

AN ASSESSMENT OF THE GOALS OF A SELECT NUMBER
OF PREDOMINANTLY BLACK INSTITUTIONS OF
HIGHER EDUCATION

By

WARREN WOODROW MORGAN

Bachelor of Science
Maryland State College
Princess Anne, Maryland
1965

Master of Science
Indiana University
Bloomington, Indiana
1966

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1970

Thesis
1970
m7498
cop. 2

[Faint, illegible text, possibly bleed-through from the reverse side of the page]

[Faint, illegible text, possibly bleed-through from the reverse side of the page]

[Faint, illegible text, possibly bleed-through from the reverse side of the page]

[Faint, illegible text, possibly bleed-through from the reverse side of the page]

OKLAHOMA
STATE UNIVERSITY
LIBRARY
OCT 28 1970

AN ASSESSMENT OF THE GOALS OF A SELECT NUMBER
OF PREDOMINANTLY BLACK INSTITUTIONS OF
HIGHER EDUCATION

Thesis Approved:

Kenneth H. Davis

Thesis Adviser

John Hampton

Jerry M. Perkins

D. Durham

Dean of the Graduate College

763624

ACKNOWLEDGMENTS

The writer wishes to express his special appreciation to the dissertation committee, Drs. Kenneth St. Clair, Chairman, John Hampton and Larry Perkins for their sincere interest, guidance and time.

Appreciation is expressed to Drs. Edward Gross, Sociologist, Washington University, Seattle, Washington, and Paul Grambsch, Dean of the School of Business Administration, University of Minnesota, Minneapolis, Minnesota, for their vital suggestions and permission to use and modify the questionnaire that was used in the investigation.

Deep appreciation is extended to the Colleges and Universities, administrators and faculty members included in the study; without their cooperation as subjects and respondents, this investigation could not have been completed.

Special loving gratitude is expressed to my mother, Vivian, father, Woodrow, sister, Paula Reneé, Carol Jeffrey, and all my hundreds of family members, friends and supporters who time and time again have given me the strength and encouragement to continue.

The completion of the study was made possible by the typing assistance provided by Mrs. Jetta Moulin and Miss Eloise Dreessen.

Final valuation must go to the Southern Fellowship Fund and the Oklahoma State University Research Foundation whose material and tangible assistance allowed for the project to begin and be completed.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem.	2
Need for the Study.	4
Definition of Concepts.	8
Scope and Limitations	11
Significance of the Study	12
Summary	13
II. HISTORICAL BASIS FOR THE STUDY	14
The African Contribution.	15
Model Educational Theories.	21
Freedman's Reaction to Education.	23
Areas of Concern to Black Students.	46
The Federal Aid to Black Colleges and Black Students.	48
Historical Schema Concluded	51
III. PARALLEL RESEARCH STUDIES.	53
Universities as Organizations	53
The Definition of Organizational Goals.	61
Previous Research	63
IV. METHODOLOGY AND DESIGN	65
Sample Design and Response.	66
The Subjects.	69
Questions to be Answered.	70
Procedure	71
Collection of Data.	72
Summary	78
V. THE GOALS OF PREDOMINANTLY BLACK INSTITUTIONS.	79
Introduction.	79
Goals: The Composite Picture	80
The Top and Bottom Goals (Perceived).	105
What Respondents Feel the Top and Bottom Goals Ought to be (Preferred)	110
Goal Congruence	113
Comparison of Administrators with Faculty	114

The Top and Bottom Goals as Perceived by Administrators	115
Top Goals that are Preferred by Administrators	119
Ten Top Goals as Preferred by Faculty,	121
Areas in Which Decisions of Importance to the University Must be Made	123
The Individual and Decision-Making	126
The Power I Have	128
Criteria for Evaluation,	129
The Power of the Institution	134
Who Makes the Big Decisions,	134
Mobility as Seen by Respondents,	141
The University in General,	144
Some of Your Ideas About Yourself and Your Work,	148
Summary	154
VI. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.	155
Summary of Research Questions,	160
Recommendations,	162
A SELECTED BIBLIOGRAPHY,	166
APPENDIX A	173
APPENDIX B	179
APPENDIX C	248

LIST OF TABLES

Table	Page
I. Organization of Negro Public Colleges Including Land-Grant and Those Originally Founded As Private or Church-Related Colleges.	36
II. Response Rate of Persons Answering Questionnaire.	80
III. Ranking of the Goals by all Respondents	82
IV. The Goals of Predominantly Black Institutions as Perceived by Administrators ,	86
V. The Goals as Preferred by Administrators.	90
VI. The Goals as Preferred by Faculty Respondents	94
VII. The Goals as Perceived by Faculty Respondents ,	98
VIII. Areas of Decisions as Seen by Faculty Respondents	125
IX. Areas of Decisions as Seen by Administrative Respondents.	125
X. Areas of Decisions as Seen by Faculty and Administrative Respondents	126
XI. Authoritative Decision Response	127
XII. Criteria for Evaluation as Seen by Administrators	130
XIII. Criteria for Evaluation as Seen by Faculty.	131
XIV. Criteria for Evaluation as Seen by Faculty and Administrative Respondents.	132
XV. "Who Make the Big Decisions" as Seen by Faculty Members Rank Order.	136
XVI. "Who Make the Big Decisions" as Seen by Administrators Rank Order	137

Table	Page
XVII. "Who Make the Big Decisions" As seen by Both Administrators and Faculty Rank Order.	138
XVIII. Mobility as Seen by Faculty.	142
XIX. Mobility as Seen by Administrators	143
XX. Faculty and Administrator Responses to Questions of Mobility.	144
XXI. Administrator and Faculty Responses on "Rule-Atmosphere".	145
XXII. Response to Responsibility of Deans.	146
XXIII. Response to Responsibility of Department Head.	147
XXIV. Response to Inducements to Leave the University.	148
XXV. Mobility and Quality as Seen by Respondents.	150
XXVI. Responses of Administrators and Faculty to Publications.	151
XXVII. The Question of Control as Seen by Respondents	152
XXVIII. What Administrators and Faculty Members at Predominantly Black Institutions Think the Goals of Their Institutions Should be (Preferred)	180
XXIX. The Goals of Predominantly Black Institutions (Perceived).	184
XXX. Raw Data for Administrator "Should be" vs Faculty "is"	188
XXXI. t Value for Administrators Conception (Should be) vs Faculty Perception (is) of Goals (two tail test at the .05 level of significance)	194
XXXII. Raw Data for Administrators "is" vs "Should be".	198
XXXIII. t-Value for Administrators "is" vs "Should Be" (two-tailed test at the .05 level of significance)	204
XXXIV. Raw Data for Administrator "Should be" vs Faculty "Should be".	208

Table	Page
XXXV. t-Value for Administrators vs Faculty on Conception of Goals (Should be)(two-tail test at the .05 level of significance).	214
XXXVI. Raw Data for Administrator "is" vs Faculty "is"	218
XXXVII. t-Statistics for Administrators vs Faculty on Perception of Goals (is)	224
XXXVIII. Raw Data for Faculty "is" vs "Should be".	228
XXXIX. t-Values for Faculty "is" vs "Should be" (two-tailed test at the .05 level of significance)	234
XL. Raw Data for Administrator "is" vs Faculty "should be"	238
XLI. t-Values Administrator "is" vs. Faculty "Should be" (two-tailed test at the .05 level of significance).	244

CHAPTER I

INTRODUCTION

Every educational investigation is somewhat reflective in its nature and intent. Like a designer who designs a suit or an architect who plans a house, a researcher is moved to investigate an idea or concept which concerns him to express it with other people. It has been said that some essential elements of an investigator's personality inescapably creep into what he writes, his unique experiences within one of many private worlds may add another facet to the multifaceted design that is human reality.⁽⁵⁾ This investigation is not an exception to this rule for it has grown out of the writer's research, interest, and attempts at developing a general philosophy of education. The research and the interest have evolved from a growing concern for educational problems as they are exhibited in predominantly black institutions. The philosophies related to and expressed in this work reflect the experiences and research in the area of the predominantly black institutions of higher education and more specifically the goals of these institutions.

In spite of--or perhaps because of--the complexity of establishing principles of academic organization and administration, there has been little research on many aspects of college and university administration.⁽¹⁾ Indeed, most individuals within and outside the "Ivory Towers" have to some degree assumed they know what the proper goals of

higher educational institutions are. Recently, however, partly because of the lack of research on the subject, questions have been raised as to whether these assumptions were correct about the purposes of higher institutions. Questions have been raised in the past and the mission of higher education has changed over the years. Today, however, powerful social forces are demanding that purposes of the college be re-examined in very fundamental fashion--and immediately. (22)

There are those who deny that change is necessary, or even that the changes which have already taken place are justified. (22) This work will show that many things have happened to American higher educational institutions in general, and even more has happened to the predominantly black institutions in our society. Further, it will be seen that our conception of the nature and function of these institutions demonstrates the greatest changes.

Statement of Problem

It seems evident that many people, including educators and professionals, just have not bothered to look very closely at so-called "negro institutions", nor have they observed the changes taking place both within and around these institutions and therefore have remained uninformed as to their ideological and philosophical bases. Others, it seems, look closely enough, but only in the light of some preconceived dogma, such as a classical stereotype or some contemporary non-research-based trend. It has been found that some individuals are trained to think of educational institutions in rigid (Max) Weberian concepts of bureaucracy, (i.e.,) the more rational decision making is maximized, the more efficient will be the operation of the

organization,⁽¹⁰⁾ and will not consider the possibility that these institutions may be understood, and perhaps even evaluated, by observing and analyzing the things they do, and the things they think they do.

Since the things institutions do and think they do are essential to the sound performance of the institution; since they clearly involve an intention or aim of the institution as a whole; and since many faculty members and administrators recognize them as worthy, give a great deal of attention to them, and deliberately engage in activities which will move the organization toward them, it is important that information is continuously developed in an attempt to bridge the apparent educational gaps of institutional goals, as viewed by faculty members as opposed to those of administrators. This situation becomes a source of genuine concern when administrators are seen both as having more power than the faculty and as using that power to pursue goals considered undesirable or at least tangential to desirable goals.^(46,47)

It is the aim of this investigation to determine exactly what administrators and faculty members think these activities are. In 1967 Gross and Grambsch conducted an investigation into the goals of 68 prestigious institutions of higher education.⁽⁴⁷⁾ The latter study, although, multi-variable and extremely inclusive in the institutions it investigated, presented a problem by not including those prestigious institutions in this country which are attended mainly by black Americans. The problem is that the profession is now without basic research information on the goals of these institutions. The present investigation then will attempt a resolution of this problem. That is, it will attempt to bring information to bear on the following areas:

(1) What are the goals of predominantly black institutions? (2) Do faculty members of black institutions perceive the goals of their institutions differently from their administrators?, and, (3) What relationships exist, if any, between goals and sources of power as well as other institutional characteristics such as size and location?

Need for the Study

Sufficient validated information concerning the perceived goals of black institutions is not revealed by a survey of literature. The Gross and Grambsch study concerning goals of 68 institutions did not include any predominantly black institutions.⁽⁴⁷⁾ Therefore, the present investigation focused the institutions of higher education for one of America's minority groups. Specifically, it was expected black institutions would demonstrate a difference when contrasted with the Gross and Grambsch study of faculty and administrators in their perception of goals and other institutional characteristics.

In the case of universities in general, as pointed out by Gross and Grambsch, it is usually assumed the fundamental reasons for their existence revolves about ventures such as teaching and research, though these endeavors are frequently not spelled out in detail.^(46,47) It is further assumed that the carrying out of these tasks is the primary responsibility of the academic staff and it is further assumed that administrators have as their main task that of providing a "support" for the academic activities. "Support" is defined to include maintenance activities, (securing funds and facilities, arranging for counseling and assignment of students to classes and dormitories, arranging details of faculty selection and promotion) and integration activities.

(coordinating of departments and schools, settling of internal disputes, representing the department or school to outside agencies).

There is some concern that support activities are not as essential as the academic activities.

One writer, Logan Wilson, has written:

It may be noted that whereas colleges and universities are characterized by the conjunctive social processes of accommodation and cooperation, the disjunctive processes of competition and conflict are ubiquitous. In human affairs, these latter processes occur when some persons think that other persons hinder, block, or otherwise impede the realization of their desires, and a state of tension typically results. (1)

After explaining how these conflicts develop, Wilson goes one step further; he contends that it is reasonable to assume conflicts and tensions are to some extent inevitable in any large and complex social organization. He asserts that our real concern should be with faculty administrative disjunctions which are readily avoidable, and more especially with those which seriously impede the achievement of institutional goals. (1) It seems that to pinpoint the cause of conflict and tension, it is necessary to first locate their cause. It is contended here that the causes are centered in the preceptions faculty members and administrators have of the institutional goals. Virtuous differences of judgment of institutional goals have turned into conflict. Below is simply a list of some of the more familiar issues which frequently precipitate divisive alignments as established by Logan Wilson.

1. Long-range objectives: Belief that a large institution, particularly a state university, has an obligation in effect to "be all things to all men," versus the view that it should confine itself to traditional aims. Regarding all aims as being of equal importance versus the opinion that realism demands an assignment of priorities. The leadership concept

versus the response-to-needs concept. Diffused aims, such as "the pursuit of truth," versus adherence to clearly specified objectives. Over-all objectives versus departmental and individual ambitions. Relative emphases to be placed on teaching, research, and public service.

2. Allocation of means: By whom? Through what procedures? Criteria - need, merit, the "squeaking wheel principle," publicity values, and so on. With or without regard to outside pressures?

3. The curriculum: Liberal and general education versus vocationalism and specialization. Vested interests in the status quo versus recognized needs for curricular modifications. (As someone has said, changing the curriculum entails all the physical and psychological difficulties of moving a cemetery.)

4. Organization: The fetish of democracy and freedom and the tendency to proliferate rules and regulations to the point where, as Earnest O. Melby has said, freedom to act becomes hamstrung. Confusion between decisions having to do with professional authority and those relating to administrative responsibility. Overt recognition of the necessity for a division of labor versus the covert belief that everybody should try to do everybody else's washing.

5. Members of the organization: The academic tradition of a "body of equals" versus sharp disparities in individual worth to the institution. Individual desires for more certainty, security, and participation in important institutional decisions versus the dislike for red tape, inflexibility, and the distractions of "outside" concerns.

Because of faulty initial selection, absence of an "up or out" policy of retention, procrastination, or buck-passing in the matter of unpleasant decisions, and an obsession with the individual prerogatives rather than the institutional consequences of tenure, almost every college and university has on its faculty some persons whose actions foment conflict. The damage they can do depends on a number of factors, such as the kind and size of the institution, faculty and administrative attitudes toward their behavior, the stability of the structure, and so on. From an administrative point of view, I would classify some of the more common types of faculty deviants as follows:

1. Fundamentally disordered personalities: Any sizable enterprise is likely to have in its membership some mal-adjusted individuals who simply cannot function amicably and effectively in any kind of normal environment. Since a college or university chooses its professional employees largely on the basis of technical competence and often pays

scant attention to personality traits, it is perhaps to be expected that there is sometimes a fairly high proportion of "screwballs." Both the system of tenure and the respect accorded the "independent spirit" in academic circles, furthermore, result in a greater measure of tolerance for difficult persons than would be found in almost any comparable social system.

2. The frustrated and disgruntled: Every employing organization of any size and complexity will likewise have some members who place a higher value on their services than do those who must evaluate them. Frustration in turn may lead to disgruntled attitudes and behavior toward those who exercise these judgments. Human nature being what it is, there is a tendency to place the blame on flaws in the structure and on shortcomings of those most directly responsible for it--administrators. Whatever energies may initially have been channeled into teaching and research often become heavily diverted into schemes of protest and other efforts to re-define the situation more to the disgruntled individual's liking. In short, by his own consistently antagonistic activities, the faculty person in question comes to be known to the administration and to many of his colleagues as a "sorehead" or troublemaker.

3. The misfits: Faculty misfits may be defined as those who insist on playing roles other than the ones in which they are cast as teachers, scholars, or scientists. They are typically less interested in the pursuit of truth than in missionary activity, partisanship, and the promotion of various causes. Frequently combining emotional fervor with a tendency toward exhibitionism, they regard the classroom and the faculty meeting less as places to solve problems and examine different points of view than as sounding boards for a particular gospel. Regardless of the sincerity of their motives, the net effect of their actions is often to involve the institution in controversies which seriously impede its support and forward movement. Sometimes, of course, as one commentator has put it, they are really carrying batons under their coats and are waiting hopefully to assume direction of the organization itself. (1)

Again, referring to Gross and Grambsch, one discerns that in order to learn the answer to the question of whether there is any legitimacy to the goal dispute between faculty members and administrators, we must first determine the goals. In particular, in order to assess the role of university administrators in the attainment of academic goals, it is necessary to have data in the following area: what are the goals of

predominantly black institutions? Although this is an area often simply taken for granted, it is seldom evaluated in any detail. To say merely "teaching and research" is hardly detailed enough since it leaves unanswered the basic question: Teaching what, and doing research on what, to what depth, and for how long? Nor do such statements as "producing responsible citizens" or "preservation of the cultural heritage" help very much either. The idea is not that these are unattainable or overidealistic, but rather, when expressed in this manner, one has no way of knowing whether one is making any progress in attaining them or not. However desirable, they are nonbehavioristic and extremely difficult to evaluate.

Furthermore, all higher educational institutions are large complex organizations, black institutions not excluded, consequently it may be expected that they will have a large number of goals. It is believed that this complexity is particularly characteristic of predominantly black institutions, mainly because of the close connections they have with pressure from the local area for practical results and recently from society at large, and the black community in general. Interwoven with the goals there may also be numerous other activities which these institutions may be pursuing without viewing them as goals.

Definition of Concepts

Since this investigation will deal with predominantly black institutions, it is pertinent to state here the logic in which this particularization (selection description-specification) will be used. What the phrase "predominantly black institution" specifies is seen best in terms of a functional definition. Generally stated, the basic functions

of higher educational institutions everywhere are the preservation, dissemination, and innovation of knowledge. So complex and situationally defined are these functions, that the English language has no unequivocal meaning for them. Predominantly black institutions then are those institutions of higher education which, while in the course of meeting their professional duties, are administered by and taught by and serve a majority of persons of Afro-American descent. For the purpose of this study it will be necessary to define other terms and concepts as they are to be used:

General Terms and Concepts

1. Institutions--refers to predominantly black colleges and universities as indicated by the Directory of Negro Colleges and Universities, 1967. (39, pp. 1-103).
2. Academic preparation--refers to the earned academic degree levels attained by the subjects.
3. Doctoral level--refers to the earned doctoral degree.
4. Other degree levels--refers to degree levels beyond the bachelor's degree level.
5. Goal attainment--"is an aspect of all systems which, in order to survive, must attain whatever goals they set for themselves. (46,47)
6. Intentions--"refers to what subjects see the organization as trying to do: what they believe its goals to be; what direction they feel it is taking as an organization." (Intentions are revealed either by verbal statements or by inferences made from symbolic acts, gestures, and other types of meaningful behavior.) (46,47)
7. Activities--"refers to what persons in the organization are in

fact observed to be doing: how they are spending their time, how resources are being allocated."(46,47)

8. Output goals--"are those goals of the university which, immediately or in the future, are reflected in some product, service, skill, or orientation which will affect (and is intended to affect) society."(46,47)
9. Student-expressive goals--"involve the attempt to change the student's identity or character in some fundamental way."(46,47)
10. Student-instrumental goals--"involve the student's being equipped to do something specific for the society he will be entering or to operate in a specific way in that society."(46,47)
11. Research goals--"involve the production of new knowledge or the solution of problems."(46,47)
12. Direct service goals--"involve the direct and continuing provision of services to the population outside the university" (that is not faculty, full-time students, or staff). (46,47)
13. Adaptation goals--"reflect the need for the university as an organization to come to terms with the environment in which it is located: to attract students and staff, to finance the enterprise, to secure needed resources, and to validate the activities of the university with those persons or agencies in a position to affect them."(46,47)
14. Management goals--"involve decisions on who should run the university (institution), the need to handle conflict, and the establishment of priorities as to which output goals should be given maximum attention."(46,47)
15. Administrators--include department chairmen, deans, vice

presidents, presidents and their staff.

16. Motivation goals--seek to insure a high level of satisfaction on the part of staff and students and emphasize loyalty to the university as a whole. (46,47)
17. Position goals--"help to maintain the position of the university in terms of the kind of place it is compared with other universities and in the face of trends which could change its position." (46,47)

Scope and Limitations

The present study has sought to gather and interpret responses of administrators and faculty members in predominantly black institutions. Obviously, because of time and money, an investigation of this nature is limited on the number of factors which could be meaningfully explored.

A further limitation consists of that difficulty generally associated with mailed questionnaires, that of a low response rate. The length of the questionnaire further enhanced the chance of getting a small number of responses. A further limitation centered around the difficulty of securing accurate information on the exact number and of official duties of persons at each institution.

It is felt that the reader should be aware of the fact that though the instrument used has been validated, it was done so on a different population.

A final area of limitation exists in that no attempt was made to control other variables which may have influenced relationship to respondents' "perception" of goals. These were variables which may have

significantly impinged on the answers submitted. Among these were factors such as student unrest, racial mix, and relationship between respondents and the institution in general.

Significance of the Study

These institutions have for some time held a paradoxical position in the United States higher educational structure. Literature on these institutions consequently, is attached mainly to speculations about their future roles and development, but the goals of this transitional situation of "reverse integration" have been largely neglected. This work seeks to illuminate one important aspect of the foregoing condition by bringing to bear information that should serve to augment the previous goal related works on non black institutions, as well as to bring to the "store house of knowledge" information that is goal oriented previously not done on predominantly black institutions.

This work dealing with the goals of predominantly black educational institutions provides an excellent opportunity for examining and approaching a level of understanding of the educational adjustment processes of one of America's minority groups.

Furthermore, this inquiry should point out a systematic approach to the study of the importance of goals in the operation of educational institutions. In particular, it should provide insight into the relationship of institutional goals to the hierarchial structure of the institutions.

The study is considered especially timely in view of the rapidly occurring changes and expansions now evident in predominantly black institutions and in light of the marked increase in student concerns

over the goals, functions, and structure of institutions of higher education in general.

Indeed, based on the criteria of present literature of predominately black institutions, the historian would have less difficulty in ascertaining the social behavior of students and curriculum changes than he would the goals of these institutions. Of more contemporary concern is the fact that only through the retrospect of actual experiences or by reference to widely dispersed sources can one obtain a comprehensive knowledge of the functional culture of these institutions, together with a candid delineation of the perceived and conceived satisfactions and dissatisfactions of those involved in the goal attainments.

Summary

This chapter has been utilized to give a general description of the problem being investigated, as well as a listing and defining of the essential concepts upon which the study focuses.

It has further attempted to express the significance and the need for such an investigation. In essence, this chapter has attempted to reveal why the area of goals should be investigated and why faculty members and administrators are important in the development of the study. It was determined that they were important because of the frequent states of conflict and tension which exist between them.

The succeeding chapter will focus on the history and development of predominantly black colleges and universities.

CHAPTER II

HISTORICAL BASIS FOR THE STUDY

It is not at all difficult to see that higher education generally faces a particularly difficult challenge today which is extremely complex in its simplicity. Predominantly black institutions are not unlike any other institutions of higher education, they are frequently viewed as "black institutions" instead of just educational institutions, as people are frequently perceived as black or white, rather than just as people.

Black higher educational institutions as part of the total scope of higher education is in an even more disturbing position. (57,58,82) All these institutions are called upon to make the educational ventures and experiences of their students more "relevant." If one ventures one step beyond and attempts to legitimize the concept of relevancy, he may find that only a historical schema of black institutions will allow for any explanation of the cause and effect of their irrelevant positions. (82)

If it is agreed that relevancy is a desirable objective for higher education, the immediate question arises, relevant to what? And the categorical answer is: relevant to the problems and issues of contemporary society. (82) This historical schema will attempt to trace the efforts of the black man in his quest for education to the point where it becomes the black institutions questing for a "relevant" curriculum

to meet the needs of this particular man. The schema will allow some exposure to the goals, missions and functions of these institutions, from three distinct vantage eras, that of their origin, their transitory periods and the present period which we choose to call the rebirth period.

The African Contribution

Only recently have researchers been able to secure exact and meaningful knowledge of the origin of slaves brought to America to be in a position to identify the areas of Africa from which American slaves were imported. In the United States, it has been generally assumed by scholars that throughout the slave trade, slaves were drawn from far in the interior of Africa.⁽⁵²⁾ This assumption has been challenged by Herskovits, who has studied the documents bearing on slave trade, especially those collected and analyzed by Donan. By analyzing the data found. ". . . in manifests recorded from Virginia between the years 1710 and 1769," he was able to determine the specific areas from which approximately two-thirds of the slaves were imported.⁽³³⁾ The areas that figured most prominently were Guinea, "which means the coast of Africa from the Ivory Coast to Western Nigeria," "Calabar, which represents the Niger Delta Region," Angola, the area about the Lower Congo and the Gambia."⁽⁴¹⁾

This more precise knowledge of the areas from which the slaves came has not, however, enabled investigators to refer African survivors in North America to a specific tribe or a definite locale. In fact, many researchers are in accord with the idea that there were fewer African survivals in the United States than in other areas of the New World.⁽³⁸⁾ This can be attributed, first, to differences in the

character of slavery and the plantation system in the United States and in other parts of the New World.⁽⁴¹⁾ In the West Indies and Brazil, large numbers of African slavers were concentrated on vast plantations for the production of sugar. Under such conditions, it was possible for the slaves to re-establish their African ways of life and keep alive their traditions; however, in the United States the slaves were scattered in relatively small numbers on plantations and farms over a vast area. In 1860, in the South as a whole, three-fourths of the farms and plantations had fewer than fifty slaves.⁽⁴¹⁾

The size of the slave holdings on the farms and plantations significantly influenced both the extent and nature of the contacts between the slaves and the whites. There was little contact between the great body of field slaves and whites on the larger sugar plantations in Brazil and in the West Indies. On St. Helena Island, where there were some two thousand slaves to little more than two hundred whites, the Negroes learned very slowly the ways of the whites. Their mastery of English was far less advanced than that of the Piedmont slaves.

Newly imported slaves from Africa had to be trained to the regime of the plantation. It is conceivable that these new slaves with their African ways and memories had to face the disdain, if not the alienation, of blacks who had become accustomed to the slave regime and had acquired a new conception of themselves and their roles. Newcomers most likely to meet such attitudes when in the presence of house-hold slaves, who, because of their many contacts with whites, had taken on many aspects of the culture of their masters.

One of the first adjustments the slaves had to make in their new environment was that of acquiring some knowledge of the language of the

whites for communication. Where the slaves, sometimes from childhood, were in close contacts with the whites, they took over completely the speech and language of their oppressors. On the other hand, the great masses of isolated slaves, as the ones on St. Helena's Island, acquired the speech and language of the whites more slowly. The peculiar speech of Negroes in such isolated places has generally been attributed to their isolation, their lack of appreciation of grammatical rules, or to the fact that they had preserved the characteristics of English as spoken at an earlier period. Turner⁽⁴¹⁾ has discovered approximately four thousand words of West African origin in the Gullah vocabulary of American blacks on the coast of South Carolina and Georgia. Turner's research has led to a modification of the once widely accepted concept that African words have completely disappeared from the vocabulary of Afro-Americans.

As we further investigate the African background, we find that the African family system, the chief means of cultural transmission, was destroyed. Given the above conditions, one can readily understand the breakdown of the African language and the African social organization and, consequently, the inability of blacks to reconstruct them, thus forcing the acquisition of new habits and modes of thought. It is believed that the historical knowledge of these circumstances and events plays a vital and often forgotten role in the understanding and evolution of the institutions of higher education for Afro-Americans. The logical question at this point would appear to be: How does this historical information, some of which is over 300 years old, affect the goals of predominantly black institutions today? The answer here should reveal itself as one reviews the existing philosophies and

ideologies during the time at which these institutions were founded. Further, insight should be gained as examination of the goals or the purpose of the original black institutions is undertaken. Before venturing to these goal observations, it is felt that more background and information should be discussed which, in the opinion of this writer, gives a rudimentary knowledge of the circumstances that led to the need if not the development of these institutions.

Findings show that since there was no precedent in English law for slavery, the blacks who were brought to Virginia in 1619, and those imported later were "absorbed in a growing system of servitude which spread to all the colonies and for nearly a century furnished the chief supply of colonial labor."⁽⁵⁾

Although blacks brought to Virginia during the early years of the colony had the same legal status as white servants, there is evidence which reveals that they were treated differently from the white servants. For example, three bound servants, two white and one Negro, had been brought back from Maryland after attempting to escape from servitude. The Court ordered: that the said three servants shall receive the punishment of whipping and to have thirty stripes apiece; one called Victor, a Dutchman, the other a Scotchman called James Gregory, shall first serve out their time with their master according to their indentures, and one whole year apiece after the time of their service is expired. . . and after that service. . . to serve the colony for three whole years apiece, and that the third being a Negro named John Punch shall serve his master of his assign for the time of his natural life here or elsewhere.⁽²³⁾

The ruling of the court that the black serve for life seems to

illustrate the change which was taking place in reference to black servitude. This change in attitude was reflected in other cases as well. A case in 1641 involving a Negro who had been permitted by his master to raise hogs on the condition that "half the increase" be given his master and "the other half reserved for his own benefit."⁽²³⁾ This Negro had a child by a Negro woman "belonging to Lieutenant Robert Sheppard which he desired should be made a Christian" and brought up according to the religion of the Church of England, and for this reason he had bought his child from Sheppard. "In order to establish his right to purchase property, it was necessary for his master to appear before the court, which ordered that the child should be free from his master and remain at the disposing and education of (the Negro) and the child's godfather who undertaketh to see it brought up in the Christian religion." It must be noted that the child's freedom was not assured by Christian baptism but upon the property rights secured by the father. Virginia in 1667 passed a law to the effect that Christian baptism did not confer freedom upon slaves. This act reads:

Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptisme be made free; it is enacted that the conferring of baptisme doeth not alter the condition of the person as to his bondage or freedome; that diverse masters, freed from this doubt, may more carefully endeavour the propagation of Christianity by permitting children, though slaves, or those of greater growth if capable, to be admitted to that sacrament. (23)

The slave system in Virginia (1670 and 1682) and Maryland (1664), the first states to pass laws fixing the status of blacks, developed slowly in the seventeenth century.

The mere fact that blacks bore distinctive physical marks was, doubtless, the basis for differential treatment and later led to their

enslavement. Economic conditions soon overshadowed the physical distinction and eventually cast the fate of slavery on them. The growth of the slave population and expansion of the slave system parallels that of the growth of cotton production and the plantation economy. As the plantation economy spread over the South and became the basis of its culture, the interests of this section came into conflict with those of the North. The Missouri Compromise in 1820, which placed a limitation on the Northward spread of slavery, further served to highlight the growing conflict between the North and South.

