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**THE COMMUNITY SERVICE MISSION OF
THE PRIVATE LIBERAL ARTS COLLEGE:
A STUDY AT ALBION COLLEGE**

By

Mark Allen Lelle

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Resource Development

1996

ABSTRACT

THE COMMUNITY SERVICE MISSION OF THE PRIVATE LIBERAL ARTS COLLEGE: A STUDY AT ALBION COLLEGE

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This study addresses the community service mission of the private liberal arts college in three ways: A review of literature about the history of the service mission; a review of the Albion College literature; and a survey of Albion College faculty and administrators (N=250) to determine their attitudes toward a community service mission.

The review of literature demonstrates that private liberal arts colleges have always provided a decidedly public service by educating citizens for a democracy. They have also provided valuable services to the communities in which they are located. Many private liberal arts colleges have lost sight of their "service" origins and now focus on providing a classical education for young people. Thus, what was once "means" is now "end."

The Albion College survey revealed variability among respondents regarding their attitudes toward the community service mission. Marital status, children in public schools, type of position and seniority at Albion College, charitable giving, and perceptions of the community influenced respondents' attitudes toward the community service mission. Respondents who were more "connected" to the community (i.e., who were married, had children in the public schools, and gave money to local charitable organizations) were more likely to support a community service mission. Home ownership, residence in the community, and volunteer service did not affect respondents' attitudes. Administrators were

more positive about the contributions of faculty and students than were faculty. However, faculty and respondents with four to twelve years of seniority were more supportive of allowing community access to college facilities, as were respondents who believed the community was an adequate or supportive environment for the college.

The implications include: 1) It is possible to "build" a faculty that is more supportive of a community service mission; 2) colleges can expose staff to the community service traditions of their institutions; 3) colleges need staff with community development expertise; 4) a community service mission can be an effective recruitment tool; 5) service-learning practitioners need knowledge of the principles of community development; and 6) research is needed to identify the full range of potential community service activities available to private liberal arts colleges.

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This dissertation is
dedicated to the memory
of my Mother,
Doris Lelle,
who never lost her love of learning.

ACKNOWLEDGEMENTS

I have been blessed with a faculty advisor, Frank Fear, who is as much a friend as he is a mentor and a critic. Had I not met Frank when I did, I would not have graduated from Michigan State University. To the rest of my dissertation committee--George Rowan, Lorilee Sandmann, and Jim Votruba--I am indebted for the delicate balance of freedom and guidance they provided.

I want to thank Ricardo Millett, Director of Evaluation at the W.K. Kellogg Foundation, for giving me the flexibility to write my dissertation while serving as a consultant to the Foundation. To Floyd Gallegos and Jorge Hidalgo, I extend my appreciation for the assistance they provided in analyzing my data.

To Joe Kotrlik, my faculty advisor at Louisiana State University, I extend a heartfelt thank you for making me realize that research can and should be fun. I believe that many of the opportunities with which I have been blessed over the past ten years are the result of having conducted research under his tutelage.

To the administration of Albion College I owe my gratitude for the opportunity to practice what I learned in my community development doctoral program at Michigan State University. Serving as Director of the Albion Civic Life Project strengthened my belief in community service, and made me realize the importance of college involvement in the community. To the people of Albion I owe my apology for the mistakes I made along the way, and my appreciation for letting me learn from my mistakes. To the faculty members and

administrators who provided me with guidance and "grist" for my dissertation "mill," I extend my appreciation.

I want to thank the employees of Beloit College, and especially Bob Black, Associate Dean, for assisting me with the pre-test. To the W.K. Kellogg Foundation and the Indiana University Center on Philanthropy, I extend my gratitude for the funding that made this study possible.

To my parents, Clark and Doris Lelle, I owe my sense of self-worth, my belief in the importance of service, and the curiosity that made me want to study community service in the first place. They nurtured me in ways too numerous to mention, not least of which by putting their encyclopedias on the lowest shelf where I could reach them. The places I "visited" thanks to *World Book* took me a long way from our Wisconsin farm.

To my wife, Dianne Guenin-Lelle, I am indebted for her love and for her unbounded confidence in my ability to succeed, especially during those times when the evidence does not warrant her confidence. Every day I am thankful that Louisiana State University had the good sense to place Agricultural Education and French graduate student offices on the same floor, and that I had the good sense--after six months of agonizing--to finally ask her name.

To my children, Hannah and Austin, I owe the pure joy I get from watching them grow each day. While I have had some wonderful teachers in my life, no one has taught me as much as they have about what it means to make a difference in the world.

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CHAPTER I

INTRODUCTION

This is a dissertation about the community service mission of the private liberal arts college. The study addresses the role community service can play, and has played, in the institutional mission of the private liberal arts college. It also focuses on one institution in particular to answer questions about the extent to which faculty today support a community service mission. This dissertation is designed to demonstrate that a better understanding of the community service mission can contribute in a constructive way to the debate about the relevance of private, higher education.

Significance of the Topic

This dissertation is timely and relevant for two key reasons:

- 1) Current concerns about the unwillingness and/or inability of higher education to address societal problems (Kupiec, 1992), and
- 2) the emergence of community service and service-learning in the undergraduate curriculum (Kendall, 1990; Layton, 1987; Magat, 1989).

While each reason will be addressed separately in the two sections below, they are none-the-less interconnected.

Debate About Relevance of Higher Education

In recent years there has been an emerging debate about the relevance of higher education (Boyer & Hechinger, 1981; Checkoway, 1991; Greenleaf, 1978; Jeavons, 1991). This debate has been

especially intense among critics and proponents of land-grant universities, other public universities, and community colleges, due in part to their legislated and historical community service functions and also to their dependence on tax dollars for funding. This debate has focused on the mix of teaching, research, and service that should be appropriate for publicly supported institutions of higher education. In other words, it is a debate about mission.

Tamar Kupiec, writing in the newsletter of the national student volunteer organization, *Campus Compact* (1992), states,

Critics of the American university are voicing their dissatisfaction with the estrangement of teaching and research from public service. This intellectual fragmentation, compounded by departmental and disciplinary divisions, has caused the university to stray from its educational aims and insulate itself from the hunger, unemployment and illness that riddle society.

Ira Harkavy, Vice Dean in the School of Arts and Sciences at the University of Pennsylvania and Director of the Penn Program for Public Service, echoes this call for a re-evaluation of the mission of higher education (Kupiec, 1992). Harkavy believes it is time for ". . . a radical reorientation of American universities, involving a serious turn toward helping to solve concrete, immediate real world problems." In essence, Harkavy sees community service in combination with academics as a means of refocusing the university.

Keeton (1971) argues "The burden of making the transformation needed in American higher education cannot and should not all be borne by public institutions." McCoy (1972) believes that the potentialities of the private liberal arts college, especially those that are church-related, ". . . may prove instructive for all American higher education, from small private colleges to large

universities." McCoy believes the problems and possibilities of private institutions reflect--in magnified form--crucial dilemmas faced by higher learning as a whole.

However, in sharp contrast to the attention given to the mission of public higher education and to larger, private research universities, little public debate has occurred about the mission of the private liberal arts college (Reeves, 1932; McCoy, 1972). While administrators and some faculty members of private liberal arts colleges are deeply concerned about the missions of their institutions, this debate has not received much notice beyond the scholarly literature.

The primary reason for this apparent lack of debate is that private liberal arts colleges view themselves as teaching institutions the purpose of which is to prepare young people for productive lives by providing them with a broad, classical education. This emphasis on teaching is a source of pride among private liberal arts colleges. It is also a characteristic that is touted in recruitment literature as something that distinguishes private liberal arts colleges from large public institutions, with their research and service foci. In fact, it was this emphasis on classical education, to the exclusion of research and service, that caused public support for higher education aimed at "the masses" to emerge in the first place (Hannah, 1980).

A second reason for the lack of debate about the mission of private liberal arts colleges is limited resources by which to conduct community service or other innovative activities--even if private institutions desired to do so (Keeton, 1971). Lacking the public financial support that characterizes public institutions, private liberal arts colleges rely on tuition and private giving to

support their institutions. A limited base of financial support has caused many private liberal arts colleges to face uncertain economic futures, thus causing the energies of administrators and trustees to be focused on supporting that aspect of the mission of the private liberal arts college which ensures the greatest stability for the institution--teaching.

A third reason for the lack of debate about the community service mission of private liberal arts colleges is that, unlike state universities and community colleges that are chartered to serve defined, distinct, and known geographic areas, the geographic service area of private liberal arts colleges is self-determined. Private liberal arts colleges are often sponsored by a specific religious denomination, although in many cases the predominant religion among students is different from the denomination with which the college is formally affiliated (Cooperative Institutional Research Program, 1985). There is also variability among private liberal arts colleges in the geographic areas from which most students are drawn. Some colleges draw the majority of their students from a particular locality (e.g., Olivet College), some from a particular state or region (e.g., Albion College), and a few highly prestigious colleges draw their students from around the nation (e.g., Oberlin College)--with as few as eight percent of their students coming from the state in which the college is located (Boroff, 1965; Anderson, Bowman, and Tinto, 1972; Straughn & Straughn, 1992; American Universities and Colleges, 1992). Even if a private liberal arts college desires to practice a community service mission, it is a challenging and debate-provoking process to determine the geographic bounds within which that service would occur. Drawing from Christianity, which views all human beings as

brothers and sisters, it would be difficult to claim that disenfranchised citizens living within sight of the campus are more deserving of assistance than people living on the other side of the planet, or vice versa.

A fourth reason for the lack of debate about the community service mission is the growing secularization of private higher education, and the quest for financial stability and prestige (Wicke, 1964; Ringenberg, 1984). Many of today's institutions are no longer content to serve the needs of a particular region or religious denomination, and are instead modeling themselves after colleges that have achieved national prominence.

Emergence of Service-Learning

Another reason for studying the community service mission of the private liberal arts college is the emergence in recent years of service-learning in undergraduate higher education in the United States. Across the higher education spectrum, undergraduates in vocational-technical schools, community colleges, land-grant and other public universities, private research universities, and private liberal arts colleges are volunteering in record numbers (Conlisk, 1996; Kendall, 1990).

This increase in student volunteerism is reflected in the grant-making of government agencies and private philanthropic foundations, who have responded with funding for the creation of centers and institutes devoted to the study and practice of philanthropy and volunteerism; classes about the history of volunteerism; and the establishment of local, state, and national student volunteer centers and organizations (Layton, 1987; Payton, 1988). Institutions of higher education, and the faculty who work

there, have responded with books and articles in professional publications; the establishment of student volunteer groups; and even requirements that compel students to complete a specified number of hours of community service prior to graduation (Magat, 1989; Payton, 1988).

Community service is viewed by many faculty and administrators as an effective means of linking social theory with practice (Conrad & Hedin, 1990). Levison (1990) writes, "Community service is a means for students to 'see a different slice of life,' the lives of people who are 'less fortunate.'" Boyer (1990) believes service helps students "see a connection between what they learn and how they live." Other educators believe community service is an effective means of educating the "whole student," thought by many to be a fundamental mission of higher education (Courtice, 1992). Thomas Courtice, President of West Virginia Wesleyan, states,

The maze of verbiage referred to as "the mission statement" frequently introduces most college catalogs in our attempt to define our institution to others. For many of us in independent colleges, we take pride in our efforts to educate the 'whole' student, but frequently we struggle to say clearly what that is or how we do it. Seldom is there much 'fuzziness' about the course offerings, the general education requirements, or the academic program designed to foster intellectual growth for our students. More difficult to explain is the path to social, emotional, spiritual and value-centered development that so many of us claim in our purpose.

Courtice believes volunteer work provides a clear example of growth and development, and he is convinced that students who volunteer are exposed to life-changing encounters that truly educate the whole person.

Albion College: The Research Setting

A case study can be an effective way of developing a thorough understanding of a complex institution. Clark (1970) believes that a case study approach focusing on private liberal arts colleges allows a researcher to ". . . ask specific organizational and educational questions; from them we attempt to gain insight and generalizations that may apply in other places, to other colleges, and even to some other kinds of organizations."

Studying the community service mission of a private liberal arts college presents an opportunity to gain in-depth understanding of the process by which service is debated, practiced, and becomes institutionalized within the context of a single college/community setting (Keeton & Hilberry, 1969; Keeton, 1971). The ideal case study setting is one where many factors exist that give rise to a community service mission: 1) a religious affiliation that provides a moral justification for community service; 2) location in an economically, politically, socially, or culturally distressed community that provides a problematic environment for the college and thus a practical reason for community involvement; 3) a history of community service on the part of students, faculty, or the institution itself; 4) recent efforts to wrestle with the institutional mission and related issues; and 5) the existence of a rich literature to undergird further analysis.

Reasons for Selecting Albion College

Albion College was selected for this study because it meets each of these criteria and offers a unique opportunity to watch an institution wrestle with broadening its traditional teaching mission to include community service. First, Albion College is affiliated

with the United Methodist Church and points quite proudly to its role in producing students who are interested in improving the human condition (Albion College, 1995; Albion College, 1992). Second, Albion College is located in the City of Albion, a community that is economically distressed (Melcher & Labovitz, 1992). Third, Albion College has acquired a national reputation not only for volunteer activities performed by its students, but for the engagement of the college in several major community development initiatives in the hope of improving the community (Albion College, 1993). Fourth, Albion College recently revised its mission statement and completed a strategic planning process that is designed to prepare the institution for the next century (The Pleiad, 1992). Finally, Albion College has a rich literature that provides ample material upon which to base a study that addresses the community service mission of the institution. It is also important to note that the author of this dissertation directed one of the community development initiatives administered by the college, his wife is currently on the faculty at the college, and the author and his family reside in the City of Albion. Hopefully any loss of objectivity will be compensated by a rich understanding of Albion College and its host community.

Description of the Study Setting

Albion College, a private liberal arts college founded in 1835 and affiliated with the United Methodist Church, is a coeducational institution with an enrollment of 1,650, equally divided between men and women. Albion College grants the Bachelor of Arts and Bachelor of Fine Arts (visual arts) degrees. The college is accredited by the North Central Association of Colleges and Secondary Schools, the

University Senate of the United Methodist Church, the American Association of University Women, the American Chemical Society, and the National Association of Schools of Music. Albion College has been identified by *U.S. News & World Report* as one of the top eighty private liberal arts colleges in the nation (Albion College, 1995). Albion College is also a founding member of *Michigan Campus Compact*, an organization dedicated to fostering community service among college and university students.

Albion College is located in Albion, Michigan, approximately ninety miles west of Detroit and one hundred seventy-five miles east of Chicago. The City of Albion, although a small community of 10,000 inhabitants, has been described as a post-industrial city (Albion College, 1987). Its declining industrial base, and its high unemployment rate in comparison to other Michigan cities of its size, have caused rather severe economic distress. Its ethnic makeup is approximately thirty percent African American, six percent Hispanic-American, and sixty-four percent European American. While at times the Albion community's racial and ethnic diversity has been a fountain of strength and pride, more often than not it has been a source of division (Melcher & Labovitz, 1992).

Problem Statement

To date, the limited discussions about the community service mission of the private liberal arts college have focused primarily on community service by students, service-learning in the curriculum, and the moral and educational benefits of volunteerism to students (Long, 1992; Maguire, 1982). To a lesser extent, community service has also been discussed as one potential way to improve "town and gown" relations (Long, 1992). Conversely, little

is known about the extent to which the attention devoted to student community service has been paralleled by a discussion about the community service mission of the institution and its faculty.

Research Questions

The purpose of this dissertation is to investigate the role of community service in the mission of the private liberal arts college. Specifically, the questions addressed in this dissertation are:

1. To what extent does the literature support the premise that private liberal arts colleges historically have had a community service mission?
2. To what extent do faculty support a community service mission for the private liberal arts college?

Why the Topic is of Interest

There are several reasons why this dissertation should be of interest to private liberal arts colleges, service-learning practitioners, community development practitioners, and scholars. First, many private liberal arts colleges are affiliated with national religious denominations--primarily Christian churches--that have service to fellow human beings as an important function (Wicke, 1964; Ringenberg, 1984). If one goal of Christianity is to serve and if Christian churches sponsor private liberal arts colleges, it is arguably within the purpose of the private liberal arts college to have a community service mission (National Commission on United Methodist Higher Education, 1976). Private liberal arts colleges and their faculty need to have a better understanding of the role

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that community service has traditionally played so that their institutions can remain true to their historical missions.

Second, the goal of private liberal arts colleges--as touted in recruitment and promotional material--is to develop the "whole" student. While definitions of what it means to be "whole" are likely to vary among institutions, concern for others and a willingness to serve permeate many definitions found in the institutional missions of private liberal arts colleges (Courtice, 1992). If these qualities in students can be enhanced by effective role modeling, faculty members and their institutions can show students how to become involved in community service (Pollack, 1988; Kendall et al., 1990; Sigmon, 1990). A better understanding of the community service mission of the private liberal arts college will allow institutions to produce students who more closely fit the "ideal" touted in the recruitment literature.

Third, many private liberal arts colleges are located in or near economically distressed communities (Lynd, 1945; Long, 1992). At a time when high school enrollments are dropping and competition for qualified students is increasing, the condition of the community in which the college is located can have an impact on recruitment. The same can be said of faculty recruitment, and perhaps even of private philanthropic support. Institutions that are able to make their host communities more appealing to prospective students, faculty, and donors will be more likely to survive over the long-term (McCoy, 1972). Conversely, private liberal arts colleges possess human, financial, educational, and scholarly resources that can be utilized by community development practitioners (Long, 1992; Scheie & Mayer, 1990).

Key Definitions

Two terms, that are frequently used in this dissertation, are private liberal arts college and community service mission. A brief discussion of how these terms are used in this work will assist the reader in understanding the author's goals for this research.

Defining the Private Liberal Arts College

Arriving at a common definition of the private liberal arts college is no easy task. Greenleaf (1991) believes that "Liberal education suffers, in these times, for want of a contemporary definition." Schmidt (1957) argues that educational content, target audience, and other quantitative measures vary so much among institutions that we must accept the fact that ". . . there is nothing sacred about the American four-year college; it is not an eternal verity but a historic accident." The National Commission on United Methodist Higher Education (1976) states that private liberal arts colleges have been, and continue to be, quite diverse in purpose. Some have served particular ethnic groups, some have striven to be centers of academic excellence, and still others have been dedicated to service.

