be requested in one year. However, a fee of $1 is charged for every set over twelve. There is no charge for sets sent at the employers request or as a result of nomination by a placement officer. Candidates are notified of this procedure and they sign a letter agreeing to an automatic billing. The business office of the University supplys billing forms which are sent out from the placement office. The collection of charges is handled by the Bursar's office. A monthly statement is sent out to the director listing paid and unpaid accounts. This procedure brings in approximately $500-600 per year to the placement office. The funds are added to the placement office budget.
There are no restrictions on reinstate a credential file, but files must be updated if they have not been used for a period of five years. All files are deactivated on September 1st each year. A candidate may become active the following year by notifying the placement office.

There is no identification of persons with court records or particular personal problems, although such information may be contained in the written credentials. The office is cognizant of the possibility of legal action in this regard and feels hearsay stories are difficult to track down and are often passed on differently from year to year. They, therefore, leave the screening of any questionable candidates up to the discretion of the employing officials giving all registrants equal exposure and service.

University of Illinois

The office requests registrants solicit three references for their credential file, but will send credentials out when only two are on file if they are requested by an employer. They will not be sent out at the registrant's request until three references are on file.

Credentials are sent out within two days after receiving a request. Until this year, the office made every effort to get
credentials out within one day at the insistence of the office manager who had worked with the operation since the 1930's. After she retired this past summer the office personnel readjusted assignments, changed some priorities, and found they could accomplish more total work by extending the time allowed for credential production without even hiring a replacement for the retiree.

Twelve sets of credentials are sent free each year. There is a $2.50 charge for every set thereafter. The counselors determine who is to be billed. Often they will let a person have as many as twenty free sets if they are having difficulty in finding placement. Bills are sent out from the placement office, but all payments are made in the Bursar's office. There is no charge for credentials sent at an employer's request or for those sent at the suggestion of a placement officer.

All mail is run through a postage meter for sealing and stamping before it leaves the office. Mail is picked up and delivered twice a day. The office manager sorts and distributes the mail within one to two hours after it is received.

There are no special files, locked files or flagged files of any sort. Any judgment of questionable individuals is left entirely up to the employing officials. All files are treated with the same accord and registrants are offered the same services.
There are no restrictions on reinstating a credential file. All files are deactivated on September 1st each year. Everyone wishing to be active the following year must update his files.

In the past, credentials have been microfilmed after they have remained inactive over five years. Two copies have been made, one for the office and one for the archives in the library. Nothing has been microfilmed since 1969 mainly because of time constraints, but also because of the expense involved. Recent review of the policy to microfilm has failed to convince the professional staff that there is any worth in doing so considering the necessary time and expense. They note the illogic in providing protection from fire for inactive records when, in fact, it would be much more disastrous to lose the files of active registrants.

Indiana University

Normally credentials are sent out within two days after receiving a request. Faculty requests are given priority and are sent out within one day. Credentials are only sent at the request of an employer.

No fees have been charged for this service to date, but within a year there will undoubtedly be a charge. No amount has been set, but consideration is being given to charge as much as $25 for the
reactivation of a file. If this is approved, graduating seniors will pay no fees.

If a registrant breaks his contract during the middle of a school year he runs the risk of not having his credentials sent out by the office until the next school year. If an individual breaks several contracts or in some way damages the reputation of the placement office he may be denied further service from the office. There are no other restrictions for reactivating a credential file. A registrant may be asked to update his file if in the estimation of the staff it would be to his advantage.

There are certain individuals whose files receive a "red tag" indicating that the office manager is to be informed whenever action is requested for that file. These are generally persons with court records or persons who display erratic behavior. Often a phone call is made to the employing official to determine if he definitely wants the file. The feeling within the office is that this is a precautionary measure to provide protection for the schools and to protect the reputation of the office's effectiveness. They realize that if a charge is instituted for service they will no longer be able to do this.

Mail is handled by the office manager. Because of time constraints within the office and other responsibilities the office manager
usually finds herself taking the mail home with her at the end of the day. She then sorts it and brings it into the office in the morning for distribution to the appropriate persons. Mail leaves the office twice a day in the morning and afternoon. It is processed for the U.S. mail in another part of the building.

Files are microfilmed every two years. Whether this will be continued is currently being considered within the office. It is quite expensive and little has been done with the material once it is filmed. The original purpose for having the files microfilmed was to protect the records from fire or other disaster. It maintains a permanent file for all registrants in college or administrative positions. However, files of registrants in public school positions are destroyed if contact has not been made with the office in five years.

**Michigan State University**

Credentials are sent out within forty-eight hours after receiving a request. There are no restrictions on the number any one candidate may send unless it is obvious to the staff that they are using them in place of sending a resume. There are no charges for any service.
All of the schools visited by the writer ask the registrant to complete a form when requesting that their credentials be sent out. Only Michigan State has a system whereby the form used to make the request also serves as the address for the package. i.e., registrants are asked to type the address to whom they wish their credentials sent on the form. The form is then attached to the file when it is removed from storage and given to the Bruning operator. After the file has been reproduced the clerk stuffs the credentials and the form in a windowed envelope with the address showing. Use of this form eliminates an entire clerical step.

All files are placed on inactive October 1st of each year. A registrant may keep his file from entering basement storage by simply making some contact with the office every five years. When a file is to be reactivated the candidate is asked to complete new forms.

"Red flags" are placed on some files indicating that they are not to be sent out without authorization. Each consultant decides who these persons will be. These persons may still receive the vacancy bulletins and take on campus interviews. Their files will be sent at their own request or at the request of an employer, but they will never be nominated for a position by placement personnel.
Microfilming has not been considered because there is ample storage for outdated placement files in the basement of the building.

University of Michigan

During the busy season of the year credential service runs about one week behind. Normally the office attempts to give twenty-four hour service and usually keeps it within three days. Requests from departments that work closely with the placement office generally are processed by the following day. The office takes no "rush" requests other than making an effort to have credentials arrive in time for a scheduled interview. Students may place five requests a day. The office will send credentials without references, but they normally try to hold them until at least two are received.

There has been a $3 charge for alumni to reactivate their file. Due to a recent decision made by the Undergraduate Student Council, there will be a $5 charge to register and a $1 charge for all credentials sent out starting in 1972-73. The Graduate Student Council was not involved in this decision. All bookkeeping for these monies is handled by a secretary in the office. Payment of accounts is made directly to the placement office.
There are a few files (as few as from 3-6) that are "locked in the brain" of the counselors which are not sent out routinely. A note is included on them that tells the office staff to check with the director before processing. Only persons with a criminal record or who are mentally unfit are supposed to be included in this group.

There are no restrictions for reactivating a file with the exception of updating the forms. Currently files from 1926-60 are on microfilm. The practice has been to put the files on microfilm after they are ten years old. The office is now considering destroying the files after five years if no contact has been made with the office and discontinuing the microfilming. Microfilming has proven to be quite expensive and of little use or value. It appears files have only been kept in this manner out of sentiment.

Figures Concerning Vacancies, Placements, and Credentials

Figure 8 presents figures concerning the number of vacancies, the number of active registrants, the number of placements, and the number of credentials sent for the 1970-71 academic year. Although only three offices represent only educational placement, the figures from all offices are presented in an attempt to obtain an indication of the extent of the clerical operation in each office.
<table>
<thead>
<tr>
<th>ACTIVE REGISTRANTS</th>
<th>VACANCIES LISTED</th>
<th>CREDENTIALS SENT</th>
<th>PLACEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU*</td>
<td>3,015</td>
<td>9,652</td>
<td>26,009</td>
</tr>
<tr>
<td>WMU</td>
<td>5,222</td>
<td>33,414</td>
<td>34,756</td>
</tr>
<tr>
<td>U of I*</td>
<td>3,547</td>
<td>35,938</td>
<td>29,586</td>
</tr>
<tr>
<td>IU*</td>
<td>4,531</td>
<td>30,494</td>
<td>25,902</td>
</tr>
<tr>
<td>MSU</td>
<td>12,777</td>
<td>25,315</td>
<td>d) 4,640</td>
</tr>
<tr>
<td>U of M</td>
<td>6,656</td>
<td>48,285</td>
<td>28,545</td>
</tr>
</tbody>
</table>

a) OHIO ONLY  
b) GRADUATING SENIORS ONLY  
c) NOT INCLUDING MILITARY, OUT-OF-TEACHING, OR GRADUATE SCHOOL PLACEMENTS  
d) NOT INCLUDING COPIES FOR RECRUITERS  
e) EDUCATION DIVISION ONLY  
+ OFFICES DEALING WITH EDUCATIONAL PLACEMENT ONLY

Figure 8......FIGURES CONCERNED WITH CLERICAL OPERATIONS WITHIN PLACEMENT OFFICES FOR 1970-71
This compared with the ratios of staff to students presented earlier can be helpful in determining whether the workload expectation for the clerical staff at The Ohio State University is reasonable.

The figures used in this presentation are taken primarily from the annual reports of each office. Since each office defines its own categories for tabulation and since tabulations are based on slightly varying information, these figures can only be used for generalized comparisons. Glaring differences are noted on the chart. The number of registrants has been taken from Figure 1 (p. 96) and repeated here for ease in interpreting the chart. For the purpose of clarity the information is presented here categorically rather than by university.

**Number of Vacancies**

A large number of vacancies are listed with each placement office during a single year. The only available figure for this item from The Ohio State University office (9,652) does not account for vacancy listings from places out of the state of Ohio. Western Michigan University reports 33,414, the University of Illinois 35,938, Indiana University 30,494, Michigan State University 25,315, and the University of Michigan 48,285. The great difference between the numbers listed for Michigan State and the other schools can be attributed to the fact that they do not tally the
number of multiple vacancies of the same type for each employer. i.e., a school listing five fifth grade teachers would only be tallied one time rather than five.

Number of Placements

The number of placements given for The Ohio State University, 982, refers only to graduating seniors among the active registrants. No tabulation is made for the total number of placements of all registrants.

Placements are listed for the following universities as:
Western Michigan University 1, 578, University of Illinois 2, 619, Indiana University 2, 153, and Michigan State University 7, 050. 1, 546 placements are listed for the University of Michigan, but this includes only placements in the Education Division. These figures can not be readily compared with each other due to the different factors used in tabulation.

Number of Credentials Prepared

The Ohio State University prepared 26, 009 sets of credentials. Other universities prepared the following numbers: Western Michigan University 34, 756, University of Illinois 29, 586, Indiana University 25, 902, and the University of Michigan 28, 545. Michigan State University only tallies the number of credentials prepared.
for mailing. Thus, 24,640 represents only the mailed credentials and does not account for the numerous sets prepared for on-campus recruiters.

**Interviews and Recruiters**

Recruiters have varying motives for coming to campus to conduct interviews with candidates. For some the interview serves as a screening process to determine whether a candidate will be invited to the school district for further interviewing. Others treat the interview as a public relations effort when they have no vacancies. They use the time to exchange information with the candidate, describing their district and learning of recent course content on campus. A few still offer contracts on the spot to persons in whom they are interested. The general trend appears to be though that recruiters are screening candidates and providing information about their district.

In all of the schools which the writer visited, fewer recruiters came to campus in 1970-71 than in 1969-70. The reason for this seems to be twofold: 1) the fact of supply and demand, and 2) budget restrictions within the district have limited recruiting activities. Certainly the former has influenced the latter.
The writer was concerned with how arrangements for the recruiters are made, what services are provided for them, and what policies govern the registrants in this regard.

The Ohio State University

School districts who wish to send recruiters to campus to conduct interviews with students, contact the office in advance to reserve a date. The associate director receives these calls and relays information concerning the number of recruiters, the type of positions they will have available, and any other information to the placement counselor. The counselor prepares a rough draft of the TIPS (Teacher Interview Placement Service) sheet which contains details of the recruiter’s pending visits. The TIPS sheet is then typed by a secretary and printed by duplicating services. It is mailed once a week during the busy interview season to all active registrants within close proximity to Columbus. Close proximity is determined by the person addressing the form.

A candidate must have registration procedures completed before he is eligible for an interview. There is no restriction on the number of interviews any one candidate may schedule. Appointments on the interview schedules are given on a first come basis. The office is not open to the public from 8:00 to 8:30 A.M., so it
is pointless for candidates to come to the office in an attempt to be first in line, therefore, they overload the phone lines during this time instead.

All interviews are scheduled on a one-to-one basis. A group interview would be arranged if the recruiters expressed some interest in one. This has not been suggested to them. Interviews will be arranged on a fifteen, twenty, or thirty minute schedule depending on the recruiter's preference.