The conflict between the divergent economic interests of the two regions began to take on the characteristics of a moral struggle over slavery. This attack upon slavery was led by northern abolitionists who were associated with the American Anti-Slavery Society organized in Philadelphia in 1833.⁽³¹⁾ In the years to come, Chief Justice Taney of the Supreme Court, which during this era was under the influence if not the control of the South, rendered the now famous decision, "A Negro has no rights which a white man need respect."⁽⁶⁸⁾ Blacks apparently did not fall into the category of "people of the United States," as expressed in the Constitution. "They were at that time considered as a subordinate and inferior class of beings, who have been subjugated by the dominant race, and whether emancipated or not, yet remained subject to their authority, and had no right or privileges but such as those who held the power and the government might choose to grant." Thus, the interest of the South succeeded in having the highest court give legal credence to the already fixed status of the black man. Black slavery, however, was not inculcated as a part of the mores of the North and West, a fact which was to play an important role in the

impending armed conflict and (more relevant here) in the genesis of black higher education.

On most plantations it was found that the religious instruction of slaves was considered a vital part of the plantation operation, and for that matter their only formal exposure to knowledge of any part. The owner of a vast Mississippi plantation included the following in the instructions given to his overseers:

I greatly desire that the Gospel be preached to the Negroes when the services of a suitable person can be procured. This should be done on the Sabbath; daytime is preferable, if convenient to the Minister. (78)

It is reported that in the cotton region, where the contacts between the masters and slaves were close, the slaves attended the same churches as their masters. Some isolated sections or the gallery was reserved for the slaves who enjoyed, as a Presbyterian minister reported to a meeting in South Carolina on the religious instruction of blacks, "the preached gospel in common with the whites."⁽⁵⁸⁾

Every southern state except Maryland and Kentucky had stringent laws forbidding anyone to teach slaves reading and writing, and in some cases the penalties applied to the educating of free Blacks and Mulattoes as well. It was believed that "teaching slaves to read and write tends to dissatisfaction in their minds, and to produce insurrection and rebellion."⁽⁴³⁾ In North Carolina it was a crime to distribute among them any pamphlet or book, not excluding the Bible.

Model Educational Theories

In consideration of the preceding information, the investigator will rely on a few model educational theories in an effort to tie together this information within an educational cultural spectrum. This

is being done for the purpose of developing a relationship between this information and contemporary black higher education, before shifting the interest to the area of the freed Black's reaction to education. These theories not only draw a relationship but also reveal their non-operational function as a part of the environmental conditions under which Blacks matriculated during the slave era.

"Culture," says Bode, "is not a having but a doing. It is a continuous remaking of experiences, a rethinking of old and familiar facts by means of new contacts and relationships."⁽¹²⁾ In a wholesome non-segmented environment or society this would be desirable, but in an environment such as the one that existed for Blacks prior to America and during the slave period this would not be feasible. For it has been found that the slave was not permitted to think, let alone act in terms of experiences and relationships, but existed in terms of conditioning. (13,16,41)

Dewey says,⁽³⁰⁾ "Culture means the capacity for constantly expanding in range and accuracy one's perception of meaning." This brings vividly into focus the notion that society molds man into its own likeness and sends him out into the world without allowing him to use the capacities he has obtained to change the existing conditions. The investigator witnesses examples of this every day in terms of "dissent student," "hippies," "yippies," "SDS," and the black movement in general. One is able to see a group or groups of persons who have by training been taught to meet their needs and those about them through a method of high cognitive response by means such as analysis, synthesis, and the development and application of concepts, yet it is observed that these individuals are not allowed to mobilize these

elements from the theoretical level to the experimental or practical level. Although slaves were not allowed to possess books and pamphlets, teach themselves, or to be taught by the formal process of education they did in fact receive an education in "survival" that would have been considered by Maslow⁽⁶⁹⁾ as meeting his first criterion on a hierarchial system of needs. The slave society was organized to prevent the slave from becoming like the rest of society. Yet, the system attempted to condition him to the culture and religion of the system.

Freedman's Reaction to Education

In keeping the slaves separate and supposedly distinct, the system in reality was developing a sub-system within which the slaves were prepared for change and growth, however the dominant system would not permit this change to be accomplished. Thus the need if not the very foundation for the forming of black institutions, of higher education was layed.

Prior to the Civil War, many slaves struggled by various means to attain literacy. Thomas H. Jones educated himself through spelling books and Frederick Douglas is reported to have bribed white children with bread crumbs to give him lessons.⁽⁵³⁾ History is well-stocked with similar cases.^(2,16,58) It is reported that these educational opportunities, like all the others during this era, were neither available to all the slaves nor firmly established as an acceptable part of the official Southern society. They were privileges attained principally by household servants still under the slave regime or by the free Negroes who had escaped it.⁽¹⁶⁾

It is reported that the "heaviest blow that Negroes struck against

slavery came from those slaves who had gained their education under bondage and who had escaped North to join the antislavery movement. Through their personal narratives, the leaders of this movement found ready-made materials for their propaganda machines. William Wells Brown, Thomas H. Jones, Lunceford Lane, Frederick Douglass, Austin Steward, and the Reverend Richard Anderson Siquefield are examples of those who had acquired their education while slaves and had escaped to serve the antislavery movement. The works they published through the antislavery press and the speeches they made from the antislavery platform were used not only as proof that Negroes could learn but also as a dramatization of the evils of slavery that was more graphic than any other type of antislavery literature. The activities of these Negro leaders make one conclusion clear: many opportunities for the personal emancipation of the Negro American had come into being as early as 1860 with the unintentional help of those who dominated Southern society at that time."(2,16,53)

In his very inclusive work on Negro education in the South, Bullock writes that, "with the coming of the Civil War, the Negroes' developing educational opportunities moved into a new cycle."⁽¹⁶⁾ He states that a succession of historical events began to push them from underground and to establish them as an official part of the new order imposed upon the South after its military defeat. But here, again, the change was not the result of initial intent.⁽¹⁶⁾

One of the first things that revealed itself when the war began to set the Blacks free was the freedmen's desire for education.⁽⁶⁷⁾ In Alabama, immediately following the military occupation, the Blacks there manifested a great desire for book knowledge. "The whole race

wanted to go to school; none were too old, few too young."⁽³⁹⁾ to attempt to acquire education of some sort. Newly out of slavery, freedmen found themselves unable to provide themselves with schools where they might quench their thirst for learning. This lack of resources made it necessary for their education to be provided for by private philanthropic and religious individuals and agencies and, to some extent, by the Federal Government.

At the beginning of 1863, the Emancipation Proclamation became effective, and settled the question of the condition of black fugitives who escaped to the Northern lines. King stated that the North then put forth its strength, with hundreds of refined and delicate ladies voluntarily engaged in the work of teaching the blacks - "living amid cheerless surroundings, on poor fare, and meeting with contempt and vulgar ostracism." At Hampton, Norfolk, and Portsmouth, day Sabbath Schools for Negroes were conducted in the colored churches; evening schools for adults were established, and men and women flocked to them after performing their arduous duties of the day.⁽⁶³⁾

Wherever the freedmen gathered, the American Missionary Association furnished teachers and bestowed charities. In 1864, the Association numbered 250 field workers who were employed mainly in Virginia and along the spans of the Mississippi River. In Louisiana, an efficient system of instruction, supported by a military tax, was introduced and to this state also the Association sent its teachers. The Black troops who had enlisted in the union armies were given instruction, and while they rested from drill, they pored over the readers and textbooks that had been distributed among them.⁽⁶³⁾

No provision for black education was made in the original act of

Congress that established the Freedmen's Bureau. The educational activities of this Bureau were extremely limited in its first year of operation. Nevertheless, General Oliver Howard, the first Commissioner of the Bureau, reported that by using the funds derived from the renting of abandoned property, by fitting up for schoolhouses such government buildings as were no longer needed for military purposes, by furnishing transportation for teachers, books, and school furniture, and by granting subsistence, he was able to give material aid to all engaged in educational work. The Bureau also attempted to protect the schools and to encourage the teachers. A general superintendent was instituted. In each state was stationed a school officer to organize and harmonize the agencies that were already in the field and cooperate with them in the establishment of new institutions of learning. (16,76)

The view of education for freedmen from the North was an immediate recognition for the need for rudimentary education. The view of Northerners was that after the new generation had been taught to read and write, shown the dignity of labor, and introduced to lessons in morality, it would be time enough to found a college with a classical course for the Negroes, or to insist that they be granted the privilege of entrance into the colleges then occupied by whites. (63) The following types of schools were authorized and established by various Northern benevolent associations: (1) day schools, where instructions were given to the younger and unemployed children; (2) night schools, attended by older children, parents, and other working people; (3) industrial schools, where women were taught to sew and make garments; and (4) Sunday Schools devoted to instruction in the rudiments of education and Christianity. (76)

The investigator notes that on the part of blacks, there was no lack of appreciation of the efforts that were made to provide for their education. They readily attended the schools, and soon demonstrated their earnest desire to acquire knowledge. For example, in the schools in the sea islands of South Carolina, all the teachers in their reports united to attest the universal eagerness to learn, to which they had not found equal in white persons. As a general rule, the adults were as eager to learn as the children:

The reading or spelling book was the almost invariable companion of the feedmen when they were off duty on the wharves, in the intervals between labor, in the camp, on the plantations, when work was done, everywhere one saw the Negroes with book in hand, patiently poring over their lessons; picking the way along as best they could, or eagerly following the guidance of some kind friend who stopped to teach them. (61)

The motives underlying the freedmen's profound desire for education seemed to be as diversified as those seeking the education. The old people wanted to learn to read the Bible before they died, and wished their children to be educated.⁽³⁹⁾ The Negro believed also that education was the white man's fetish that gave him wealth, power, and supremacy. Hence, he rushed wildly for the schools when the barriers were first removed.⁽²⁸⁾ They felt that without education they would be helpless, and with it they would be the white man's equal. Some of the Negroes almost worshiped education, since it was to do so much for them.⁽³⁹⁾ Moreover, many of the freedmen at first had the ambition to be preachers,⁽⁴⁰⁾ and later to fit themselves for teachers and for other learned professions.⁽³⁶⁾ Another informant, however, found that the freedman's desire for education was indefinite, and was based on love of display and novelty and on ambition to read and write like "white folks," rather than on a love of knowledge.⁽⁵⁰⁾

The freedman's strong desire for education was not sustained long enough for any real dividends to be collected. As early as 1873, it was found that the Negroes did not take as much interest in education as they did immediately following the close of the Civil War. (76) The adults seemed eager to learn, and some did well in their studies. But as the novelty wore away many of them, finding perseverance disagreeable, gave up the struggle. (28)

Loss of enthusiasm for education on the part of the eighteenth century Black Americans, was not all encompassing of course. A great many of the adults and most of the children continued to attend school. In short, it seems that Black Americans have never lost completely the deep interest in education manifested immediately after their emancipation. In the schools, the Blacks soon demonstrated that they had the ability to learn, the ability that most of them had been taught they did not possess.

General W. T. Sherman issued a declaration,

"Advising that the conditions of the blacks in the vast area of his command called for immediate action on the part of a highly favored and philanthropic people." Planting the idea from which a new educational movement for Negroes would develop, he added: "To relieve the government of a burden that may hereafter become unsupportable, and to enable the blacks to support and govern themselves in the absence of their disloyal guardians, a suitable system of cultivation and instruction must be combined with one providing for wants." (6,16)

From this address and others similar in content, one is able to witness the rise of "an emergency plan." Benevolent societies begin springing up to form systems of freedmen associations that is reported to have reached such cities as Boston, New York, Philadelphia, Cincinnati, and Chicago in 1862-1863. The functions they carried out so well consisted mainly of providing clothing, food, money religious

leaders, and teachers for the refugees.⁽⁴⁴⁾ After only three years of operation the program began to reveal positive signs in two specific ways. First, there was evidence that a sizable proportion of the freedmen were becoming self-supporting.^(16,56) There was also evidence that the program was encouraging a greater degree of responsibility among the former slaves.^(16,55) With the end of the Civil War, reconstruction, enforcement of the Fourteenth Amendment, the establishment by Congress of the Bureau of Refugees, Freedmen, and Abandoned Lands,⁽⁷⁶⁾ and other statutes relating to Black suffrage one clearly sees the genesis of bi-racial education.

Under the new federal statutes, state governments were formed by a coalition of "carpetbagger" Yankees, newly-come-South "scalawag" white Southerners who allied themselves with the triumphant Republican Party, and newly-enfranchised Blacks. One of the first objectives of these Republican governments was to establish systems of public education, and for their support they levied the first universal school tax the region had known. Yet, remarkably enough, only three of the states seriously attempted to launch the new schools on a non-segregated basis. In South Carolina "mixed schools were established at Columbia and Charleston, but they survived only briefly and the closest the races came into mixing was while attending classes in separate rooms of the same buildings."^(16,50) In Louisiana a ban on segregation was written into the Constitution of 1868, but in the history of black education Horace Mann Bond reports that he could find only one recorded instance in which the provision was invoked.⁽¹³⁾

Most of the reconstruction governments made no real attempts to integrate the new public schools, thus paving the way for still another

dual social institution, the institution of higher education. It was not long before the need for higher education for blacks became known. It became obvious, also, that the supply of Northern teachers was insufficient to cope with the demand. Therefore, the need for types of institutions whereby teachers could be trained became evident. While these governments adopted policies of financial support that were theoretically even-handed, the results were usually prejudicial to the Black side of the emerging dual system. Some followed the lead of Kentucky, which levied a tax of two mills on real property for school support, plus a fifty-cent poll tax on males with children of school age, but provided that the Negro schools should receive only the taxes paid by Negroes. (2)

Out of the era of reconstruction emerged the rudiments of the public educational system which is still clinging for survival in the South. The principle of universal education written into the Reconstruction Constitution survived when the Southern whites returned to power, but throughout the land the laws were changed to provide for the two races to be educated separately. While the visible wall of segregation was mortared tightly in the South, a similar, if less dramatic invisible process was going on almost everywhere else in the nation. (2)

The need for and the rise of any type of social institution is a product of many forces operating at a given period in time. Black institutions of higher education in America had their origin in, and were shaped by, the aforementioned social, economic, and political circumstances operating in force from the "Mayflower" to the present. Before the Civil War there were more than 500 American colleges; (53) twenty-one of these were state universities, several of which had been

founded without the aid of Congressional land-grants.⁽⁶²⁾ Despite the fact that history tells that nearly all American leaders were committed to the "democratic spirit in education", it has been contended from the outset of this investigation that, the term "democratic" did not impose on them the necessity of including education for blacks in their schema for the American social order.

"With the exception of teacher colleges, the college of Blacks constitutes the youngest group of institutions of higher learning in America.⁽⁵⁶⁾ It has been seen that had it not been for the Civil War, the Emancipation Proclamation, and the establishment of a bi-racial public system of education, there very well may not have been a black college.

It is a truism that a few blacks were attending institutions of higher education prior to the Civil War. The number was extremely small. "We have records that as many as 15 Negroes were admitted to higher institutions in this country before 1840."⁽⁹⁹⁾ When John B. Russworm received his degree from Bowdoin in 1828 this nation for the first time realized that a Blackman could earn a college degree in competition with whites. Up to this point there had been no encouragement and many barriers, there had been many who preferred to hide behind the "utopianism of whitewash." These persons, in the words of Charles A. Beard, felt that "the present order is so nearly perfect that it is almost profane to inquire into its evil or to propose modifications, for the possibility of doing harm is always greater than the chances of doing good."⁽⁷⁾ Behind this veil of prejudice stood many influential men who barred or retarded (as they had with the Elementary and Secondary Schools) the progress of higher education for black Americans.

Fortunately, there were many of equal influence who shed this veil and explored the possibilities of black higher education.

Prominent among these who brought about a change in attitude toward the education of Blacks was Gerrit Smith, one of the greatest philanthropists of his time. (99) The histories are dotted with his efforts to uplift the degraded class members and send them out to service in this country or wherever their talents beckoned them.

By 1880, eleven private and church related colleges had been established. (97) These institutions, as might be expected, opened with controversy. Since most of the colleges were founded and staffed by educators from private white colleges, the curriculum reflected the inclination toward the liberal arts. To this Beale has written that,

After the war Negroes were absorbed into the public schools in the North. In the South their education fell largely to private schools conducted by philanthropic persons whose motive was largely religious. When training extended beyond mere literacy, it consisted of classical learning. The inevitability of this sort of schooling until the Negro's general standard of living could be raised, the Negro's desperate need of vocational proficiency, the hostile attitude of Southern whites, toward general education for Negroes, and the leadership of Booker T. Washington brought a great reaction in favor of industrial education. (8)

It is conceivable that even today the impracticality of this liberal and classical type of curriculum should be strongly questioned for the recently freed Blacks, whose greatest need seems to be the development of a skill that would qualify them as technically and economically useful members of society. Other problems relating to these new institutions centered around the caliber of work, and the degree of control from denominational and philanthropic agencies. By 1890 the time was ripe for land-grant colleges for Blacks, and as a result of the second Morrill Act, a new era of education for Blacks was ushered in.

In keeping with the earlier concepts of this work it is necessary here to note that it was the provision in the federal law recognizing segregation which gave birth to the black land-grant colleges. This provision reads as follows:

That in any State in which there has been one college established in pursuance of the act of July second eighteen hundred and sixty-two, and also in which an educational institution of like character has been established, and is now aided by such State from its own revenue, for the education of colored students in agriculture and the mechanic arts, however, named or styled, or whether or not it has received money heretofore under the act to which this act is an amendment, the legislature of such State may propose and report to the Secretary of the Interior a just and equitable division of the fund to be received under this act between one college for white students and one institution for colored students established as aforesaid, which shall be divided into two parts and paid accordingly, and therein such institution for colored students shall be entitled to the benefits of this act and subject to its provisions, as much as it would have been if it had been included under the act of eighteen hundred and sixty-two, and the fulfillment of the foregoing provisions shall be taken as a compliance with the provision in reference to separate colleges for white and colored students. (95)

When the first Morrill Act of 1862 was passed by Congress and signed into law by President Abraham Lincoln, it gave birth to the land-grant colleges for white students (Blacks were still enslaved). The birth of all black land-grant colleges can be traced to the special provision contained in the second Morrill Act (cited above), which was not a part of the first Morrill Act. Reference to Table I, page depicts the organization of black land-grant colleges and dates of their establishment. (3) Also revealed in Table I that at least ten of the sixteen public colleges (not including land-grant) began as private or church related colleges and were later taken over by the states to serve as public institutions. (3)

The objectives for the black land-grant colleges were the same as those for the white land-grant colleges. "Their primary purpose is to furnish theoretical and practical higher education including agriculture, mechanical arts,

home economics, English, mathematics, physical, natural and economic sciences to Negro youth in order to train them to engage in the pursuits and vocation of life."(86)

Even though their stated objectives were identical, the historic backgrounds and the speed of progress made by the two divisions of land-grant colleges had little in common.

The two most striking differences in backgrounds were: (1) The Negro was starting from "zero"; he had no material possessions and resources to fall back on and little apparent opportunity to develop any. (2) The Negro had also started from zero educationally since the elementary and secondary schools which he could attend were inadequate in preparing him for college.

About this time (early 1900's), there arose to oppose the Washington concepts a great advocate of classical, cultural and historical training for Black Americans, W. E. B. Dubois. Until Washington had long succumbed there were few others who dared oppose his standard direction. Dubois' argument seems to have won out though the great foundations (Rosenwald, Phelps-Stokes) favored industrial education. it soon proved too limited and gave way to a new cultural purpose that has since been sponsored by foundations and Negro educators. Tuskegee and Hampton, the original fortresses of black industrial education, soon became liberal arts colleges. (16,34,66,76)

The progress of a large number of private and church related colleges retarded the growth of the public college just as much as did the Negro's inadequate background.

The following excerpts from stated aims and purposes of thriving private schools of this early period tend to support the attitude of retardation:

Much as the Negro race needed to know in agriculture, they needed to know still more as to life...They did not understand the methods of modern industry, but they knew even less of the sins of that civilization which industry serves. Sad it was that the slave was an undeveloped, it was far sadder that he was an undeveloped man. (34)

The aim of Howard University is to lift the Negro to the level of modern civilization...it required the human race thousands of years to bridge the chasm between savagery and civilization, but now it must be crossed by a school curriculum in a few years duration. (3)

...The Founding of the Fisk School was the beginning of a great educational institution that should give the emancipated race the opportunities and advantages of education which has so long been furnished to the white race in their colleges and universities...They (Fisk students) find themselves surrounded by an atmosphere of service, to be a factor in the development of a belated race becomes their ambition; not wealth, not place, but ability to lift up their fellows. (3)

It seems a small wonder that black students of this era should shun the land-grant institutions with their emphasis on practical higher education, and attend the colleges with emphasis on the theoretical and cultural.

Unable to fight this deep-seated prejudice against the practical, and fearing that legislative support would be lost if enrollments were not increased, the public colleges took the only other option that was open to them. They added more liberal arts courses and temporarily set aside instruction in the practical type of education for which they were founded, thus adding more emphasis to Dubois' stand on the cultural and classical training of black students. This factor, along with the necessity to offer secondary work to bridge the gap between grammar school and college, led to a great deal of distortion in the work of land-grant colleges. Considerable misunderstanding of their true status and goals has been an emerging result.

TABLE I

ORGANIZATION OF NEGRO PUBLIC COLLEGES INCLUDING LAND-GRANT AND
THOSE ORIGINALLY FOUNDED AS PRIVATE OR CHURCH-RELATED COLLEGES

Name of College and Location	Date of Estab- lishment	Land-Grant	Originally Private or Church Related
Alabama Agricultural & Mechanical College - Normal, Alabama	1875	*	
Alabama State College - Montgomery, Alabama	1873		*
Agriculture, Mechanical and Normal College - Pine Bluff, Arkansas	1875	*	
Agricultural & Technical College of North Carolina - Greensboro, North Carolina	1891	*	
Albany State College - Albany, Georgia	1903		*
Alcorn Agricultural and Mechanical College - Lorman, Mississippi	1871	*	
Bluefield State College - Bluefield, West Virginia	1895		
Central State College - Wilberforce, Ohio	1887		*
Delaware State College - Dover, Delaware	1891	*	
Elizabeth City State Teachers College - Elizabeth City, North Carolina	1891		*
Fayetteville State Teachers College - Fayetteville, North Carolina	1867		
Florida Agricultural & Mechanical University - Tallahassee, Florida	1887	*	
Fort Valley State College - Fort Valley, Georgia	1895	*	
Grambling College - Grambling, Louisiana	1901		*

TABLE I (Continued)

Name of College and Location	Date of Estab- lishment	Land-Grant	Originally Private or Church Related
Jackson State College - Jackson, Mississippi	1877		*
Kentucky State College - Frankfort, Kentucky	1886	*	
Langston University - Langston, Oklahoma	1897	*	
Lincoln University - Jefferson City, Missouri	1866	*	
Maryland State College - Princess Anne, Maryland	1886	*	*
Mississippi Vocational College - Itta Bena, Mississippi	1949		
Morgan State College - Baltimore, Maryland	1867		*
North Carolina College - Durham, North Carolina	1910		*
Prairie View Agricultural and Mechanical College - Prairie View, Texas	1879	*	
Savannah State College - Savannah, Georgia		*	
South Carolina State College - Orangeburg, South Carolina	1896	*	
Southern University and A. & M. College - Baton Rouge, Louisiana	1880	*	
Tennessee Agricultural & Industrial University - Nashville, Tennessee	1912	*	
Texas Southern University - Houston, Texas	1947		‡
Virginia State College (Norfolk Division) - Norfolk, Virginia	1935		

TABLE I (Continued)

Name of College and Location	Date of Estab- lishment	Land-Grant	Originally Private or Church Related
Virginia State College - Petersburg, Virginia	1882	*	
West Virginia State College - Institute, West Virginia	1891	*	
Winston-Salem Teachers College Winston-Salem, North Carolina	1892		*

By the turn of the century, not only were the Washington-Dubois great debates at their highest level, but the "Negro college business" was booming. Some states, which two decades before were struggling to maintain one college, reported the organization of five or more (see Table I). There was duplication of services and the offering of services which many doubted these new colleges were qualified to manage. There was recognized competition for students and adjustments made in order to keep enrollments high. The situation grew steadily worse during the early years of the twentieth century until finally America was jolted into taking the problem of higher education for Black Americans seriously.

In 1917 an epoch-making report of black education, conducted by the Phelps-Stokes Fund was published by the then United States Bureau of Education.⁽⁹³⁾ This report, as indicated by Holmes in his treatise on "The Beginning of the Negro College"⁽⁵⁶⁾, in some ways proved a decided surprise to the nation and resulted in a concern which focused attention upon the condition of the black college, as well as upon the elementary and secondary schools and produced a critical attitude that added to the mood of seriousness that had begun to develop. It further led to more adequate support from the responsible bodies.⁽⁹²⁾ It was during this era that several of the more widely known philanthropic foundations such as the General Education Board⁽⁸⁹⁾ and the Julius Rosenwald Fund⁽⁶¹⁾ began to make known their plans for the systematic and rational improvement of black education at all levels. The state governments of the South, impressed by the findings, put more money into black education, and the publicly-supported and land-grant colleges were favorably affected by this change in attitude and

increase in allotments.⁽¹⁶⁾ During this period of enlightenment, Walter C. Eells discovered that "no less than sixty-one surveys of higher education in the United States which have involved some consideration of at least 137 institutions of higher education for Negroes - universities, colleges, teacher-training institutions, professional schools, and junior colleges."⁽³⁷⁾ Ellis O. Knox, in 1934 and 1935 conducted several investigations on the number of masters' thesis and doctor's dissertations on topics concerned with the Negro for further dramatizing the new concern for Black education in particular and the black-man in general.⁽⁶⁶⁾ The Journal of Negro Education devoted its July, 1936, issue to the question: Does Negro Education Need Re-Organization and Re-Direction? Several distinguished persons wrote articles relative to this subject as it pertained directly to higher education. Buel G. Gallagher⁽⁴²⁾ wrote that the "Segregation in education is our handicap and out opportunity;" from this vantage he then looked at ways and means whereby the black institution could re-organize to discharge its social function. On the same topic Rufus Clement⁽²⁴⁾ wrote

The trouble with the college for Negroes is lamentable in two respects: first, too many of the colleges are doing about the same thing - some of course, much better than others. Secondly, they too largely ignore the social and economic problems confronting the race.

Miller, Daniels, Newbold, and Judd⁽⁷²⁾ all wrote during this period on the subject of the re-organization and re-direction of black colleges, further emphasizing the new seriousness of the issue.

Although it is generally agreed that the Morrill Act of 1890 gave black education a big boost in status and that the Phelps-Stokes Study served as a great awakener, the land-grant college for blacks continued to serve a smaller proportion of black college students than did other

black colleges. The conclusions drawn from a study made in 1928 by the U. S. Office of Education made this point quite succinctly. Table II helps to show graphically these conclusions:

The total enrollment of Negro students in the 17 Southern states amounted in 1928 to 12,922, of which 9,395 or 73 percent, were enrolled in colleges other than Negro land-grant colleges, while only 3,257 students, or 27 percent, were enrolled in Negro land-grant colleges. (94)

The study did not provide information on what percentage of the 73 percent outside land-grant colleges was enrolled in other state supported colleges, but since it has already been learned that only a small number of the public colleges (not land-grant) were originally founded as public institutions, it seems safe to assume that a knowledge of their enrollments would offer little ointment to the wound of the lagging land-grant college enrollments.

Additional significance is attributed when one sees the great strides which have been made by the land-grant colleges in the past 30 years to provide blacks with higher education. This progress is evident despite the fact that today not only is there competition for the black student from the private and church-related black schools, but also from most previously white institutions which have opened their doors.

It is evident, that as members of this particular minority group have suffered economic and cultural disadvantages, it has often been difficult to acquire even the foundations of education. Under these circumstances, acquiring higher education has always had a special significance to Afro-Americans. It not only provides them with economic and social advantages, but confers upon them a definite leadership role in the black community.

No discussion of predominantly black colleges could be considered

complete without looking at the clientele and faculties of this institution. Several authors⁽⁸¹⁾ report that ethnic colleges had been established at least in part because their founders, trustees, presidents, instructors, and prospective students rejected some aspect of the Anglo-Saxon tradition to which established colleges were committed. In most instances this rejection was couched in religious terms.

Predominantly black colleges, it seems, had no such quarrel with Anglo-American culture. Mostly they were founded by whites, financed by whites, and at least in their early years administered and staffed mainly by whites. There were, it is true, a few colleges such as Morris Brown in Atlanta, Wilberforce in Ohio, Shorter in Little Rock, Edward Waters in Jacksonville, Paul Quinn in Texas, Livingstone in North Carolina and Allen in South Carolina that were controlled by all-Negro denominations.⁽⁹¹⁾ There are, of course, some other private black colleges that came over a period of years to have predominantly black staffs. The Negro colleges, pious though they were, lacked a religious rationale for their separatism. They were separate only because the white colleges they emulated would not admit their students. Under such circumstances the Negro colleges could have maintained their self-respect only if they had viewed themselves as a prerevolutionary holding operation, designed to salvage the victims of injustice. This stance would, however, have demanded an open and continual attack on segregation and white supremacy, which the Negro colleges could not afford to make if they wanted to survive. The price of survival was humility and humiliation, and those who were willing to pay this price must often have hated themselves for not fighting back openly, even when they knew this was hopeless.^(57,83)

One reason for the difference between black and white colleges in this regard, assuming the difference is more than a by-product of black and white imaginations, may be that the men who have become professors at black colleges seem to be more interested in personal power than those who have become professors at white institutions. (83) Perhaps this is one reason that black academicians seem more eager to take administrative jobs than their white counterparts. They may also be more interested in "administering" students than the typical white professor. (91)

Even if investigators were able to show that four years at a black college were of less value than four years at a white college, the defenders of these colleges would have a ready reply: less money is spent on black college students than on white ones, so it would hardly be surprising if the results were less impressive. In 1950 the black colleges evidently spent four-fifths as much per student as the national average, which probably put them well above many smaller white institutions. By 1960, however, the black colleges' position had deteriorated, and they were spending only two-thirds the national per student average. (25,70) There are very few altruistic faculty members willing to teach at black colleges for appreciably less money than they could earn elsewhere. This means that these colleges must pay relatively competitive wages. (35) In order to accommodate budget restriction, black college administrators resort to various devices. First, they have fewer faculty members per student than the typical white college. (83) Second, they have fewer extensively trained faculty members than the typical white college. (35) Third, among those at any given level of qualification, they tend to hire men who would have the

most difficulty landing a job elsewhere, whether because they are refugees with an imperfect command of English, because they have been in personal difficulties elsewhere, or simply because they are black. (57)

An important outside influence for the improvement of higher education is the accrediting agency. Accreditation, as applied in education, is the recognition accorded to an educational institution signifying that it meets the standard established by an agency or association. (4) Accrediting bodies encourage institutions to improve their programs by providing standards to be met; facilitate transferring of students from one institution to another; inform employers and graduate schools about the quality of training a graduate has received; provide administrative support in efforts to maintain high standards against local difficulties and opposition; and provide guidance to the public on institutions it may wish to patronize. (4,17, 18,21)

The Southern Association of Colleges and Secondary Schools, referred to as the Southern Association, is the responsible accrediting agency in eleven states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia). Since 1919 the Southern Association has been accrediting colleges in these states, though it did not start accrediting predominantly black colleges until 1930. Since 1930 the Association has listed the black colleges as "accredited," while refusing to admit them to full membership. Donald C. Agnew, Executive Secretary, Commission on Colleges and Universities, Southern Association, recently wrote, "...the Association has maintained a list of accredited institutions for Negroes, but did not apply to them the same rigorous

standards as it applied to white institutions, nor did it admit them to membership".⁽³²⁾ So for forty years these predominantly black institutions were permitted to function even though they had not met the standards of their accrediting agencies. It is a sad commentary that professional educators could have involved themselves in such a dishonest affair as this sham rating of educational institutions. What is even more tragic is the fact that several years ago this "accreditation" by the Association was used to prove that these black institutions were of equal quality as those of white institutions accredited by the same group.⁽¹¹⁾

Finally, in the mid-fifties, the Southern Association, with the help of the General Education Board, initiated a program to raise the quality of work done in these predominantly black colleges. The intention of the Association was to require them to meet the standards to which the white colleges had been held. It was hoped that through this effort these predominantly black colleges could be given full membership by 1961. In 1957, following this special effort, 15 senior and three junior colleges still were unapproved. This gives some indication of how far these colleges were behind the normal standards of the Association. Since 1957, several of the remaining colleges have been admitted to membership.⁽³²⁾ This apparently overdue action on the part of the Southern Association has proven to be a development toward improving the quality of work in these predominantly black institutions. It is the first time that these colleges have been held to any reasonable minimum standards of college work: standards relating to expenditure per student, facilities for libraries and laboratories, qualification of staff, etc. There is little question that being

faced with requisite standards has a strong effect upon improving the quality of work offered in an educational institution. (32)

Areas of Concern to Black Students

Although much has been written and many investigations have been undertaken concerning the problems of the pre-school black child and the black child in the elementary school grades, the writer believes that perhaps much can be learned by examining the problems of black students as they attempt to gain some measure of success and/or mobility through education. The investigator's examination of these problems will be summarized as revealed by studies utilizing the Mooney Problem Check List, College Level. (96)

The College Form of the Mooney Problem Check List contains three hundred and thirty items, with thirty problems in each of the following areas:

1. Health and Physical Development
2. Finances, Living Conditions and Employment
3. Social and Recreational Activities
4. Social-Psychological Relations
5. Personal-Psychological Relations
6. Courtship, Sex and Marriage
7. Home and Family
8. Morals and Religion
9. Adjustment to College Work
10. Future: Vocational and Educational
11. Curriculum and Teaching Procedure

Of greatest concern to the males in the study was their adjustment to college work. Interestingly, the males most frequently checked the statement - "afraid to speak up in class discussions," (96) which may indicate that their own feelings of social inadequacy and acceptance are projected into the academic situation. They also indicated concern for wanting to improve themselves culturally and felt lack of enough time

for themselves or for recreational activities. Religion was of concern to them in that they expressed dissatisfaction with church services and at the same time wanted to feel close to God.