The quest for a common definition is complicated by the fact that estimates of the number of private liberal arts colleges in the United States vary considerably, depending upon the criteria used to define them and the date chosen for the "snapshot" (Wicke, 1964). Many private institutions who call themselves "liberal arts colleges" might have that label challenged by other institutions or by independent bodies that study or accredit such institutions.

Wicke (1964) argues that it is impossible to understand the history of American higher education without knowing the history of

church-related colleges. To help narrow the focus of this dissertation, and to provide an accurate description of the type of institution addressed in the study, this dissertation focuses much of its attention on one particular type of private liberal arts college--the four-year, Protestant, church-related college.

According to Patton (1940), "A church-related college is an institution which has a definite relationship, either legal, affiliated, or sympathetic, to an established religious body or to some unit of such a body." Patton's definition is an adaptation of a definition developed by the *Carnegie Foundation for the Advancement of Teaching*.

Pattillo and Mackenzie (1965) state that there is no single model or definition of a Christian college that is appropriate for all such institutions. However, in their report commissioned by the Danforth Foundation, Pattillo and Mackenzie do believe that many church-related, private liberal arts colleges share the following characteristics:

1. They are private in control and essentially private in support;
2. They are typically colleges of the liberal arts and sciences or are built around a core of the liberal arts;
3. They have a religious or churchly dimension.

This definition, while helpful, is also problematic in that it is confusing to people who are unfamiliar with the history of education in the United States. First, while these institutions are privately controlled and receive private support, many private institutions have at one time or another received sponsorship or public support from state governments (National Commission on United Methodist Higher Education, 1976; Schmidt, 1965). Snavely (1955)

has identified a surprising number of institutions that arose out of church-related institutions, but whose ownership and control was later transferred to state governments. Some of these institutions include Alabama Polytechnic Institute begun by the Methodist Episcopal Church; Alabama State Teachers College, formerly La Grange College, established by the Tennessee and Mississippi Conferences of the Methodist Church; Henderson State Teachers College, formerly Henderson-Brown College--a Southern Methodist Church college; the University of California, formerly the College of California, which was an outgrowth of Contra Costa Academy, founded at a joint meeting of the Presbytery of San Francisco and the Congregational Association of California; and the Colorado School of Mines, formerly Episcopal University. Other state institutions with church roots include the University of Delaware, the University of Kentucky, Morgan State University, Jackson State University, Rutgers University, the University of Akron, and the University of Tennessee. There were even three state-founded institutions whose control was transferred to churches: Centenary College of Louisiana, formerly the College of Louisiana; Mississippi College, formerly Hampstead Academy; and Tulane University, formerly the University of Louisiana. Today, private institutions are typically classified by governmental regulating authorities as charitable, nonprofit organizations and, as such, these institutions must serve the public function of providing education to retain these classifications (Jeavons, 1991). Many private institutions also receive public funding via student aid and scholarship programs. Conversely, public universities often receive private support and can serve distinctly private functions, such as providing assistance to for-profit corporations. Thus, the terms "private" and "public" best

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describe how these institutions are governed--not how they are supported or who they serve.

Second, many private liberal arts colleges that began as church-related institutions and that still retain informal relationships or cultural ties with their former sponsors, are now classified as independent colleges (Straughn & Straughn, 1992; American Council on Education, 1992). Some of these institutions (e.g., Wellesley, Grinnell, Kalamazoo, and Oberlin) are included in this dissertation because they are arguably "sympathetic" to a particular church--a qualifier in Patton's definition--even though they do not fit the Danforth Commission's definition of a "church-related institution."

Third, many institutions that began as liberal arts colleges have transformed themselves into universities. According to Leslie (1992), this trend was so strong in the beginning of the twentieth century that many people proclaimed the demise of the private liberal arts college. Today, Harvard, Yale, Bucknell, and Princeton--while privately controlled--have as much in common with large, state institutions, such as the University of Wisconsin and the University of California, as they do with Wellesley, Grinnell, Kalamazoo, and Oberlin (Margolis, 1969; Schmidt, 1957). Private universities, while sometimes difficult to distinguish from colleges (Schmidt, 1957), are arguably more complex institutions and thus more difficult to study than colleges (Wicke, 1964). Thus, private universities are not addressed in this dissertation.

Finally, even church-related private liberal arts colleges are diverse (Boroff, 1961; Wicke, 1964). Keeton (1971) believes one of the strongest distinctions among private liberal arts colleges is between those that are Protestant and those that are Roman Catholic.

Because the institution studied most closely in this dissertation is a Protestant college--Albion College--this review of literature primarily focuses on other Protestant institutions. However, much of the literature about church-related colleges applies equally well to both Protestant and Roman Catholic institutions, as well as to independent colleges that evolved from church-related institutions.

Defining Service

Service conducted by institutions of higher education comes in a variety of forms and has been a topic of much discussion and debate (Stanton, 1990; Edens et al., 1992). Terms frequently used to describe service include service-learning, extension, public service, and outreach. For reasons explained below, the author of this dissertation was quite intentional in using the term community service to describe the service activities of private liberal arts colleges.

Stanton (1990) defines service-learning as a form of experiential learning that has a ". . . profound emphasis on service to others." While service-learning may provide benefits to those being served, its intent is to develop students who can participate in public affairs according to democratic and ethical principles (Newmann, 1990).

Extension is a form of service that geographically extends the educational resources of an institution to persons otherwise unable to take advantage of such resources (*Webster's New Collegiate Dictionary*, 1980). Godfrey and Franklin (1992) claim that the extension of a college's or university's educational resources allows the institution "To reach the hard-to-reach. . ."

Checkoway (1991) defines public service as ". . . work that develops knowledge for the welfare of society." Checkoway draws a clear distinction between public service that benefits society, and professional and university service that benefit professional associations, academic disciplines, and institutions of higher education.

A report issued by The Provost's Committee on University Outreach (1993) at Michigan State University considers outreach to be ". . . a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions."

These definitions, and the forms of service they represent, can be classified as educational (service-learning and extension) or scholarly (public service and outreach). However, under these definitions faculty volunteerism with local organizations, college investments in local economic development, and community access to college facilities would not be considered "service" activities, even though many private liberal arts colleges consider them as such. Thus, it was necessary for the author to develop a definition of service appropriate for the broad range of service activities practiced and rewarded by private liberal arts colleges.

For the purposes of this dissertation, community service includes activities conducted by students, faculty, and the institution that address social issues in the community, and that contribute to the well-being of community residents, especially the economically and socially disadvantaged. Under this definition, service-learning, extension, public service, and outreach are all considered to be community service activities as long as they

address social issues in the community and contribute to the general well-being of the people who live there. This definition also includes activities of benefit to students, faculty, and the institution (e.g., service-learning, a sense of personal fulfillment, financial return on investment), as long as community residents are also beneficiaries.

Many institutions of higher education consider membership on college committees, participation in personnel searches, and advising student organization as service activities in promotion and tenure decisions (Boyer, 1990b). Because these service activities take place on campus, are of benefit to the institution, and do not address social issues, they are not considered in this dissertation. To learn more about the terminology of service in higher education, readers are urged to refer to Checkoway (1991), Crosson (1983), Kendall et al. (1990), Lynton (1995), and the Provost's Committee on University Outreach (1993).

Overview of the Research Methodology

The two research questions stated earlier in this chapter are addressed in three ways. First, a review of literature about the history and evolution of the community service mission at private liberal arts colleges, in general--and at church-related institutions, in particular--was conducted. This was done to determine the extent to which colleges view themselves as having a community service mission. Second, a review of the literature about Albion College was undertaken. The purpose was to gain a better understanding of the extent to which a community service function is practiced at this particular institution. Third, a survey of faculty at Albion College was conducted to ascertain faculty

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attitudes toward community service as a component of the Albion College mission.

Overview of the Dissertation

Because institutional mission and community service undergird the research conducted for this dissertation, Chapter II contains a thorough review of the literature in these areas as they pertain to private liberal arts colleges. Specifically, Chapter II provides an answer to the first research question for private liberal arts colleges, in general: To what extent does the literature support the premise that private liberal arts colleges historically have had a community service mission? Chapter III addresses the same question for Albion College, in particular.

Chapters II and III lay the groundwork for a survey of faculty attitudes regarding the community service mission at Albion College. The purpose of this survey is to provide an answer to the second research question: To what extent do faculty support a community service mission for the private liberal arts college? Chapter IV includes the research methodology that was used to gather information to answer this question. The research findings from the survey at Albion College are presented in Chapter V. Chapter VI includes a summary of the research findings, conclusions from the study, and recommendations for research and application.

CHAPTER II

REVIEW OF LITERATURE: THE COMMUNITY SERVICE MISSION OF THE PRIVATE LIBERAL ARTS COLLEGE

Cooper (1984) argues that reviews of literature involve inferences as central to the validity of knowledge as the inferences involved in primary data interpretation. In other words, researchers need to pay as much attention to planning and conducting a review of literature as they do to the collection, analysis, and interpretation of primary data. While a literature review shares many characteristics in common with primary data collection--such as a *priori* definition of a research problem--a thorough review also allows the researcher to discover information not initially considered as relevant but later found to be essential to the study (Cooper, 1984).

The review of literature presented in this chapter addresses institutional mission and the role of community service at private liberal arts colleges, in general, and at church-related private liberal arts colleges, in particular. This review answers the first research question of the dissertation: To what extent does the literature support the premise that private liberal arts colleges historically have had a community service mission?

The author of this dissertation referred to four broad sources of information for this review: an ERIC search of related references; the Albion College Library, which maintains an excellent collection related to private higher education; the Michigan State

University Library; and books, newsletters, and other works sponsored or published by organizations concerned with service-learning and the service mission of higher education.

Institutional Mission

According to Pfeiffer (1991), effective mission statements answer three questions: 1) What function does the organization perform; 2) for whom does the organization perform this function; and 3) how does the organization go about filling this function? Pfeiffer adds that some organizations include a fourth question: Why does this organization exist?

It is difficult to determine from the literature when private liberal arts colleges first began to be concerned about "mission." As far back as the 1930s, scholars were conducting research to determine the aims of private liberal arts colleges, as well as the extent to which institutions practiced their stated ideals. Reeves et al. (1932) state that an institution of higher learning exists for certain more or less definite purposes, and that an educational institution should have a clear and adequate statement of its objectives. They believe that this statement should serve at least two functions: 1) It should introduce the ideals of the institutions to both the students and the public; and 2) it should be the basis of the educational program that the institution provides. According to Reeves et al., the statement of aims should not be phrased merely in general terms applicable to all institutions of higher education, but should apply specifically to the individual college, differentiating it clearly from other institutions, even among those of the same general type. Additionally, a satisfactory statement of aims should meet the following requirements: 1) It should set up

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in terms of an institutional clientele, taking into account the social groups that the college attempts to serve; and 2) it should stress the relationship of the particular aims to the organization of the curriculum offerings.

In the late 1930s, Patton (1940) conducted a content analysis of catalog statements about institutional purpose and a survey of college presidents. Since that time, many other authors have provided thought-provoking treatises on the role of private liberal arts colleges, especially on those institutions identifying themselves as church-related (Miller, 1960; Wicke, 1964; National Commission on United Methodist Higher Education, 1976; Ringenberg, 1984).

There is little doubt that many scholars of the private liberal arts college are deeply concerned about mission (McCoy, 1972; Great Lakes Colleges Association, 1994). Reeves et al. (1932) note that, in some colleges, the purposes of the institution have been clearly formulated, but in others there has never been set up any definite statement of aims. Of thirty-five colleges included in their study (one of which was Albion College), fifteen had published their aims, eighteen had prepared statements of aims that were not yet published, and two were unable to provide any statement concerning their aims and purposes. At those colleges that had published aims, Reeves et al. found that stated aims were sometimes in conflict with college practices.

Pattillo and Mackenzie write (1965),

We might say that careful definition of purpose and the organization of the educational program in terms of a clear purpose are the hallmarks of a well-administered institution of higher learning. Unless a college makes every effort to accomplish what it purports to accomplish, it cannot be regarded as an effective institution. Definition of purpose is the first step toward systematic evaluation. However, the point to be

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noted here is that a carefully-defined institutional purpose is, in the very nature of things, a restriction on freedom. It molds the institution. In effect it precludes some courses of action. As we have seen, it demands that certain things be done. At least, this is true if the institution is to be rationally managed, and a college, of all organizations, would be rational.

Those who have written about the mission of private liberal arts colleges, especially those institutions that are church-related, are disturbed by what they have found. Wicke (1964) writes "The question of purpose is always fundamental in education. It is a particularly difficult question for colleges and universities because of the so-called 'explosion of knowledge'." Wicke believes that "All educational institutions should examine their purposes with modesty and skepticism. Nevertheless the church-related college, at least as a group, have not adequately kept their purposes clear." Moseley (1980), in the annual meeting issue of *Liberal Education* devoted to institutional mission, writes "Today there is more talk about mission than in the past, but there is also increasing confusion about the meaning of mission and about the value of restating that mission."

The National Commission on United Methodist Higher Education (1976) believes that "Colleges should analyze policies and missions in terms of the underlying values. Understandably, some institutions place high value on the issue of survival without much thought to appropriate means or the consequences of the actions. . . ." McCoy (1972) states that church-related colleges are facing a crisis of identity, caught between a sectarian past and a public present. McCoy believes the church-related college must ". . . act responsibly in terms of this public present if it is to fulfill its Christian heritage and survive as a meaningful part of American higher education."

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The Community Service Tradition

It is now a commonly accepted notion that public institutions of higher education, especially land-grant universities, have a responsibility to engage in service, in addition to the teaching and research functions (Boyer, 1987; Dressel, 1987). But does the increased attention now being devoted to the service mission of public universities have any relevance to private colleges?

Margolis (1969) believes that it does. He claims that the distinction between universities and colleges has become increasingly obscure, and that ". . . most of the pressures bearing on the university are also felt in their wholly undergraduate counterparts. The university's problems are often those of the college, writ large." While Margolis provides evidence that private liberal arts colleges face many of the same pressures to serve society that public universities face, is this pressure justified? What role, if any, should community service play in the mission of the private liberal arts college?

According to Miller (1960), an analysis of private liberal arts colleges over the past thirty years would cause one to question whether many of these institutions have exercised a tradition of community service. A Report by the National Commission on United Methodist Higher Education (1976) states that many private liberal arts colleges are based on the idea of a "retreat from society," truly becoming a distinct learning community where education can take place unencumbered by the cares of society. This report also states that the "retreat approach" continues to be appropriate for some institutions.

Margolis (1969), however, challenges this assumption. He argues that ". . . the college enjoys no such aloof withdrawal from

contemporary affairs." Rudolph (1961) agrees with Margolis, and goes one step further by arguing that private liberal arts colleges have always been cloaked with a public purpose. Ringenberg (1984) also states that private institutions, especially church-related colleges, have always had a Christian service ideal, and that social service is an older form of religious emphasis. Ringenberg believes that recent historical research shows that early colleges served local needs as much as they served denominational or ethnic needs. Wicke (1964) states that during their long history, church colleges have not served religious purposes only; they have also contributed significantly to the making of a democratic society.

McCoy (1972) believes that the early church-related, private liberal arts colleges should more appropriately be labeled as "public Christian colleges," since "They were founded for the public interest as then conceived, to serve the common good, and to provide civic leaders capable of coping with the societal problems of the time." McCoy believes that the public Christian colleges of the colonial period ". . . were shaped by their utility for the community that founded them," and that they were ". . . founded for the public interest, served the common good of the larger community, and were involved with society and its problems."

Research by Reeves et al. (1932) and Patton (1940) in the 1930s showed that the development of citizenship, social responsibility, and social and community leadership was consistently found in recruitment literature and in the statements of college presidents. Patton found that these aims were present in 65% of the private liberal arts colleges studied. Reeves et al. found that training for citizenship and the development of a Christian character (including social responsibility) were actually ranked by

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college presidents ahead of the development of scholarly attitudes and habits.

Pattillo and Mackenzie (1965) write "It would be entirely in keeping with the long tradition of both liberal education and the Christian religion if church-sponsored colleges and universities stressed the importance of public affairs throughout their program." Snively (1955) states that, in addition to training clergy, most of the early churches also slanted their curriculum toward the education of those interested in becoming leaders in affairs of state. He writes,

To sum up, the main mission of the church-related college would be to turn out men and women who would live the more abundant, the more cheerful and richer life; to educate those who will become leaders, imbued with the spirit of the Golden Rule, in all professions and activities, in a word those who would put 'service above self'; to inspire all who pass through its portals to become active citizens in local, state, national, and international politics."

Hill (1984), in the introduction to an issue of *Liberal Education* that was devoted to the social responsibilities of the liberal arts, writes "The question of the social responsibilities of higher education is an enduring legacy of the liberal arts. . . ." Curtis (1982), in an issue of *Liberal Education* that was devoted to civic education, states that "Throughout most of Western history, to have called the liberal arts 'the civic arts' would have been a tautology." In the same issue, Maguire (1982) emphasizes that ". . . liberal learning is not liberal learning without civic purpose." The twelve colleges of the Great Lakes Colleges Association (1994) recognize service--along with teaching and research--as one of their three aims.

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Motivations for a Community Service Mission

The literature demonstrates that many people believe the private liberal arts college has always possessed a community service role that meshes well with its traditions. This section uses vignettes, a method Keeton (1971) used for studying and understanding colleges, to look at four institutions that have been especially effective at fulfilling their community service role. The purpose of this section is to develop an understanding, not only of the types of community service activities in which private liberal arts colleges have engaged, but of their motivations for doing so. The four institutions include Earlham College, Wellesley College, Kalamazoo College, and Sarah Lawrence College. This section also discusses two alternative motivations for implementing a service mission that have not gained much exposure in the literature: service as legitimate self-interest and service as corporate citizenship.

