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GRADUATE COLLEGE

THE RELATIONSHIP OF DISCIPLINE MEMBERSHIP TO THE FACULTY'S PERCEPTION OF GOALS AND PRACTICES OF A LARGE, MULTI-PURPOSE, STATE UNIVERSITY

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SUBMITTED TO THE GRADUATE FACULTY

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MARYJO C. LOCKWOOD

Norman, Oklahoma

1973

THE RELATIONSHIP OF DISCIPLINE MEMBERSHIP TO THE FACULTY'S PERCEPTION OF GOALS AND PRACTICES OF A LARGE, MULTI-PURPOSE, STATE UNIVERSITY

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CHAPTER I

PURPOSE AND IMPORTANCE OF THE STUDY

The study examined the relationship, if any, between membership in an academic discipline or profession and the faculty members' perceptions of the present goals, preferred goals and current practices of a large, diverse university. The study tested the assumption that the perception of goals and practices by the members of an academic discipline or profession are a reflection of the degree to which the members have absorbed the assumptions inherent in the discipline or profession.

The idea of "goal" is central to organizational theory. Etzioni has said that goals "serve . . . to provide orientation by depicting a future state of affairs which the organization strives to realize, . . . constitute a source of legitimacy . . ., and serve as standards by which members of an organization and outsiders can assess the success of the organization."[1] While teaching, research and community service are the three nearly universally accepted goals of higher education, a more precise definition of those words would indicate a direction for making decisions. In as complex a social system as a large university, it is difficult to

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[1]Amatai Etzioni, Modern Organizations, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 5.

ascertain the "future state of affairs which the organization strives to realize" since the organization is composed of so many diverse parts. The complexity of the institution may lead to goal conflicts on the part of its subsystem.

March and Simon postulated that the three conditions necessary to intergroup conflict are the existence of a felt need for joint decision making, and of either a difference in goals or a difference in perceptions of reality.[2] Intergroup conflict has received little attention in economic theory as those theories have ignored differences either in goals or in perceptions within the organization. March and Simon further stated that there is a tendency of members of an organizational unit to evaluate action only in terms of subgoals, even when these are in conflict with the goals of the larger organization. The propensity of individuals is to see those things that are consistent with their established frame of reference.[3] It was an assumption of this study that an academic discipline is a subgroup that affects the formation of subgoals and serves as a frame of reference that makes for a difference in perception.

Dearborn and Simon found in a study in 1958 that there was substantial interaction between individual goals and cognition. This pressure toward consistency of values with

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[2]James G. March and Herbert A. Simon, Organizations, (New York: John Wiley & Sons, Inc., 1958), p. 121.

[3]Ibid., p. 152.

expectations is accentuated by departmentalization and the consequent structure of social influence within subgroups.[4]

The present emphasis on accountability and the need for some measure of whether a university is aiming at its goals make it important to know the relationship between goals and practices.[5] In a discussion of accountability in education W. J. Popham has stated:

> The general strategy in an objective-based goal determination operation involves presentation of alternative sets of educational objectives to groups who have a stake in deciding what the goals of a system ought to be. These groups then rate, rank or in other ways display their preferences regarding those objectives. The expressed preference of the various groups are then surveyed by those who must ultimately decide on the system's goals and, hopefully, more enlightened judgments regarding what the system's goals ought to be can be made on the basis of such preference data.

He goes on to comment that progress monitoring can be accomplished by administering some sort of criterion-based test associated with the system's goals to secure indications of learner progress toward those goals.[6] If we

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[4]D.C. Dearborn and H.A. Simon, "Selective Perception: a Note on the Departmental Identifications of Executives." Sociometry, 1959, No. 21, 140-44.

[5]For examples of the numerous current discussion of accountability see: R.E. Rousch et. al., "Accountability in Education - A Priority for the 70's, Education, 92, September, 1971, pp. 113-117, L. G. Cooper, "Decisionability, not Accountability," Journal of Higher Education, 44, November, 1972, pp. 655-660, Accountability Umbrella; Symposium - Bibliography," Music Education Journal, 59, September, 1972, pp. 42-73, R. Pratt, "Uneasy Inquiry into Accountability," Intellect, 101, October, 1972, pp. 37-40, W.J. Popham, M.W. Apple, A.H. Yee, "State of the Art: Accountability in Education," Journal of Educational Research, 66, September, 1972, pp. 3-29.

[6]W.J. Popham, "Objectives-Based Management Strategies for Large Educational Systems," Journal of Educational Research, 66, September, 1972, pp. 5-7.

substitute "institution" for "learner" in the above suggestion, we will have the reason for studying the relationship between goals and institutional practices, as institutional practices serve as a criterion-referenced test.

M. W. Apple, in the same journal, disagreed strongly with what he sees as the current tendency to use systems theory as a control device, although he does see usefulness in systems analysis as "a mode by which the complex nature of problems could be illuminated."[7] Another dissenter from the idea of analyzing results by whether they meet stated goals is Michael Scriven who has developed a system he calls "Goal-Free Evaluation."[8] His thesis was that the thing that needs evaluation is results, whether intended or not. The Goal-Free Evaluation rationale supports the study of Institutional Practices as a way of estimating educational results.

Gross and Grambsch asserted that:

> Two kinds of evidence are necessary before one can confidently assert that a goal is present: intentions and activities. By intentions, we refer to what participants 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. By activities, we refer to what persons in

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[7]Apple, op. cit., p. 13.

[8]Michael Scriven, "Prose and Cons about Goal-Free Evaluation," Evaluation Comment, 1972, 4, pp. 1-4. This whole issue of this publication is about Goal-Free Evaluation by various authors.

> the organization are in fact observed to be doing: how they are spending their time, how resources are being allocated.[9]

A further concern for finding a method of evaluating higher education has been expressed by Thomas R. Harvey. He felt that while past efforts have focused on the outputs of higher education, there has come to be a recognition of the need for analysis of institutional processes. He defined these processes as "that changing state of conditions and transactions which change inputs to outputs."[10]

Where sub-goals are in too much conflict with each other, there will be such phenomena as bargaining and struggling for power which divert energy from the achievement of the basic purposes of the institution. Katz and Kahn have found that:

> Persons subjected to conditions of ambiguity on the job tended to be low in job satisfaction, low in confidence, high in tension and in a sense of futility.[11]

If one assumes that conflicting goals lead to conditions of ambiguity, one would want as much clarity of goals

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[9]Edward Gross and Paul V. Grambsch, University Goals and Academic Power, (Washington, D.C.: American Council on Education, 1968), p. 10.

[10]Thomas R. Harvey, "A Process Evaluation Design for Higher Education," Journal of Higher Education, XLIV, No. 4 (1973), 309-10.

[11]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, (New York: John Wiley and Sons, Inc., 1966), p. 190.

as possible. Jacob Getzels has also pointed out that role conflict, evidence of disorganization in the nomethetic dimension may arise from

> . . . disagreement among several referrent groups, each having a right to define expectations for the same rank; e.g., the university faculty member may be expected by his department head to emphasize teaching and service to students, but by his academic dean to emphasize research and publications.[12]

The results of the study of academic goals and university power by Gross and Grambsch indicate that it is misleading at best and dangerous at worst to assume anything about the real or apparent goals of the university or of the individuals who set the goals and try to achieve them.[13]

The above suggest the importance of studying organizational goals, particularly as those goals may be in conflict among the sub-systems of the organization. Of the studies reviewed, most have concentrated on the characteristics of total institutions. It has been suggested that it would be a useful next step:

> . . . to better describe environmental diversity within institutions, particularly the larger, multi-purpose ones . . . . It may well be the sub units of an institution--both the known and unknown parts--that affect student development most crucially.[14]

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[12]Jacob Getzels, "Administration as a Social Process," in Andrew W. Halpin, Editor, Administrative Theory in Education. (New York: The MacMillan Company, 1967), pp. 161-62.

[13]Edward Gross and Paul V. Grambsch, University Goals and Academic Power. (Washington, D.C.: American Council on Education, 1968), pp. 111-114.

[14]John A. Centra, Research Memorandum, (Princeton, New Jersey: Educational Testing Service, 1968), pp. 9-10.

One researcher, in delineating further areas to follow his own studies of colleges and universities, has commented:

> A comparison among some of the groups within a faculty could be particularly useful in identifying divergent, often conflicting, points of view for which resolutions may be critical to the present and future health of the institution.[15]

He further suggested that departmental profiles might reflect different intellectual and value patterns, as well as degrees of guild versus institutional loyalty or breakdowns in communications on campus.[16]

John Centra, as a result of his study of student perceptions at the university, suggested that "The diversity within a large institution, such as that found at the department level, may well be its most significant feature."[17]

McGlothin has stated that, even though professional education and liberal education share the same general aims, conflict does occur.

> Decisions on the curriculum turn statements of aims into educational programs. They sometimes turn words into battle flags.[18]

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[15]Richard E. Peterson, et. al., Institutional Functioning Inventory A Prospectus, (Princeton, New Jersey: Educational Testing Service, 1972), p. 9.

[16]Peterson, op. cit., p. 10.

[17]John A. Centra, Student Perceptions of Total University and Major Field Environments. (Doctoral dissertation, Michigan State University, 1966, No. 66-6107.

[18]William J. McGlothin, Patterns of Professional Education (New York: G.P. Putnam's Sons, 1960), p. 24.

Within the studies cited below there are included studies of differences among students in the various departments and disciplines; e.g., Sanford, The American College,[19] Davis, Undergraduate Career Decisions,[20] Jacob, Changing Values in College,[21] Feldman and Newcomb, The Impact of College on Students,[22] and many articles and dissertations. The literature does not appear to cite a similar amount of attention to the effect of disciplinary membership on the faculty. The disciplinary group was chosen as the unit of analysis in this study because it is the faculty who operationalize goals. It is the faculty who decide who shall be admitted, what shall be taught, and who shall be graduated. The literature suggests that it is important for a university to examine the perception of the university's goals and its practices held by its faculty.

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[19]Nevitt Sanford, Editor, The American College, New York: John Wiley & Sons, Inc., 1962), pp. 563-625, 690-730.

[20]James A. Davis, Undergraduate Career Decisions, (Chicago: Aldine Publishing Company, 1965), pp. 7-307.

[21]Phillip Jacob, Changing Values in College, (New York: Harper Bros., 1957).

[22]Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students, (San Francisco: Jossey Bass, 1969).

CHAPTER II

GOAL THEORY AND RELATED STUDIES OF UNIVERSITY GOALS

Institutional Goals

Goals are a central part of organizational theory. Robert Hutchins reported that goals are indispensable to any organization. He felt that the most important aspect of life at the University of Chicago during the twenty-two years he was there was a continuing argument about what the university was, what it should be doing, what the faculty's role in it was.[1] Herbert Simon pointed out that organizations do not exist separate from the individuals making them up. He defined goals as value premises that served as inputs to decision. He found little commonality of goals among the points of view in a large organization when goals were defined narrowly as generators of action. He also found goal conflict and sub-goal formation were prominent and significant factors of organizational life.[2]

James Thompson and William J. McEwen view organizational goals as dynamic and goals setting as an on-going

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[1]Phillip W. Semas, "U.S. Universities Don't Know What They're Doing or Why, Robert M. Hutchins Says," Chronicle of Higher Education, 22, March 9, 1970, pp. 5-6.

[2]Herbert A. Simon, "On the Concept of Organizational Goal," Administrative Science Quarterly, 9, June 1964, pp. 1-22.

interactional process. They have found that an organization can survive as long as it adjusts to its situation.[3] Carlson classified organizations as "wild" or "domesticated." The "wild" organizations control who they will serve and the clients control their participation in the organization. Therefore, like "wild" organisms, they can adapt more quickly to changing conditions or become extinct more quickly. "Domesticated" organizations do not control who they will serve and the client has no control over participation in the organization. The public school is an example of a completely "domesticated" organization. The university has some control over who it will serve and the client has control over participation so that the protection of a "domesticated" organism is not complete. "Domesticated organizations" have great difficulty in changing and frequently confuse means and ends.[4] One would expect from this analogy that universities would change somewhat more slowly than businesses and that some organizational theory applicable to business is not applicable to the university.

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[3]James D. Thompson and William J. McEwen, "Organizational Goals and Environment," American Sociological Review, 23, February 1958, pp. 23-31.

[4]Richard O. Carlson, "Environmental Constraints and Organizational Consequences: The Public School and its Clients," Behavioral Science and Educational Administration, Sixty-third Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago Press, 1964), pp. 262-278.

The Purposes of Goals

Richard Peterson found the uses of goals to be setting policy, as a framework for reaching decisions, for planning, in managing information systems, in institutional evaluation and in implementing accountability.[5] Winstead defined goals as statements providing focus and direction for institutional effort.[6]

Goals of Universities

Goals of American Universities have grown and developed over the years. The goals of modern universities have their real beginnings in the Medieval universities which are the precursors of today's universities. Rashdall pointed out

> That the universities of all countries and all ages are in reality adaptations under various conditions of one and the same institution.[7]

The earliest universities, Paris, Bologna, and Salerno, were professional schools, whose goals were to produce theologians, lawyers, and doctors.[8] American universities combine the ancient goals with the more recent goals of the colonists for a literate clergy and learned leaders. The early American colleges were concerned with morals and manners

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[5]Richard Peterson, "Crisis of Purpose," Report No. 5 (Washington, D.C.: FRIC Clearinghouse on Higher Education, 1970.).

[6]Phillip C. Winstead and E. N. Hobson, "Institutional Goals: Where to from Here?" The Journal of Higher Education, November 1971, 42, 669-677.

[7]Hastings Rashdall, The Universities of Europe in the Middle Ages, Vol. I (London: Oxford University Press, 1936), p. 4.

[8]Ibid., p. 7.

as well as with learning for their future leaders and public servants.[9]

With the introduction by persons educated in the nineteenth century German universities of the idea of the search for truth for its own sake, American universities added the goals of research and advanced training. The German influence combined with the growing industrial influence to produce in the colleges a science concerned as well with practicality. With the passage of the Morrill Act in 1862, American colleges developed the goal of service to the supporting community, at first agricultural, but industrial as well later.

> The land grant colleges were the most famous product of the industrial movement in education . . . . As teaching organizations, the land grant colleges purveyed the abundant and complicated 'know-how' that American industry was acquiring.[10]

The graduate school took as its basic goal educating people capable of and concerned with pure research. But the "graduate school in the American university was only one of a heterogenous group of divisions. In the other schools and departments, research was often scaled to external or ulterior motives.[11]

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[9]Frederick Rudolph, The American College and University, (New York: Vintage Books, 1962), pp. 6-7.

[10]Walter P. Metzger, Academic Freedom in the Age of the University, (New York: Columbia University Press, 1955), p. 106.

[11]Ibid., p. 108.

Clark Kerr has summarized the history of the goals of American universities and the faculty divisions resulting from this history as follows:

> Undergraduate life seeks to follow the British, who have done the best with it, and an historical line that goes back to Plato; the humanists often find their sympathies here. Graduate life and research follow the Germans, who once did best with them, and an historical line that goes back to Pythagoras; the scientists lend their support to all this. The 'lesser' professions (lesser than law and medicine) and the service activities follow the American pattern, since the Americans have been the best at them, and an historical line that goes back to the Sophists; the social scientists are most likely to be sympathetic.[12]

The Studies of University Goals

Gross and Grambsch conducted an extensive study on University goals and academic power.[13] In 68 universities, they studied 47 goal areas divided into output and support goals. Their study covered both what the respondents thought the goals of American universities are and what they ought to be. Of the seven goals rated highest only one related to students' education. They found that administrators and faculty saw goals alike. They found clear differences among universities. The Educational Testing Service is conducting a massive study of the goals of institutions of higher

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[12]Clark Kerr, The Uses of the University, (New York: Harper and Row, 1964), p. 18.

[13]Gross and Grambsch, op. cit.

learning in California. Tentative findings indicate sharp differences among faculty, students and supporting community on goals.[14] Phillip Swarr studied college and university goals as perceived and preferred by faculty and administrators.[15]

Organizational goals and their clarity have occupied the interests of several researchers. Bachman looked at the factors making for clarity in eleven liberal arts colleges.[16] George Wieland studied the factors involved in goal clarity. He found that clarity is associated with perception by the faculty that officials hold the same goals important that the faculty does.[17] He also found that a lack of clarity of goals led to a high readiness on the part of the faculty to leave for another institution.[18]

Charles Warriner studied the effects of professional commitment on institutional loyalty, following the theoretical difference between cosmopolitans and locals. He found no

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[14]Richard E. Peterson, Goals for California Higher Education: Preliminary and Incomplete Draft, unpublished, Educational Testing Service, 1972.

[15]Phillip C. Swarr, An Empirical Study of the Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administrators. (Cortland, N.Y.: Office of Institutional Research, State University College, 1971).

[16]Gerald G. Bachman, The Way In hich the Organization of College Departments Affects the Performance and Attitude of College Faculty, (Ann Arbor Michigan: Survey Research Center, Institute for Social Research, 1966).

[17]George F. Wieland, Organizational Goals and Their Clarity in Liberal Arts Colleges. ERIC Microfische ED 010557, (Ann Arbor Michigan: University of Michigan, 1966).

[18]George F. Wieland, Determinants of Clarity in Organizational Goals, ERIC Microfische ED 010557, (Ann Arbor Michigan: University of Michigan, 1966).

general relationship between the two factors, but rather that professional persons showed high institutional loyalty in those departments that were given autonomy and used professional criteria for evaluation of faculty members.[19]

The Studies of Goals of University Departments

There have been various studies classifying university departments by goals. C. P. Snow, in the Two Cultures and the Scientific Revolution divided the faculty into future oriented, international scientists and the out-dated literary intellectuals.[20] Gaff and Wilson put Snow's ideas to the test by looking at educational values, teaching orientation, and life styles of the faculty of six completely different colleges and universities. They found at least four rather than two faculties, humanities, social sciences, natural sciences, and professions or applied fields. The social scientists were dedicated to broad general education, the humanists to self-knowledge, and the natural scientists and professionals to career preparation.[21]

Lionel Lewis also studied Snow's Two Cultures and felt that a dichotomy was too simple to describe adequately the

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[19]Charles K. Warriner, "Professional Commitment and Institutional Loyalty as Factors in Faculty Orientations," (Unpublished Ph.D. dissertation, University of Kansas, 1970), pp. 45-48.

[20]Charles P. Snow, The Two Cultures and the Scientific Revolution, (New York: Cambridge University Press, 1959), pp. 10-12.

[21]Jerry G. Gaff and R. C. Wilson, "Faculty Culture and Interdisciplinary Studies," Journal of Higher Education, March 1971, 42, pp. 186-201.

dissimilarities in attitudes that can be found on university campuses. The divergencies in thinking were consistent with Snow's hypotheses between natural scientists and literary intellectuals, but these differences were neither the most profound nor the most viable.[22]

Vreeland and Bidwell studied faculty goals as either technical or moral. They defined technical as either studying the structure of the discipline or occupational training and moral goals as those aiming at an interesting and broadly humanizing curriculum. They found the natural scientists generally endorsed technical goals while the social scientists concentrated on moral goals.[23]

In a newly formed general education college of a large, urban, non-resident university, Zelda Gamson found the natural scientists and social scientists so divided on goals that the college was nearly wrecked. The teachers in humanities split between the two others. The natural scientists' orientation was utilitarian, emphasized the cognitive, and encouraged faculty distance from students. The social scientists emphasized reaching students personally, developing

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[22]Lionel Lewis, "Two Cultures, Some Empirical Findings," Educational Record, Summer 1967, pp. 26-27.

[23]Rebecca S. Vreeland and Charles E. Bidwell, "Classifying University Departments: An Approach to the Analysis of Their Effects upon Undergraduates; Values and Attitudes," Sociology of Education, Summer 1969, 39, pp. 237-254.

affective growth, and promoting close, egalitarian relationships with students.[24]

A difference in orientation to teaching, research and contributing to the development of character was found in a study of role preference by faculty in different age groups and academic disciplines by Kelly and Hart. All viewed the teaching function as most important. The social science faculties and natural science faculties viewed research as more important than character development while the humanities faculty felt that character development was more important than research.[25]

In political orientation, Spaulding and Turner found social scientists the most liberal excepting philosophers, and natural scientists less liberal, with engineers the most conservative.[26] Leonard Goodwin compared the academic world with the business world and found the engineer/scientists who taught more like their colleagues teaching humanities than like their colleagues who were working in private industry.[27] A faculty culture on goals was found.

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[24]Zelda F. Gamson, "Utilitarian and Normative Orientations Toward Education," Sociology of Education, Winter, 1966, 39, pp. 46-73.

[25]Richard Kelly and B. Darrell Hart, "Role Preference of Faculty in Different Age Groups and Academic Disciplines," Sociology of Education, 1971, 44, pp. 351-357.

[26]Charles B. Spaulding and Henry A. Turner, "Political Orientation and Field of Specialization among College Professors," Sociology of Education, Summer, 1968, 41, pp. 247-262.

[27]Leonard Goodwin, "The Academic World and the Business World; A Comparison of Occupational Goals," Sociology of Education, Spring 1969, 42, pp. 170-87.