The females in the study were also mostly concerned about their adjustment to college work. However, their concerns were in the direction of the lack of good study habits. They, too, indicated that they wanted to improve themselves culturally and felt that they had too little time to themselves. "Nervousness" and "the fear of making mistakes" were also of great concern to them. (96)

The freshmen reported that adjustment to college work was their main concern, and indicated within this category difficulties with their study habits and fear of failure and speaking up in class discussion.

Seniors most frequently checked statements indicating their need for self-improvement and self-expression; they also felt that they had too little time for themselves. Poor academic preparation was checked as being of great concern to them.

When broken down into age categories, the age group sixteen to twenty most frequently checked statements indicating concern over poor study habits, fear of speaking up in class discussion, and the need for self-improvement, as well as more time to themselves.

The twenty-one to twenty-five years of age group indicated concern for self-improvement, cultural improvement, too little time for recreation and for themselves, and a poor background for some subject.

The over twenty-five age group most often checked problems statements referring to self-improvement, cultural improvement, too little time for themselves and for recreation, and to the area of religion and morals.

The population involved in the study as a whole indicated that almost all groups felt great concern in the areas of: inadequate preparation for college work, self-improvement, improvement culturally, insufficient time for themselves, fear of speaking up in class discussions, fear of making mistakes, and religion and morals.

The Federal Aid to Black Colleges and Black Students

Federal aid to education aimed at reducing discrimination could help to make the higher education of blacks much more than "a remote water of the backstream," as a former Ford Foundation President, Henry T. Healt, ⁽⁴⁹⁾ characterized it. Whether the move out of the "backstream" and into the mainstream will be accomplished depends largely on the black college's fulfillment of three college or university functions. These, according to James A. Perkins, ⁽⁷⁹⁾ former President of Cornell University, are "to acquire knowledge through research; to transmit knowledge through teaching; and to apply knowledge through public service."

There are those who would shut down the black colleges, put them out of business. But the education and social needs of our society are such that this proposal must be rejected - every effort must be sent forth to strengthen black institutions through Federal Aid. Earl J. McGrath, Columbia University Professor and former U. S. Commissioner of Education, suggests that "a deliberate weighing of the evidence leads to the conclusion that most of the predominantly Negro institutions ought to be preserved and strengthened."⁽⁷⁰⁾ Participants of the White House Conference on Civil Rights share McGrath's views. ^(70,26) The years spent in the more remote water of the backstream have taken

their toll on the black colleges, but these handicaps will not be reduced by shutting these schools down.

Like the black college, the black student faces tremendous handicaps. These are inherent in his position in society.⁽²⁹⁾ Before and after he enters college, he probably has to fend for himself; he cannot rely on his family to the extent that the white student is able to for support. His parents have to support a larger family on a more moderate income.⁽⁸⁷⁾

This is no small point. While "the value of a college education is inestimable the cost is insurmountable,"⁽²⁹⁾ especially for the poor student, white or black. He stands less chance of getting his college diploma than does the student from a prosperous family. And the diploma remains the best ticket to the good life in the Great Society. As Sargent Shriver⁽¹⁰¹⁾ former Director of the War on Poverty, stated it, "anybody who can be found and brought to higher education has an extremely good chance of not living a life of poverty. However, if this is to become more than just a promise, we must remove imperfections. If this can be done then there will be grounds for hope and cautious optimism."

The purpose of this particular phase of this work is to provide an overview of the role of predominantly black institutions in higher education. At the outset it is necessary that full attention be given two major points: (1) one should recognize that a major characteristic of this period of American life is an enlarged sensitivity of the national conscience to the indispensable value of higher education and consequently, to the need for every existing institution to accommodate the irrestable flow of oncoming students;⁽⁵¹⁾ (2) one

must recognize that this period is characterized by demands that education move from the plains of conventionalism to the realistic plains of relevancy and modernization to meet the needs of a variety of students.

In discussing the role of black institutions one must face realistically the knowledge that black colleges and universities have entered a new era in American higher education. This new era can be attributed directly to the Civil Rights Movement. The dilemma of these institutions as they enter this new era has been the subject of numerous studies in recent years. Lewis Jones⁽⁶⁰⁾ pointed out that not only had expectations increased among black students regarding career opportunities but that participation in the sit-in movement had affected these colleges internally and produced among students new attitudes and expectations concerning campus life, curricula, and instruction.

The most recent of the studies of black colleges was made by Riesman and Jencks⁽⁵⁷⁾ who maintain that black colleges are likely to remain academically inferior institutions. Regarding the future of public black colleges they conclude that for the most part these colleges "are likely to remain fourth rate institutions at the tail end of the academic procession."⁽⁵⁷⁾ With reference to the future of the private black college they conclude: for better or for worse, then most private black colleges seem likely to survive. They will continue to recruit most of their students from all black Southern high schools and to send a substantial proportion of their graduates back to teach in the high schools, unable to break out of the cycle of mis-education and deprivation.⁽⁵⁷⁾ Mr. McGrath recommends long-range

planning, and cooperation and coordination of efforts among black educational institutions as necessities for their growth and development.

Historical Schema Concluded

At this point black colleges both public and private are part of the problem of American education. As implied above one could easily be talking about Catholic colleges or the Jewish institutions Yeshiva or Brandeis. All the same, one must accept this difference: black colleges have faced in the past, they face at present, and no doubt will face in the future problems conditioned by a societal process imbued with practices and racial overtones which go beyond education in general.

In general, the role of black colleges should not be that of providing compensatory education. Few educational institutions can expect to survive, let alone meet demands of a future student population, with compensatory education as an orientation and purpose. Moreover, black colleges should not be expected to shoulder the costly burden of compensatory education while white institutions go their merry way.

Rather than reject the need for these institutions, their resources and potential, it is important that they be strengthened to serve better more black youth while simultaneously being made more attractive to white students so that institutional differences will not appear to reflect racial differences but student variations in ability, intellectual interests and career goals. In other words, the extent to which black colleges will leave the periphery of higher education and achieve a position which lends itself to educational ventures that function well in a multi-racial society will depend upon the extent

that these colleges, and the appreciation of their roles and contributions, are unmarred by the predominance of their racial make-up.

Black colleges do encounter problems primarily associated with an academic community which may influence their future roles in higher education. Studies and reports alluded to earlier mention some such problems. Among the problems is that of serving a clientele burdened with poor preparation for college work but who nonetheless have abilities and potential for success in higher education. There is not reason to apologize for this fact. Roles in this regard are shaped by the past and these roles in general should not be abandoned. By the same token, there is no reason to abandon service to that part of a clientele or otherwise that is properly prepared for fullest benefits of higher education. There is not reason to abandon competition for the bright student, just as there is no reason to apologize for serving a clientele with a disproportionate number poorly equipped for college.

Stephen J. Wright statements on curricula for predominantly black colleges highlight the importance of these institutions in our contemporary society. He states that curricula content needs to be revised, along with an increase in expenditures, to help young blacks in their search for identity. Yet, at the same time, one must avoid their becoming racists. "Curricula changes should be responsive to positions which have opened almost dramatically during the past seven years."(100)

The next chapter of this investigation will be devoted to reviewing those parallel research studies that relate the university as a formal organization.

CHAPTER III

PARALLEL RESEARCH STUDIES

Universities as Organizations

It should not be forgotten, in the course of the following pages, that the current sample includes only a segment of predominantly black institutions. The universe of higher education is far broader than this. Cowley distinguishes major universities, minor universities, liberal arts colleges, technological colleges, teachers' colleges, unitary theological schools, separately organized professional schools, and junior colleges in the academic sector of higher education. He further points out that there are at least seven other types of educational enterprise beyond the level of secondary school, including ecclesiastical, military, civil service, business-industrial, nursing-education, labor union, and proprietary institutions - not to mention foreign universities, or the vast differences of structure that can be observed within each of the foregoing categories. (20,27)

This investigation, like that of The Academic Marketplace,⁽²⁰⁾ only deals with one row of booths in the academic arena.

The enumeration of institutional goals has received major recognition in administrative and sociological literature. A great deal of this literature deals with the general topics of size and power of the administrative component of organizations. As vast as this literature is, only the works of Edward Gross and Paul Grambsch relate directly to

institutional goals of higher educational organizations and to the perception and conception of goals by faculty members and administrators. In their works these authors develop two kinds of evidence that they deem necessary in order to confidently assert that a goal is present: intentions and activities. By intentions, they refer to: what participants see the organization as trying to do; what they believe its goals to be; and what direction they feel it is taking as an organization. Intentions are expressed either by verbal statements or by inference made from symbolic acts, gestures, and other types of meaningful behavior. By activities they refer to what persons in the organization are in fact observed to be doing: how they are spending their time, how resources are being allocated.

What do administrators and faculty members think goals of American Universities (1) are and (2) ought to be? This area of concern was previously unexplored until the completion of the Gross and Grambsch study. These two aspects require an approach from two analytic bases--across universities and within the university--and allow an investigation to identify more precisely areas of harmony and discord with regard to goals.

In most studies concerned with academic institutions, it has been assumed that characteristics such as size, curricular emphasis, and prestige are closely affiliated with other more subtle aspects of an institution's atmosphere and orientation. In order to explore more fully the impact of these characteristics, because they apply to the institution as a whole, Gross and Grambsch compared the goal emphasis of different types of universities. However, findings regarding the usual variables of size and emphasis were meager compared with the

findings that emerged from the analysis involving type of control, productivity, prestige, and graduate emphasis.

The inquiry further revealed a sharp tendency for persons at institutions with elitist characteristics (private control, high doctorate production, large amount of contract research, high prestige, heavy emphasis on graduate work) to have very strong feelings about what goals should not be emphasized.

Administrators and faculty tend to see eye to eye to a much greater extent than is commonly supposed and that, therefore, the investigation inferred that the greater power of the administrator should not be regarded as necessarily inimical to the faculty or as inconsistent with the fundamental role and purposes of the university. Demonstrated, too, was the fact that clear differences among universities still exist, despite fears that institutions of higher education are becoming more and more alike.

Goals were classified by Gross and Grambsch in the following categories: (1) 17 output goals aimed at changing the student's identity or character in some fundamental way, equipping the student to do something specific for the society he will be entering, conducting research for the production of new knowledge or the solving of problems, or rendering direct service to the nonacademic community, (2) seven adaptation goals reflected the need of the organization to come to terms with its environment, (3) ten management goals reflected decisions on who should run the university, the need to handle conflict, and the establishment of priorities to determine which output goals should be given maximum attention, (4) seven motivational goals sought to insure a high level of satisfaction on the part of the staff and students,

with emphasis on loyalty to the university, and (5) six positional goals served to maintain the position of the university primarily in terms of comparing it to other universities.

(A) Output Goals

Output goals are those goals of the university which are reflected, immediately or in the future, in some product, service, skill or orientation which will affect (and is intended to affect) society.

1. Student-Expressive: Those goals which are reflected in the attempt to change the student's identity or character in some fundamental way.

1.1 Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.

1.2 Produce a well-rounded student, that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.

1.3 Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history.

1.4 Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically.

1.5 Develop the inner character of students so that they can make sound, correct moral choices.

2. Student-Instrumental: Those goals which are reflected in the student's being equipped to do something specific for the society into which he will be entering, or to operate in a

- specific way in that society.
- 2.1 Prepare students specifically for useful careers.
 - 2.2 Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society.
 - 2.3 Train students in methods of scholarship and/or scientific research, and/or creative endeavor.
 - 2.4 Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumption choices.
 - 2.5 Produce a student who is able to perform his citizenship responsibilities effectively.
3. Research: Those goals which reflect the dedication to produce new knowledge or solve problems.
 - 3.1 Carry on pure research.
 - 3.2 Carry on applied research.
 4. Direct Service: Those goals which reflect the provision of services directly to the population outside of the university in any continuing sense (that is, not faculty, full-time students, or its own staffs). These services are provided because the university, as an organization, is better equipped than any other organization to provide these services.
 - 4.1 Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.
 - 4.2 Assist citizens directly through extension programs,

advice, consultation, and the provision of useful or needed facilities and services other than teaching.

- 4.3 Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not.
- 4.4 Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics.
- 4.5 Serve as a center for the preservation of the cultural heritage.

(B) Adaptation Goals

Those goals which reflect the need for the organization to come to terms with the environment in which it is located. These revolve about the need to attract students and staff, to finance the enterprise, secure needed resources, and validate the activities of the university with those persons or agencies in a position to affect them.

1. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university.
2. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or

artistic circles).

3. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission.
4. Accommodate only students of high potential in terms of the specific strengths and emphases of this university.
5. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region.
6. Keep costs down as low as possible through more efficient utilization of time, and space, reduction of course duplication, etc.
7. Hold our staff in the face of inducements offered by other universities.

(C) Management Goals

Those goals which reflect decisions on who should run the university, the need to handle conflict, and the establishment of priorities on which output goals are to be given maximum attention.

1. Make sure that salaries, teaching assignments, prerequisites and privileges always reflect the contribution that a person involved is making to his own profession or discipline.
2. Involve faculty in the government of the university.
3. Involve students in the government of the university.
4. Make sure the university is run democratically insofar as that is feasible.
5. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.
6. Make sure that salaries, teaching assignments, prerequisites and

privileges always reflect the contribution that the person involved is making to the functioning of this university.

7. Emphasize undergraduate instruction even at the expense of the graduate program.
8. Encourage students to go into graduate work.
9. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.
10. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail.

(D) Motivation Goals

Those goals which seek to ensure a high level of satisfaction on the part of staff and students, and which emphasize loyalty to the university as a whole.

1. Protect the faculty's right to academic freedom.
2. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.
3. Provide a full round of student activities.
4. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in.
5. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals.
6. Develop loyalty on the part of the faculty and staff to the

university, rather than only to their own jobs or professional concerns.

7. Develop greater pride on the part of faculty, staff and students in their university and the things it stands for.

(E) Positional Goals

Goals which serve to help maintain the position of this university in terms of the kind of place it is in comparison to other universities, and in the face of attempts or trends which could change its position.

1. Maintain top quality in all programs we engage in.
2. Maintain top quality in these programs we feel to be especially important (other programs being, of course, up to acceptable standards).
3. Maintain a balanced level of quality across the whole range of programs we engage in.
4. Keep up-to-date and responsive.
5. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige.
6. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character."

The Definition of Organizational Goals

The basic concept in this investigation was that of the organizational goal. Parsons sees goal attainment as an aspect of all systems: All systems, in order to survive, must attain whatever goals they set out for themselves. (47,49) Parsons sees a special kind of a system;

namely that of the organization, being singled out in a manner by which the problem of goal attainment has primacy over all other problems. (73) On the other hand Etzioni defines an organizational goal as "a desired state of affairs which the organization attempts to realize." (46) The frequent argument here is the question of whose state of affairs it is that is desired. Theoretically, there could be as many desired states for the organization as there are persons in it, if not more. What may appear as very obvious goals from the view point of administrators may not be the goals at all from the standpoint of the faculty.

Thompson, McEwen and Parsons have defined goals in terms of system linkages. Both see goals as involving some type of output to a larger system or society. (73,91) In this sense organizations are always subsystems of larger systems, the goal of one subsystem being a means or input of a different subsystem. It is also seen that when goals are defined in this manner that those within organizations have only a limited amount of freedom to set the goals of the organization. A more serious limitation of the output approach follows from the fact that organizations have a great many outputs, but intended and unintended, many of which will be no different than functions or consequences. It becomes a problem to single out certain kinds of outputs as the goals of the organization. (47,48)

In spite of the limitations suggested on the definitions offered thus, there is no doubt that they all touch on the elements of a definition of goals. Goals exist in someone's mind and they will involve the relationship between an organization and the situation in which it is implicated.

The classic in organizational analysis is Merton's theory of the tendencies of some persons to make ends of means in organizations. (71) Gross and Grambsch in their works express the relevance of this discussion for the understanding of organizational goals. Merton pointed to a possible dysfunction in formal organizations. In order that an organization should be able to accomplish its goals, a person must be required to conform to explicitly laid down rules. Only through this means could the organization's special advantages of precision and predictability be enjoyed. In order to insure that such precision and predictability would in fact result, it was necessary to insist upon rule compliance. Yet that very insistence might lead to persons forgetting that rules existed, after all, only in order to facilitate goal attainment. Some persons then might be carried away by the very rules and insist on compliance with them even at the expense of organizational goals. Merton's example include the requirement in the early part of World War II that Navy officers should carry calling cards, when the latter were destined for the service in the battles of the South Pacific, or when an explorer was denied citizenship on the grounds that he was out of the United States for a period of time, in spite of the fact that that absence involved service on a U. S. expedition exploring Antarctica. (47,73)

Previous Research

Less directly, the works by Blau and Scott, (10) Simon, (83) Thompson, (91) Parsons, (73) and others give a critical analysis of the concept of organizational goals as it applies to other organizations.

Institutions of higher education are as a general rule not viewed

as formal organizations, ⁽⁴⁸⁾ Reissman, ⁽⁸⁰⁾ and Gouldner's ⁽⁴⁵⁾ studies of small, private, liberal arts colleges makes the distinction between "locals" (oriented to the college) and "cosmopolitans" (oriented to their colleagues or professional area). Such identities are reported to influence organizational behavior because those who hold them may have reference groups and value commitments that conflict with those prescribed by the organization. Three variables for analyzing latent identities have been presented by Gouldner, which are felt to have significant implications for our study of institutional goals. The variables are: loyalty to the organization; commitment to professional skills and values; and reference group orientations. Gouldner, also found certain differences between cosmopolitans and locals in terms of degrees of influence, participation, propensity to accept or reject organizational rules, and informal relations. These researchers have studied a phase of "the Academic Market place." However, they have concentrated mainly on the faculty. They have not studied perceived institutional goals nor have they analyzed predominantly black institutions. Other relevant works have been completed by Caplow and McGee, ⁽²⁾ McGee, ⁽²⁰⁾ Knapp and Greenbaum, ⁽⁶⁵⁾ Berelson, ⁽⁹⁾ Knapp and Goodrich ⁽⁶⁴⁾ on the organization of universities.

In summary, all of the major works in this area have been broached and rationally discussed, but only the ones by Gross and Grambsch have been analyzed in terms of institutions as formal organizations and with reference to the goals which are present or occur.

CHAPTER IV

DESIGN AND METHODOLOGY

The general intent of this investigation was to develop a body of factual knowledge about the goals of predominantly black institutions of higher education. The investigation was begun on the assumption that insufficient information existed at the time when the research was initiated. Hence, it was possible to approach the specific institutions that were investigated from a very open-ended viewpoint, contending that the data would make us more sophisticated.

Because of interest and the fact that these particular institutions were not included in the original investigation of this nature (by Gross and Grambsch⁽⁴⁷⁾), the researcher deliberately decided to limit the research not only to predominantly black institutions but also to institutions that were very likely to exhibit a range of conditions that could be classified within the spectrum of faculty and administration conflict discussed in Chapter One. As in the case of the Gross and Grambsch study⁽⁴⁷⁾ the researcher could have found many schools within the list of one hundred and three predominantly black institutions, e.g., a small church-controlled liberal arts school for women only, in which there may be almost complete consensus on organizational goals and values. Hence, the investigator deliberately excluded all colleges which were dominated by some single point of view or a commitment to a uniform function which is of such a nature as to severely

limit the goal variation that can exist. Not included in the investigation plans, therefore, were small church-controlled schools, liberal arts colleges, teachers' colleges, technical training institutions and junior colleges.

The population consisted of nineteen predominantly black colleges and universities in the United States. It was these universities and colleges, with their graduate programs and professional schools, that seemed certain to exhibit the kind of goal variation in which the investigator was interested. It is further in this kind of educational institution that the "support functions" are claimed to have increased greatly and in which administrators are often accused of having attained positions of considerable power. (46,47,48) These particular colleges and universities are highlighted by the importance placed on the graduate school and, for the researcher's purposes, a graduate school is necessary to provide assurance that the goal of research will be well represented in the Institution.

Sample Design and Response

The population consisted of nine predominantly black institutions in the United States. The institutions were selected on the basis of the following specific criteria:

1. The Master of Arts or Master of Science degree or its equivalent must be offered.
2. The Institution must have at least one professional degree program.
3. The Institution must be in "good" standing with a national accrediting body.

4. The Institution must be maintaining a coeducational system and, finally,
5. The Institution must offer a program of liberal arts and/or general education for undergraduates.

Information on the types of degrees and programs offered at the institutions were secured from catalogues and bulletins from the various institutions. The accreditation status of these institutions was verified by reviewing the Manual for Accredited Institutions of Higher Education.

The names of nineteen* institutions which serve a predominantly black student enrollment and which are administered and staffed by faculty members who are predominantly black, were obtained from the Directory of Negro Colleges and Universities (39, pp. 1-103). The following list contains the institutions and their primary means of control and support.

<u>The Institutions</u>	<u>Control and Support</u>
1. Atlanta University	Private Control**
2. Central State University	State Control**
3. Fisk University	Private Control
4. Florida A&M University	State Control**
5. Fort Valley State College	State Control**
6. Hampton Institute	Private Control
7. Howard University	Federal/Private Control**

*Presidents at nineteen colleges and universities were originally contacted for permission to involve their respective institutions in the investigation.

**Institutions included in final analysis.

8. Jackson State College	State Control**
9. Lincoln University	State Control
10. Morgan State College	State Control
11. North Carolina A&T University	State Control*
12. North Carolina Central University	State Control
13. Prairie View A&M College	State Control
14. South Carolina State University	State Control*
15. Southern University	State Control
16. Tennessee A&I State University	State Control
17. Texas Southern University	State Control*
18. Tuskegee Institute	Private Control
19. Virginia State College - Main Campus	State Control

Once the institutions had been selected, the investigator forwarded to each president a letter and an abstract explaining the purpose of the investigation and the use that would be made of the results. The letter sought permission to include the particular institution in the research project and requested a "catalogue or other listing of full time administrators and faculty members." A second letter was sent one day later to these same presidents by Dr. Robert Kamm, President of Oklahoma State University. In his letter, Dr. Kamm acknowledged his interest in and support of the investigation.* It was felt that this approach would enhance the likelihood that a president would give permission for his institution to be included in the study.

Nine of the original college presidents that were contacted agreed

* A copy of both letters and the abstract are enclosed in Appendix A.

to our involving their institutions in the investigation. Four institutions did not respond. A second letter was sent to the institutions not responding that further explained the purpose of the study. Six presidents responded but for various reasons did not grant permission to include their institutions in the investigation. It was later learned that three of these institutions were involved in recent changes in their top administrative personnel. Two of the other institutions were undergoing difficult periods with student unrest.

The Subjects

The securing of accurate data on numbers of faculty and administrators at the included institutions proved to be a difficult task, owing to discrepancies of catalogues and directory information (multiple listings, variations in titles and/or positions, problems of "clinical staff," problems of "project staff," members of institutes, laboratories, branches and/or divisions, and so forth), date of available materials and various other problems. Telephone calls and letters were directed to institution officials and friends at several universities to increase accuracy of these data. Although the focus of the investigation was on administrators, a sample of faculties was desired to serve as a basis of comparison, particularly with reference to the question of whether administrators' perception regarding goals differed as a group from faculty perception. Because of a desire to make a rather detailed comparison among administrators, an attempt was made to include all of the academic administrators. Since it was planned only to make very broad groupings among the faculty (e.g., education, humanities, etc.), and because of the very high numbers of faculty members,

it was felt that a 20 percent sample would suffice. Hence, the total number surveyed consisted of 662 administrators and faculty members at the nine institutions.

Frequently after receiving catalogues, bulletins and/or telephone directories, it was necessary to spend a great deal of time evaluating them. The institutions differed considerably in the way they classified persons in their publications. Some institutions only included administrators and full-time faculty members, other institutions include every individual that has any connection with the institution (clinical assistants, graduate assistants, part-time faculty members, clerical staff, etc.).

Frequently, the problem arose of names being duplicated in different parts of the listing, if they had multiple duties. The problem of drawing up the original subject list took a great deal longer than originally planned for. There also were differences between universities in the date of the material, some places having the material that had just been published while other cases the data was as much as a year old. When the latter was the case, we endeavored to update the list by making use of current telephone directories from the institutions.

Questions to be Answered

There were several specific research questions the investigator felt needed to be answered:

1. What are the goals of predominantly black institutions of higher education?

2. Taken together what do all of our respondents see as the goals of predominantly black colleges and universities?
3. Taken together what do all of our respondents think the goals of these institutions ought to be?
4. Taken together what do faculty members see as the goals of these institutions?
5. Taken together what do faculty members think the goals of these institutions ought to be?
6. Taken together what do administrators see as the goals of these institutions?
7. Taken together what do administrators think the goals of these institutions ought to be?
8. Do faculty members of predominantly black institutions perceive the goals of these institutions differently from administrators?

Procedure

The original questionnaire was developed by Edward Gross (University of Washington) and Paul Grambsch (University of Minnesota). Direct contact was made by the principal investigator with these two educators regarding slight modifications to be made in order that the instrument would more accurately meet the particular characteristics of the institutions under investigation. The modifications consisted only of deletion of unrelated items, no changes were made in the wording or structuring of the items. The instrument includes, among other items, a list of 47 goals. The goals included are listed in a key form in Appendix C, Page 249.

The basic technique employed was that of a mailed questionnaire (questionnaires were followed up by telephone calls and two letters of reminders). It was felt that by enlisting the services of a person at each institution and designating him as a research assistant, the researcher would enhance the chances of insuring a high percentage of questionnaire returns. The assistant would have been responsible for answering any questions pertaining to the study. He further would have been given responsibility for checking and rechecking with those involved in the sample who were either late or negligent in returning the questionnaire. However, a shortage of funds eventually prevented the hiring of such a person. These individuals, because of their involvement with the principal investigator and their infused knowledge about the questionnaire, and as well as the other individuals involved in the sample, were not asked to respond to the questionnaire.

Collection of Data

The data needed initially was information concerning the goals of these institutions. What are those goals? Before answering any kind of question as to whether any group, administrators or others were enhancing or hindering effort toward goal attainment, it was necessary to know what the goals were. Furthermore, it was felt that this knowledge must be based on data and not simply a collection of people's views as to what these institutions ought to be. This by no means should imply that there was no interest in people's conceptions of what the goals ought to be. Quite the opposite, comments that any group, such as administrators, may be perverting the goals, may perhaps be discovered by an examination not simply of what the goals in fact happen to be, but

of what people think they ought to be.

For those concerned with changes in goals, whether interested in halting changes in undesired directions or initiating changes in other directions, one important kind of information revolves about what factors affect both goals and how persons in these institutions perceive the goals.

After having determined what the goals of these institutions are, how people feel about them, what some of the variables are that make the goals, as well as how people feel about them, the researcher then turned to the question of whether there is any relationship between the focus of power in an institution and the kind of goals that institution pursues. The particular interest here centered on whether universities in which administrators have more power than faculty to determine institutional goals differ in structure of goals from institutions in which this is not the case. In addition, interest was attached to whether there is any relationship between different power structures and different goal emphases.

Lastly, interest was focused on the question of whether administrators and faculty differ in how they see the goals of institutions and what they think those goals ought to be. Here, attention was directed to the question: Are the differences in goal perceptions of faculty members and administrators of institutional goals great enough so that one has to be concerned about administrative and faculty conflict?

Each respondent was requested to state whether he thinks a given goal is important (vividly emphasized) at his institution. On the following line after each of the questionnaire items, he was asked

whether he thought it should be important. This differentiation allowed for some protection against the danger that a respondent's perception of actual goals might simply be an expression of his own goal priorities.

Two fundamental kinds of analyses were used: individual and organizational. The individual analysis is one in which some attribute of a person was related to some other attribute, e.g., the attribute of a position (administrator or faculty member) and the attribute of social class origin. It might be asked, for example, whether administrators came from a higher socioeconomic class than do faculty members. The organizational analysis is one in which the university itself is conceived of as a single entity, which allows a consideration of two attributes of the institution, e.g., size and location--to see how they relate to one another. (Do institutions in the Southwest tend to be larger than institutions in the Southeast?) The greater part of the analysis dealt with organizational relationships.

The average score may be used to characterize the power of the indicated persons or groups at the institution. For example, the replies dealing with "the regents (or trustees)" for two major universities from the Gross and Grambsch study.

	A Great Deal to Say	Quite a Bit of Say	Some Say	Very Little Say	No Say At All
University X	46	40	30	5	1
University Y	148	45	8	2	1

As is clear, both universities X and Y show skewed distributions, since it is found that regents tend to be highly rated everywhere.

Nevertheless, the comparative differences are large. The weighted arithmetic mean is to be calculated in each case by assigning a weight of 5 for "a great deal to say," 4 for "quite a bit of say," 3 for "some say," and so forth. The measures are to be calculated for all institutions together, and the scores are to be ranged in order from lowest to highest on each variable.

In this way a score for all nine institutions was obtained. The power of regents was then related to some other university characteristic--for example, size. A form of the "t" measure was used as a test of significance.