According to Brinton (1949), "Nothing less than a complete philosophy of life is required to define education's purpose." Brinton--a Quaker--effectively sums up the community service philosophy of Earlham College, a Quaker Institution. Earlham College has gained a reputation for putting into practice--through its community service mission--its deeply held religious convictions of building a strong sense of community, consensus decision making, simplicity, equality, nonviolence, and social justice.

The community service mission of Wellesley College appears to spring from a deep commitment to religious and social activism and reform inculcated by its founder, Henry Fowle Durant (Hawk, 1975; Taylor & Glasscock, 1975). Unlike Earlham College, the contemporary community service mission of Wellesley College is no longer based

on religious conviction, but rather on a commitment to social activism (Hawk, 1975).

The involvement of Kalamazoo College in the local community first occurs in the 1930s during the depths of the Great Depression, and is the result of a deliberate study of the college's aims (Mulder, 1958). Community service in response to national crisis is not unique to Kalamazoo College, and even Wellesley College and Sarah Lawrence College altered their services to meet the growing needs of impoverished citizens (Taylor & Glasscock, 1975; Lynd, 1945).

Sarah Lawrence College first ventured into community service because of the institution's belief in the educational value of field work (Lynd, 1945). Both Kalamazoo College and Wellesley College, while initially developing a community service mission for different reasons, also noted the educational benefits of community service for their students (Taylor & Glasscock, 1975; Mulder, 1958).

This small sampling of institutions is meant to be illustrative, not exhaustive. It simply demonstrates that the community service mission can have multiple sources and justifications, that the motivations for engaging in community service can change over time, and that these prestigious liberal arts colleges have, at one time or another, engaged in a community service mission. The following sections look at each of these institutions in more detail.

Earlham: Service as Religious Conviction

Wicke (1964) believes that a major reason for founding educational institutions is apparent in the nature of the church itself. He writes, "At its best the church is a servant to society,

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and its schools, hospitals, homes, and social agencies are testimony that the servant motive has been real and effective."

Few private liberal arts colleges exemplify a community service mission based on religious conviction as well as does Earlham College, founded in 1847 in Richmond, Indiana, by the Society of Friends (Kuh et al., 1991). According to Brinton (1949), "The clear-cut philosophy of education worked out by the Society of Friends was based solidly on its religious faith and practice." Kuh et al. (1991) claim that "To understand the Quaker tradition is to understand the mission of Earlham College; the Quaker ethos runs deep in the life of the college." Brinton (1949) also emphasizes that "Quaker schools should either exhibit something of the unique character of their predecessors or admit that they no longer represent The Society of Friends." Perhaps this explains Earlham's continuing adherence to its religious tenets.

Kuh et al. (1991) believe that Earlham College ". . . challenges the prevailing Western ethic of competition with an ethic of collaboration." The principles that guide the institution include a strong sense of community, consensus decision making, simplicity, equality, nonviolence, and social justice. The college's statement of purpose claims that "In such a community, the teaching and learning roles are merged, and the curricular and experiential are combined. Earlham is both a sanctuary for reflection and a stimulus to practical action."

Kuh et al. (1991) emphasize that, unlike many religious denominations, "Quakers traditionally have been skeptical of learning for its own sake; knowledge must be applied to be of value. Students not only read about the causes of illiteracy, for example, but are also urged to identify ways to eliminate this problem."

Earlham College makes it clear that the institution believes in the responsibility of the individual in a global community, which results in an emphasis on social action. Especially noticeable at Earlham College is an emphasis not just on volunteerism, but on public policy changes that attack the root causes of social problems.

Earlham College is a charter member of *Campus Compact* and *Campus Outreach Opportunity League* (Kuh et al., 1991). Earlham College has an Office of Co-curricular Studies that helps students to integrate in-class and out-of-class experiences. Earlham College also has a very active Service Learning Program--established in 1987--that provides outreach to the Richmond community. The Service Learning Program has an advisory board composed of 40% faculty, 20% students, 30% community representatives, and 10% administrators (Kendall and Associates, 1990). The program is staffed by 2.5 FTE. Each year, the Service Learning Program places approximately 650 of Earlham College's 1,100 students in volunteer experiences with over seventy agencies and community projects in the Richmond area. Through the Service Learning Program, students are able to receive academic credit toward their major or general education requirements. Approximately 15% of the faculty are actively involved in the program. Kuh et al. (1991) believe that the Service Learning Program is an effective vehicle for putting the institution's mission into practice.

The Earlham Volunteer Exchange, an organization that links students with volunteer opportunities, existed prior to the founding of the Service Learning Program, and continues to exist today. In 1986 Richard Wood, Earlham College president, applied for and received a federal government ACTION Grant to provide funding for

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a director. The newly hired director expanded the Earlham Volunteer Exchange by emphasizing service learning. The Earlham Volunteer Exchange publishes a newsletter called *Volunteer Voice* (Earlham Volunteer Exchange, 1994). Each term, the Earlham Volunteer Exchange places approximately 300 Earlham College students in volunteer activities such as tutoring in the public schools, Habitat for Humanity, Great Hunger Cleanup, cultural programming at the Townsend Community Center, and visits to the elderly through the Pet Therapy program (Earlham Volunteer Exchange, 1994).

According to Kuh et al. (1991), Earlham College is able to attract faculty who are willing to invest themselves in the institution's mission because the faculty reward system emphasizes involvement. The authors state that ". . . Earlham remains a teaching college with no pretense or interest in becoming known for research." However, the authors believe that--even at institutions like Earlham College--tenured faculty are more committed to involvement with undergraduates than are younger faculty or cosmopolitan scholars.

The Faculty Research Committee has been exploring the possibility of requiring community service of all students. According to Nancy Wood, Director of the Service Learning Program, the program has been so popular among alumni that donations to Earlham College's capital campaign have increased (Kendall and Associates, 1990).

Wellesley: Service as Activism

Taylor and Glasscock (1975) claim that the founders of the colleges in the Seven College Conference--Mount Holyoke, Vassar, Wellesley, Smith, Radcliffe, Bryn Mawr, and Barnard--all shared a

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commitment to high educational standards combined with moral and religious idealism. Perhaps nowhere was this moral idealism played out more effectively than at Wellesley College, whose motto is *Non Ministrari sed Ministrare*--in English, "not to be ministered unto but to minister." The call for Christian charity was so strong that a Missionary Society was the first organization founded at Wellesley (Hawk, 1975). Henry Fowle Durant, the founder of Wellesley College, stated that higher education for women was a means to ". . . prepare herself for great conflicts, for vast reforms in social life, for noblest usefulness." He strove to make Wellesley College affordable to poor women so that it would not become the domain of wealthy students only.

In the early 1900s, Wellesley became synonymous with social reform and involvement in the local and surrounding communities, as well as in their missions throughout the United States and abroad. Hawk (1975) writes,

When jubilant bells ushered in the twentieth century, they accompanied a hopeful spirit and a steady rise in the Progressives' influence as reformers. Colleges tended to carry over from the 1890s their zeal for social betterment; the radical students stood "only a little left of center" and "the liberals not far away"--a description applicable to Wellesley. There, social action progressed at a reasonable pace. . . . Social work continued into the new century at such institutions as Denison House, where the "philanthropic angle" was partly replaced by "genuine democratic contacts," most notably through the founding of the Circolo Italiano-Americano. (Italians had replaced Irish as the neighbors closest to Denison House.) The Circolo, whose president was Miss Scudder, spread its enterprises throughout the city, and its spring and summer fiestas at Wellesley were favorite schemes for breaking down barriers.

According to Hawk (1975), the freshmen's establishment of a Service Council in 1922-23 stands out as a particularly effective means for developing social consciousness. Senior students served

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as counselors for the organization. These students ". . . not only followed the traditional lines of work in Boston settlement houses and the Wellesley Convalescent Home for Children but branched out into the North Bennet Industrial School, the Institute for the Blind, Boston dispensaries, and--to learn about case work--the Boston Society for the Care of Girls." Wellesley faculty members were instrumental in the development of settlement houses and trade unions.

In the early 1900s, Wellesley College was heavily involved in the causes of Native Americans, African Americans, immigrant and migrant communities, and missions abroad. According to Hawk (1975),

The medical profession appeared on the lists in various contexts: for example, the International Grenfell Mission, the Chinese Mission of New England, a Mission to the Lepers (devoted to the discovery of a cure), a local Community Health Association. Among educational institutions given allotments, many were becoming obligations, if they were not so already: Piedmont College, Atlanta University (for blacks only), settlement schools (Hindman and Pine Mountain, for example), the Bryn Mawr Summer School for Women Workers in Industry, a girls' school in Spain and an International Institute for Girls (the only place in Spain offering college education to women)--and so on around the world.

In the 1920s, an offshoot of the Christian Association at Wellesley College evolved into the Intercollegiate Community Service Organization, that eventually spread to eighteen Eastern women's colleges. Wellesley students worked especially closely with teachers and social workers in settlement houses. During the depression, Wellesley students and faculty volunteered for community service in campus organizations, ". . . accepting leadership however burdensome it might be. And in trying to find the best means of turning thought into action, they 're-invigorated their social thinking'." In 1932-33, Wellesley College formed an unemployment

relief committee. They provided relief in a number of communities, but especially Lawrence and Millville. In Millville, Wellesley College furnished a clinic, school meals, and vegetable gardens, and also tried to meet individual needs that the student committee and two faculty advisors discovered on visits well into the 1940s.

As social activism on campus increased from the 1920s to the 1940s, there was a corresponding decline in evangelism that, according to Hawk (1975), did not weaken ". . . the religious life of the College." In 1947 the President of Wellesley College recommended the establishment of the Wellesley College Community Chapel and the Service Organization, that were to be administered by a joint board of faculty and students. She stated,

The thought is that each of these agencies shall be the official body for organizing those aspects of the community which will have to do with worship and with social service so that the College will function institutionally without obligating individuals to commit themselves to creedal statements in the area of Christian worship.

Both organizations were established in 1948-49. The following year, these conclusions were offered in a formative evaluation report:

This has been the first complete year of the Community Chapel and of the Service Organization. The latter has flourished, having a clear-cut program of action. The former has gone through tribulations in efforts to define itself and to develop areas in which its influence could be manifest, and there is some concern lest the separation of the two functions will make less evident on this campus the religious motivation from which have stemmed most acts of brotherhood throughout history.

In the 1950s Wellesley College began to de-emphasize the Protestant Christian tradition even more. The Community Chapel effectively ceased to exist by the 1970s.

The Service Organization provided the principal focus for the philanthropic and community service interests of students from the time it was established in 1948 until the mid-1960s. It absorbed the Service Fund's role of raising money for charitable purposes and disbursing it wisely. The Service Organization also arranged opportunities for volunteers.

Wellesley College has a tradition of not only paying for physical improvements to schools around the world, it also pays Wellesley faculty to serve as visiting professors (Hawk, 1975). Wellesley College also founded the Wellesley Community Child Care Center, Inc., that continues to serve faculty as well as working mothers in the town (Glasscock, 1975).

The bylaws of Wellesley College have been amended several times regarding the religious background of faculty members. In 1885 the bylaws stated that every trustee, teacher, and officer "shall be a member of an Evangelical Church." In 1898 the bylaws were amended to state that trustees, teachers, and officers should be "of decided Christian character and influence, and in manifest sympathy with the religious spirit and aim with which the College was founded." In 1954 the bylaws read "The members of the faculty shall be selected with a view to maintaining the Christian purpose of the College." In 1967 the bylaws were again changed, stating ". . . members of the faculty shall be selected with a view to maintaining the highest ideals of education." These changes in the bylaws reflect a steady shift on the part of faculty away from "religion" and its ideals, community service among them, and toward "education" and its ideals, including research. While the motto of the college emphasizes the importance of community service, and while students, faculty, and the institution itself have been

involved in community service, nothing is stated about the role of community service in faculty life. Teaching and research--but not community service--are criteria in promotion and tenure. (Glasscock, 1975).

Kalamazoo: Service in Times of Crisis

Kalamazoo College, along with Albion College and ten other institutions, is a member of the *Great Lakes Colleges Association*, a consortium of private liberal arts colleges in Indiana, Michigan, and Ohio. It is similar in many respects to Albion College, not least of which because it draws most of its students from the state of Michigan. Kalamazoo College offers an interesting comparison with Wellesley College because its community service mission took root at least forty years after Wellesley's initial efforts, during the depths of the Great Depression (Mulder, 1958). Originally associated with the American Baptist Church, today Kalamazoo College is considered an independent institution (Straughn & Straughn, 1992).

Like Wellesley, Kalamazoo College faculty have long been involved in the local community, and Kalamazoo College claims that its course offerings have always been geared to the needs of the community. However, the focus of much of the community service Kalamazoo College has engaged in appears to have originated during the Great Depression.

In 1933, the head of the sociology department at Kalamazoo College assumed the position of Kalamazoo County Relief Administrator in President Roosevelt's emergency relief program. Shortly thereafter, in 1935, Kalamazoo College engaged in an analysis of the college's objectives. Mulder claims that Kalamazoo

College became heavily engaged in a community service mission as a direct result of this analysis. He writes,

The Faculty in 1935 was engaging in a study of its objectives, embodied in a "Statement of Aims and Objectives for Kalamazoo College." It was at this time, too, that a step was taken which later proved to be one of the forerunners of a policy of integrating the College offerings more closely with community interest and services. This step taken under the direction of the Political Science Department proved to be of more than ordinary importance in the light of subsequent college history. It was the creation of the Bureau of Municipal Research.

At the time, the establishment of the Bureau of Municipal Research had the appearance of a minor addition to the educational techniques of the college. According to Mulder (1958), however, "Through the years it has not only proved its worth in itself, it has also served as a pattern for other pedagogical devices that were added during the years that followed." The fundamental idea of the Bureau of Municipal Research was cooperation between the college and the community, an idea that has been applied increasingly to all the other academic disciplines at Kalamazoo College. At the time the Bureau was a functional arm of the college and of the city jointly; of the college, through the training and education of certain social science majors; of the city, in its capacity as a fact-finding research organization and a training ground for future public servants. Legally, however, the Bureau was part of city government.

In 1955, Kalamazoo College established the Industrial Relations Center in conjunction with a similar center at the University of Chicago. The Center offered short-courses to business and community leaders. In 1955, Kalamazoo College also established the Institute of Government. This Institute was based on the idea that ". . . the world is a laboratory in which both the College and the community can work out their common problems." The announced

purpose of the Institute was ". . . to make Kalamazoo College eventually the Number One center in the nation for training in, and service to, local government at the grassroots level." During this time the Sociology Department also made extensive use of fieldwork with local social service organizations.

In 1958, Mulder writes,

The College, it may be expected, will become increasingly conscious of the community and will endeavor more and more to become an expression of that community. This clearly defined curve extends its line far into the future. It may be expected that a half century hence the curve will be so clear that it cannot escape the notice of even the least perspective. While the ivory tower has always had its place at Kalamazoo College, as it must on any campus devoted to disinterested scholarship, the prediction may be hazarded that the College of the future will not reflect the tower light alone but will be conscious of the sorrows and joys of the world it lives in.

Despite the extent to which Kalamazoo College provided valuable service to the City of Kalamazoo and southwest Michigan, the institution made it clear that its students were to be the primary beneficiaries. Mulder (1958) writes,

But all branches of study, both those that are community-centered and others whose center of gravity inheres largely in campus activity, have always had one main purpose--education for the students. Other values--to the community, to the teaching personnel, to administrative process--have always been incidental. The student has always been, and remains, the key-figure.

Mulder emphasizes that "A school does not easily change its spots; these spots are not in the skin but in the genes, and they could not be changed without killing the organism."

Sarah Lawrence: Service as Education

Sarah Lawrence College has been a national leader in the use of field work for students. Lynd (1945) claims that this approach

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is based on the belief that there are certain common ways of life and common values that are important for all students in a democratic society, and that ". . . the seedbed of democracy is the local community." According to Lynd, "Liberal education and liberal living demand the cultivation of all the powers of the individual in responsible social relations." She claims,

The use of field work focuses many of the issues which face contemporary education. Field work. . . is an accepted and essential part of education in both elementary and professional schools. The American undergraduate college, has, however, neglected this sort of experience. It has relied too heavily on books and too little on direct experience with people and materials. The use of field work sharpens the question of what liberal education is today.

The use of field work by Sarah Lawrence College dates back at least to the 1930s, when a field class for freshmen students was created called "Development of a Community." This class used a neighboring community as a living laboratory. Also developed during this time was a class "Living in the Community." The college had little trouble finding areas in which to work since there were some areas of severe poverty within a five-mile radius of the campus (Lynd, 1945).

While field work formed the basis of the initial community service efforts of the college, the good relations that developed as a result of this early work paved the way for even greater College involvement in the community. Sarah Lawrence College helped the community conduct housing surveys, and implement nursery school teaching and adult education. Faculty, in addition to assisting students get involved, served as members of the Board of Directors of the Y.W.C.A., the Family Welfare Society, Social Planning Council, and many other activities. Lynd (1945) claims,

In a number of cases these activities would have been carried on regardless of the teacher's connection with the college. But in many instances the work has been undertaken as a means of laying a foundation for community work in connection with particular courses. This point is important because it cannot be overemphasized that relationship with the community has been a matter of slow growth, careful cultivation, frequently oblique methods, and endless time.

During the college's early involvement, many students considered sections of New York City, and especially the South Westchester area where Sarah Lawrence students were involved, as their "social science laboratory." Increasingly, the college began to think of these communities not merely as places for students to learn, ". . . but were increasingly recognized as comprising groups of people wanting student and faculty services." As a result, requests from these communities began to pour in. Communities also recognized the special role the college could play, and as a result strategically targeted their requests toward those aspects of the college that possessed special resources. New York papers praised Sarah Lawrence College's involvement. The *Yonkers Herald Statesman* ran an editorial in the 1940s that states "The faculty at the college, trained in community problems, is performing a neighborly service in taking as its workshop Yonkers, Mount Vernon and Eastchester, all communities with large foreign elements. The outcome of the series should be of mutual gain both to the college and the residents of these communities who have been given a leading role at the series."

Sarah Lawrence College also recognized the mutuality of its involvement. Lynd (1945) states "In a very real sense, the community clinic would constitute a two-way passage. We should be shouldering our responsibility as educational leaders, sharing, with the rank and file of the democratic community, the special insights

and understandings we have been able to accumulate: bringing to bear on the problems of the present certain types of longer-range perspective, acquired from our study of the immediate and distant past."