Boris Blai tested the hypothesis that faculty are unwilling to change. He contacted 954 fulltime faculty members at six universities. His study revealed a substantial degree of similar viewpoints. Contrary to popular stereotype and much of current speculative literature, there appeared to be a large reservoir of faculty sentiment favoring change in some educational practices.[28]

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[28]Boris Blai, Jr., "Faculty Attitudes Toward Selected Educational Changes," Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 3pp. (typewritten)

CHAPTER III

DESIGN

This chapter covers the general questions with which the study deals, the research hypotheses, a discussion of the instruments used, the operational definition of terms, study hypotheses, sample information and the plan for the statistical analysis.

From the review of the literature it seemed that little attention had been paid to whether goals were put into practice, although there were a number of studies of goals of universities. It therefore seemed important to examine the practices to put goals into effect as well as the goals of the university. Consequently, the first question the study investigated was: Are there significant relationships between faculty perceptions of goals and faculty perceptions of practices at a large multi-purpose university?

It was also desirable to investigate the congruence between the present goals of the university and the goals the faculty preferred, to further clarify the satisfaction of the faculty with university goals. The second question, therefore, was: Are there significant relationships between faculty perceptions of present goals of the university and faculty preferences for goals for the university?

There were studies of perceptions of goals by various discipline members, but the area warranted further examination. What had been studied had been two faculties, or three faculties, or other large groupings, In a large, diverse university it seemed possible that there might be differences in perceptions of goals and practices related to any of the many divisions of the university. For example, professional and applied fields had been studied as a group. It seemed possible that there might be significant differences on goals among a group that included military scientists, educators and library scientists. A study that could examine the perceptions of goals and practices by the widely divergent groups that go to make up a large, multi-purpose university appeared to cover an area not covered in previous studies. Therefore, the third question to be investigated was: Are there significant relationships between faculty members' academic disciplines and their perceptions of goals and practices of the university?

The classification of departments of the university into discipline groups was derived from the taxonomy that the American Council on Education developed in making its rating of graduate programs.[1] For this study the many departments of the university were classified into ten discipline groups.

One way of getting at the relationship between goals and practices would be to examine the stated goals of the

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[1]Kenneth D. Roose, editor, A Rating of Graduate Programs, (Washington, D.C.: American Council on Education, 1970).

university and compare these with budgets, time schedules, academic work loads, courses offered, etc. Another way would be to ask the faculty what they thought the goals of the university were and to ask a series of questions that would indicate what the faculty thought the activities of the university were. The idea of examining stated goals was discarded because the purpose of this study could be served better by investigating understood goals. It was decided that expert opinion, namely, the opinion of the persons engaged in putting goals into practice, would be as accurate a picture of goals and practices as could be obtained by any other method and would be more readily available in usable form. Therefore a questionnaire approach was selected.

Research Hypotheses

It was a central thesis of this study that there should be some congruence between the goals of the university and the functions used to put those goals into effect. It was a further proposition that the faculty should see some relationship between the goals the university was presently pursuing and those that it should be pursuing. The question to be investigated was the presence of these hypothetical relationships among the faculty as a total group.

The third central thesis was that disciplinary membership should lead to some differences in perception of goals, both

present and preferred, and of university practices by members of the several disciplinary groups. This question for investigation grew out of the previous studies done on this and related subjects. In the complexity of a large university, it seemed advisable to examine the total faculty divided into smaller groups than the large discipline divisions that had been used by Vreeland and Bidwell,[2] Charles Snow,[3] and Gaff and Wilson.[4] The fact that forty-eight percent of the faculty at the university belonged to the applied and professional fields made questionable the advisability of treating this as one group.

Although the goals the several disciplinary groups might prefer could be inferred from some of the previous studies, the diversity of the faculty at large made these difficult to predict with confidence from other studies or hypotheses. Therefore, the basic research hypothesis was that there would be differences in perceptions of goals and practices related to disciplinary membership, but no predictions were made about what goals or practices would be perceived or preferred by which group.

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[2]Vreeland and Bidwell, op. cit., pp. 237-238.

[3]Snow, op. cit., p. 16.

[4]Gaff and Wilson, op. cit., pp. 200-201.

In addition, it was necessary to test for the possibility that any difference found among discipline groups was a function of some other variable besides disciplinary membership. While it was not possible to control for all variables, it seemed important to control for the ones most likely to occur among members of academic disciplines: age, academic rank, and number of years spent at the institution. It was thought that it might be possible that persons who were older or were in the tenure track might view goals differently from those who were younger and not eligible for tenure. It was also speculated that those who were not in sympathy with the goals of this university might have moved on, so that a discipline with a large proportion of persons who had been with the university a short time might vary in perception of goals from those in which there was a larger number of persons who had been with the university longer.

Instrumentation

The Institutional Goals Inventory, which examined both present and preferred goals, and the Institutional Functioning Inventory--OU Modification were chosen as the instruments by which to look for answers to the above questions. An examination of the last three Mental Measurements Yearbook[5] provided several current instruments designed to study the university as an institution. However, such instruments as the College

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[5]O.K. Buros, editor, The Seventh Mental Measurements Yearbook, (Highland Park, New York: The Gryphon Press, 1972).

and University Environment Study (CUES) and the College Student Questionnaire were developed to measure students' perceptions while the Inventory of College Activities was designed for undergraduate institutions rather than universities. The instrument used by Gross and Grambsch[6] was developed in 1964 and college and university climates have apparently changed radically in the past nine years.

The Institutional Functioning Inventory (IFI) was developed by the Educational Testing Service in response to questions raised by Hefferlin about the dynamics of institutional change.[7] Preliminary work had been done in conceptualizing institutional practices as evidence of "vitality" before ETS became involved. The instrument was developed to have wide applicability to American Higher Education.[8] Although Paul Dressel, in his critique of the instrument, questions the usefulness of the IFI in promoting change in institutions lacking dynamism, he goes on to say, "However, evidence of profound differences in views among the several components of the institutional personnel might force a facing up to reality."[9]

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[6]Gross and Grambsch, op. cit., pp. 133-162.

[7]J. B. Lon Hefferlin, Dynamics of Academic Reform, (San Francisco: Jossey-Bass, Inc., 1971).

[8]Richard E. Peterson, et. al., Institutional Functioning Inventory Preliminary Technical Manual, (Princeton, New Jersey: Educational Testing Service, 1970), p. 4.

[9]Buros, op. cit., p. 89.

The IFI uses a perceptual approach rather than a self-report. A perceptual approach asks the member of the university to look around and report on the activities he observes, rather than attempting to measure those activities directly by looking at number of classes taught or number of books in the library. While other measures might have different validity, the faculty member must act on his perceptions, so it is important to know what they are.

The College Characteristics Index developed by George S. Stern and C. Robert Pace,[10] the College and University Environment Scales developed by Pace[11] and the questionnaire used by Gross and Grambsch[12] all use a perceptual approach in studying respondents. The applicability of the instrument to university faculty plus its currency made the IFI the instrument of choice for measuring the institutional practices side of the question of the relationship between where a faculty thinks an institution is going and the practices used to achieve those goals.

The Educational Testing Service developed, shortly after developing the IFI, the Instituional Goals Inventory.

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[10]G. G. Stern, Preliminary Manual for the Activities and College Characteristics Index, (Syracuse, New York: Psychological Research Center, 1958).

[11]C. R. Pace, College and University Scales, Second Edition: Technical Manual (Princeton, New Jersey: Educational Testing Service 1969).

[12]Gross and Grambsch, op. cit.

It is newer than the Gross and Grambsch instrument and seemed more applicable to the purposes of the study. The development of the IGI started in 1969 under the sponsorship of the National Laboratory for Higher Education.

> To investigate in a small number of institutions, with different characteristics, what on-campus and off-campus groups perceived the goals of their institution to be, as well as what they believe the goals should be.[13]

Originally eighteen goal areas were identified and convergence was developed using the Delphi technique in five institutions in North and South Carolina and Virginia. A second (revised) form was used in a Spring 1971 project involving 1300 faculty and student at ten colleges and universities on the West Coast.[14] This second version has now been used in the massive study of California universities and colleges referred to earlier.[15]

The goal areas measured by the IGI are:

1. Academic Development which has to do with the acquisition of general and specialized knowledge, preparation of students for advanced scholarly study and maintenance of high intellectual standards on campus.

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[13]Norman Uhl, Identifying Institutional Goals, Durham, North Carolina: National Laboratory for Higher Education, 1971), p. 1.

[14]Richard E. Peterson, "Toward Institutional Goal-Consciousness," Proceedings, Western Regional Conference on Testing Problems, (Berkeley, California: Educational Testing Service, 1971).

[15]Richard E. Peterson, Goals for California Higher Education: Preliminary and Incomplete Draft, unpublished, Educational Testing Service, 1972.

2. Intellectual Orientation which relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

3. Individual Personal Development which means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence, self-understanding, and a capacity for open and trusting interpersonal relations.

4. Humanism/Altruism reflects the belief (in many quarters) that a college education should mean not just the acquisition of knowledge and skills, but that it should also somehow make students better people--more decent, tolerant, responsible, humane. This fundamental ethical stance has been conceived as respect for diverse cultures, commitment for working for world peace, consciousness of important moral issues of the time, and concern for the welfare of man generally.

5. Cultural/Aesthetic Awareness entails heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

6. Traditional Religiousness is meant to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional (rather than secular or modern). This goal means educating students in a particular religious heritage, developing students' ability to defend a theological position, and fostering their dedication to serving God in everyday life.

7. Vocational Preparation means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. It is different from Goal 8 which involves graduate-level training for various professional careers.

8. Advanced Training can be most readily understood simply as the availability of post-graduate education. The items comprising the goal area have to do with developing and maintaining a strong and comprehensive graduate school, providing programs in the "traditional professions," (law, medicine, etc.), offering programs in the "newer" professions (engineering, social work, etc.), and conducting advanced study in specialized problem areas--as through a multi-disciplinary institute or center.

9. Research in the IGI scale involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

10. Meeting Local Needs is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

11. Public Service means working with governmental agencies in social and environmental policy formatation, committing institutional resources to the solution of major social and environmental programs, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

12. Social Egalitarianism has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

13. Social Criticism/Activism means providing criticisms of prevailing American society, and being engaged, as an institution, in working for basic changes in American society.

14. Freedom, as an institutional goal bearing upon the climate and process of learning, is seen as embracing both "academic freedom" and "personal freedom," although these distinctions are not always easy to draw. Specifically in the IGI, Freedom is defined as protecting the right of the faculty to present

controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life cycles.

15. Democratic Governance means decentralized decision-making; arrangements by which students, faculty, administrators, and governing board members can (all) be significantly involved in campus governance, opportunity for individuals to participate in all decisions affecting them, and governance that is genuinely responsive to the concerns of everyone at the institution.

16. Community is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

17. Intellectual/Aesthetic Environment means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

18. Innovation means a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations, and more specifically, it means experimentation with new approaches to individualized instruction and evaluating and grading student performance.

19. Off Campus Learning includes short time away from campus in travel, work-study, VISTA work, etc., arranging for students to study on several campuses during their undergraduate years; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

20. Accountability/Efficiency is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency (not further defined), accountability to funding sources for program effectiveness (not defined),

and regular submission of evidence that the institution is achieving stated goals.[16]

The eleven scales used in the IFI covered some, but not all, of the twenty goals areas listed and defined above. In order to make the two instruments more nearly comparable, a modified version of the IFI was constructed by the Center for Studies in Higher Education at the University of Oklahoma. Where appropriate to the new scale, existing IFI items (75 of 132) were used in the IFI-OUM. Forty-five new IFI-OUM items were written. Table 3.1 displays the comparison between the two instruments.

For the twelve scales in the original IFI internal consistency measures were computed for reliability. Coefficient alpha, a generalization of the Kuder-Richardson formula 20, was used to calculate reliability.[17] This is a measure of internal consistency. Peterson and associates felt it was more important to have a measure of internal consistency than of stability over time. Coefficient alphas for the faculty ranged from a low of .86 for the Self-Study and Planning Scale to a high of .96 for the Democratic Governance and Concern for Advancing Knowledge measures.[18]

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[16]Peterson, Goals for California Higher Education, op.cit., Chapter III, pp. 1-52.

[17]L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," Psychometrika 16 (1951): 297-334.

[18]Peterson, et al. op. cit., p. 15.

TABLE 3.1

COMPARISON OF INSTITUTIONAL FUNCTIONING INVENTORY AND IFI-OUM

Criteria	IFI	IFI-OUM
Scales	11	20
Items	132	120
Items Per Scale	12	6
Common Items	75	75
Factual Items (Keyed yes-no)	48	56
Opinion Items (Keyed SA-A-D-SD)	84	64
Student Items	72	72
Keyed Negatively	42 (32%)	26 (22%)

Validity was established by correlation with relevant published data, student perceptions of their college environment and a national study of student protest.[19] Although the new scale used 75 of the items from the original IFI, the validity and reliability measures of the original could not be extrapolated to the new instrument. Since the strongest items in terms of item norms were selected for the new instrument, a case can be made for using the validity measures of the original scales where all items were taken from the original. The scales in which all items came from the original IFI are

[19] Ibid., p. 20.

Cultural/Esthetic Awareness, Research, Meeting Local Needs, Social Egalitarianism, Social Criticism/Activisn, Freedom, Democratic Governance, Community, Intellectual/Esthetic Environment, and five of the six items in Innovation.

The published data included information such as the number of books in the library, college income per student, average faculty compensation, two ratings of the college's selectivity, Astin's selectivity[20] which he has defined as the prcportion of applicants rejected and Cass and Birnbaum's[21] ratings, based on information that supposedly measures the scholastic potential of the student body.

> The College and University Environment Scales (CUES) were used to measure students' perceptions of their environment.[22] CUES assesses the college environment along five dimensions: Practicality--emphasis on organization, bureaucracy, material benefits, and social activities; Community--a friendly, cohesive campus; Awareness--an emphasis on self-understanding, aesthetics, and events around the world; propriety--an environment that is polite and considerate; and Scholarship--an emphasis on academic achievement and intellectuality.[23]

Correlations between those factors and the IFI scales were calculated. The scales that were not used in the IFI-OUM have been left out and the names of the scales changed to the ones used in the IFI-OUM. The protest data were obtained

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[20] A.W. Astin, Who Goes Where to College? (Chicago: Science Research Associates, 1965).

[21] J. Cass and M. Birnbaum, Comparative Guide to American Colleges, (New York: Harper and Row, 1968).

[22] C. R. Pace, op. cit.

[23] Peterson, et al., op. cit., p. 21.

from a survey of student personnel deans at 859 four-year institutions during the 1967-68 academic year.[24]

For the scales from which the IFI-OUM was drawn (with the names changed to match those used in the IFI-OUM) the discussion is as follows:

> Cultural-Aesthetic Environment: The availability of opportunities for intellectual and aesthetic stimulation measured by this scale should correlate moderately with the CUES Awareness scale which in part emphasizes the role of the arts in the college environment. The correlation of .47 between C-AE and CUES Awareness is consistent with this expectation. The highest correlation for the C-AE scale .67 is with the number of library books, which in part validates the intellectual aspects of the C-AE scale. Other affluent-college qualities also correlate significantly with C-AE: for example, average faculty compensation (.60), proportion of faculty with doctorates (.48), selectivity A (.47) and income per student (.35).
>
> Freedom: Evidence for the validity of the Freedom scale, which is a measure of freedom in the personal and academic lives of both faculty and students, is reflected in several correlations with CUES practicality, a measure of organizational and bureaucratic emphasis in the campus environment. Freedom correlates -.75. Colleges with low freedom scores therefore are those that students perceive as highly organized and with many regulations, a finding that supports the Freedom Scale concept.
>
> Colleges with high scores on the CUES Awareness scale, which emphasizes personal and political as well as aesthetic understanding, tend to be high on the Freedom scale (.59). Also correlating highly with the Freedom scale are average faculty compensation per student (.53) and the academic level of students (selectivity A, .40). Thus brighter students and higher paid faculty are more often found at institutions that score high on the Freedom scale.
>
> Among the student protest factors, Student Radicalism, a factor involving protest over such issues as military recruiters on campus, Vietnam, and civil rights, correlates .42 with Freedom. Should more Freedom at an

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[24] R. E. Peterson, The Scope of Organized Student Protest in 1967-1968. (Princeton, New Jersey: Educational Testing Service, 1968).

institution, as measured by the IFI Freedom scale, mean more protest over the kinds of off-campus sociopolitical issues comprising the Radicalism factor? Probably so, if one considers that such institutions are less likely to constrain students and also more likely to attract students actively concerned over broad social issues. These Freedom institutions, moreover, are less likely to have their students protest rules regarding controversial speakers (-.40) or dress regulations (-.38), presumably chiefly because such rules are non-existent.

Social Egalitarinism: Heterogeneity in student and faculty attitudes and backgrounds, as measured by SE, is correlated with enrollment (.44), faculty compensation (.65), proportion of faculty with doctorates (.41), faculty compensation per student (.42), CUES Awareness (.59) and Practicality (-.62) and Radicalism (.59). Greater human diversity at larger institutions would be expected; in addition, a wide range of attitudes among its inhabitants understandably correlates with personal and political commitment (CUES Awareness) which, in turn, is related to protest over the social issues included in the Radicalism factor. Similarly the negative relationship between SE and CUES practicality (-.62) seems reasonable. Interpretation of the SE correlations with proportion of faculty with doctorates (.41) and faculty compensation per student (.42) is more difficult, but it would not be far-fetched to argue that faculty with doctorates would be attracted to relatively affluent institutions; in addition these institutions, which tend to be large and multipurpose, are more likely to attract faculty with diverse educational, religious, and political backgrounds.

Social Criticism/Activism: The pattern of correlations for the SC/A scale is quite similar to the SE scale. Unfortunately few of the institutional variables were particularly relevant to the SC/A scale, which measures an institution's desire to apply its expertise to solving social problems. SC/A does, however, correlate with both the selectivity indices (.48 and .42), number of library books (.60) proportion of faculty with doctorates (.50), average faculty compensation (.66), enrollment (.47), CUES awareness (.68) and the protest factors of Student Radicalism (.61) and Unconcern with Teaching (.44). This, as with the SE scale, institutional size and affluence, plus well-qualified faculty and students, seem not unexpectedly to be among important correlates of the SC/A scale.

Democratic Governance (DG): The relationships that best support the DG conception of a college in which decision making is dispersed and shared are the -.33 correlation with Administrative Paternalism student protest factor and the -.52 correlation with CUES practicality. In other words, institutions with high DG are less likely to have student protest over such issues as student dress and residence hall regulations, and such colleges are also less likely to be described as bureaucratic. Democratic Governance also correlated with such affluence indices as faculty compensation (.40) and college income per student (.39). In addition, the more selective colleges (selectivity A, .48) and those with higher proportions of faculty doctorates (.45) also had higher DG scores. The negligible correlation with enrollment (.08) suggests that large institutions, in spite of their size, are not necessarily less democratically governed.

Meeting Local Needs (MLN): Colleges geared to meeting the educational needs of the local community could be expected to be fairly large and nonselective. The negative correlations with both selectivity indices (-.39 and -.53) and the .34 correlation with enrollment would support this expectation. In addition, high MLN institutions are not likely to place great emphasis on purely academic competition and achievement, and this relationship is corroborated by the .065 correlation with the CUES Scholarship scale. Other significant correlations suggest, as one might also predict, that institutions that emphasize meeting local needs, public junior colleges for example, are often less affluent (-.43 with income, -.49 with faculty compensation per student), have fewer library books per student (-.53) and have smaller faculty-student ratios (-.54). Finally, an institutional commitment to meeting local needs appears to be unrelated to student protest activity and annual contract research dollars.

Research (R): Evidence for the validity of the R scale as a measure of institutional emphasis on research and scholarship is provided by high correlations with contract research dollars (.72) number of library books (.77) and average faculty compensation (.77). High R institutions, understandably, also tend to be larger (.61 with enrollment) and to have relatively many faculty members holding doctorates (.38). Of interest is the relationship between R and the student protest factor labelled Unconcern with teaching . . .; the correlation of .65 suggests that institutions emphasizing research often do so to the detriment of undergraduate

teaching, and that students have reacted against this practice. This finding, too, would be consistent with the R definition.

Innovation (I): Several of the institutional variables considered are moderately related to the I emphasis on experimentation and innovation. In general, colleges high in the I scale tend to be more affluent (income per student correlates .38, faculty compensation correlates .51); money, in fact, is usually a requisite for innovation. High I colleges also tend to attract academically able students and well trained faculty (selectivity A and faculty doctorates correlate .40 and .43 respectively with the I scale). The CUES Practicality scale, a measure in part of perceived campus bureaucratization, correlates inversely (-.44) with Innovation, a not unexpected relationship.

Community (C): the -.34 correlation with the student protest factor labeled Faculty Affairs, provides some evidence for the validity of the C scale, which is intended as a measure of the level of morale among faculty and administrators. Thus, institutions scoring high on the C scale are less likely to experience student protest over such faculty-related issues as firing and tenure decisions and alleged infringements on academic freedom. The correlation of .44 with the CUES Community scale indicates that colleges with good morale and commitment to shared purposes among faculty and administrators tend to be perceived by students as friendly and cohesive.[25]

Validity for the other nine scales of the IFI-OUM was established by the process of face validity during the development of the instrument. After the scales were developed, eight practitioners of higher education evaluated the appropriateness of each item to its scale. Modifications were incorporated into the present draft about which there was a high level of agreement.

