

# Demographic and Personality Type Characteristics of Advisory Committee Members at a Technical College

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## Abstract

The personality types in a population of advisory committee members at a two-year technical college were found to differ significantly from those in a general population of college graduates in terms of information acquisition, decision making, and lifestyle preferences. However, when compared to the population of students enrolled at the technical college, the personality types of the advisory committee members were found to differ significantly only in terms of life style preference.

The typical advisory committee member at this college was found to be a 46 year-old male with an associate or baccalaureate degree. This individual has been a member of an advisory committee for 6.9 years. There is a lack of gender and ethnic diversity among the advisory committee members. Less than 15% of the members are female and, with the exception of one person, all individuals in the population are Caucasian.

## Introduction

The Ohio State University Agricultural Technical Institute (Ohio State ATI) is a two-year technical college located in Wooster. Ohio State ATI offers 16 technical programs (majors) in horticulture, agriculture, business, and engineering technology and has an enrollment of about 900 students.

The Ohio Board of Regents, which oversees all public higher education programs in Ohio, recommends as part of the formal program development process that two-year institutions. "Form local advisory committees, comprised of individuals who are not employed by the institution, and who either earn their living doing that for which the program would prepare students, or would be the most likely employers of such individuals" (Ohio Board of

Regents, 1995, p 401.2). In keeping with this philosophy, program advisory committees have always been included as an integral part of the educational process at Ohio State ATI.

The importance and advantages of advisory committees (sometimes referred to as councils or boards) in higher education programs has been well-documented. Mullinix (1998) includes identifying appropriate educational objectives, developing program curricula, and facilitating program assessment among the benefits of advisory committees. Gonzenbach, et al. (1997) emphasize curriculum development, equipment procurement, job placement, and internships as areas in which advisory councils can make important contributions. Teitel (1994) lists and discusses input from a variety of perspectives, tuning a program to ensure the relevance of its content, providing access to jobs and internships for students, and adding clout and legitimacy to a program as practical reasons to establish an advisory committee. Silver (1992) states that advisory board members can provide expertise and insight based on their life and work experiences. He also notes that they can help students find information about careers, help faculty update their professional skills, and help faculty and administrators restructure the curriculum.

The Potomac State College, West Virginia University requires advisory councils for each technical area. Listed in the College's *Guidelines for Advisory Councils* (1992, p 1), are the following ways that the advisory councils are expected to enhance the technical programs:

1. Assist in annual and long-range planning.
2. Advise on current and long-range labor market trends.
3. Assist with occupational/community surveys as related to technical education needs of the community and area.
4. Review and advise faculty concerning appropriateness of course content for labor market needs.
5. Assist with on-the-job training for students and full-time placement for graduates.
6. Facilitate the development of a positive relationship between Potomac State College and the community.
7. Assist in the development of priority lists regarding the procurement of equipment, supplies, and monetary donations to the units and/or College.

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8. Assist with annual program review activities.
9. Identify and assess community resources that will offer support to the College's instructional program.

The 16 Ohio State ATI advisory committees and their members likewise play a major and active role in the educational programs and processes at the college. However, the opinions, suggestions, and recommendations of the individual committee members will be influenced by their demographic and personality type characteristics.

It has been documented (Myers, et al., 1998) that personality types have an important effect on the occupational preferences of individuals. Individuals differ in the way they think and work. People are naturally drawn to occupations that they find are interesting, motivating, and personally fulfilling. As a consequence certain types will predominate, although individuals with a variety of personality types will be present in any occupational area.

Therefore, the question arises as to what are the specific demographic and personality type characteristics of the Ohio State ATI advisory committee members and how do they compare to other populations? This article provides results of a study conducted to address this question. A review of the literature did not reveal any previous studies involving the demographic and personality type characteristics of college advisory committee members.

### Objectives

The objectives of the study are to:

1. Determine the demographic and personality type characteristics for the current population of Ohio State ATI advisory committee members.
2. Compare the personality type characteristics of advisory committee members with those for other populations including Ohio State ATI students.

The Myers-Briggs Type Indicator® (MBTI)<sup>4</sup> is used as the vehicle for determining the personality types of the committee members. It has been administered on a voluntary basis to incoming Ohio State ATI students since 1991 and individual results are shared and discussed with students as part of a required first-year orientation course. Composite results for the student population are maintained in a campus data bank.