Service as Legitimate Self-Interest

There is a growing recognition among major universities that it is in their best interest to enhance the quality of their host communities. The Ohio State University (Heinlen, 1995), the University of Pennsylvania (Harkavy & Puckett, 1992), and Marquette University (Mangan, 1991) are but three examples of universities that have pledged millions of dollars to improve local neighborhoods by helping to reduce crime, increase employment, improve housing, and eliminate pollution.

However, there is very little information in the literature about the efforts of private liberal arts colleges to do likewise. The only citation in the literature that referred to an attempt by a private liberal arts college to improve its host community--and thus its own viability--was McCoy (1972). While McCoy does not provide information about the identify of the college or community, he claims that,

. . . one college, faced with the possibility of having to move to another city because of an economic depression in the area where it was located, decided instead to involve itself with social policy; it worked closely with local industry and civic leaders to develop ideas and resources for economic recovery. The effort was successful and the college grew along with the rejuvenated community, receiving from its involved and grateful leaders more acceptance and support than ever before.

Service as Corporate Citizenship

Service provided out of legitimate self-interest implies that communities--especially those that are economically distressed--can pose problems for colleges and universities. Service provided out of corporate citizenship recognizes the reciprocal nature of this relationship, and acknowledges the challenges that institutions of higher education present to communities. These challenges include increased traffic, improper student behavior, and increased demand for public utilities (Long, 1992).

Long (1992) argues that institutions of higher education have obligations "as neighbor and citizen" to conduct their own affairs ". . . in ways that exemplify good neighborliness and the service of human needs." While Long recognizes that colleges and universities do not have the resources to solve all of society's ills, ". . . they can seek to minimize the disruptions they bring to the communities in which they are located and they can (through both institutional policies and the voluntary activities of their personnel) help to catalyze the efforts of other groups to remedy community problems."

As with service that springs from legitimate self-interest, however, the literature reveals little information about the extent to which private liberal arts colleges engage in community service as a result of their obligations as corporate citizens.

Factors Influencing the Community Service Mission

McCoy (1972) states that "There is much talk today of the church as servant. It is talked about more than it is practiced, and nowhere is this disjunction more apparent than among the church-related colleges."

Wicke (1964) claims that,

No purpose is more difficult to achieve than the development of a community ethos in which intellectual adventure is possible in an atmosphere of moral concern and commitment. Studies which have attempted to measure the changing value structures of college students show no evidence that church-related colleges are any more effective generally on this point than other types of institution.

According to McCoy (1972), private liberal arts colleges, especially those that are church-related, have undergone considerable change during the past several decades. He writes,

The painful fact is that church-related colleges of all denominations have been undergoing important but inadequately noted changes in their internal structure, in their constituencies, in their patterns of funding, and in the purposes for which they are operated. The basic rethinking of the nature and meaning that these changes make necessary has not been taking place among the leadership of most of these institutions.

For the denominational college the purposes it finds itself serving today and the roles it is committed to fulfill are often in conflict precisely because of the disparity between the commitments that informed its past and the demands of its present. Those colleges that have not resolved these tensions in some relatively satisfactory manner are undergoing a crisis of identity.

Pattillo and Mackenzie (1965) also recognize this movement away from the roots of the church-related, private liberal arts college. They write,

One point at which the church institutions are weak, on the basis of information obtained from our visits, is the involvement of the faculty and students in the public issues of the day. While most colleges sponsor occasional lectures and student interest in particular issues (such as civil rights) runs high at times, preparation for assuming the normal responsibilities of citizenship is rather limited on most campuses. This is part of a broader need in American higher education to involve students more concretely in the affairs of their age.

The literature suggests that several factors have caused private liberal arts colleges to move away from their historical

community service tradition. Chief among these factors are: Ethical relativism and the secularization of institutions; a quest for prestige; concern over financial survival; and the growing influence of faculty on institutional mission. These factors are explored below.

Ethical Relativism and Secularization

McGrath (circa 1975) believes that two inter-related forces have had a considerable impact on private liberal arts colleges: ethical relativism and secularization. He states "It must be admitted that since the dominant philosophy in the graduate schools has cultivated in the minds of future teachers that values are none of their proper concern there is now a great deal of misunderstanding and confusion about how value considerations are to be reintroduced into the teaching process." McGrath believes that many contemporary faculty members appear unable to see the difference between indoctrinating students with one inflexible set of rules of conduct and ethical judgement, and the examination of various alternative systems of values and evaluating their human consequences.

While Keeton and Hilberry (1969) claim that the secularization of institutions does not necessarily mean a decrease in social activism, Delve et al. (1990) believe that "Faculty have retreated from incorporating social values into the classroom setting and curriculum because of a concern that education might thereby move from enlightenment to indoctrination." May (1982) also believes that the twentieth century has been a period when value questions have largely disappeared from American higher education.

Recent research (Mooney, 1991) supports these concerns. A 1991 survey conducted at 392 colleges and universities found that 76.1% of faculty believed that the intellectual development of students was a priority at their institutions, while only 47.4% believed that helping students examine and understand their personal values was a priority. Near the bottom of institutional priorities was facilitating student involvement in community service projects (23.3%) and helping to solve major social and environmental problems (26.3%). Even at institutions where service-learning is a priority, Magat (1989) believes that research on community service has focused on cognitive rationality and has not adequately addressed the moral and spiritual aspects of service.

Parsonage et al. (1978) note that many, if not most, church-related institutions no longer require faculty to be members of the denomination with which the college is affiliated, or even to be Christians. According to Ringenberg (1984), the result of this transition is that secular modes of thought dominate over Christian worldview even at most church-related colleges. He believes that, while the process of secularization has not proceeded at a uniform pace in all institutions, it is still possible to chart the general course of the secularization process. Thus, Ringenberg believes that faculty at many church-related institutions are no longer as interested in the moral and social issues that have traditionally undergirded Christian higher education. This is consistent with research by Hodgkinson and Weitzman (1990) that shows a relationship between church affiliation and engagement in philanthropic activities.

Quest for Prestige

It is an unfortunate fact that the involvement of private liberal arts colleges in community service and social issues is often equated with a diminution of academic standards, even though there is evidence to suggest that faculty who score high in service also score high in research publications and student evaluations of teaching (Marver & Patton, 1976; Patton & Marver, 1979). Concerning Oberlin College's involvement in providing education for African Americans, Schmidt (1957) noted that many academicians early in this century believed that Oberlin College was ". . . debasing intellectual standards and sacrificing solid scholarship to emotional orgies. . ." Reeves et al. (1932) advised colleges to proceed cautiously with the development of service programs. They write "The strongest colleges of this group have not attempted to develop extension work, a fact that should, in itself, be an adequate warning to the weaker colleges."

This concern is not without some merit. According to the National Commission on United Methodist Higher Education (1976), colleges ". . . sometimes try to carry almost every social responsibility any student, faculty member, supporter, or administrator suggest." Miller (1960) also admits that the social involvement of faculty reduces the amount of time they have for scholarly work. Of his own involvement he states ". . . we were at least prepared without twinge of conscience to consider scholarly accomplishment a prize well lost for more important causes."

Wicke (1964), however, is clearly disturbed by this quest for "academic excellence." He writes "It will be a sad day if all private colleges decide that prestige is what they seek. The

imperative here is that the college determine its mission, do its best to meet it, and study very carefully the results of its work."

Concern for Financial Viability

In the twentieth century, private liberal arts colleges have become increasingly concerned (and for good reason) with economic survival (Keeton, 1971). McGrath (circa 1975) notes that since 1970, seventy-two privately supported institutions have closed, merged with other institutions, or have turned over their assets to public control.

Reeves et al. (1932) are concerned about the impact of financial concerns on college mission. They claim,

Too often the continuation of the individual institution is considered more important than the kind and amount of service rendered. The great majority of those connected with a college--the constituency, students, faculty members, administrative officers, and trustees--are so immersed with the problems of the individual institution that they fail to give thought to the program of higher education as a whole. There is need for clear vision on this point, not only on the part of a few educational leaders in the country, but by the rank and file of those who serve in colleges and universities.

Wicke (1964) argues that church-related colleges of the past served many children of limited education and limited means. From the 1940s onward, however, as a way to ensure their financial existence, colleges have increasingly turned to a new clientele. "As a consequence, the character of the colleges has altered. . ."

Today, Wicke believes that,

Far too many church-related institutions are now heavily dependent on student fees, and to the degree that this is true the college is handicapped in establishing and realizing any unique goals. Thus colleges which were founded to provide education for the poor may in the near future, if not already, find themselves able to educate only the privileged.

Bowen (1980) and Paulsen (1990) believe that a college's dependence upon tuition--and the associated lack of philanthropic sources of income--is associated with its tendency to adjust its curriculum to match student consumer preferences. Pfnister and Finkelstein (1984) claim that ". . . the major threat to the freestanding liberal arts college would lie, then, not in a hostile environment but rather in the institutions themselves--a loss of a sense of their historic mission in the process of knee-jerk accommodation to the apparent requirements of the moment." As Boyer and Hechinger (1981) state, "Survival without a sense of mission is hardly preferable to extinction; indeed, it may be the forerunner of extinction."

The National Commission on United Methodist Higher Education (1976) believes that it is understandable, although unfortunate, for colleges to place high value on the issue of survival without much thought to appropriate means or the consequences of the actions. Leslie (1992) attributes much of this movement toward elitism on the fact that colleges helped form the new upper and middle classes, that, in turn, were willing to ". . . support elite colleges in a style to which they wanted to grow accustomed." Leslie notes that it was at this time that many colleges began to beautify their campuses in an effort to be more attractive to wealthy students, parents, and donors.

The Faculty and Institutional Mission

Faculty members, individually and as a group, can have a substantial impact on a college's mission (Ringenberg, 1984). This is especially true given the growing faculty role in college governance, the changing nature of faculties as a whole (e.g., the

decreased emphasis on hiring faculty who are members of the religious denomination that sponsors the college), and the limited support among faculty for an institutional mission that includes anything except teaching and research.

A. Growing Faculty Role in Governance

Wicke (1964) observes that as faculties grow more effective and distinguished, they demand more self-government and will submit less to autocratic rule. This is especially true concerning the authorship of college mission statements, where faculty are taking an increasing role. As far back as 1932, Reeves et al. claimed that "The faculty only is equipped to prepare this statement. In many of the institutions included in this group it would be desirable if the faculty would engage in a redefinition of the institution's purposes. Such activity would do much to give staff members a sympathetic understanding of the purposes of the institution and to revitalize faculty adherence to these purposes." Reeves et al. (1932) further claim that a mission statement ". . . should include only aims which are understood and shared by faculty." The authors contend that an institution in which the aims as viewed by the faculty differ from those of the administration or the board of trustees is not in a satisfactory situation. They conclude "Within the scope of the general aims established and announced by a board of trustees the particular statement of educational aims is a function of the faculty."

B. A Changing Faculty

The role of faculty at a private liberal arts college cannot be overestimated. Lynd (1945) claims that "Faculty-student

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interaction is the mainspring of a college concerned with individual education." Snively (1955) writes, "Whether the student leaves his alma mater with ideals predominantly materialistic rather than spiritual will depend to a great extent upon the faculty. The faculty will be largely responsible if the alumnus goes forth educated to think and act with honesty, with precision, with justice, with charity."

There is evidence that faculty hiring can have a profound effect on an institution (Ringenberg, 1984). Reeves et al. (1932) claim, "In general, the administrative officers of the colleges studied, within the limits of the resources at their command, have exercised good judgement in their selection of individual faculty members. There is much evidence, however, which indicates a grave lack of attention in many colleges to the larger problem of building the teaching staff as a whole."

As was noted earlier, church-related institutions no longer place the emphasis they once did on hiring faculty who can speak to Christian concerns of social and moral welfare, and this can have an impact on the degree to which faculty support community service (Parsonage et al., 1978; Hodgkinson & Weitzman, 1990). While this may be appropriate given the increasingly diverse student population served by private liberal arts colleges, it has nonetheless resulted in a changed mission for these institutions.

Other factors that have been associated with community service and philanthropy include marriage, children, and age (Hodgkinson & Weitzman, 1990). In other words, faculty who are older, who are married, and who have children are more likely to support community service and charitable giving. It is possible that private liberal arts colleges with younger, unmarried faculty will have less support

for a community service mission. Keeton and Hilberry (1969) also believe that faculty members are more mobile than they once were. This leads to less allegiance to an institution and its host community, and exerts an influence on institutional mission.

C. Faculty Support for a Service Mission

While neither Boyer (1987) nor Dressel (1987) are speaking specifically of the private liberal arts college, they claim that public service is not a popular activity with faculties today. Boyer writes "For the faculty, there exists the triad of responsibilities: teaching, research, and service. Almost every college we visited recited these functions almost as ritual. And yet, we found that service is often shortchanged in favor of the other two. Even when the obligation is acknowledged, service is often defined in narrow, uninspired ways." He continues, "We believe the quality of campus life would be enriched if faculty service became more than a catchword."

A 1991 survey conducted at 392 colleges and universities (Mooney, 1991) found that only 43.4% of faculty believed that providing services to the community was an essential or very important professional goal. Being a good teacher (98.2%), being a good colleague (80.0%), and engaging in research (58.5%) were all ranked ahead of community service.

Boyer (1987) believes that, if service is to become a vital part of the educational experience of every student, faculty must help lead the program. Dressel (1987) indicates that financial support for service activities would lead to increased interest among faculty. He writes "Although there are other factors involved in rendering public service somewhat attractive to faculty members,

if continuous support were made available, there can be no doubt that institutions--land-grant or otherwise--would find rationales for accepting such funds. Commitment to the land-grant mission is essential to its success; but the availability of funds would attract many other institutions, not solely colleges and universities."

There exists very little information in the literature about the extent to which private liberal arts college faculty, in particular, support a community service mission. What little information does exist is not very encouraging. Reeves et al. (1932) argue that service ". . . absorbs a large amount of time and energy of faculty members which could be better devoted to the main business of the college--campus teaching." They are especially concerned that community service is generally taken on as an extra burden and is given on the margins of the instructor's time, and they believe that the only satisfactory basis for the organization of extension work is to consider such teaching as a part of the regular load of the instructor.

The College President and Institutional Mission

Despite the increasing faculty role in college governance, decision-making at private liberal arts colleges tends to be more centralized than at other institutions (Keeton, 1971), and more likely to be influenced by a college president (Wicke, 1964). According to Kuh et al. (1991), the president plays a key role at "Involving Colleges." They believe that "The president provides symbolic leadership by communicating the institutional mission and priorities and a vision for the institution to different constituents, including students." Effective presidents are able

to articulate--at the institutional level--how institutional history and traditions underscore the importance of participation in community service, and other extracurricular activities, to learning and personal development.

Given that many faculty appear to dismiss the importance of community service as a function of higher education, the way in which the college president goes about articulating and implementing a community service mission is likely to determine whether it becomes fully embedded in the institution's organizational culture. Clark (1970) provides insights into the efforts of Dexter Merriam Keezer, President of Reed College from 1935 to 1943, who wanted to increase the involvement of the college in the local community.

According to Clark (1970), Keezer believed that intellectual development was not the sole interest of the college. In order to bridge the gap between the college classroom and the real world, and to extend the college into the region, Keezer proposed a course of study focusing on the Bonneville development that would enlist students, faculty members from six fields of study, members of the community, managers of private and public electric power developments, engineers, and labor leaders. The course of study was never implemented.

Keezer claimed that people outside of Reed College were very enthusiastic about the program, as were the college's trustees, and that students developed more interest as they learned about its potential benefits to themselves and to the community. The faculty, according to Keezer, killed it. Keezer (Clark, 1970) stated that ". . . with a few exceptions there was an oppressive lack of professorial enthusiasm, and the course soon wasted away because of lack of support from that crucial quarter." He also stated that

"With it went what I remain convinced was an opportunity made to order to strike a real blow for liberal education."

The faculty offered an alternative explanation. They said that the president suggested the course, two interested professors planned it, and the president then did nothing to implement it.

A retrospective analysis of Keezer's actions revealed that he attempted to change Reed College immediately upon his inauguration. The rapidity of change met with resistance from the faculty, who desired an intellectual campus and were not concerned about how the local community perceived the institution. It is also important to note that during Keezer's eight year reign at Reed College, he had the opportunity to appoint only one permanent faculty member. According to Keezer, "There are few more important indicators of the chances that a new president has of making a substantial educational imprint on a college than the number of key faculty appointments he will have a chance to make relatively soon. It is an indicator, however, which I innocently overlooked."

CHAPTER III

REVIEW OF LITERATURE: ALBION COLLEGE

The review of literature presented in Chapter II emphasizes that private liberal arts colleges are firmly rooted in a tradition of community service. Chapter II also discusses some of the factors, including faculty, that have shaped the community service mission of the private liberal arts college.

While the review in Chapter II gives an overview of the community service mission and the faculty role in shaping it, it does not provide the reader with an in-depth look at how one institution has wrestled with defining and practicing its own community service mission. Chapter III provides this in-depth look at an institution that is known for its community service mission-- Albion College. Chapter III not only traces the historical underpinnings and evolution of the community service mission at Albion College, an institution that has gained a national reputation for its involvement in the local community, it also discusses the college's recent successes and struggles with implementing a service mission in the local community. By doing so, it attempts to more fully answer, for one institution, the first research questions: To what extent does the literature support the premise that private liberal arts colleges historically have had a community service mission? This review also sets the stage for a survey of faculty attitudes at Albion College to answer the second research question:

To what extent do faculty support a community service mission for the private liberal arts college?

This review draws heavily on a history of Albion College written in the college's sesquicentennial in 1985 by a former faculty member, Dr. Keith Fennimore. Entitled, *The Albion College Sesquicentennial History: 1835-1985*, this work traces not only the history of the college, but its struggles with developing, refining, and practicing an institutional mission in general and a community service mission in particular. Additional information about the college's mission and community service activities comes from numerous Albion College publications including the student newspaper (*The Pleiad*), a newspaper for alumni and parents (*Io Triumphe*), Albion College recruitment materials, the *Albion College 1990-91 Self-Study*, a copy of a recently developed grant proposal, excerpts from mission statements, and documents related to Albion College's recent strategic planning process.