Continuing with examples from the works of Gross and Grambsch, one finds that the following were calculated for each university:

Goal Measure

This measure is derived from a ranking of the weighted means of "perceived goal" response. For Hold Our Staff, at Institution Z, we get:

<u>Absolute</u>	<u>Great</u>	<u>Medium</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
5	55	51	11	2	124

The investigators set scores of "4" for Absolute, "3" for Great, etc., then the weighted means comes to 2.3. The standard deviation for this mean comes to a little over 1.0. A rule was established that the standard deviation must not exceed 1.5. If it did, then the goal was called "confused," and so treated from then on. In this case, the goal is not confused, and the weighted means was used as a measure of its importance. The investigator then calculated the weighted mean for Hold Our Staff at the nine institutions then arranged the means in

sequence from the lowest to the highest.

As Gross and Grambsch put it, "In an 'organizational relationship' the university is conceived of as a single individual. Measures are single figures such as means, percentages, or ranks which characterize the university as a whole. An example is size of university, as measured by number of full-time faculty members, or the prestige of the university as measured on a five-point scale. For example, one hypothesis about organizational relationship might be the following: the more prestigious the university, the larger the university."^(46,47)

Many of the organizational variables were defined by the questionnaire. For example, question 2.1 asked the respondent to indicate who "makes the big decisions" at his university. He was to check the appropriate spaces, as shown below:

*

	A Great Deal to Say	Quite a Bit of Say	Some Say	Very Little Say	No Say At All
The regents (or trustees)					
Legislators					
Sources of large private grants or endowments					
Federal government's offices or agencies					
Etc.					

*All examples were taken directly from the original works of Edward Gross and Paul V. Grambsch.

The above represents examples of scores which are weighted by response rate. It has been argued whether one should make arbitrary

determination that, for example, all institutions should count equally, irrespective of size or other organizational characteristics. Therefore attempts were made trying various weighting schemes, such as that in which the researcher assigned equal weight to higher administrators, dean-level administrators, chairmen, and faculty. We then calculated an institutional score which was the arithmetic mean of all respondents. For example, on goal perceptions, is not one man's "views" as valid as any other man's? Or to state in another way, why weigh the view of the Provost any more than the view of an assistant professor of English? Is not one man's perception as accurate, for him, as the others?

The first series of analyses consisted of the computation of descriptive statistics--means, percentages, ranks, standard deviations--and the setting up of frequency distributions to study the nature of the distributions obtained for the various variables in the investigation. These analyses were made for the overall group and the two sets of subgroups formed by dividing the overall group on the basis of administrative functions and faculty status.

The second analyses consisted of the computation of the t-test on the matched groups. The t-test is used to certify how great the difference between two means must be in order for it to be judged significant, that is, a significant departure from differences which might be expected by chance alone. The basic function served by the t-test in this investigation was to test the group means of administrators and faculty members and determine that they were not significantly different, that is, the means are so similar that the sample groups can be considered to have been drawn from the same population.

Because the study focused on special organizational problems, it

was decided that the study should be restricted to those educational institutions that seemed to be complex and that tend to have diffused power structures. It was expected that these institutions would exhibit particular situations in which administrators and faculty members might strongly disagree on goal definition.

Summary

This chapter has been a consideration of the description of the population and sample used in this study. It has embodied the design of the study and the methods by which the study was implemented. A brief description of the external instrumentation and respondents connected with this investigation was also incorporated. The research questions of this study were tested utilizing the design and procedures expressed in this chapter.

In the next chapter the data will be analyzed with appropriate interpretation and comment. These findings and an analysis of the responses will also be exhibited.

CHAPTER V

THE GOALS OF PREDOMINANTLY BLACK INSTITUTIONS

Introduction

The basic purpose of this study, as stated in Chapter I, is to attempt to determine the goals of predominantly black institutions of higher education. In this chapter a picture is presented of the results obtained by a composite analysis of the goal data. The basic questions to which this chapter addresses itself are: Taken together, what do all of our respondents see as the goals of predominantly black colleges and universities? Considered in groups (faculty and administrators), what do our respondents see as the goals? Taken together, what do they think the goals ought to be? Considered in groups (faculty and administrators), what do they think the goals ought to be? Finally, to what extent is the congruence between these four broad treatments, again taken collectively and by groups. That is, do the goals which are important also turn out to be what the respondents think ought to be important?

The response rate appeared to be higher than is the usual case in mail questionnaires, particularly questionnaires that demand the length of time to complete that this questionnaire demanded. The response rate for administrators was somewhat higher than that for faculty members. Gross and Grambasch, in their original investigation, predicted that the response rate for administrators would be great since they

were more highly motivated and since they would be more interested in the purposes of the study, and in addition, had available secretarial and other help to assist them in making the questionnaire out and returning it. (47) This rationale apparently proved out in the present investigation, as is evident by the larger percentage of administrative responses.

TABLE II
RESPONSE RATE OF PERSONS ANSWERING QUESTIONNAIRE

	Administrators	Faculty	Total
Number Questionnaires Sent	261	401	662
Number Respondents*	149	211	360
Percentage of Response	57.1	52.6	54.4

*Due to lateness of some responses, the numbers analyzed were 138, 191, and 329 respectively.

Goals: The Composite Picture

Table III presents the composite data on what respondents perceive the goals to be and what they think the goals ought to be. The tables following Table III will appear in the stated general composition. Column (1) presents the goal label. The next column presents the mean score of the particular goal for the entire population of respondents. The third column presents the standard deviation and finally column (4)

exhibits the numbers of responses to the goal item in question. On the questionnaire, as pointed out in the previous chapter, the respondent was able to rate each goal by checking one of the following choices:

	Of Absolutely Top Importance 6	Of Great Importance 5	Of Medium Importance 4	Of Little Importance 3	Of No Importance 2	Don't Know Can't Say 1
Is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Should Be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The respondent marked a box to indicate his or her view. The responses were scored as shown so that the higher the number, the more important the person thought the goal is or should be. Thus, the preferred goal at the top, "Prepare students specifically for useful careers," is seen to have a mean of 5.36 (Appendix B presents this information in the same compositional structure as the other tables). This score was secured by taking averages at each institution and then averaging them so that the overall is 5.36, a position between "Of Great Importance" and "Of Absolutely Top Importance." At the most distant position, the goal "accommodate only students of high potential in terms of specific strengths and emphasis of this university" has a mean score of 3.12, that is between "Of Medium Importance" and "Of Great Importance." In column (3), the standard deviations of the means are provided. This presents a measure of the degree of dispersion of scores around the means and is, consequently, a measure of the amount of consensus that a particular goal is of the indicated degree of importance. The same interpretation is to be placed on the standard

TABLE III
RANKING OF THE GOALS BY ALL RESPONDENTS

"Is"	Goal	"Should"
1.	Prepare students specifically for useful careers	22
2.	Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	30
3.	Involve students in the government of the university	26
4.	Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	20
5.	Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	11
6.	Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	13
7.	Protect the faculty's right to academic freedom	5
8.	Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	31
9.	Provide full round of student activities	34
10.	Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	7
11.	Maintain top quality in all programs we engage in	1
12.	Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	19
13.	Keep up to date and responsive	4
14.	Produce a student who is able to perform his citizenship responsibilities effectively	18

TABLE III (Continued)

"Is"	Goal	"Should"
15.	Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	2
16.	Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	16
17.	Involve faculty in the government of the university	10
18.	Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	23
19.	Train students in methods of scholarship and/or scientific research and/or creative endeavor	6
20.	Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	3
21.	Encourage students to go into graduate work	25
22.	Make sure the university is run democratically insofar as that is feasible	12
23.	Develop greater pride on the part of the faculty, staff and students in their university and things it stands for	17
24.	Maintain a balanced level of quality across the whole range of programs we engage in	21
25.	Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	35
26.	Serve as a center for the preservation of the cultural heritage	32
27.	Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	43
28.	Develop the inner character of students so that they can make sound, correct moral choices	15
29.	Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	37

TABLE III (Continued)

"Is"	Goal	"Should"
30.	Hold our staff in the face of inducements offered by other universities	39
31.	Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	9
32.	Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	27
33.	Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	14
34.	Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	33
35.	Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	29
36.	Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view; its "character"	47
37.	Emphasize undergraduate instruction even at the expense of the graduate program	45
38.	Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	40
39.	Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	36
40.	Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	41
41.	Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	38
42.	Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making the functioning of this university	8

TABLE III (Continued)

"Is"	Goal	"Should"
43.	Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	24
44.	Carry on applied research	42
45.	Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	28
46.	Carry on pure research	44
47.	Accommodate only students of high potential in terms of specific strengths and emphases of this university	46

TABLE IV

THE GOALS OF PREDOMINANTLY BLACK INSTITUTIONS AS PERCEIVED BY ADMINISTRATORS

Goal (by rank)	Mean	Standard Deviation	N
1. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.94	0.80	135
2. Prepare students specifically for useful careers	4.71	0.71	134
3. Protect the faculty's right to academic freedom	4.66	0.96	136
4. Involve students in the government of the university	4.66	0.91	133
5. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.60	0.95	137
6. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.56	0.81	133
7. Ensure the continued confidence and hence support those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.56	1.10	132
8. Provide a full round of student activities	4.54	0.84	136
9. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.50	0.86	136
10. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	4.49	0.92	135
11. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.49	0.90	135

TABLE IV (Continued)

Goal (by rank)	Mean	Standard Deviation	N
12. Keep up to date and responsive	4.49	0.96	136
13. Produce a student who is able to perform his citizenship responsibilities effectively	4.48	0.87	131
14. Maintain top quality in all programs we engage in	4.47	0.86	132
15. Involve faculty in the government of the university	4.45	0.95	137
16. Make sure the university is run democratically insofar as that is feasible	4.44	1.02	134
17. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.44	1.04	130
18. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.40	0.95	137
19. Maintain a balanced level of quality across the whole range of programs we engage in	4.35	0.90	135
20. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.34	0.91	134
21. Hold our staff in the face of inducements offered by other universities	4.33	1.04	130
22. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.31	0.90	133
23. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.31	1.12	134
24. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.29	1.06	131

TABLE IV (Continued)

	Goal (by rank)	Mean	Standard Deviation	N
25.	Encourage students to go into graduate work	4.29	0.83	137
26.	Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	4.24	0.90	129
27.	Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.23	1.04	130
28.	Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.21	0.87	132
29.	Develop the inner character of students so that they can make sound, correct moral choices	4.13	0.99	133
30.	Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.10	0.91	134
31.	Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	4.07	1.03	133
32.	Serve as a center for the preservation of the cultural heritage	4.05	1.05	135
33.	Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	4.02	0.95	138
34.	Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	4.02	0.87	129
35.	Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.99	1.14	133
36.	Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.97	1.03	138

TABLE IV (Continued)

Goal (by rank)	Mean	Standard Deviation	N
37. Make this a place in which faculty have maximum opportunity to pursue their careers in a matter satisfactory to them by their own criteria	3.90	1.08	133
38. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.89	1.02	138
39. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.88	1.06	134
40. Emphasize undergraduate instruction even at the expense of the graduate program	3.87	1.28	130
41. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.84	1.01	133
42. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.82	1.00	131
43. Carry on applied research	3.72	0.92	133
44. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.68	1.22	129
45. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.51	1.11	135
46. Carry on pure research	3.50	0.89	133
47. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.21	0.85	133

TABLE V
THE GOALS AS PREFERRED BY ADMINISTRATORS

Goal (by rank)	Mean	Standard Deviation	N
1. Maintain top quality in all programs we engage in	5.45	0.58	134
2. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner as possible	5.44	0.64	129
3. Protect the faculty's right to academic freedom	5.37	0.61	132
4. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	5.35	0.75	134
5. Keep up to date and responsive	5.34	0.72	130
6. Train students in methods of scholarship and/or scientific research and/or creative endeavor	5.26	0.65	133
7. Produce a well-rounded student that is one whose physical, social, moral intellectual and esthetic potentialities have all been cultivated	5.25	0.77	129
8. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	5.23	0.69	131
9. Develop the inner character of students so that they can make sound, correct moral choices	5.22	0.80	137
10. Involve faculty in the government of the university	5.20	0.74	133
11. Produce a student who is able to perform his citizenship responsibilities effectively.	5.19	0.72	131
12. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	5.19	0.73	130
13. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	5.18	0.75	131

TABLE V (Continued)

Goal (by rank)	Mean	Standard Deviation	N
14. Make sure the university is run democratically insofar as that is feasible	5.17	0.82	133
15. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	5.15	0.94	133
16. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	5.13	0.74	134
17. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	5.11	0.71	131
18. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	5.08	0.67	136
19. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	5.07	0.80	132
20. Maintain a balanced level of quality across the whole range of programs we engage in	5.06	0.85	130
21. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	5.06	0.87	132
22. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	5.05	0.81	133
23. Prepare students specifically for useful careers	5.03	0.66	131
24. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.98	0.74	132

TABLE V (Continued)

Goal (by rank)	Mean	Standard Deviation	N
25. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.96	0.89	130
26. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	4.87	1.02	132
27. Encourage students to go into graduate work	4.87	0.67	132
28. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.87	1.06	131
29. Provide a full round of student activities	4.85	0.73	136
30. Involve students in the government of the university	4.85	0.80	134
31. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	4.84	0.85	133
32. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.82	0.93	130
33. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	4.81	1.05	133
34. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.81	0.88	132
35. Make sure that on all important issues (in mind and spirit) by the great ideas of the great minds of history	4.79	0.82	128

TABLE V (Continued)

Goal (by rank)	Mean	Standard Deviation	N
36. Hold our staff in the face of inducements offered by other universities	4.78	0.92	128
37. Serve as a center for the preservation of the cultural heritage	4.78	1.05	132
38. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	4.71	0.86	130
39. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	4.65	1.00	131
40. Carry on applied research	4.62	0.85	130
41. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	4.62	1.10	132
42. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	4.61	0.80	131
43. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.50	0.91	130
44. Carry on pure research	4.32	0.87	132
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.26	1.49	130
46. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.76	1.08	134
47. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.58	1.26	131

TABLE VI
THE GOALS AS PREFERRED BY FACULTY RESPONDENTS

Goal (by rank)	Mean	Standard Deviation	N
1. Maintain top quality in all programs we engage in	5.28	0.78	176
2. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	5.22	0.92	179
3. Keep up to date and responsive	5.20	0.91	178
4. Protect the faculty's right to academic freedom	5.17	0.76	178
5. Train students in methods of scholarship and/or scientific research and/or creative endeavor	5.15	0.79	178
6. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	5.14	1.04	176
7. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	5.06	0.88	181
8. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	4.93	1.04	180
9. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	4.92	0.98	180
10. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.92	0.80	182
11. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	4.92	0.88	179
12. Involve faculty in the government of the university	4.91	0.86	181
13. Make sure the university is run democratically insofar as that is feasible	4.90	0.97	178

TABLE VI (Continued)

Goal (by rank)	Mean	Standard Deviation	N
14. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.90	1.19	174
15. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.89	1.05	179
16. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.89	1.04	175
17. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.88	0.98	179
18. Develop the inner character of students so that they can make sound, correct moral choices	4.83	1.12	181
19. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.82	1.12	180
20. Maintain a balanced level of quality across the whole range of programs we engage in	4.81	1.05	180
21. Prepare students specifically for useful careers	4.80	0.93	181
22. Produce a student who is able to perform his citizenship responsibilities effectively	4.79	1.12	181
23. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.79	0.86	179
24. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	4.75	0.87	175
25. Encourage students to go into graduate work	4.72	0.86	174

TABLE VI (Continued)

Goal (by rank)	Mean	Standard Deviation	N
26. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	4.71	1.07	176
27. Involve students in the government of the university	4.71	0.90	178
28. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	4.68	0.96	178
29. Serve as a center for the preservation of the cultural heritage	4.68	1.08	177
30. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	4.66	1.01	180
31. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.61	1.18	175
32. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.58	1.01	182
33. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.58	1.18	177
34. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	4.57	1.13	175
35. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	4.55	1.05	185
36. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.50	1.12	178

TABLE VI (Continued)

Goal (by rank)	Mean	Standard Deviation	N
37. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	4.48	1.08	175
38. Provide a full round of student activities	4.48	1.00	179
39. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	4.43	1.02	178
40. Hold our staff in the face of inducements offered by other universities	4.40	1.24	175
41. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	4.30	1.25	180
42. Carry on applied research	4.28	1.25	177
43. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.28	1.09	178
44. Carry on pure research	4.18	1.12	175
45. Emphasize undergraduate instruction even at the expense of the graduate program	4.09	1.56	166
46. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.57	1.37	173
47. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.47	1.05	177

TABLE VII
THE GOALS AS PERCEIVED BY FACULTY RESPONDENTS

Goal (by rank)	Mean	Standard Deviation	N
1. Prepare students specifically for useful careers	4.60	1.07	181
2. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.42	1.17	181
3. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.40	1.04	177
4. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.38	1.14	180
5. Involve students in the government of the university	4.35	1.04	179
6. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.34	1.28	175
7. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.25	1.19	183
8. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.21	1.45	181
9. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	4.20	1.10	178
10. Provide a full round of student activities	4.20	1.15	182
11. Maintain top quality in all programs we engage in	4.20	1.21	178
12. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.17	1.11	184

TABLE VII (Continued)

Goal (by rank)	Mean	Standard Deviation	N
13. Protect the faculty's right to academic freedom	4.16	1.13	183
14. Produce a student who is able to perform his citizenship responsibilities effectively	4.16	1.19	179
15. Keep up to date and responsive	4.15	1.15	178
16. Encourage students to go into graduate work	4.13	1.03	181
17. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.13	1.33	175
18. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.12	1.22	182
19. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.11	1.08	179
20. Involve faculty in the government of the university	4.08	1.18	181
21. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.08	1.16	175
22. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.07	1.16	175
23. Serve as a center for the preservation of the cultural heritage	4.01	1.18	178
24. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.96	1.36	174
25. Make sure the university is run democratically insofar as that is feasible	3.96	1.29	180
26. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.93	1.19	180

TABLE VII (Continued)

Goal (by rank)	Mean	Standard Deviation	N
27. Develop the inner character of students so that they can make sound, correct moral choices	3.92	1.26	183
28. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	3.91	1.20	177
29. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.87	1.21	176
30. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	3.85	1.27	178
31. Maintain a balanced level of quality across the whole range of programs we engage in	3.83	1.25	176
32. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	3.79	1.21	180
33. Emphasize undergraduate instruction even at the expense of the graduate program	3.77	1.52	176
34. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.76	1.03	182
35. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.76	1.26	184
36. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.76	1.15	175
37. Hold our staff in the face of inducements offered by other universities	3.69	1.22	176
38. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.67	1.29	177

TABLE VII (Continued)

Goal (by rank)	Mean	Standard Deviation	N
39. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	3.67	1.17	177
40. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.63	1.20	179
41. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.62	1.27	181
42. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.57	1.29	177
43. Carry on applied research	3.45	1.27	181
44. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.41	1.27	179
45. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.33	1.21	178
46. Carry on pure research	3.27	1.24	179
47. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.06	0.95	1.80

deviations in Table IV following, except that in this table the standard deviation measures the degrees of dispersions of conceptions of administrative respondents of what the goals of their universities should be. Column (4) contains the numbers of cases on which the scores are based. There are some variations due solely to the variation in response to this particular question. As is usual, some persons omitted the question, others did not make clear how they wished to answer it either by checking more than one alternative or by writing in comments that cast doubt on the alternative that they did check.

A first observation would consist of a study of the amount of variation present in the responses to each of the 47 goal statements. In Table III, dealing with the way goals are perceived, all of the standard deviations are below 1.50 (the point that was decided upon to determine whether there was sufficient agreement on the importance of a particular goal to decide that confidence can be placed in the rating).

There were several goals that had standard deviations above 1.20. They are the following:

1. Insure the continued confidence and hence support of those who contribute substantially (other than the students and recipients of services) to the finances and other material resource needs of the university.
2. Involve faculty in the government of the university.
3. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.

4. Serve as a center for the preservation of the cultural heritage.
5. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphasis and point of view; its "character".
6. Emphasize undergraduate instruction even at the expense of the graduate program.
7. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.
8. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university.

As seen in Appendix B, all standard deviations tend to show a normally distributed pattern; however, in terms of importance, four fall at the bottom one-fourth of the table. It is interesting to note that six of the goals involve aspects of management, as defined in a previous chapter. It may be also noted that among the seemingly more important goals there appears to be a higher degree of agreement. There are possible explanations about several of the items of vague agreement. In responding to the question on "preservation of the cultural heritage," a number of persons wrote either letters or comments asking which cultural heritage the question referred to (the black man's or the established ideals of white middle class American). Even though these comments indicate that the question was not definitely stated, the investigator believes that certain inference can be made. Nearly five percent of all respondents commented on this specific question

making the investigator extremely conscious of the sensitiveness of this issue at this period in our history. In some ways, it can be inferred that the question dealing with "keep the institution from becoming something different" is directly related to the concept of preservation of the black institutional culture and characteristics. McGrath (70) touched upon this idea when he discussed the need for strengthening and improving predominantly black institutions. This issue of preservation of the cultural heritage was the only goal that revealed a high deviation from the mean that was associated with equipping students to do something specific for the society into which they will be entering. It may be seen that among the goals which are being defined as being unimportant (those goals which rank lowest in terms of their means) there appears to be a higher degree of agreement.

Again referring to Appendix BB, it was found that the standard deviations for five goals were less than one, revealing a high agreement. These goals were:

1. Prepare students specifically for useful careers.
2. Involve students in the government of the university.
3. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society.
4. Encourage students to go into graduate work.
5. Accommodate only students of high potential in terms of specific strengths and emphases of this university.

Keeping our attention on Appendix B, which deals with the respondent's conception (preferred) of the way things ought to be rather than the way they in fact are, it was found that only one goal ("emphasize

undergraduate instruction even at the expense of the graduate program') had a standard deviation of greater than 1.50 which seems to reveal a great deal of agreement.

The Top and Bottom Goals (Perceived)

These goals were established by arbitrarily marking off at the top the ten goals that exhibited the highest mean score. The same procedure was followed for those goals at the bottom. The rationale for arbitrarily selecting a point instead of using the standard deviation concept or the standard error of the mean is that at the .05 level of significance as shown by a T-test there is no significant difference between goal number 1 in importance and goal number 47.

This procedure resulted in the following list of goals that enables a closer study of the extreme ends of the distribution. The top goals are seen to be: Presented in rank order by means.

- *1. Prepare students specifically for useful careers.
2. Insure the favorable appraisal of those who validate the quality of the programs we offer.
3. Involve students in the government of the university.
4. Increase the prestige of the university or, if you believe it is already high, insure maintenance of that prestige.
5. Provide the student with skills, attitudes, contacts and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society.

*Not the order in which they appeared in the original questionnaire.

6. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission.
7. Protect the faculty's right to academic freedom.
8. Insure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university.
9. Provide a full round of student activities.
10. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.

At the other end, the bottom goals are seen to be

- *1. Accommodate only students of high potential in terms of specific strengths and emphases of this university.
2. Carry on pure research.
3. Provide special training for part-time adult students through extension courses, special short courses, correspondence courses, etc.
4. Carry on applied research.
5. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline.
6. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university.

*Bottommost goal.

7. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching.
8. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.
9. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.
10. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

What is most vivid about the list of top goals is that practically all of them involve students in some manner. This, seemingly, runs contrary to general opinions that students hold about the way that institutions and their guardians perceive them. Recent indications show that students complain about the lack of faculty and administrative concern for their needs and interests. It is further expressed by many students that the faculty is aloof from student concerns and more involved in maintaining their own existence. This should not lead one to assume that black institutions are more actively involved and concerned with the general well-being of their students. Nor can one assume that it is simply a perception of how each group perceives its role in the academic arena. The truth is, it would seem, behind each there can be very different outlooks and energies. These energies are seen bursting forth as a part of the intellectual revelation of improvement taking place in our high schools and its adoption of much of the contents of

general education. Many institutions give entering students the sense of repeating what was taught, if not learned, in high school. This feeling of not being cared about is not the only source of disillusionment. The curriculum seems to many students outmoded. They call it "irrelevant," which is a misnomer because relevancy is a concept of the mind based on degree and not a property of things. This being the case, then, the goal of "preparing students specifically for useful careers," it would seem, is a contradiction in fact and perception. But the basic instinct seems valid. In several colleges, usually thought of as advanced and where the curriculum has been attacked by students, the reason appears to be that courses still promote the liberal, well-rounded mind, or assume that the students wish to go on and qualify, by specializing early in approved academic fashion. This idea of the well-rounded student was exhibited in four of the top ten goals, which leads the investigator to conclude that the well-rounded concept is alive and living in predominantly black institutions.

Still looking at the top goals, it is even more striking that so few goals that were defined as "support" were represented. The scarcity of heavy emphasis on goals that have anything to do with support is all the more remarkable in view of the fact that of the total of 47 goals among which respondents could select, 7 involved direct reference to support or maintenance activities in some way. Thus there was ample opportunity, for "support" goals to be chosen.

Bolstering this general finding is the fact that support activities and faculty related goals are mentioned more frequently among the goals at the bottom. The goal at the very bottom involves accommodating only students with high potential. This is quite consistent, then,

with the finding that pure and applied research are ranked in the bottom ten goals. The assumption here is that only those students with high potential would be in a category to benefit from research activities. It was learned from the top ten goals that institutions were concerned about all students regardless of potential.

No particular pattern is evident among the bottom goals. Although goals which reflect decisions on who should run the university, the need to resolve conflict, and the establishment of priorities (management) did appear in three instances: (1) make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline; (2) keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters; and (3) make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university. As a general finding, one can say that predominantly black institutions, taken collectively, emphasize the need to see the importance of students and particularly the need to see that students are directed toward useful careers. Further, it can be stated that respondents are concerned with the position of their own institutions and the programs that they offer and with efforts to maintain high quality. Also included in the top goals was the concept of academic freedom. This goal, it seems, refers to the importance these institutions place on autonomy from outside interference. One must remember that these findings do not refer to what people think ought to be the case, but rather their perceptions of the way things are. The administrators and faculty at predominantly

black institutions believe that actually, right now, black institutions do place important emphasis on preparing students specifically for useful careers more than they do any one of the 46 other possibilities.

What Respondents Feel the Top and Bottom
Goals Ought to Be (Preferred)

The same procedure was utilized in selecting a top and bottom group as was used in the previous discussion. When this was done, the following goals were found to be those that respondents felt ought to be at the top in predominantly black institutions:

1. Maintain top quality in all programs we engage in.
2. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.
3. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.
4. Keep up to date and responsive.
5. Protect the faculty's right to academic freedom.
6. Train students in methods of scholarship and/or scientific research, and/or creative endeavor.
7. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.
8. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the function of this university.

9. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics.
10. Involve faculty in the government of the university.

On the other hand, those goals felt to belong at the very bottom in importance are:

- *1. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character."
2. Accommodate only students of high potential in terms of specific strengths and emphasis of this university.
3. Emphasize undergraduate instruction even at the expense of the graduate program.
4. Carry on pure research.
5. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their parts to organize efforts to attain political or social goals.
6. Carry on applied research.
7. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.
8. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

*Bottommost goals.

9. Hold our staff in the face of inducements offered by other universities.
10. Provide special training for part-time adult students through extension courses, special short courses, correspondence courses, etc.

In examining this distribution, it is seen that the goals relating to students are not as prominent. In terms of their preference, our respondents feel that the number one goal should be that of maintaining top quality in all programs. This time, only three student goals are represented in the top ten. Two of the three goals are in the category defined earlier as student-expressive, or those goals that are reflected in the attempt to change the student's identity or character in some fundamental way (produce a student who, whatever else may be done, had had his intellect cultivated to the maximum, and produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have been cultivated). The third student-related goal dealt with training students in methods of scholarship and/or scientific research, and/or creative endeavor. In this instance, two management goals appeared: "make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible;" and, "make sure that salaries, teaching assignments, prerequisites and privileges always reflect the contribution that the person involved is making to the functioning of this university." Here, then, is the situation in which respondent's conception of the way things ought to be is different from the way they actually are. In their way, more attention should be directed toward cultivating the student intellect than is in fact

being given.

At the other end, there was a feeling that "keeping this place from becoming something different from what it is now" ought to be of "Medium or Little Importance". In general, then, students as a group are not felt to be particularly important when persons are asked what they think the goals ought to be (with two or three previously mentioned exceptions). There is no attention among the top goals that would suggest that an important goal of these institutions ought to be to prepare a student for a useful career, to assist him in upward mobility, to assist him to be a good consumer, or to become a good citizen,

Goal Congruence

In the case of one goal, there is a congruence between its actual position and the position that respondents feel that it ought to be in. One goal is perceived to be important and our respondents feel it ought to be important. It is:

Produce a well-rounded student, that is, one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.

The above goal is perceived as of very high importance in predominately black institutions, and our respondents feel that that is the way it ought to be. The following six are at the bottom and our respondents feel that that is where they belong.

1. Accommodate only students of high potential in terms of specific strengths and emphases of this university.
2. Carry on pure research.
3. Carry on applied research.

4. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.
5. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.
6. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.

On the whole, the above is rather impressive evidence that, at least at the top, there is a fairly strong sentiment that things are not the way they ought to be. At the bottom, there are six out of ten goals that are congruent in the "perceived" and "preferred" responses. This generally unhappy situation does not seem to prevail throughout the distribution. Once it gets beyond the top ten goals, the spread between "is" and "ought's" closes drastically. A closer look at Tables III and IV particularizes this occurrence.

Comparison of Administrators with Faculty

In this section attention is addressed to several questions on the nature of the goals as seen and preferred by faculty members and administrators. Concern first is directed to what are the goals as seen by administrators and what do they think the goals ought to be. This information is presented in Tables IV and V. Secondly, attention is focused on what faculty members see as the goals and what they think the goals ought to be (Tables VI and VII). Next attention shifts to the nature of the goal, differences between administrators and faculty members and how great these differences are. Throughout this

investigation a composite measure has been used in estimating goals. It is therefore very important to know whether there are any critical differences between administrators and faculty as groups. For if there are some clear, patterned differences, then a given goal emphasis may reflect the views of the administrators or the opinion of the faculty, and may have been biased.

The Top and Bottom Goals as Perceived by Administrators

The same procedure of arbitrarily selecting the ten goals with the highest means (top) and ten goals with the lowest mean (bottom) that was used in an earlier section is again applied in this instance. The top group was:

1. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).
2. Prepare students specifically for useful careers.
3. Protect the faculty's right to academic freedom.
4. Involve students in the government of the university.
5. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige.
6. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a portion of leadership in society.

7. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university.
8. Provide a full round of student activities.
9. Protect and facilitate the students' right to inquire into, investigate, and examine critically any new idea or program that they might get interested in.
10. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have been cultivated.

At the other end, the bottom goals are seen to be:

- *1. Accommodate only students of high potential in terms of specific strength and emphasis of this university.
2. Carry on pure research.
3. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.
4. Keep this place from becoming something different from what it is now; that is preserve its peculiar emphases and point of view, its "character."
5. Carry on applied research.
6. Assist citizens directly through extension programs, advice, consultation, and the provisions of useful or needed facilities and services other than through teaching.

*Bottommost goal.

7. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.
8. Emphasize undergraduate instruction even at the expense of the graduate program.
9. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to functioning of this university.
10. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region.