### A Brief Overview of the MBTI

The MBTI is an instrument based on the work of Swiss psychiatrist Carl Jung and was developed over a 20-year period by Isabel Myers and Katherine Briggs (Myers, et al., 1998). Personality types are characterized by four pairs of

letters with a total of 16 possible combinations (MBTI types). The four pairs are designated by the following letter combinations which represent MBTI preferences: E or I (Extroversion versus Introversion), an indication of the manner in which a person is energized; S or N (Sensing versus Intuitive), an indication of the way a person prefers to receive information; T or F (Thinking versus Feeling), an indication of the manner in which a person prefers to make decisions; and J or P (Judging versus Perceiving), an indication of how individuals prefer to live their lives. Readers interested in a more detailed explanation of the MBTI are referred to Myers et al. (1998), Johnson et al. (1994), and Provost and Anchors (1987).

### Sources of MBTI Data for Comparisons

Given the problems of reaching and testing representative samples with any written questionnaire, true type distribution for any population may never be known. In addition, given that the MBTI is descriptive rather than prescriptive in nature, the personality type which represents the best fit for some of the individuals who complete the instrument will not be the same as the reported type. It is important that these factors be kept in mind when using MBTI in comparative studies such as the one reported in this article.

The survey described later in this article was used to obtain MBTI (and demographic) data for the advisory committee members. As stated earlier, a data base of MBTI results for Ohio State ATI students is maintained on-campus and results for the 1991 - 1998 period were used for the MBTI profile of the student population.

MBTI data for populations from two of the industry segments from which the advisory committee members are drawn is available for comparison. Willoughby and Zimmerman (1998) conducted a survey to determine the MBTI profile of a population of golf course superintendents who are members of a regional association in Ohio. Voltz and Zimmerman (1999) completed a similar study of landscape company managers who are members of a statewide (Ohio) association.

MBTI data for various representative populations are available from the Center for Applications of Psychological Type" (CAPT)<sup>5</sup>. This organization has a detailed data bank (Macdaid, et al., 1986), which the authors used as the source of MBTI data for other populations to which the committee members were compared.

## Materials and Methods

### Survey Method and Procedure

Membership lists of the 16 program advisory committees (209 individuals) were obtained from the

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Director's Office during Autumn Quarter, 1999. Survey materials were sent to these individuals and included the following: 1) a cover letter and instructions. 2) the MBTI Form G question booklet. 3) the MBTI Form G answer sheet, and 4) a stamped pre-addressed envelope for the return of all materials.

In addition to completing the MBTI instrument, committee members were asked to complete several sections on the answer sheet dealing with demographic information. Participants were also asked to indicate whether or not they wanted to attend a follow-up session to be held on-campus at a later date during which they would be provided with an interpretation of their MBTI results. Individuals who chose not to complete the survey were asked to return all blank materials. A follow-up letter was mailed to those who did not return either the completed or blank materials about four weeks after the initial mailing of the survey.

### Statistical Analysis

MBTI data were analyzed using the Selection Ratio Type Table (SRTT), a PC software program available from CAPT (Granade, et. al., 1987). SRTT determines the probability of differences in the distribution of the following (each referred to as a cell in the table produced as a result of the statistical analysis) for a sample population compared to a base population:

1. The 16 MBTI types (ISTJ and ENTP are examples)
2. The E-I, S-N, T-F, and J-P preference pairs
3. A number of subgroups based on any two of the preferences (ST and NJ are examples)

This program uses Chi square (or Fisher's exact probability if cell frequencies are 5 or less) to determine if differences between values in the two populations are significant at the  $p < .05$ ,  $p < .01$ , or  $p < .001$  levels of confidence.

The variable used to indicate differences in the two populations is the selection ratio. If the ratio is more than 1.00, there is a greater observed frequency in that cell of the table than expected when compared to the base population. Likewise, if the ratio is less than 1.00, there is a less observed frequency than expected.

## Results and Discussion

The number of members on each of the 16 advisory committees and information about the surveys returned is shown in Table 1. A total of 82 completed and 3 not completed surveys were received from the population of 209 committee members based on the first mailing. An additional

21 (10.0%) of the survey packets were returned, either accompanied by statements that the individuals were no longer committee members (11), or stamped as "not deliverable as addressed" by the post office (10). The follow-up mailing to those who did not respond to the first mailing yielded an additional 16 completed and 6 not completed surveys. Therefore, a total of 98 committee members completed surveys which represents 46.9% of the population surveyed.