When recruiters arrive at the office they are greeted by the receptionist, given their schedules and directed to their interview rooms. Coffee is brought to them if they want it. A professional staff person also greets them if they are available. A complete set of credentials is prepared ahead of time for each person on the interview schedule. They may take these with them at the close of the day. Candidates wait for the recruiters to call them from the reception room. Since the area is small, they often talk with the receptionist as well as the next candidate.

Western Michigan University

Recruiters contacting the placement office for interview dates talk with the assistant director. He arranges the yearly schedule. Announcements of interview dates is published in the same bulletin
that lists vacancy notices. Therefore, all active registrants receive this information weekly.

Any registrant or non-registered student may sign up for an interview. The only restriction is that they may sign up for only two interviews at one time. If after three school days there are still openings on some recruiter's schedule the candidate may also have an appointment on that schedule. Appointments may be made by either phoning the office or coming to the reception desk. Candidates are encouraged to use the resource materials available in the reception area to learn about the district prior to the interview date.

Group interviews are seldom scheduled because a large room is not available. Schedules have been made on twenty minute intervals, but most recruiters are now asking for thirty minute appointments.

Recruiters arriving in the office are greeted by the receptionist who hangs their coats and escorts them to their interviewing rooms. Credentials for all persons on their schedule are prepared in advance and are placed on their desk before they arrive. They may take these with them at the close of the day. They are invited to use the coffee room where coffee and doughnuts are provided for them. This room is available throughout the day. Some attempt is made
to schedule breaks for a number of recruiters at one time so that they may spend some social time together.

Candidates wait in the reception room for recruiters to call them. Since recruiters reach the area where candidates are waiting before they would reach the reception desk, they seldom need to talk with the receptionist all day except to ask questions.

University of Illinois

All arrangements and details concerning on campus recruiting are handled by one receptionist. She speaks with the recruiters when scheduling a date on campus, performs all followup functions, and manages the scheduling of students for interviews. Interview dates and recruiters are announced in the same bulletin that lists vacancies.

There are no restrictions on signing up for interviews. Sign-up books are placed in the hall where students write their names next to the date and time they wish to meet the recruiter. It must be noted that essentially all meetings held with recruiters are group sessions of from six to eight students. The office will schedule individual appointments at the recruiters request, but they object and hesitate to do so because of the time pressures this places on the receptionist who manages this area. Generally recruiters coming
to this campus are aware that group interviews are the norm. Schedules are arranged on thirty minute intervals. Candidates wait in the hallway to be called by the recruiters. The recruiters seldom talk to the receptionist during the day.

When recruiters arrive at the office they are greeted by the receptionist who directs them to the section of the lobby they are to use. They are offered coffee from the clerical staff's coffee urn for five-cents a cup. A particularly awkward feature for recruiters on this campus is the total lack of parking facilities near the College of Education building. Recruiters are advised to park downtown or at their motel and take a taxicab to campus.

Credentials are not prepared in advance for recruiters. At the close of the day they may turn in a list of names of persons in whom they are particularly interested and credentials will be mailed to them the next day. At the time of the interview the candidates are to bring with them their candidate's copy of their credentials for the recruiter to review. This contains all but the confidential information.

Indiana University

A secretary handles all details concerning recruiter visits to campus. After interview dates are set between the recruiters
and the office the computer is used to determine who will receive notification of the schedules. This is handled in the same manner as vacancy notices, i.e., those candidates whose qualifications match the recruiters needs receive a computer printout telling them details for scheduling an appointment. Some pre-screening is done before these announcements go out. This is done on the basis of whether a candidate would "fit" in a particular school.

At least one reference must be in a candidates file before he can schedule an on-campus interview. There are not stated restrictions on the number of interviews a registrant may schedule. This is somewhat controlled by the following method. Both the recruiter and the candidate receive a form to complete at the close of the interview on which they indicate their interest in each other. A registrant who receives too many "mildly interested" or "not interested" checks from recruiters is advised to speak with a counselor before scheduling further interviews. A registrant who indicates too many "extremely interested" checks is restricted in the number of further opportunities he has for interviews unless he can justify his continued interest in seeking other positions.

Group interviews are arranged when a recruiter prefers to talk to a number of persons from one field. He is given this option
on the original form sent to him to arrange details for his visit to

campus. The recruiter also chooses the type of time schedule he

prefers, either fifteen, twenty, or thirty minute intervals.

When recruiters arrive at the office they are greeted by the
office manager. She takes them to the interviewing room where

coffee, doughnuts, and the morning paper await them. She also

provides transportation to the airport or motel if it is necessary. A

full-time receptionist works in the interviewing room to assist

with anything the recruiters might need and she calls the next candi­

date when the interviewer is ready.

Credentials for each registrant on the interview schedule are

prepared in advance. The recruiters may take these with them at
the end of the day. Faculty members are notified of what recruiters
will be on campus so that they may arrange to meet with them for
lunch. This does happen occasionally, but generally between per­
sons who already know each other.

Michigan State University

One secretary arranges all interview schedules with employers
and communicates with registrants about the details. Since this is

a centralized placement operation for a very large school, the volume
of recruiters is quite high, making this a full-time job.
Recruiter's dates on campus are announced in a specific weekly bulletin which is sent to all active on-campus registrants. It is also distributed at many points on campus and the schedules are printed in the school newspaper. Candidates may sign up for only two interviews on Monday, the first day of sign-ups, from 7:00 A.M. to 12:00 P.M. If there are spaces available on schedules after that time a candidate may sign up for another interview. Ph.D students may call the placement office to make an interview appointment. All other candidates must make a personal appearance. They are given a copy of their interview appointment which they must bring with them at the time of the interview. A candidate need not be registered with the office to schedule an interview.

Group interviews are generally scheduled at the end of the day when recruiters talk to persons who were unable to get on the individual interview schedule. Recruiters have the choice of selecting twenty or thirty minute interval schedules.

When recruiters arrive at the office they are greeted by the secretary in charge of recruiting services. She shows them to their room where credentials have been placed for all candidates on the recruiter's schedule. Recruiters are urged to come to the staff lounge at 10:00 A.M. and 2:00 P.M. for a coffee break. The faculty
of the University is also strongly urged to come to this gathering to meet with the recruiters. Many persons do this, but very few are from the education departments.

Recruiters use a buzzer system to notify the secretary when they are ready for the next candidate to be called. She, in turn, calls the candidate over a loudspeaker and he reports to the proper room.

University of Michigan

Recruiter schedules are arranged with a secretary in the office. Schedules are announced in a special bulletin which is distributed weekly and mailed to all registrants. Announcements are also placed on campus bulletin boards and in the school newspaper. Registrants may then call or come into the placement office to schedule an appointment time. There is no restriction on the number of interviews a registrant may schedule. However, if they do not show up for an appointment they are put on the waiting list for future interview schedules.

An attempt is made to schedule two group interviews each schedule, one in the morning and one in the afternoon. Twelve to twenty candidates are scheduled for group sessions. Generally these sessions are used to provide information about the district and surrounding area as opposed to any attempt to evaluate the candidates.
Recruiters may elect twenty or thirty minute interval schedules. Most prefer thirty minutes. Recruiters interested in Ph.D candidates are generally scheduled for thirty minute interviews one hour apart allowing for extra time if needed.

Recruiters are greeted by a member of the professional staff when they arrive in the office. They are taken to their room where they find their schedules, name tags, and credentials for the candidates on their schedule. They are offered coffee in the coffee area near the director's office which given them an opportunity to meet other professionals.

Recruiters use a phone to contact the receptionist when they are ready to interview the next candidate. They generally do not go into the reception area during the day.

Computer Usage

The writer was particularly interested in investigating whether universities use computers in their placement operations. Persons lacking practical knowledge of computer science generally have one of two reactions to their use; either they feel computers can solve all problems easily or they are frightened of their impersonal and often befuddled means of operation. It seemed essential to learn the reactions of persons who work with computers in their operation.
The Ohio State University

Computers are not used in this operation in any way, but the director has questioned whether their use might improve the services offered.

Western Michigan University

Computers have not been used by this office, but they do anticipate moving in that direction within the next year. They want to use the computer in much the same way as Michigan State University does to provide more information about their registrants. The office has been assured of rapid flexible service from the data processing center, but is now faced with the immediate problem of how to fund such an effort.

University of Illinois

The general reaction of this office is that the computer is good for large jobs, but of little value in the day to day operation of the office. The computer was originally employed by the office to assist with matching candidates with vacancy positions. This soon became impractical because of the large number of requests. Due to the operating schedule of the data processing center, consultants found they could come up with the same information in a shorter amount of time. Time does seem to be the most negative feature of computer
usage. Although the office does employ its own keypunch operator
to speed the process, a good deal of coding must be done first by
the consultants. Then the office must wait for the data processing
center to return the information to them. This can take as long as
one month for special information requests, because a computer
program must be written by a systems analysis programmer. Mailing
labels would even take one week to reach the office.

The coordinator of consultants acts as a liaison person with
the data processing center. This activity takes a lot of his time
away from other counseling activities.

The computer is used to compile vacancy notices and the
printouts are used in preparing the announcement bulletins distrib­
uted to the registrants. Printouts are also available on all registrants
in particular categories. These are useful to the consultants in
identifying certain needs.

It should be noted that the inadequacies of computer service
are not the fault of the computer per se, but of the organizational
structure surrounding their use. If the services were more readily
available to the office they would probably be able to use it more
effectively. However, since control of this fact is not within the realm
of the placement office they doubt that they will ever again utilize
computers in their daily operation.
Indiana University

General reaction to computer usage by this staff is that there is a considerable void between theory and practice in their usage. The operations of the office are especially hampered between December and June when there is the greatest volume of business. They should be receiving three printouts a week during this time, but are only getting two.

The computer is used to match candidates names with vacancies. In turn the computer prints out slips addressed to each candidate with the matched vacancy information included. These are then mailed to the registrants. The following schedule was given to the writer to illustrate the time involved in this operation:

3-4 days used in opening the mail and coding the information for the computer. A student worker does the coding, but data processing does the keypunching.

5-6 days are taken by the data processing center to provide the matched information on printout slips.

5-6 days are needed before the slip actually reaches the registrant.

It was further pointed out that in most cases the counselor could be working with this same information, coming up with the same results within one to two days.
One counselor is assigned to act as a liaison with the data processing center. This takes as much as half of her working time when the system is having difficulties. A graduate associate also spends approximately twenty hours a week keeping the entire program moving.

Like the situation at the University of Illinois, the inadequacies of the service are not the fault of the computer per se, but of the organizational structure surrounding them. Since dissatisfaction with the program is continuing to mount within the office it can be anticipated that some change, either in improved service or in dropping the program, will be forthcoming in the near future.

**Michigan State University**

Unlike the other two schools using computers in their placement operation, Michigan State is quite pleased with their use and only anticipates continued expansion of their utilization. However, a major difference exists between the program at this school and the one at the University of Illinois and Indiana University. Michigan State's placement computer service is operated from a central bank of information shared by other administrative offices. That is, a student's name is only placed in the computer once and each office codes additional information into the computer in respect to their
needs. This affords much more speed and flexibility in asking the computer for information and also easily provides the placement office with additional information. For example, they could receive a printout of all winter quarter graduates, their sex, their department major, whether they are registered with the placement office and a host of other specific points of information. To this they can add specific placement information such as their job preferences, salary range, and an estimation of their ability.

One consultant acts as a coordinator for computer information. Clerical people do much of the coding and preparation of materials for the computer. Keypunching is done at the computer center.

The main purpose of computer usage is to provide consultants and employers with detailed information about the available graduates. They do not use it primarily for matching candidates with positions because they feel that is the responsibility of the registrant. However, printouts from the computer are used in preparing the vacancy bulletins which are mailed to registrants.

Efficiency and adequacy in the use of computers in this office can be attributed to the centralized system of computer usage and the size of the computer center. The office anticipates expanding the use of computers to provide increased amounts and kinds of information.
Computers have not been used by this office nor do they anticipate incorporating them. This is largely due to the fact that service from the data processing center would not be fast enough to make their use practical.

Concluding Remarks

The data presented in this chapter represents the information collected during observation and on-site visitations of placement offices which relates directly to the objectives of the study. The summary of these data, conclusions, and recommendations is presented in Chapter IV.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Background

The contemporary market for education graduates is frightfully depressed. This fact has given impetus to a review of placement services. For a period of months criticisms have been directed toward the Office for Educational Personnel Placement at The Ohio State University, charging its practices are ineffective and based on inappropriate philosophies, which no longer meet the needs of its constituents. The study reported herein was undertaken to review the current status of that office, to investigate like offices in other universities, and finally to make comparisons, draw conclusions, and present recommendations for the future operation of that office.