History of Albion College

Albion College was chartered in 1835 as the Wesleyan Seminary by the Methodist Episcopal Church in Spring Arbor, Michigan. It was intended to be "a literary institution within the Territory of Michigan for the promotion of arts and sciences and the general instruction of youth." In 1839, the charter was amended to permit the establishment of the seminary in Albion, and classes began in 1842. As early as 1848, Wesleyan Seminary began moving toward more traditional college studies, and in 1850, the power of the trustees of Wesleyan Seminary was enlarged to permit a branch of the seminary to be known as Albion Female College Institute. This branch became known as Albion Female College in 1857, and in 1861 the charter was

amended to permit one institution with the full power of a college for both men and women. It was not until 1913 that Albion College fully abandoned its preparatory or pre-college function. (Albion College, 1992; Albion College, 1990).

Albion College's transition from modest beginnings to one of the country's strongest liberal arts colleges is similar to that of many of its contemporaries: "brushes with financial disaster, slow lessening of the influence of the church, erratic movement from less than rigorous beginnings toward high academic standards, gradual modification of the traditional curriculum, a struggle for identity, to name but a few of the more obvious." However, the transition from the Wesleyan Seminary of the past to the Albion College of the present has been especially characterized by an academic program that is connected with the real world (Albion College, 1990).

The Albion College Community Service Mission

Albion College is an institution that prides itself on being an innovator and national leader in service-learning and service to the local community. This tradition of community service can be traced back to the college's beginning in 1835 when it established an Indian Department for the purpose of helping Native Americans residing in the area. This tradition has waxed and waned over the years, but has re-emerged in the Albion College literature and in practice in the local community. In 1938, Albion College President John L. Seaton asserted "In all and through all the life of the college, human service remains the reason for its existence. . . ." (Fennimore, 1985).

In more recent times, Albion College points to the 1977 founding of the Gerald R. Ford Institute for Public Service as

evidence of its commitment to community service. Albion College claims that it is ". . . the first institution in the country, to the best of our knowledge, to offer an undergraduate program for the purpose of preparing students for public service careers. . . ." (Albion College, 1989).

While Albion College has ". . . moved only tentatively and quite recently toward a clear statement of mission," concern for the well-being of others has been a constant component of formal mission statements (Albion College, 1990). A mission statement from 1960 emphasized that Albion College students were to become "responsible members of the world community." A summary statement of objectives prepared for the Albion College 1979 Self-Study claimed that an Albion College education was intended, in part, to cultivate a sense of community and mutual endeavor. The 1979 Self-Study (Albion College, 1990) also stated "A professional management major discovers that community service with day care children is a challenge. Thus, involvement in campus and community life may become as valuable to the liberal arts student as is the intellectual environment of the classroom."

A 1984 revision of the formal mission statement adopted in 1983-84, placed even greater emphasis on community service. It claimed (Albion College, 1990) that, while the classroom should be a focal point of the educational process, "To be a residential college, however, argues for a rich relationship among students, professors, administrators, staff members, and townspeople that goes far beyond the classroom. Students learn and develop intellectually and socially from one another and from their own response to community living."

In 1992, Albion College again revised its mission statement. According to Dr. Jim Diedrick, Associate Professor of English and principal author of the mission statement (Bonnett, 1992), the new mission statement is ". . . the vision that precedes the policy." It is also ". . . an affirmation of what we believe and a blueprint for change." Albion College President Melvin Vulgamore stated in the same article "It's absolutely critical in any strategic planning process to decide what you're all about." It is significant to note that the 1992 mission statement asserts "In our view, a liberal education is an education in active citizenship and service."

Several of the goals that emerged from the final report of the Strategic Planning Committee, which convened the year following the revision of the mission statement, also address the college's community service mission (Albion College, 1993b). Goal 2 under the broad category of "Mission/Admissions" states that a primary goal of the college will be "To enter into partnership with the City of Albion to educate for the civic arts and to assure an enhanced future for the college and town." Goal 1 under the broad category of "Student Life" states the college will attempt to "Foster an integral sense of community on campus and in the city."

Albion College continues to market itself as a place where students become involved in the community. The Albion College 1992-93 Recruitment Booklet (Albion College, 1992) states "Albion College has taken the lead among the nation's small colleges in promoting student service, and each year, more than half of our student body participates in a service activity."

The 1995 Albion College recruitment booklet (Albion College, 1995) states "Converting ideals into action has been a part of Albion's heritage for over 160 years. We invite you to put your

talents to work for the benefit of others." An entire section of the booklet that addresses community service begins by saying "In keeping with our United Methodist heritage, we encourage our students to make service a *habit* and to take this commitment with them when they graduate." The Albion College 1992-93 Academic Catalog (Albion College, 1992) states "Historically related to the United Methodist Church and profoundly aware of its connection with Judeo-Christian thought and values, Albion provides students with many curricular and cocurricular opportunities to assess their values, to discover the origin of their beliefs, to put their convictions to work in community service and volunteer projects (over 800 students currently so participate), and to deepen and broaden the structure of values on which they may base their subsequent decisions."

In the 1993 "Welcome Back Albion College" supplement to the *Albion Recorder*, the concept of community service is addressed by nearly every writer. Don Omahan (Omahan, 1993), Vice President and Dean of Student Affairs, writes "We are fortunate to be surrounded by a rich community in Albion and Calhoun County. The opportunities are endless for students to get involved in projects ranging from volunteering for the local ambulance service to becoming a Big Brother or Big Sister to a needy child."

In the same issue, William Stoffer (Stoffer, 1993), President of Albion Machine & Tool Company and an Albion resident, Albion College graduate, and Albion College Trustee, states "I urge all of you who are coming here for the first time to think in broader terms, and to get involved in the community. There has been a tremendous growth in volunteerism among the students at Albion

College, and there are numerous opportunities to do that through the Student Volunteer Bureau and the Volunteer Service Center."

Sue Marcos (1993), President of the Greater Albion Chamber of Commerce and also an Albion resident and graduate of Albion College, writes "We also hope that you will become a part of the Albion College tradition and get involved in the community through the Student Volunteer Bureau or the Volunteer Service Center."

Albion College is a founding member of *Michigan Campus Compact*, an organization dedicated to fostering a spirit of community service at Michigan's institutions of higher education. Dr. Melvin Vulgamore, President of Albion College, served for many years as Co-President of Michigan Campus Compact along with John DiBiaggio, former President of Michigan State University. Albion College is also a member of the national Campus Outreach Opportunity League (Albion College, 1992).

Student Involvement in Community Service

Albion College student involvement in the local community has been noteworthy. As the Albion College student newspaper, *The Pleiad* (Warner, 1993), put it ". . . Albion College has a reputation for being a school that emphasizes community involvement." One student interviewed for the article stated "Both my parents went here, and they said it was a school big on community service." Another recent article in *The Pleiad* (1993c) stated "Something is on the rise at Albion and no, it's not the tuition. It's the number of Albion College students who volunteer their time."

Fennimore (1985) claims that students' active involvement in campus and community life "In many respects. . . resembles the 'social religion' which Dr. Whitehouse found so attractive in the

early days of his ministry. It is a religion which adopts the Boat People, fasts for World Hunger drives, adopts a child in Zimbabwe, and devotes spring vacations to work projects in Appalachia."

Extent of Student Involvement

A 1989-90 study of college student volunteerism sponsored by Michigan Campus Compact and conducted by the Center for Survey Research at Michigan State University (Hembroff & Zonia, 1990), showed that of the ten institutions surveyed, Albion College had the highest percentage of students volunteering during their enrollment (See Table 1). The survey also found that Albion College students are most likely to volunteer for an education-related activity, with 56.9% of Albion College students citing their involvement in tutoring and other educational programs. Approximately 35% of Albion College students surveyed perceived inadequate education to be the greatest need facing the Albion community (Busch, 1990).

In terms of attitudes toward community service, 40.3% of Albion College students believed it was important for students to spend time doing volunteer work versus 28.6% of students from other institutions. However, the study also showed that of the fifteen possible motivators listed in the questionnaire, the single most important reason why Albion College students (58.6%) performed community service was because of a course-related requirement (Busch, 1990).

Table 1

Percent of Students Involved in Community Service Before College and During College, by Michigan College

COLLEGE	BEFORE COLLEGE	DURING COLLEGE	CURRENTLY
Adrian	68.8	45.9	18.6
Albion	73.1	64.5	27.8
Alma	72.8	57.7	30.3
Hope	69.0	48.7	24.3
LCC	53.1	21.9	19.3
MSU	57.5	33.9	16.7
NMU	57.4	37.2	16.3
U of M	69.7	58.8	32.9
WSU	57.3	39.2	19.6
WMU	61.5	43.7	17.8
TOTAL (average %)	60.2	39.8	21.0

Note. From "Campus Compact survey of student volunteer activity final report: 1989-90" by L.A. Hembroff and S.C. Zonia, 1990.

Vehicles for Student Involvement

Many of the community service activities for students at Albion College are coordinated through an organization called the Student Volunteer Bureau (SVB). SVB serves to connect community organizations in need of volunteers and students interested in volunteering. SVB has also been proactive in developing and operating its own community service initiatives. Staff from Campus Programs and Organizations (CPO) at Albion College serve as advisors to SVB. To make students and faculty more aware of community service opportunities, CPO publishes a weekly newsletter called "What's Up," that highlights volunteer opportunities at Albion College and in the community. An enclosure in "What's Up" is "SVB Notes," that discusses recent and upcoming work of SVB (Campus Programs and Organizations, 1995).

Albion College has several award programs, honorary organizations, and leadership development programs dedicated to community service. The H. Morley Fraser Award is given to a member of the Sophomore class who has "demonstrated commitment to excellence, values, and service." The Project 250 is an award given to Freshman, Sophomore, and Junior students on the basis of student contribution in the areas of leadership and community service to the campus and Albion community (Campus Programs and Organizations, 1995). Alpha Omega is a service honorary that conducts many community service activities per year and involves students as well as faculty. The Sleight Leadership Program at Albion College strives to develop servant leadership among students. Its recruitment brochure states (date unknown) "Through long-term and short-term activities, the Sleight Leadership Program helps students refine their leadership skills and use those skills in specific roles on campus and in the local community."

Examples of on-going student community service activities include:

1. "Best Buddies," a program operated in conjunction with the Association for Retarded Citizens of Calhoun County (ARC). Best Buddies links Albion College students with mentally retarded adults (Campus Programs and Organizations, 1995).
2. "Walk for Warmth," a program operated in conjunction with the Community Action Agency of Southcentral Michigan. Walk for Warmth raises money to assist low income families with heating bills (Campus Programs and Organizations, 1995; Alpha Phi Omega, 1995).
3. The Albion Chapter of Habitat for Humanity works in conjunction with Greater Albion Habitat for Humanity to build

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affordable housing (Campus Programs and Organizations, 1995; Alpha Phi Omega, 1995).

4. Students conduct visits to Albion Manor to participate in recreational activities with senior citizens (Campus Program and Organizations, 1995).
5. Students perform maintenance and repair work for senior citizens through the Albion Senior Citizen Center (Campus Programs and Organizations, 1995).
6. "Albion Phone Buddies" is a program whereby Albion College students are linked with senior citizens in the community and telephone them at least once per week to check up on them (Student Volunteer Bureau, 1995).
7. CPO sponsors a non-credit class entitled "Service as Leadership Seminar." This is a component of the Sleight Leadership Program (Student Volunteer Bureau, 1995).
8. The Empty Bowl Dinner is an event sponsored by Delta Tau Delta fraternity to raise money for charitable organizations in Albion. Past recipients have included Greater Albion Habitat for Humanity and Albion Interfaith Ministries (Constan, 1993).
9. Albion College students tutor elementary students through Students and Parents Enjoying Reading Together (SPERT). They also volunteer for the Forks Book Award Program, a reading incentive program whereby Albion College students listen to children read and ask relevant questions (*The Pleiad*, 1994b).
10. In 1994-95, seven Albion College students served as AmeriCorps Volunteers. They helped design an environmental education curriculum for Lansing area schools (*Ad Leader*, 1995).
11. Albion College students take part in an annual City Service Day each fall. Started in 1993, this is designed as an

opportunity for first-year students to volunteer off-campus in the City of Albion (*Albion Recorder*, 1993). In 1994, over 125 students of the approximately 450 students in Albion College's Freshman Class participated in City Service Day (*The Pleiad*, 1994c; *Morning Star*, 1994).

12. Appalachian Service Project is described in The Sleight Leadership Program brochure (date unknown) published by Albion College. Each year, approximately 25 Albion College students travel to Appalachia to assist with home-rebuilding and other projects. This project is completely organized by students.
13. "Alternative Easter Break" conducts an annual trip to Detroit for students interested in working in soup kitchens and homeless shelters (*The Pleiad*, 1994a).
14. In 1993, approximately 50 Albion College students worked on flood relief activities over fall break in St. Louis. The trip was sponsored by SVB (*The Pleiad*, 1993b).
15. Learning Is Fun Together (L.I.F.T.) is a mentoring program sponsored through SVB in which many Albion College students participate (*The Pleiad*, 1993b).
16. Each year, Albion College hosts the Special Olympics for most of southern Michigan. This is the single largest volunteer event at Albion College, attracting nearly 25% of the student body as volunteers (*The Pleiad*, 1993d).
17. The "Briton Bash" is an adaptation of the former Volunteer Fair. This activity is held at the beginning of each school year. According to Leverett (1993a), "Briton Bash is a campus-wide celebration that attempts to inform students and community members alike of the wide array of activities that are available not only on the campus but in the city as well."

Community Service and Student Recruitment

Albion College's tradition of community service is described in every recent recruitment brochure and booklet. According to Lee Williams, Director of Campus Programs and Organizations at Albion College, "If you come to Albion, there is an expectation that you will serve others" (*Morning Star*, 1993).

There is some evidence to suggest that Albion College is indeed able to recruit students who have an interest in community service. The 1989-90 study of college student volunteerism sponsored by Michigan Campus Compact, which was described earlier in this chapter (Hembroff & Zonia, 1990), showed that of the ten institutions surveyed, Albion College had the highest percentage of students volunteering before college (See Table 1 above).

The recruitment aspect of community service is also supported by research data from the Cooperative Institutional Research Program (1985; 1989). These data reveal a considerable increase in Albion College students' interest in participating in community action and influencing social values between 1985 and 1989 (See Table 2).

Table 2

Objectives Considered to be Essential or Very Important by First Year Albion College Students

STATEMENT & YEAR	PERCENT	DIFFERENCE
Participate in community action		
1985 (n=374)	23.0%	
1989 (n=366)	29.5%	+6.5%
Influence social values		
1985 (n=376)	35.6%	
1989 (n=369)	46.6%	+11.0%

Note. From "Summary of data on entering freshmen for fall" by Cooperative Institutional Research Program, 1985 and 1989.

Faculty Involvement in Community Service

The formal literature on Albion College says very little about the importance of community service in faculty life other than its role in shaping the moral character of students. However, there is evidence of faculty involvement in the community as individuals, in the curriculum, and in College-sponsored programs targeting the community.

The apex of faculty and administrator involvement may have occurred in 1896-97, when Dr. Samuel Dickie served both as Albion College President and as Mayor of the City of Albion (Fennimore, 1985). According to Fennimore, "In addition to his commitment to Prohibition and his dedication to Albion College, Dr. Dickie was an active participant in a variety of community affairs. For years he chaired the combined town and gown committee that sponsored the annual May Festival, and he became involved in local business enterprises as well." While his reign as mayor was brief and

tempestuous because of his commitment to Prohibition, it reflected his dedication to the community and community service. According to Fennimore, Dr. Dickie ". . . preached responsible citizenship to every student generation under his tutelage."

Vehicles for Faculty Involvement

Many faculty members continue to belong to various community service, social, and religious organizations (Albion College, 1990). Community efforts of faculty include:

1. Albion College faculty have played a major role in environmental issues. Faculty helped establish the Recycling Center in the 1970s and resurrected it in the early 1990s (Fennimore, 1985).
2. Many faculty serve as volunteers for the Albion Area Ambulance Service (Albion College, 1990; *Io Triumphe*, 1990).
3. Albion College faculty serve as committee chairs, volunteers, and donors for the annual Hospital Benefit Ball.
4. Albion College faculty are actively involved in "Citizens to Beautify Albion," Albion Civic Foundation, Albion Volunteer Service Organization; Albion Community Theater, and Albion Historical Society. Vernon Bobbitt, then a Professor of Art at Albion College, led the drive to purchase and renovate the Society's museum in downtown Albion. Bobbitt was also responsible for having trees planted along Superior Street downtown (Sebastian, 1992; *Io Triumphe*, 1990).
5. Sharon Hostetler, a support staff member in Philosophy and Religion, started a local organization called "Kids Cardiac Life Support" (KCLS). This is a program to teach children basic first aid. She replicated the program in South Africa

and was able to raise over \$16,000 in Albion for the program in South Africa (*Io Triumphe*, 1993).

Faculty Involvement in Community Service

It is difficult to determine where faculty involvement in community service ends and Albion College involvement begins because many community service programs sponsored by Albion College are actually administered and conducted by faculty. For the purposes of this review of literature, the following discriminators were used. The first category is addressed in this section of the review of literature, while the second category is addressed in the section that addresses institutional service:

1. An activity was considered to be individual when it would not have been conducted without the involvement of key faculty members, regardless of whether the activity was officially sponsored by Albion College; and
2. An activity was considered to be institutional when the college served as the official sponsor and when the activity would be conducted regardless of the involvement of particular faculty members.

There are many examples of Albion College-sponsored curricular and co-curricular activities that are highly dependent on particular faculty members. While these activities are being addressed in the faculty section of this review of literature, in the future it is possible that some of these activities will become institutionalized, i.e., Albion College will continue to sponsor them after the "faculty advocate" has left. An example of a faculty-initiated, Albion College-sponsored activity that has made such a transition is Foreign Languages in the Elementary Schools

(FLES), that has thus far continued through several changes in foreign language faculty.