As shown in Table 1, the average number of members on an advisory committee is 13 and the range is 6 to 32. The number of members of individual committees who returned completed surveys range from 2 to 11. The percent of members of individual advisory committees who returned completed surveys range from 25.0 to 80.0%.

Results of the demographic information obtained from the survey are listed in Table 2. Note: A few of the 98 respondents left some of the categories in the demographic section of the survey blank.

As shown in Table 2, the committee members are predominantly male, females made up only 14.3% of the survey respondents. In terms of ethnicity, there is an almost total lack of diversity among the committee members. Only one individual identified with a minority group (Asian American), 98.9% of the members are Caucasian. Most (60.7%) of the members are in the 40 to 59 year range. Average and median ages are 46 and 45 years respectively.

The respondents are well-educated, with 97.9% having attended college. Most (80.9%) of the committee members hold college degrees, with the Associates (30.9) and Bachelors (33.0%) degrees predominating. There is some degree of turnover of committee members as indicated by the fact that 45.6% of the respondents have served from 1-4 years and an additional 24.4% having served from 5-9. However, many of the members (30.0%) have served for more than a decade and some (6.7%) have served for more than two decades. The average and median number of years served on the advisory committees are 6.9 and 5.5 respectively

The time that the committee members have spent in employment range from one to fifty years, with a majority (60.2%) having worked between 10 and 29 years. The average and median time employed are 19.8 and 20 years respectively. Graduates of Ohio State ATI comprise 33.3% of the committee member population. Therefore, alumni are well-represented and the advisory committees present an excellent opportunity for these former students to provide feedback.

### MBTI Results

The MBTI type composition of the advisory committee members based on survey results is listed in Table 3. The MBTI type compositions of the Ohio State ATI faculty and student populations are also shown.

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<sup>5</sup> CAPT, the CAPT logo, Center for Applications of Psychological Type are trademarks of Center for Applications of Psychological Type, Inc., Gainesville, FL.

**Table 1. The number of members on each of the 16 advisory committees and information about the surveys returned.**

Advisory Committee	Number of Committee Members	Number of Surveys Returned - Completed	Percent (%) of Surveys Returned - Completed	Number of Surveys Returned - Not Completed	Number of Surveys Returned - Not Deliverable as Addressed	Number of Surveys Returned - No Longer a Member	Number of Surveys Not Returned - No Response
Beef/Sheep	7	2	28.6	1	2	0	2
Business	9	3	33.3	0	0	1	5
Construction	32	8	25.0	0	4	3	17
Crop	6	2	33.3	1	0	1	2
Dairy	19	11	57.9	1	0	0	7
Environmental	10	7	70.0	1	0	1	1
Floral	8	5	62.5	0	0	0	3
Fluid Power	23	11	47.8	1	1	1	9
Greenhouse	9	3	33.3	0	1	0	5
Horse	12	7	58.3	0	0	1	4
Laboratory	12	7	58.3	1	1	0	3
Landscape	16	8	50.0	3	0	1	4
Nursery	8	2	25.0	0	0	0	6
Power	18	10	55.5	0	0	2	6
Swine	10	4	40.0	0	0	0	6
Turf	10	8	80.0	0	1	0	1
<b>Total</b>	<b>209</b>	<b>98</b>	<b>46.9</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>81</b>

**Table 2. Demographics of Advisory Committee Members Who Completed the Survey**

<b>GENDER</b>				
Female	Male			
14.3%	85.7%			
<b>AGE</b>				
20-29	30-39	40-49	50-59	60 plus
10.6%	18.1%	33.0%	27.7%	10.6%
Average: 46 Years		Median: 45 Years		
<b>EDUCATION LEVEL/DEGREE</b>				
High School	Some College	Associate	Bachelors	MS/PhD/Prof.
2.1%	17.0%	30.9%	33.0%	17.0%
<b>NUMBER OF YEARS ON ADVISORY COMMITTEE</b>				
1-4	5-9	10-14	15-19	20 plus
45.6%	24.4%	17.8%	5.5%	6.7%
Average: 6.9 Years		Median: 5.5 Years		
<b>NUMBER OF YEARS EMPLOYED</b>				
1-9	10-19	20-29	30-39	40 plus
17.2%	31.2%	29.0%	19.4%	3.2%
Average: 19.8		Median: 20		
<b>ETHNICITY</b>				
African American	Asian American	Caucasian	Native American	Hispanic
0%	1.1%	98.9%	0%	0%
<b>GRADUATE OF THE OHIO STATE UNIVERSITY ATI</b>				
Yes	No			
33.3%	66.7%			