Test-retest reliability coefficients have been calculated for three institutions for the IFI-OUM. The first

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[25]Peterson, et al., op. cit., pp. 23-36.

was computed at the University of Oklahoma, using a sample of thirteen faculty members and twenty-five students. Statistically significant reliability coefficients were found for eighteen of the twenty scales, all but the Vocational Preparation and Advanced Training. Table 3.2 displays the correlations.

TABLE 3.2

I.F.I.-O.U.M. TEST-RETEST RELIABILITY COEFFICIENTS
UNIVERSITY OF OKLAHOMA SAMPLE

Scales (N=38)	r
Academic Development	.64*
Intellectual Orientation	.71*
Individual Personal Development	.69*
Humanism/Altruism	.61*
Cultural/Aesthetic Awareness	.65*
Traditional Religiousness	.83*
Public Service	.68*
Social Egalitaianism	.74*
Social Criticism/Activism	.77*
Freedom	.73*
Democratic Governance	.84*
Intellectual/Aesthetic Environment	.68*
N=13	
Community	.79*
Innovation	.88*
Off-Campus Learning	.73*
Accountability/Efficiency	.63*
Vocational Preparation	.52
Advanced Training	.37
Research	.56*
Meeting Local Needs	.73*

* $p < .05$

A second test-retest reliability co-efficient was computed for the scores of 49 students and 31 faculty and

administrators at a Junior College. Responses in practice areas showed correlations significantly different from zero at the .01 level. Table 3.3 reports the correlations.

TABLE 3.3

I.F.I.-O.U.M. TEST-RETEST RELIABILITY COEFFICIENTS
JUNIOR COLLEGE SAMPLE

Scales (N=80)	r
Academic Development	.57*
Intellectual Orientation	.38*
Individual Personal Development	.67*
Humanism/Altruism	.56*
Cultural/Aesthetic Awareness	.68*
Traditional Religiousness	.65*
Public Service	.65*
Social Egalitarianism	.59*
Social Criticism/Activism	.64*
Freedom	.63*
Democratic Governance	.75*
Intellectual/Aesthetic Environment	.62*
N=31	
Community	.75*
Innovation	.60*
Off-Campus Learning	.54*
Accountability/Efficiency	.51*
Vocational Preparation	.56*
Advanced Training	.73*
Research	.73*
Meeting Local Needs	.64*

*$p < .01$

The third test-retest reliability coefficient was computed from the scores of 30 faculty members and administrators and 20 students at a large, four year state college. Responses in 19 of the 20 practice areas showed statistically significant correlations. Table 3.4 displays the correlations.

TABLE 3.4

TEST-RETEST CORRELATION COEFFICIENTS INSTITUTIONAL FUNCTIONING INVENTORY--OUM A FOUR YEAR STATE COLLEGE

Function Area (N=50)	r
Academic Development	.34*
Intellectual Orientation	.20
Individual Personal Development	.55*
Humanism/Altruism	.63*
Cultural/Esthetic Awareness	.64*
Traditional Religiousness	.59*
Public Service	.61*
Social Egalitarianism	.52*
Social Criticism/Activism	.60*
Freedom	.51*
Democratic Governance	.53*
Intellectual/Esthetic Environment	.75*
N=30	
Vocational Preparation	.86#
Advanced Training	.77#
Research	.80#
Meeting Local Needs	.84#
Community	.85#
Innovation	.85#
Off-Campus Learning	.78#
Accountability/Efficiency	.83#

*$p < .05$

#$p < .01$

The validity information at present available is for an earlier form of the Institutional Goals Inventory than for the form used in this study. It is anticipated by the developers of the present version that the results would differ little from Uhl's original findings.[26]

[26]Letter from Richard E. Peterson, Western Office, Educational Testing Service, November 27, 1972.

Uhl reported, about the Institutional Goals Inventory, as follows:

> With the exception of two goal areas, the preliminary form of the IGI served its purpose well. A brief summary of the results leading to this conclusion follow.
>
> 1. An unusually high percentage of participants (75%) complete the three questionnaires. . . .
>
> 2. Very few goal statements were modified or additional goal statements added, even though space was provided for this purpose.
>
> 3. Independent of the results of this study, five specialists in higher education who had some familiarity with the institutions participating in this study were asked to select the institutions that they thought would attach the greatest and the least importance to each goal area . . . . Thus, 27 selections were made independently of the data collected in this study, 15 representing greatest importance and 12 representing least importance . . . . By comparing those ratings with the mean ratings of the participants at each institution, it was found that 24 of the 27 selections by these independent raters were verified by the data from IGI.[27]

Reliability information is available for the version of the IGI used in this study. This reliability information is from a preliminary study of faculty reported by Dr. Uhl.[28] Coefficient alphas for the preferred scale range from a low of .66 for Public Service to a high of .99 for Advanced Training. As was pointed out in the discussion of the reliability of the IFI, coefficient alpha measures internal reliability. Table 3.5 displays the coefficient alphas, standard errors of measurement, means and standard deviation for the sample for the "Preferred" scale.

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[27] Uhl, op.cit., pp. 47-48.

[28] Letter from Norman P. Uhl, Office of Research and Evaluation, Durham, N.C.: North Carolina Central Univ., July 6, 1973.

TABLE 3.5

RELIABILITY INFORMATION FOR THE
PREFERRED SCALE-IGI
FACULTY (N=105)

Goal Area	Alpha	Standard Error	Mean	Standard Deviation
Academic Development	.72	.10	3.76	.18
Intellectual Orientation	.73	.09	4.14	.17
Ind. Personal Development	.93	.07	4.07	.25
Humanism/Altruism	.89	.08	3.71	.25
Cultural/Esth. Awareness	.81	.11	3.39	.25
Trad. Religiousness	.98	.08	1.81	.59
Vocational Preparation	.93	.16	3.80	.61
Advanced Training	.99	.10	2.28	.82
Research	.96	.15	2.37	.72
Meeting Local Needs	.93	.11	3.69	.41
Public Service	.66	.15	3.33	.27
Social Egalitarianism	.91	.15	3.39	.51
Soc. Criticism/Activism	.80	.11	3.12	.25
Freedom	.91	.09	3.80	.28
Democratic Governance	.84	.08	3.88	.20
Community	.76	.07	4.29	.14
Intellectual/Esth. Env.	.74	.10	3.97	.19
Innovation	.83	.08	3.88	.19
Off-Campus Learning	.71	.15	2.76	.28
Accountability/Efficiency	.77	.12	3.41	.25

For the "Perceived" goals scale the coefficient alphas ranged from a low of .61 for Academic Development to a high of .99 for Off-Campus Learning.[29] Table 3.6 displays this reliability data from the preliminary study.

The scales for the Institutional Goals Inventory are divided into thirteen that can be thought of as outcome goals and seven that are "support" or "process" goals. The main

[29] Ibid.

TABLE 3.6

RELIABILITY INFORMATION FOR THE PERCEIVED SCALE-IGI FACULTY (N=105)

Goal Area	Alpha	Standard Error	Mean	Standard Deviation
Academic Development	.61	.13	3.24	.21
Intellectual Orientation	.75	.12	2.93	.24
Ind. Personal Development	.94	.08	2.99	.31
Humanism/Altruism	.88	.09	2.79	.25
Cultural/Esth. Awareness	.90	.09	2.76	.29
Trad. Religiousness	.98	.09	1.59	.63
Vocational Preparation	.97	.09	2.99	.53
Advanced Training	.89	.22	1.97	.67
Research	.94	.17	1.99	.69
Meeting Local Needs	.91	.13	2.99	.44
Public Service	.80	.12	2.58	.27
Social Egalitarianism	.91	.14	2.84	.47
Social Criticism/Activism	.84	.09	2.45	.22
Freedom	.99	.04	3.33	.38
Democratic Governance	.93	.08	2.94	.34
Community	.97	.07	3.06	.37
Intellectual/Esth. Envir.	.80	.14	2.89	.32
Innovation	.92	.11	2.94	.41
Off-Campus Learning	.99	.03	1.99	.28
Accountability/Efficiency	.75	.11	3.12	.23

content of the IGI consists of 90 goals statements. Eighty are related to the 20 goal areas (four per area). The remaining ten are miscellaneous--each reflecting a goal judged important enough to warrant a single item only. For each goal statement the respondent, using a five point scale, gives judgments: (1) how important <u>is</u> the goal, presently at the campus; and (2) how important <u>should</u> the goal be. The five point scale is (1) of no importance or not applicable, (2) of low importance, (3) of medium importance, (4) of high importance, and (5) of very high importance. (See Appendix F for instrument.)

Sample

The Institutional Goals Inventory and the Institutional Functioning Inventory-OUM were administered to a randomly selected sample of 300 of the full time teaching faculty of the main campus of a large multi-purpose state university. Three hundred faculty members represented 42 percent of the faculty. Faculty were selected with a table of random numbers from the current roster of teaching faculty kept in the office of the Assistant Provost. Contact was made in person or by telephone before the instruments were presented in order to secure agreement to participate in the study and encourage as large a response as possible. Follow ups by telephone and by letter were made with those persons whose instruments were not returned. (See Appendix A for cover letter and follow up letter.) The instruments were sent through the campus mail to be completed by the faculty member in his own office.

Appendix C displays the data for the complete distribution of the sample compared to the total faculty both by discipline and by department. The sample of respondents by discipline was comparable to the percentage of the total faculty belonging to that discipline. Social Science was somewhat under represented (9.8 percent of the sample compared to fifteen percent of the total faculty, while mathematicians represented 6.3 percent of the sample compared to 4 percent of the total. Teachers of fine and performing arts, teachers

of Business, and teachers of Education were slightly over-represented. None of those groups differed as much as two percent from their proportion in the total faculty.

The study was conducted at the end of an academic year, possibly lowering the number of questionnaires returned. A deadline was set at the end of the period when regular faculty not teaching summer school could be expected to be on campus. Responses received after that time were not included. Responses continued to be returned for the next two months. A comparison of the sample respondents with the sample non-respondents is included in Appendix B. There were no marked demographic differences between respondents and non-respondents.

Statistical Analysis

In order to place the research hypotheses of the study into a form in which they could be tested, the hypotheses were recast in the null form. The first two hypotheses relate to the first two research hypotheses, the first treating the relationship between present goals and practices, and the second the relationship between present and preferred goals. The next three hypotheses treat the possibility of differences in perceptions of goals and practices by the several disciplinary groups. The sixth treats the possibility that the professional and applied fields group is not a unitary group, but contains variance among the groups of which it is composed. The last three null hypotheses are designed to

test the possibility of difference of scores related to other important demographic variables than academic discipline.

Hypotheses

HO_1 There are no statistically significant correlations between the scores on the perceived goal scales of the Institutional Goals Inventory and the practices scales of the Institutional Functioning Inventory-OUM on any of the 20 goals for the total sample.

HO_2 There are no statistically significant correlations between the scores on the perceived goal scales of the Institutional Goals Inventory and the preferred goal scales of the Institutional Goals Inventory, for the total sample.

HO_3 There are no differences among the mean scores on any of the 20 scales of the Institutional Functioning Inventory-OUM by the members of the ten discipline divisions: biology, physical science, mathematics, social science, humanities, fine and performing arts, education, business, engineering and other professional and applied fields.

HO_4 There are no differences among the mean scores on the Institutional Goals Inventory-Perceived Scales by the members of the ten discipline divisions: biology, physical science, mathematics, social science, humanities, fine and performing arts, education, business, engineering and other professional and applied fields.

HO_5 There are no differences among the mean scores of the members of the ten disciplinary divisions: biology,

physical science, mathematics, social science, humanities, fine and performing arts, education, business, engineering and other professional and applied fields on the 20 goals areas of the Institutional Goals Inventory-Preferred Scales.

HO_6 There are no differences in the mean scores on any of the 20 scales of the Institutional Goals Inventory-Perceived Scales among members of the selected professional and applied fields: military science, engineering, law, education, social work, library science and business.

HO_7 There are no differences in the mean scores on any of the 20 scales of any of the three instruments, Institutional Functioning Inventory-OUM, Institutional Goals Inventory-Perceived Scale, or Institutional Goals Inventory-Preferred Scale that are attributable to the variation in age of the various disciplinary groups.

HO_8 There are no differences in the mean scores on any of the 20 scales of any of the three instruments, Institutional Functioning Inventory-OUM, Institutional Goals Inventory-Perceived Scale, Institutional Goals Inventory-Preferred scales that are attributable to the variation in rank of the members of the several disciplinary groups.

HO_9 There are no differences in the mean scores on any of the 20 scales of the three instruments, Institutional Functioning Inventory-OUM, Institutional Goals Inventory-Perceived Scale, or Institutional Goals Inventory-Preferred

Scale that are attributable to the variation in number of years spent at the university by members of the several disciplines.

Statistical Treatment

In order to test HO_1 Pearson product moment correlations were computed between the individual scores on the 20 practice areas of the IFI-OUM and the individual scores on the 20 goal areas of the IGI perceived scale. Pearson product moment correlations were then calculated for the individual scores on the 20 goal areas of the IGI perceived scale and the individual scores on the 20 goal areas of the IGI preferred scale to test HO_2. This correlational technique was used as it is the most appropriate technique for interval data.[30]

To test HO_3 a series of analyses of variance were calculated for the mean scores of the discipline groups across the practice areas of the IFI-OUM.[31]

To test HO_4 a series of analyses of variance were computed for the mean scores of the discipline groups across the goals areas of the IGI perceived scales.

To test HO_5 a series of analyses of variance were calculated for the mean scores of the discipline groups across the goal areas of the IGI preferred scale.

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[30]George A. Ferguson, Statistical Analysis in Psychology and Education, (New York: McGraw Hill Book Company, 1971), p. 97.

[31]Elliot Cramer and L.L. Thurstone, North Carolina Manova Program (Chapel Hill, N.C.: Psychometric Laboratory-no date).

To test HO_6 a series of analyses of variance were calculated for the mean scores of the selected professional and applied fields groups across the goal areas of the IGI perceived scales.

To test HO_7, HO_8, and HO_9 the technique of covariance was used while calculating a series of analyses of variance for each of the three instruments. To test HO_7 the variance among the disciplines by rank was controlled.

To test HO_8 the variance among the discipline groups by age was controlled. To test HO_9, the variance among the discipline groups by number of years at the university was controlled. To test the combined effect of these three variables, the technique of co-variance was used controlling for the variance of all three variables while calculating analyses of variance across the discipline groups.

Post hoc analyses using the technique of Scheffe' were then calculated for goals and practices areas for which the F ratio was significant at the .05 level with all three co-variables controlled. These means were free of the linear effect of the co-variates. The method developed by Scheffe' for multiple comparisons was used to identify the pair or pairs of scores accounting for the variance. Since the Scheffe' test is such a rigorous test, the significance level was set at .10. This test was used in part because it is unaffected by differences in n.[32]

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[32]Ferguson, op.cit., p. 271.

Hays pointed out that

> the method due to Scheffe' (1959) . . . has advantages of simplicity, applicability to groups of unequal sizes and suitability for any comparison. This method is also known to be relatively insensitive to departures from normality and homogeniety of variance. . . . the Scheffe' method is emphasized here because of its simplicity and versatility over a wide variety of situations.[1]
>
> The mere fact that one can find significant comparison does not insure that the comparison is a meaningful one. It is definitely not profitable to work out every conceivable comparison among the means and test each for significance, in hopes that something of meaning will emerge. Just the reverse procedure should be used: inspecting the data, the experimenter comes to tentative conclusions about where the large and interpretable effects lie. These tentative conclusions are then tested.[2]

By inspecting the data, as suggested by Hays, the high score was selected and compared with the low score. If this comparison proved significant, the mean score next high was compared to the low, and the mean score next low was compared to the high, etc. until the comparisons proved not to be significant.

In some cases there was significant difference among the groups that could not be attributed to difference between any pair of scores. In that case two or more groups were combined and compared to identify the source of the significant F ratio. This meant comparing the two groups with high scores with the two groups with low scores. There were the

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[1]William L. Hays, Statistics for Psychologists, (Holt, Rinehart and Winston: New York, 1963), p. 485.

[2]Ibid., p. 487.

same number of groups with high and low scores compared using this technique.

Some statisticians claim that comparisons so made are open to the charge of capitalization on chance. However, it was felt that this technique provided a legitimate incidental or post hoc comparison to identify the groups that possibly contribute to the significant overall F ratio.

Analyses of variance were used because this technique provides a test of equality of means in a situation with several independent and dependent variables.

Definition of Terms

In the study the following terms need to be defined in order to avoid ambiguity.

Goals: Those perceived future states in the institution toward which the faculty agree it is of importance for the institution to move, as reported on the Institutional Goals Inventory.

Practices: Those perceived actions and activities of the organization which tend to operationalize the goals, as reported on the Institutional Functioning Inventory-OUM.

Faculty: The full time teaching employees of a large state university who are located on the main campus. This

definition excludes the employees of the health sciences center, all special instructors, adjunct professors, professors emeriti, and faculty whose basic assignment is administration at the level of Dean or above.

Disciplines: Biology, Physical Science, Mathematics, Social Science, Humanities, Fine and Performing Arts, Education, Business, Engineering, Other Professional and Applied Fields.

The Departments were classified into disciplines using the taxonomy the American Council on Education developed in making its rating of graduate programs. Table 3.7 displays the classification of departments into disciplines.

TABLE 3.7

CLASSIFICATION OF DEPARTMENTS INTO DISCIPLINARY GROUPS

Discipline	Department
Biology	Botany and Microbiology Zoology
Physical Science	Chemistry, Physics, Astronomy Meteorology, Geology
Mathematics	Mathematics
Social Science	Economics, Political Science, Sociology, Psychology, Anthropology, History, Human Relations
Humanities	English, Modern Languages, Philosophy, Classics, Speech Communication
Fine and Performing Arts	Art, Art History, Fine Arts, Music, Drama, Dance

TABLE 3.7 Continued--

Discipline	Department
Education	Education, Health, Physical Education and Recreation
Business	Accounting, Business Administration, Finance,Management, Marketing, Business Communication and Law
Engineering	Aerospace, Mechanical and Nuclear Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Geological Engineering, Industrial Engineering, Metallurgical Engineering, Petroleum Engineering
Other Professional and Applied Fields	Architecture and Environmental Design, Aviation, Environmental Science, Home Economics, Journalism, Law, Library Science, Military (Aerospace, Military and Naval Sciences), Information and Computer Sciences, Pharmacy, Physical Therapy, Regional and City Planning, Social Work, Television.

CHAPTER IV

FINDINGS

Completed questionnaires were received from two hundred thirty faculty members for a total of seventy-six percent. Of these 204 (sixty-eight percent) were usable. The other twenty-six were either incompletely filled out or arrived after the deadline. By discipline the returns were thirteen from persons in the Biological Sciences, nineteen from persons in the Physical Sciences, thirteen from Mathematicians, twenty from Social Scientists, seventeen from Humanists, twenty-two from Fine and Performing Artists, twenty-one from persons in Education, fourteen from persons in Business, twenty-four from Engineers, and forty-one from persons in Other Professional and Applied Fields. Table 4.1 displays these returns.

TABLE 4.1

QUESTIONNAIRES RECEIVED BY DISCIPLINE

Discipline	Number	Percent of Total
Biological Science	13	6
Physical Science	19	9
Mathematics	13	6
Social Science	20	10
Humanities	17	8
Fine and Performing Arts	22	11
Education	21	10
Business	14	7

TABLE 4.1 Continued--

Discipline	Number	Percent of Total
Engineering	24	12
Other Professional and Applied Fields	41	21
Total	204	100

Relationships Between Practices and Perceived Goals

When a Pearson product moment correlation was computed between the individual scores on the Institutional Functioning Inventory-OUM and the Institutional Goals Inventory-Perceived Scale, correlations were significant at the .05 level in eighteen of the twenty goal areas. Therefore the null hypothesis of no significant relationship between goals and practices, (HO_1), may be rejected for eighteen of the twenty goal areas. The goal areas showing significant correlation were those for Academic Development, Intellectual Orientation, Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance, Community, Intellectual/Esthetic Environment, Innovation, Off-Campus Learnings and Accountability/ Efficiency. Table 4.2 displays these findings. Therefore, it can be reported that the faculty of the university thinks

that the university is pursuing the practices or functions to achieve the goals the faculty thinks the university holds in eighteen of the twenty goal areas.