The writer was employed in the Office for Educational Personnel Placement during the 1971-72 academic year. Work experience, observations, and discussion within that office and a review of
literature related to the subject provided bases upon which to investigate like offices in other universities.

Five universities were selected for the investigation based on; the reputation or known facts about the placement services of the university, the size of the university, whether the university was located within close proximity of the writer, and/or whether the university was a member of the Big Ten Conference. The selected group of institutions provided a balance in the divergent aspects of placement which were investigated. The following institutions were selected for the study: Western Michigan University, The University of Illinois, Indiana University, Michigan State University, and The University of Michigan. Two of the schools, Western Michigan University, and the University of Illinois, were selected for pilot studies for the investigation. Although the interview scheduled and investigative techniques were altered and improved after the pilot studies, the writer determined that the data collected from these studies were, in fact, as useful and worthy as those received from the other three institutions. Therefore, the conclusions and recommendations presented are based on the investigation conducted in each of the five universities.

Data for this study were collected by analyzing empirical evidence and by conducting focused interviews with employees of
the offices investigated. Datum categories were described in terms of areas of concern expressed within the office at The Ohio State University and suggestions for efficiency and effectiveness found in the literature.

A survey of the literature indicated only limited materials have been published in this topic area. Printings in book form were more numerous in the late 1920's and the 1930's when the initiation of placement services in universities was receiving emphasis. Some of the evaluative criteria presented in the earlier writings were of worth to the study, but on a whole, conditions which exist today are not comparable to the situations described by those authors.

Government publications and other written educational efforts seldom pertain to the organization of a placement office or its practices; rather they are directed toward resultants of those factors.

The Journal of College Placement, a trade journal of placement officers, proved invaluable in presenting further evaluative criteria, descriptions of practices, and reviews of studies conducted to analyze practices and opinions involved in placement services. Valuable information and questioning was also presented with respect to computer usage. The writer was able to draw from this review an outline of the many factors needing consideration for insuring the effectiveness of this study.
Analysis of the Methodology

The major objective of this study was to design and present a plan of operation for a placement office, specifically the educational placement office at The Ohio State University. Such a task does not lend itself to experimental design. A descriptive study permitted the writer, after identifying many factors, to deal with each differently in terms of how it might affect the major objective. The writer could have conducted a descriptive survey dealing with various aspects of the placement function in many schools, but chose instead to pursue a comprehensive in-depth study of only a few operations.

The rationale for this decision was that the writer felt that to affect actual change in the Ohio State operation, any recommendation would need to be based on an understanding of its implementation at some other school. This, as opposed to a mere tabulation of responses which might indicate that a particular practice was followed, tended to be more comprehensive. Thus, the research tools for this study were essentially empiricism and focused interviews.

The recommendations presented at the conclusion of the study are drawn from the investigation of each office. No one office
presented a complete plan worthy of adoption, rather selected features from all are included, making the plan presented unique.

The writer was warmly received by the director and staff in each office visited. All appeared to be genuinely happy to cooperate with the writer in attempting to complete a thorough investigation of their office. The fact that each held a rather Augustan view of his operation was evident and may have contributed to this receptive attitude.

An entire day was spent in each of the offices. This did eventually allow enough time to deal with all of the questions of concern, but the writer was cognizant of the time factor throughout the day. Seeing no way to further shorten the interview schedule after the pilot studies, the writer felt instead a tendency to abridge the interviewees' conversation. This was often difficult to accomplish with tact and, therefore, caused the writer to experience frustration with the pressure of time constraint.

No amount of reordering in the questioning seemed to eliminate the overlapping of topic areas or the fact that questions not scheduled to be discussed until much later in the session came up earlier. There was no pattern to this occurrence between one school and another, so therefore, could be anticipated, but not eliminated. This caused some difficulty in maintaining order in the record keeping.
As the day wore on there was a tendency to accept less detailed explanations for various points. The writer attributes this to the fatigue factor caused by the pressure of covering an extensive number of items and issues by talking and listening intently with a number of people. Future investigators might find it advisable to consider scheduling two days or at least one and a half days for the research of each office.

Each office was quite willing to have the writer observe any worker or process and time was spent in such observation and casual interchange with employers. However, due to time limits, the writer felt the information acquired by this method tended to be superficial. This is partially explained by the fact that the knowledge and impressions held by the writer regarding the operation of the Ohio State office were acquired over a period of time through repeated observations from different vantages. Having this predetermined basis of comparison helped the writer know what to observe in the other operations. But, having the reference point could not substitute for the time needed to gain complete understanding of each process or to determine if similarities in personality factors among employees existed which may have had some bearing on their production and work effort.
The writer found difficulty in deciphering figures concerned with office activities in order to make comparisons or to draw conclusions. More extensive preliminary planning may have avoided this if each office could have been asked to use common criteria for tabulation. This seems highly improbable, however, due to the fact that each office tabulates the figures to serve its own purposes. Since the numbers dealt with were often in the tens of thousands, no one could have quickly retabulated them to serve the needs of the writer. Since there is no expedient remedy for this aspect of the study, future investigators are simply cautioned to be aware of such predicaments and to plan accordingly.

Some merit is seen in a possible case study or in-depth interview approach for later investigations of this type, but this would have to be done over an extended period of time or with a reduced number of offices. In summary, the writer was satisfied with the methodology used in this investigation for accomplishing the objectives of the study.

Summary of the Findings

It is evident that philosophies of placement which a university holds influence where placement operations will be located in the university structure and whether the operations will be centralized,
decentralized, or functionalized. Of the universities visited by the writer, only one other, the University of Illinois, has an operation that is as decentralized as the one at The Ohio State University. Two universities are highly centralized, Western Michigan University and Michigan State University. Functionalized operations are found at Indiana University and the University of Michigan. Although budget figures are not available for detailed comparisons, it is generally held that the functionalized and centralized systems are the most economical. The decentralized system does allow more personal contact with registrants, but calls for a great amount of duplication in efforts, personnel, equipment, and facilities.

Each placement office must have basic philosophies of operation before operational procedures can be developed. A placement office should meet the needs of several publics; students, employers, faculty, and staff. Rules, policies, and procedures are designed by the placement office reflecting the priority with which these constituents are served. Offices can be categorized by what direction of emphasis the operating processes take. The Ohio State University office appears to be particularly concerned with employers' satisfaction and with employee routine within the office. Indiana University approaches this extreme although certain efforts which they have taken cause the writer to place them more toward the
midpoint. The University of Illinois reaches the other extreme by caring very little about employer's preferences or pleasures and responds to students' expressions of needs and desires. Michigan State University and Western Michigan University attempt to find a balance in meeting both students and employers' needs. The University of Michigan leans toward students and feels more responsible for helping employers see the need for certain operational policies rather than for convincing students that they must adhere to regulations for the benefit of the employers.

All placement operations visited by the writer were found to be more open than the one at The Ohio State University. Only Indiana University approaches the closed nature found at Ohio State. Their operation is closed in that all registrants do not have an opportunity to view all vacancy notices, but open in that individual registrants are informed of vacancies which may fit their qualifications. The other four universities publish all vacancies weekly or bi-weekly in bulletins which are available to all active registrants.

Changes in placement operations serve to reflect changes in placement philosophies. The Ohio State University has experienced few, if any, operational changes in a number of years. This would tend to indicate philosophies within the office are essentially unchanged from what they were years ago. However, it must be noted
that the fact that this writer was employed to review, analyze, and suggest changes for that office indicates a willingness, if not a desire, to move in different directions.

Changes in operation and emphasis are noted at Western Michigan University, the University of Illinois, and the University of Michigan. Minor changes were evident at Indiana University. The nature of Michigan State University's attempt to make continual minor day to day changes and refinements in its operation minimizes the necessity of contemplating major changes. They are not experiencing any real changes in their basic philosophies of placement which are already established in the direction of student emphasis.

A current trend in the field of job placement is the incorporation of career planning facilities and personnel to guide students in their overall plans and preparations for an eventual career. Movement into a career planning approach to placement calls for a redirection of emphasis within the office. Career planning requires that efforts be directed toward helping students to adequately and appropriately prepare themselves for careers in the current market. Theoretically this will make job placement for them easier or even automatic.
Western Michigan University and the University of Michigan are moving in the direction of career planning while the University of Illinois is giving the idea heavy consideration. Both Michigan State University and Indiana University feel the purpose of the placement office should be to locate jobs and place qualified students in them. Their efforts are directed toward this task as opposed to working extensively with undergraduate career planning. The Ohio State University remains an operation directed toward job placement. Career planning has received no emphasis in the total operation.

The discussion to this point has served to represent the philosophies of placement which are held by the universities the writer investigated. The manner in which a placement office operates and the policies and procedures which are adhered to in that office tend to reflect these philosophies. The remainder of this section will be a summary of the operations observed and investigated in the six named universities.

The physical facilities available for the placement office operations range from crowded to spacious in the schools visited. All office units have the basic components of; a reception area, a credentials workroom area, individual offices for the professional
staff, interview rooms, and storage space. Western Michigan University, Michigan State University, and the University of Michigan have the most spacious quarters and have rooms in addition to those just listed. The Ohio State University, the University of Illinois, and Indiana University operate in confined locations. Little room is provided for students or other visitors and the employees must work in close quarters. A rearrangement of equipment and furniture could possibly relieve some of the crowded conditions. Note, the three crowded operations are found in the offices that are located in the Colleges of Education building.

Equipment found in the offices is quite similar. With the exception of the University of Illinois, all credentials are housed in four or five drawer locked files. Three of the schools use xerox machines to reproduce credentials while the other three use positive process machines, two Brunings and one Ozalid. A variety of supplemental pieces of equipment are found in the various offices, e.g., electric stapler, collator, Thermo-Fax machine, Gestetner off-set machine, addressograph machine, postage meter, automatic feeds on xerox machines, and a perforator on a xerox machine. Each of these affects the orderliness of the operation of the office in which it is located and if any one office could have them all, it could not help but improve efficiency. Such an illusion does not appear practical, however.
Budget figures were requested, but very little information was given to the investigator in this regard. It does appear that universities operating decentralized systems of placement spend more dollars on the total university placement operation when considered on a per students basis. The functionalized system can be more thrifty, but the centralized system appears to be the most economical operation when simply talking about cost dollars.

Many differences are found when describing the ratios of staff to registrants within the offices. A comparison of these ratios illustrates some interesting points. When considering total staff ratios, there are only 187 more active registrants in the largest ratio than in the smallest and this concerns populations of from 3,015 to 12,777.

There has been concern at The Ohio State University that the office is not adequately staffed with clerical workers. The clerical staff to registrant ratios would seem to indicate that The Ohio State University office is not understaffed when compared with other operations. Of course, flexibility does increase when there are more persons involved in an operation and this should be taken into consideration since Ohio State is sixth out of six in total number of clerical staff.

In contrast, when comparing professional staff ratios with other offices, it is evident that The Ohio State University has a
considerably higher ratio than all others except Michigan State University. Since Michigan State does not profess to attempt the degree of individual attention that Ohio State would like to give, their figure can almost be discounted. Looking at the other figures, though, it is apparent that each professional staff person at Ohio State could be responsible for 1058 registrants. The University of Michigan also has a high ratio with 1109, but like Michigan State, their operation is not designed to necessitate a lot of extended contact with individuals. The three other operations; Indiana University, Western Michigan University, and the University of Illinois, all have considerably lower ratios with one to 716, 870, and 887 respectively.

Similarities exist in the staff personnel organizational patterns of these offices, yet upon examination, differences are evident. At The Ohio State University and the University of Illinois all clerical persons report directly to an office manager. The other four offices have a person who supervises clerical personnel, but in each case there are some clerical persons responsible immediately to the director. This allows the director freedom in assigning work which facilitates his job. The Ohio State University, Western Michigan University, and the University of Michigan have designated persons who serve as assistant or associate directors. The University of
Illinois has a coordinator of counselors who acts as an assistant director in the absence of the director. Indiana University has not designated an assistant director, but appoints someone to serve in that position in the absence of the director. At Michigan State University, each consultant bears the title of assistant director and all hold equal rank with responsibility for supervising certain clerical workers.

All offices have persons who serve as counselors or consultants. Some of these are full-time employees while others are graduate assistants who work part-time. Consultants are either assigned to assist registrants in specific subject area fields or they serve as general career planning counselors. Three of the five schools visited employ consultants to work with minority students.