**Table 3. MBTI Type Compositions for the Ohio State ATI Advisory Committee and Student Populations**

MBTI Type	Ohio State ATI Advisory Committees N = 98		Ohio State ATI Students N= 2718	
	Number	Percent	Number	Percent
ISTJ	30	30.6%	401	14.7%
ISFJ	4	4.1%	177	6.5%
INFJ	0	0%	34	1.3%
INTJ	3	3.1%	60	2.2%
ISTP	4	4.1%	312	11.5%
ISFP	0	0%	116	4.3%
INFP	2	2.0%	93	3.4%
INTP	1	1.0%	95	3.5%
ESTP	6	6.1%	366	13.5%
ESFP	0	0%	135	5.0%
ENFP	2	2.0%	140	5.1%
ENTP	4	4.1%	173	6.4%
ESTJ	20	20.0%	368	13.5%
ESFJ	9	9.2%	138	5.1%
ENFJ	6	6.1%	53	1.9%
ENTJ	7	7.1%	57	2.1%
Female	14	14.3%	745	27.4%
Male	84	85.7%	1973	72.6%

E - Extroversion  
I - Introversion

S - Sensing  
N - Intuitive

T - Thinking  
F - Feeling

J - Judgement  
P - Perception

As discussed previously, the SRTT statistical program was used for the comparison of the MBTI characteristics of the various populations. The SRTT output consists of a table of ratios calculated for 1) the 16 MBTI types, 2) the E - I, S - N, T - F, and J - P preference pairs, and 3) a number of preference subgroups. The SRTT output also indicates if the ratio is statistically significant.

#### **Advisory Committee Members Compared to a General Population of College Graduates**

Most (80.9%) of survey respondents hold college degrees and an additional 17.0% have some college experience. It has been documented (Myers et al., 1998, p 266) that the educational level of sampled populations has an effect on the Sensing (S) versus Intuitive (N) preferences. Therefore, the authors chose to use the CAPT data for college graduates as the general (base) population to which the advisory committee members were compared. The results of this comparison are shown in Table 4 and indicate that the advisory committee population has high ratios for Sensing and Thinking (1.55 and 1.37 respectively, significant at the .001 level) and for Judging (1.18, significant at the .01 level).

A very high percentage (85.7%) of committee members are male. The CAPT data base for college graduates consists of only 46.1% males. It has been documented (Myers et al., 1998, p 132) that gender differences exist in the Thinking (T) versus Feeling (F) preferences. Therefore, the results for the 84 male committee members in the sample group were compared to CAPT data for male college graduates (base population). The results of this comparison are shown in Table 5 and indicate that: 1) the Sensing ratio remains high at 1.58 (significant at the .001 level), 2) as expected the Thinking ratio drops somewhat to 1.19 (but still remains significant at the .01 level), and 3) the Judging ratio stays about the same at 1.16 (significant at the .05 level).

People who prefer the Sensing versus Intuitive perception like to use the five senses to become aware of things, people, occurrences, and ideas. These individuals tend to focus on the immediate experience and often develop characteristics associated with this awareness such as realism, acute powers of observation, memory for details, practicality, and an application orientation.

People with a preference for the Thinking versus Feeling judgment prefer to organize and structure information in a logical and often impersonal manner when drawing conclusions or making decisions. Those with a preference for Thinking tend to rely heavily on the principles of cause and effect, linking ideas, numbers, and physical objects together and making logical choices.

People who prefer the Judging versus Perceiving attitude tend to use a judging process for dealing with the

outer world and typically are organized, purposeful, and decisive. They like to plan their work and work their plan. Individuals with a preference for Judging like a structured environment and prefer finishing one project before beginning another. They are quick to make decisions, using what information is available or can readily be obtained.

As indicated in Tables 4 and 5, the high ratios for Sensing, Thinking, and Judging also result in significantly higher ratios for several MBTI types and several preference subgroups which include various combinations of S, T, and J. Sensing-Thinking-Judging people tend to be practical, realistic, and matter-of-fact; they are typically detail-oriented and very organized. The STJ's typical approach to a problem is to logically analyze the facts, move quickly to decision making, and then plan and carry out the identified solution. These people usually have a high energy level for doing things which are pragmatic, logical, useful, and structured.

The respondents are clearly different from typical college graduates in their information acquisition, decision making, and lifestyle preferences.