TABLE 4.2

CORRELATIONS BETWEEN SCORES ON INSTITUTIONAL FUNCTIONING INVENTORY AND INSTITUTIONAL GOALS INVENTORY PERCEIVED SCALE

Goals-Practices Area	IFI-OUM Means (N=204)	r	IGI-Perceived Means (N=204)
Academic Development	2.6107	.40*	3.1732
Intellectual Orient.	2.5214	.43*	2.6871
Indep. Pers. Develop.	2.8636	.12	2.5053
Humanism/Altruism	2.6799	.29*	2.3480
Cultural/Aesthetic Awareness	3.6730	.03	2.4530
Traditional Religiousness	2.0656	.24*	1.5196
Vocational Preparation	3.3627	.23*	2.8533
Advanced Training	3.2510	.22*	3.4473
Research	2.8380	.33*	3.2447
Meeting Local Needs	3.3086	.32*	2.8406
Public Service	3.1088	.33*	2.5061
Social Egalitarianism	3.2343	.24*	2.4020
Social Criticism/Activism	2.5922	.42*	2.3349
Freedom	2.7287	.45*	3.0037
Democratic Governance	2.5117	.62*	2.9125
Community	2.6157	.54*	2.9461

TABLE 4.2 Continued--

Goals-Practices Area	IFI-OUM Means (N-204)	r	IGI-Perceived Means (N=204)
Intellectual/Aesthetic Environment	2.9556	.30*	2.6740
Innovation	2.3935	.44*	2.4767
Off-Campus Learning	2.5732	.29*	2.1042
Accountability/Efficiency	2.6561	.29*	3.0147

*$p < .05$

Relationship Between Perceived and Perferred Scales

When HO_2 was tested by Pearson Product Moment Correlations calculated between the individual mean scores on the 20 goals areas of the IGI-Perceived scale and the individual mean scores on the 20 goal areas of the IGI-Preferred Scale, the hypothesis of no relationship could be rejected at the .05 level for eight of the twenty scales. The goal areas in which it was possible to reject the null hypothesis were Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Meeting Local Needs, Public Service, Social Egalitarianism, and Off-Campus Learning. Table 4.3 displays the correlations within goal areas between the two scales of the IGI. This finding indicated the faculty believed the university is placing adequate emphasis on goals in terms of what would be ideal in only eight of the twenty goal areas.

TABLE 4.3

CORRELATION BETWEEN SCORES ON INSTITUTIONAL GOALS INVENTORY-PRECEIVED SCALES AND INSTITUTIONAL GOALS INVENTORY-PREFERRED SCALES

Goal Area	IGI-Perceived Means (N=204)	r	IGI-Preferred Means (N=204)
Academic Development	3.1732	.12	3.8273
Intellectual Orientation	2.6871	.00	4.2679
Individual Pers. Develop.	2.5053	.21	3.7672
Humanism/Altruism	2.3480	.27*	3.4375
Cultural/Aesthetic Awareness	2.4530	.23	3.1677
Traditional Religiousness	1.5196	.53*	1.7679
Vocational Preparation	2.8533	.31*	3.5270
Advanced Training	3.4473	.36*	3.8468
Research	3.2447	.17	3.7455
Meeting Local Needs	2.8406	.41*	3.2880
Public Service	2.5061	.26*	3.3897
Social Egalitarianism	2.4020	.30*	2.8357
Social Criticism Activism	2.3349	.15	3.1053
Freedom	3.0037	.15	3.6246
Democratic Governance	2.9125	.05	3.6593
Community	2.9461	.06	4.1642
Intellectual/Aesthetic Env.	2.6740	.06	3.9591
Innovation	2.4767	-.10	3.6270
Off-Campus Learning	2.1042	.28*	2.7034
Accountability/Efficiency	3.0147	.07	3.4533

*$p < .05$

Differences Among the Scores of the Discipline Members on the IFI-OUM

To test the null hypothesis of no significant difference among discipline groups (HO_3), a series of analyses of variance were calculated for the mean scores of the practice areas of the Institutional Functioning Inventory-OUM across the discipline groups. The F ratio indicated significant difference existed at the .05 level for ten of the practice areas. (See Appendix E for complete factorial). The practice areas in which there were significant differences among the discipline groups were Intellectual Orientation, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Public Service, Democratic Governance, Community, Innovation, and Accountability/Efficiency.

When the variation in age among the discipline groups was controlled by the technique of covariance to test HO_7, that there was no significant difference attributable to age variations, thirteen practice areas showed significant mean score differences across the discipline groups. The additional three areas were Academic Development, Individual Personal Development and Social Criticism/Activism. Therefore it is possible to reject the null hypothesis of no difference attributable to age for the additional three practice areas.

When the variation in rank among the discipline groups was controlled by the technique of covariance to test HO_8, nine of the ten practice areas that differed significantly

among the discipline groups continued to do so. The F ratio failed to reject the null hypothesis by a narrow margin for the practice area Democratic Governance when it had rejected before. Therefore, it was possible to reject the null hypothesis of no difference attributable to academic rank within that practice area.

When the variation of means among the discipline groups of number of years with the university was controlled by the technique of covariance, Social Criticism/Activism differed significantly among the disciplines. The group means on the practice Democratic Governance no longer differed significantly among the disciplines. Therefore, it was possible to reject the null hypothesis of no variation attributable to number of years with the university (HO_9) for Social Criticism/Activism and Democratic Governance.

When the variability among the discipline groups of age, academic rank and number of years at the university were controlled, eleven practice areas means differed significantly across the disciplines at the .05 level. These eleven areas were Academic Development, Intellectual Orientation, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Public Service, Social Criticism/Activism, Community, Innovation and Accountability/Efficiency. Therefore, it was possible to reject the null hypothesis of no difference by disciplinary groups in eleven practice areas. HO_3 is rejected. Table 4.4 displays the F ratios for the areas when three covariates are controlled.

TABLE 4.4

F RATIOS OBTAINED FROM ANALYSES OF VARIANCE
WITH THREE COVARIATES CONTROLLED
INSTITUTIONAL FUNCTIONING
INVENTORY-OUM

Practice Area	F Ratio (df 9, 192)	p less than
Academic Development	1.934	.049*
Intellectual Orientation	4.109	.001*
Ind. Personal Development	1.699	.091
Humanism/Altruism	.919	.510
Cultural Esthetic Awareness	.588	.806
Traditional Religiousness	1.565	.128
Vocational Preparation	2.147	.027*
Advanced Training	2.600	.007*
Research	5.035	.001*
Meeting Local Needs	1.920	.050*
Public Service	3.017	.002*
Social Egalitarianism	1.614	.114
Social Criticism/Activism	2.244	.021*
Freedom	.912	.516
Democratic Governance	1.790	.072
Community	2.138	.028*
Intellectual/Esth. Environ.	.766	.648
Innovation	2.120	.030*
Off-Campus Learning	.697	.711
Accountability/Efficiency	5.077	.001*

*$p < .05$

Post hoc analyses were then calculated using the techniques developed by Scheffe' for multiple comparisons to identify the discipline groups that differed significantly at the .10 level in the 11 goal areas identified above. For the practice area Academic Development, the significant difference in means was between Fine and Performing Artists and Social Scientists. In the area Intellectual Orientation, the

difference was between Fine and Performing Artists and teachers of Business, and between Fine and Performing Artists and Engineers. For Vocational Preparation Biological Scientists and Physical Scientists differed significantly.

In perception of the practice area, Research, Mathematicians differed significantly from Social Scientists; Mathematicians also differed significantly from teachers of Business; Other Professional and Applied Field members differed significantly from Social Scientists; other Professionals and Applied Fields members also differed significantly from teachers of Business; teachers of Education differed significantly from Social Scientists.

In perception of the practice area, Accountability/ Efficiency, Biologists differed significantly from Social Scientists; Biologists also differed significantly from Physical Scientists; Fine and Performing Artists differed significantly from Physical Scientists; Fine and Performing Artists also differed significantly from Social Scientists.

In perception of the practice area Social Criticism/ Activism, Fine and Performing Artists differed significantly from Physical Scientists by reason of their high scores.

In the other five practice areas in which there was significant difference, no single pair of disciplinary groups accounted for the difference when multiple comparisons were calculated by the Scheffe' method. In order to test the possibility that heterogeneity of variance was producing

significant F ratios in the analysis of variance when no significant differences were really to be found among the mean scores, the F-Max test was calculated for the five practice areas in which no significantly different pairs could be located by the multiple comparison method of Scheffe'.[1] For Advanced Training, Meeting Local Needs, and Public Service, the F-Max test indicated that the hypothesis of homogeniety of variance could not be rejected at the .05 level. For the practice areas Community and Innovation the F-Max test indicated that it was likelier than .05 that a type I error was made at the .05 level.[2]

Therefore to locate the groups whose mean scores were significantly different from the grand mean, the two groups with high mean scores were combined and compared to the two groups with low mean scores. In the practice area Advanced Training, the combination of Mathematicians and Engineers differed significantly from the combination of Social Scientists and Humanists.

In perception of the practice called "Meeting Local Needs" a combination of Humanists and Biologists differed

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[1]H. O. Hartley, "The Maximum F-Ratio as a Shortcut Test for Heterogeniety of Variance," Biometrika, 1950, 37, 308-312.

[2]Henry Scheffe', The Analysis of Variance, (New York: John Wiley and Sons, 1959), p. 354.

significantly from a combination of teachers of Business and Physical Scientists.

In perception of the practice, Public Service, a combination of Mathematicians and teachers of Education differed significantly from a combination of teachers of Business and Social Scientists.

Fine and Performing Artists combined with members of other professional and applied fields differed significantly from the combination of Biologists and Social Scientists in perception of the practice, Community.

Fine and Performing Artists combined with Engineers differed significantly from the combination of Biologists and Social Scientists in perception of the practice called, "Innovation."

In the six practice areas in which there was significant difference attributable to one or more pairs of disciplinary groups, Fine and Performing Artists were a source of significant difference in three practice areas, Biologists in two, Mathematicians in one, members of other professional and applied fields in one, teachers of Education in one, Social Scientists in three practice areas, teachers of Business in two areas, Physical Scientists in three areas, Engineers in one area. In the other five areas in which there was significant difference combinations had to be formed to derive the source of the difference. Table 4.5

displays the practice areas with the disciplinary groups accounting for the significant difference indicated.

TABLE 4.5

PRACTICE AREAS IN WHICH THERE WAS SIGNIFICANT DIFFERENCE BETWEEN PAIRS OF DISCIPLINARY GROUPS INDICATING THE GROUPS OR COMBINATIONS OF GROUPS ACCOUNTING FOR THE DIFFERENCE--INSTITUTIONAL FUNCTIONING INVENTORY-OUM

Practice Area	High Mean Scores	Low Mean Scores
Academic Development	Fine and Performing Artists	Social Scientists
Intellectual Orientation	Fine and Performing Artists	Business Teachers
	Fine and Performing Artists	Engineers
Vocational Preparation	Biologists	Physical Scientists
Research	Mathematicians	Social Scientists
	Mathematicians	Business Teachers
	Other Prof. and Applied Fields	Social Scientists
	Other Prof. and Applied Fields	Business Teachers
	Education Teachers	Social Scientists
Social Criticism/ Activism	Fine and Performing Artists	Physical Scientists

TABLE 4.5 Continued--

Practice Area	High	Low
Accountability	Biologists	Social Scientists
	Biologists	Physical Scientists
	Fine and Performing Artists	Social Scientists
	Fine and Performing Artists	Physical Scientists
Advanced Training	Mathematicians and Engineers	Social Scientists and Humanists
Meeting Local Needs	Humanists and Biologists	Physical Scientists and Business Teachers
Public Service	Mathematicians and Education Teachers	Business Teachers and Social Scientists
Community	Fine and Performing Artists and Other Prof.,etc.	Biologists and Social Scientists
Innovation	Fine and Performing Artists and Engineers	Biologists and Social Scientists

Differences Among Discipline Groups: IGI-Perceived Scale

A series of analyses of variance were computed for the mean scores of the discipline groups across the goal areas to identify those goals in which significant difference in the scores on the Institutional Goals Inventory-Perceived Scale

occurred. (For complete factorial, see Appendix E). The null hypothesis of no difference of mean scores by discipline groups (HO_4) could be rejected for the goal areas Academic Development, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Social Egalitarianism, Democratic Governance, Community, and Accountability/Efficiency as they showed more difference among the disciplines than could be accounted for by chance at the .05 level.

HO_7 could not be rejected when the variability among the disciplines by age was controlled by the technique of covariance; HO_8 could be rejected for the goal, Democratic Governance, as the goal no longer differed significantly across the discipline groups when the difference attributable to academic rank was controlled by the technique of covariance, HO_9 could not be rejected when the difference attributable to number of years with the university was controlled by the technique of covariance. When all three demographic variables were controlled, Democratic Governance no longer differed significantly across the discipline groups. Therefore, the null hypothesis of no difference by discipline group could be rejected in eight of the twenty perceived goal areas. For over half the goal areas (12 or 20) there was no significance difference about the goals the university was pursuing in the view of the faculty. Table 4.6 displays the F ratios for the Goal Areas when three covariates were controlled.

TABLE 4.6

F RATIOS OBTAINED FROM ANALYSES OF VARIANCE WITH THREE COVARIATES CONTROLLED INSTITUTIONAL GOALS INVENTORY-PERCEIVED SCALE

Goal Areas	F Radio (df 9,190)	p less than
Academic Development	2.118	.030*
Intellectual Orientation	1.650	.104
Ind. Personal Development	.843	.578
Humanism/Altruism	.998	.443
Cultural/Esthetic Awareness	1.198	.298
Traditional Religiousness	1.355	.211
Vocational Preparation	2.805	.004*
Advanced Training	2.767	.005*
Research	2.314	.017*
Meeting Local Needs	2.405	.013*
Public Service	1.609	.115
Social Egalitarianism	2.499	.010*
Social Criticism/Activism	1.032	.416
Freedom	1.003	.439
Democratic Governance	1.775	.075
Community	1.913	.050*
Int/Esthetic Environment	1.780	.074
Innovation	1.607	.115
Off-Campus Learning	1.573	.126
Accountability/Efficiency	2.824	.004*

*$p < .05$

Multiple comparisons using the method of Scheffe' were computed for those goal areas showing significant difference to identify the discipline accounting for the difference of scores. Engineers perceived the goal Academic Development significantly different from Social Scientists. Fine and Performing Artists differed significantly in their perception of the goal area Vocational Preparation from teachers of Business.

The F-Max test indicated that the hypothesis of homogeniety of variance could not be rejected for any goal area except Accountability/Efficiency.[3] The analysis of variance for Accountability/Efficiency was a robust test because the two groups showing the largest difference in variance had equal numbers.[4]

Combinations had to be formed to identify the source of the difference for those goal areas in which no significantly different pairs could be found using the multiple comparison method of Scheffe'. The two groups with the highest mean scores were compared to the two with the lowest mean scores. For the goal Advanced Training the combinations of teachers of Education and Fine and Performing Artists differed significantly from a combination of teachers of Business and Social Scientists. A combination of teachers of Education and Mathematicians differed significantly in their perceptions of the goal Research from Biologists and teachers of Business combined.

Humanists and Fine and Performing Artists differed significantly when combined from Physical Scientists and teachers of Business in their perception of the present importance of the goal Meeting Local Needs.

Fine and Performing Artists again combined with Humanists in perceiving the goal area Social Egalitarianism

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[3]Hatley, op. cit., pp. 308-312.

[4]Scheffe', op. cit., p. 354.

differently from the combination of Biologists and Physical Scientists. Members of other professions and applied fields combined with Humanists differed significantly in their perception of the present emphasis on the goal Accountability/ Efficiency from the combination of social scientists and teachers of Business.

To locate the source of the difference for the goal area Community it was necessary to combine the three discipline groups with the highest scores and compare them with a combination of the three discipline groups with the lowest scores. Fine and Performing Artists, Mathematicians, and Physical Scientists combined differed significantly from the combination of members of other professional and applied fields, Social Scientists and teachers of Business. The consistent finding for the perception of the goals the university was pursuing was that the perception related more to an overall view than to the attachment of importance to specific goals by discipline groups. For twelve of the twenty goal areas, there was substantial agreement across the disciplines about the emphasis the university was placing on the goals. In other words, there was more agreement than difference about present university goals.

Table 4.7 reports the significant difference among the mean scores of the discipline groups on the IGI-perceived scale.

TABLE 4.7

GOAL AREAS IN WHICH THERE WAS SIGNIFICANT DIFFERENCE BETWEEN PAIRS OF DISCIPLINARY GROUPS INDICATING THE GROUPS OR COMBINATIONS OF GROUPS ACCOUNTING FOR THE DIFFERENCE INSTITUTIONAL GOALS INVENTORY-PERCEIVED SCALE

Goal Area	High Mean Scores	Low Mean Scores
Academic Development	Engineers	Social Scientists
Vocational Preparation	Fine and Performing Artists	Teachers of Business
Advanced Training	Fine and Performing Artists and Teachers of Education	Business Teachers and Social Scientists
Research	Mathematicians and Teachers of Education	Teachers of Business and Biologists
Meeting Local Needs	Fine and Performing Artists and Humanists	Biologists and Social Scientists
Social Egalitarianism	Humanists and Fine and Performing Artists	Biologists and Physical Scientists
Accountability/Efficiency	Humanists and Members of Other Professional and Applied Fields	Social Scientists and Teachers of Business
Community	Mathematicians and Fine and Performing Artists and Physical Scientists	Social Scientists and Other Professionals and Teachers of Business

Differences Among Discipline Groups-
IGI Preferred Scale

A series of analyses of variance were computed for the mean scores of the discipline groups across the goal areas to identify those goals areas in which significant difference occurred on the Institutional Goals Inventory-Preferred Scale. (For complete factorial see Appendix E). It was possible to reject the hypothesis of no difference by disciplinary group for fifteen of the twenty goal areas.

The fifteen areas in which significant difference occurred were Academic Development, Individual Personal Development, Humanism/Altruism, Cultural/Esthetic Awareness, Traditional Religiousness, Vocational Preparation, Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance, Intellectual/Esthetic Environment, Off-Campus Learning, and Accountability/Efficiency.

Computing analyses of variance with age, academic rank, and/or number of years at the university controlled to test HO_7, HO_8, and HO_9 made no difference in the goal areas in which there was significant difference across the disciplines. Therefore, it was not possible to reject the null for these three hypotheses for this scale.

For three-fourths of the goals identified in the IGI, the faculty differed significantly by discipline as to the emphasis that should be placed on the goals.

Table 4.8 displays the F ratios for the goal areas for the Preferred Scale with the three covariates age, rank, and number of years with the university controlled.

Post hoc multiple comparisons using the method of Scheffe' were computed for those areas in which significant difference was found. In six of the goal areas the source of the difference was one or more pairs of disciplinary groups. Teachers of Education scored significantly higher than Physical Scientists in preference for the goal, Individual Personal Development. Humanists also scored higher than Physical Scientists in preference for this goal.

Teachers of Education scored significantly higher in preference for the goal Humanism/Altruism than did Physical Scientists. Fine and Performing Artists also scored significantly higher for this goal than did Physical Scientists.

Six pairs scored significantly differently in preference for the goal Cultural/Esthetic Awareness. Fine and Performing Artists differed from teachers of Business; they also differed significantly from Engineers; they differed at a significant level from Physical Scientists. Humanists scored significantly higher than teachers of Business in preference for this goal; they also differed significantly from Physical Scientists; and they differed from Engineers.

Fine and Performing Artists scored significantly higher than Social Scientists in preference for the goal Traditional Religiousness.

TABLE 4.8

F RATIOS OBTAINED FROM ANALYSES OF VARIANCE WITH THREE COVARIATES CONTROLLED INSTITUTIONAL GOALS INVENTORY-PREFERRED SCALE

Goal Area	F ratio (df 9, 192)	p less than
Academic Development	2.591	.008*
Intellectual Orientation	1.393	.194
Individual Personal Develop.	4.253	.001*
Humanism/Altruism	5.454	.001*
Cultural/Esthetic Awareness	6.207	.001*
Traditional Religiousness	2.989	.002*
Vocational Preparation	3.290	.001*
Advanced Training	.986	.453
Research	1.608	.115
Meeting Local Needs	2.647	.007*
Public Service	3.167	.001*
Social Egalitarianism	3.724	.001*
Social Criticism/Activism	3.512	.001*
Freedom	1.976	.044*
Democratic Governance	2.117	.030*
Community	1.133	.341
Intellectual/Exthetic Environ.	3.044	.002*
Innovation	1.282	.249
Off-Campus Learning	2.450	.012*
Accountability/Efficiency	3.177	.001*

*$p < .05$

Fine and Performing Artists differed significantly from Social Scientists by preferring the goal Vocational Preparation highly; Education teachers also differed significantly from Social Scientists in preference for this goal.

Teachers of Education differed significantly from Physical Scientists in high preference for the goal Social Criticism/Activism.

F-Max tests were calculated to rule out the possibility that heterogeniety of variance was giving falsely significant results on the analysis of variance.[5] In each case in which there was heterogeniety of variance, the analysis of variance was a conservative test of the null hypotheses.[6]

For nine goal areas it was necessary to combine two or three discipline groups with high mean scores and compare them with combinations of two or three other discipline groups with low mean scores to identify the source of the difference in goal preference.

The combination of Social Scientists and Humanists scored significantly higher than the combination of Engineers and Physical Scientists in preference for the goal Academic Development.

For the goal, Meeting Local Needs, teachers of Education and Fine and Performing Artists differed significantly from Mathematicians and Physical Scientists by virtue of their high scores.

The combination of teachers of Education and Social Scientists scored significantly higher than the combination of teachers of Business and Physical Scientists in preference for the goal Public Service.

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[5]Hartley, op. cit., pp. 308-312.

[6]Scheffe', op. cit., p. 351.

Humanists and Social Scientists scored significantly higher than teachers of Business and Engineers in preference for the goal, Freedom.