Printed annual reports listing facts and figures of the placement operation are considered necessary publications by all of the schools except The Ohio State University. They have not released one in several years, and those formerly presented were brief, mimeographed copies. Schools printing annual reports each year distribute them extensively about the campus. They are printed in a manner other than by a typed mimeographed copy system and generally have some type of fiber cover. Schools using computers
in their operation are able to collect many of the figures in this report from the computer data.

Although the literature on placement operations often mentions the involvement of an advisory committee, only two of the schools visited have a group like this that actually functions. Two others have such a group in name only while two, including The Ohio State University, have none. Indiana University and the University of Michigan who do have functioning committees feel they are quite worthwhile and recommend the practice. The other offices, excluding Ohio State, feel their operation would not be greatly affected by including such a committee.

It is not difficult to become eligible to obtain service from any of the placement offices visited. Attendance at the university is all that is needed to qualify as an undergraduate. For a graduate student to obtain service from a placement office, he must take the following number of credit hours at the named universities: Western Michigan University 8, University of Illinois 1, Indiana University 30, Michigan State University 1, and the University of Michigan 12. The Ohio State University has no credit hour requirement, but does require a person to submit two references from persons who taught courses which they took. This would tend to give them between 4-6 credit hours.
All offices require registration in order for persons to receive the full services of the office. However, Western Michigan University and Michigan State University will allow students to schedule on-campus interviews without being a registrant of the office. Registration materials are available in all office reception areas. In addition, personnel at Western Michigan University, the University of Illinois, Indiana University, and the University of Michigan attend methods classes to distribute registration materials.

The offices at Western Michigan University, the University of Illinois, and Indiana University require registrants to sign an authorization form which allows the office freedom in submitting credentials to employers.

Western Michigan University, Michigan State University, and the University of Michigan do not require any references to be included in the individual's files. However, it is recommended to students that they should obtain references including a student teaching report. The decision is left with the registrants. Indiana University only requires one reference which is generally a student teaching report. Only the University of Illinois and The Ohio State University require as many as three references including the student teaching report.
References are considered confidential at all schools except Michigan State University where non-confidential files are established. The University of Illinois permits an option for non-confidential files, but finds few people electing to exercise it.

All offices have the same policies regarding the removal of negative references. In addition, they are consistent in refusing to accept references that are not solicited by the registrant. An exception to this is the practice at The Ohio State University of the office asking principals or supervisors of first year teachers to submit a report on their progress which is included in their credential file.

All of the offices visited take clerical time to retype references that have been submitted on improper forms. However, only The Ohio State University also attempts to retype any references that appears messy due to the writer's haste or other factors. The clerical personnel in this office are also required to use a double check system of proofreading which is time-consuming.

Registrants in each office are entitled to life-time service. In effect, this means a person may reactivate his file at any time in his life, but he must be prepared in all cases to update, or in some instances to submit a complete set of new forms. Four offices automatically deactivate all files at the beginning of the academic
year. Ohio State allows persons to remain on active until they contact the office.

The placement office at The Ohio State University makes only a minimal effort in advertising its services. An occasional notice on the bulletin board and visits to student teaching seminars is all that was noted. Printed information concerning careers, school districts, or graduate schools is quite limited and poorly displayed.

In contrast to The Ohio State University, all of the schools visited use the school newspaper and/or campus radio and TV stations to inform students of placement activities. They also attend numerous classes and student meetings to distribute materials. Each of the other offices prints at least one flyer of information with some publishing much more. Literature and other information about careers, and school districts is also limited at the University of Illinois and Indiana University, but is extensive at Western Michigan University, Michigan State University, and the University of Michigan. In addition, Western Michigan University and Indiana University have developed video-tapes to aid registrants in learning interview techniques.

Research studies and surveys are conducted routinely by the offices visited. Results of these studies aid the consultants in effective counseling. Counseling interviews are optional at all of
the other schools. Counselors in the Ohio State office spend a major portion of their time in required counseling interviews with new registrants and in the paperwork involved in nominating candidates for all vacancy positions. Possibly due to this fact, few research studies have ever been engaged in by the office and none have been done in recent years.

Only Indiana University joins The Ohio State University in not publishing vacancy notice bulletins. Indiana contacts registrants individually and Ohio State relies on the employer contacting the candidate with some exceptions. Bulletins are free and are mailed to off campus registrants by the other schools. The University of Illinois does require the registrants to pay the postage. Except at The Ohio State University and Indiana University, counselors encourage candidates and employers to make use of the open system of placement. Therefore, they do not spend a lot of time matching registrants with vacancies on an individual basis. When matching is done, it is primarily by subjective means.

Only The Ohio State University attempts to respond to credential requests within one day. Most operations endeavor to give two day service, but two offices admit they may take as long as three days. During the busy season the University of Michigan can be as
many as five days behind. Credentials will not be sent out by Ohio State unless two references are on file and the candidate has had an interview with a counselor. All other offices will send the credentials out without reference requirements having been met. Three offices charge for credential service with a fourth planning to initiate a charge next year.

Three schools claim to "flag" a few questionable candidates in their files so that those files are not sent out routinely. However, the number this concerns appears to be far fewer than those so noted by the Ohio State office.

Three schools have microfilmed files for a period of years, but in each case they are currently expressing dissatisfaction with the relative cost and usefulness of such methods. All are strongly considering the possibility of discontinuing the process and all recommend that other offices avoid entering such an operation.

Figures concerning vacancy notices, credentials, and placements were collected to provide a means of comparison between the offices in respect to the volume of work encountered by each staff. These figures when interpreted with those found in Figure 1 (number of staff), tend to give some impression of the workload placed on office personnel. No firm conclusions can be interpreted
from the data because of the varying nature in which the figures are compiled.

Arrangements and details concerning recruiters coming to campus are handled by a secretary in every operation except the ones at Western Michigan University and The Ohio State University. In the latter cases the assistant director communicates with the school district. Three schools, including Ohio State, mail a special bulletin announcing recruiters pending visits to campus. The other schools include this information with their vacancy bulletins. Only two offices attempt to restrict the number of interviews a person may sign up for at one time. Western Michigan University and Michigan State University permit only two signups the first day. The University of Illinois and Michigan State University require undergraduates to come to the office to sign up for an interview as opposed to phoning.

Group interviews are routine at the University of Illinois; generally scheduled in addition to individual meetings at Michigan State University, and the University of Michigan; often scheduled by request at Indiana University; and seldom scheduled at Western Michigan University or The Ohio State University. Recruiters are given options of 15, 20, or 30 minute interval schedules. The trend seems to indicate a preference for 30 minute meetings.
Credentials are prepared in advance for recruiters in all schools except the University of Illinois. At the latter school recruiters may request that credentials be sent the following day for any candidate who has been of interest. Recruiters are provided coffee and doughnuts at three schools, coffee only at two, and one office requires that recruiters pay five cents a cup for coffee. A special coffee room is provided for recruiters at Michigan State University, the University of Michigan, and Western Michigan University.

Investigating the use of computers in placement operations has shown that such usage is only practical when service from the data processing center can be rapid and easily accessible. Because this is the case at Michigan State University, they use computers for a variety of purposes with a good deal of satisfaction. Indiana University and the University of Illinois do not have that extent of cooperation and facility with their respective data processing centers and, therefore, experience continual frustration with slow service.

The preceding summary has shown the differences and similarities which exist between The Ohio State University placement office and the operations of five other universities where the writer visited. In all but a few instances, The Ohio State University is
alone or among the minority in practicing a given philosophy or operation. This fact causes the writer to draw a number of conclusions that will aid in making suggestions of philosophical and operational changes which may cause The Ohio State University placement operation to be more efficient and effective.

Conclusions and Recommendations

It was not the intent of the writer to judge operational procedures observed and discussed in the offices visited in terms of how those procedures affect that particular operation, or of making recommendations directed toward these schools. Rather, it was the writer's purpose to draw from the investigation philosophies and procedures which could be instituted in the Office of Educational Personnel Placement at The Ohio State University to affect a change and improvement in that placement operation.

In an effort to further the reality of actual implementation of the recommendations presented in this study, the writer met separately with the business manager and each dean of the College of Education at The Ohio State University, a total of six people, to discuss the topic of placement and the placement office. The writer was particularly interested in how these persons viewed the existing Ohio State University office, what they felt the role of a placement
office ought to be, and what features should be included in any plans for changing the existing operation. These meetings also provided an opportunity for the writer to seek each person's reactions to the findings of the investigations conducted at five other universities. Without identifying the individual respondents, the following review of their discussions with the writer is presented as an introduction to the writer's conclusions and recommendations.

It is obvious that the administrators of the College of Education recognize the fact that review and possible reorganization is needed for the placement office. All of them acknowledge that they have received or are aware of negative reactions about the placement office from students and faculty. There is some tendency for these to be increasing, but caution is expressed in accepting the total validity of such comments. Some responsibility for whatever state of affairs may exist is borne by this administrative group in that they admit that a "blue print" does not exist within the College which clearly states what the role or direction of the placement office should be. The formal formation of such philosophies seems to have been endlessly lost in the overriding pressures of daily administrative operations.

Yet these individuals as a group feel some description or plan of philosophy and operation should have been forthcoming from the
office itself by this time. They feel much more aware and clear regarding other operations within the College, because of the existence of such written efforts. Time prohibits any extensive on-site visits on their part as a means of gaining understanding of the operation. The absence of such understanding likely influences the support given to the office. There is strong indication that financial support, although limited in amount as it is for all operations of the University, would be given more cooperatively and in greater amounts if only the office could present a clear plan for the utilization of funds showing anticipated outcomes.

The same situation exists regarding support through additional personnel. Student employees have been available to the operation in the past, but an attitude has existed within the office that the nature of their business is so confidential that outsiders dare not be involved in the operation. In this regard, the office is viewed as emitting a closed, cryogenic atmosphere. There is some question whether responsibility for this condition in fact should be attributed to the nature of the operation or to some other undescribed human factor. It is often felt that operating priorities of office personnel may be determined in terms of "their" operation rather than with regard for the purposes of the College.
A like circumstance is alluded to regarding additional facilities. Administrators of the College have resisted requests for additional space for office operations when they have been accompanied by descriptions or explanations of how such increased footage would be used.

Each administrator had a clear picture of what he felt a placement office ought to do and provide for the College of Education. Their individual views often complemented each other. The following paragraphs serve to review their impressions. There is unanimous feeling that above all, the placement office should be a service office for the College and its students and students should feel a freedom and desire to seek assistance from the office, knowing it will be of benefit to them. Mention is also made of the possibility of unifying other student service offices of the College with the placement function. Such an effort would provide centralization, encourage a progression for student experiences, and avoid duplication of records.

There was also agreement that the placement office should provide information for students at all stages of their college career. Vocational counseling and career planning emphasis was suggested and encouraged.
The office should serve as an important bridge to the field. Public relations for the University should be enhanced by the efforts of this office.

A major focus of the office should be to assist students in finding employment commensurate with their competencies. An effort should be made to seek employment opportunities for all graduates of the College, not only teachers. Special attention should be directed to "where" graduates and alumni are placed, giving consideration to the influence The Ohio State University can play in affecting leadership of the country.

The office should also engage in research and followup studies, the results of which would enable them to serve their constituents more appropriately. Information derived from such studies should also be directed to the faculty, influencing the total College effort.

The writer reviewed with the administrators findings of investigations conducted at five other universities as compared with the operation at The Ohio State University. There was concurrence that many of the salient points of interest to the writer were of concern to them as well. Without exception, there was agreement that the office should move rapidly to an open placement system, that a balance should be reached in emphasis between students and employers, and that, in general, much more responsibility should be placed on students in the job seeking process.
There was a need felt for more exposure of students, more data on alumni, new ways for presenting candidates, and the possible use of computers or other automation. The belief was expressed that the faculty should assume a moral burden in placement efforts. A strong bridge needs to be built between the faculty and the office. Of particular concern is graduate placement where competency must be discussed candidly.

In essence, the writer found the administrators of the College of Education in general agreement regarding their perception of the placement office, the role they viewed for the placement office, and immediate needs for the placement office. At the conclusion of these meetings the writer felt left with a distinct impression that a comprehensive plan of operation for the placement office, based on a thorough study of like offices in other universities would not only be accepted, but anticipated.

Beyond this fact the writer was cognizant of the placement office director's desire for a revised plan of operation for the office. His support in conducting the study indicated his willingness to give concentrated attention to the end product. It was with this hearty attitude of receptivity that the writer completely reviewed and studied the proceeding work experiences and investigative findings.
and set about the task of drawing conclusions and recommendations. The remainder of this section deals in detail with all aspects of a placement operation. It was not the writer's intention that these items be considered independently; rather it must be recognized that the plan has to be conceptualized "in toto."