#### **Advisory Committee Members Compared to Ohio State ATI Students**

The results of the comparison of the advisory committee population to the Ohio State ATI student population are shown in Table 6. The results show that for the four pair groupings, the advisory committee members and students are similar with the exception of Judgement versus Perception. It is important to note that both of these groups have a very high percentage of males; therefore, the gender effect of the T-F pair grouping was not expressed.

The results indicate that the personality types of the advisory committee members are much more similar to those of students enrolled at Ohio State ATI than to those of students in a general population of college graduates. However, the advisory committee members do differ significantly from the ATI student population (as they also did for the general population of college graduates) in their preference for Judging versus Perception.

The advisory committee has a high ratio for Judging of 1.70 (significant at the .001 level). The high ratio for Judging also results in significantly higher ratios for three of the types and several of the subgroups which include the Judging preference. The J-P pair grouping represents the preferences of individuals in terms of how they prefer to live their lives. Perceiving people tend to be flexible and adaptive, and enjoy change and spontaneity. Judging individuals prefer structure, organization, predictability, to have things settled, and then move on.

#### **Advisory Committee Members Compared to Golf Course Superintendents and Landscape Company Managers**

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**Table 4. Comparison of the MBTI Characteristics of the Advisory Committee Population (N=98) to a General Population of College Graduates (N=14766)\***

MBTI Type	Ratio	Level of Significance	MBTI Preference	Ratio	Level of Significance	MBTI Preference	Ratio	Level of Significance
ISTJ	2.19	***	E	1.12	ns	IJ	1.08	ns
ISFJ	0.52	ns	I	0.88	ns	IP	0.45	*
INFJ	0.00	*	S	1.55	***	EP	0.76	ns
INTJ	0.39	ns	N	0.49	***	EJ	1.30	*
ISTP	1.75	ns	T	1.37	***	ST	2.06	***
ISFP	0.00	ns	F	0.53	***	SF	0.72	ns
INFP	0.32	ns	J	1.18	**	NF	0.40	***
INTP	0.21	ns	P	0.61	**	NT	0.59	*
ESTP	3.39	**				SJ	1.62	***
ESFP	0.00	ns				SP	1.21	ns
ENFP	0.27	ns				NP	0.39	***
ENTP	0.90	ns				NJ	0.57	**
ESTJ	1.77	**				TJ	1.45	***
ESFJ	1.47	ns				TP	1.13	ns
ENFJ	0.97	ns				FP	0.22	***
ENTJ	0.80	ns				FJ	0.75	ns
						IN	0.25	***
						EN	0.71	ns
						IS	1.47	**
						ES	1.65	***

Note: The ratio is calculated by dividing the sample population frequency value by the base population frequency value. For example, the index for ISTJ is 2.19. This means that the percentage of ISTJ's in the advisory committee population (sample population) is 2.19 times the percentage in the college graduates population (base population).

\* the ratio is significant at  $p < .05$

\*\* the ratio is significant at  $p < .01$

\*\*\* the ratio is significant at  $p < .001$

ns the ratio is not significant

E - Extroversion

S - Sensing

T - Thinking

J - Judgement

I - Introversion

N - Intuitive

F - Feeling

P - Perception

\* Source: Macdaid et al., p 56 & 63

**Table 5. Comparison of the MBTI Characteristics of the Male Advisory Committee Population (N=84) to a General Population of Male College Graduates (N= 6814)\***

MBTI Type	Ratio	Level of Significance	MBTI Preference	Ratio	Level of Significance	MBTI Preference	Ratio	Level of Significance
ISTJ	1.88	***	E	1.08	ns	IJ	1.14	ns
ISFJ	0.83	ns	I	0.93	ns	IP	0.45	*
INFJ	0.00	ns	S	1.58	***	EP	0.87	ns
INTJ	0.36	ns	N	0.43	***	EJ	1.17	ns
ISTP	1.50	ns	T	1.19	**	ST	1.75	***
ISFP	0.00	ns	F	0.53	**	SF	0.98	ns
INFP	0.24	ns	J	1.16	*	NF	0.26	**
INTP	0.19	ns	P	0.65	*	NT	0.52	**
ESTP	2.66	*				SJ	1.64	***
ESFP	0.00	ns				SP	1.32	ns
ENFP	0.21	ns				NP	0.38	**
ENTP	0.91	ns				NJ	0.46	**
ESTJ	1.50	***				TJ	1.24	*
ESFJ	2.04	ns				TP	1.04	ns
ENFJ	0.60	ns				FP	0.17	**
ENTJ	0.65	ns				FJ	0.86	ns
						IN	0.24	***
						EN	0.60	*
						IS	1.55	**
						ES	1.63	**

Note: The ratio is calculated by dividing the sample population frequency value by the base population frequency value. For example, the index for ISTJ is 1.88. This means that the percentage of ISTJ's in the male advisory committee population (sample population) is 1.88 times the percentage in the male college graduate population (base population).