Some differences are evident (particularly at the top) in the way administrators perceive the goals at their institutions and the way they think they ought to be. When administrators were asked which goals they preferred for their institution, goals relating to position (which serve to help maintain the position of this university in terms of the kind of place it is in comparison to other universities) and goals pertaining to management (goals which reflect decisions on who should run the university) increased to one half of the top ten goals. This was not a striking development, more goals of this nature might have been expected to appear in this section. An examination of Tables VI and VII will reveal some other differences in the way administrators perceive institutional goals to be and the way they would prefer them to be, though none of these differences seem to suggest that there are any extraordinary dissimilarities in the responses.

Turning now to the bottom ten goals, one may observe several interesting points. First, there is a strong indication that

respondents in administrative positions believe that their institutions are at least attempting to meet the needs of students who come through particular "academic arenas". This is evident from two of the bottom ten goals. At the extreme lower end is the goal "accommodate only students of high potential in terms of specific strengths and emphasis of this university;" this seems to indicate that the instructional programs are flexible enough to respond to the needs of all students. Greater emphasis was placed on this idea once it was determined that these administrators did not perceive their institutions as "emphasizing undergraduate instruction even at the expense of the graduate program". These two responses, it appears, indicate that willingness of these institutions to handle students at the various levels which they find them.

The two research questions again fall extremely low in administrative perception. An examination of these institutions indicates that most do not have physical facilities which will allow them to carry on involved applied or pure research studies. A further observation leads to the additional conclusion that most research at other types of institutions is carried on by research faculties and graduate students generally above the masters degree levels. The greatest concentration of graduate students in these institutions is below the masters level. Further, the faculties at the particular institutions under investigation are for the most part teaching faculties with few exceptions.

The following lists reveal the top and bottom goals that are preferred by administrators.

Top Goals that are Preferred by Administrators

1. Maintain top quality in all programs we engage in.
2. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.
3. Protect the faculty's right to academic freedom.
4. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.
5. Keep up to date and responsive.
6. Train students in methods of scholarship and/or scientific research, and/or creative endeavor.
7. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.
8. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university.
9. Develop the inner character of students so that they can make sound, correct, moral choices,
10. Involve the faculty in the government of the university.

At the other end, the best preferred goals as expressed by administrators are:

- *1. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphasis and point of view, its "character".

*Bottommost goal.

2. Accommodate only students of high potential in terms of specific strengths and emphasis of this university.
3. Emphasize undergraduate instruction even at the expense of the graduate program.
4. Carry on pure research.
5. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempt on their part to organize efforts to attain political or social goals.
6. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.
7. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.
8. Carry on applied research.
9. Keep harmony between departments or divisions on the university when such departments or divisions do not see eye to eye on important matters.
10. Make sure that salaries, teaching assignments, prerequisites and privileges always reflect the contribution that the person involved is making to his own profession or discipline.

Looking for a moment at the top ten goals as perceived by administrators no distinct pattern is revealed in terms of goals emphasis; of ten goals selected two can be defined as adaptation goals (the need for the organization to come to terms with the environment in which it is located). Three motivation goals (seems to ensure a high level of satisfaction on the part of staff and students, and which emphasize

loyalty to the university as a whole) of these motivation two were directed at censuring student satisfaction and one directed at the faculty. The striking point here was the obvious absence of management and positional goals, two areas about which administrators might be predictably concerned. However, contrary to expectations, only one management goal (involve students in the government of the university) and one position goal (increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige) appeared in the top ten goals. One thing is evident from this list; administrators perceive themselves as being actively serving the students in their institutions.

Attention next was directed to the goals faculty respondents preferred for the institutions. This section deals both with the top and bottom preferred goals of faculty respondents. It is seen that the top most goal as preferred by faculty respondents is "maintain top quality in all programs we engage in."

Ten Top Goals as Preferred by Faculty

1. Maintain top quality in all programs we engage in.
2. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.
3. Keep up to date and responsive.
4. Protect the faculty's right to academic freedom.
5. Train students in methods of scholarship and/or scientific research, and/or creative endeavor.

6. Make sure university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.
7. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.
8. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts or politics.
9. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the functioning of the university.
10. Protect and facilitate the students' right to inquire into, investigate, and examine critically any new idea or program that they might get interested in.

The bottom ten goals as preferred by faculty members:

- *1. Accommodate only students of high potential in terms of specific strengths and emphases of this university.
2. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character".
3. Emphasize undergraduate instruction even at the expense of the graduate program.
4. Carry on pure research.

*Bottommost goal.

5. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals.
6. Carry on applied research.
7. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.
8. Hold our staff in the face of inducements offered by other universities.
9. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.
10. Provide a full round of student activities.

Some differences are evident though none of them are of such nature as to suggest that there are any striking differences between faculty and administrators in the goals they prefer for their institutions.

Areas in Which Decisions of Importance to the University Must be Made

Another issue of concern in this particular investigation centered around areas in which decisions of importance to the institution must be made. All respondents were asked how big a role they thought the faculty played in each of five decision-making areas. Information on the total assessment, including not only formal participation (committees and the like) but informal influence, veto power, and any other

kind of influences are presented. Revealed in Tables VIII, IX, X, faculty and administrators' responses and a composite of both groups responses, respectively. This particular question appeared in the following manner.

Below is listed a number of areas in which decisions of importance to the university must be made. How big a role would you say the faculty plays in each of those areas of decision-making? We are asking here for your total assessment, including not only formal participation (committees and the like) but informal influence, veto power, and any other kind of influence.

Area of Decisions	Faculty Views Prevail Completely	Faculty Have Much Influence	Faculty Have Moderate Influence	Faculty Have Little Influence
Educational policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty personnel policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial affairs and capital improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public and alumni relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No significant differences were noted in this section on the areas of decision involving the faculty. In all three tables one is able to note that the categories are ordered in essentially the same fashions throughout. This area also proves to have the longest standard deviations, thus further supporting the finding of congruence in the perceived views of the respondents. It is generally assumed that faculty members teach and do research, and the rest supply various supporting services. The fact that the issue "educational policies" ranked so high ("faculty have much influence") would seem to indicate that this

TABLE VIII

AREAS OF DECISIONS AS SEEN BY FACULTY RESPONDENTS

Areas of Decision (by rank)	Mean	SD	N
1. Educational Policies	2.51	0.76	183
2. Faculty personnel policies	1.98	0.79	180
3. Student affairs	1.84	0.67	177
4. Public and Alumni relations	1.65	0.72	177
5. Financial affairs and capital Improvements	1.39	0.62	178

TABLE IX

AREAS OF DECISIONS AS SEEN BY ADMINISTRATIVE RESPONDENTS

Areas of Decision (by rank)	Mean	SD	N
1. Educational policies	2.83	0.74	138
2. Faculty personnel policies	2.30	0.82	134
3. Student affairs	1.98	0.71	138
4. Public and alumni relations	1.55	0.67	136
5. Financial affairs and capital Improvements	1.52	0.68	136

is not changed or changing assumption at the institutions involved.

TABLE X

AREAS OF DECISIONS AS SEEN BY FACULTY AND ADMINISTRATIVE RESPONDENTS

Areas of Decision (by rank)	Mean	SD	N
1. Educational policies	2.65	0.76	321
2. Faculty personnel policies	2.12	0.81	314
3. Student affairs	1.90	0.69	315
4. Public and alumni relations	1.61	0.70	313
5. Financial affairs and capital Improvements	1.45	0.65	314

The Individual and Decision-Making

The final two questions on decision-making focused on: (1) the person to whom people go for an authoritative decision, and the power of that individual. The question asked the respondent was:

Think now of the person to whom you regularly go when you need an authoritative decision on some line of action you contemplate in your work. (For a non-administrative faculty member, this would normally be the head of his department or section; for a chairman or head, the person would be his dean or director; for a dean or director, a vice-president or provost; for the president, the governing body as a group.)

After stating the title of the person in their particular case, the respondents were then asked, "How important would you say that person is in terms of your ability to do your job well?"

1. Absolutely essential. Without his active cooperation and help, I could hardly operate at all.
2. Absolutely essential, but only in a veto sense. That is, if he blocks me, I am stymied.
3. Very important. He can make my job quite a lot easier, or quite a lot harder.
4. Important. He can make my job easier or harder.
5. Of only moderate importance. He is an obstacle who can give me trouble if he makes up his mind to, but, much of the time, I do my job without much help or hinderance from him.
6. Of little significance to me in comparison with some others (for example, people in the community, or people at other universities).

TABLE XI

AUTHORITATIVE DECISION RESPONSE

Administrators		Faculty		Both	
Mean	4.23	Mean	3.49	Mean	3.81
SD	1.39	SD	1.31	SD	1.39
N	136	N	182	N	318

Administrators indicated that they feel that this person was very important and that he could make the job quite a lot easier, or quite a lot harder. On the other hand, faculty members feel that he is important but do not place as much emphasis on his importance as to administrators. Faculty members tend to feel that this person can make the job easier or harder. The combined responses of faculty and administrators fell between "important and very important" with leanings toward the "very important".

The Power I Have

Finally in this section the respondents were asked:

On the line below indicate with a check the approximate amount of power you feel you have to the things done that you would like to get done in connection with your university role.

6 5 4 3 2 1

A great deal _____ No power at all.

To this question, the respondents indicated their power in the following manner:

<u>Administrators</u>		<u>Faculty</u>		<u>Both</u>	
Mean	4.03	Mean	3.24	Mean	3.57
SD	1.21	SD	1.29	SD	1.32
N	136	N	185	N	321

Administrators responded that they had "medium" power, but definitely not a great deal. Faculty members feel that they have "some" power. They indicate that it is not very much. The combined group feels that they have "some" power. The combined group tends to indicate that it is only influential.

Criteria for Evaluation

Attention in the next phase is devoted to criteria of evaluation.

It was stated in the questionnaire that:

Periodically department chairmen and deans are faced with the task of evaluating members of the faculty for purposes of recommending salary increment and promotions. Granting, with Tawney, that a man's "worth is something between his God and himself," what criteria do you think administrators should use in evaluating faculty members?

Below are listed some of the more commonly mentioned criteria. Indicate in the appropriate bracket your view of how important they should be. The categories range from very important to of little importance.

Presented in Tables XII, XIII, and XIV are the results as seen by administrators, faculty, and both, respectively.

Perhaps the most damaging effect of the whole discussion of the legitimate work of the faculty is the way they are evaluated. The familiar dividing forces (such as "publish or perish" and "what the student needs vs. what the universities as organizations are not seriously concerned with teaching and thus with the primary needs of students; that the work of these agencies is essentially directed outward, toward serving the community at large. This point is vividly brought forth in this investigation. It was found that faculty want to be evaluated in terms of their service to community above twelve other possible criteria. The question arises here as to which community they are referring--the academic or the community at large. In either case, their interest is outward, apparently away from the students. Out of the possible thirteen choices, both faculty members and administrators choose to place evaluations by students at the very bottom of the distributional criteria. The standard deviation for both service to the

TABLE XII

CRITERIA FOR EVALUATION AS SEEN BY ADMINISTRATORS

Criteria (by rank)	Mean	SD	N
1. Service to the community	2.71	0.51	139
2. Statements of other faculty members	2.19	0.63	136
3. Honors received	2.17	0.62	138
4. Other job offers received	1.95	0.58	135
5. Research potential	1.94	0.58	139
6. Ability to get along with colleagues	1.91	0.55	137
7. Total effectiveness in working with students	1.86	0.55	137
8. Committee and other administrative service	1.82	0.37	134
9. Teaching performance	1.78	0.50	139
10. Ability to secure research grants	1.76	0.51	137
11. Student evaluation	1.70	0.59	138
12. Research accomplished	1.66	0.60	134
13. Publications	1.36	0.51	132

TABLE XIII
CRITERIA FOR EVALUATION AS SEEN BY FACULTY

Criteria (by rank)	Mean	SD	N
1. Service to community	2.70	0.49	184
2. Honors received	2.12	0.69	184
3. Statement of other faculty members	2.05	0.66	185
4. Research accomplished	1.91	0.60	184
5. Ability to get along with colleagues	1.89	0.63	185
6. Committee and other administrative services	1.85	0.34	163
7. Other job offers received	1.79	0.60	182
8. Ability to secure research grants	1.77	0.63	183
9. Research potential	1.74	0.63	183
10. Publications	1.72	0.59	183
11. Total effectiveness in working with a student	1.63	0.60	185
12. Research potential	1.56	0.59	183
13. Student Evaluation	1.34	0.55	178

TABLE XIV

CRITERIA FOR EVALUATION AS SEEN BY FACULTY
AND ADMINISTRATIVE RESPONDENTS

Criteria (by rank)	Mean	SD	N
1. Service to community	2.70	0.50	323
2. Honors received	2.14	0.66	322
3. Statements of other faculty members	2.11	0.65	321
4. Ability to get along with colleagues	1.90	0.60	323
5. Research accomplished	1.89	0.58	321
6. Other job offers	1.86	0.60	317
7. Committees and other administrative service	1.84	0.36	297
8. Research potential	1.83	0.61	322
9. Teaching performance	1.77	0.58	322
10. Publications	1.74	0.56	320
11. Total effectiveness in working with students	1.66	0.59	323
12. Ability to secure research grants	1.60	0.59	317
13. Student evaluations	1.35	0.53	310

community and student evaluation reveal no indication that this was not the general agreement. There are, of course, factors that tend to direct the faculty outward from the university, and these are evident in Tables XII, XIII, and XIV (the interests of producing a steady output of scholarship or research). It was found that, after being evaluated in terms of "community service," that faculty members would prefer to be evaluated on the "statement of other faculty members," "honors received," and "job offers" respectively. At the other end, or least desired form of evaluation immediately following "student evaluation," they least wanted to be evaluated on the basis of "research accomplished" and "publications" respectively. This bottom group seems highly constant with earlier statements by this group that research should not be one of the top goals of the institution.

A basic type of explanation has grown up around the problems of evaluation which seem to obscure rather than highlight them. Nearly everything written on faculty evaluation is polemical: the militants attack the system, the conventionalists defend it. Both, it would seem, have tended to leave their assumptions unquestioned and their concepts unexplained, and neither has led to a better understanding of the nature of the problem. To begin with, what is "good teaching--bad teaching--poor teaching"? How, if at all, is it related to applied or pure research? How important is it (and to whom) that a professor publish? What does a college or university owe its students on the one hand and to the various disciplines on the other? In short, by what standards can faculties be properly evaluated? At least, it is now known how they would prefer to be evaluated.

The Power of the Institutions

It was intended that the findings of this investigation might shed some light on the power structure or at least the perceived power makeup of predominantly black colleges and universities. "Power structure" is, perhaps, an important concept since it implies that there is a structure present. The term "structure" as used herein simply means a relatively sustained distribution of power such that certain persons or certain parts of the institution tend uniformly to have more power than other parts. Whether this is the actual case is what this phase of the investigation tends to show.

An attempt was made to get at the power concept indirectly by asking the respondents who, in their estimation, made the major decisions at the institution. These two questions as they appeared on the questionnaire are presented below.

Who Makes the Big Decisions

Think again of the kind of place this university is, what its major goals or distinctive emphases are. Below are listed a number of positions and agencies. In each case, indicate by a check mark in the appropriate space how much say you believe persons in those positions have in affecting the major goals of the university. Note we are asking only about the university as a whole. A man might have a lot to say in his own department, but not in the university as a whole.

	a great deal of say	quite a bit of say	some say	very little say	no say at all
The regents (or trustees)	—	—	—	—	—
Legislators	—	—	—	—	—
Sources or large private grants or endowments	—	—	—	—	—
Federal government agencies or offices	—	—	—	—	—
State government agencies or offices	—	—	—	—	—
The president	—	—	—	—	—
The vice-president (provosts)	—	—	—	—	—
Dean of the graduate school	—	—	—	—	—
Dean of liberal arts	—	—	—	—	—
Deans of professional school as a group	—	—	—	—	—
Chairmen of departments, considered as a group	—	—	—	—	—
The faculty, as a group	—	—	—	—	—
The students, as a group	—	—	—	—	—
Parents of students, as a group	—	—	—	—	—
The citizens of the state as a group	—	—	—	—	—
Alumni, as a group	—	—	—	—	—

The respondent put a check mark next to each powerholder listed, indicating how much say he felt that the person or group of persons had. This procedure enabled the investigator to calculate a score for each powerholder. There were five possible choices ranging from "a great deal to say," to "no say at all."

TABLE XV

"WHO MAKE THE BIG DECISIONS" AS SEEN BY FACULTY MEMBERS
RANK ORDER

Power Holder	Mean	SD	N
1. The regents (or trustees)	4.48	0.78	178
2. The president	4.38	0.86	184
3. Legislators	3.75	1.31	174
4. The vice-presidents (or provosts)	3.64	1.02	159
5. Dean of liberal arts (if applies)	3.29	0.76	143
6. State government agencies or offices	3.28	1.43	166
7. Deans of professional schools as a group	3.24	0.84	153
8. Federal government agencies or offices	3.11	1.22	176
9. Chairmen of departments, considered as a group	2.97	0.84	179
10. Dean of the graduate school	2.93	0.94	171
11. The students as a group	2.92	0.93	182
12. The faculty as a group	2.82	0.89	182
13. Alumni as a group	2.53	0.89	176
14. Sources of large private grants or endowments	2.42	1.05	168
15. The citizens of the state, as a group	2.06	0.92	172
16. Parents of students, as a group	1.81	0.79	174

TABLE XVI

"WHO MAKE THE BIG DECISIONS" AS SEEN BY ADMINISTRATORS
RANK ORDER

Power Holder	Mean	SD	N
1. The president	4.42	0.73	138
2. The regents (or trustees)	4.34	0.95	138
3. The vice-presidents (or provosts)	3.71	0.95	124
4. Legislators	3.66	1.28	137
5. Dean of liberal arts (if applies)	3.41	0.80	125
6. The faculty as a group	3.35	0.95	138
7. State government agencies or offices	3.32	1.23	135
8. The students as a group	3.32	0.91	139
9. Dean of professional schools as a group	3.18	0.90	112
10. Chairmen of departments, considered as a group	3.06	0.81	136
11. Dean of the graduate school	2.94	0.88	132
12. Federal government agencies or offices	2.77	0.91	134
13. Alumni as a group	2.72	0.96	136
14. The citizens of the state as a group	2.19	0.98	134
15. Sources of large private grants	2.12	0.88	136
16. Parents of students as a group	1.97	0.85	134

TABLE XVII

"WHO MAKE THE BIG DECISIONS" AS SEEN BY BOTH
ADMINISTRATORS AND FACULTY
RANK ORDER

Power Holder	Mean	SD	N
1. The regents (or trustees)	4.42	0.86	316
2. The president	4.40	0.80	322
3. Legislators	3.61	1.29	311
4. The vice-presidents (or provosts)	3.67	0.99	283
5. Dean of liberal arts (if applies)	3.35	0.78	268
6. State government agencies or offices	3.30	1.35	301
7. Deans of professional schools as a group	3.21	0.86	265
8. Students as a group	3.09	0.94	321
9. The faculty as a group	3.05	0.95	320
10. Chairmen of departments, considered as a group	3.01	0.83	315
11. Federal government agencies or offices	2.97	1.05	310
12. Dean of graduate school	2.94	0.91	303
13. Alumni as a group	2.61	0.92	312
14. Sources of large private grants	2.28	0.99	304
15. The citizens of the state as a group	2.12	0.95	306
16. Parents of students as a group	1.88	0.82	308

It seems worthwhile in our discussion of who makes the big decisions, to focus on who are perceived as having the power when all nine institutions are considered together by both faculty and administrators. It is recognized that there may be discrepancies. Among institutions attention is given to those discrepancies below (although there are fewer than many would be led to believe). But it is worthwhile to look at this system of institutions and see who came out on the average, at the top and at the bottom. The findings are presented in Tables XV, XVI, and XVII.

In the composite Table XVII, the average scores have been arranged in sequence from high to low. As may be seen, for example, the regents are everywhere perceived as being power figures. The mean of 4.42 is high and implies that regents are widely perceived as having "quite a bit to say."

The top powerholders in predominantly black institutions investigated are the regents and the presidents, both of whom have mean scores of well over four; that is above the figure that was used for "quite a bit of say." It is also noticeable that the standard deviation of these scores is low, indicating a high degree of consensus on the part of the respondents. At the other end of the distribution, parents of students, the citizens of the state, and sources of large private grants and endowments all are perceived as having "very little say" or much less power. From the standard deviations, there is no indication that there is a great deal of disagreement on this one.

Again, looking at the top of the distribution, one observes a large spread in both the case of legislators and state government agencies which rank third and sixth respectively. The standard

deviation for legislators is seen as 1.29 and 1.35 for state government agencies indicating some disagreement in perception. This disagreement does not necessarily reflect internal disagreement at a particular college or university but more than likely reflects the fact that legislators and government agencies are perceived as being much less important as powerholders in the private institutions than is the case in the state institutions. A similar reasoning very likely accounts for the high standard deviation reported for federal governmental agencies. On the whole, a consideration of the standard deviations reveals that they tend to be relatively low or else those that have high deviation can be readily explained. Therefore, it was concluded that there was an acceptable degree of consensus on the power position of the persons or group about which the respondents were asked questions.

Few persons should be surprised that regents and presidents ranked at the top. After all, presidents are the chief executives of the organizations, are seen that way by students, faculty, citizens and other administrators, and it would be astonishing if they were viewed as men who had relatively little power. In much of the literature on regents and trustees, they are perceived as having formal power in the sense that ultimate decisions can be theirs, though they frequently do not use it, it should not be surprising to discover that they have it. Regents in general allow the president to run the institution and the major decision they make is that of selecting a new president. The selecting of a man would tend to reveal the views of the regents. These views seem like a perpetuation of their formal power throughout his reign. Perhaps, as observed by Gross and Grambasch (47), the question itself tended to push regents up: the question asked "who

makes the big decisions!" Although the regents' selection of a president is a rare occurrence, there seems no question that it is a big decision when carried out. Although it may not be the case, it is suspected that the power of vice-president is a form of sharing that is attributed to persons associated with the president.

Focusing on the other end of the distribution, again one may observe that all of the persons that may fear or think about in Machievillian terms are perceived as having very little influence on the big decisions in the university. None of the large private donors, alumni, students, citizens of the state, or parents are felt to make any significant difference at all in the running of the university. The Federal Government, often feared and suspected of interferring too much, occupies a position toward the bottom.

The department head (and many people view the head as being part of the faculty) also occupies a bottom position, but it is suspected that there is no difference here between private and state universities. What is interesting here is that faculty scores above chairmen in terms of influence on the big decisions. We see here a tendency for chairmen to be regarded as agents of the faculty. There does, then, not seem to be any clear hierarchy going from faculty to chairmen to deans.

Mobility as Seen by Respondents

In most academic circles, the question of mobility is of legitimate concern for both faculty and administrators. One of the questions was directed itself to this issue. All respondents were asked, "Suppose you receive a very attractive offer at a university comparable to this one in all major respects, and which would enable you to pursue your

professional interests at least as well as you are able at this university. However, the university was located a considerable distance away. How much would each of the following factors weigh in your thinking?": Respondents were asked to respond to each factor in terms of "a great deal," "quite a lot," "some," "hardly any," or "not at all" the responses are indicated below.

TABLE XVIII

MOBILITY AS SEEN BY FACULTY

Factors (by rank)	Mean	SD	N
1. Having to give up my ties and contacts here with people in the community whose interests were similar to mine	3.03	1.29	167
2. Having to give up my friends here	2.98	1.13	166
3. Having to leave the climate and geographic setting here	2.87	1.42	164
4. Having to move the family	2.84	1.49	164
5. Having to give up the intellectual atmosphere of the local community	2.40	1.13	165
6. Having to close out my financial investments in the area	2.27	1.27	166
7. Having to give up the recreational opportunities here	1.96	1.04	166

TABLE XIX
MOBILITY AS SEEN BY ADMINISTRATORS

Factors (by rank)	Mean	SD	N
1. Having to give up my ties and contacts with people in the community here whose interests are similar to mine	3.46	1.13	131
2. Having to give up friends here	3.26	1.07	131
3. Having to move the family	3.25	1.38	131
4. Having to leave the climate and geographical setting here	3.19	1.28	131
5. Having to give up the intellectual atmosphere of the local community	2.74	1.08	130
6. Having to close out my financial investments in the area	2.71	1.33	132
7. Having to give up the recreational opportunities here	2.25	1.13	131

No important differences are evident in the response of faculty and administrator to this question of mobility. Both felt that having to give up ties and contacts with the people in the community whose interests were similar would be the most difficult part of leaving a particular area. The least important factor for both groups was "having to give up the recreational opportunities here." In both cases, "having to give up the intellectual atmosphere of the local community" ranked only slightly above "of some importance."

TABLE XX

FACULTY AND ADMINISTRATOR RESPONSES TO QUESTIONS OF MOBILITY

Factors (by rank)	Mean	SD	N
1. Having to give up my ties and contacts with people in the community here whose interests are similar to mine	3.22	1.24	298
2. Having to give up my friends here	3.10	1.11	297
3. Having to move the family	3.027	1.45	295
4. Having to leave the climate and geographic setting here	3.020	1.37	295
5. Having to give up the intellectual atmosphere of the local community	2.55	1.12	295
6. Having to close out my financial investments in the area	2.46	1.32	298
7. Having to give up the recreational opportunities here	2.09	1.09	297

The University in General

One question was asked about the university in general. Each respondent was asked, "How would you describe the rule-atmosphere at this university?": (Please check the appropriate space)

1. I find it hard to believe there are any rules at all around here.
2. In general, a good deal of laxity is permitted compared to what I know of other places.
3. The rules are respected, though exceptions are permitted where proper.

4. The rules are very important. Exceptions are very rare.
5. This is really a rule-emphasizing place; practically everything goes "by the book."

TABLE XXI

ADMINISTRATOR AND FACULTY RESPONSES ON "RULE-ATMOSPHERE"

Administrators		Faculty		Both	
Mean	3.36	Mean	3.36	Mean	3.36
SD	0.73	SD	0.96	SD	0.87
N	137	N	177	N	3.4

Both administrators and faculty indicated that "the rules are respected, though exceptions are permitted when proper." This seems to indicate that these institutions at least in principle are somewhat flexible. The congruence of response and low standard deviation came as somewhat of a surprise. It was expected that faculty members would see the "rules as very important with rare exceptions." It was further expected that administrators would see the rules as "lax." The rationale is that administrators generally enforce the rules and faculties have the rules enforced upon them. This is not the case as perceived by these respondents.

The remainder of this chapter is devoted to presentation of the single nongoal related questions that were asked of the respondent. No

descriptive analysis is presented at this time, only a presentation of the respondent's answers. This is generally done in small table form. So that the tables might be more clear, each question is also presented with possible answers.

The first two questions deal with the conception of deans and department heads.

Which of the following comes closer to your conception of the proper posture for an academic dean to assume in his relations with the higher university administration: (If you yourself are an academic dean, then answer this question in terms of yourself only. If you are a department chairman, answer this question in terms of the dean who heads your division or school.) The responses were translated to workable data by assigning numbers to each part (a=2 and b=1).

- (a) Primarily a representative of his area of responsibility to the university administration.
- (b) Primarily a representative of the university administration to his area of responsibility.

TABLE XXII.

RESPONSE TO RESPONSIBILITY OF DEANS

Administrators		Faculty		Both	
Mean	1.82	Mean	1.85	Mean	1.84
SD	0.37	SD	0.34	SD	0.36
N	134	N	163	N	297

It is generally agreed that the proper posture for an academic dean is that of being "primarily a representative of his area of responsibility to the university administration".

The next question dealt with department heads.

Which of the following comes closer to your conception of the proper posture for a department chairman to assume in his relations with his dean: (If you are yourself an academic dean, answer this only in terms of the department chairmen who report to you. If you are a chairman, answer the question only in terms of your relationships with your own dean.)

- (a) Primarily a representative of his department to the dean.
- (b) Primarily a representative of his dean to his department.

TABLE XXIII

RESPONSE TO RESPONSIBILITY OF DEPARTMENT HEAD

Administrators		Faculty		Both	
Mean	1.93	Mean	1.98	Mean	1.95
SD	0.25	SD	0.13	SD	0.19
N	133	N	162	N	295

It is basically agreed by both faculty and administrator respondents that the relations a department chairman should assume to his dean is that of "primarily a representative of his department to the dean."

The last portion of the questionnaire dealt specifically with individual respondents and their work in academia. Here an attempt was made to determine if any significant differences exist between the personal character and work habits of faculty as opposed to administrators. The results are presented below.

Some of Your Ideas About Yourself and Your Work

It would take some very strong inducements to get me to leave this university for a position elsewhere.

strongly agree agree undecided disagree strongly disagree



To this particular question numbers were assigned to the possible responses in the following manner; strongly agree 5, agree 4, undecided 3, disagree 2, and strongly disagree 1.

TABLE XXIV

RESPONSE TO INDUCEMENTS TO LEAVE THE UNIVERSITY

Administrators		Faculty		Both	
Mean	4.00	Mean	3.32	Mean	3.61
SD	1.06	SD	1.22	SD	1.20
N	139	N	183	N	322

Administrators appeared to "agree" that strong inducements could get them to leave their present institution. Faculty members were less sure than administrators; they generally were "decided" when asked about strong inducements to leave, leading one to believe that they are less mobile than administrators.

The next question was concerned with mobility and quality as it related to the individual respondent.

Would you leave this university if you were offered a job at one of the top five (in excellence or quality) predominantly black universities in the country? (If you yourself feel you are now in one of the top five, then think of one of the other four):

At a substantially lower salary

At the same salary

At a substantially higher salary

Wouldn't leave

In this case numbers were assigned to the possible responses ranges from high to low; "at a substantially lower salary" 4, "at the same salary" 3, "at a substantially higher salary" 2, and finally "wouldn't leave" was assigned lowest possible number of 1.

Both administrators and faculty agreed that generally they would leave their present institution to accept a position at another predominantly black (top quality) institution only "at a substantially higher salary."

TABLE XXV
 MOBILITY AND QUALITY AS SEEN BY RESPONDENTS

Administrators		Faculty		Both	
Mean	1.60	Mean	1.75	Mean	1.68
SD	0.71	SD	0.68	SD	0.70
N	134	N	168	N	302

Continuing the analysis of the individual, attention was turned to the issue of publications. There were parts to this question. In the first part, respondents were asked

(a) How many books did you publish in the last 5 years?

	none	one	two plus
Assigned Numbers	3: <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

It was expected that the mean to this question would be very high and that the amount of agreement would be considerably higher than in other areas. The reasoning used here was that in the questions that dealt with publications, research and methods of evaluation most faculty members and administrators responded very low in comparison to other goals and forms of evaluation. This eventually proved to be the case.

The respondents indicated that they had published somewhere between one and five articles in the last five years. In this instance, faculty publications were reported as being a great deal fewer than administrators'. It is difficult to determine whether this is because

administrators have greater access to clerical assistants or some other variable.

TABLE XXVI
RESPONSES OF ADMINISTRATORS AND FACULTY TO PUBLICATIONS

Administrators		Faculty		Both	
Mean	3.51	Mean	3.86	Mean	3.71
SD	1.17	SD	1.16	SD	1.18
N	140	N	186	N	326

The next item was directed specifically to administrators; it read as follows:

(Faculty please ignore this question)

One of my most important responsibilities is to maintain my competence as a university administrator by keeping up to date on educational and educational administrative problems in general, even at the possible cost of neglecting my specific duties at this university

strongly agree agree undecided disagree strongly disagree

— — — — —
— — — — —

For some unknown reason, a very large number of the administrative respondents did not answer this particular question. Perhaps it was the manner in which it was stated. At any rate, the response indicates that administrators fall somewhere in the "disagree" or "undecided"

category on the issue. The mean was 2.54, the standard deviation 1.08, and as indicated earlier the response was low with a mere 87 administrators responding.