Centralized-Functionalyzed-Decentralized Operation

It should be obvious to the reader that operating eighteen independent placement services, as The Ohio State University does, has to be more expensive than a consolidated operation(s). The mere duplication of staff, equipment, and facilities must account for a staggering expenditure. A further financial factor is found in an examination of figures which indicate that centralized and functionalized operations produce, on an average per registrant, fewer sets of credentials than do decentralized operations. One can conclude positively that this indicates that the efficiency and effectiveness of the centralized/functionalized operation enables registrants to find job placements more easily. Or, a negative conclusion can be drawn that the operation is so large that registrants have difficulty receiving service on multiple requests.

Opponents of centralization usually express concern over the lack of individual attention in a large operation. This can be countered
by assigning staff members within the operation to be directly responsible for particular groups of registrants; in effect the same responsibility that exists in the decentralized system. Persons so assigned can work as cooperatively with faculty and as individually with registrants as their counterparts in the decentralized system. Consolidation would cause individual offices to lose the advantages gained by close proximity to a particular department, school, or college.

Whether service to Ohio State students and to the employers of those students can be significantly improved through centralization remains to be determined through further extensive study. Persons other than the director of the educational placement office or the Dean of the College will make those decisions. Therefore, at this time, the writer merely recommends that such a study be conducted and that a further investigation be undertaken into the feasibility of any change.

The conclusions and recommendations presented in the remainder of this chapter will be made with respect for their probability and feasibility of implementation by the College of Education and/or the Office of Educational Personnel Placement at The Ohio State University.
Direction of Emphasis

The office is very much oriented to the employer's satisfaction and to the convenience of the office employees. Policies, regulations, and procedures have been developed which have often taken these factors into consideration while ignoring the rights or concerns of students or other registrants. The only option or responsibility the student now has in this placement operation is to decide whether or not to register with the office.

With a recognized acceptance of the need and desire on the part of students to accept responsibility for their own actions, the writer recommends that policies and procedures be developed which place a major share of the responsibility for decision making in regard to job placement on the student. Such decisions to be made with full benefit of counseling and additional information. Implementation of the additional recommendations presented in this chapter will, in effect present that opportunity and will cause the office to move toward a balance in student-employer emphasis.

Open Vacancy System

The closed system of vacancies that now exists in this office prevents registrants from having knowledge of job opportunities and causes them to have to rely on a counselor to nominate them for a position or to learn of vacancies through other sources. In this
system, the probability is high that one registrant might be nominated only a few times while another person may be suggested often. It also ignores the possibility that a registrant might change his geographic preference or other self-professed limiting factors if he knew of opportunities in a different location or of a different nature. The system in effect is a screening process for the employer which may or may not be what the employer wants. In addition, clerical involvement in typing nominating letters and reproducing credentials, many times for persons not even interested in the position, is extensive and time-consuming.

It is recommended that the operation change to an open system of vacancies, making public all listings. Some employers will invariably ask for a limited number of candidates to be nominated for a position. The writer suggests that these be honored, particularly for the public school and higher education administrative positions, but that efforts be made to discourage such requests. Beyond this, employers should be informed that although nominations will be made, the vacancy will still be listed publicly with a note that limited nominations were requested.

A further recommendation on this point is that when changing to this system the following steps must be taken:
1) Employers, registrants, and faculty must receive a rationalization for and a notification of the change. This should be done with a letter, flyer, or through other printed means.

2) Definite efforts must be made to educate employers regarding the listing of vacancies. They must accept responsibility for being descriptive and thorough in their statement of required qualifications and depiction of the vacant position.

3) Registrants must be counseled to be selective in their applications. They must realize the necessity of fully meeting the qualifications the employer has listed. They must also realize that if the listing notes that "limited nominations" were requested, they should first speak with a counselor before making application for the position.

4) The School of Music, the Division of Men's Physical Education and Educational Administration would no longer receive separate listings of vacancies in their area. Instead, they would receive the vacancy bulletin to be discussed in detail later in this paper.

5) Nominations made by faculty members should continue to be honored. If it is known to the placement office that an individual is not qualified or not interested in a particular position for which he is nominated, the faculty member should be notified of that fact.

Career Planning and Job Placement

The activities of the office are now directed toward job placement. The writer accepts the value and need advocated by supporters of an operation that includes career planning assistance. Such assistance to include; counseling with a career planner, guidance
in undergraduate course selection in view of placement trends and opportunities, a vocational information library, and information and advice concerning graduate schools.

Ideally, these functions could blend with job placement, the efforts of the Undergraduate Advisement Office, the Office of Student Field Experiences and possibly the Office for Field Relations. However, this is only truly practical when these efforts can be nearly centralized within the College of Education so that the professional staff from each area may function together cooperatively, record keeping can avoid duplication, and students are faced with only one center for all related assistance. Recommendation is made that further study in the near future be given to the possibility of a unifying merger between these offices. Because this type of information and guidance is needed by today's student, though, it is further recommended that the existing placement office immediately redirect its efforts and emphasis to include career planning assistance.

As an indication of commitment to this end, the title of the office should be changed to: Career Planning and Placement Center.

Physical Facilities

The physical space presently available to the placement operation is quite limited. A rearrangement of the clerical workroom
furnishings could affect more spacing in that area, but would do nothing to relieve the crowded reception area, to provide space for a student information library, to accommodate recruiters, or to provide space for additions to the professional staff.

There has been some mention within the College that the offices for placement could be moved to another location. If such were the case the writer recommends a facility that can provide a central reception area with adjacent professional offices, six to eight interview rooms, a lounge area for recruiters and other visitors, and space for the clerical workroom area. The workroom must be large enough to accommodate employees and their equipment, but as a rule more space should be allotted to the public area than to the interior work area.

Since movement to such a facility is essentially hypothetical, the writer has devised an alternate plan which entails, 1) rearranging the existing office unit, and 2) including the three classrooms on the West side of the adjoining hallway. Figure 9 diagrams the placement office as it now exists. The following recommendations are made for reordering work space, furnishings, and office assignments to affect facilitation of the total operation. All changes can be accomplished without extensive remodeling. Figures 10 and 11 further clarify these recommendations.
Figure 9: EXISTING PLACEMENT OFFICE FACILITIES
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY
1. Move all clerical operations to the three northern most classrooms on the adjoining hall. Centralize all storage of supplies in this three room area and assign the room as follows: (See Figure 10)

   a. The South room to be used for one clerical worker and registrants files.
   
   b. The center room to be used for one clerical worker, the xerox machine, and any other mechanical equipment.
   
   c. The North room to be used for a pool of three clerical workers, including the office manager.

2. Use the existing workroom area for a central reception area to provide for: (See Figure 11)

   a. Housing a career planning library, reading area, and employer information display area.
   
   b. Locating a clerical worker who will serve as a receptionist for the area and will perform secretarial duties for the professional staff.
   
   c. Locating a clerical person who will serve as a secretary for the director and will assist with the total operation.

3. Use the existing reception room to house one professional designated as the career consultant. The additional space this room provides can be used to display career-oriented information not found in the central reception area. The atmosphere should be one that informally "invites" students to come in and discuss their questions and ideas with the career consultant.

4. Use the small interview room on the immediate South of the existing reception room as an entrance to the
Figure 10....PROPOSED EXTENDED PLACEMENT OFFICE FACILITIES
USING THREE EXISTING CLASSROOMS, WEST SIDE OF NORTH/SOUTH HALLWAY
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY
Figure II..... PROPOSED REASSIGNMENT OF EXISTING PLACEMENT OFFICE FACILITIES
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY
projected central reception area. In addition to serving as an entrance-way, large bulletin boards can be installed in this area to be used for the advertisement of current placement information.

5. Retain the three southern-most interview rooms for that same purpose. Use any one of these rooms for the placement of any storage cabinets needed for materials in excess of what is to be stored in the clerical area.

During the period of the year when recruiters do not visit the campus, allow students to use the room for quiet study, viewing audio-visual materials, or small group discussions.

When additional interview spaces are needed during the busy season of the year, implement either of the following recommendations:

a. Provide two booth type areas on the East side of the projected reception area by means of portable partitions.

b. Eliminate external access (by means of a curtain or sawhorses) to the North/South hallway for the distance encompassed by the existing office unit and the three additional classrooms. With portable partitions, arrange as many additional interview areas as needed.

6. Assign the existing associate director's office to the director to give the director immediate access to the central reception area and the clerical personnel in that area. Remove the curtains on the windows toward the projected reception area to eliminate the illusion of isolation.

7. Describe the existing director's office and counselor's office as the offices of Job Placement Consultants and assign same to them.
8. Contract with the Art Department to provide appropriate drawings, paintings, prints, and other esthetic appointments to bring about a transition in atmosphere from that of threatening formality to enticing confortability.

Equipment

The office is well supplied with major mechanical equipment at this time. Mechanical file storage is not recommended because the benefits derived from its use would not justify the potential cost to this operation.

Recommendation is made for the purchase of an electric three-hole punch, in the event vacancy notices are filed in three-ring binders. An automatic feed accessory for the Xerox machine, theoretically, should increase the speed of reproducing credentials. However, there is evidence to indicate that this accessory has not been perfected to the point of giving reasonably trouble-free operation. As soon as the Xerox representative can assure the clerical staff that this item will give satisfactory service, it should be purchased.

After reviewing the handling of the U.S. Mail through the campus post office, the writer concludes that there would be no advantage gained in renting a postage meter by this office.

In lieu of computerization, serious consideration should be given to the purchase of a McBee Keysort coded Card System for the
storage of active candidate's cards. This would provide the consultants with a ready means of identifying candidates through a number of different categories; e.g., geographic, subject, experience, position, et cetera.

Budget

The office does not have a fixed budget which necessitates the director's negotiating with the College administration for most expenditures. Recommendation is made that the College of Education allow and encourage the director of the office to prepare an estimated budget reflecting the needs, concerns, and projections for all aspects of the office. After appropriate negotiation and determination of a final budget figure, the director should be permitted freedom in manipulating that budget to meet the needs of the office.

Clerical Personnel

When considering ratios of personnel to registrants, the Ohio State office is not grossly out-of-line with other universities with respect to numbers of clerical workers. However, the total number of persons used in this figuring is fewer at Ohio State than at any other school. Recognizing that flexibility and continuity in assignment of duties is facilitated by increasing the number of persons in
a given operation, the writer recommends hiring a total of seven full-time clerical employees for this office. In effect, this would mean extending two positions now full-time for part of the year to full-time year around, or the equivalent of one additional clerical employee.

It must be noted that although the ratios referred to above are similar to those found in other universities, other operations are supplemented by a number of student helpers not counted when figuring the ratios. The writer concludes from observation and discussion that student helpers do not pose a problem in regard to clerical ability or in respect to the confidentiality of placement records. Therefore, the office should make every effort to supplement the clerical staff by including as many student helpers and/or work-study persons as the College of Education will permit. A concentrated effort should be made to locate Black persons to fill some of the clerical positions, both full-time and student workers.

In order for the seven employees and the student helpers to accomplish the clerical tasks of the office, a complete revision and reorganization of work efforts must transpire. Some changes will be obvious if recommendations which follow in succeeding sections are realized. Beyond this, the following reassignment of clerical personnel is recommended. (See Figure 12)
Figure 12: PROPOSED PERSONNEL ORGANIZATION
CAREER PLANNING AND PLACEMENT CENTER
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY
1. Assign a clerical worker to the director of the office to serve as secretary and to assist with all aspects of the operation as deemed necessary.

2. Assign a second clerical worker responsible to the director to serve as a receptionist for the central reception area and to perform secretarial tasks for other professional staff members.

3. If student help becomes available, assign at least one worker to the professional aspect of the office to assist both the receptionist and the director's secretary.

4. Retain the position of office manager, but make this person responsible for only the clerical staff directly involved with the production of credentials, vacancy bulletins, files, etc.

Professional Personnel

When considering ratios of professional personnel to numbers of registrants, it is evident that the Ohio State office is understaffed when compared with other universities, particularly when compared with the other two offices operating within Colleges of Education (the University of Illinois and Indiana University).

In the universities visited there is no precedent for creating or continuing an associate director's position for an operation the size of the one at Ohio State. The writer recommends abolition of this position followed by the creation of three consultant positions of equal rank and significance. In effect, this would mean the addition of one full-time professional position and the extension of
one position from eighty-five percent time to full-time. Every
effort should be made to hire a Black person for one of the con-
sultant positions. The possibility of hiring a former Ohio State
University "name" athlete for this position in his "off season" should
be investigated. The title "consultant" is recommended as opposed
to counselor to imply that assistance is readily available at the
registrant's option.