A curricular activity that may make a similar transition is a class developed and taught by Dr. Myron Levine, professor and chairperson of political science at Albion College. For five consecutive years, Levine has offered, "Voluntarism, Community, and Citizenship." This class is now a permanent offering in the Albion College curriculum (*Io Triumphe*, 1990). According to Levine, "We believe both faculty and students should be involved in the community. This is one of a number of courses attempting to bridge that gap, which is sometimes too large." Dr. Levine also coordinates Operation Bentley, a government simulation for high school juniors (Albion College, 1992).

In 1993, Dr. Glen Perusek, Associate Professor of Political Science, and Dr. Catherine Lamb, Associate Professor of English, designed and taught an Albion College class entitled, "The Individual Community and Polity Project." Students enrolled in the class are required to perform at least fifteen hours of community service in the community in addition to having a traditional classroom experience. According to Perusek, "We're trying to make the educational experience more than books and what goes on in the classroom. They're getting a chance to look at local politics, government, and social problems first hand" (Slaughter, 1995).

Institutional Involvement in Community Service

For many years, Albion College has allowed community residents to participate in entertainment and cultural programs offered on campus. Recently, Albion College's has allowed limited access to

its athletic and recreational facilities. Some of the activities and services offered to community residents include:

1. Access to the Whitehouse Nature Center (Albion College, 1990);
2. Services offered through the Anna Howard Shaw Women's Center (Albion College, 1993);
3. Access to athletic and recreational facilities;
4. Elementary student access to FLES, "Foreign Languages in the Elementary Schools" (Albion College, 1990; Poteet, Pace, & Yewah, 1991);
5. Ability of community residents to audit college classes at a reduced fee (Albion College, 1990);
6. Opportunity for Albion Senior High School students to enroll in college classes (Albion College, 1990; Poteet, Pace, & Yewah, 1991); and
7. Programs offered by the Albion Performing Artists and Lecture Series (APALS). The college has focused more of its cultural programming on the community and has made it more accessible to community residents (*The Pleiad*, 1993e).

Albion Civic Life Project

In 1987, Albion College's involvement in the local community took a significant step in different direction when it sought and received funding from the W.K. Kellogg Foundation to implement a comprehensive community development initiative. Called the Albion Civic Life Project (ACLP), this project marked the first known attempt in the history of Albion College for the institution--not simply students and faculty--to change the quality of life in the community (Knibloe, 1992).

The ACLP was designed ". . . for educating citizens and leaders and for building the community of Albion" (Albion College, 1987). The original objectives of the ACLP were to (Lelle, 1993):

1. Conduct community forums to enhance "civic conversation" in the community;
2. Establish a voluntarism class at Albion College;
3. Collaborate with the public schools to teach language arts in the elementary schools;
4. Open a volunteer center;
5. Enhance Albion College's co-curricular service activities;
6. Establish Visiting Practitioner/Consultant Teams; and
7. Develop and enhance Albion College outreach programs.

With the exception of community forums, these objectives were intended to survive beyond the grant. The voluntarism class at Albion College, the Albion Volunteer Service Center, the enhancement of Albion College's co-curricular service activities, and the development and enhancement of Albion College outreach programs have all been accomplished, although perhaps not to the degree originally intended.

Formative and summative evaluations of the ACLP revealed a number of lessons learned about college involvement in and interaction with the local community (Melcher & Labovitz, 1992). One of the most important lessons was that the ACLP was primarily intended to benefit Albion College and its students, and secondarily to improve the community and its citizens (Melcher & Labovitz, 1992). Other lessons learned included: 1) Many people believed the ACLP was conceived by a few individuals at Albion College and in local government, denying a broad-based community involvement in the

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conceptualization of the grant; and 2) project management was controlled by Albion College.

Recommendations listed in the final evaluation report developed by Melcher and Labovitz (1992) include the following:

1. Albion College should establish a community development outreach program under the management of a community development specialist;
2. Albion College should establish a course on community development and citizen participation to augment the existing course on volunteerism. According to Melcher and Labovitz, this would emphasize the commitment to "civic life" embodied in the liberal arts tradition;
3. Albion College outreach should seek to address issues of racial polarization by establishing collaborative relations and innovative programming with the diverse segments of the community; and
4. The City of Albion and Albion College should continue to collaborate on projects of mutual benefit and should provide leadership to encourage other community organization participation.

Though not without its mistakes and challenges, the ACLP was indeed an innovative experiment that has paved the way for greater involvement in the community by Albion College. Todd Warner, an Albion College student interviewed for an article in *The Pleiad* (1992a), said the Civic Life Project "has provided a way for a meaningful relationship to develop between the college and the community."

According to Mark Lelle (1993), one of two persons who served as project director,

The Albion Civic Life Project has been a wonderful experiment in college/community collaboration. Without question the project has caused Albion College and the Albion community to draw closer together, sometimes to the discomfort of both. Community developers know that change does not occur without conflict. Sometimes it seemed that Albion College did not anticipate this conflict, was not prepared for it, and did not adequately address conflict when it arose. This is not a criticism of Albion College's efforts to take a lead role in the community--rather, it is a suggestion that private liberal arts colleges seek the expertise of experienced community development professionals before they engage in community development. Albion College certainly should do so before attempting to establish closer ties with the community.

In summarizing the impact of the ACLP, Melcher and Labovitz (1992) state,

The role of Albion College, with the support of the Kellogg Foundation, has been critical to the evolution of the ACLP and the Albion community itself. The importance of the College cannot be diminished, and as the major institution in the community, it bears a responsibility to build upon the gains of the project to further enhance the quality of life in Albion for its residents. This responsibility is not taken lightly by the College and its administration, and will require support and cooperation from the City, its public and private organizations, and its residents.

Greater Albion Alliance 2000

Based on some of the lessons learned from the ACLP, and recognizing the many unresolved needs of the Albion community, in 1991 Albion College embarked on another community initiative in partnership with the Greater Albion Chamber of Commerce (Cavins, 1992). This initiative continues to be known as the Greater Albion Alliance 2000. The Alliance signals the college's first major effort to engage in service for the benefit of the community, instead of service for the educational benefit of students.

The broad purpose of the Greater Albion Alliance 2000 is to improve the quality of life in the City of Albion and surrounding

townships (Kingsley Hinde, 1991). Originally, the Alliance was comprised of five design teams that addressed economic development, water quality, health care, community image, and housing. Over one hundred community and College leaders participated in the design teams.

The President of Albion College, Dr. Melvin Vulgamore, has played a key role in the formation and growth of the Alliance, as have several faculty members (*Morning Star*, 1992). Albion College has hosted the majority of Alliance meetings and has funded many of its activities, including a \$500,000 gift from Albion College to the City of Albion for the purpose of addressing water quality (*Albion Recorder*, 1992). According to Vulgamore (*Io Triumphe*, 1992), "Just as the City has received worldwide recognition via the College, so the College needs a thriving city in which to fulfill its mission. We are partners for the future."

While it is still too soon to predict the total impact of the Alliance on the Albion community, early indications suggest that the Alliance has played some part in many positive developments in the community. Some of these development include the signing of a P.A. 425 agreement between the City of Albion and Sheridan Township (claimed to be the first ever in Michigan where a city returned land to a township), the purchase of additional land for the city's industrial park, code enforcement, innovative housing programs, and the formal separation of Albion Community Hospital from the City of Albion and its partnership with Battle Creek Health Systems.

City of Albion/Albion College Partnership

In 1993, a group of Albion College and community representatives began drafting a proposal to fund a follow-up

initiative to the ACLP and a complementary initiative to the Greater Albion Alliance 2000 (Albion College, 1993a). While this draft proposal was not submitted to a funder, many of its components have been incorporated in other initiatives, such as the college's new student center.

The proposal states that Albion College ". . . is now the second largest employer in the City and finds its future inextricably linked to that of the City. This proposal links the resources of talent, training, and program of the College with the elected officials and management of the City in an effort to tackle this microcosm of the challenges of Urban America."

The proposal discusses many of Albion College's programs that had previously made tentative steps to serve the community (i.e., the Gerald R. Ford Institute for Public Service, the Sleight Leadership Program, and the Anna Howard Shaw Women's Center), and states "We propose to transform these programs and our internal structures which have focused almost exclusively on the development of our own students in order to turn them outward toward the community." The proposal continues "Moreover, we will set a style for service to the community throughout the institution, ranging from personnel rewards which take serious account of the involvement of faculty and staff in community service, to the Bookstore which will be rebuilt and expanded in order to offer to citizens the resources which will support the programs themselves--for example, literacy, substance abuse, the role of women, as well as economic and community development."

Issues in the Albion College Service Mission

The Albion College literature reveals several key issues related to the institution's community service mission: The Albion community as an environment for Albion College, community service as a means to enhance student development, contradictions between the college's rhetoric and practice of community service, and the faculty role in shaping the community service mission.

Community as Environment for Albion College

Like many college communities, the "town and gown" tension in Albion is not a new one. What little is mentioned in *The Albion College Sesquicentennial History: 1835-1985* (Fennimore, 1985) about college and community relations deals almost exclusively with conflict. As far back as 1892, Albion College and the City of Albion have debated the extent to which the college should grow by annexing areas adjacent to campus. The management of this tension may have been one of Dr. Samuel Dickie's reasons for chairing the town and gown relations committee in the 1890s (Fennimore, 1985).

Contemporary tensions do not have as much to do with the spread of the college as they do with determining an appropriate service role in the community. Albion College recognizes this tension. The 1990-91 Self Study (Albion College, 1990) states, ". . . city residents sometimes think of the College as a logical bankroll for major civic activities, while the College sometimes thinks of itself as more welcoming to the entire spectrum of city residents than it really is. The economic decline in Albion is a source of concern for both city and college, but not yet a source of common thinking about how to attack the problem."

Despite continuing tension, there is little question that Albion College's efforts to become more engaged in the community have resulted in improved relations. An article in *The Pleiad* (Bondi, 1993) states that although relations between the town and the college continue to leave room for improvement, they are much better than they used to be. In the article Mayor Lois McClure asserts "I see steady progress. There was very little contact between the town and the college 30 years ago." Even Albion College students point to the improved working relationship between the college and the community. According to Ann Walsh, Wilmette, Ill., senior and SVB's community organizations coordinator, the cooperation between the Albion College community and the residents of the city of Albion is what makes Student Volunteer Bureau (SVB) so successful (*The Pleiad*, 1993b). A September 10, 1993 article in *The Pleiad* (Warner, 1993) that discusses the first annual SOAR Service Day, states that student leaders hoped the project did a lot to break down persisting stereotypes of both the town and the college students.

The relationship between Albion College and the Albion community is maturing, with both sides beginning to recognize their mutual obligations and limitations. According to the 1990-91 Self Study (Albion College, 1990), "The College-city relationship. . . reflects more than the accident of location. It is very much a two-way street whereby college and city responsibilities to encourage civic participation and commitment are mutually served." Jean Alexander, a former member of Albion City Council, stated in an exit interview that "The college has experts in many fields and those people should be approached for assistance, as some already are" (Slaughter, 1993). As Poteet, Pace, and Yewah assert (1991), "The

fit of city and college in Albion, and the prospects for fruitful educational collaboration that goes beyond practice teaching, might seem improbable at best. Albion College, after all, appears to be an island in an ocean of otherness. But, in reality, the reverse is true."

Community Service as Student Development

One of the primary themes running throughout the Albion College literature on community service is that, until the past three years, the college was interested in community service because of its potential benefits to students, not because of its benefits to the community. This was acknowledged by Albion College (1993) itself in its "Proposal for City of Albion/Albion College Partnership," that refers to ". . . programs and our internal structures which have focused almost exclusively on the development of our own students. . . ," and says that these aspects of the college will be re-focused on the community.

Less formal literature also demonstrates this emphasis on student development. In the 1993 "Welcome Back Albion College" supplement to the *Albion Recorder* (Omahan, 1993), Don Omahan, Vice President and Dean of Student Affairs, writes "The lessons learned from experiences such as these (volunteering) will go far as you develop your total person--intellectual, physical, social, ethical, spiritual." In the same issue, William Stoffer (Stoffer, 1993), President of Albion Machine & Tool Company and an Albion resident, Albion College graduate, and Albion College Trustee, states "This (volunteering) is all part of a liberal arts education which will help you in whatever career you choose." Perusek, in discussing the class he offers at Albion College, states "We're trying to make the

educational experience more than books and what goes on in the classroom" (Albion Recorder, 1995). None of these writers mentions that student service will be of benefit to the community.

Still, the evidence suggests that this limited view of community service as a way to enhance the educational experiences of students or to improve the relationship between Albion College and the community, may be changing. The strongest evidence for a shift in philosophy toward greater community impact, and away from service-learning or relationship building, is Albion College's pronouncement to this effect (Albion College, 1993):

We plan to open to the outer world our resources of analysis, education, and change in order to focus them on the community as a whole and not solely upon the College constituencies. We believe that in so doing we can provide a test case and a successful model for similar communities and educational institutions which will be the nucleus of America's revitalization for the year 2000. As co-founder of the *Michigan Campus Compact* and member of the national board of *Campus Compact*, and with a generation of volunteer experience in this City, we are ready to build a national model for community/campus partnership.

Contradictions in Rhetoric and Practice

Even with a reputation and a mission that support community service, Albion College struggles with achieving a proper balance between practicing its stated ideals on the one hand, and remaining attractive to students as an institution that is known for its traditional liberal arts education, on the other hand.

This struggle received considerable attention on campus in 1994 when Albion College agreed to demonstrate support for the annual Walk For Warmth by turning off the heat in student dormitories, and then reversed that decision after several students complained. A letter to the editor in the February 25, 1994, issue of *The Pleiad* (St. John, 1994) written by an Albion College

sophomore expressed disappointment in Albion College students who refused to participate and who were able to get Albion College to withdraw its support. However, the letter was especially critical of Albion College. The student stated "I am particularly disappointed in the administration and its recent actions against the Walk for Warmth group. I find it appalling that the administration preaches multiculturalism, inclusion, and social responsibility, yet it practices something entirely different!" Later in the letter the student stated "Is this really the way you want to represent yourself to your student body, the Albion community and the rest of the world? What do any of the virtuous ideals that you preach about mean if you won't back up your words?"

The closing of the letter was especially interesting because it advocated, as an act of protest against Albion College, that students get involved in the community. "To my fellow students: you should be outraged at the spinelessness demonstrated by our administration! I challenge you to pick up the ball that has dropped. There are a number of ways you can protest the administration's attitude. Go down to Albion Interfaith Ministries and let them put you to work some afternoon. Donate to the Walk for Warmth. Walk in it yourself next year."

Faculty Role in Shaping the Service Mission

Like other private liberal arts colleges, decision-making and governance at Albion College is more centralized than it is at most public institutions (Keeton, 1971). Again like other private colleges, however, faculty members have demanded more self-government as they have grown more effective and distinguished over the years (Wicke, 1964).

According to the Albion College Faculty Handbook (1990), the governance of Albion College is a collegial undertaking that involves cooperation among the faculty, the administration, and the Board of Trustees. The Faculty Handbook states that, although the college's Charter of 1857 vests all authority in the Board, the primary responsibilities for assuring that the college fulfills its mission are distributed among several constituencies, one of which is the faculty.

In theory, faculty are the chief policy-making body for the academic program of the college and the body charged with implementing academic policy. The Board of Trustees, however, retains the power of final review and decision. The Faculty Handbook states "The Trustees also establish for the faculty the responsibility for making recommendations to the President and through the President to the Board of Trustees regarding faculty personnel policy, the means of protecting academic freedom and tenure, and the authority to write a constitution delineating faculty powers and responsibilities."

In the 1990s, Albion College faculty have played a key and growing role in the development of the Albion College mission. Not only have faculty members been part of every major strategic planning committee, they are beginning to have greater direct contact with the Board of Trustees.

It is not clear from the literature what effect the faculty will have on the college's community service mission. Faculty meeting minutes since 1990 do not say anything about the Albion College community service mission. Informal conversations with faculty members suggest that the current interest in community service is more a product of Trustee and administration interest,

than of faculty desire. Many of the goals that emerged from strategic planning committees for increasing the impact of community service in promotion and tenure decisions, and for enhancing the involvement of the college in the community, have been criticized by faculty as a whole. The argument against a strong community service mission most frequently cited by faculty is that it would interfere with the college's strong tradition in the liberal arts, and would hinder the institution's goal of becoming one of the most prestigious private liberal arts colleges in the nation.

Informal conversations with Albion College faculty, while suggestive of the general sentiment regarding a community service mission, do not represent an adequate base of evidence upon which to form meaningful conclusions. Therefore, Chapter IV discusses the methodology that was used to systematically collect information about faculty attitudes.

CHAPTER IV

METHODOLOGY

As was stated in Chapter I, two research questions are addressed in this study:

1. To what extent does the literature support the premise that private liberal arts colleges historically have had a community service mission?
2. To what extent do faculty support a community service mission for the private liberal arts college?

Research Question 1 was addressed via reviews of literature in Chapters II and III. The methods necessary for conducting a study of faculty attitudes regarding a community service mission--Research Question 2--are presented in this chapter.

Rationale for a Written Questionnaire

The survey data were partially funded by, and conducted under the auspices of, the Albion Civic Life Project (ACLP). As described in Chapter III, the ACLP was a comprehensive community development initiative funded by the W.K. Kellogg Foundation and administered by Albion College. The author of this dissertation served first as Evaluation Coordinator and, later, as Director of the ACLP.

One major component of the ACLP was an evaluation to determine the impact of the project on the Albion community, and on Albion College faculty and students. In 1989, a written survey was

conducted to gather information about the Albion community's perceptions of the community and the ACLP. The population for this study included all adult households in the City of Albion, as well as Albion and Sheridan Townships. The individual was the unit of analysis. Telephone interviews were ruled out because of the volume of questions being asked and because it would require the use of skilled interviewers. For similar reasons, oral interviews were not used. Also, the ACLP was interested in gathering information from several hundred people, something that would be difficult to do using oral interviews (Scheaffer, Mendenhall, & Ott, 1979). Two additional reasons for using a written questionnaire in the community were: 1) to replicate selected portions of a written community survey conducted in 1985, prior to the ACLP; and 2) to train community residents how to conduct their own research for assessing community needs and progress.