The combination of Fine and Performing Artists and Humanists differed significantly from the combination of Mathematicians and Engineers in scoring high for the goal, Cultural/Esthetic Environment.

The variation in preference for the goal Off-Campus Learning was accounted for by the difference in scores between the combination of teachers of Education and Fine and Performing Artists who scored high and the combination of teachers of Business and Physical Scientists, who scored low.

Teachers of Education and teachers of Business combined to account for the difference in preference for the goal Accountability/Efficiency when compared with a combination of Mathematicians and Physical Scientists.

Fine and Performing Artists and teachers of Education combined differed significantly in preference for the goal, Social Egalitarianism, from the combination of Biologists and Physical Scientists.

Humanists, Fine and Performing Artists and teachers of Education combined scored significantly higher than the combination of Mathematicians, Physical Scientists, and teachers of Business in preference for the goal, Democratic Governance.

Table 4.9 displays the data described above.

TABLE 4.9

GOAL AREAS IN WHICH THERE WAS SIGNIFICANT DIFFERENCE BETWEEN PAIRS OF DISCIPLINE GROUPS INDICATING THE GROUPS OR COMBINATIONS OF GROUPS ACCOUNTING FOR THE DIFFERENCE--INSTITUTIONAL GOALS INVENTORY-PREFERRED SCALE

Goal Area	High Scores	Low Scores
Individual Pers. Dev.	Teachers of Education	Physical Scientists
	Humanists	Physical Scientists
Humanism/Altruism	Teachers of Education	Physical Scientists
	Fine and Performing Artists	Physical Scientists
Cultural/Esthetic Awareness	Fine and Performing Artists	Teachers of Business
	Fine and Performing Artists	Engineers
	Fine and Performing Artists	Physical Scientists
	Humanists	Teachers of Business
	Humanists	Physical Scientists
	Humanists	Engineers
Traditional Religiousness	Fine and Performing Artists	Social Scientists
Vocational Preparation	Fine and Performing Artists	Social Scientists
	Education Teachers	Social Scientists
Social Crit/Activism	Teachers of Education	Physical Scientists
Meeting Local Needs	Education Teachers and Fine and Performing Artists	Mathematicians and Physical Scientists

TABLE 4.9 Continued--

Goal Area	High Scores	Low Scores
Public Service	Teachers of Education and Social Scientists	Teachers of Business and Physical Scientists
Academic Development	Social Scientists and Humanists	Engineers and Physical Scientists
Freedom	Humanists and Social Scientists	Engineers and Teachers of Business
Intellectual/Esth. Environment	Humanists and Fine and Performing Artists	Mathematicians and Engineers
Off-Campus Learning	Education Teachers and Fine and Performing Artists	Business Teachers and Physical Scientists
Accountability/ Efficiency	Education teachers and Business Teachers	Physical Scientists and Mathematicians
Social Egalitarianism	Fine and Performing Artists and Teachers of Education	Biologists and Physical Scientists
Democratic Governance	Fine and Performing Artists and Humanists and Teachers of Education	Physical Scientists and Mathematicians Teachers of Business

$p < .05$

Summary of Difference by Discipline Groups on Instruments

When analyses of variance were computed for the three instruments, there were eleven practices areas in which there was significant variance on the Institutional

Functioning Inventory-OUM, that had less than a five percent probability of occurring by chance, eight goal areas contained significant difference for the Perceived Goal Scale of the Institutional Goals Inventory, and fifteen goal areas showed significant difference on the Preferred Goals Scale of the Institutional Goals Inventory. Table 4.10 displays these data.

TABLE 4.10

NUMBER OF AREAS WITH SIGNIFICANT DIFFERENCE

Instrument	Number of Significantly Different Areas
Institutional Functioning Inventory-OUM	11
Institutional Goals Inventory-Perceived Scale	8
Institutional Goals Inventory-Preferred Scale	15

These data indicated that the faculty differed to the greatest extent in goal preference, least in perception of the goals the university was pursuing at that time.

Table 4.11 indicates the summary of which disciplinary group has been a source of difference on scores on each goal/practice area for the three instruments.

Differences Among Members of Selected Professional and Applied Field Groups--Institutional Goals Inventory--Perceived Scale Scores

Using the mean scores for the Institutional Goals Inventory--Perceived Scale, a series of analyses of variance

TABLE 4.11

SUMMARY OF DATA--SIGNIFICANTLY HIGH OR LOW MEAN SCORES BY DISCIPLINE GROUPS ON GOALS/PRACTICES SCALES

	AD	10	IDP	HA	CAE	TR	VP	AT	RE	MLN	PS	SE	SCA	FR	DG	CO	IEE	IN	OCL	AE	Totals High	Totals Low
Bi							F-H		Is-L	F-H Is-L		Is-L Pr-L				F-L		F-L		F-H	3-H	6-L
PS	PR-L		PR-L	PR-L	PR-L		F-L			F-L PR-L	PR-L	Is-L PR-L	F-L PR-L		PR-L	Is-H			PR-L	F-L PR-L	1-H	15-L
Ma								F-H	F-H Is-H	PR-L	F-H				PR-L	Is-H	PR-L			PR-L	5-H	4-L
SS	F-L Is-L PR-H					PR-L	PR-L	F-L Is-L	F-L	Is-L	F-L PR-H			PR-H		F-L Is-L		F-L		F-L Is-L	3-H	14-L
Hu	PR-H		PR-H		PR-H			F-L		F-H Is-H		Is-H		PR-H	PR-H		PR-H			Is-L	10-H	1-L
FP A	F-H	F-H		PR-H	PR-H	PR-H	Is-H PR-H	Is-H		Is-H PR-H		Is-H PR-H	F-H		PR-H	F-H Is-H	PR-H	F-H	PR-H	F-H	20-H	
Ed			PR-H	PR-H			PR-H	Is-H	F-H Is-H	PR-H	F-H PR-H	PR-H	PR-H		PR-H				PR-H	PR-H	14-H	
Bu		F-L			PR-L		Is-L	Is-L	F-L Is-L	F-L	F-L PR-L			PR-L	PR-L	Is-L			PR-L	Is-L PR-H	1-H	14-L
En	Is-L PR-L	F-L			PR-L			F-H						PR-L			PR-L	F-H			2-H	6-L
Ot									F-H							F-H Is-L				Is-H	3-H	1-L
Total	8	3	3	3	5	2	7	8	9	12	8	8	4	4	6	10	4	4	4	12		

F = Institutional Functioning Inventory-OUM
PR = Institutional Goals Inventory--Preferred Scale
IS = Institutional Goals Inventory-Perceived Scale
H = High Mean Scores--Discipline Group
L = Low Mean Scores--Discipline Group

were calculated for the Professional and Applied Fields Groups: teachers of Education, teachers of Business, Engineers, Social Workers, teachers of Law, Library Scientists, and teachers of all three branches of Military Science (Military Science, Aerospace, and Naval Science) to test HO_6. For complete factorial, see Appendix E.

It was possible to reject the null hypothesis of no difference for the goals areas Intellectual Orientation, Advanced Training, Democratic Governance, and Off-Campus Learning. When the variation for age among these groups was controlled by the technique of covariance it was possible to reject HO_7 for the goals Research, Democratic Governance, Innovation, and Accountability/Efficiency.

It was not possible to reject HO_8 as academic rank made no difference in which goals showed significant difference.

When the variation for number of years at the university was controlled for these groups by the technique of covariance it was possible to reject the hypothesis (HO_9) of no difference attributable to number of years at the university for the goal areas Research, Democratic Governance, Innovation and Accountability/Efficiency.

When the difference for all three covariates was controlled, the only five goals that showed significant difference were Intellectual Orientation, Traditional Religiousness, Advanced Training, Research, and Meeting Local Needs. In

the Professional and Other Applied Fields group there was much more agreement (15 of 20 goals) than difference.

TABLE 4.12

F RATIOS OBTAINED FROM ANALYSES OF VARIANCE WITH THREE COVARIATES CONTROLLED INSTITUTIONAL GOALS INVENTORY-PERCEIVED SCALE

Goal Area	F ratio (df 6, 76)	p less than
Academic Development	1.785	.113
Intellectual Orientation	3.386	.004*
Individual Personal Development	1.231	.300
Humanism/Altruism	1.623	.152
Cultural Esthetic Awareness	1.502	.189
Traditional Religiousness	2.576	.025*
Vocational Preparation	1.977	.079
Advanced Training	2.766	.017*
Research	2.262	.046*
Meeting Local Needs	2.246	.048*
Public Service	1.439	.211
Social Egalitarianism	1.682	.137
Social Criticism/Activism	1.551	.173
Freedom	.702	.648
Democratic Governance	1.881	.095
Community	1.908	.090
Intellectual/Esthetic Environ.	1.592	.161
Innovation	1.505	.188
Off-Campus Learning	1.950	.481
Accountability/Efficiency	2.008	.075

*$p < .05$

Post hoc analyses were computed using the Scheffe' method for those goal areas showing significant difference Library Scientists differed significantly from Social Workers in perception of the goal Intellectual Orientation. Library Scientists also scored significantly higher than teachers of Business in perception of this same goal.

Teachers of Education differed significantly in perception of the goal Advanced Training from teachers of Business. These same two groups differed significantly in perception of the present importance of the goal, Research. Military Scientists differed significantly from teachers of Business in their scores on the goal area, Meeting Local Needs.

The F-Max test indicated homogeniety of variance or that the analysis of variance was a conservative test in every case in which there were significant F ratios.

The combination of Military Scientists and Engineers differed significantly from the combination of Social Workers and teachers of Business in their perception of the present importance of the goal Traditional Religiousness.

Academic rank differed significantly across these groups. The groups accounting for the difference were the combination of teachers of Law and teachers of Business who were enough higher in academic rank to differ significantly from Library Scientists and Military Scientists.

Table 4.13 displays these data.

Since teachers of Business accounted for the difference in mean scores by their perception that the goals were given low emphasis by the university in all five variable goal areas, the difference seems to be a function of a general view rather than a view of specific goals.

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[7]Hartley, op. cit., pp. 308-312.

[8]Scheffe', op. cit., p. 354.

TABLE 4.13

GOAL AREAS IN WHICH THERE WAS SIGNIFICANT DIFFERENCE BETWEEN PAIRS OF SELECTED GROUPS OF PROFESSIONALS OR MEMBERS OF APPLIED FIELD INSTITUTIONAL GOALS INVENTORY-PERCEIVED SCALE

Goal Areas	High Scores	Low Scores
Intellectual Orientation	Library Scientists	Social Workers
	Library Scientists	Teachers of Business
Traditional Religiousness	Engineers and Military Scientists	Social Workers and Teachers of Business
Advanced Training	Teachers of Education	Teachers of Business
Research	Teachers of Education	Teachers of Business
Meeting Local Needs	Military Scientists	Teachers of Business
Academic Rank	Teachers of Law and Teachers of Business	Library Scientists and Military Scientists

Table 4.14 displays a summary of the hypotheses and their accompanying findings.

TABLE 4.14

SUMMARY OF FINDINGS

Hypothesis		Finding
HO_1	No relationship between perceived goals and practices	Rejected for 18 of 20 goals
HO_2	No relationship between perceived and preferred goals	Rejected for 8 of 20 goals
HO_3	No difference by discipline on IFI-OUM	Rejected for 11 of 20 Practice Areas. (See findings for disciplines accounting for difference)
Covariates		
HO_{7a}	No difference attributable to age difference on IFI-OUM	Rejected for three practices of the twenty
HO_{8a}	No difference attributable to rank difference across disciplines on IFI-OUM	Rejected for one practice of the twenty
HO_{9a}	No difference attributable to years with university by discipline on IFI-OUM	Rejected for two practices of the twenty
HO_4	No difference by discipline on IGI-Perceived Scale	Rejected for eight goals (See findings for disciplines accounting for difference)
Covariates		
HO_{7b}	No difference attributable to age differences across disciplines on IGI-Perceived Scale	Did not reject
HO_{8b}	No difference attributable to rank difference by discipline on IGI-Perceived Scale	Rejected for one goal of twenty

TABLE 4.14 Continued--

Hypothesis		Finding
HO_{9b}	No difference attributable to difference in Academic rank across disciplines on IGI-Perceived Scale	Did not reject
HO_5	No difference by discipline on IGI-Preferred Scale	Rejected for fifteen of twenty goals. (See findings for discipline accounting for difference)
Covariates		
HO_{7c}	No difference attributable to age difference across disciplines on IGI-Preferred	Did not reject
HO_{8c}	No difference attributable to rank difference across disciplines on IGI-Preferred Scale	Did not reject
HO_{9c}	No difference attributable to difference in years with university across discipline on IGI-Preferred	Did not reject
HO_6	No difference across selected professional groups on IGI-Perceived	Rejected for five of twenty goals (See findings for professions accounting for difference.)

CHAPTER V

CONCLUSIONS

Discussion of the Findings and Recommendations for Further Study

Relationship Between Goals and Practices

The fact that significant correlations were found in eighteen of the twenty goal areas between perceived goals and present practices permits the inference that there was strong congruence between the goals the faculty believed the university to be pursuing and the behaviors necessary to put those goals into practice. The only two goals that the faculty thought were not put into practice were Individual Personal Development and Cultural/Aesthetic Awareness. What was remarkable is that in as diverse a group as two-hundred four faculty members representing ten disciplinary groups significant relationships were reported between stated or understood university goals and the practices related to the implementation of those goals. If the measures were valid, this university was behaving in an accountable manner by carrying out those goals the faculty thought it held, according to Popham's definition of accountability.[1] The highest

[1]Popham, op. cit., p. 5-7.

correlation was in the area of Democratic Governance (.62) indicating that the faculty perceives the goal of Democratic Governance as related to the practices of the university. However, for the perceived-preferred scales, there was no correlation. The IGI scales rated 1.0 of no importance or not applicable, 2.0 of low importance, 3.0 of medium importance, 4.0 of high importance, and 5.0 of very high importance. The mean on the perceived scale would indicate the goal was rated at 2.91 lower than of medium importance, while the mean on the preferred scale, 3.66, would rate it as closer to high than medium importance.

Community, or institutional espirit and morale, followed the same pattern. There was correlation between the perceived goal and the perceived practice in this area. However, the perceived and preferred scales did not correlate. Community was seen as rated at 2.95, slightly lower than medium importance, when it should be, 4.16, of high importance.

Innovation, like the other support or process areas, was significantly correlated on the practices-perceived goal dimension. It was seen as having no correlation between perceived and preferred, being rated (2.45) at slightly above low importance when it should have a value (3.63) closer to high importance.

Freedom, was seen by the faculty as having a significant correlation between the present goal and present practices. Its perceived rating at 3.00 "of medium importance" was enough

lower than its preferred rating of 3.62, close to high importance, to give those two scores a less than significant correlation.

The other three support goals, Intellectual/Aesthetic Environment, Off-Campus Learning, and Accountability, showed significant correlations between present goals and practices. Intellectual/Aesthetic Environment and Accountability followed almost identical patterns. Both were correlated significantly between goals and practices, while there was enough difference between the perceived and preferred scores to produce no significant correlation. Intellectual/Aesthetic Environment was rated as having less than medium importance (2.67) when it should be of high importance (3.96) while Accountability/Efficiency had medium importance (3.01) and should have rated above medium importance (3.45).

The only goal in the support area for which the faculty agreed that goals, both perceived and preferred, and practice were correlated was Off-Campus Learning. The correlation between perceived goals and practices was slightly above the significance level while the perceived and preferred dimensions were correlated at a .28 level. Even as a preferred goal it rated (2.70) at less than medium importance. Thus the only goal in the support area to show a significant correlation between perceived and preferred was the only goal in this group that the faculty rated at less than medium importance.

As far as faculty perception of support goals was concerned a general conclusion was that while there is a relationship between goals and university practices, only one of the goals is given enough emphasis by the university. A question that would remain would be who the faculty perceives the "university" to consist of, since the faculty as a whole does not agree with the support values of "the university."

For the thirteen outcome goal areas the pattern is somewhat different. In seven of these thirteen goal areas the faculty not only indicated that there was a significant relationship between goals and practices, but also indicated that perceived and preferred goals were correlated. The goals so rated were Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Meeting Local Needs, Public Service and Social Egalitarianism.

Of these seven, the first four, Humanism/Altruism, Traditional Religiousness, Vocational Preparation, and Advanced Training are directly connected to student outcomes. Vocational Preparation and Advanced Training, which would be considered traditional university goals, had high scores on all three measures. Humanism/Altruism was given moderate emphasis across the three instruments. Traditional Religiousness, as could be expected at a state-supported school at which the teaching of religion is forbidden by law, was given a low rating as a practice as well as on both goals measures.

Meeting Local Needs, Public Service, and Social Egalitarianism deal more with the university's place in its supporting society than to direct relationships with students. These three, with Social Criticism/Activism are part of the American tradition of state university service to the community. It is interesting that at this state university, there was a significant relationship between the perceived and preferred dimensions for three of the four goals and they were perceived as being accompanied by practices to put them into operation. Social Criticism/Activism as a perceived goal was seen by the faculty as not related to the faculty's preference for this goal.

Research stands in a position alone as it is not only an outcome goal for students but also has to do with the university's interaction with the rest of society. In this way it differs from Advanced Training. While the faculty reported that the university showed a relationship between goal and practice in regard to research, it also reported that the present goal was not related to the preferred goal.

The other four outcome goals do not fit a discernible pattern. The first two, Academic Development and Intellectual Orientation, would be considered by many to represent the primary focus of a university's goals. At this university the faculty considered the practices and present goals as related. They did not consider the goals given adequate emphasis. In the case of Intellectual Orientation the gap was particularly

big. The faculty felt the goal is of less than medium importance (2.69) and should be of extremely high importance (4.27). In fact, Intellectual Orientation ranks first on the "Preferred" scale.

There was no significant relationship found between the present goal for Individual Personal Development and the present practice; neither was there a significant relationship between the emphasis given this goal at present and the emphasis it should have. For Cultural/Aesthetic Awareness, while the faculty indicated this goal was given the emphasis it should be, the practices were not correlated with the present goal.

When the mean scores on the preferred goals were ranked, the nine with the lowest scores were the only ones significantly correlated with the perceived scales.

In general, the faculty indicated no relationship between present support or process goals and preferred process goals while indicating that the university's practices are related to the goals it holds in these areas. For goals that have to do with direct student outcomes, only half showed significant relationships between present preferred goals and practices. For the goals relating to interaction with the community, three of the four were both given the value the faculty felt they should be and were significantly related to the practices.

Disciplinary Perceptions of Practices

It was an assumption of this study that disciplinary differences would lead to differences in perceptions of the practices of the university as reported on the IFI-OUM. In eleven of the twenty practice areas, this assumption turned out to be statistically accurate. In the other nine areas, there was apparently no significant difference across the disciplines about what was happening. Even in those areas in which there was significant difference, in only one instance were the member of more than four disciplines different. In other words, there was more agreement than difference about the practices of the university as seen by the various discipline members.

Much of the variation seems to be an overall bias by the members of some disciplines that leads to generally high scores on the Institutional Functioning Inventory-OUM and to generally low scores by the members of other disciplines. For instance, in six of the practice areas in which there is significant difference, the Fine and Performing Artists scored high. Social Scientists were low in seven practice areas and Physical Scientists and teachers of Business were low in four. However, the members of all ten disciplinary groups differed significantly in at least one practice area. Fine and Performing Artists reported high scores in the function scales areas of Academic Development, Intellectual

Orientation, Community, Innovation, Accountability/ Efficiency, and Social Criticism/Activism. Biologists were significantly high on the practice areas Vocational Preparation, Meeting Local Needs, and Accountability/ Efficiency and low in Community and Innovation. Social Scientists scored low on Academic Development, Advanced Training, Research, Public Service, Community, Innovation, and Accountability/Efficiency. Physical Scientists scored low on Vocational Preparation, Meeting Local Needs, Accountability/Efficiency, and Social Criticism/Activism. Teachers of Business scored low on Intellectual Orientation, Research, Meeting Local Needs and Public Service. Mathematicians were high on Advanced Training and Research and Public Service; Humanists were high on Meeting Local Needs and low on Advanced Training. Engineers were low on Intellectual Orientation. Teachers of Education were high on Research and Public Service, Other Professional and Applied Field members were high on Research and Community.

There is great diversity in the academic world studied here about what the actual practices of the university are. Disciplinary biases have more to do with an overall opinion about the way the university is functioning than they have to do with the specific practices.

Only half of the practices having to do with students outcomes, four of eight, differ significantly by

discipline. On the practices related to Individual Personal Development, Humanism/Altruism, Cultural/Aesthetic Awareness, and Traditional Religiousness there is substantial agreement among the discipline groups about what the university is doing. There is less agreement in the areas having to do with the university's relationship to society. The only goal area in this group about which there is no significant difference is Social Egalitarianism. The faculty is in substantial agreement about what the university is doing in four of the seven support areas. There is no significant difference for Freedom, Democratic Governance, developing an Intellectual/ Aesthetic Environment, and giving credit for or encouraging Off-Campus Learning.

The greatest amount of variation has to do with the faculty's perception of the university's practices about encouraging Research. Mathematicians vary from Social Scientists as well as from Business teachers. The members of the other professional and applied fields scored significantly higher than Social Scientists or teachers of Business and teachers of Education scored significantly higher than Social Scientists. The only other goal area in which there was nearly as much difference in the perception of the university's practice was accountability/efficiency. In this area Biologists differed from both Social Scientists and Physical Scientists by perceiving this practice to have

a high score and Fine and Performing Artists differed from the same two groups to a significant degree.