The professional staff should have the following areas of
responsibility assigned to their positions: (See Figure 12)

1. Director
   Administration of the office
   Administrative placements

2. Career Planning Consultant
   All career planning activities

3. Job Placement Consultant
   Elementary education placements
   Special education placements
   Art, Music, and Physical Education placements

4. Job Placement Consultant
   Secondary Education placements
   Higher education placements

These responsibilities can be innerchangable as time or
need suggests or necessitates.
Annual Reports

An annual report is not published concerning the facts and figures of placement other than brief information about graduating seniors. It is very difficult to draw conclusions, make comparisons, or project futurity without more extensive information presented in a readable form. It is recommended that an annual report be compiled, that it be inclusive of all meaningful figures regarding office activities, and that a budget allocation be provided so that it may be printed and distributed to the administration of the College and to each department. The report published by the Career Planning and Placement Office at Western Michigan University provides an excellent format to follow in preparing this report.

Advisory Committee

Advisory Committees tend to be limited in their real involvement with placement activities. Inclusion of such a group appears to be a tactical move to appease constituents. The writer recommends the abandonment of any immediate plans to initiate such a group at Ohio State. Rather, implement the plan of operation presented in this study for one year with a concentrated effort to improve communications of the office, both in sending and receiving. At the close of the first year, reconsider the need for such a committee.
Eligibility

The following statements of eligibility are recommended. Any person attending The Ohio State University as an undergraduate student in the College of Education is eligible to register with the placement office. Any person with six or more graduate credit hours from The Ohio State University is also eligible to register with the placement office.

Registration

Materials for registration have not received wide distribution in the past. Interested students have come to the office to pick-up the packets of forms. Materials should remain available in the office, but consultants should also attend methods classes and student teaching seminars to distribute packets more extensively.

Further, consideration and planning should be given to the initiation of a series of seminars for students to gather in large groups in order for consultants to talk with them about the services of the placement office. Registration materials would be distributed at these meetings.

Although registration should not be required before a student can use the facilities of the office or before he can speak with a consultant, they should have the option of registering at any time during their college career. Early registration would provide them
with a depository for performance evaluations obtained through work experiences and/or activities of a field study nature prior to their senior year. Records of this type could be presented to prospective part-time employers, in effect enabling students to present themselves in a more professional manner.

Credentials are often sent to employers without a registrant's knowledge. This can occur because of a nomination made in his behalf by a placement officer, or due to a prospective employer's requesting credentials before the candidate has decided to further pursue a particular position. The probability is limited, but the possibility is real that legal complications could arise from such action. To prevent this from happening use of the following statement or one similar, to be signed by the registrant is recommended:

**Authorization For Sending Of Credentials**

I hereby authorize the Career Planning and Placement Center for Education to release my credentials to prospective employers. Information included in these papers will have been submitted by myself or by other persons at my request. Student teaching evaluations may be included.

The Career Planning and Placement Center is not obligated to notify me when credentials have been
requested by an employer, or sent in support of a nomination for me by the office staff.

Date: ______________ Signature: ______________
Typed Name: ____________

References

It is fair to conclude that faculty references do not hold the influence with employers that they have been credited with in the past. When faculty references are routinely required for graduating seniors, employers express the opinion that their experience has shown that a major portion of such references exude eulogistic commentary. This is likely due to the fact that many faculty members express reticence in making any negative statements about a person that might be interpreted in such a way as to prevent his getting a job. To do so at any great length might also cast aspersion on their involvement with the student.

Obviously, faculty members have the option of refusing to write a reference for a candidate whom they do not support and some at Ohio State do exercise this. However, most of the faculty, realizing that services of the placement office will be denied to the student without references on file, will cooperate. Unfortunately, it is this same realization that often causes faculty to write references for
persons whom they know only superficially. Thus, it can be concluded that employers who are aware of this circumstance may make decisions about applicants on factors other than routine faculty references. Student teaching reports and personal interviews would appear to have much more bearing on a candidate's acceptance.

Students at Ohio State are denied interviews and credentials will not be sent out if two faculty references are not in their credential file. This often penalizes the student for the tardiness of the professor. It forces students to find some way to tactfully prod the professor to complete the writing of the reference with haste.

Considering the foregoing discussion, the writer recommends that the policy of the placement office be one of not requiring faculty references as a basis of determining whether services will be extended to the registrant. Instead, the following educative measures should be taken: 1) Students should be counseled that descriptive references solicited from persons well acquainted with their performance and personality can be quite meaningful to prospective employers; 2) faculty members should be encouraged to write references only for persons with whom they feel well acquainted and to be fair in presenting a complete evaluation of the individual, and 3) employers should be educated to accept the validity of faculty references written at the author's option with discretion.
Student teaching reports should continue to be sent to the office automatically from the Office of Student Field Experiences. These should be placed in the credential file of all persons who register with the office and held for a period of five years for all persons who do not register.

Persons using the placement services who have had professional experience should also be counseled regarding the advisability of including in their file statements of performance from each of their employers. Again, this can be encouraged, but should not be required before services of the office will be extended.

The writer further recommends that all written evaluations remain confidential at this time. However, the professional staff must be continually cognizant of current trends, existing court rulings, and forthcoming legal precedents which may necessitate a redefining of this position in the not too distant future.

For the purpose of enhancing a positive image, affecting clarity, and maintaining uniformity, the references received by the office should continue to be reviewed and possibly retyped before final inclusion in the registrant's credential file. However, clerical personnel must be instilled to take the responsibility of producing error free work, eliminating the time consuming necessity of double checking and proofreading each others materials.
Lifetime Service

Lifetime service should be explained to the constituents of the office as meaning the services of the office will be available to an Ohio State graduate or other registrants of the office for his professional lifetime. This would eliminate the necessity of seniors signing waivers of service. The individual assumes the responsibility for notifying the office if he wants his file reactivated. The office may in turn inform him that he must update or complete registration forms if an extended time-lapse has transpired since the file was active, or original registration forms were never completed. In effect, this means a graduate of Ohio State who does not register with the office during his senior year may create a file at some later date. If the time-lapse is over five years he will lose the benefit of the inclusion of his student teaching report, since these will be destroyed after five years for all non-registrants.

All files should be deactivated September 1st for the purpose of order and organization within the office. The office should communicate with all active registrants prior to September 1st to give them an opportunity to indicate a desire to continue on active status after September 1st. Failure to respond with such notification should cause the file to be deactivated.
Registrants' files should be held in an inactive state for ten years. At the end of ten years if absolutely no contact has been made with the office concerning the registrant's file, it should be destroyed. Any contact whatever, including only an address change, would cause the office to retain the file. Any person whose file was thus destroyed would be entitled to reestablish a file in his name by completing new registration forms at any time.

Publications and Communications

The absence of printed materials concerning placement office services, purposes or recommendations limits the general public in its knowledge of that operation. At least two pieces should receive immediate attention. A booklet describing registration procedures, services, and consultive assistance should be prepared for students. This should also include suggestions for writing resumes, letters of application, and tips on how to pursue job opportunities. A second booklet or flyer should be prepared that is directed at employers who seek services from the office. It should describe what services are available, suggestions for sending recruiters to campus, directions and information about the campus, and possibly, some words about the anticipated supply of teachers coming from the College of Education.
Steps should be taken to develop an extensive library of information about careers in teaching and education related fields. Information and intelligence should also be accumulated about facts and natures of school districts both inside and out of the state of Ohio. Graduate catalogs for universities throughout the country should be acquired. Lists of names and addresses of school districts should be available to help registrants locate names and addresses to direct correspondence for job information.

Recommendation is also made concerning the use of the student newspaper, The Lantern, and the WOSU radio station. The news media should be used for advertising purposes to encourage students to use the services of the office and for release of news features reporting activities of the office. Consideration should also be given to listing on-campus recruiting schedules in The Lantern.

A cooperative relationship must be developed between each department of the College and the office. This calls for meetings between the office personnel and the individual faculties. Faculty chairmen should be invited to the office for a personalized description of office practices. Faculties should be encouraged to either work collectively in communicating with the office or appoint a particular person to be responsible for this effort. This communication should be continuous and should not be assumed; rather the office must initiate this contact.
The director and consultants should devise a schedule whereby time is allotted for them to visit in the field. Efforts should be made to get into a number of school districts throughout the state to determine current practices and philosophies. Such knowledge should influence the counseling and placement of graduates.

In view of the fact that professional publications in the area of placement are limited, it is recommended that this office subscribe to the Journal of College Placement. Although some articles are focused on centralized placement operations, many have implications for an educational placement office. Review of these articles would keep the professional staff apprised of current practices in placement.

Research Studies

Once the office established itself in the pattern of operation suggested by the recommendations contained herewithin, time and effort can and should be directed to conducting studies that will provide the office with information upon which to base future counsel and operating procedure. Information too should be provided to the faculty so that they may adequately perceive and respond to the contemporary market.
Vacancy Notices

The initiation of an open system of placement will necessitate the publication of vacancy notices. This is essentially a clerical operation. As vacancy listings are received by the office they should be directed to one professional staff member who would be responsible for reviewing the request, noting whether limited nominations were requested, and forwarding the notice to the clerical person responsible for preparing the vacancy bulletin. The clerical person should take from the listing the following information to be presented in a uniform manner: school district, address, person to whom to direct application, vacant position listed, description of the position, salary if listed, any restrictive qualifications, and deadline for application. Initially, one bulletin, listing all vacancies should be published. Eventually two bulletins may be more useful, one for teaching positions and one for non-teaching and administrative positions.

The same bulletin should be used to relay information about recruiters coming to campus for interviews. This would eliminate the need for the TIPS (Teacher Information Placement Service) sheet now used for notifying registrants. The bulletins should be typed by the clerical staff in the office and printed in the most economical method available by duplicating services in the College of Education. Bulletins should be released weekly from January through August and
bi-weekly for the balance of the year. Copies should be sent to each department chairman to be distributed to the faculty.

Bulletins should be available free of charge in the reception area of the office. In addition, any registrant upon payment of a $5 fee should be able to receive the bulletin through the U.S. Mail. It should be made clear to the registrant that this is not a fee for service, but is merely a charge to partially cover postage and handling. The charge described in this way is intended to aid in defraying the expense of moving to this system, to provide the on-campus student or other persons with the option of coming to the office for a free copy, and to justify activating registrants' files who have little intention of changing positions, but want to "shop" the market.

Reproduction and Mailing of Credentials

Credential requests coming to the office have generally been acted upon within one day. Nominations from within the office have usually taken longer. If the open system of operation is initiated, it is anticipated that most requests for credentials will come from outside the office rather than from within. Therefore, it is recommended that the clerical staff not attempt to give one-day service on these requests, but instead reorder their operation to provide two and no more than three day service. Registrants who can verify
that they are visiting a school district for an interview or who are attempting to meet an application deadline should be given special consideration.

A dutch-door should be installed on one of the clerical workrooms. (See Figure 10) Students should approach that door with their requests for the sending of credentials. The student should deal directly with the clerical staff in this matter. It is further recommended that a form be designed (See Appendix p. 266) similar to the one used by Michigan State University upon which the registrant prints or types the name, title, and address of the person to receive the credentials. After the credentials have been pulled and reproduced the same form can then be put in a windowed envelope with the credentials and mailed. The form also includes printed information informing the receiver of who has requested that the credentials be sent and what should be done if the person is hired.

No charges should be made for credential service. This should be one concrete evidence of service provided by the office.

Being cognizant of the legal ramifications of maintaining a "locked file" for credentials belonging to persons of questionable character, as determined by office personnel, it is recommended that this file be immediately disbanded. Persons who display erratic behavior will undoubtedly not be able to conceal it from a prospective
employer. Persons convicted of sexual deviancy will have had their certificate suspended. The writer suggests there is little else that should have justified excluding persons from service in the first place.

**Mail**

When the mail is delivered to the office it is recommended that it be delivered to the receptionist in the central reception area. She should immediately sort it and distribute it to appropriate persons. The nature of her job is such that she can perform this duty without totally neglecting her role as the receptionist. In effect, this permits other clerical staff to concentrate fully on other tasks.

Office personnel deliver outgoing mail to the mailroom daily by 2:30 P. M. Employees of the mailroom have assured the writer that if outgoing mail were also delivered to the mailroom by 12:00 noon it would reach the U. S. Mail faster. Therefore, it is recommended that office personnel make two deliveries a day to the mailroom in an effort to give the most rapid service. In essence, work completed in the morning and delivered to the mailroom by noon would likely reach constituents a day sooner.