The author of this dissertation (as director of the project that sponsored the study), in conjunction with ACLP Advisory Committee members from Albion College and the Albion community, decided to use a similar approach for gathering information from Albion College faculty and students because, again, the individual was the unit of analysis (Babbie, 1986). This would allow the ACLP to replicate selected portions of the 1985 and 1989 Albion community surveys, as well as to reach the entire population of Albion College faculty and administrators, something for which a survey is ideally suited (Babbie, 1986).

Research Involving Use of Human Subjects

The ACLP study adhered to Albion College's Policy on Research Involving Use of Human Subjects, which can be found in Appendix A.

On behalf of the ACLP, Joel Lichty from the Department of Resource Development at MSU applied for and received written permission to proceed with the study from MSU's "University Committee on Research Involving Human Subjects (UCRIHS)". A letter from the Chair of UCRIHS, dated March 19, 1991, can be found in Appendix B.

Population and Sample

The population for this study ($N=252$) consisted of all faculty and administrators, employed half-time or more, at Albion College. Unless stated otherwise, references to "Albion College faculty" or "faculty" throughout this dissertation are intended to include both faculty and administrators.

The initial list of names was drawn from the 1990-91 Albion College roster. The Albion College definition of "administrator," taken from the Albion College Administrative Organization Chart (See Appendix C), was used to determine which non-faculty staff would be included in the study. Dr. Daniel Poteet II, Provost of Albion College, reviewed each individual selected to make sure they were either a faculty member or administrator, were employed half-time or greater, and were still employed at Albion College. Dr. Poteet determined that one faculty member on the list had left employment at Albion College, and that the author of this dissertation (who was classified as an administrator) should not complete a questionnaire. Thus, the legitimate population and sample consisted of 250 faculty members and administrators.

Non-response is a concern in self-administered questionnaires (Scheaffer, Mendenhall, & Ott, 1979). To be able to conduct non-response follow-up, and to ensure confidentiality, each faculty member was assigned an identifying number. As an additional

precaution to safeguard confidentiality, Albion College faculty mailed their completed questionnaires directly to the Department of Resource Development at Michigan State University, and not to the author of this dissertation.

Study Funding

The ACLP paid most of the costs associated with data collection at Albion College (See Appendix D for a copy of the "Statement of General Agreement" signed between the ACLP and Michigan State University's Department of Resource Development). A grant from the Indiana University Center on Philanthropy to the author of this dissertation, paid for costs associated with the instrument pre-test at Beloit College. The notification letter from the Indiana University Center on Philanthropy can be found in Appendix F.

Questionnaire Development

The final survey instrument used in this study served two purposes: 1) to collect data for use in the dissertation; and 2) to help evaluate the Albion College faculty portion of the ACLP.

External Assistance in the Design Process

The questionnaire was designed by the author of the dissertation in cooperation with a panel of eight faculty members and administrators at Albion College, and graduate students and staff from the Department of Resource Development at Michigan State University (MSU). The faculty and staff from Albion College included representatives from Campus Programs and Organizations; the Gerald R. Ford Institute for Public Service; Student Affairs; the

Registrar's office; the Provost's office; the President's office; and the faculty. All Albion College representatives had prior experience with the ACLP or with service-learning. With the exception of the author, all Albion College panel members were included in the sample.

The Department of Resource Development at MSU was hired to help administer, analyze, and write the final report for the evaluation portion of the study. These graduate students were enrolled in RD 865 *Community Development Field Study: Project Design*. Resource Development staff and graduate students had expertise in survey design, data collection, and data analysis.

Instrument Construction

Prior to developing the survey instrument, several institutions and organizations were contacted regarding previously developed and validated questionnaires that might be used to collect faculty' and administrators' attitudes toward the role of the college in the local community. These organizations included the *Association of American Colleges*; *Michigan Campus Compact*; *Independent Sector*; the *National Society for Internships and Experiential Education*; and non-profit and service-learning centers at Case Western Reserve University, Indiana University Center on Philanthropy, Yale University, Brown University, and Michigan State University. The Indiana University Center on Philanthropy indicated that it was working on a faculty and administrator questionnaire to measure attitudes toward and participation in philanthropy and volunteerism, but that the instrument had not yet been completed. A copy of an instrument developed by Michigan State University (Arthur, 1989) was secured and provided some guidance in the

development of the questionnaire for Albion College. However, this questionnaire focused on individual faculty involvement and did not address the institution's community service mission. *Michigan Campus Compact* did have a questionnaire used to measure students' attitudes toward, and participation in, community service, but this instrument was not relevant for a faculty and administrator survey. The *National Society for Internships and Experiential Education* (NSIEE) mailed to the author a copy of a questionnaire used at Metropolitan State University to measure student, faculty, administrator, and staff participation in community service activities. This questionnaire measured participation in--but not attitudes toward--community service. The other institutions were not aware of any existing questionnaire that would be applicable to the Albion College study.

As was mentioned earlier, selected portions from the 1985 and 1989 Albion community surveys that dealt with community residents' perceptions of the community, were included in the faculty questionnaire. These sections of the survey allowed the ACLP evaluation to compare faculty' and community residents' attitudes toward the community.

Three general concepts served as a framework for the development of the portion of the questionnaire that addressed faculty attitudes toward the community service mission of Albion College. These general concepts addressed the role of students, faculty, and the institution in the local community. The faculty panel at Albion College suggested that the three general concepts could be further divided into six sub-concepts. The three general concepts, along with their sub-concepts, were:

1. **The role of students in the local community**
 - A. Faculty attitudes toward student participation in community service.
 - B. Faculty attitudes toward service in the curriculum.
2. **The role of faculty in the local community**
 - A. Faculty attitudes regarding the importance of faculty community service.
 - B. Faculty attitudes regarding the current extent of faculty participation in community service.
3. **The role of the institution in the local community**
 - A. Faculty attitudes toward the role of the college in community development.
 - B. Faculty attitudes toward community access to the college.

Gable (1986) recommends writing ten or more items for each construct included in the questionnaire. In cooperation with the Department of Resource Development at MSU and the panel of faculty and administrators at Albion College, an item pool of over ninety questions related to the six sub-concepts was developed. From this pool, the faculty panel chose fifty-two items that best reflected the sub-concepts. Because the order of questions can affect how people respond (Babbie, 1986), the fifty-two items were randomly assigned in Question 10 of the questionnaire.

As is explained in the data analysis section of this chapter, the purpose of the sub-concepts was to serve as a guide in question development, i.e., to help generate questions that addressed every aspect of Albion College's community service mission. These sub-concepts were not treated as constructs in data analysis. Rather,

factor analysis was conducted with the returned questionnaires to identify factors within this portion of the questionnaire.

Questionnaire Pre-Test

The questionnaire was pre-tested in February, 1991 at Beloit College, a private liberal arts college located in Beloit, Wisconsin. Beloit was selected as the pre-test site because it has a similar mission and faculty, and is located in a midwestern community that mirrors the economic and ethnic diversity of Albion, Michigan.

The pre-test questionnaire, accompanied by a stamped, self-addressed envelope (with the address of the Department of Resource Development at MSU) and a cover letter from Dr. Parker Marden, Dean of Beloit College, were distributed to all faculty and administrators at Beloit College ($N=139$). Dr. Robert Black, Associate Dean of Beloit College, distributed the questionnaire via Beloit College campus mail to faculty members and administrators he determined were employed half-time or greater.

The questionnaires were not coded, and thus there was no follow-up of non-respondents. A reminder postcard was sent via Beloit College campus mail two weeks after the questionnaires were distributed. Beloit College faculty returned their completed questionnaires directly to the Department of Resource Development at Michigan State University, and not to the Albion Civic Life Project nor the author of this dissertation. Of the 139 questionnaires distributed at Beloit College, 65 completed questionnaires were returned, for a response rate of 46.8%. Sixteen questionnaires were not used for calculating reliability estimates on Question 10 because of missing information or errors in

completing that portion of the questionnaire. This left 49 cases on which to base estimates of reliability related to the six sub-concepts.

The pre-test had two primary purposes. The first purpose was to use Beloit College faculty to identify questions that were unclear or poorly worded, and to have them suggest alternative wording. The second purpose was to determine the appropriateness and reliability of the sub-concepts related to the role of students, faculty, and the institution in the local community.

Reliability

Item analysis of the Beloit College questionnaires revealed that three items in Question 10 decreased instrument reliability substantially. These items were eliminated, and reliability estimates were run again. One item was revised based on feedback from several respondents.

The six sub-concepts, the revised item pairs and individual items comprising each sub-concept, and the reliability estimates of the revised sub-constructs are shown below. Reliability estimates were calculated using *coefficient alpha* (Cronbach, 1951). Gable (1986) prefers scales with a *coefficient alpha* of .70 or higher. It should be noted that sub-concepts 2.B and 3.B failed to meet Gable's criterion.

1. **The role of students in the local community**

- A. Faculty attitudes toward student participation in community service (Items 17+28, 27): Alpha=.7946
- B. Faculty attitudes toward service in the curriculum (Items 1+33, 12+44, 21+35, 37+38): Alpha=.9028

2. The role of faculty in the local community

- A. Faculty attitudes regarding the importance of faculty community service (Items 6+24, 9+32, 10+18, 11+40, 14+41, 23+52): Alpha=.9179
- B. Faculty attitudes regarding the current extent of faculty participation in community service (3+36, 7+16, 45+48): Alpha=.5947

3. The role of the institution in the local community

- A. Faculty attitudes toward the role of the college in community development (Items 2+8, 4+13, 15+26, 25+31, 34+47): Alpha=.8544
- B. Faculty attitudes toward community access to the college (5+43, 20+22, 29+46): Alpha=.5839

Validity

This study addressed the issue of validity by assessing content and construct validity. According to Ary et al. (1979), content validity refers to the extent to which the content of an instrument reflects the content of interest. Content validity cannot be measured by a numerical index--it is a judgement best made by a panel of experts. Construct validity asks whether the instrument measures the traits it purports to measure, and can be determined logically and empirically. In this study, the author chose to use a panel of experts to assess both content and construct validity. This study did not assess criterion-related validity because there was no pre-existing instrument with which to make comparisons.

Content and construct validity of the revised questionnaire were assessed by a panel of seventeen people who had expertise

related to service-learning or the service mission of higher education. The panel included representatives from the *Council of Michigan Foundations*; *Michigan Campus Compact*; *National Campus Compact*; *Campus Outreach Opportunity League*; *National Society for Internships and Experiential Education*; MSU's Service Learning Center; *Independent Sector*; W.K. Kellogg Foundation; Indiana University Center on Philanthropy; and the *Association of American Colleges*. Faculty members on the panel included representatives from MSU; Augsburg College; and the University of California at Berkeley. Several members of the panel were familiar with Albion College, the Albion community, and the Albion Civic Life Project.

Questionnaire Administration

The study was conducted in April, 1991, at the end of the Albion College school year. This was done to allow new faculty and administrators to become familiar with the community and acclimated to the culture of the college.

As with the Beloit College pre-test questionnaire, the questionnaire was originally written in portrait format on 8½" by 11" paper. These pages were then reduced to fit side-by-side in landscape format on 11" by 8½" paper, fold once in the middle to form a booklet 8½" high and 5½" wide, and stapled twice in the middle. The Albion College questionnaire in Appendix I is shown in its original format prior to being converted into booklets.

The instructions printed on the inside front cover of the questionnaire stated that the questionnaire had been developed in cooperation with a panel of faculty and administrators at Albion College. Faculty were instructed that participation was strictly voluntary, that completed questionnaires would not be viewed by

anyone from Albion, that all responses would be confidential, and that information returned to Albion would be summarized and would not contain names. Faculty were also instructed not to write their names on the questionnaires or place marks on the return envelope.

The name and home and work telephone numbers of the author were printed in the instructions, and respondents were encouraged to call if they had questions about the study. Faculty were asked to complete the questionnaire by themselves and to answer all questions. Faculty were told that the questionnaire required approximately thirty minutes to complete.

Three definitions were printed on the inside front cover of the questionnaire to provide clarity on three terms used in the questionnaire that the author and the Albion College panel believed might cause confusion among respondents. These terms and definitions were:

- | | |
|---------------------------|---|
| Volunteerism: | Voluntary community service. |
| Community Service: | Community service can be voluntary or required, as in court-ordered community service. |
| Philanthropy: | In this survey philanthropy refers only to the giving of money. In other contexts philanthropy often refers to the giving of time or money. |

As was mentioned earlier, each faculty member in the population was assigned a code number to ensure confidentiality and allow for non-response follow-up. Code numbers were written on the outside front cover of the questionnaire booklet.

Each coded questionnaire was placed in a large manila envelope bearing the name of that specific faculty member. The packet also

contained a stamped, self-addressed return envelope (addressed to the Department of Resource Development at MSU), and a cover letter from Dr. Daniel Poteet II, Provost of Albion College, that provided additional information about the purpose of the study (See Appendix F). The questionnaire packets were distributed via Albion College campus mail.

Neither the questionnaire instructions nor the cover letter indicated a specific return date. One week after the questionnaires were distributed reminder postcards were sent via Albion College campus mail to all faculty in the population (See Appendix G). Three weeks after the return date, the Department of Resource Development at MSU supplied the author with the names of faculty members who had not returned a completed questionnaire. The author then sent a personal reminder letter to each non-respondent (See Appendix H).

Problems with Questionnaire Administration

Only one problem arose regarding the administration of the questionnaire. One faculty member wrote to Provost Poteet claiming that the study could not be "anonymous" because she had received a reminder letter stating that the Department of Resource Development at MSU had not received a completed questionnaire from her. Dr. Poteet passed along her complaint to the author.

The author responded by apologizing for the confusion and demonstrating that the questionnaire directions stated the questionnaire results would be "confidential," not anonymous. The author also published a more detailed explanation of the differences between "confidentiality" and "anonymity" in an Albion College faculty newsletter in case other faculty shared similar concerns.

Response Rate

Of the 250 questionnaires distributed, 178 completed questionnaires were returned. This resulted in a response rate of 71.2%. Babbie (1986) considers response rates in excess of 70% to be very good for analysis and reporting.

Comparisons between respondents and the Albion College population showed that respondents were representative in terms of gender, but that administrators were under-represented. Because population information regarding age, family income, length of employment, and percentage of faculty at the assistant, associate, and full professor levels was not available, it was not possible to determine how representative the respondents were in terms of these characteristics.

Data Cleaning

Babbie (1986) claims that missing data can be treated in several ways. Two methods commonly used are to exclude missing cases from the analyses or to substitute for missing data. Simulation studies by Basilevsky et al. (1985) show that most estimators of missing data can satisfactorily substitute for up to 10% of absent responses.

The first step in this study's data cleaning was to determine patterns of non-response among the various questions. A summary of missing data by respondent can be found in Appendix J. The questionnaires of twelve respondents were eliminated from the analysis because they failed to meet Basilevsky's criterion of lacking no more than 10% of responses. Thus, the sample used in data analysis consisted of 166 respondents.

Imputation using mean value replacement was conducted for the remainder of the missing data. This method is based on the fact that, for a fixed interval, the most probable values occur about the mean (Little & Rubin, 1987). In this method of imputation, each missing value is replaced by the sample mean of the corresponding variable.

Data Analysis

The data entry was conducted by the Department of Resource Development at MSU. The data were analyzed using the Statistical Package for the Social Sciences (SPSS Inc., 1984).

Factor Analysis of Attitudinal Question

According to Kim and Mueller (1978), exploratory factor analysis is useful in reducing a large number of questions or items to a smaller number of underlying "factors." In this study, exploratory factor analysis was used to identify factors within the 49-item question that addressed faculty attitudes toward the community service mission of Albion College.

Age and gender were used as control variables in the factor analysis. Because the covariance matrices were homogeneous when controlling for age and gender, they were eliminated from inferential analyses and data were combined. A matrix of product-moment correlations was computed for the 49 items. This matrix was analyzed using iterated factor analysis, with the square multiple correlation coefficient of each variable with all other variables used as an initial estimate of the communalities. Through iteration, communality stability of .001 was obtained.

Three different criteria were used to determine the number of factors to extract: 1) The Kaiser Criterion (sometimes called the eigenvalue greater than one criterion); 2) percentage of total variance explained by the obtained factors; and 3) the graphic plotting of variables using Cattell's Scree-Test (Harman, 1976; Kim & Mueller, 1978). Used in combination, these criteria suggested that Question 10--faculty attitudes toward a community service mission--should have seven factors.

An orthogonal (varimax) rotation was used in the final factor analysis (Hidalgo, 1996). According to Babbie (1986), one of the biggest challenges in factor analysis is determining the meaning of a factor based on the questions or items that load highly on it. This study used a panel of three people to study the factor loadings and name the resulting factors based upon item content. The panel considered only those items that had factor loadings of at least .3 (absolute value). Factor scores were computed using linear regression (Harman, 1976).

Factor Loadings and Factor Reliability

After factor analysis was conducted to identify factors within Question 10 (attitudinal question), reliability estimates were conducted using *coefficient alpha* (Cronbach, 1951). The factors, and their reliability estimates, are shown below. Factor loadings are displayed in Appendix K, factor variances are displayed in Appendix L, and factor statistics can be found in Appendix M.

Factor 1: Service as a criterion or requirement for students
and faculty
Alpha=.8696

- Factor 2:** Service as a component of the curriculum
Alpha=.8752
- Factor 3:** College involvement in community issues
Alpha=.8558
- Factor 4:** Student and faculty contributions to the community
Alpha=.6005
- Factor 5:** College investments in community development
Alpha=.2225
- Factor 6:** Community access to college facilities
Alpha=.8512
- Factor 7:** Service as part of a well-rounded faculty life
Alpha=SINGLE ITEM

Statistical Analyses

There were three levels of data collected in the study (Glebocki & Lancaster, 1984): nominal or unordered categorical data (most of the demographic and employment questions), ordinal or ordered categorical data (attitudinal scales), and ratio or numerical data (number of children, hours volunteered). The factors in Question 10 constituted the dependent variables in the study. The independent variables included attitudes toward the community as measured in Question 9, demographic and employment-related questions, volunteer hours, and charitable giving.