There is no other research that would indicate that these findings would be expected. There is no reason on the part of this researcher to think that the perceptions of practices has any relationship to the desire on the part of any disciplinary group that these goals be put into practice. That is to say, this research does not entirely support March and Simon's postulate that "the propensity of individuals is to see things that are consistent with their established frame of reference," and that "the frame of reference does as much to validate perceptions as the perceptions do to validate the frame of reference."[2]

Faculty Perceptions of Goals

The various disciplinary groups were in agreement in large measure about the present goals of the university. In eight out of twenty of the goal areas there was significant difference. The variations, as with the perception of practices, seem to have more to do with the tendency of certain groups to assign low values and others to assign high values than with relationships between the goal and the disciplinary group. Fine and Performing Artists scored high on five of the eight goals in which there was significant

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[2]March and Simon, op. cit., p. 152.

difference. Teachers of Business scored low in six of the areas. Social Scientists were low in four areas and Physical Scientists in two. Humanists were high for three goals. Since Fine and Performing Artists and Humanists were high on many practice areas as well, there does seem to be a tendency on the part of these two groups to respond positively both in regard to university goals and university practices. Social Scientists, teachers of Business and Physical Scientists seem to take a more depressed view of both goals and practices. For only five of the eight areas is there also significant difference in the preferred scale, so it is difficult to tell if groups are perceiving as goals of the university the goals they would prefer. Fine and Performing Artists are high on both the perceived and preferred scale for Vocational Preparation, Meeting Local Needs, and Social Egalitarianism. Physical Scientists were low on the perceived and preferred scales for Social Egalitarianism. Biologists were low on perceived and preferred for Social Egalitarianism as well.

There apparently is clarity or agreement on the part of the faculty on what the goals of the university are as so little variation is reported. The variation, which is greater in these eight areas than would be accounted for by chance, does not form a pattern that related the goal to the discipline in any logical manner other than the fact that some discipline groups showed a general disposition to assign

higher or lower values to items. If one removes the differences accounted for by the three groups, Fine and Performing Artists, Social Scientists, and teachers of Business, there would be no significant difference in the perception of present university goals on the part of faculty. The apparent difference in the perception of the goal Democratic Governance did not vary by discipline when the variation for academic rank was controlled.

Although it is not significant alone, there is marked difference in academic rank among the disciplines. The scores for academic rank are 0 for an instructor, 1 for an assistant professor, 2 for an associate professor and 3 for a full professor. On that basis the scores for academic rank range from a high of 2.455--almost half way between associate and full professor, for fine and performing artists, to 1.548, just over half way between assistant and associate professor for other professionals and applied field members and 1.692 for mathematicians. Social Scientists were low in number of years at the university while Humanists were high.

The preferred scale displays the disciplinary differences that might have been anticipated. All of the preferred scales are higher than the perceived scales, even when the difference is not significant. There is marked disciplinary difference about the areas in which the goals should be higher. In fifteen of the twenty goals areas there was significant difference in scores on the preferred scale.

Social Scientists would welcome high emphasis on Academic Development and Public Service. Together with the Humanists who also placed high importance on Academic Development and the Education teachers who put high importance on Public Service, they were significantly different from the Physical Scientists who placed low emphasis in both areas and the engineers who also placed low emphasis on Academic Development.

As might be expected, the Humanists in addition to Academic Development placed high emphasis on Individual Personal Development, Cultural Aesthetic Awareness, Freedom (in the support area) Democratic Governance, and Intellectual/ Aesthetic Environment. This finding would support that of Gaff and Wilson.[3] Education teachers felt that many goals should be of high importance. They were part of the source of the significant difference by virtue of their high scores for Individual Personal Development, Humanism/Altruism, Vocational Preparation, Meeting Local Needs, Public Service, Social Criticism/Activism, Democratic Governance, Off-Campus Learning, Accountability/Efficiency, and Social Egalitarianism. What has perhaps showed up here is a discipline-wide impulse for reform and improvement.

The Fine and Performing Artists also indicate a desire for improvement on the preferred scale. They were part of the significant difference by virtue of high scores

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[3]Gaff and Wilson, op. cit., pp. 186-201.

in the area of Humanism/Altruism, Cultural/Aesthetic Awareness, Traditional Religiousness (this was not very high for anyone), Vocational Preparation, Meeting Local Needs, Democratic Governance, Intellectual/Aesthetic Environment, Off-Campus Learning, and Social Egalitarianism.

The Physical Scientists also scored higher across all goal areas in the preferred dimension than they had on the perceived scale. However, their scores on the preferred scale were enough lower to account for the difference on the low side for Academic Development, Individual Personal Development, Humanism/Altruism, Cultural/Aesthetic Awareness, Meeting Local Needs, Public Service, Social Criticism/ Activism, Democratic Governance, Off-Campus Learning, Accountability/Efficiency, and Social Egalitarianism.

The other group that accounted for a great deal of the difference by their low scores were teachers of Business. They were part of the disciplines accounting for the difference because of low scores for Cultural/Aesthetic Awareness, Public Service, Freedom, Democratic Governance, and Off-Campus Learning. They were high for Accountability/ Efficiency.

The Engineers scored consistently lower also. Their preferred scores were significantly low on Academic Development, Cultural/Aesthetic Awareness, Freedom, and Intellectual/Aesthetic Environment.

It should be emphasized that in all twenty goal areas for all ten disciplinary groups, the only goal that was considered by any group to be overemphasized by the university was Accountability/Efficiency by the Humanists and even there the difference between the perceived and preferred scores was only .05. Otherwise, the faculty culture that is indicated by the differences in scores on the preferred scale is one of difference of degree to which the various disciplinary groups think goals should be emphasized. Nearly all of the preferred scores are in the above "Of Medium Importance" to "Of Extremely High Importance" (3.00 to 5.00) range. Off-Campus Learning, which ranks at below medium importance, less than 3.00, for all disciplines except Education, and Traditional Religiousness which ranks below "Of Low Importance," 2.00 except for the Fine Artists and Educators, were the two exceptions to the generally high scores on the preferred scale. For example, Intellectual Orientation does not vary significantly across the disciplines because there is agreement by all disciplinary groups that it should be of extremely high importance. Academic Development and Advanced Training rank nearly as high.

It should be kept in mind that these instruments force no choices so that it is possible to be equally as enthusiastic or unenthusiastic about all goals. The differences would probably have been sharper had the various groups had to choose which goal should receive emphasis first.

Differences in Goal/Practice Areas

An examination of the summary of the sources of difference on all three instruments not only pointed up the disciplinary propensities to view practices and goals either high or low, it also pointed up those goals/practices areas in which there was potential for conflict. For example, for Advanced Training, there were eight different views of the present practice and the present goal emphasis. There was no difference on the preferred dimension and the faculty had indicated that this goal should be of high importance. But the variation in perception of both how the university emphasizes this area as a present goal and how the goal is put into practice could lead to conflict.

Research is a goal about which there was agreement about its preferred importance. There was difference in the faculty's perception of the university's present goal emphasis and practice in promoting research, (nine different views).

The goal of Meeting Local Needs, having to do with the university's relationship with its surrounding community, contained the seeds of controversy. There was difference in the faculty's perception of the goal's present importance, the practices used to operationalize the goal, and its preferred importance.

Public Service, in the same general category, was the subject of different views about the university's

practices in the area and of its preferred importance. There was agreement about the present importance the goal had (lower than "of medium importance.")

The second goal/practice area that holds the potential for conflict is Accountability/Efficiency. In this category there was difference about the goal's present importance, the perception of the practices the university is employing to carry it out, and the emphasis the goal should have. About this goal area, groups that traditionally might be assumed to view the academic world with some similarity (Physical Scientists and Biologists, for example) were at opposite poles. Education teachers and teachers of Business, who had agreed on the preferred emphasis of nothing else, were agreed that this goal should have high importance. The Social Scientists saw it as having low present importance while the Humanists thought it was of high importance at present.

The other support goal that could produce conflict is Community, which has to do with faculty morale and institutional climate. There is no significant difference about the importance this goal should have. On the preferred scale it ranks second only to Intellectual Orientation at an "of high importance" ranking. There are four different views of the current practices of the university in this regard as well as marked difference about the present

importance placed on this goal. The potential of the differences in this area for faculty conflict seem particularly high.

Social Egalitarianism, which along with Meeting Local Needs and Public Service, relates to the university in the community, might produce controversy. For this goal there was agreement about the university's practices. The conflict arose over its present importance as well as over the emphasis it should have.

It is interesting to note that, of eight goals/practices areas relating directly to student outcomes, only two, Advanced Training and Vocational Preparation were the subject of much disagreement. Vocational Preparation varied on all dimensions, perceptions of practices, present importance, and preferred importance. This would seem to mirror the controversy about how "practical" university education is or should be.

For the areas Cultural/Esthetic Awareness and Intellectual/Esthetic Environment, its natural partner, the conflict was all in the preferred dimension. While the potential for conflict was there, the divisions were more nearly the ones one might expect, with Humanists and Fine and Performing Artists high on both and Engineers low in preference for both areas. This was one of the areas for which the cultural sterotypes seem to hold true.

While one can identify some areas of possible conflict, there was not a clear pattern of differences among the disciplines that could lead to obvious decision making to alleviate the points of strain.

Differences Among Professional and Applied Groups on the Perceived Scale

The professional and applied groups were analyzed separately on the perceived scale of the Institutional Goals Inventory to see if there were significant differences by profession. Although there were a few significant differences in perception of present goals (five of the twenty), what really stands out is the similarity among groups that could have presumed to differ as much as Educators and Military Scientists. Teachers of Business had low scores on all five scales that showed significant difference. Social Workers had low scores on two of these. Teachers of Education had high scores on two goals and Military Scientists had high scores on another two. Library Scientists scored high on Intellectual Orientation. These differences occurred with rank controlled for. The conclusion to be drawn from the above data on the professional and applied groups is that there is remarkable similarity in their perception of university goals, and the differences seem again to be one of disciplinary culture that is not related to specific goals. Gaff and Wilson's finding that professional groups emphasize career preparation is not confirmed.[4]

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[4]Gaff and Wilson, op. cit., p. 200.

Summary

This study has looked at the relationships of disciplinary membership to the faculty's perception of goals and practices of a large, state, multi-purpose university. Significant differences in faculty perception of goals and practices have emerged. These differences seem to be related to a general view of the university rather than to specific goals. Educators, Fine and Performing Artists, and Humanists show a more positive orientation toward goals and practices generally as indicated by high scores on all the instruments. It might be inferred that teachers of Business, Physical Scientists, and Social Scientists showed a moderate bias toward goals and practices by their moderate scores on all three instruments. The other disciplinary groups were not so consistent.

Congruence was seen by the faculty between the perceived goals of the university and its practices or activities. Little congruence was seen between the emphasis given the various goals and the emphasis the goals should be given in the eyes of the faculty.

Recommendations for Further Study

A recommended follow-up study would be one that investigates whether the great differences in preceived goals of the university and preferred goals are an impulse to reform and grow or a measure of general dissatisfaction

and malaise. If the faculty's perception is that "they" do not emphasize certain goals adequately, it would be interesting to discover who the faculty perceives "they" to be. A study that forced choices of goals would be interesting in sharpening the apparent differences in the emphasis certain groups place on preferred goals.

A further refinement of the instruments used in this study would be helpful. It is suggested by the inter-correlations that it is possible that some of the areas could be combined, thus shortening the instrument and probably making the instrument more useful for faculties and students who are unwilling to take the time to fill out a ninety item questionnaire. Item analysis might prove fruitful for those goal/practice areas showing great variance. It would be interesting to know just what items are being interpreted so differently, particularly on the IFI-OUM, in such practice areas as Research or Accountability/Efficiency.

At this university, there is no doubt that a useful further study to follow this one would be one that looks into the differences in perception and preference of goals of administrators, students, persons in the supporting community and persons who ultimately make decisions about the expenditures to support the university, such as legislators, and regents.

Goals of universities do interest the members of the university community. The high rate of response to these time consuming instruments which were sent out very near the busiest time of an academic year indicates the high interest in university goals and in the desire of faculty to have some input into setting university goals.

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UNIVERSITY MICROFILMS.

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APPENDICES

APPENDIX A

COVER LETTER AND FOLLOW UP LETTER

The University of Oklahoma 601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

April 1, 1973

Dear

The contemporary literature on higher education reflects considerable interest in institutional goals, functions, and the recent emergence of collective negotiations in higher education. A review of the literature indicates that little study of these topics has been undertaken.

We are conducting studies of the perceptions of institutional goals and practices of faculty and administrators at the . . and their attitudes toward collective negotiations. These studies are being undertaken both as dissertations and as part of the continuing activities of the Center for Studies in Higher Education. , President, and ., Chairman of the Faculty Senate, have given their endorsement to these studies.

Your cooperation and your opinions are essential and vital to the success of these studies. The questionnaire instruments take approximately one hour to complete. The anonymity of your response is guaranteed.

Realizing the many demands on your time, let us express in advance our appreciation for the cooperation which we shall receive.

Sincerely yours,

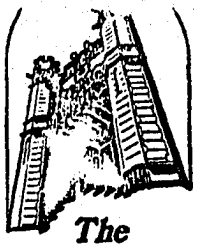
Maryjo Lockwood

Lynn W. Lindeman

I have reviewed the prospectus for these studies and give endorsement for the research to be conducted at the University

_____ President
University,

_____ Chairman
Faculty Senate,



The University of Oklahoma 601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

May 1, 1973

Dear Dr.

A few weeks ago you received a phone call requesting your assistance with a study of perceptions of institutional goals and practices of faculty and administrators at the University and their attitudes toward collective negotiations. If you have already shared in these studies by returning the questionnaires mailed to you, please accept again our grateful thanks.

Realizing that the demands on your time are great you may not have yet found time to complete the questionnaires mailed to you. Because your cooperation and your opinions are essential and vital to the success of these studies, we are encouraging you to share in these studies by returning the completed questionnaire prior to May 16, 1973.

Sincerely yours,

Maryjo Lockwood

Maryjo Lockwood

L. W. Lindeman

Lynn W. Lindeman

APPENDIX B

COMPARISON OF RESPONDENTS TO NON RESPONDENTS ON CERTAIN DEMOGRAPHIC VARIABLES

COMPARISON OF SAMPLE RESPONDENTS AND NONRESPONDENTS

PERCENTAGES OF FACULTY IN SAMPLE RESPONDENTS AND SAMPLE NON RESPONDENTS BY SELECTED DEMOGRAPHIC VARIABLES

Variable	Percentages	
	Sample Respondents	Sample Nonrespondents
Rank:		
Professor	.34	.28
Associate Professor	.25	.29
Assistant Professor	.34	.34
Instructor	.07	.09
Sex:		
Male	.88	.89
Female	.12	.11
Length of Institutional Service:		
Five years or less	.45	.48
More than five years	.55	.52
Tenure		
Tenured	.68	.71
Non-Tenured	.32	.29

APPENDIX C

COMPARISON OF SAMPLE RESPONDENTS TO NON RESPONDENTS TO TOTAL FACULTY BY DEPARTMENT AND DISCIPLINE

RANDOM SAMPLE BY DEPARTMENT AND RANK

Department	Professor			Associate Professor			Assistant Professor			Instructor			Total in Department in University
	S	R	NR	S	R	NR	S	R	NR	S	R	NR	
Accounting	1		1	2	2		1	1		0			9
Aerospace	0			1		1	2	2		1	1		5
A.M.N.E.	4	3	1	4	4		5	4	1	1		1	29
Anthropology	1	1		0			1	1		0			6
Arch. and Env. Design	2	2		1		1	1		1	0			12
Art and Art History	4	3	1	1		1	2	2		0			12
Astronomy	0			0			0			0			3
Aviation	0			0			0			1	1		2
Bot. and Micro.	1	1		2	1	1	3	3		0			19
Bus. Ad.	0			0			1	1		0			3
Bus. Com. and Law	1		1	1		1	2	2		0			5
Chem. Engr.	3	3		1	1		1	1		0			10
Chemistry	6	6		0			0			1	1		32
Civil Engr.	2	1	1	1	1		2	1	1	0			17
Classics	0			1	1		0			0			5
Dance	1	1		0			0			0			2
Drama	2		2	0			0			1		1	13
Economics	3	2	1	1		1	1		1	0			16
Education	6	5	1	6	6		3	2	1	0			54
Elec. Engr.	2	2		2	1	1	2	1	1	0			13
Engineering	1		1	0			1	1		0			4
English	3		3	0			2	1	1	0			22
Env. Sci.	0			0			1	1		0			2
Finance	2		2	1		1	1		1	0			7
Fine Arts	0			0			1		1	0			2
Geography	2	1	1	2		2	1	1		1	1		11
Geol. Eng.	0			0			0			0			9
Geology	1	1		3	3		0			0			10
Health, PE and Recreation	2	1	1	1		1	3	3		3	3		10
History	1		1	4	3	1	4	2	2	1	1		24
History of Sci.	1		1	0			1		1	0			2
Home Ec.	2	1	1	1		1	1	1		1	1		11
Human Rela.	0			1		1	1		1	0			3
Ind. Engr.	0			2	1	1	1		1	0			7
Info-Comp. Sci.	0			0			2	2		0			3
Journalism	2	1	1	0			4	2	2	1		1	16
Law	4	4		2	1	1	2	1	1	0			30
Lib. Sci. and Lib. Staff	0			3	2	1	6	4	2	4	2	2	19

RANDOM SAMPLE BY DEPARTMENT AND RANK--Continued

Department	Professor			Associate Professor			Assistant Professor			Instructor			Total in Department in University
	S	R	NR	S	R	NR	S	R	NR	S	R	NR	
Liberal Stu.	0			0			0			0			1
Management	2	2		1	1		1		1	0			11
Marketing	1	1		1	1		1	1		0			7
Math	4	4		4	4		8	7	1	0			29
Met. Engr.	0			1			0			0			4
Meteorology	1	1		1		1	1	1		0			7
Military Sci.	0			2	2		2	2		0			8
Mod. Lang.	1	1		1	1		0			1		1	16
Music	9	8	1	5	4	1	5	4	1	3	2	1	29
Naval Sci.	1	1		0			1	1		1	1		8
Pet. Engr.	1	1		1		1	1	1		0			6
Pharmacy	1	1		0			2	2		1	1		14
Philosophy	1	1		1		1	1	1		0			7
Phys. Therapy	0			1	1		0			0			6
Physics	3	2	1	1		1	3	2	1	0			19
Pol. Sci.	2	1	1	2	2		1	1		0			24
Psych.	0			1		1	2	1	1	0			20
Reg. and City Planning	0			0			0			0			7
Social Work	3	2	1	1		1	4	3	1	1		1	14
Sociology	0			1	1		3		3	0			8
Speech Comm.	2	2		3	3		1		1	0			14
TV	0			0			0			0			0
Zoology	2	2		3	3		1		1	0			21
No. Dept. Listed	3	3		1	1			3			0		
Rank Totals	97	72	15	78	52	26	102	71	31	23	15	8	

COMPARISON OF SAMPLE RESPONDENTS AND NON RESPONDENTS

TO TOTAL BY DISCIPLINE

PERCENTAGES OF FACULTY IN SAMPLE RESPONDENTS
SAMPLE NON RESPONDENTS AND TOTAL

	Percentages		
Discipline	Sample Respondents	Sample Non-Respondents	Total University
Biological Sciences	.063	.022	.055
Physical Sciences	.093	.057	.086
Mathematics	.062	.022	.044
Social Sciences	.098	.200	.155
Humanities	.083	.034	.089
Fine Arts	.108	.133	.084
Education	.103	.044	.089
Business	.068	.044	.058
Engineering	.118	.222	.118
Other Professions and Applied Fields	.206	.222	.218
Total	1.00	1.00	1.00

APPENDIX D

INTERCORRELATION MATRICES FOR INSTRUMENTS

Institutional Functioning Inventory - CUE

Intercorrelation Matrix
(Decimal points have been removed for convenience)

Academic Development	AR	JO	IP D	HA	CS A	T*	VP	A*	RE	M	PS	SE	CA	FR	DP	CO	IE	IN	OC L	AE
Intellectual Orientation	60																			
Individual Pers. Development	25	28																		
Humanism/ Altruism	42	43	36																	
Cultural/Aesthetic Awareness	27	21	23	16																
Traditional Religiousnes	22	25	11	21	01															
Vocational Preparation	30	35	35	30	33	16														
Advanced Training	35	35	22	22	43	02	45													
Research	28	27	09	23	24	06	19	40												
Meeting Local Needs	22	23	32	32	14	18	49	19	17											
Public Service	34	33	15	31	32	14	28	43	36	14										
Social Egalitarianism	33	32	25	39	25	04	27	27	21	23	42									
Social Criticism/ Activism	50	45	30	54	23	27	25	29	25	25	45	42								
Freedom	16	10	17	20	12	04	01	01	16	17	09	20	20							
Democratic Governance	45	39	32	29	19	21	30	27	25	20	33	32	41	29						
Community	50	47	25	37	12	23	32	39	33	29	42	29	40	16	60					
Intellectual/ Aesthetic Env.	26	37	25	33	20	10	27	30	16	23	37	37	29	16	32	30				
Innovation	50	51	34	45	19	25	42	45	36	30	39	40	42	16	52	33	27			
Off Campus Learning	16	34	10	18	12	05	30	34	14	25	25	20	21	03	19	27	12	30		
Accountability/ Efficiency	35	44	21	28	10	25	32	34	31	29	33	25	32	17	40	53	30	45	27	