Attention once again was turned back to both administrators and faculty. They were asked to consider the following question on control.

Control, such as that achieved through rules, regulations, policy statements and the chain of command, should be considered one of the most important activities at this university.

strongly agree agree undecided disagree strongly disagree

_____ _____ _____ _____ _____
 _____ _____ _____ _____ _____

The results indicated that both faculty and administrators are "undecided" as to whether control, through rules, regulations, policy statements and the chain of command, should be one of the most important activities of the institution.

TABLE XXVII

THE QUESTION OF CONTROL AS SEEN BY RESPONDENTS

Administrators		Faculty		Both	
Mean	3.11	Mean	3.01	Mean	3.05
SD	1.39	SD	1.25	SD	1.20
N	136	N	171	N	307

The set of questions to be dealt with in this particular analysis had to do with personal factors relating to the respondents.

Some differences are evident in this section though none of them are of such magnitude as to suggest that there are any striking personal differences between administrators and faculty that might have influenced their responses or in some way biased the investigation. When administrators are compared to faculty in terms of age, it is found that administrators are generally older (56-60 years of age) than faculty (36-40 years of age). It was found that nearly all administrators are males; the only women able to break into the administrative ranks usually do so at the department chairman's level. Very seldom if at all do they rise above this level in the hierarchy. When administrators are compared directly to faculty, the results which are recorded indicate that they are more likely to be black, older, and Protestant. They are also likely to make more money consulting or writing as well as total income and to have more education. The variable of more education is not surprising, but may be due to the fact that chairmen are counted as administrators and they include a high proportion of persons holding the terminal degree, of course. On the other hand, it must be remembered that we are dealing with academic administrators. So, too, it is found that the faculty will have more females, more white and other non-black groups, fathers who were born outside the United States, and more likely to have received their degrees more recently.

A review of the combined results of the data does not add up to any impressive evidence for those that claim that administrators are becoming a different breed with a different set of attitudes. By and

large they seem to have very similar backgrounds; only differences which exist can be attributed to age or maturity. In general, their attitudes and values seem to be very similar to those of the faculty.

Summary

The basic purpose of the chapter was to determine the goals of predominantly black institutions of higher education. This chapter analyzed the findings and presented them in table and descriptive form. The goals were analyzed on a separate group basis (faculty-administrators) and on a composite basis, combining the responses of faculty respondents and administrative respondents. The chapter also served as a test for various other questions which respondents were asked. The goals that were analyzed in this chapter were done so on the evidence gathered from both administrator conceptions and perceptions and faculty conception and perception.

The primary purpose of the final chapter is to summarize the findings of the investigation and to present recommendations suggested by these findings.

CHAPTER VI

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

In the foregoing chapters, this investigation has attempted to determine what faculty and administrators perceived as the goals of a select number of predominantly black colleges and universities. The primary purpose of this, the final chapter, is to discuss the findings in summary form, draw conclusions, and make recommendations.

In Chapter I, support was established for the opinion that colleges and universities are among the fundamental institutions in this, and other, nonprimate societies. It was further stated that noteworthy disagreement of opinion existed as to the goals and functions of these institutions. It is virtually impossible to compute and list all the viewpoints on what colleges and universities are doing and should be doing. An attempt, however, was made to look at universities as formal organizations, which represents something very different from the days of Mark Hopkins and the log (47). This first attempt only covered a portion of the institutions in the universe of higher education, the efforts of the present investigation embodied a single segment of the universe (predominantly black institutions). Today, colleges and universities function in a rather complex manner which is some distance from the days of Rousseau and nature, Hopkins and the log and Elliot and his elective system. Various studies have tried to describe this complexity, but remarkably few have segmented the problem by attempting

a systematic investigation of the groups of institutions included in this investigation.

Few would argue that, though everyone has some perception as to what the function of colleges and universities is, their goals and missions, it should be plain that some persons' views are more important than others. Thus as Gross and Grambasch put it, "They have influence and power, and hence, are able to effect change and to set direction and procedure." Power and influence in institutions of higher education is much more dispersed than in most organizations, thus making it extremely difficult to determine the degree and form which influence takes. In this investigation, it was presupposed that power and influence go hand in hand with an office or position in an organization. The presumption allowed us to direct attention to the group most likely to have power and influence in colleges and universities, administrators, and faculty.

The investigation was focused on administrators and faculty--their views concerning the goals of predominantly black institutions--their perception of the relative degrees of influence different groups in the institutions have--their views about the institution in general and finally their feelings about their own jobs. When the decision was made to use the mail questionnaire method for collecting data, it was decided to include all those who in some way were associated with academic administration directly. Therefore, the questionnaires were sent to presidents, vice-presidents, academic deans and non-academic deans, department heads and people classified as directors. Also included was a twenty-percent sample of the faculty so as to compare faculty with administrators. A total of 662 questionnaires was mailed out and

360 replies were received. Two postcard follow-ups were used requesting respondents to reply. In addition to the questionnaire, each person received a personally typed letter from the principal investigator describing the purpose of the study and asking for cooperation. It should also be mentioned that the President of Oklahoma State University, Dr. Robert B. Kamm, very graciously wrote to the presidents of the institutions involved urging them to cooperate, themselves, and to ask for cooperation among their faculty and administrative staff. The questionnaire was extremely long (approximately 195 questions) and involved, requiring considerable time to complete.

Chapter I was utilized to present a general description of the problem being investigated as well as a listing and defining of the essential concepts upon which the study focused. The initial chapter further attempted to express the significance and the need for such an investigation. In essence, an attempt was made to reveal why the area of goals should be investigated and why faculty members and administrators were important in the development of the study. It was reasoned that they were important because of the frequent states of conflict and tension which exist between them.

The succeeding chapter focused on the history of predominantly black colleges and universities. It began with a presentation of the historical basis for the study, tracing the developmental stages from the African contribution, model educational theories, freedmen's reaction to education, areas of concern to black students and concluded by discussing federal aid to these institutions.

Chapter III looked at the various parallel research studies that have dealt with universities as organizations. Also in this chapter

was presentation of the goals classification used in the study. The categories were as follows:

1. 17 output goals aimed at changing the student's identity or character in some fundamental way, equipping the student to do something specific for the society he will be entering, conducting research for the production of new knowledge or the solving of problems, or rendering direct service to the non-academic community;
2. seven adaptation goals reflected the need of the organization to come to terms with its environment;
3. ten management goals reflected decisions on who should run the university, the need to handle conflict, and the establishment of priorities to determine which output goals should be given maximum attention;
4. seven motivational goals ought to insure a high level of satisfaction on the part of the staff and students, with emphasis on loyalty to the university, and
5. six positional goals served to maintain the position of the university primarily in terms of comparing it to other universities.

Chapter IV served as a description of the population and sample used in this study. It embodied the design of the investigation and the methods by which the study was implemented. A brief description of the external instrumentation and respondents connected with this investigation was also incorporated. The research questions of this study were tested utilizing the design and procedures expressed in the chapters.

The basic part of the questionnaire was the first phase which dealt with the goals of the institutions. There were two questions: first, how do administrators and faculty perceive the existing goals in their institution? Consideration was not merely on a statement in the catalog, but rather the behavior of the organization itself. In other words, from the viewpoint of the respondent, what is the hierarchy of goals at his college or university? Second, interest was placed on what the respondent thinks the goals should be, what goals are overemphasized, and which ones are underemphasized. The first question dealt with reality as perceived by the respondent. The second question dealt with ideals as conceived by the same person. By getting at both the perception and the conception, it was reasoned that a measure could be developed which would give a rough index of areas of conflict and possibly give some indication of the degree of cooperation and stability in the organization.

From the works of Gross and Grambasch (41,42) a list of 47 goal statements were gathered. The respondents were asked to indicate the relative importance of the goals ranging all the way from "of absolutely top importance" to "of no importance" with three steps in between and "don't know, can't say" on the lower end. The respondent was asked to indicate his evaluation as to how important a goal should be. Weights of from six down to one were assigned to each answer. What was desired was an indication of the priorities which administrators and faculty attach to the various goals.

The concept "goal" was used in a very broad sense to include everything that might be thought of as an aim or objective of an organization. Among the many analyses which can be made from the goal data,

the investigator began with the universal approach and worked down to more specific comparisons and analyses. First, a ranking on the basis of the mean score of all respondents on both the "is" and "should" basis was accomplished. Then attention was directed to the separate groups of faculty and administrators.

It was the aim of this investigation to determine a resolution of the problem presented by the Gross and Grambsch study (42) concerning goals of 68 institutions of higher education. A summary of the research questions investigated is presented in conclusion form.

Summary of Research Questions

1. What are the goals of predominantly black institutions of higher education?

The top three goals are perceived as, "preparing students specifically for careers," "insure the favorable appraisal of those who validate the quality of the program we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)," "involve students in the government of the university."

On the preferred (ideal) side, the top goals were, "maintain top quality of all programs we engage in," "produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum," and thirdly, "make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible."

2. Taken together, what do faculty members see as the goals of these institutions?

Faculty members as a group perceived the top three goals to be, "prepare students specifically for useful careers," educate to his utmost capacities every high school graduate who meets basic legal requirements for admission," and provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society."

On the preferred end, faculty believe the goals of the institution should, "maintain top quality in all programs we engage in," "produce a student who, whatever else may be done to him has had his intellect cultivated to the maximum," and thirdly, "keep up to date and responsive."

3. Taken together, what do administrators see as the goals of these institutions?

Administrators see the top three as being, "insure the favorable appraisal of those who validate the quality of the program we offer," "prepare students specifically for useful careers," and "protect the faculty's right to academic freedom."

Administrators would prefer for the institution to pursue the following top goals, "maintain top quality in all programs we engage in," "make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible," and thirdly, "protect the faculty's right to academic freedom."

Additional conclusions center around the expressed philosophies as viewed in the earlier chapters. It was noted that the concept of individual differences in ability to meet students at their particular academic levels was implicit in many of the views of both faculty and administrators. However, the apparent demands and pressures upon the institutions in question brought about by a complex and changing society were seen as a challenge to the traditional conceptualization of predominantly black colleges and universities discussed in Chapter II. In order to provide society with leadership (a goal believed to be of very high importance) in the numbers and quality demanded by current conditions, goals and missions for this leadership must be established.

A society that is struggling to utilize its human resources efficiently needs to be able to identify the potentialities of all of its potential contributors. It is concluded that one manner in which to accomplish this is to scrutinize the goals and missions of all the institutions that are in some way responsible for educating and/or training these potential contributors. Similarly, it is generally agreed that individuals in a free and developing society need to be able to make wise decisions from among the occupational opportunities available. If this be the case, then at least in terms of their conception and perception of the goals of their institutions, the respondents believe they are and should be preparing students for specific careers.

Recommendations

The recommendations which follow are put forth tentatively in the

hope of provoking further discussion and extended investigations. For the most part, these proposals are not listed with regard to practicability, priority, or relationship to programs or investigations already under way. Some of the ideas may be practicable only on the level of individual campuses, others at some other level or at several levels. Undoubtedly some are not feasible under any design or auspices at the present time.

1. Encourage the study of predominantly black colleges and universities as formal organizations, including problems of administration, by collaborative research among scholars from the various spheres of the universe of higher education.

2. Undertake studies of the college and university community in order to determine the structure of power and the loci of decision-making as a basis for analyzing the relation of perceived decision-making practices to institutional goals and to an "ideal" allocation of the various types of decisions that must be made.

3. Conduct investigations to establish the extensiveness, nature, and causes of conflicts between teaching and administrative staffs.

4. Study the practices, conditions, and needs for establishing goal congruences in colleges and universities.

5. Appraise the role of financial assistance in the establishment of institutional goals.

6. Study the appropriate role of the college president as a goal implementer.

7. Study the appropriate role of the faculty as a goal establishing body.

8. On the premise that problems of faculty-administration relations can gain as much from discussion as from systematic research, encourage inclusion of some of these problems on the agenda of various local, state, regional, and national meetings.

9. Appraise conditions of campus tension in relation to faculty and student productivity.

10. Develop ways and means whereby large faculty groups can, along with administrators, be involved in productive discussion of goals and goal priorities.

11. Undertake comparison studies on large vs small institutions, private vs public, predominantly black vs predominantly white, junior colleges vs senior colleges, and urban institutions vs non-urban institutions in terms of the perceived and conceived goals of each.

12. Using the data collected in this investigation, develop a composite score for each school.

13. Using the data collected in this investigation, develop a composite score for each individual office; e.g., presidents, or for any other measure.

The results of the present study must be observed as tentative until they are found in replications with a variety of subjects and in different institutions. Therefore, it is recommended that this study be replicated in other institutions. Replications need to include in their design provisions for studying the differences between and within institutions.

In conclusion it is felt that the results presented in this investigation will add a great deal to the present paucity of knowledge concerning goals of predominantly black institutions of higher

education. It was expressed in Chapter VIII, that the investigator felt that a study of this nature would give a stronger base upon which to develop programs, curricula, instruction, and research particular to these institutions. Perhaps some of this foundation has been attained in the findings and conclusions presented in this work.

SELECTED BIBLIOGRAPHY

1. Abbott, Frank C., Faculty-Administration Relationships, (Washington, D. C., 1958).
2. Ashmore, Henry S., The Negro and the Schools, (North Carolina, 1954).
3. Atwood, Rufus B., "The Future of the Negro Land-Grant College," Journal of Negro Education, (Summer, 1958).
4. Babcock, Kendrick C., "The Naming of an Approved List of Colleges," Proceedings of the Eighteenth Annual Meeting of the North Central Association (1913).
5. Ballagh, James C., A History of Slavery in Virginia, (Washington, D. C., 1926).
6. Banks, N. P., "Emancipated Labor in Louisiana," An address substantially as delivered before the Young Men's Christian Commission at Boston, October 30, 1864, and at Charleston, November 1, 1864 (New Orleans: Department of the Cult, 1864), and John Eaton, Grant, Lincoln and the Freedmen (New York, 1907).
7. Beard, Charles A., "The Idea of Progress," (New York, 1933).
8. Beale, Howard, "The Needs of Negro Education in the United States," The Journal of Negro Education, Vol. III, January, 1934, No. 1.
9. Berelson, Bernard, Graduate Education in the United States, (New York, 1960).
10. Blau, Peter, and Scott, Richard, Formal Organizations, (San Francisco, 1962).
11. Blauch, Floyd (Ed.), Accreditation of Higher Education, U. S. Department of Health, Education and Welfare, Office of Education, (Washington, D. C., 1959).
12. Bode, Arnold, Modern Educational Theories, (New York, 1960).
13. Bond, Horace M., The Education of the Negro in the American Social Order, (New York, 1934).

14. Bray, Lewis C., History of Agriculture in the Southern United States to 1860, (New York, 1941, Vol. I.).
15. Bulletin, Survey of Land-Grant Colleges and Universities, 1930, No. 9, Vol. II, Part X.
16. Bullock, Henry A., A History of Negro Education in the South From 1619 to the Present, (Massachusetts, 1967).
17. Capen, Samuel P., "College 'Lists' and Survey Published by The Bureau of Education," School and Society, VI, (July 14, 1917).
18. _____, Rush, Rhees and James D. Moffatt, "What Standards Should Be Used in the Classification of Colleges?" Proceedings of the Twenty-Eighth Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland (1914).
19. Caplow, Theodore, Principles of Organizations, (New York, 1964).
20. Caplow, Theodore and McGee Reece, The Academic Marketplace, (New York, 1958).
21. Cartter, Allan M., An Assessment of Quality in Graduate Education, (Washington, D. C., 1966).
22. Cass, James, Saturday Review, Vol. LV, No. 51, December 20, 1969.
23. Catterall, Helen T., (Ed.), Judicial Cases Concerning American Slavery and the Negro, (Washington, D. C., 1926), Vol. I.
24. Clement, Rufus E., "Redirection and Reorganization of the Colleges for Negroes," Journal of Negro Education, Vol. 5, July, 1936.
25. Coleman, James C., et al., Equality of Educational Opportunity, (Washington, D. C., 1966).
26. Council's Report and Recommendations to the Conference (Washington: Government Printing Office, 1966). The Conference (to Fulfill These Rights) was held in Washington, D. C., June 1-2, 1966.
27. Cowley, W. H., An Appraisal of American Higher Education, (Stanford, 1956).
28. Crayton, Porte, "Our Negro Schools," Harpers New Monthly Magazine, (September, 1874), Vol. 49.
29. Davis, John P. (Ed.), The American Negro Reference Book, (Englewood, 1966).

30. Dewey, John, The School and Society, (Chicago, 1915).
31. Dodd, William E., Expansion and Conflict, (New York, 1915).
32. Doddy, Hurley H., "The Progress of the Negro in Higher Education," Journal of Negro Education, Vol. 32, Chap. XV.
33. Donnan, Elizabeth, Documents Illustrative of the Slave Trade to America, Vol. I-IV, (Washington, D. C., 1930-1933).
34. Dubois, W. E. B., "Atlanta University," From Servitude to Service, (The University, U.S.A., 1905).
35. Dunham, Ralph, Wright, Patricia, and Chandler, Marjorie, Teaching Faculty in Universities and Four-Year Colleges, Spring, 1963, (Washington, D. C., 1966).
36. Edwards, John E., "Petersburg, Virginia, and Its Negro Population," Methodist Review, Fourth Series, (April, 1882), Vol. 34.
37. Bells, Walter C., "Surveys of Higher Education for Negroes," Journal of Negro Education, Vol. V, 1936. For an analysis of the results of the recommendations made in the two most outstanding survey of black higher education during this period, see Article, "Results of Surveys of Negro Colleges and Universities," in The Journal of Negro Education, October, 1935, Vol. IV.
38. Etzioni, Amitai, A Comparative Analysis of Complex Organizations, (New York, 1961).
39. Fleming, Walter L., Civil War Reconstruction in Alabama, (New York, 1905).
40. _____, The Sequel of Appomattox, The Chronicles of American Series, XXXII.
41. Frazier, Franklin E., The Negro in the United States, (New York, 1949).
42. Gallagher, Beull, "Reorganize the College to Discharge Its Social Function," Journal Negro Education, Vol. 5, July, 1936.
43. Goodell, William, The American Slave Code, (New York, 1853).
44. Goodman, Leo A., and Kruskal, William H., "Measures of Association for Cross Classifications," Journal of The American Statistical Association, XLIX (December, 1954).
45. Gouldner, Alvin W., "Organizational Analysis," Chapter 18 in Robert K. Merton, et al., (eds.), Sociology Today, (New York, 1959).

46. Gross, Edward and Grambsch, Paul V., University Goals and Academic Power, (Washington, D. C., 1968).
47. _____., Academic Administrators and University Goals A Study in Conflict and Cooperation, (Washington, D. C., 1967).
48. _____., "Universities As Organizations: A Research Approach." American Sociological Review, Vol. 33, No. 4, (August, 1968).
49. Heald, Henry T., "The Right to Knowledge," Education Digest, (December, 1964).
50. Henderson, Donald H., The Negro Freedman, (New York, 1952).
51. Henderson, Vivian W., "The Role of the Predominantly Negro Institutions," Journal of Negro Education, Vol. 36, Chapter VIII.
52. Herskovits, Melville, J., The Myth of the Negro Past, (New York, 1942).
53. Holland, F. M., Frederick Douglass, (New York, 1891).
54. Holmes, Dwight O., The Evolution of the Negro College, (New York, 1934).
55. _____., "The Beginnings of the Negro College," Journal of Negro Education, Vol. 3, 1934.
56. James, Horace, "Report of Superintendent of Negro Affairs in North Carolina," Freedman's Record, Vol. 1, (September, 1865).
57. Jencks, Christopher and Riesman, David, The Academic Revolution, (New York, 1968).
58. Johnson, Edward A., School History of the Negro Race in America, (North Carolina, 1891).
59. Johnson, Guion G., A Social History of the Sea Island, (North Carolina, 1930).
60. Jones, Lewis W., "The Negro Student Movement," Unpublished study for the Field Foundation made in 1862.
61. Julius Rosenwald Fund, A Review to June 30, 1929.
62. Kelly, Robert L., The American Colleges and the Social Order, (New York, 1940).
63. King, Edward, The Great South, (Conn., 1875).
64. Knapp, R. H. and Goodrich, H. B., Origins of American Scientists, (Chicago, 1952).

65. _____ and Greenbaum, The Younger American Scholar, (Chicago, 1953).
66. Knox, Ellis O., "The Negro A Subject of University Research," Journal of Negro Education, 2:165-74, April, 1933; (See also), "The Negro A Subject of University Research in 1934," Journal of Negro Education, 3:233-44, April, 1934; "The Negro As A subject of University Research in 1934," Journal of Negro Education, 4:213-29, April, 1935; "The Negro As A Subject of University Research in 1935," I, Journal of Negro Education, 5:252-62, April, 1936; "The Negro As a Subject of University Research in 1935, II," Journal of Negro Education, 5:612-625).
67. Macrar, David, The Americans at Home, 2 Vols., (Edinburgh, 1870), Vol. II.
68. MacDonald, William (Ed.), "Dred Scott Decision," Documentary Source Book of American History, (New York, 1914).
69. Maslow, Abraham H., Motivation and Personality, (New York, 1954).
70. McGrath, Earl, The Predominantly Negro College in Transition, (New York, 1965).
71. Merton, Robert K., et al., (Eds.), Sociology Today, (New York, 1959).
72. Miller, Kelly, "The Reorganization of the Higher Education of the Negro in Light of Changing Conditions," pp. 484-494, (See also), Daniel, Robert P., "One Consideration of Redirection of Emphasis of the Negro College," 479-483, Newbold, N. D., "More Money For and More Emphasis Upon Negro Education, Not Reorganization and Redirection," 302-507, Judd, Charles H., "The Reorganization and Redirection of Negro Education: A Critical Comment," 517-520, Journal of Negro Education, Vol. 5, July, 1936.
73. Parsons, Talcott, "A Sociological Approach to the Theory of Formal Organizations," Structure and Process in Modern Societies, (New York, 1960).
74. _____, et al., Theories of Society, (New York, 1961).
75. Peirce, Edward, The Freedmen of Port Royal, (South Carolina, 1917).
76. Pierce, Paul S., The Freedmen's Bureau, (Iowa, 1904).
77. Perkins, James A., "The Three Missions of A University," University: A Princeton Quarterly, (Spring, 1966).
78. Phillips, Ulrich B., Documentary History of American Industrial Society: Documents 1649-1863, Plantation and Frontier, Vol. I.

79. Quarles, Benjamin, Frederick Douglass, (Washington, D. C., 1948).
80. Riesman, D., Constraint and Variety in American Education, (New York, 1958).
81. Sanford, Nevitt, (Ed.), The American College A Psychological and Social Interpretation of the Higher Learning, (New York, 1962).
82. Sawyer, Granville M., "A Future for the Black University," The Quarterly Review of Higher Education Among Negroes, Vol. 37, Number 1, January, 1969.
83. Simon, Herbert, "On The Concept of Organization Goal," Administrative Science Quarterly, Vol. 8 (1964).
84. Simon, Kenneth and Grant, Vance, Digest of Educational Statistics, (Washington, D. C., 1965).
85. Stroup, Herbert, Bureaucracy in Higher Education, (New York, 1966).
86. Survey of Land-Grant Colleges and Universities, Section of Bulletin, 1930, No. 9, Vol. II, Part X.
87. Tannenbaum, Arnold S., "Control in Organizations," Administrative Science Quarterly, Vol. 7 (1958).
88. The Annual Report of the American Foreign Anti-Salavery Society, (New York, May 7, 1850).
89. The General Education Board, 1902-1914.
90. Thompson, Daniel C., "Problems of Faculty Morale,"
91. Thompson, James D. and McEwen, William, "Organization Goals and Environment," American Sociological Review, Vol. 23 (1958).
92. Twenty Year Report of the Phelps-Stokes Fund, (N.Y., 1948).
93. U. S. Bureau of Education Bulletin, 1916, No. 39, Vol. I and II.
94. U. S. Census of Population, General Social and Economic Characteristics, P.C.G.)-1c.
95. U. S. Statutes At Large, Vol. 26, P. 417, (See also), U. S. Bureau of Education Bulletin, 1916, No. 39, Vols. I and II.
96. Vittenson, Lillian K., "Areas of Concern to Negro College Students As Indicated by Their Responses to the Mooney Problem Check List," Journal of Negro Education Digest, (December, 1964).

97. Ware, Edward T., "Higher Education for the Negroes in the United States," The Negro's Progress in Fifty Years, (Philadelphia, 1963).
98. Woodburne, L. S., Principles of College and University Administration, (Stanford, 1958).
99. Woodson, Carter G., The Education of the Negro Prior to 1861, (Lancaster, Pa., 1934).
100. Wright, Stephen J., "The Promise of Equality," Saturday Review, (July 20, 1968).
101. Wyant, William, Jr., "Breaking Poverty Cycle is Goal of Upward Bound Program," St. Louis Post-Dispatch (October 10, 1965), reprinted in U. S. Office of Economic Opportunity, Teachers, Students Hail Upward Bound, (Washington: OEO, Undated).

APPENDIX A

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Research Foundation
Frontier 2-6211, Ext. 271

74074

January 6, 1970

Dear President

As explained briefly on the attached page, a research investigation involving prestigious black institutions of higher education is being undertaken under the auspices of the Oklahoma State University Research Foundation.

Every possible effort is being made to assure that this investigation is conducted under fully acceptable research procedures in the hopes that the results will add a small portion of significant information to the development of these institutions. Too, the findings should serve as an assist to presidents, deans, department chairmen and faculty members.

Your institution has been selected as one of the few which meet the criteria necessary for participation in the investigation. If permission is received from you to involve your institution in the study, a random sample of 20 per cent of your faculty members and all administrators will be sent a data-gathering instrument and instructions for completing it.

If, after reading the attached statement, you decide that your institution and higher education in general will gain from an assessment of the goals of your institution and others like it, we would request that you have sent to us a roster (or any directory you may have available) listing the full-time administrators and faculty members on your staff. However, if after reading the attached statement there are still questions left unanswered, the project director would be more than glad to visit with you in person or by phone.

A summary of the findings of this study will be shared with all who contribute to it; however, careful control of individual response forms will be maintained to assure anonymity of participants.

January 6, 1970
Page 2

Thank you for your interest. We would be most grateful for your permission to proceed with the project.

Yours sincerely,

Warren W. Morgan
Principal Investigator

Phone: 405 372-0956 (home)
405 312-6211, ext. 7601 (office)

P.S. Forward all requested information to the Principal Investigator at 1815 North Boomer Road, G-12, Stillwater, Oklahoma 74074.

WWM:msp

Enclosure

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Office of the President
FRontier 2-6211, Ext. 201

74074

January 9, 1970

Dear President

Mr. Warren W. Morgan has informed me of his plans to conduct a research investigation in the area of goals and organizational structure of prestigious black institutions. I feel that his proposed inquiry is a worthy one which could be of great value to higher education in general, as well as a possible source of specific information for use in your own institution.

Mr. Morgan is an experienced educator and a responsible person in every way. He is presently on leave from Maryland State College. As an administrator himself, he will, I am sure, be extremely careful to maintain anonymity for his respondents and to avoid embarrassment for the cooperating institutions.

I warmly support his request to include your institution in his investigation.

Sincerely yours,

Robert B. Kamm
President

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Research Foundation
Frontier 2-6211, Ext. 271

74075

February 9, 1970

Dear Colleague:

As described briefly on the front fold of the enclosed questionnaire, a research study involving institutional goals of predominantly black institutions is being undertaken. Every effort has been made to conduct this investigation under acceptable research procedures in the hopes that the results will add a small portion of significant information to the developing theories of educational administration. Too, it is anticipated that the project will augment previous research done on institutional goals.

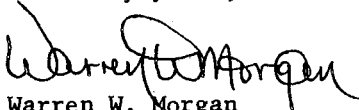
Your name has been selected at random from among the faculty members of your institution. As no substitutions can be made it is extremely important to us that you complete and return the enclosed questionnaire. So as to involve only a minimum of your time, we have arranged the instrument so that your answers can be recorded by simply checking one of the six spaces to the right of each item.

The personal data section has been designed to give enough information for analysis purposes but not enough to cost your anonymity. Only the project chairman and principal investigator will have access to the randomly selected names of faculty members and administrators. The only reason for keeping a temporary list of names is to insure a proportional representation of various sub-groups.

It will be further appreciated if you will complete the questionnaire prior to March 6 and return it in the enclosed stamped envelope. Other phases of this research cannot be carried out until we complete analysis of the questionnaire data. We would welcome any comment that you may have concerning any aspect of the study.

Thank you for your valuable time and cooperation.

Sincerely yours,

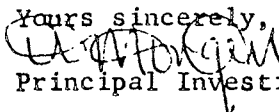


Warren W. Morgan
Principal Investigator

WWM:dr

Dear Colleague:

Several weeks ago, I sent a questionnaire to more than 800 faculty members and administrators at predominantly black institutions across the nation. Many of these questionnaires have already been returned. The validity of this study would be increased significantly if your questionnaire could be included along with the others. As a college instructor, I certainly realize how difficult it is to work everything into a busy schedule, but I do hope that you will be able to take a few minutes of your time to fill out and return the questionnaire. It would be deeply appreciated.

Yours sincerely,

Principal Investigator

MEMO:

PROJECT: An Assessment of the Goals of Predominantly
Black Institutions of Higher Education

FROM: Warren Morgan - Principal Investigator

The deadline for this Project has been extended until March 20th, in an effort to secure more responses. It is sincerely hoped that you will take a few minutes out of your busy schedule to complete and return the questionnaire.