**Microfilming**

The writer has concluded from the dissatisfaction expressed by each office that has been involved with microfilming its files,
that the process is excessively expensive, time-consuming, and of little value once it is completed. Therefore, it is recommended that files be retained in the manner described under Lifetime Service and that the responsibility for timeless record keeping be left to other offices of the University.

Recruiters and Interviews

A major portion of the arrangements for the scheduling of recruiters' visits to campus is of a clerical nature. Details concern: scheduling a date, subject fields in which the recruiter is interested, length of interviews, types of interviews, number of recruiters from one school, and directions to the campus. All of these can be handled adequately by clerical personnel. It is recommended that the director's secretary be responsible for all arrangements concerning recruiters and that she seek assistance from the receptionist when it is warranted. This action would free professional personnel to use the time now expended in this endeavor to better advantage.

Interview schedules should be set at twenty or thirty minute intervals at the recruiter's option. The office should make every attempt to have the recruiter agree to schedule two group interviews, one in the morning and one in the afternoon. The group interviews would serve two purposes: 1) To afford additional registrants an
opportunity to be seen by the recruiters when there are no individual interview times left, and 2) to give registrants an opportunity to gather general information about a district when their desire to eventually go there may be somewhat limited. This would then leave individual interview times for persons who would actually intend to go to the district if asked.

Recruiters' schedules should be announced in the vacancy bulletins discussed in a preceding section. Further investigation should also be given to the possibility of listing such schedules in The Lantern.

A day each week should be designated as the first day to make appointments on the recruiters' schedules. Individuals should be permitted to make only two appointments on that day. These should be allowed to be made by either appearing in the office or by phoning the office. If an individual arrives at the receptionist's desk at the same time another phones, the person phoning should be put on hold and the person in the office should be given precedence. If it is obvious that one worker can not respond to both the people in the office and those on the phone, another worker should assist her until all appointments have been scheduled. On the day following the first signup, individuals should be permitted to schedule additional
interviews if appointments are still available. They should also be given the option on either day of attending a group interview session.

The office should continue to prepare credentials in advance for all registrants whom the recruiters will meet. It is questionable whether this is necessary for those persons meeting recruiters in a group session. It is recommended that initially they be prepared and after several sessions the director attempt to evaluate with the recruiters the worthiness of this effort.

Coffee should be prepared for the recruiters and provision for this expense should be included in the budget for the office. As recruiters come to the office they should be greeted by both the clerical person who will communicate with them during the day and a professional staff member. A special effort should also be made to have The Lantern available for them when they arrive. They should then be taken to their interview space where their schedule and credentials should be waiting.

**Computers**

It was not within the scope of this paper to fully investigate the implementation of a computer program for this office. It is apparent from the investigation that the benefits derived from using computers are directly proportional to the availability and organization of the data processing center. The Ohio State University is well
known for its leadership in Computer Assisted Instruction. It is also known to lag in initiating computer usage commonly used at other universities, e.g. library operations and class scheduling have only recently been handled by computer. It is, therefore, questionable as to how rapidly and effectively computer usage could generally improve the operation of this office. Without doubt, if such facility is or becomes available to the office, the breadth of service and depth of knowledge which its usage would provide could not help but be of value to the total operation. Further extensive investigation of this issue is recommended.

Office Hours

Undoubtedly all offices would function more easily if their doors were closed to the public for periods of time during the day. However, for an office whose very existence depends on its service to that public, it is imperative that the doors remain open during the full working day. The fact that the placement office doors are closed to the public for a period of three hours a day (including one hour at lunch) has been distressing to students and faculty alike. A good deal of ill-will has been created among constituents in an effort to provide the clerical workers with additional time to do their work. Without question, the recommendation is that the doors of the office
be open from 8:00 A.M. to 12:00 P.M. and 1:00 P.M. to 5:00 P.M. The reorganization of staff and reordering of assignments described in this total section, if implemented, should allow for this extension of service time.

Every effort should be made to provide a means of answering the phone during the lunch hour. This is especially warranted in the interests of those who may be phoning long-distance. It is recommended that rotating lunch hours be established among the clerical staff in order to provide this service.

**Concluding Remarks**

A plan of operation has been prescribed for the existing office of Educational Personnel Placement. Implementation of the recommendations presented herein will, in the writer's opinion, cause that office to become truly service oriented, efficiently managed, and effectively successful as a Career Planning and Placement Center for the College of Education at The Ohio State University.

**Visionary Comments**

Philosophically the writer views the implementation of the plan presented in this study as a means of improving the efficiency and effectiveness of the services provided by the placement office.
There is ample indication that such implementation would enhance relations within the College and improve public relations with constituents while actually meeting the needs of all more adequately and appropriately. Yet, the writer is cognizant that the concepts and suggestions for action presented herein will not be received by the office staff or all of its constituents with total approbation.

Most of the recommendations offered call for changes, sometimes drastic, in philosophies and practices which have existed unquestioned for years. However, the fact that they have remained unquestioned must not be accepted as testimony of their appropriateness. If it were, repeated requests for review and report would not be evidenced nor would the operation differ as conspicuously as it does from other like operations.

Educators have long been aware of the resistance to change which exists in some people. However, techniques for combating such opposition have been described, tested, and proven effective in the literature and in practice. It behooves all who are concerned with the operation of the office cited in this study to recognize and employ whatever means are necessary to accomplish the objectives of implementation.

The writer views the total implementation of this plan as only a first step in moving toward the wide realm of placement possibilities.
Unending eventualities can be conceived, but all are based on an envisionment of the implemented plan. Conditions of the future caused by both societal change and legalistic rulings may well call for further alterations, more severe than those presented here. The office must be ready to adjust to whatever the contemporary situation demands while always anticipating the future. Creative thinking must be inspired and rewarded.

The commentary in the remainder of this section is based solely on visions which the writer has of placement possibilities. Questions are raised in an effort to stimulate and induce imaginative interpretation and response to the changing conditions which the office will inevitably have to face.

It is highly likely that the credentials aspect of the placement operation will become nothing more than a mechanical/clerical operation and may even disappear completely. Court rulings already exist which prevent employers in the state of Florida receiving confidential credentials for administrative applicants. Employers in the state of Colorado must make files of employees available to them if requested. This reflects on the confidentiality of credentials if they are retained by the employer after hiring. It is probable that court rulings will not lean toward permitting these records to be classified as privileged communication. Thus, if the office
focuses a major portion of its attention on the establishment and maintenance of credentials, it may find itself eventually out of business.

Perhaps an entire new method of presenting candidates is called for. What about candidates supplying audio and/or visual materials to introduce themselves? Could telephone and/or television interviews be considered and arranged? Creative steps could be taken to interest employers in The Ohio State University graduates. What about making slides or film presentations available for recruiters to view or to send to prospective employers? Programs within the college could be shown. Research studies could be explained, illustrating practical implications. Faculty members could engage in commentaries which would enable employers to feel more "acquainted" with them and, therefore, feel they know more about the students they have taught. Maybe vignettes of selected graduate students would even be appropriate.

If the office accepts the philosophy of providing assistance for the student in determining careers as well as eventual placement it can not avoid expanding career counseling. Consideration should be given to coordinating field experiences and summer employment with career objectives. Could the office organize summer intern opportunities for students? Upperclassmen need more information
about negotiated contracts and fringe benefits. What do they look for? How do they evaluate pension programs? Finally, a complete program would provide assistance for graduates in the field amounting to more than mere notification of the vacancies. What are the possibilities outside of teaching?

Placement officers must discover employment opportunities which exist in places other than schools and universities. Practically all major concerns and corporations have a division for education. What are the opportunities with insurance companies, motels and hotels, department stores, amusement centers, and even banks? Would it not be appropriate to place College of Education graduates in these positions? What of the influence Ohio State could affect with such placements?

The benefits derived from computer usage must be given serious consideration and eventually realized. Besides providing quick retrieval of information concerning facts and figures and assisting with office routine, computers could be available for direct use by students. Is it possible that a registrant could describe himself to the computer and then receive information which matches him with careers or jobs? What about printouts of all available jobs in a particular geographic area or a specific subject field? Terminals are located throughout the Ohio State campus. Could a student use
the terminal as a quick check for the latest vacancies, coming to
the office only for further details? Why not printouts of names
and addresses to assist the candidates with correspondence? Event­
tually computer terminals will be placed in schools through the state
to provide additional learning resources. Will placement be ready
to have its information included? The writer does not suggest that
computer usage could or should replace the consultant's efforts,
rather the breadth and depth of knowledge available through this
means should make the consultant's role more meaningful and
effective.

Closed circuit television also provides an avenue for reaching
candidates. Not only could instructional information be presented
in this manner, but why not establish a set time each day for re­
viewing additional vacancies received by the office? Perhaps recruiters
could provide video-tapes of their schools to be presented prior to
interview signups to promote more appropriate matching of interests.

In these and all other visionary approaches, emphasis must
be placed on positive thinking. Too often while pursuing creative
thinking, natural inclinations cause persons to postulate all negative
rationalizations for the probable failure of particular ideas. This
can not be accepted if progress and effectiveness is to be achieved.
Dear ____________:

This is to confirm our recent telephone conversation regarding my anticipated visit to _________________ and your placement office. I will plan to arrive ___________ at ___ and will count on spending the entire day viewing the operation with your direction.

I very much appreciate your willingness to meet with me to discuss your office procedures. Enclosed is a brief outline of the types of information I will be seeking during this visit.

If you need to contact me, please call the Educational Placement Office at The Ohio State University (614-422-2741), or direct correspondence to my home: ___________________, Columbus, Ohio 43211.

I look forward to meeting you and your associates. Thank you for your pleasant response to my request.

Sincerely,

Phoebe Wienke
Graduate Research Associate
The Ohio State University
Information Attached To Letter

My doctoral dissertation is to concern the operation of the Educational Placement Office of The Ohio State University. The objective of my study is to be able to present a plan of recommended operational practice for that office. In this effort I plan to determine the current status of the Ohio State University Office and to investigate the operational procedures and available services of the placement offices in selected universities.

I will try to briefly state the types of information I would like to gain from my visit. Some of this you may have in printed form that I may take with me to study upon my return, allowing more time for on-site observation, I leave that to your discretion.

In order to grasp a total picture of the situation in each office I would like to know about the following:

Personnel (number, assignments, duties, length of service, etc.)
Equipment (Card sorters? Computer? Other)
Facilities (square feet, interview rooms, other)
Types of services attempted
Policies (credentials, vacancies, interviews, fees)
Record keeping procedures
Follow-up activities
Cooperation with other faculty
Research activities
Guidance and counseling activities
Affiliation with branch campuses

I would like to obtain specific figures for the following items, if they are readily available:

The number of registrants
The number of placements for 1970-71 and a total figure for the past five years
The number of recruiters on campus - any increase or decrease noted in the past five years
The number of vacancy notices received
The number of interviews held on campus with recruiters
The number of interviews held with students for counseling purposes
The number of credentials sent

The following items will aid me in comparing office settings:

The organizational structure of the university showing the hierarchy encompassing the Placement Office
The line staff relations within the Placement Office
The budget allocations for the office showing expenditures for salary, travel, equipment, et al

In addition to the above information, I would like to discuss with you the following questions:

1. Has the office experienced an increased demand for service? From registrants? From employers? If so, has the efficiency of the office been affected?

2. If computer service is available, is it able to contend with any increased demand?

3. What are the established priorities for service? To whom are the priorities directed?

4. Has the office undergone any major change in operation in recent years? If so, what was the impetus for this? How was the change accomplished?

5. Is there an advisory committee for the placement office?

In summary, in an effort to envision an ideal, I am trying to determine what strengths and weaknesses exist in current practices. Then, I will consider what steps are feasible in moving toward that ideal and finally, how, when and in what order those steps should be taken.

I will undoubtedly think of more questions to ask before I arrive and I encourage you to gather any other information you feel will be useful to in this effort.

I greatly appreciate your assistance.
INTERVIEW SCHEDULE

Questions addressed to the Directors of the Placement Offices Visited:

Background Data

1. Is the placement function of your university centralized, functionalized, or decentralized?

2. Where is the placement office in relation to the total organization plan of the university?

3. To whom does the director report?

4. What are the line-staff relations within the placement office?

5. Is there an annual report of the office published? If so, to whom is it distributed? May I have a copy?

6. What is the annual budget of the placement office? Who administers that budget?

7. What is the role of the faculty in the placement operation?

8. Is there an advisory committee for the placement office? If so, what groups are represented by its membership?

9. What are your established priorities for service? Is your emphasis directed toward registrants or toward employers?

10. Has the office undergone any major changes in operation in recent years? If so, what was the impetus for the change and how was the change accomplished?
Means of Providing Information

11. What information is available to tell of placement services? May I have copies of any catalogues, handbooks, brochures or flyers?