Institutional Goals Inventory - Is Scale

Intercorrelation Matrix

(Decimals removed for convenience)

	AD	IO	EP D	HA	CS A	TR	VP	AT	RE	EL R	PS	SE	S CA	FR	DG	CO	LE E	IN	QC L	AE
Academic Development	\																			
Intellectual Orientation	62	\																		
Individual Pers. Development	41	67	\																	
Humanism/ Altruism	35	46	62	\																
Cultural/Esthetic Awareness	32	25	29	53	\															
Traditional Religiousness	25	27	31	47	31	\														
Vocational Preparation	34	39	30	35	29	20	\													
Advanced Training	48	37	21	27	35	07	58	\												
Research	42	47	32	34	31	14	47	71	\											
Meeting Local Needs	33	32	27	36	32	21	60	43	44	\										
Public Service	32	42	43	53	34	22	54	44	49	51	\									
Social Egalitarianism	20	25	36	44	28	25	43	33	36	54	64	\								
Social Criticism/ Activism	28	30	40	59	36	31	39	33	39	44	68	61	\							
Freedom	54	12	11	15	18	01	22	19	28	21	25	18	32	\						
Democratic Governance	23	25	15	17	20	04	41	34	29	31	40	30	36	55	\					
Community	33	37	28	29	25	14	48	37	30	35	46	33	35	50	75	\				
Intellectual/ Esthetic Environ.	48	47	40	47	37	25	45	46	46	44	53	39	50	36	46	58	\			
Innovation	24	41	40	45	34	21	50	39	36	41	52	42	46	41	47	57	63	\		
Off Campus Learning	13	26	34	41	20	27	26	18	25	26	38	33	39	20	23	28	44	50	\	
Accountability/ Efficiency	16	25	15	14	16	13	37	35	35	37	33	15	13	29	37	37	43	49	19	\

Institutional Goals Inventory - Should Be Scale

Intercorrelation Matrix
(Decimals removed for convenience)

	AD	IO	IP D	HA	CE A	TR	VP	AT	SE R	MI N	PS	SE	SC A	FR	DG	CO	IE E	IP	CC L	AE
Academic Development																				
Intellectual Orientation	55																			
Individual Pers Development	31	44																		
Humanism/ Altruism	35	48	69																	
Cultural/Esthetic Awareness	48	41	53	70																
Traditional Religiousness	24	11	39	34	32															
Vocational Preparation	25	25	51	35	32	38														
Advanced Training	39	35	36	35	38	16	57													
Research	44	38	25	28	35	17	35	47												
Meeting Local Needs	24	36	57	53	42	37	68	44	34											
Public Service	25	34	57	64	46	20	45	40	44	59										
Social Egalitarianism	22	34	56	58	42	25	37	26	26	50	68									
Social Criticism/ Activism	20	43	61	71	48	16	36	30	30	50	73	64								
Freedom	14	34	17	29	29	-13	-05	10	17	06	24	26	41							
Democratic Governance	25	43	46	53	34	03	18	26	25	32	44	44	57	55						
Community	38	50	33	38	37	12	29	35	34	31	30	24	37	46	62					
Intellectual/ Esthetic Environ.	52	56	41	48	54	13	37	36	39	43	38	41	43	32	40	58				
Innovation	21	54	46	46	34	03	30	30	34	37	53	53	58	43	56	47	55			
Off-Campus Learning	09	38	49	49	29	14	28	21	24	36	53	54	59	31	46	31	32	57		
Accountability/ Efficiency	23	22	30	17	20	29	41	27	27	35	26	23	10	-01	29	34	26	31	27	

APPENDIX E

COMPLETE FACTORIALS FOR MEAN SCORES BY DISCIPLINARY GROUPS

ALL THREE INSTRUMENTS

TABLE
INSTITUTIONAL FUNCTIONING INVENTORY - OUM

COMPLETE FACTORIAL WITH NO MISSING CELLS
(DECIMALS REMOVED FOR CONVENIENCE)

	Biol	Phy S	Math	Soc S	Human	Arts	Educ	Bus.	Eng.	Other		Grand $\bar{x}$ S.D.
Academic Develop	266	258	265	237	262	275	259	250	272	263	*	261 .368
Intellect. Orientat	250	243	262	236	250	271	246	225	269	257	*	252 .343
Ind Pers. Develop.	294	277	287	272	292	311	291	279	288	282		286 .325
Humanism Altruism	268	269	269	255	265	280	276	255	267	270		268 .351
Cultural Esth. Aware.	388	370	367	350	356	374	357	380	369	363		367 .581
Tradition. Religior	224	191	188	191	187	210	216	209	234	213		207 .504
Vocation. Prepar.	359	299	317	321	355	345	344	323	346	346	*	336 .526
Advanced Training	335	309	354	307	302	336	322	321	345	326	*	325 .482
Research	293	287	324	226	259	286	303	230	298	304	*	284 .671
Meet Local Needs	357	299	321	344	368	344	316	284	335	337	*	331 .753
Public Service	314	302	337	265	308	313	329	276	326	323	*	311 .609
Social Egalitar.	328	309	353	295	338	339	323	326	318	322		323 .532
Social Cr/ Activism	270	235	256	244	240	275	268	252	262	273	*	259 .522
Freedom	269	292	274	268	275	293	277	267	255	266		273 .498
Democ. Govern.	269	240	255	220	253	273	250	256	264	245		251 .502
Community	219	232	256	217	259	288	257	228	258	267	*	262 .502
Intel/Esth Environ	301	291	313	284	307	294	296	280	293	301		296. .475
Innovation	187	221	242	203	226	267	236	209	249	234	*	239 .512
Off-campus Irning	266	243	254	253	248	273	257	242	273	249		257 .546
Account/ Efficiency	323	230	277	221	264	296	281	235	242	278	*	266 .638
# Age	5.31	6.16	5.62	5.50	6.24	5.77	6.05	6.14	5.71	5.76		
** Rank	2.15	2.37	1 69	1.85	2 00	2.46	1.95	2.28	2.17	1.55		
## No. Years with Univ	1.85	2 64	2.08	2.00	2 88	2.73	2.43	2.43	2.21	1.79		

* Practice Areas in which there is significant variance
# Age -- 5 = 30-40, 6 = 40-50
** Rank -- 0 = Inst, 1 = Asst. Prof, 2 = Asso. Prof., 3 = Prof
Years -- 1 = 1 - 5, 2 = 6 - 10, 3 = 11 - 15

TABLE

INSTITUTIONAL GOALS INVENTORY -- PERCEIVED-SCALE

COMPLETE FACTORIAL WITH NO MISSING CELLS
(DECIMALS REMOVED FOR CONVENIENCE)

	Biol	Phy S	Math	Soc S	Human	Arts	Educ	Bus.	Engi.	Other	Grand $\bar{X}$ S.D.
Academic Develop.	329	324	317	274	322	322	325	296	333	323 *	317 561
Intellect Orientat	274	258	287	246	268	280	264	230	295	276	269 662
Ind. Pers. Develop.	242	236	252	233	259	272	250	232	266	251	251 659
Humanism Altruism	225	222	227	218	238	253	245	216	252	235	235 601
Cultural Esth. Aware.	264	248	246	225	237	257	250	234	253	243	245 456
Tradition Religious.	165	133	146	137	153	161	156	137	176	149	151 538
Vocation Prepar.	290	279	308	258	297	318	294	245	279	285 *	285 552
Advanced Training	333	342	356	311	349	374	376	313	331	351	345 602
Research	292	318	350	303	344	342	356	234	315	328 *	324 645
Meet Local Needs	294	262	283	274	315	305	295	246	284	282 *	284 546
Public Service	262	246	269	229	262	272	244	216	241	259	251 528
Social Egalitar	219	209	262	231	262	278	253	225	226	239 *	240 611
Social Cr/ Activism	237	218	242	214	231	265	241	223	223	237	233 604
Freedom	319	301	312	289	309	332	306	286	273	295	300 736
Democ. Govern.	329	279	292	273	304	327	299	289	263	294 *	291 701
Community	331	292	315	269	304	331	298	254	300	283 *	295 733
Intel/Esth Environ	296	242	269	239	278	282	278	234	269	269	267 522
Innovation	279	246	259	230	247	267	246	207	245	251	248 595
Off-campus Lrning	219	192	204	229	196	227	210	184	209	217	210 498
Account./ Efficiency	306	293	298	270	332	311	313	241	287	319 *	301 651
Age	5.31	6.16	5.62	5.50	6.24	5.77	6.05	6.14	5.71	5.76	
Rank	2.15	2.37	1.69	1.85	2.00	2.46	1.95	2.28	2.17	1.55	
No. Years with Univ	1.85	2.64	2.08	2.00	2.88	2.73	2.43	2.43	2.21	1.79	

* Those goal areas in which there is significant variance.

TABLE
INSTITUTIONAL GOALS INVENTORY - PREFERRED SCALE

COMPLETE FACTORIAL WITH NO MISSING CELLS
(DECIMALS REMOVED FOR CONVENIENCE)

	Biol	Phy S	Math	Soc S	Human	Arts	Educ	Bus.	Engi.	Other	Grand X S.D.
Academic Develop.	385	359	367	418	402	396	388	375	366	381 *	383 .523
Intellect. Orienta.	440	404	402	440	435	427	446	413	419	429	427 .558
Ind. Pers. Develop.	367	313	327	348	421	403	433	348	377	392 *	377 .891
Humanism/ Altruism	346	278	281	380	377	396	398	286	326	341 *	344 .937
Cultural/ Esth. Aware.	304	286	311	325	369	380	341	268	279	306 *	317 .724
Tradition Religious.	185	155	152	145	179	246	214	180	179	154 *	177 .868
Vocation. Prepar.	375	330	331	309	350	391	388	352	345	355 *	353 .668
Advanced Training	392	375	373	374	393	397	406	364	384	385	385 .529
Research	371	380	367	398	377	374	402	350	372	361	375 .556
Meet. Local Needs	342	301	294	310	347	364	366	325	321	321 *	329 .674
Public Service	342	295	302	365	340	355	374	298	317	357 *	339 .735
Social Egalitar.	246	229	265	308	308	317	316	248	256	299 *	284 .787
Social Cr/ Activism	294	255	264	254	323	331	374	268	291	315 *	311 .947
Freedom	346	355	344	409	410	359	358	313	343	363 *	362 .878
Democ. Govern.	379	333	329	373	391	380	388	321	367	367 *	366 .708
Community	429	408	394	424	423	433	426	389	402	419	416 .534
Intel/Esth Environ	412	376	367	398	425	431	416	379	366	391 *	396 .615
Innovation	362	346	335	373	354	361	396	352	344	373	363 .700
Off-Campus Learng	265	242	219	278	260	292	316	239	269	274 *	270 .773
Account/ Efficiency	319	304	312	314	328	361	381	330	342	361 *	345 .699
Age	5.31	5.16	5.62	5.50	6.24	5.72	6.05	6.14	5.71	5.76	
Rank	2.15	2.37	1.69	1.85	2.00	2.46	1.95	2.28	2.17	1.55	
No. Years with Univ.	1.85	2.64	2.08	2.00	2.88	2.73	2.43	2.43	2.21	1.79	

* Goals Areas in which there is significant variance.
Age - 5 = 30-39, 6 = 40-49, 7 = 50-59, 8 = 60 and up.
Rank -- 0 = Inst., 1 = Asst. Prof., 2 = Asso. Prof., 3 = Prof.
Years -- 1 = 1 - 5, 2 = 6 - 10, 3 = 11 - 15

TABLE
INSTITUTIONAL GOALS INVENTORY - PERCEIVED SCALE
MEMBERS OF PROFESSIONAL AND APPLIED FIELDS
COMPLETE FACTORIAL WITH NO MISSING CELLS
(DECIMALS REMOVED FOR CONVENIENCE)

	Social Work	Law	Library Science	Military Science	Education	Business	Engineering
Academic Development	285	308	357	330	325	296	333
Intellectual Orientation	220	250	339	290	284	230	295 *
Individual Personal Development	225	254	296	263	250	232	266
Humanism/ Altruism	210	254	229	255	245	216	252
Cultural/Esthetic Awareness	235	254	239	240	250	234	253
Traditional Religiousness	100	142	157	185	156	138	176*
Vocational Preparation	280	286	304	290	294	245	279
Advanced Training	340	341	371	363	376	313	331*
Research	295	321	350	325	356	284	315 *
Meeting Local Needs	290	283	275	305	295	246	284 *
Public Service	225	267	257	268	284	216	241
Social Egalitarianism	200	267	261	260	251	225	226
Social Criticism/ Activism	180	250	246	261	241	223	223
Freedom	270	279	307	317	306	286	273
Democratic Governance	230	254	329	307	299	239	263
Community	225	271	304	328	288	254	300
Intellectual/ Esthetic Environ.	245	246	293	280	278	234	269
Off-Campus Learning	235	175	246	228	210	194	208
Accountability/ Efficiency	355	288	332	314	313	241	288
Age	560	533	657	530	595	614	571
Academic Rank	180	250	096	120	195	229	221 *
No. Years with Univ.	100	117	196	100	230	221	208
Innovation	240	221	286	273	246	207	245

* Goal Areas in which there is significant variance.

APPENDIX F

INSTRUMENTS

INSTITUTIONAL FUNCTIONING INVENTORY
(University of Oklahoma Modification)

TO THE RESPONDENT:

This is a questionnaire for institutional self-study. In it you are asked for your perceptions about what your institution is like--administrative policies, teaching practices, types of programs, characteristic attitudes of groups of people, etc. This inventory is not a test; the only "right" answers are those which reflect your own perceptions, judgments, and opinions.

No names are to be written on the inventory. Comments and criticisms are invited regarding any aspect of the inventory. Please use the back of the test booklet for any such comments.

DIRECTIONS:

1. PENCILS. Any type of marking instrument may be used. Please mark out the appropriate response by using an (X).

2. INFORMATION ITEMS. Check only one answer box for each question that applies to you. All respondents should answer Item A and each of the Items, B-J that apply.

3. MARKING YOUR RESPONSES. Sections 1 and 3 consiste of statements about policies and programs that may or may not exist at your institution. Indicate whether you know a given situation exists or does not exist by marking either YES (Y); NO (N); or DON'T KNOW (?).

4. RESPOND TO EVERY QUESTION. Please mark an answer for every statement in the inventory.

5. MARK ONLY ONE ANSWER FOR EACH STATEMENT, but please respond to each and every statement.

The IFI-(OUM) was developed by the Center for Studies in Higher Education, University of Oklahoma.

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INFORMATION ITEMS

Please select one answer for each question below that applies to you.

A. Select the one response that best describes your role.

( ) 0. Faculty member
( ) 1. Student
( ) 2. Administrator
( ) 3. Governing board member
( ) 4. Alumna/Alumnus
( ) 5. Member of off-campus community group
( ) 6. Staff
( ) 7. Other

B. Faculty and students: select one field of teaching and/or research interest or, for students, major field of study.

( ) 0. Biological sciences
( ) 1. Physical sciences
( ) 2. Mathematics
( ) 3. Social sciences
( ) 4. Humanities
( ) 5. Fine arts, performing arts
( ) 6. Education
( ) 7. Business
( ) 8. Engineering
( ) 9. Other

C. Faculty: indicate academic rank.

( ) 0. Instructor
( ) 1. Assistant professor
( ) 2. Associate Professor
( ) 3. Professor
( ) 4. Other

D. Faculty: indicate current teaching arrangement.

( ) 0. Full-time
( ) 1. Part-time
( ) 2. Evening only
( ) 3. Off-campus only - extension, etc.
( ) 4. Research only
( ) 5. Other

E. All respondents: indicate age at last birthday.

( ) 0. 17 to 18
( ) 1. 19 to 20
( ) 2. 21 to 23
( ) 3. 24 to 26
( ) 4. 27 to 29
( ) 5. 30 to 39
( ) 6. 40 to 49
( ) 7. 50 to 59
( ) 8. 60 or over

F. Students: indicate class in college.

( ) 0. Freshman
( ) 1. Sophomore
( ) 2. Junior
( ) 3. Senior
( ) 4. Graduate
( ) 5. Other

G. Students: indicate current enrollment status.

( ) 0. Full-time, day
( ) 1. Part-time, day
( ) 2. Evening only
( ) 3. Off-campus only-e.g. extension, correspondence, TV, etc.
( ) 4. Other

H. Optional information question (special supplemental sheet will be provided if this item is used).

I. Optional information question (special supplemental sheet will be provided if this item is used).

J. Optional information question (special supplemental sheet will be provided if this item is used).

SECTION 1

Respond to statements in this section by selecting either:

YES (Y)	NO (N)	DON'T KNOW (?)
If the statement applies or is true at your institution.	If the statement does not apply or is not true at your institution.	If you do not know whether the statement applies or is true.

(Y) (N) (?) 1. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.

(Y) (N) (?) 2. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.

(Y) (N) (?) 3. Regulations of student behavior are detailed and precise at this institution.

(Y) (N) (?) 4. Foreign films are shown regularly on or near campus.

(Y) (N) (?) 5. Religious services are conducted regularly on campus involving a majority of the students.

(Y) (N) (?) 6. A number of professors have been involved in the past few years with economic planning at either the national, regional, or state level.

(Y) (N) (?) 7. There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.

(Y) (N) (?) 8. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.

(Y) (N) (?) 9. Advisement (counseling) is offered students concerning personal as well as academic goals.

(Y) (N) (?) 10. Successful efforts to raise funds or to perform voluntary service to relieve human need and suffering occur at least annually on this campus.

(Y) (N) (?) 11. This institution attempts each year to sponsor a rich program of cultural events--lectures, concerts, plays, art exhibits, and the like.

(Y) (N) (?) 12. At least one modern dance program has been presented in the past year.

(Y) (N) (?) 13. Ministers are invited to the campus to speak and to counsel students about religious vocations.

(Y) (N) (?) 14. Professors from this institution have been actively involved in framing state or federal legislation in the areas of health, education, or welfare.

(Y) (N) (?) 15. A concerted effort is made to attract students of diverse ethnic and social backgrounds.

(Y) (N) (?) 16. Quite a number of students are associated with organizations that actively seek or reform society in one way or another.

(Y) (N) (?) 17. There are no written regulations regarding student dress.

(Y) (N) (?) 18. Students publish a literary magazine.

(Y) (N) (?) 19. A testing-counseling program is available to students to help them to achieve self-understanding.

(Y) (N) (?) 20. An organization exists on campus which has as its primary objective to work for world peace.

(Y) (N) (?) 21. At least one chamber music concert has been given within the past year.

(Y) (N) (?) 22. The institution sponsors groups and programs which provide students opportunities to witness to others concerning their faith.

(Y) (N) (?) 23. A number of faculty members or administrators from this institution have gone to Washington to participate in planning and operating various federal programs.

(Y) (N) (?) 24. One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits.

(Y) (N) (?) 25. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.

(Y) (N) (?) 26. The institution imposes certain restrictions on off-campus political activities by faculty members.

(Y) (N) (?) 27. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.

(Y) (N) (?) 28. At least one poetry reading, open to the campus community, has been given within the past year.

(Y) (N) (?) 29. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.

SECTION 2

Respond to statements in this section by selecting either:

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
If you strongly agree with the statement as applied to your institution.	If you mildly agree with the statement as applied to your institution.	If you mildly disagree with the statement as applied to your institution.	If you strongly disagree with the statement as applied to your institution.

(SA) (A) (D) (SD) 30. How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty.

(SA) (A) (D) (SD) 31. Students who display traditional "scholar" behavior are held in low esteem in the campus community.

(SA) (A) (D) (SD) 32. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.

(SA) (A) (D) (SD) 33. Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own.

(SA) (A) (D) (SD) 34. Undergraduate programs of instruction are designed to include demonstration of the methods of problem analysis.

(SA) (A) (D) (SD) 35. Power here tends to be widely dispersed rather than tightly held.

(SA) (A) (D) (SD) 36. Almost every degree program is constructed to enable the student to acquire a depth of knowledge in at least one academic discipline.

(SA) (A) (D) (SD) 37. A major expectation of faculty members is that they will help students to synthesize knowledge from many sources.

(SA) (A) (D) (SD) 38. The important moral issues of the time are discussed seriously in classes and programs.

(SA) (A) (D) (SD) 39. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society.

(SA) (A) (D) (SD) 40. Serious consideration is given to student opinion when policy decisions affecting students are made.

(SA) (A) (D) (SD) 41. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be, allowed to organize chapters on this campus.

(SA) (A) (D) (SD) 42. This institution takes pride in the percentage of graduates who go on to advanced study.

(SA) (A) (D) (SD) 43. Student publications of high intellectual reputation exist on this campus.

(SA) (A) (D) (SD) 44. Professors get to know most students in their undergraduate classes quite well.