NOT ONLY IS IT A SPECIAL RESEARCH PROJECT, IT IS
ALSO THE FINAL STAGE OF MY DOCTORAL DISSERTATION.
PLEASE, WON'T YOU BE KIND ENOUGH TO

HELP

Appendix B

TABLE XXVIII

WHAT ADMINISTRATORS AND FACULTY MEMBERS AT PREDOMINANTLY BLACK INSTITUTIONS THINK THE GOALS OF THEIR INSTITUTIONS SHOULD BE (PREFERRED)

Goal (by rank)	Mean	Standard Deviation	N
1. Maintain top quality in all programs we engage in	5.36	0.70	310
2. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	5.28	0.85	313
3. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	5.26	0.90	305
4. Keep up to date and responsive	5.26	0.83	308
5. Protect the faculty's right to academic freedom	5.26	0.71	310
6. Train students in methods of scholarship and/or scientific research and/or creative endeavor	5.19	0.73	311
7. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	5.14	0.84	310
8. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	5.05	0.88	311
9. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	5.03	0.94	311
10. Involve faculty in the government of the university	5.03	0.82	314
11. Provide the students with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	5.01	0.93	305
12. Make sure the university is run democratically insofar as that is feasible	5.01	0.92	311
13. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	5.00	1.10	307

TABLE XXVIII (Continued)

Goal (by rank)	Mean	Standard Deviation	N
14. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	5.00	0.82	310
15. Develop the inner character of students so that they can make sound, correct moral choices	5.00	1.01	318
16. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.99	0.75	318
17. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.99	0.89	313
18. Produce a student who is able to perform his citizenship responsibilities effectively	4.96	0.99	312
19. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.96	0.96	312
20. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.92	1.03	312
21. Maintain a balanced level of quality across the whole range of programs we engage in	4.91	0.98	310
22. Prepare students specifically for useful careers	4.90	0.83	312
23. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.87	0.81	311
24. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	4.87	0.98	308
25. Encourage students to go into graduate work	4.78	0.78	306
26. Involve students in the government of the university	4.77	0.86	312

TABLE XXVIII (Continued)

Goal (by rank)	Mean	Standard Deviation	N
27. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	4.77	0.85	303
28. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	4.75	0.92	311
29. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.75	1.02	312
30. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.74	1.08	307
31. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.72	1.14	306
32. Serve as a center for the preservation of the cultural heritage	4.72	1.07	309
33. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.68	0.96	314
34. Provide a full round of student activities	4.64	0.91	315
35. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.63	1.06	308
36. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	4.59	1.11	307
37. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	4.58	1.00	305

TABLE XXVIII (Continued)

Goal (by rank)	Mean	Standard Deviation	N
38. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	4.57	0.95	316
39. Hold our staff in the face of inducements offered by other universities	4.56	1.13	303
40. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	4.52	1.02	309
41. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	4.52	1.20	313
42. Carry on applied research	4.42	1.11	307
43. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.37	1.02	308
44. Carry on pure research	4.24	1.02	307
45. Emphasize undergraduate instruction even at the expense of the graduate program	4.16	1.53	296
46. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.60	1.07	311
47. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.57	1.32	304

TABLE XXIX
THE GOALS OF PREDOMINANTLY BLACK INSTITUTIONS (PERCEIVED)

Goal (by rank)	Mean	Standard Deviation	N
13. Keep up to date and responsive	4.30	1.09	314
14. Produce a student who is able to perform his citizenship responsibilities effectively	4.29	1.08	310
15. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.28	1.11	317
16. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.26	1.05	317
17. Involve faculty in the government of the university	4.24	1.42	318
18. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.23	1.03	317
19. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.21	1.02	313
20. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.21	1.24	309
21. Encourage students to go into graduate work	4.20	0.95	318
22. Make sure the university is run democratically insofar as that is feasible	4.16	1.20	314
23. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.14	1.05	307
24. Maintain a balanced level of quality across the whole range of programs we engage in	4.06	1.14	311
25. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.04	1.20	309

TABLE XXIX (Continued)

Goal (by rank)	Mean	Standard Deviation	N
1. Prepare students specifically for useful careers	4.65	0.94	315
2. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.56	1.12	310
3. Involve students in the government of the university	4.48	0.99	312
4. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.48	1.05	317
5. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.47	0.95	310
6. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.43	1.11	311
7. Protect the faculty's right to academic freedom	4.37	1.09	319
8. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.36	1.32	313
9. Provide a full round of student activities	4.34	1.05	318
10. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	4.33	1.04	313
11. Maintain top quality in all programs we engage in	4.31	1.08	310
12. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.31	1.09	320

TABLE XXIX (Continued)

Goal (by rank)	Mean	Standard Deviation	N
26. Serve as a center for the preservation of the cultural heritage	4.03	1.27	313
27. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.02	1.15	306
28. Develop the inner character of students so that they can make sound, correct moral choices	4.01	1.16	316
29. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.97	1.07	309
30. Hold our staff in the face of inducements offered by other universities	3.96	1.19	306
31. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	3.96	1.10	315
32. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.96	1.07	311
33. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	3.91	1.15	313
34. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.91	1.07	309
35. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.85	1.17	322
36. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.84	1.31	303
37. Emphasize undergraduate instruction even at the expense of the graduate program	3.81	1.42	300
38. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.80	1.24	310

TABLE XXIX (Continued)

Goal (by rank)	Mean	Standard Deviation	N
39. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	3.77	1.13	310
40. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.71	1.17	314
41. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.71	1.12	310
42. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.70	1.21	311
43. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.62	1.19	317
44. Carry on applied research	3.57	1.14	314
45. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.41	1.17	313
46. Carry on pure research	3.37	1.11	312
47. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.12	0.91	313

TABLE XXX

RAW DATA FOR ADMINISTRATOR "SHOULD BE" VS FACULTY "IS"

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
1. Hold our staff in the face of inducements offered by other universities	4.37	2.58	1.60	0.13	140
	3.44	2.28	1.51	0.10	189
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	4.38	2.44	1.56	0.13	140
	3.62	1.53	1.23	0.90	189
3. Encourage students to go into graduate work	4.59	1.71	1.30	0.11	140
	3.95	1.72	1.31	0.95	189
4. Protect the faculty's right to academic freedom	5.07	1.92	1.38	0.11	140
	4.03	1.78	1.33	0.97	189
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	4.31	1.90	1.37	0.11	140
	3.14	2.00	1.41	0.10	189
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	4.59	2.27	1.50	0.12	140
	3.66	1.92	1.38	0.10	189
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	5.12	1.73	1.31	0.11	140
	3.97	2.04	1.43	0.10	189
8. Develop the inner character of students so that they can make sound, correct moral choices	5.11	1.20	1.09	0.92	140
	3.79	2.02	1.42	0.10	189

TABLE XXX (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	4.57	2.17	1.47	0.12	140
	3.47	2.10	1.44	0.10	189
10. Serve as a center for the dissemi- nation of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	4.85	2.15	1.46	0.12	140
	3.66	2.27	1.50	0.10	189
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.89	2.12	1.45	0.12	140
	4.23	2.11	1.45	0.10	189
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	4.35	2.26	1.50	0.12	140
	3.43	2.37	1.54	0.11	189
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satis- factory to them by their own criteria	4.35	2.30	1.51	0.12	140
	3.43	2.08	1.44	0.10	189
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.91	1.61	1.27	0.10	140
	3.77	2.40	1.55	0.11	189
15. Keep up to date and responsive	4.96	2.39	1.54	0.13	140
	3.91	2.21	1.48	0.10	189
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.54	1.99	1.41	0.11	140
	3.48	2.21	1.48	0.10	189

TABLE XXX (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	5.00	1.72	1.31	0.11	140
	3.89	1.96	1.40	0.10	189
18. Serve as a center for the preservation of the cultural heritage	4.50	2.28	1.51	0.12	140
	3.62	2.22	1.49	0.12	189
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.24	5.31	2.30	0.16	189
	3.70	1.93	1.39	0.11	140
20. Involve students in the government of the university	3.43	5.34	2.31	0.16	189
	4.06	1.90	1.37	0.11	140
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	5.01	2.54	1.59	0.13	140
	3.82	2.81	1.67	0.12	189
22. Maintain top quality in all programs we engage in	5.22	1.55	1.24	0.10	140
	3.95	2.35	1.53	0.11	189
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.35	2.27	1.50	0.12	140
	3.65	2.87	1.69	0.12	189
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.82	2.30	1.51	0.12	140
	4.12	2.17	1.47	0.10	189
25. Carry on pure research	4.07	1.74	1.31	0.11	140
	3.10	2.01	1.41	0.10	189

TABLE XXX (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.47	2.36	1.53	0.13	140
	3.63	2.33	1.52	0.11	189
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	4.90	2.11	1.45	0.12	140
	3.34	2.34	1.53	0.11	189
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.17	2.13	1.46	0.12	140
	3.51	2.36	1.53	0.13	140
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	3.58	6.42	2.53	0.18	189
	3.94	1.98	1.40	0.11	140
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.41	5.44	2.33	0.16	189
	3.35	1.91	1.38	0.11	140
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.61	2.39	1.54	0.13	140
	4.02	2.82	1.68	0.12	189

TABLE XXX (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
32. Maintain a balanced level of quality across the whole range of programs we engage in	4.70	2.38	1.54	0.13	140
	3.57	2.41	1.55	0.11	189
33. Make sure the university is run democratically insofar as that is feasible	4.91	1.92	1.38	0.11	140
	3.77	2.31	1.52	0.11	189
34. Produce a student who is able to perform his citizenship responsibilities effectively	4.86	2.13	1.46	0.12	140
	3.94	2.23	1.49	0.10	189
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.60	1.72	1.31	0.11	140
	2.92	1.29	1.13	0.82	189
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	4.78	2.06	1.43	0.12	140
	3.61	2.06	1.43	0.10	189
37. Prepare students specifically for useful careers	4.71	1.94	1.39	0.11	140
	4.40	1.97	1.40	0.10	189
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.70	1.86	1.36	0.11	140
	3.95	1.68	1.29	0.10	140
39. Carry on applied research	3.17	5.11	2.26	0.16	189
	3.19	1.98	1.40	0.11	140

TABLE XXX (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	3.37	5.85	2.41	0.17	189
	4.00	2.74	1.65	0.14	140
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	4.78	2.01	1.41	0.11	140
	3.23	2.12	1.45	0.10	189
42. Emphasize undergraduate instruction even at the expense of the graduate program	3.95	3.27	1.81	0.15	140
	3.39	3.37	1.83	0.13	189
43. Involve faculty in the government of the university	4.94	1.82	1.35	0.11	140
	3.91	2.03	1.42	0.10	189
44. Provide a full round of student activities	4.71	1.18	1.08	0.91	140
	4.04	1.91	1.38	0.10	189
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.77	2.10	1.45	0.12	140
	4.17	2.12	1.45	0.10	189
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.94	1.16	1.07	0.91	140
	3.90	1.94	1.39	0.10	189
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.80	1.84	1.35	0.11	140
	4.11	1.93	1.39	1.10	189

TABLE XXXI

t VALUE FOR ADMINISTRATORS CONCEPTION (SHOULD BE) VS FACULTY PERCEPTION (IS) OF GOALS
(two tail test at the .05 level of significance)

GOAL	t-Value	D.F.
1. Hold our staff in the face of inducements offered by other universities	5.35*	327
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	4.89*	327
3. Encourage students to go into graduate work	4.34*	327
4. Protect the faculty's right to academic freedom	6.86	327
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	7.50*	327
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	5.76*	327
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	7.44*	327
8. Develop the inner character of students so that they can make sound, correct moral choices	9.10*	327
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	6.80*	327
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	7.11*	327
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.03*	327
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	5.39*	327

TABLE XXXI (Continued)

GOAL	t-Value	D.F.
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	5.57*	327
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	7.08*	327
15. Keep up to date and responsive	6.21*	327
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	6.50*	327
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	7.26*	327
18. Serve as a center for the preservation of the cultural heritage	4.89*	278
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	2.07*	327
20. Involve students in the government of the university	2.84*	327
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	6.48*	327
22. Maintain top quality in all programs we engage in	7.97*	327
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	1.62	327
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.20*	327
25. Carry on pure research	6.33*	327

TABLE XXXI (Continued)

GOAL	t-Value	D.F.
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.93*	327
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	9.30*	327
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.70*	278
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	1.49	327
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	0.28	327
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	3.24*	327
32. Maintain a balanced level of quality across the whole range of programs we engage in	6.52*	327
33. Make sure the university is run democratically insofar as that is feasible	6.98*	327
34. Produce a student who is able to perform his citizenship responsibilities effectively	5.58*	327
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	5.06*	327

TABLE XXXI (Continued)

GOAL	t-Value	D.F.
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	7.30*	327
37. Prepare students specifically for useful careers	1.96*	327
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.70*	278
39. Carry on applied research	0.05	327
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	2.62*	327
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	9.66*	327
42. Emphasize undergraduate instruction even at the expense of the graduate program	2.77*	327
43. Involve faculty in the government of the university	6.60*	327
44. Provide a full round of student activities	4.71*	327
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	3.64*	327
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	7.32*	327
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.45*	327

TABLE XXXII

RAW DATA FOR ADMINISTRATORS "IS" VS "SHOULD BE"

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
1. Hold our staff in the face of inducements offered by other universities	4.02	2.26	1.50	0.12	140
	4.37	2.58	1.60	0.13	140
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.90	2.07	1.43	0.12	140
	4.38	2.44	1.56	0.13	140
3. Encourage students to go into graduate work	4.20	1.06	1.03	0.87	140
	4.59	1.71	1.30	0.11	140
4. Protect the faculty's right to academic freedom	4.53	1.51	1.23	0.10	140
	5.07	1.92	1.38	0.11	140
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.38	1.63	1.27	0.10	140
	4.31	1.90	1.37	0.11	140
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.91	1.27	1.12	0.95	140
	4.59	2.27	1.50	0.12	140
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.33	1.49	1.22	0.10	140
	5.12	1.73	1.31	0.11	140
8. Develop the inner character of students so that they can make sound, correct moral choices	3.92	1.76	1.32	0.11	140
	5.11	1.20	1.09	0.92	140

TABLE XXXII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.65	1.68	1.29	0.10	140
	4.57	2.17	1.47	0.12	140
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	3.97	1.12	1.05	0.89	140
	4.85	2.15	1.46	0.12	140
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.12	2.32	1.52	0.12	140
	4.89	2.12	1.45	0.12	140
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.79	2.00	1.41	0.11	140
	4.35	2.26	1.50	0.12	140
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	3.70	1.84	1.35	0.11	140
	4.35	2.30	1.51	0.12	140
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	3.97	1.69	1.30	0.10	140
	4.91	1.61	1.27	1.10	140
15. Keep up to date and responsive	4.36	1.47	1.21	0.10	140
	4.96	2.39	1.54	0.13	140
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.92	1.49	1.22	0.10	140
	4.54	1.99	1.41	0.11	140

TABLE XXXII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.15	1.58	1.25	0.10	140
	5.00	1.72	1.31	0.11	140
18. Serve as a center for the preservation of the cultural heritage	3.91	1.64	1.28	0.10	140
	4.50	2.28	1.51	0.12	140
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.70	1.87	1.37	0.11	140
	4.37	2.17	1.47	0.12	140
20. Involve students in the government of the university	4.42	1.82	1.35	0.11	140
	4.64	1.59	1.26	0.10	140
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.09	2.08	1.44	0.12	140
	4.97	2.71	1.64	0.13	140
22. Maintain top quality in all programs we engage in	4.20	1.91	1.38	0.11	140
	5.17	1.74	1.32	0.11	140
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.36	2.44	1.56	0.13	140
	3.33	2.35	1.53	0.12	140
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.30	1.75	1.32	0.11	140
	4.77	2.46	1.56	0.13	140
25. Carry on pure research	3.30	1.42	1.19	0.10	140
	4.06	1.83	1.35	0.11	140

TABLE XXXII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.02	2.17	1.47	0.12	140
	4.47	2.36	1.53	0.13	140
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.67	1.78	1.33	0.11	140
	4.85	2.28	1.51	0.12	140
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.92	2.21	1.48	0.12	140
	4.17	2.13	1.46	0.12	140
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	4.33	1.53	1.23	0.10	140
	4.84	2.56	1.60	0.13	140
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.57	1.82	1.35	0.11	140
	4.60	1.82	1.35	0.11	140
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.67	1.44	1.20	0.10	140
	4.61	2.39	1.54	0.13	140

TABLE XXXII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
32. Maintain a balanced level of quality across the whole range of programs we engage in	4.20	1.45	1.20	0.10	140
	4.70	2.38	1.54	0.13	140
33. Make sure the university is run democratically insofar as that is feasible	4.25	1.81	1.34	0.11	140
	4.91	1.92	1.38	0.11	140
34. Produce a student who is able to perform his citizenship responsibilities effectively	4.19	1.92	1.38	0.11	140
	4.86	2.13	1.46	0.12	140
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.05	1.18	1.08	0.91	140
	3.60	1.72	1.31	0.11	140
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	3.87	1.81	1.34	0.11	140
	4.78	2.06	1.43	0.12	140
37. Prepare students specifically for useful careers	4.51	1.40	1.18	0.10	140
	4.71	1.94	1.39	0.11	140
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.10	1.67	1.29	0.10	140
	4.70	1.86	1.36	0.11	140
39. Carry on applied research	3.54	1.47	1.21	0.10	140
	4.29	2.10	1.45	0.12	140

TABLE XXXII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.30	2.26	1.50	0.12	140
	4.55	2.49	1.57	0.13	140
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.84	1.24	1.11	0.94	140
	4.78	2.01	1.41	0.11	140
42. Emphasize undergraduate instruction even at the expense of the graduate program	3.60	2.52	1.59	0.13	140
	3.95	3.27	1.81	0.15	140
43. Involve faculty in the government of the university	4.36	1.31	1.14	0.96	140
	4.94	1.82	1.35	0.11	140
44. Provide a full round of student activities	4.41	1.29	1.13	0.96	140
	4.71	1.18	1.08	0.91	140
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.50	1.34	1.15	0.98	140
	4.77	2.10	1.45	0.12	140
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.37	1.28	1.13	0.95	140
	4.94	1.16	1.07	0.91	140
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.31	1.29	1.13	0.96	140
	4.80	1.84	1.35	0.11	140

TABLE XXXIII
 t-VALUE FOR ADMINISTRATORS "IS" VS "SHOULD BE"
 (two-tailed test at the .05 level
 of significance)

GOAL	t-Value	D.F.
1. Hold our staff in the face of inducements offered by other universities	2.78*	139
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.77*	139
3. Encourage students to go into graduate work	3.08*	139
4. Protect the faculty's right to academic freedom	3.78*	139
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	7.22*	139
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	4.45*	139
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	5.07*	139
8. Develop the inner character of students so that they can make sound, correct moral choices	8.65*	139
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	7.11*	139
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	5.57*	139
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	6.18*	139
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	4.11*	139

TABLE XXXIII (Continued)

GOAL	t-Value	D.F.
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	5.11*	139
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	6.97*	139
15. Keep up to date and responsive	4.33*	139
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.73*	139
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	6.14*	139
18. Serve as a center for the preservation of the cultural heritage	4.38*	139
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	5.86*	139
20. Involve students in the government of the university	1.68	139
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	7.57*	139
22. Maintain top quality in all programs we engage in	0.22	139
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.80*	139
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	5.88*	139
25. Carry on pure research	3.36*	139

TABLE XXXIII (Continued)

GOAL	t-Value	D.F.
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	8.17*	139
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	2.06*	139
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.87*	139
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	8.54*	139
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	0.52	139
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.16*	139
32. Maintain a balanced level of quality across the whole range of programs we engage in	5.56*	139
33. Make sure the university is run democratically insofar as that is feasible	5.86*	139
34. Produce a student who is able to perform his citizenship responsibilities effectively	5.43*	139
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	6.67*	139

TABLE XXXIII (Continued)

GOAL	t-Value	D.F.
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	2.04*	139
37. Prepare students specifically for useful careers	5.15*	139
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	6.20*	139
39. Carry on applied research	2.19*	139
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	6.64*	139
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.69*	139
42. Emphasize undergraduate instruction even at the expense of the graduate program	4.28*	139
43. Involve faculty in the government of the university	2.50*	139
44. Provide a full round of student activities	2.10*	139
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.93*	139
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.10*	139
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	2.10*	139

TABLE XXXIV

RAW DATA FOR ADMINISTRATOR "SHOULD BE" VS FACULTY "SHOULD BE"

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
1. Hold our staff in the face of inducements offered by other universities	4.37	2.58	1.60	0.13	140
	4.07	2.77	1.66	0.12	189
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	4.38	2.44	1.56	0.13	140
	4.40	2.26	1.50	0.10	189
3. Encourage students to go into graduate work	4.59	1.71	1.30	0.11	140
	4.34	2.32	1.52	0.11	189
4. Protect the faculty's right to academic freedom	5.07	1.92	1.38	0.11	140
	4.87	2.02	1.42	0.10	189
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	4.31	1.90	1.37	0.11	140
	4.46	1.51	1.23	0.89	189
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	4.59	2.27	1.50	0.12	140
	4.44	1.97	1.40	0.10	189
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	5.12	1.73	1.31	0.11	140
	4.95	2.18	1.47	0.10	189
8. Develop the inner character of students so that they can make sound, correct moral choices	5.11	1.20	1.09	0.92	140
	4.62	2.15	1.46	0.10	189

TABLE XXXIV (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	4.57	2.17	1.47	0.12	140
	4.09	2.35	1.53	0.11	189
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	4.85	2.15	1.46	0.12	140
	4.69	2.15	1.46	0.10	189
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.89	2.12	1.45	0.12	140
	4.51	3.08	1.75	0.12	189
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	4.35	2.26	1.50	0.12	140
	4.17	2.08	1.44	0.10	189
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	4.35	2.30	1.51	0.12	140
	4.23	2.62	1.62	0.11	189
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.91	1.61	1.27	0.10	140
	4.62	2.12	1.45	0.10	189
15. Keep up to date and responsive	4.96	2.39	1.54	0.13	140
	4.89	2.27	1.50	0.10	189
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	4.54	1.99	1.41	0.11	140
	4.41	1.75	1.32	0.96	189

TABLE XXXIV (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.47	2.36	1.53	0.13	140
	4.23	2.31	1.51	0.11	189
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	4.90	2.11	1.45	0.12	140
	4.69	2.03	1.42	0.10	189
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	4.17	2.13	1.46	0.12	140
	3.97	2.15	1.46	0.12	140
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	3.58	6.42	2.53	0.18	189
	4.87	1.65	1.28	0.10	140
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.41	5.44	2.33	0.16	189
	4.33	2.22	1.49	0.12	140
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.61	2.39	1.54	0.13	140
	4.29	2.56	1.60	0.11	189

TABLE XXXIV (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	5.00	1.72	1.31	0.11	140
	4.85	2.06	1.43	0.10	189
18. Serve as a center for the preservation of the cultural heritage	4.50	2.28	1.51	0.12	140
	4.30	2.62	1.62	0.13	140
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.24	5.31	2.30	0.16	189
	4.06	2.80	1.67	0.14	140
20. Involve students in the government of the university	3.43	5.34	2.31	0.16	189
	4.32	2.09	1.44	0.12	140
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	5.01	2.54	1.59	0.13	140
	4.78	2.71	1.64	0.11	189
22. Maintain top quality in all programs we engage in	5.22	1.55	1.24	0.10	140
	4.92	2.37	1.54	0.11	189
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.35	2.27	1.50	0.12	140
	3.26	2.72	1.65	0.12	189
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.82	2.30	1.51	0.12	140
	4.52	2.65	1.62	0.11	189
25. Carry on pure research	4.07	1.74	1.31	0.11	140
	3.87	2.37	1.54	0.11	189

TABLE XXXIV (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
32. Maintain a balanced level of quality across the whole range of programs we engage in	4.70	2.38	1.54	0.13	140
	4.58	2.11	1.45	0.10	189
33. Make sure the university is run democratically insofar as that is feasible	4.91	1.92	1.38	0.11	140
	4.61	2.22	1.49	0.10	189
34. Produce a student who is able to perform his citizenship responsibilities effectively	4.86	2.13	1.46	0.12	140
	4.59	2.14	1.46	0.10	189
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.60	1.72	1.31	0.11	140
	3.25	1.76	1.32	0.96	189
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	4.78	2.06	1.43	0.12	140
	4.66	1.95	1.39	0.10	189
37. Prepare students specifically for useful careers	4.71	1.94	1.39	0.11	140
	4.60	1.78	1.33	0.97	189
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.70	1.86	1.36	0.11	140
	4.53	1.80	1.34	0.11	140
39. Carry on applied research	3.17	5.11	2.26	0.16	189
	3.95	2.58	1.60	0.13	140

TABLE XXXIV (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	3.37	5.85	2.41	0.17	189
	4.27	2.64	1.62	0.13	140
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	4.78	2.01	1.41	0.11	140
	4.39	2.50	1.58	0.11	189
42. Emphasize undergraduate instruction even at the expense of the graduate program	3.95	3.27	1.81	0.15	140
	3.59	3.94	1.98	0.14	189
43. Involve faculty in the government of the university	4.94	1.82	1.35	0.11	140
	4.70	1.70	1.30	0.95	189
44. Provide a full round of student activities	4.71	1.18	1.08	0.91	140
	4.24	1.97	1.40	0.10	189
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.77	2.10	1.45	0.12	140
	4.59	2.27	1.50	0.10	189
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.94	1.16	1.07	0.91	140
	4.74	1.49	1.22	0.88	189
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.80	1.84	1.35	0.11	140
	4.63	2.26	1.50	0.10	189

TABLE XXXV

t-VALUE FOR ADMINISTRATORS VS FACULTY ON CONCEPTION OF GOALS (SHOULD BE)
(two-tail test at the .05 level of significance)

GOAL	t-Value	D.F.
1. Hold our staff in the face of inducements offered by other universities	1.59	327
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	0.09	327
3. Encourage students to go into graduate work	1.52	327
4. Protect the faculty's right to academic freedom	1.26	327
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	1.01	327
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns.	0.91	327
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	1.07	327
8. Develop the inner character of students so that they can make sound, correct moral choices	3.27*	327
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	2.87*	327
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	0.92	327
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	2.08*	327
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	1.11	327

TABLE XXXV (Continued)

GOAL	t-Value	D.F.
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	0.67	327
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	1.84	327
15. Keep up to date and responsive	0.38	327
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	0.82	327
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	0.95	327
18. Serve as a center for the preservation of the cultural heritage	1.10	278
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.57*	327
20. Involve students in the government of the university	4.00*	327
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	1.24	327
22. Maintain top quality in all programs we engage in	1.86	327
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	0.49	327
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	1.65	327
25. Carry on pure research	1.26	327

TABLE XXXV (Continued)

GOAL	t-Value	D.F.
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	1.41	327
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	1.28	327
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	1.14	278
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	5.49*	327
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	4.09*	327
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	1.83	327
32. Maintain a balanced level of quality across the whole range of programs we engage in	0.79	327
33. Make sure the university is run democratically insofar as that is feasible	1.82	327
34. Produce a student who is able to perform his citizenship responsibilities effectively	1.66	327
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	2.39*	327

TABLE XXXV (Continued)

GOAL	t-Value	D.F.
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	0.78	327
37. Prepare students specifically for useful careers	0.73	327
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	1.01	278
39. Carry on applied research	3.46*	327
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	3.82*	327
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	2.33*	327
42. Emphasize undergraduate instruction even at the expense of the graduate program	1.70	327
43. Involve faculty in the government of the university	1.58	327
44. Provide a full round of student activities	3.30*	327
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	1.04	327
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	1.55	327
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	1.02	327

TABLE XXXVI
 RAW DATA FOR ADMINISTRATOR "IS" VS FACULTY "IS"

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
1. Hold our staff in the face of inducements offered by other universities	4.02	2.26	1.50	0.12	140
	3.44	2.28	1.51	0.10	189
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.90	2.07	1.43	0.12	140
	3.62	1.53	1.23	0.90	189
3. Encourage students to go into graduate work	4.20	1.06	1.03	0.87	140
	3.95	1.72	1.31	0.95	189
4. Protect the faculty's right to academic freedom	4.53	1.51	1.23	0.10	140
	4.03	1.78	1.33	0.97	189
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.38	1.63	1.27	0.10	140
	3.14	2.00	1.41	0.10	189
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.91	1.27	1.12	0.95	140
	3.66	1.92	1.38	0.10	189
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.33	1.49	1.22	0.10	140
	3.97	2.04	1.43	0.10	189
8. Develop the inner character of students so that they can make sound, correct moral choices	3.92	1.76	1.32	0.11	140
	3.79	2.02	1.42	0.10	189

TABLE XXXVI (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.65	1.68	1.29	0.10	140
	3.47	2.10	1.44	0.10	189
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	3.97	1.12	1.05	0.89	140
	3.66	2.27	1.50	0.10	189
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.12	2.32	1.52	0.12	140
	4.23	2.11	1.45	0.10	189
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.79	2.00	1.41	0.11	140
	3.43	2.37	1.54	0.11	189
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	3.70	1.84	1.35	0.11	140
	3.43	2.08	1.44	0.10	189
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	3.97	1.69	1.30	0.10	140
	3.77	2.40	1.55	0.11	189
15. Keep up to date and responsive	4.36	1.47	1.21	0.10	140
	3.91	2.21	1.48	0.10	189
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.92	1.49	1.22	0.10	140
	3.48	2.21	1.48	0.10	189

TABLE XXXVI (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.15	1.58	1.25	0.10	140
	3.89	1.96	1.40	0.10	189
18. Serve as a center for the preservation of the cultural heritage	3.91	1.64	1.28	0.10	140
	3.62	2.22	1.49	0.12	140
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	2.74	4.04	2.01	0.14	189
	3.70	1.93	1.39	0.11	140
20. Involve students in the government of the university	3.28	5.13	2.26	0.16	189
	4.06	1.90	1.37	0.11	140
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.12	1.96	1.40	0.11	140
	3.82	2.81	1.67	0.12	189
22. Maintain top quality in all programs we engage in	4.22	1.79	1.34	0.11	140
	3.95	2.35	1.53	0.11	189
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.40	2.38	1.54	0.13	140
	3.65	2.87	1.69	0.12	189
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.33	1.62	1.27	0.10	140
	4.12	2.17	1.47	0.10	189
25. Carry on pure research	3.32	1.34	1.15	0.97	140
	3.10	2.01	1.41	0.10	189

TABLE XXXVI (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.02	2.17	1.47	0.12	140
	3.63	2.33	1.52	0.11	189
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.71	1.70	1.30	0.11	140
	3.34	2.34	1.53	0.11	189
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.92	2.21	1.48	0.12	140
	3.51	2.36	1.53	0.13	140
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	3.21	4.76	2.18	0.15	189
	3.94	1.98	1.40	0.11	140
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	2.65	3.82	1.95	0.14	189
	3.35	1.91	1.38	0.11	140
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.67	1.44	1.20	0.10	140
	4.02	2.82	1.68	0.12	189

TABLE XXXVI (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
32. Maintain a balanced level of quality across the whole range of programs we engage in	4.20	1.45	1.20	0.10	140
	3.57	2.41	1.55	0.11	189
33. Make sure the university is run democratically insofar as that is feasible	4.25	1.81	1.34	0.11	140
	3.77	2.31	1.52	0.11	189
34. Produce a student who is able to perform his citizenship responsibilities effectively	4.19	1.92	1.38	0.11	140
	3.94	2.23	1.49	0.10	189
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.05	1.18	1.08	0.91	140
	2.92	1.29	1.13	0.82	189
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	3.87	1.81	1.34	0.11	140
	3.61	2.06	1.43	0.10	189
37. Prepare students specifically for useful careers	4.51	1.40	1.18	0.10	140
	4.40	1.97	1.40	0.10	189
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.10	1.67	1.29	0.10	140
	3.95	1.68	1.29	0.10	140
39. Carry on applied research	2.62	3.51	1.87	0.13	189
	3.19	1.98	1.40	0.11	140

TABLE XXXVI (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	3.18	5.24	2.29	0.16	189
	4.00	2.74	1.65	0.14	140
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.84	1.24	1.11	0.94	140
	3.23	2.12	1.45	0.10	189
42. Emphasize undergraduate instruction even at the expense of the graduate program	3.60	2.52	1.59	0.13	140
	3.39	3.37	1.83	0.13	189
43. Involve faculty in the government of the university	4.36	1.31	1.14	0.96	140
	3.91	2.03	1.42	0.10	189
44. Provide a full round of student activities	4.41	1.29	1.13	0.96	140
	4.04	1.91	1.38	0.10	189
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.50	1.34	1.15	0.98	140
	4.17	2.12	1.45	0.10	189
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.37	1.28	1.13	0.95	140
	3.90	1.94	1.39	0.10	189
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.31	1.29	1.13	0.96	140
	4.11	1.93	1.39	0.10	189