12. Is the school newspaper, radio or TV used to publicize information?

13. What efforts have been made by the office in regard to research studies?

14. Do you followup graduates? If so, for how long and to what extent?

15. Do you have any means of communicating regarding successful performance of registrants in their placements?

Matching Candidates With Employers

16. Are nominations of candidates made by the placement officers?

17. How are matches made? Are they subjective or objective? Do you use computers, key sorters or other devices?

18. Do any departments handle their own placements?

Computer Usage

19. Do you use computers? If so, is the service satisfactory?

20. Can computers cope with any increased demand for service?

21. Who does the key punching?

22. Where is the data bank located?

23. What is the time lapse for turn around with the data processing center?

24. What are your reactions to computer usage?
Counseling Services

25. Do you sponsor any formal courses in job finding or interview techniques?

26. Please describe any classes, seminars, or student meetings which you sponsor.

27. Do you plan any career conferences, pre-enrollment orientations or special events?

28. Is there a reading room maintained with recruiting literature?

29. Is there information on the current market scene? Is occupational literature available?

30. Is there a library of college graduate catalogs available?

31. What efforts are you making in the area of minority needs?

Supplementary Information

32. What facilities are available for the placement operation?

33. Do you provide testing services for the university?

34. How do you deal with branch campuses?

35. What are your greatest problems?

36. What are the major roadblocks you face in improving service or operations?

37. What creative means do you feel you take to solve problems within the office?

Questions Addressed to Assistant Director or Appointee: (In reality some of these were addressed to the director when time permitted)

Administration

1. How many employees are in the office? Number of clerical and professional?
2. Who is responsible for hiring and firing the staff?
3. Who assigns work responsibilities?
4. Are there job descriptions available for each position?
5. Has the office experienced an increased demand for service? Has the efficiency of the office been affected by this?

Registration and References

6. Who is eligible for service?
7. Is there a minimum number of references required? Is there a maximum number of references permitted?
8. May a candidate take an interview without references in his file?
9. Are poor references removed from an individual's credentials?
10. Is there a "locked" file of registrants? If so, who merits inclusion in this file?
11. Are credentials confidential?

Credential Service

12. What is the length of time needed to process a request for credentials?
13. Do you charge any fees? How is any bookkeeping handled?
14. Is there a limit on the number of sets of credentials any one candidate may have sent?
15. How long is your service offered to registrants?
16. Are there any restrictions on reinstating an individual's file?
17. Do you microfilm files? What are your reactions to microfilming?

Questions addressed to the Office Manager:

Facts and Figures

1. What are the office hours for service?
2. What equipment do you have; duplicating, xerox, files, etc.?
3. How many registrants did you have in 1970-71?
4. How many vacancy notices were received in 1970-71?
5. How many campus interviews were held in 1970-71? Was this more or less than previous years?
6. How many placements were made in 1970-71?
7. How many alumni reactivated their files in 1970-71?
8. How many sets of credentials were prepared in 1970-71?

Vacancy Notices

9. Are vacancy notices publicized?
10. How are notices prepared? Who is responsible for this?
11. Are alumni notified of vacancies and interviews?
12. Are other departments notified of persons on the active list of registrants?

Interviews and Recruiters

13. Who is responsible for coordinating interview details?
14. How far in advance are interview dates set?
15. How are interview dates advertised?
16. How early are students informed of interviews on campus?
17. How do students sign up for on-campus interviews?
18. Are the number of interviews per student restricted?
19. Do you screen candidates before interviews?
20. Are group interviews scheduled?
21. How much time is allotted per interview?
22. When is interview literature distributed?
23. Are complete credentials given to recruiters?
24. How are recruiters received when they arrive in the office?
25. How are students called to the interview room?
26. What social arrangements do you make for recruiters? Is coffee served?
27. What information do you provide for recruiters before they come to campus?

Procedures
28. Please explain the registration procedure.
29. Please explain the credential procedure.
30. How is the mail handled and distributed?
31. Is office routine centralized or functionalized?
CREDENTIAL TRANSMITTAL FORM

<table>
<thead>
<tr>
<th>Candidate's Name</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Maiden Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree:</td>
<td>B</td>
<td>M</td>
<td>D</td>
<td>ALUM</td>
<td>Student Number</td>
</tr>
</tbody>
</table>

The attached credential file is being sent at the [ ] Placement Bureau's [ ] employer's [ ] candidate’s request.

*It is not necessary to return this file. However, please complete this form and return it to us if our candidate was hired.*

If so, what is our candidate’s job title and monthly salary? Did the Placement Bureau assist you directly [ ] , indirectly [ ] , or not at all [ ] in obtaining this candidate? If we may be of further assistance, please contact us.

**Contact Person**
Name & Title
Organization
Name
Street No.
City, State & Zip

PLACEMENT BUREAU
Student Services Building
Michigan State University
East Lansing, Michigan 48823

Sample of the type of Form recommended for use by:

Career Planning and Placement Center
College of Education
The Ohio State University
REVIEW OF RECOMMENDATIONS

It is anticipated that persons may be interested in a quick review of the recommendations presented in this thesis. The review presented here is intended to provide the cursory reader with a ready reference of those recommendations. The statements here will give the gist of each recommendation, but the reader is encouraged to refer to the text for complete understanding of the considerations and implementations relative to each item.

1. Undertake a study to determine the feasibility and practicality of the University's moving to a functionalized or centralized system of placement. This, of necessity, will involve persons other than placement office personnel.

2. Investigate the feasibility of unifying the offices of Undergraduate Advisement and Student Field Experiences with the placement function to provide for centralization of services and an elimination of duplicated efforts and records.

3. Recognize that completion of the above-mentioned investigations would of necessity entail a considerable amount of time. Provide in the interim a placement service that is efficient and effective in meeting the needs of today's registrants.

4. Conceptualize the recommendations presented in this thesis as a total plan and attempt to implement them as such. Recognize that a "piece-meal" approach to implementation is not practical and would not be effective.
5. Develop policies and procedures of the placement office which place a major share of the responsibility for decision making in regard to job placement upon the student or registrant.

6. Change the office operation to an open system of vacancies, making public all listings. Continue to honor faculty nominations of graduate students.

7. Redirect the efforts and emphasis of the office to include career planning assistance.

8. Change the title of the office to Career Planning and Placement Center.

9. Include three classrooms on the West side of the hallway with the existing office unit. Rearrange and reassign the existing office space. Use artistic appointments to encourage informality.

10. Purchase an electric three-hole punch and consider an automatic feed accessory for the xerox machine. Consider purchasing a McBee Keysort Coded Card System for consultants' usage.

11. Permit and encourage the director to prepare an estimated budget for the operation of the office. Place the responsibility for manipulating and allocating the funds within that budget with the director.

12. Add an additional clerical worker. Use student employees and work-study students. Attempt to employ black persons in some of these positions.

13. Reassign clerical duties making provision for some workers to report directly to the director and others to an office manager.

14. Abolish the position of associate director and create three consultant positions of equal rank and significance.

15. Add one additional professional employee and extend one existing professional position from 85 percent time to full-time.
16. Refer to the professional employees, other than the director, as consultants. Further describe the consultants as one career planning consultant and two job placement consultants.

17. Compile, print, and distribute an annual report concerning the facts and figures of the placement office's activities in addition to a reporting of senior placements.

18. Postpone any plans of appointing an advisory committee for the office until the herein described plan has been implemented for one year.

19. Make a clear statement of eligibility for registration.

20. Initiate a series of seminars for students to provide consultants an opportunity to describe services of the office and distribute registration materials.

21. Do not require registration prior to using certain services of the office, but do permit registration at any time during a student's undergraduate years.

22. Have registrants sign a form that authorizes the office to send credentials to prospective employers.

23. Do not require but encourage faculty references in credentials. Continue to automatically file student teaching reports in credentials.

24. Retain the confidentiality of credentials at this time.

25. Place the responsibility for error free work upon each employee. Eliminate time-consuming double-checking and proofreading.

26. Provide lifetime service for all persons eligible to register with the office. Eliminate the signing of a waiver for these services.

27. Deactivate all files on September 1st of each year.

28. Hold registrants' files in an inactive state for ten years and then destroy them.
29. Prepare and publish at least two booklets which describe the office's registration procedures, services, and consultative assistance regarding tips for pursuing job opportunities.

30. Develop an extensive library of information concerning careers for graduates of the College of Education. Include a collection of graduate school catalogs and information about particular school districts inside and outside of the State of Ohio.

31. Use the news media, particularly The Lantern, to advertise the activities and services of the office. Consider listing on-campus recruiting schedules in The Lantern.

32. Develop a cooperative relationship between each department of the College with the office. Invite faculty chairmen to the office. Devise a means of direct communication with each department.

33. Devise a schedule for the professional staff personnel that permits them time to visit in the field throughout the state.

34. Subscribe to the Journal of College Placement.

35. Conduct research studies designed to provide the office with information upon which to base future counsel and operating procedures and to give the faculty accurate insights of life in the field.

36. Publish a vacancy bulletin to announce the listings received by the office. Announce on-campus recruitment schedules in the same bulletin, thereby eliminating the TIPS sheet.

37. Charge registrants a $5 postage and handling fee to help defray the cost of mailing the above mentioned bulletins.

38. Do not attempt to give one-day service in sending credentials, rather assume two-day service is routine.

39. Deliver out-going mail to the College of Education mailroom two times a day. Retain the 2:30 P.M. delivery, but add an additional delivery prior to 12:00 P.M. each day.
40. Install a dutch-door on one of the classrooms suggested for inclusion in the total office complex. Permit registrants to deal directly with the clerical workers when requesting service pertaining to credentials.

41. Do not charge for credential service.

42. Disband the "locked-file" and treat all files with the same accord.

43. Do not attempt to microfilm any files.

44. Make the director's secretary responsible for all arrangements concerning recruiters involved with on-campus interviewing.

45. Encourage recruiters to include at least two group interviews on their schedule.

46. Designate a first day for making appointments on recruiters schedules. Permit an individual to signup for only two appointments on that first day.

47. Continue to prepare complete credentials of registrants to be reviewed for the recruiter.

48. Provide coffee for the recruiters in such a way that socialization and an inner-change of ideas is encouraged.

49. Accept the hypothesis that using computers would increase service and extend the breadth and depth of knowledge available to and from the office. Engage in further extensive investigation with the Data Processing Center at The Ohio State University concerning the practical aspects of implementing such usage.

50. Open the doors of the office to the public from 8:00 A.M. to 12:00 P.M. and from 1:00 P.M. to 5:00 P.M. Arrange for having the phones answered during the noon hour.
BIBLIOGRAPHY

Books


Unpublished Information

ASCUS. "Results Of October 12, 1970 Survey of 500 Offices." Hershey, Penn: December 11, 1970. (Mimeographed.)

"A Statement Concerning The Ohio State University Placement Service." The Ohio State University. 1961. (Mimeographed.)

Blanke, Virgil. "Comments and Suggestions Concerning Placement." Memorandum issued April 23, 1970. The Ohio State University. (Dittoed.)


"Division of Appointments, Bureau of Educational Research: History." College of Education, The Ohio State University. Undated. (Typewritten.)

"Report on The Ohio State University Placement Services." The Ohio State University. 1957. (Mimeographed.)


"Survey of 118 Employers." Career Planning and Placement Office, Western Michigan University. 1971. (Typewritten.)


Wohlers, Arthur E. Letter to Lester Smith, The Ohio State University. Undated. (Typewritten.)

Interviews

Anderson, Donald. Associate Dean, College of Education, The Ohio State University.

Ardis, Evart W. Director, Career Planning and Placement Center, University of Michigan.

Blanke, Virgil. Assistant Dean, College of Education, The Ohio State University.

Cunningham, Luvern L. Dean, College of Education, The Ohio State University.

Gates, Terry. Assistant Director, Office of Professional Services in Education, University of Illinois.

Hellenga, Robert. Director, Career Planning and Placement Office, Western Michigan University.
McBee Keysort Card System. Salesman's presentation.

MacMinn, Paul. Assistant Dean, College of Education, The Ohio State University.

Severino, D. Alexander. Associate Dean, College of Education, The Ohio State University.

Singleton, John D. Director, The Placement Bureau, Michigan State University.

Smith, Lester. Business Manager, College of Education, The Ohio State University.

Voorhies, Wm. T. Director, Bureau of Educational Placement, Indiana University.

Wohlers, Arthur E. Director, Office of Educational Personnel Placement, The Ohio State University.