(SA) (A) (D) (SD) 45. Foreign students are genuinely respected and are made to feel welcome on this campus.

(SA) (A) (D) (SD) 46. Religious diversity is encouraged at this institution.

(SA) (A) (D) (SD) 47. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.

(SA) (A) (D) (SD) 48. Governance of this institution is clearly in the hands of the administration.

(SA) (A) (D) (SD) 49. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.

SA) (A) (D) (SD) 50. Little money is generally available for inviting outstanding people to give public lectures.

SA) (A) (D) (SD) 51. A 4.0 grade average brings to a student the highest recognition on this campus.

SA) (A) (D) (SD) 52. Academic advisers generally favor that a meaningful portion of each degree program be allocated to individual study.

SA) (A) (D) (SD) 53. Most faculty members to not wish to spend much time in talking with students about students' personal interests and concerns.

SA) (A) (D) (SD) 54. When a student has a special problem, some of his peers usually are aware of and respond to his need.

SA) (A) (D) (SD) 55. Religious ideals of the institution's founding fathers are considered by most faculty members to be obsolete.

SA) (A) (D) (SD) 56. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.

SA) (A) (D) (SD) 57. Compared with most other colleges, fewer minority groups are represented on this campus.

SA) (A) (D) (SD) 58. The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.

SA) (A) (D) (SD) 59. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.

SA) (A) (D) (SD) 60. Faculty members feel free to express radical political beliefs in their classrooms.

SA) (A) (D) (SD) 61. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the customary tasks of student newspapers).

SA) (A) (D) (SD) 62. It is almost impossible for a student to graduate from this institution without a basic knowledge in the social sciences, natural sciences and humanities.

SA) (A) (D) (SD) 63. Programs for the adult (out-of-school) age student are primarily designed to treat their vocational needs.

SA) (A) (D) (SD) 64. Formal organizations designed to provide special assistance to students are accorded favorable recognition by individual members of the faculty.

SA) (A) (D) (SD) 65. Faculty members are more concerned with helping students to acquire knowledge and professional skills than they are in helping students to be better persons.

SA) (A) (D) (SD) 66. By example, the administration and faculty encourage students to dedicate their lives to God.

SA) (A) (D) (SD) 67. Administrators and faculty have in the past three years been responsive to regional and national priorities in planning educational programs.

SA) (A) (D) (SD) 68. There are no courses or programs for students with educational deficiencies, i.e., remedial work.

SA) (A) (D) (SD) 69. The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function.

SA) (A) (D) (SD) 70. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.

SA) (A) (D) (SD) 71. The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.

SA) (A) (D) (SD) 72. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.

SECTION 3

Respond to statements in this section by selecting either:

YES (Y)	NO (N)	DON'T KNOW (?)
If the statement applies or is true at your institution.	If the statement does not apply or is not true at your institution.	If you do not know whether the statement applies or is true.

(Y) (N) (?) 73. This institution operates an adult education program, e.g., evening courses open to local area residents.

(Y) (N) (?) 74. Counseling services are available to adults in the local area seeking information about educational and occupational matters.

(Y) (N) (?) 75. Quite a number of faculty members have had books published in the past two or three years.

(Y) (N) (?) 76. Courses are offered through which local area residents may be retrained or upgraded in their job skills.

(Y) (N) (?) 77. There is a job placement service through which local employers may hire students and graduates for full or part-time work.

(Y) (N) (?) 78. There are a number of research professors on campus, i.e., faculty members whose appointments primarily entail research rather than teaching.

(Y) (N) (?) 79. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums, and the like.

(Y) (N) (?) 80. Credit for numerous courses can be earned now solely on the basis of performance on an examination.

(Y) (N) (?) 81. Some of the strongest and best-funded undergraduate academic departments are professional departments which prepare students for specific occupations, such as nursing, accounting, etc.

(Y) (N) (?) 82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.

(Y) (N) (?) 83. The average teaching load in most departments is eight credit hours or fewer.

(Y) (N) (?) 84. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.

(Y) (N) (?) 85. A plan exists at this institution whereby a student may be awarded a degree based primarily on supervised study off-campus.

(Y) (N) (?) 86. One or more individuals are presently engaged in long-range financial planning for the total institution.

(Y) (N) (?) 87. Courses or seminars are conducted in order that former students and others may be retrained or upgraded in their skills.

(Y) (N) (?) 88. New advanced degrees have been authorized and awarded within the last three years.

(Y) (N) (?) 89. Faculty promotions generally are based primarily on scholarly publication.

(Y) (N) (?) 90. Courses dealing with artistic expression or appreciation are available to all adults in the local area.

(Y) (N) (?) 91. Several arrangements exist by which students may enroll for credit in short terms away from the campus in travel; work-study, VISTA-type work, etc.

(Y) (N) (?) 92. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.

(Y) (N) (?) 93. Counseling services are available to students to assist them in choosing a career.

(Y) (N) (?) 94. One or more non-traditional graduate departments (or centers) has been established within the last five years.

(Y) (N) (?) 95. In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.

(Y) (N) (?) 96. Attention is given to maintaining fairly close relationships with businesses and industries in the local area.

(Y) (N) (?) 97. Every student is encouraged to include some study abroad in his educational program.

(Y) (N) (?) 98. Planning at this institution is continuous rather than one-shot or completely nonexistent.

SECTION 4

Respond to statements in this section by selecting either:

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
If you strongly agree with the statement as applied to your institution.	If you mildly agree with the statement as applied to your institution.	If you mildly disagree with the statement as applied to your institution.	If you strongly disagree with the statement as applied to your institution.

(SA) (A) (D) (SD) 99. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.

(SA) (A) (D) (SD) 100. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.

(SA) (A) (D) (SD) 101. Generally speaking, top-level administrators are providing effective educational leadership.

(SA) (A) (D) (SD) 102. There is a general willingness here to experiment with innovations that have shown promise at other institutions.

(SA) (A) (D) (SD) 103. Generally speaking, communication between the faculty and the administration is poor.

(SA) (A) (D) (SD) 104. High ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods.

(SA) (A) (D) (SD) 105. More recognition is regularly accorded faculty members for research grants received than for service grants.

(SA) (A) (D) (SD) 106. Staff infighting, backbiting, and the like seem to be more the rule than the exception.

(SA) (A) (D) (SD) 107. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.

(SA) (A) (D) (SD) 108. Laying plans for the future of the institution is a high priority activity for many senior administrators.

(SA) (A) (D) (SD) 109. The graduates of such professional colleges as the Colleges of Law and Medicine at this institution are recognized by the public as strong practitioners.

(SA) (A) (D) (SD) 110. Although they may criticize certain practices, most faculty seem to be very loyal to the institution.

(SA) (A) (D) (SD) 111. In my experience it has not been easy for new ideas about educational practice to receive a hearing.

(SA) (A) (D) (SD) 112. A graduate is usually considered by faculty to be better educated if all of his credit hours were earned at this institution, than if he had studied on several campuses in qualifying for his degree.

(SA) (A) (D) (SD) 113. Seldom do faculty members prepare formal evaluations of institutional goal achievement.

(SA) (A) (D) (SD) 114. The faculty is receptive to adding new courses geared to emerging career fields.

(SA) (A) (D) (SD) 115. Undergraduates interested in study beyond the B.A. level receive little or no formal encouragement from the faculty or staff.

(SA) (A) (D) (SD) 116. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.

(SA) (A) (D) (SD) 117. There is a strong sense of community, a feeling of shared interests and purposes, on this campus.

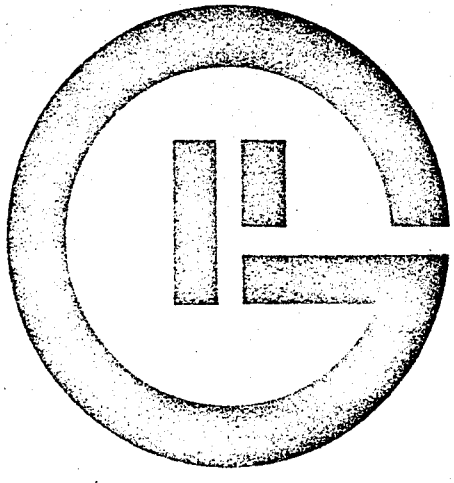
(SA) (A) (D) (SD) 118. This institution has experimented with new approaches to either individualized instruction or evaluation of student performance.

(SA) (A) (D) (SD) 119. Off-campus learning experiences of various types are considered as valuable, or more valuable, to the student's education, as regular courses.

(SA) (A) (D) (SD) 120. The approval of proposals for new instructional programs is regularly dependent on an estimate of potential efficiency.

INSTITUTIONAL GOALS INVENTORY

(Form 1)



To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities in America to reach clear, and often new, understandings about their goals. During the late 1960s there were new demands, especially from students, for colleges to assume new roles and serve new interests. Now, in the early 1970s, a widespread financial crisis is making it imperative for colleges to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college communities delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

The *Inventory* was designed to embrace possible goals of all types of American higher education institutions—universities, church-related colleges, junior colleges, and so forth. Most of the goal statements in the *Inventory* refer to what may be thought of as "output" or "outcome" goals—substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, trustees, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

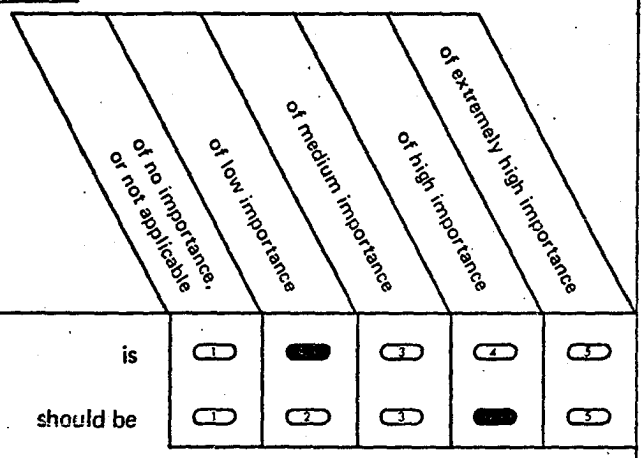
DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the example below, you are asked to respond to each statement in two different ways:

First – How important *is* the goal at this institution at the present time?

Then – In your judgment, how important *should* the goal *be* at this institution?

EXAMPLE



In the example, the respondent has indicated that he believes the goal "to prepare students for graduate school" is presently of low importance at his institution, but that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by blackening one oval after *is* and one oval after *should be*.
- Use any soft lead pencil. Do not use colored pencils or a pen–ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (✓) or X's.

- Additional Goal Statements (Local Option) (91–110): A section is included for additional goal statements of specific local interest or concern. These statements may be supplied locally. If none are supplied, leave them blank and go on to the Information Questions.
- Information Questions (111–117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be most meaningful and useful to them. Respond to each question that applies.
- Subgroups and Supplementary Information Questions (118–124): Instructions may be given for marking these items. If not, please leave them blank.

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Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance or not applicable	of low importance		of medium importance		of high importance	of extremely high importance
1.	to help students acquire depth of knowledge in at least one academic discipline...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
3.	to help students identify their own personal goals and develop means of achieving them...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
5.	to increase the desire and ability of students to undertake self-directed learning...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
6.	to prepare students for advanced academic work,e.g., at a four-year college or graduate or professional school...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
7.	to develop students' ability to synthesize knowledge from a variety of sources...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
9.	to hold students throughout the institution to high standards of intellectual performance...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
10.	to instill in students a life-long commitment to learning...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
11.	to help students achieve deeper levels of self-understanding...	is	1	2	3	4	5	
		should be	1	2	3	4	5	
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	1	2	3	4	5	
		should be	1	2	3	4		
13.	to help students be open, honest, and trusting in their relationships with others...	is	1	2	3	4	5	
		should be	1	2	3	4	5	

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time...	is	1	2	3	4	5
	should be	1	2	3	4	5
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	1	2	3	4	5
	should be	1	2	3	4	5
16. to educate students in a particular religious heritage...	is	1	2	3	4	5
	should be	1	2	3	4	5
17. to help students understand and respect people from diverse backgrounds and cultures...	is	1	2	3	4	5
	should be	1	2	3	4	5
18. to require students to complete some course work in the humanities or arts...	is	1	2	3	4	5
	should be	1	2	3	4	5
19. to help students become aware of the potentialities of a full-time religious vocation...	is	1	2	3	4	5
	should be	1	2	3	4	5
20. to encourage students to become committed to working for world peace...	is	1	2	3	4	5
	should be	1	2	3	4	5
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	1	2	3	4	5
	should be	1	2	3	4	5
22. to develop students' ability to understand and defend a theological position...	is	1	2	3	4	5
	should be	1	2	3	4	5
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	1	2	3	4	5
	should be	1	2	3	4	5
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	is	1	2	3	4	5
	should be	1	2	3	4	5
25. to help students develop a dedication to serving God in everyday life...	is	1	2	3	4	5
	should be	1	2	3	4	5
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	1	2	3	4	5
	should be	1	2	3	4	5

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	is	1	2	3	4	5
	should be	1	2	3	4	5
28. to perform contract research for government, business, or industry...	is	1	2	3	4	5
	should be	1	2	3	4	5
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is	1	2	3	4	5
	should be	1	2	3	4	5
30. to develop educational programs geared to new and emerging career fields...	is	1	2	3	4	5
	should be	1	2	3	4	5
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is	1	2	3	4	5
	should be	1	2	3	4	5
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...	is	1	2	3	4	5
	should be	1	2	3	4	5
33. to serve as a cultural center in the community served by the campus...	is	1	2	3	4	5
	should be	1	2	3	4	5
34. to conduct basic research in the natural sciences...	is	1	2	3	4	5
	should be	1	2	3	4	5
35. to conduct basic research in the social sciences...	is	1	2	3	4	5
	should be	1	2	3	4	5
36. to provide retraining opportunities for individuals whose job skills have become out of date...	is	1	2	3	4	5
	should be	1	2	3	4	5
37. to contribute, through research, to the general advancement of knowledge...	is	1	2	3	4	5
	should be	1	3	3	4	5
38. to assist students in deciding upon a vocational career...	is	1	2	3	4	5
	should be	1	2	3	4	5
39. to provide skilled manpower for local-area business, industry, and government...	is	1	2	3	4	5
	should be	1	2	3	4	5

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities...	is	1	2	3	4	5
	should be	1	2	3	4	5
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is	1	2	3	4	5
	should be	1	2	3	4	5
42. to provide educational experiences relevant to the evolving interests of women in America...	is	1	2	3	4	5
	should be	1	2	3	4	5
43. to provide critical evaluation of prevailing practices and values in American society...	is	1	2	3	4	5
	should be	1	2	3	4	5
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is	1	2	3	4	5
	should be	1	2	3	4	5
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	1	2	3	4	5
	should be	1	2	3	4	5
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is	1	2	3	4	5
	should be	1	2	3	4	5
47. to work with governmental agencies in designing new social and environmental programs...	is	1	2	3	4	5
	should be	1	2	3	4	5
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	1	2	3	4	5
	should be	1	2	3	4	5
49. to help students learn how to bring about change in American society...	is	1	2	3	4	5
	should be	1	2	3	4	5
50. to focus resources of the institution on the solution of major social and environmental problems...	is	1	2	3	4	5
	should be	1	2	3	4	5
51. to be responsive to regional and national priorities when considering new educational programs for the institution...	is	1	2	3	4	5
	should be	1	2	3	4	5
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	1	2	3	4	5
	should be	1	2	3	4	5

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53.	to be engaged, as an institution, in working for basic changes in American society...	is	1	2	3	4	5
		should be	1	2	3	4	5
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	1	2	3	4	5
		should be	1	2	3	4	5
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	1	2	3	4	5
		should be	1	2	3	4	5
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	1	2	3	4	5
		should be	1	2	3	4	5
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	1	2	3	4	5
		should be	1	2	3	4	5
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	1	2	3	4	5
		should be	1	2	3	4	5
59.	to maintain a climate in which communication throughout the organizational structure is open and candid...	is	1	2	3	4	5
		should be	1	2	3	4	5
60.	to place no restrictions on off-campus political activities by faculty or students...	is	1	2	3	4	5
		should be	1	2	3	4	5
61.	to decentralize decision making on the campus to the greatest extent possible...	is	1	2	3	4	5
		should be	1	2	3	4	5
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	1	2	3	4	5
		should be	1	2	3	4	5
63.	to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	1	2	3	4	5
		should be	1	2	3	4	5
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	1	2	3	4	5
		should be	1	2	3	4	5
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	1	2	3	4	5
		should be	1	2	3	4	5

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	1	2	3	4	5
		should be	1	2	3	4	5
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	1	2	3	4	5
		should be	1	2	3	4	5
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...	is	1	2	3	4	5
		should be	1	2	3	4	5
69.	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	1	2	3	4	5
		should be	1	2	3	4	5
70.	to experiment with different methods of evaluating and grading student performance...	is	1	2	3	4	5
		should be	1	2	3	4	5
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	1	2	3	4	5
		should be	1	2	3	4	5
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	1	2	3	4	5
		should be	1	2	3	4	5
73.	to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is	1	2	3	4	5
		should be	1	2	3	4	5
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	1	2	3	4	5
		should be	1	2	3	4	5
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is	1	2	3	4	5
		should be	1	2	3	4	5
76.	to create an institution known widely as an intellectually exciting and stimulating place...	is	1	2	3	4	5
		should be	1	2	3	4	5
77.	to create procedures by which curricular or instructional innovations may be readily initiated...	is	1	2	3	4	5
		should be	1	2	3	4	5
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is	1	2	3	4	5
		should be	1	2	3	4	5

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79. to apply cost criteria in deciding among alternative academic and non-academic programs...	is	1	2	3	4	5
	should be	1	2	3	4	5
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is	1	2	3	4	5
	should be	1	2	3	4	5
81. to regularly provide evidence that the institution is actually achieving its stated goals...	is	1	2	3	4	5
	should be	1	2	3	4	5
82. to carry on a broad and vigorous program of extracurricular activities and events for students...	is	1	2	3	4	5
	should be	1	2	3	4	5
83. to be concerned about the efficiency with which college operations are conducted...	is	1	2	3	4	5
	should be	1	2	3	4	5
84. to be organized for continuous short-, medium-, and long-range planning for the total institution...	is	1	2	3	4	5
	should be	1	2	3	4	5
85. to include local citizens in planning college programs that will affect the local community...	is	1	2	3	4	5
	should be	1	2	3	4	5
86. to excel in intercollegiate athletic competition...	is	1	2	3	4	5
	should be	1	2	3	4	5
87. to be accountable to funding sources for the effectiveness of college programs...	is	1	2	3	4	5
	should be	1	2	3	4	5
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is	1	2	3	4	5
	should be	1	2	3	4	5
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is	1	2	3	4	5
	should be	1	2	3	4	5
90. to achieve consensus among people on the campus about the goals of the institution...	is	1	2	3	4	5
	should be	1	2	3	4	5

- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
- If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

ADDITIONAL GOAL STATEMENTS
(Local Option)

If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be.*

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	1	2	3	4	5	101.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
92.	is	1	2	3	4	5	102.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
93.	is	1	2	3	4	5	103.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
94.	is	1	2	3	4	5	104.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
95.	is	1	2	3	4	5	105.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
96.	is	1	2	3	4	5	106.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
97.	is	1	2	3	4	5	107.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
98.	is	1	2	3	4	5	108.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
99.	is	1	2	3	4	5	109.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
100.	is	1	2	3	4	5	110.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	3	2	3	4	5

Go on to last page.

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- (1) Faculty member
- (2) Student
- (3) Administrator
- (4) Governing Board Member
- (5) Alumna/Alumnus
- (6) Member of off-campus community group
- (7) Other _____

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- (1) Biological sciences
- (2) Physical sciences
- (3) Mathematics
- (4) Social sciences
- (5) Humanities
- (6) Fine arts, performing arts
- (7) Education
- (8) Business
- (9) Engineering
- (10) Other _____

113. Faculty: indicate academic rank.

- (1) Instructor
- (2) Assistant professor
- (3) Associate professor
- (4) Professor
- (5) Other _____

114. Faculty: indicate current teaching arrangement.

- (1) Full-time
- (2) Part-time
- (3) Evening only
- (4) Off-campus – extension only, etc.
- (5) Other _____

115. All respondents: indicate age at last birthday.

- (1) Under 20
- (2) 20 to 29
- (3) 30 to 39
- (4) 40 to 49
- (5) 50 to 59
- (6) 60 or over

116. Students: indicate class in college.

- (1) Freshman
- (2) Sophomore
- (3) Junior
- (4) Senior
- (5) Graduate
- (6) Other _____

117. Students: indicate current enrollment status.

- (1) Full-time, day
- (2) Part-time, day
- (3) Evening only
- (4) Off-campus only – e.g., extension, correspondence, TV, etc.
- (5) Other _____

118. SUBGROUPS–one response only.
Instructions will be given locally for gridding this subgroup item.
If instructions are not given, leave blank.

- (1) One
- (2) Two
- (3) Three
- (4) Four
- (5) Five

SUPPLEMENTARY INFORMATION QUESTIONS.
If you have been provided with additional information questions, use this section for responding.
Mark only one response to each question.

119.	120.	121.	122.	123.	124.
(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)
(10)	(10)	(10)	(10)	(10)	(10)

THANK YOU