\* the ratio is significant at p<.05  
 \*\* the ratio is significant at p<.01

\*\*\* the ratio is significant at p<.001  
 ns the ratio is not significant

E - Extroversion      S - Sensing  
 I - Introversion      N - Intuitive

T - Thinking      J - Judgement  
 F - Feeling      P - Perception

\* Source: Macdaid et al., p 63

**Table 6. Comparison of the MBTI Characteristics of the Advisory Committee Population (N=98) to the Ohio State ATI Student Population (N=2718)**

MBTI Type	Ratio	Level of Significance	MBTI Preference	Ratio	Level of Significance	MBTI Preference	Ratio	Level of Significance
ISTJ	2.07	***	E	1.05	ns	IJ	1.53	**
ISFJ	0.63	ns	I	0.95	ns	IP	0.32	***
INFJ	0.00	ns	S	1.01	ns	EP	0.41	***
INTJ	1.39	ns	N	0.98	ns	EJ	1.89	***
ISTP	0.36	*	T	1.14	ns	ST	1.15	ns
ISFP	0.00	*	F	0.72	ns	SF	0.64	ns
INFP	0.60	ns	J	1.70	***	NF	0.87	ns
INTP	0.29	ns	P	0.37	***	NT	1.08	ns
ESTP	0.45	*				SJ	1.61	***
ESFP	0.00	*				SP	0.30	***
ENFP	0.40	ns				NP	0.50	*
ENTP	0.64	ns				NJ	2.18	**
ESTJ	1.51	ns				TJ	1.88	***
ESFJ	1.81	ns				TP	0.44	***
ENFJ	3.14	**				FP	0.23	***
ENTJ	3.41	***				FJ	1.31	ns
						IN	0.59	ns
						EN	1.25	ns
						IS	1.05	ns
						ES	0.96	ns

Note: The ratio is calculated by dividing the sample population frequency value by the base population frequency value. For example, the index for ISTJ is 2.07. This means that the percentage of ISTJ's in the advisory committee population (sample population) is 2.07 times the percentage in the ATI student population (base population).

\* the ratio is significant at  $p < .05$

\*\* the ratio is significant at  $p < .01$

\*\*\* the ratio is significant at  $p < .001$

ns the ratio is not significant

E - Extroversion

S - Sensing

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P - Perception

committee members was compared to the MBTI profile of a population of golf course superintendents (Willoughby and Zimmerman, 1998, p 47) no significant differences were found with the exception of Extroversion versus Introversion (the ratio for E is 1.41 which is significant at the .05 level). When a similar comparison was made with the MBTI profile of a population of landscape company managers (Voltz and Zimmerman, 1999, p 124) no significant differences were found.

Many of the students enrolled in the horticulture programs at Ohio State ATI have as a career goal obtaining a position as a golf course superintendent or landscape company manager. The results indicate that the personality types of the advisory committee members are very similar to those of the individuals employed in these two occupations.

### Summary

Advisory committees play an important role in the educational process at Ohio State ATI. The opinions, perspectives, and recommendations of advisory committee members are influenced by their demographic and personality type characteristics. Therefore, a study of these characteristics for the population of advisory committee members at Ohio State ATI was conducted using the MBTI instrument.

When compared to a general population of college graduates, the advisory committee members were found to have significant differences in several MBTI personality preferences. However, the study indicated that the personality type profile of the committee members was similar to that of the population of students who attend Ohio State ATI with the exception of life style (J versus P) preference. The personality types of advisory committee members were also found to be similar to those of individuals in a population of golf course superintendents and a population of landscape company managers.

The small number of females (14.7%) and almost complete lack of ethnic diversity (only one individual identified with a minority group) are major concerns. Ohio State ATI administrators and faculty should investigate the reasons why there isn't greater gender and ethnic diversity among the advisory committee members and initiate a proactive program to address this problem.

This study was limited to advisory committee members, students, and faculty at only one technical college. The results may not be representative of these populations at other colleges. Therefore, further studies are needed which include demographic and personality type profiles of these groups at other colleges.

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