TABLE XXXVII

t-STATISTICS FOR ADMINISTRATORS VS FACULTY
ON PERCEPTION OF GOALS (IS)

GOAL	t-Value	D.F.
1. Hold our staff in the face of inducements offered by other universities	3.43*	327
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	1.87	327
3. Encourage students to go into graduate work	1.80	327
4. Protect the faculty's right to academic freedom	3.49*	327
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	1.60	327
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	1.72	327
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	2.41*	327
8. Develop the inner character of students so that they can make sound, correct moral choices	0.84	327
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	1.15	327
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	2.04*	327
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	0.66	327
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	2.12*	327

TABLE XXXVII (Continued)

GOAL	t-Value	D.F.
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	1.70	327
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	1.24	327
15. Keep up to date and responsive	2.92*	327
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	2.86*	327
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	1.75	327
18. Serve as a center for the preservation of the cultural heritage	1.71	278
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	4.82*	327
20. Involve students in the government of the university	3.62*	327
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	1.73	327
22. Maintain top quality in all programs we engage in	1.62	327
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	1.37	327
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	1.37	327
25. Carry on pure research	1.52	327

TABLE XXXVII (Continued)

GOAL	t-Value	D.F.
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	2.29*	327
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	2.30*	327
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	2.29*	278
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	3.46*	327
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.61*	327
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	3.86*	327
32. Maintain a balanced level of quality across the whole range of programs we engage in	3.97*	327
33. Make sure the university is run democratically insofar as that is feasible	2.99*	327
34. Produce a student who is able to perform his citizenship responsibilities effectively	1.55	327
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	1.03	327

TABLE XXXVII (Continued)

GOAL	t-Value	D.F.
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	1.65	327
37. Prepare students specifically for useful careers	0.72	327
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	0.96	278
39. Carry on applied research	3.01*	327
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	3.57*	327
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	4.13*	327
42. Emphasize undergraduate instruction even at the expense of the graduate program	1.07	327
43. Involve faculty in the government of the university	3.06*	327
44. Provide a full round of student activities	2.55*	327
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	2.19*	327
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	3.29*	327
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	1.37	327

TABLE XXXVIII
RAW DATA FOR FACULTY "IS" VS "SHOULD BE"

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
1. Hold our staff in the face of inducements offered by other universities	3.44 4.07	2.28 2.77	1.51 1.66	0.10 0.12	189 189
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.62 4.40	1.53 2.26	1.23 1.50	0.90 0.10	189 189
3. Encourage students to go into graduate work	3.95 4.34	1.72 2.32	1.31 1.52	0.95 0.11	189 189
4. Protect the faculty's right to academic freedom	4.03 4.87	1.78 2.02	1.33 1.42	0.97 0.10	189 189
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.14 4.46	2.00 1.51	1.41 1.23	0.10 0.89	189 189
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.66 4.44	1.92 1.97	1.38 1.40	0.10 0.10	189 189
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	3.97 4.95	2.04 2.18	1.43 1.47	0.10 0.10	189 189
8. Develop the inner character of students so that they can make sound, correct moral choices	3.79 4.62	2.02 2.15	1.42 1.46	0.10 0.10	189 189

TABLE XXXVIII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.47	2.10	1.44	0.10	189
	4.09	2.35	1.53	0.11	189
10. Serve as a center for the dissemi- nation of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	3.66	2.27	1.50	0.10	189
	4.69	2.15	1.46	0.10	189
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.23	2.11	1.45	0.10	189
	4.51	3.08	1.75	0.12	189
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.43	2.37	1.54	0.11	189
	4.17	2.08	1.44	0.10	189
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satis- factory to them by their own criteria	3.43	2.08	1.44	0.10	189
	4.23	2.62	1.62	0.11	189
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	3.77	2.40	1.55	0.11	189
	4.62	2.12	1.45	0.11	189
15. Keep up to date and responsive	3.91	2.21	1.48	0.10	189
	4.89	2.27	1.50	0.10	189
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.48	2.21	1.48	0.10	189
	4.41	1.75	1.32	0.96	189

TABLE XXXVIII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	3.89	1.96	1.40	0.10	189
	4.85	2.06	1.43	0.10	189
18. Serve as a center for the preservation of the cultural heritage	3.78	2.20	1.48	0.10	189
	4.38	2.41	1.55	0.11	189
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.74	2.06	1.43	0.10	189
	4.15	2.48	1.57	0.11	189
20. Involve students in the government of the university	4.12	1.98	1.40	0.10	189
	4.43	2.00	1.41	0.10	189
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	3.82	2.81	1.67	0.12	189
	4.78	2.71	1.64	0.11	189
22. Maintain top quality in all programs we engage in	3.95	2.35	1.53	0.11	189
	4.92	2.37	1.54	0.11	189
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.65	2.87	1.69	0.12	189
	3.26	2.72	1.65	0.12	189
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.12	2.17	1.47	0.10	189
	4.52	2.65	1.62	0.11	189
25. Carry on pure research	3.10	2.01	1.41	0.10	189
	3.87	2.37	1.54	0.11	189

TABLE XXXVIII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	3.63	2.33	1.52	0.11	189
	4.23	2.31	1.51	0.11	189
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.34	2.34	1.53	0.11	189
	4.69	2.03	1.42	0.10	189
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.60	2.33	1.52	0.11	189
	4.03	2.13	1.46	0.10	189
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	3.96	2.13	1.46	0.10	189
	4.84	1.80	1.34	0.97	189
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	3.43	2.04	1.43	0.10	189
	4.41	2.09	1.44	0.10	189
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.02	2.82	1.68	0.12	189
	4.29	2.56	1.60	0.11	189

TABLE XXXVIII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
32. Maintain a balanced level of quality across the whole range of programs we engage in	3.57	2.41	1.55	0.11	189
	4.58	2.11	1.45	0.10	189
33. Make sure the university is run democratically insofar as that is feasible	3.77	2.31	1.52	0.11	189
	4.61	2.22	1.49	0.10	189
34. Produce a student who is able to perform his citizenship responsibilities effectively	3.94	2.23	1.49	0.10	189
	4.59	2.14	1.46	0.10	189
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	2.92	1.29	1.13	0.82	189
	3.25	1.76	1.32	0.96	189
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	3.61	2.06	1.43	0.10	189
	4.66	1.95	1.39	0.10	189
37. Prepare students specifically for useful careers	4.40	1.97	1.40	0.10	189
	4.60	1.78	1.33	0.97	189
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.06	1.67	1.29	0.94	189
	4.53	1.86	1.36	0.99	189
39. Carry on applied research	3.31	2.03	1.42	0.10	189
	4.01	2.56	1.60	0.11	189

TABLE XXXVIII (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.03	2.75	1.66	0.12	189
	4.27	2.77	1.66	0.12	189
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.23	2.12	1.45	0.10	189
	4.39	2.50	1.58	0.11	189
42. Emphasize undergraduate instruction even at the expense of the graduate program	3.39	3.37	1.83	0.13	189
	3.59	3.94	1.98	0.14	189
43. Involve faculty in the government of the university	3.91	2.03	1.42	0.10	189
	4.70	1.70	1.30	0.95	189
44. Provide a full round of student activities	4.04	1.91	1.38	0.10	189
	4.24	1.97	1.40	0.10	189
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.17	2.12	1.45	0.10	189
	4.59	2.27	1.50	0.10	189
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	3.90	1.94	1.39	0.10	189
	4.74	1.49	1.22	0.88	189
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.11	1.93	1.39	0.10	189
	4.63	2.62	1.50	0.10	189

TABLE XXXIX
 t-VALUES FOR FACULTY "IS" VS "SHOULD BE"
 (two-tailed test at the .05 level
 of significance)

GOAL	t-Value	D.F.
1. Hold our staff in the face of inducements offered by other universities	4.84*	188
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	5.90*	188
3. Encourage students to go into graduate work	3.47*	188
4. Protect the faculty's right to academic freedom	5.84*	188
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	11.51*	188
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	5.80*	188
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	7.13*	188
8. Develop the inner character of students so that they can make sound, correct moral choices	6.20*	188
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	4.77*	188
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	7.87*	188
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	2.13*	188
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	5.73*	188

TABLE XXXIX (Continued)

GOAL	t-Value	D.F.
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	6.32*	188
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	6.96*	188
15. Keep up to date and responsive	7.20*	188
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	7.77*	188
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	7.34*	188
18. Serve as a center for the preservation of the cultural heritage	4.56*	188
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	3.29(188
20. Involve students in the government of the university	2.57*	188
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	6.92*	188
22. Maintain top quality in all programs we engage in	6.90*	188
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.30*	188
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	3.52*	188
25. Carry on pure research	6.27*	188

TABLE XXXIX (Continued)

GOAL	t-Value	D.F.
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	5.01*	188
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	10.58*	188
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.53*	188
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	7.01*	188
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	7.42*	188
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	1.98*	188
32. Maintain a balanced level of quality across the whole range of programs we engage in	8.12*	188
33. Make sure the university is run democratically insofar as that is feasible	6.40*	188
34. Produce a student who is able to perform his citizenship responsibilities effectively	5.04*	188
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.24*	188

TABLE XXXIX (Continued)

GOAL	t-Value	D.F.
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	7.68*	188
37. Prepare students specifically for useful careers	1.56	188
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	3.72*	188
39. Carry on applied research	5.69*	188
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	1.89	188
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	8.86*	188
42. Emphasize undergraduate instruction even at the expense of the graduate program	1.77	188
43. Involve faculty in the government of the university	6.22*	188
44. Provide a full round of student activities	1.63	188
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	3.26*	188
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	6.71*	188
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.12*	188

TABLE XL
 RAW DATA FOR ADMINISTRATOR "IS" VS FACULTY "SHOULD BE"

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
1. Hold our staff in the face of inducements offered by other universities	4.02	2.26	1.50	0.12	140
	4.07	2.77	1.66	0.12	189
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.90	2.07	1.43	0.12	140
	4.40	2.26	1.50	0.10	189
3. Encourage students to go into graduate work	4.20	1.06	1.03	0.87	140
	4.34	2.32	1.52	0.11	189
4. Protect the faculty's right to academic freedom	4.53	1.51	1.23	0.10	140
	4.87	2.02	1.42	0.10	189
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	3.38	1.63	1.27	0.10	140
	4.46	1.51	1.23	0.89	189
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.91	1.27	1.12	0.95	140
	4.44	1.97	1.40	0.10	189
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.33	1.49	1.22	0.10	140
	4.95	2.18	1.47	0.10	189
8. Develop the inner character of students so that they can make sound, correct moral choices	3.92	1.76	1.32	0.11	140
	4.62	2.15	1.46	0.10	189

TABLE XL (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	3.65	1.68	1.29	0.10	140
	4.09	2.35	1.53	0.11	189
10. Serve as a center for the dissemi- nation of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	3.97	1.12	1.05	0.89	140
	4.69	2.15	1.46	0.10	189
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	4.12	2.32	1.52	0.12	140
	4.51	3.08	1.75	0.12	189
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	3.79	2.00	1.41	0.11	140
	4.17	2.08	1.44	0.10	189
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satis- factory to them by their own criteria	3.70	1.84	1.35	0.11	140
	4.23	2.62	1.62	0.11	189
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	3.97	1.69	1.30	0.10	140
	4.62	2.12	1.45	0.10	189
15. Keep up to date and responsive	4.36	1.47	1.21	0.10	140
	4.89	2.27	1.50	0.10	189
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.92	1.49	1.22	0.10	140
	4.41	1.75	1.32	0.96	189

TABLE XL (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.15	1.58	1.25	0.10	140
	4.85	2.06	1.43	0.10	189
18. Serve as a center for the preservation of the cultural heritage	3.91	1.64	1.28	0.10	140
	4.30	2.62	1.62	0.13	140
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	2.74	4.04	2.01	0.14	189
	4.06	2.80	1.67	0.14	140
20. Involve students in the government of the university	3.28	5.13	2.26	0.16	189
	4.32	2.09	1.44	0.12	140
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	4.12	1.96	1.40	0.11	140
	4.78	2.71	1.64	0.11	189
22. Maintain top quality in all programs we engage in	4.22	1.79	1.34	0.11	140
	4.92	2.37	1.54	0.11	189
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	3.40	2.38	1.54	0.13	140
	3.26	2.72	1.65	0.12	189
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	4.33	1.62	1.27	0.10	140
	4.52	2.65	1.62	0.11	189
25. Carry on pure research	3.32	1.34	1.15	0.097	140
	3.87	2.37	1.54	0.11	189

TABLE XL (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	4.02	2.17	1.47	0.12	140
	4.23	2.31	1.51	0.11	189
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	3.71	1.70	1.30	0.11	140
	4.69	2.03	1.42	0.10	189
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	3.92	2.21	1.48	0.12	140
	3.97	2.15	1.46	0.12	140
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	3.21	4.76	2.18	0.15	189
	4.87	1.65	1.28	0.10	140
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	2.65	3.82	1.95	0.14	189
	4.33	2.22	1.49	0.12	140
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	4.67	1.44	1.20	0.10	140
	4.29	2.56	1.60	0.11	189

TABLE XL (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
32. Maintain a balanced level of quality across the whole range of programs we engage in	4.20	1.45	1.20	0.10	140
	4.58	2.11	1.45	0.10	189
33. Make sure the university is run democratically insofar as that is feasible	4.25	1.81	1.34	0.11	140
	4.61	2.22	1.49	0.10	189
34. Produce a student who is able to perform his citizenship responsibilities effectively	4.19	1.92	1.38	0.11	140
	4.59	2.14	1.46	0.10	189
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	3.05	1.18	1.08	0.91	140
	3.25	1.76	1.32	0.96	189
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	3.87	1.81	1.34	0.11	140
	4.66	1.95	1.39	0.10	189
37. Prepare students specifically for useful careers	4.51	1.40	1.18	0.10	140
	4.60	1.78	1.33	0.97	189
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	4.10	1.67	1.29	0.10	140
	4.53	1.80	1.34	0.11	140
39. Carry on applied research	2.62	3.51	1.86	0.13	189
	3.95	2.58	1.60	0.13	140

TABLE XL (Continued)

Goal	Mean	Variance	Standard Deviation	Standard Error of the Mean	Sample Size
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	3.18	5.24	2.29	0.16	189
	4.27	2.64	1.62	0.13	140
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.84	1.24	1.11	0.94	140
	4.39	2.50	1.58	0.11	189
42. Emphasize undergraduate instruction even at the expense of the graduate program	3.60	2.52	1.59	0.13	140
	3.59	3.94	1.98	0.14	189
43. Involve faculty in the government of the university	4.36	1.31	1.14	0.96	140
	4.70	1.70	1.30	0.95	189
44. Provide a full round of student activities	4.41	1.29	1.13	0.96	140
	4.24	1.97	1.40	0.10	189
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	4.50	1.34	1.15	0.98	140
	4.59	2.27	1.50	0.10	189
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	4.37	1.28	1.13	0.95	140
	4.74	1.49	1.22	0.88	189
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	4.31	1.29	1.13	0.96	140
	4.63	2.26	1.50	0.10	189

TABLE XLI

t-VALUES ADMINISTRATOR "IS" VS. FACULTY "SHOULD BE"
(two-tailed test at the .05 level of significance)

Goal	t-Value	D.F.
1. Hold our staff in the face of inducements offered by other universities	0.32	327
2. Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail	3.00*	327
3. Encourage students to go into graduate work	1.00	327
4. Protect the faculty's right to academic freedom	2.24*	327
5. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	7.70*	327
6. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	3.67*	327
7. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	4.02*	327
8. Develop the inner character of students so that they can make sound, correct moral choices	4.45*	327
9. Make a good consumer of the student-- a person who is elevated culturally, has good taste, and can make good consumer choices	2.77*	327
10. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	4.97*	327
11. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	2.07*	327
12. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	2.39*	327

TABLE XLI (Continued)

Goal	t-Value	D.F.
13. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	3.14*	327
14. Develop greater pride on the part of faculty, staff and students in their university and things it stands for	4.18*	327
15. Keep up to date and responsive	3.45*	327
16. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	3.42*	327
17. Train students in methods of scholarship and/or scientific research and/or creative endeavor	4.56*	327
18. Serve as a center for the preservation of the cultural heritage	2.30*	278
19. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	6.30*	327
20. Involve students in the government of the university	4.79*	327
21. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible	3.82*	327
22. Maintain top quality in all programs we engage in	4.32*	327
23. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	0.72	327
24. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	1.16	327
25. Carry on pure research	3.50*	327

TABLE XLI (Continued)

Goal	t-Value	D.F.
26. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	1.29	327
27. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	6.38*	327
28. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	0.28	278
29. Produce a well-rounded student that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	8.02*	327
30. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	8.52*	327
31. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	2.35*	327
32. Maintain a balanced level of quality across the whole range of programs we engage in	2.52*	327
33. Make sure the university is run democratically insofar as that is feasible	2.26*	327
34. Produce a student who is able to perform his citizenship responsibilities effectively	2.50*	327
35. Accommodate only students of high potential in terms of specific strengths and emphases of this university	1.48*	327

TABLE XLI (Continued)

Goal	t-Value	D.F.
36. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	5.14*	327
37. Prepare students specifically for useful careers	0.62	327
38. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	2.76*	278
39. Carry on applied research	6.76*	327
40. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	4.81*	327
41. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline	3.50*	327
42. Emphasize undergraduate instruction even at the expense of the graduate program	0.03	327
43. Involve faculty in the government of the university	2.49*	327
44. Provide a full round of student activities	1.18	327
45. Increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	0.59	327
46. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	2.74*	327
47. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	2.11*	327

Appendix C

AN ASSESSMENT OF THE GOALS OF A SELECT NUMBER
OF PREDOMINANTLY BLACK INSTITUTIONS OF
HIGHER EDUCATION

The Questionnaire*

Warren W. Morgan
Principal Investigator

This questionnaire is being given to all presidents, vice-presidents, deans, department chairmen and a carefully selected sample of other academic administrators and of nonadministrative faculty at major predominantly black universities in the United States. A study of such scope has never before been attempted on this segment of American Higher Education. It will provide us with a comprehensive picture of who administrators are, how they see the university, and how they differ in their influence on university policy. In spite of the magnitude of the study it depends completely on the kindness and generosity of each respondent. The results should be of value to you in your university work.

*Questionnaire developed by Edward Gross, University of Washington and Paul V. Grambsch, University of Minnesota, modified with permission by Warren W. Morgan.

	a great deal of say	quite a bit of say	some say	very little say	no say at all
Dean of liberal arts (if applies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deans of professional schools as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chairmen of departments, considered as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty, as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students, as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents of students, as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The citizens of the state, as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni, as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Below is listed a number of areas in which decisions of importance to the university must be made. How big a role would you say the faculty plays in each of those areas of decision-making? We are asking here for your total assessment, including not only formal participation (committees and the like) but informal influence, veto power, and any other kind of influence.

<u>Area of Decisions</u>	faculty views prevail completely	faculty have much influence	faculty have moderate influence	faculty have little influence
Educational policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty personnel policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial affairs and capital improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public and alumni relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. ABOUT THE UNIVERSITY IN GENERAL

How would you describe the rule-atmosphere at this university: (Please check the appropriate space).

1. I find it hard to believe there are any rules at all around here. People seem to do as they please.
2. In general, a good deal of laxity is permitted compared to what I know of other places.

In spite of the length of the above list, it is entirely possible that we have not included aims or goals which are important at this institution, or we may have badly stated such an aim or goal; if so, please take this opportunity to correct us by writing them in below

<u>G O A L</u>		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
_____	is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	should be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

_____	is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	should be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. WHO MAKE THE BIG DECISIONS

2.1 Think again of the kind of place this institution is; that is, what its major goals or distinctive emphases are. Below are listed a number of positions and agencies. In each case, indicate by a check mark in the appropriate space how much say you believe persons in those positions have in affecting the major goals of the university. Note we are asking only about the university as a whole. A man might have a lot of say in his own department, but not in the university as a whole.

	a great deal of say	quite a bit of say	some say	very little say	no say at all
The regents (or trustees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sources of large private grants or endowments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal government agencies or offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State government agencies or offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The vice-presidents (or provosts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean of the graduate school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. The rules are respected, though exceptions are permitted when proper.
- 4. The rules are very important. Exceptions are very rare.
- 5. This is really a rule-emphasizing place, practically everything goes "by the book."

4. THE PERSON TO WHOM YOU GO FOR AN AUTHORITATIVE DECISION

Think now of the person to whom you regularly go when you need an authoritative decision on some line of action you contemplate in your work. (For a non-administrative faculty member, this would normally be the head of his department or section; for a chairman or head, the person would be his dean or director; for a dean or director, a vice-president or provost; for the president, the governing body as a group.)

Just so it is clear, please state the title of this person in your case:

4.1 How important would you say that person is in terms of your ability to do your job well:

- 1. Absolutely essential. Without his active cooperation and help, I could hardly operate at all.
- 2. Absolutely essential, but only in a veto sense. That is, if he blocks me, I am stymied.
- 3. Very important. He can make my job quite a lot easier, or quite a lot harder.
- 4. Important. He can make my job easier or harder.
- 5. Of only moderate importance. He is an obstacle who can give me trouble if he makes up his mind to but, much of the time, I do my job without much help or hinderance from him.
- 6. Of little significance to me in comparison with some others (for example, people in the community, or people at other universities).

5. THE POWER I HAVE

On the line below indicate with a check the approximate amount of power you feel you have to get the things done that you would like to get done in connection with your university role.

A great deal _____ No power at all

6. CRITERIA OF EVALUATION

Periodically department chairmen and deans are faced with the task of evaluating members of the faculty for purposes of recommending salary increments and promotions. Granting, with Tawney, that a man's "worth is something between his God and himself," what criteria do you think administrators should use in evaluating faculty members?

Below are listed some of the more commonly mentioned criteria. Indicate in the appropriate bracket your view of how important they should be.

	very important	important	of little importance
Teaching performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other job offers received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total effectiveness in working with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to secure research grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statements of other faculty members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to get along with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee and other adminis- trative service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER IMPORTANT CRITERIA	very important	important	of little importance
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.1 Which of the following comes closer to your conception of the proper posture for an academic dean to assume in his relations with the higher university administration: (If you yourself are an academic dean, then answer this question in terms of yourself only. If you are a department chairman, answer this question in terms of the dean who heads your division or school.)

- (a) Primarily a representative of his area of responsibility to the university administration
- (b) Primarily a representative of the university administration to his area of responsibility

7.2 Which of the following comes closer to your conception of the proper posture for a department chairman to assume in his relations with his dean: (If you yourself are an academic dean, answer this only in terms of the department chairmen who report to you. If you are a chairman, answer the question only in terms of your relations with your own dean.)

- (a) Primarily a representative of his department to the dean
- (b) Primarily a representative of his dean to his department

8. SOME OF YOUR IDEAS ABOUT YOURSELF AND YOUR WORK

8.1 It would take some very strong inducements to get me to leave this university for a position elsewhere.

strongly agree agree undecided disagree strongly disagree

8.2 Would you leave this university if you were offered a job at one of the top five (in excellence or quality) predominantly black universities in the country? (If you yourself feel you are now in one of the top five, then think of one of the other four):

- At a substantially lower salary
- At the same salary

At a substantially higher salary

Wouldn't leave

8.3 I get most of my intellectual stimulation from: (please number in rank order, with 1 meaning most stimulation and 4 least stimulation)

- On-campus colleagues and associates
- Professional associates elsewhere
- Periodicals, books, and other publications
- Groups in the community (not excluding some which include persons who are also at the university)

strongly agree

agree

undecided

disagree

strongly disagree

8.5 (a) How many books have you published in the last 5 years? none 1 2+

(b) How many articles have you published in the last 5 years? (Count any papers delivered at professional meetings, but not published, as articles)

- none 6-10
- 1 10+
- 2-5

8.6 (Faculty please ignore this question)

One of my most important responsibilities is to maintain my competence as a university administrator by keeping up to date on educational and educational administrative problems in general, even at the possible cost of neglecting my specific duties at this university.

strongly agree

agree

undecided

disagree

strongly disagree

8.7 Suppose you received a very attractive offer at a university comparable to this one in all major respects, and which would enable you to pursue your professional interests at least as well as you are able at this university. However, the university was located a considerable distance away. How much would each of the following factors weigh in your thinking:

	a great deal	quite a lot	some	hardly any	not at all
having to leave the climate and geographic setting here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having to give up my ties and contacts with people in the community here whose interests are similar to mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having to give up my friends here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having to give up the recreational opportunities here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having to give up the intellectual atmosphere of the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having to close out my financial investments in the area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having to move the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If this question is completely hypothetical for you, since you would not even consider another offer under any circumstances you can envision at the present time, please check here.

8.8 Control, such as that achieved through rules, regulations, policy statements and the chain of command, should be considered one of most important activities at this university.

strongly agree agree undecided disagree strongly disagree

8.9 In my personal opinion, the final word in case of a dispute over something connected with my work should rest with:

- (1) my professional colleagues (those in your discipline here, and elsewhere, or, if you are an administrator, then other administrators in positions similar to your own)
- (2) the head of my department (or division, or school, or university)

8.10 In matters connected with my work, it is best to develop certain generally agreed upon standards so that each problem is dealt with according to those standards, rather than its own peculiar features.

agree strongly agree undecided disagree strongly disagree

8.11 In my work, I feel it is important that I limit myself only to my specialized field of competence if I am to do a good job.

strongly agree agree undecided disagree strongly disagree

8.12 In my work, I feel it is essential that I avoid personally identifying with the person who is seeking my help (student, client, subordinate).

strongly agree agree undecided disagree strongly disagree

8.13 I believe a person in my position should be given the responsibility he has only if he demonstrates his competence, with no consideration at all of whom he happens to be or what his connections are

strongly agree agree undecided disagree strongly disagree

9. LASTLY, ABOUT YOURSELF

9.1 Present age (nearest birthday):

under 25 26-30 31-35 36-40 41-45
 46-50 51-55 56-60 61-65 66 or over

9.2 Sex: M
 F

9.3 Number of children: (please circle the correct number) 0,1,2,3,4,5,6 or more.

9.4 Race: White
 Black
 Mongoloid
 Other

9.5 Country of birth of father _____

9.6 Father's education:

Years of schooling completed: 11 or less 12 more than 12

Degree(s) obtained if any: _____

9.12 Your education:

- some years of college or university, but no degree received
- B.A. (or other bachelor's degree requiring 4 years or more)
 If so, what college or university? _____
 Year received _____
 Field of specialization, if any _____
- M.A. or M.S., or other Master's degree requiring at least one year beyond the bachelor's degree
 If so, what university or college _____
 Year received _____
 If so, what field of specialization _____
- M.D. If so, what university? _____
 Year received _____
- Ph.D. If so, what university? _____
 If so, what field of specialization _____
 Year received _____
- Ed.D. If so, what University _____
 If so, what field of specialization _____
 Year received _____
- Other degree than those named
 What degree? _____ What college or university? _____
 What field of specialty? _____ Year received _____

9.13 Job history:

Title of present position (if more than one is held, please list the other(s): _____
 Department, if any _____

9.14 This question is optional

Income data will enable us to perform a number of important analyses. We recognize, however, that persons are, understandably, reluctant to reveal what they feel is a personal matter. Would you therefore simply provide an approximation as follows:

Total income from all sources, before taxes, in the 1969 tax year (i.e., an amount no more than 25% above or below your actual income). \$ _____

THE REMAINING QUESTIONS ARE FOR ADMINISTRATORS ONLY

9.15 How do you feel about your administrative job(s) at the university?

- (1) excellent. I can ask for nothing better
 (3) fair.
 (2) good.
 (4) poor. I hope to make a change

9.16 What are your plans for the future so far as your work is concerned?

- Continue in my present position, or one much like it
 Move up to a higher administrative position, or one like my present one at a more prestigious university, if an opportunity comes up
 If so, what would represent the culmination of your ambition in administration? _____

 Get into, or return to, teaching or research in this, or another university
 Leave university work altogether and go into some other kind of institution

9.17 How would you describe your feelings about your career thus far:

- Good progress thus far, and the future looks good
 Good progress thus far, but I'm not at all sure about the future
 Good progress and I feel reasonably satisfied with where I am. I doubt that anything much better will turn up
 My career has had so many ups and downs that I'm not at all sure just what my next move will be or ought to be

9.20 Suppose you were leaving the university for another position, and the administration asked you to recommend someone as your replacement. Suppose, further, that you knew your views would weigh heavily in the final decision. What kind of person would you recommend, and what kind would you oppose? Let us assume, further, that you are leaving your present position with great reluctance and that you have great affection for the university. Hence you want to see yourself replaced with the person most likely to do a top-notch job after you have gone. In answering this question, choose one of the alternatives indicated by the initials under each attribute. These initials stand for the following:

am absolutely must be, or must have
 ps preferably should be, or should have
 m may or may not be, or may or may not have
 pn preferably should not be, or should not have
 an absolutely must not be, or must not have

EXAMPLE:

brown hair
 am ps m pn an

black hair
 am ps m pn an

white hair
 am ps m pn an

red hair
 am ps m pn an

In this example, we have underlined the alternatives to indicate the reply of a person who felt that the person who would replace you *preferably should have* brown hair, *may or may not have* black hair, *preferably should not have* white hair, and *absolutely must not have* red hair. Please be sure to check *each* attribute.

church member
 am ps m pn an

48___

liberal in his politics
 am ps m pn an

53___

A Doctor's degree other than
 or in addition to the Ph.D.
 am ps m pn an

58___

Protestant
 am ps m pn an

49___

Democrat
 am ps m pn an

54___

university experience
 am ps m pn an

59___

9.19 Assuming other things are equal, which of the following would you recommend as your replacement?

- The person more acceptable to outside persons and groups that the university must deal with (legislative, major sources of endowment, etc.)
- The person more acceptable to the faculty of the university as a whole.

VITA

2
Warren Woodrow Morgan

Candidate for the Degree of
Doctor of Education

Thesis: AN ASSESSMENT OF THE GOALS OF A SELECT NUMBER OF PREDOMINANTLY
BLACK INSTITUTIONS OF HIGHER EDUCATION

Major Field: Higher Education

Biographical:

Personal Data: Born in New York City, New York, April 4, 1943,
the son of Mr. and Mrs. Woodrow W. Morgan.

Education: Attended grade school, Junior High and High School in
New York City, New York; graduated from Andrew Jackson High
School in 1961; received the Bachelor of Science degree from
Maryland State College in May, 1965; received the Master of
Science degree from the University of Indiana in August,
1966; completed requirements for the Doctor of Education
degree at Oklahoma State University in July, 1970.

Professional Experience: Served as graduate assistant, Indiana
University; worked as a coder and interviewer, National
Opinion Research Center, University of Chicago; Trainee
Haryou, Anti-Poverty Program; Executive Alumni Director,
Maryland State College; Dean of Men, Maryland State College;
Facilitator, Operation Cope, Oklahoma State University;
Special Consultant, Project Value-Tinker Air Force Base,
Oklahoma; Personnel Supervisor, Audio-Visual Center, Oklahoma
State University; Special Consultant, Navy Department,
McAlester, Oklahoma; Assistant to the Director of Arts and
Science Student Services, Academic Adviser, Counselor,
Teaching Orientation Courses, Oklahoma State University.

Professional Organizations: Phi Delta Kappa, National Education
Association, National Association of Health, Physical
Education and Recreation, National Parks and Recreation
Association, American Association for Higher Education.