Frequency distributions were calculated for all variables, and medians were calculated for all variables measured at the ordinal and ratio level. The demographic variables in the study included: Age (Q-19); gender (Q-22); marital status (Q-23); level of education (Q-26); children in the household (Q-24); children attending public

schools (Q-25); taxable household income (Q-28); type of residence (Q-27); and location of residence (Q-4). The employment-related variables in the study included type of Albion College position (Q-1) and seniority at Albion College (Q-20).

Research Question 2 asks about faculty support for community service as a legitimate function of the private liberal arts college. This broad research question was divided into four analytic questions. These analytic questions, along with the methods of statistical analysis used to answer each question, are listed below:

1. What effects do attitudes toward the community as an environment for Albion College have on faculty attitudes toward the community service mission of Albion College?
Q-6xQ-10 will be determined through ANOVA.
2. What effects do volunteer service have on faculty attitudes toward the community service mission of Albion College?
Q-16xQ-10 will be determined through ANOVA.
3. What effects do philanthropic giving have on faculty attitudes toward the community service mission of Albion College?
Q-17xQ-10 will be determined through ANOVA.
4. What effects do demographic and employment-related variables have on faculty attitudes toward the community service mission of Albion College? Q-1, Q-4, Q-19, Q-22, Q-23, Q-24, Q-25, Q-26, and Q-28xQ-10 will be determined through ANOVA.

Post-hoc comparisons of significant items were calculated using Duncan's Multiple Range Test.

Limitations of the Quantitative Study

There were four limitations of the quantitative study that should be acknowledged prior to the presentation of the findings: 1) Low reliability estimates on Factors 4 and 5; 2) over-representation of faculty among respondents; 3) confusion about whether missing responses on the question related to the community service involvement of faculty and administrators should be treated as a zero or as missing data; and 4) the "datedness" of the data.

The reliability estimate on Factor 4 was .6005. While this is below the .7 Gable (1986) recommends, it is close. The reliability estimate on Factor 5 was .2225. This is considerably below Gable's recommendation and is a cause for concern. ANOVA showed several significant relationships involving Factors 4 and 5.

The over-representation of faculty, while not severe, may have some impact on the findings. ANOVA showed significant relationships between type of position and Factors 4 and 6.

Confusion about whether missing responses on the question related to the community service involvement of faculty and administrators should be treated as a zero or as missing data is a cause for concern. Question 16 had a considerable amount of missing data that might be attributable to this confusion.

Concerning the datedness of the data, the quantitative portion of this study was conducted in 1991. Because the data were collected for the evaluation of the Albion Civic Life Project, this dissertation treated the data as secondary data. While the author does not suggest that the findings presented in this study match the current attitudes of faculty and administrators, it is reasonable to assert that they represent faculty attitudes at a time when community service was subject to much debate at Albion College.

CHAPTER V

SURVEY FINDINGS

This chapter discusses the survey findings that address the research question: To what extent do faculty support a community service mission for the private liberal arts college? The first section of this chapter includes descriptive statistics related to the respondents and how they completed the questionnaire. The second section includes the results of the inferential statistical analyses (ANOVA) that were conducted.

Frequency Distributions

Because much of the data gathered in this study was nominal and ordinal data, most of the questions in the instrument were closed-ended questions. Respondents were asked to select the most appropriate item or range (where interval and ratio data were condensed into categories) from a list of response options. During data analysis it was necessary to further condense many of the ranges in order to have an adequate number of responses in each category. Thus, the categories presented in this section do not necessarily match the categories described in the section on inferential statistics.

The dependent variables included the seven factors that resulted from the factor analysis conducted on the 49 items in Question 10. The independent variables included demographic variables, employment-related variables, community service and

charitable giving data, and faculty perceptions toward the community as an environment for Albion College.

Demographic Variables

Data related to demographic variables are in Table 3. A majority of the respondents (53.5%) was under forty-one years old. Only 4.7% of respondents were over sixty years old. The category with the most respondents was the 36-40 year old category, with 21.2% of respondents. Approximately 59% of the respondents were male and 41% were female. This is representative of the Albion College staff population.

As would be expected at an institution of higher education, the respondents were well-educated. Only 5.8% of respondents had not earned a college degree, 18.6% had earned a bachelor's degree, 30.2% had earned a master's degree, and 45.3% had earned a Ph.D.

Of the respondents, 74.6% were married. Only 20.8% of the respondents had never been married, and 4.7% were separated, divorced, or widowed. Respondents with children and those without were almost evenly split (54.5% to 45.5%). However, people with children in the public schools constituted only 25.8% of respondents, while 74.2% did not have children in the public schools.

Table 3

Demographic Variables Frequency Responses

VARIABLE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
<u>Age</u>				
21-25	13	7.6	13	7.6
26-30	20	11.8	33	19.4
31-35	22	12.9	55	32.4
36-40	36	21.2	91	53.5
41-45	21	12.4	112	65.9
46-50	15	8.8	127	74.7
51-55	19	11.2	146	85.9
56-60	16	9.4	162	95.3
61-65	7	4.1	169	99.4
65 +	1	0.6	170	100.0
Missing	8			
<u>Gender</u>				
Male	102	59.3	102	59.3
Female	70	40.7	172	100.0
Missing	6			
<u>Marital Status</u>				
Single	36	20.8	36	20.8
Married	129	74.6	165	95.4
Separated	2	1.2	167	96.5
Divorced	5	2.9	172	99.4
Widowed	1	0.6	173	100.0
Missing	5			
<u>Household Income</u>				
\$10,000-\$19,999	16	9.9	16	9.9
\$20,000-\$29,999	25	15.4	41	25.3
\$30,000-\$39,999	25	15.4	66	40.7
\$40,000-\$49,999	32	19.8	98	60.5
\$50,000-\$69,999	44	27.2	142	87.7
\$70,000 or over	20	12.3	162	100.0
Missing	16			
<u>Children</u>				
No	97	54.5	97	54.5
Yes	81	45.5	178	100.0
<u>Children in School</u>				
No	132	74.2	132	74.2
Yes	46	25.8	178	100.0

Table 3 (continued)

Demographic Variables Frequency Responses

VARIABLE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
<u>Education</u>				
No College	10	5.8	10	5.8
Bachelor	32	18.6	42	24.4
Master	52	30.2	94	54.7
Ph.D.	78	45.3	172	100.0
Missing	6			
<u>Residence Location</u>				
Albion area	134	76.6	134	76.6
Other	41	23.4	175	100.0
Missing	3			
<u>Residence Type</u>				
Public housing	1	0.6	1	0.6
College housing	7	4.0	8	4.6
Apartment	27	15.5	35	20.1
Rented house	13	7.5	48	27.6
Owned house	126	72.4	174	100.0
Missing	4			

For a number of possible reasons--including marital status and type of position at Albion College--the household income of the respondents varied. Approximately 10% of the respondents earned a family income of less than \$20,000 per year. Approximately 12% of the respondents earned an annual family income of over \$70,000. The category with the most respondents was the \$50,000-\$69,000 category, with 27.2% of respondents.

Contrary to a popular belief in the Albion community, over 76% of the respondents lived in the Albion area. Only 23.4% of respondents lived outside of the City of Albion, Albion Township, or Sheridan Township. Over 72% of respondents owned their own home. Approximately 23% of respondents lived in rental housing, while 4.0%

of respondents lived in college-owned housing. It is likely that the latter group includes residence hall coordinators.

Employment-Related Variables

Data concerning employment-related variables are displayed in Table 4. Approximately 56% of respondents were faculty and 44% were administrators. The ratio of faculty to administrators among respondents was nearly the opposite of the ratio of administrators to faculty among the Albion College population. One possible reason for the smaller response among administrators is that this category includes many entry-level residence hall and student life staff who might have been less inclined to respond to the survey.

Nearly half (48.0%) of the respondents had been employed at Albion College less than six years. This is consistent with the Albion College population, where assistant professors and entry-level administrators predominate. Approximately 34% of respondents had been employed at Albion College from eleven to twenty years, while 18% had been employed over twenty years.

Clearly, a large percentage of the faculty and administrative employees did not have much seniority at Albion College at the time of the study. The relative recency of such a large number of employees can have a considerable impact on the organizational culture of an institution. Analyses presented later in this chapter will determine the effect of seniority upon attitudes toward the community service mission of Albion College.

Table 4

Employment-Related Variables Frequency Responses

VARIABLE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
<u>College Position</u>				
Faculty	99	55.6	99	55.6
Administrator	79	44.4	178	100.0
<u>Years Employed</u>				
1- 5	82	48.0	82	48.0
6-10	28	16.4	110	64.3
11-15	15	8.8	125	73.1
16-20	15	8.8	140	81.9
21-25	18	10.5	158	92.4
26-30	11	6.4	169	98.8
30 +	2	1.2	171	100.0
Missing	7			

Community Service and Charitable Giving

Data related to community service and charitable giving are in Table 5. Nearly one-third (31.5%) of respondents indicated that they had not engaged in any community service activities during the previous year. Approximately 29% of respondents volunteered from one to fifty hours, and nearly 40% provided over fifty hours of service. In retrospect, this question should have been formatted as an ordinal-level question rather than as a ratio-level question; in some cases it was difficult to determine if uncompleted spaces indicated zero hours of community service or missing data.

A majority (50.6%) of respondents gave less than \$50 per year to Albion College. Nearly 42% of respondents donated between \$50 and \$500. Only 7.6% of respondents donated over \$500 to Albion College. In terms of donations to charitable organizations within Calhoun County, faculty and administrators were more generous, with

only 34.4% giving less than \$50. Over 42% of respondents gave between \$50 and \$500 (which matches the percentage giving this amount of money to Albion College), while 22.9% gave over \$500. Most faculty and administrators were even more generous with charitable organizations outside of Calhoun County, with only 26.3% of respondents giving less than \$50 and 53.9% giving from \$50 to \$500. Nearly 20% of respondents donated \$500 or more to organizations outside of the county.

Table 5

Volunteerism and Charitable Giving Variables Frequency Responses

VARIABLE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
<u>Service Hours/Year</u>				
None	56	31.5	56	31.5
1-50	51	28.7	107	60.1
50 +	71	39.9	178	100.0
<u>Donations to College</u>				
< \$50	80	50.6	80	50.6
\$50-\$100	24	15.2	104	65.8
\$100-\$200	24	15.2	128	81.0
\$200-\$500	18	11.4	146	92.4
\$500 +	12	7.6	158	100.0
Missing	20			
<u>Donations in County</u>				
< \$50	54	34.4	54	34.4
\$50-\$100	23	14.6	77	49.0
\$100-\$200	24	15.3	101	64.3
\$200-\$500	20	12.7	121	77.1
\$500 +	36	22.9	157	100.0
Missing	21			
<u>Donations out of County</u>				
< \$50	40	26.3	40	26.3
\$50-\$100	19	12.5	59	38.8
\$100-\$200	35	23.0	94	61.8
\$200-\$500	28	18.4	122	80.3
\$500 +	30	19.7	152	100.0
Missing	26			

Perceptions of Community

Data related to faculty and administrator perceptions of the Albion community as an environment for Albion College are shown in Table 6. Consistent with findings from the evaluation of the Albion Civic Life Project, a large number of respondents (47.9%) believed the Albion community posed a problematic environment for Albion College, while only 9.6% believed the community provided a supportive environment. Nearly 43% of respondents believed the community was an acceptable environment for Albion College.

Table 6

Community Environment Variable Frequency Responses

VARIABLE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
<u>Community Environment</u>				
Problematic	80	47.9	80	47.9
Acceptable	71	42.5	151	90.4
Supportive	16	9.6	167	100.0
Missing	11			

Albion College's Role in the Community

Data related to faculty and administrator attitudes toward the role of Albion College in the community are shown in Table 7. As was mentioned in Chapter IV, the 49 items in Question 10 were condensed into seven factors through factor analysis. However, a review of the individual items in Question 10 revealed interesting patterns of response.

Respondents indicated disagreement with the following items in Question 10. The following list includes items where at least 30%

of respondents marked "strongly agree," or where "agree" or "strongly agree" were marked by at least 55% of respondents. The items are ranked from highest to lowest, according to the percent of general agreement.

1. Community service should be a graduation requirement for all students at Albion College (Item 37, strongly agree = 33.1%, agree + strongly agree = 65.7%);
2. Faculty and administrators should not be pressured to live in the Albion community (Item 19, strongly agree = 30.9%, agree + strongly agree = 57.3%);
3. Students should not be required to perform community service for graduation (Item 38, strongly agree = 30.9%, agree + strongly agree = 64.0%);
4. A course on the history of philanthropy and volunteerism should be required for Albion College students (Item 49, strongly agree = 25.8%, agree + strongly agree = 61.8%);
5. Faculty should not feel obligated to incorporate community service activities in the courses they teach (Item 33, strongly agree = 15.7%, agree + strongly agree = 57.3%).

Faculty agreement with Items 1 and 4 seems to indicate that many faculty would support a stronger curricular focus on service and philanthropy, but there were inconsistencies in faculty responses. For example, Items 1 and 3 are positively and negatively worded statements addressing the same concept: service as a graduation requirement for Albion College students. However, respondents indicated the same level of agreement with both the positive and negative statements. The agreement with Item 2 may suggest that a considerable number of faculty oppose Albion College's residency requirement.

Respondents indicated disagreement with the following items in Question 10. This list includes items where at least 30% of respondents marked "strongly disagree," or where "disagree" or "strongly disagree" were marked by at least 80% of respondents. The items are ranked from highest to lowest, according to the percent of general disagreement.

1. Doing community service does not help students develop their personal values (Item 12, strongly disagree = 42.7%, disagree + strongly disagree = 88.8%);
2. Community service helps students to develop their personal values (Item 43, strongly disagree = 23.6%, disagree + strongly disagree = 84.8%);
3. Faculty and administrators should not run for public office (Item 10, strongly disagree = 28.7%, disagree + strongly disagree = 83.2%);
4. Albion College students make positive contributions in the Albion community (Item 27, strongly disagree = 18.5%, disagree + strongly disagree = 83.1%);
5. Albion College has no business trying to improve the Albion Public Schools (Item 25, strongly disagree = 30.9%, disagree + strongly disagree = 80.9%);
6. The college has so many problems of its own right now that it cannot be concerned with problems in the community (Item 8, strongly disagree = 24.7%, disagree + strongly disagree = 80.3%);
7. Albion College should set aside scholarships for qualified Albion high school students who can't afford to attend college (Item 5, strongly disagree = 24.7%, disagree + strongly disagree = 77.5%).

Again, the attitudes of the faculty appear to be bipolar. Items 1 and 2 are positively and negatively worded statements addressing the same concept: the value of community service in developing the personal values of Albion College students. Respondents indicated the same level of agreement with both the positive and negative statements, suggesting that the faculty were divided on this issue. Item 4 indicates that respondents did not believe that Albion College students made positive contributions to the community. Respondents generally supported the role of Albion College in the community--as indicated in Items 3, 5, and 6--but they were very opposed to the college setting aside scholarships for qualified Albion High School students.

Respondents indicated the lowest percentage of strong agreement with the following items in Question 10. This list includes items where 0.0% of respondents marked "strongly agree."

1. Albion College faculty and administrators make positive contributions to the Albion community (Item 36, strongly agree = 0.0%);
2. Community service helps students to develop their personal values (Item 43, strongly agree = 0.0%);
3. Faculty and administrators actively encourage students to volunteer in the community (Item 44, strongly agree = 0.0%);
4. Faculty and administrators do not encourage students to volunteer in the community (Item 47, strongly agree = 0.0%).

The findings above suggest that respondents were not convinced of the value of community service for students. Perhaps as a result of this belief, respondents did have strong beliefs regarding the extent to which faculty and administrators encourage students to volunteer.

Respondents indicated the lowest percentage of strong disagreement with the following items in Question 10. This list includes items where fewer than 3.0% of respondents marked "strongly disagree."

1. Previous community service is an important criterion to use when hiring new faculty and administrators (Item 9, strongly disagree = 2.2%);
2. Community service should be a graduation requirement for all students at Albion College (Item 37, strongly disagree = 2.2%);
3. Albion College should offer a course on the history of philanthropy and volunteerism (Item 30, strongly disagree = 2.8%);
4. Students should not be required to perform community service for graduation (Item 38, strongly disagree = 2.8%);
5. Faculty and administrators can easily have a well-rounded life that does not include community service (Item 40, strongly disagree = 2.8%).

Respondents indicated the highest percentage of neutral responses with the following items in Question 10. This list includes items where more than 30.0% of respondents marked "neutral."

1. Faculty and administrators should not be encouraged to run for public office (Item 18, neutral = 47.2%);
2. Albion College should offer a course on the history of philanthropy and volunteerism (Item 30, neutral = 44.9%);
3. Albion College should make financial investments in local economic development (Item 26, neutral = 33.7%);

4. Faculty and administrators actively encourage students to volunteer in the community (Item 44, neutral = 33.7%);
5. Albion College bears its fair share of the costs of improving the Albion area (Item 4, neutral = 33.1%).

The following items contained the highest percentage of missing data. Items lacking at least 5.0% of responses are included.

1. Albion College does not bear its fair share of the costs of improving the Albion area (Item 13, missing = 7.9%);
2. Albion College bears its fair share of the costs of improving the Albion area (Item 4, missing = 6.7%);
3. Faculty and administrators who want to get involved in the community have adequate opportunity and encouragement to do so (Item 16, missing = 5.1%);
4. Faculty and administrators do not encourage students to volunteer in the community (Item 47, missing = 5.1%).

The amount of missing data--and the relative neutrality of responses--appears to indicate a general lack of knowledge about the current involvement of Albion College in the community. It might also indicate a lack of awareness about what the college could do to invest in the community.

Table 7

College's Role Items Frequency Responses

ITEM	SA	AGREE	NEUTRAL	DISAGREE	SD	MISSING
1	3.4	14.0	28.7	42.1	9.6	2.2
2	0.6	5.6	13.5	58.4	19.7	2.2
3	3.9	14.6	16.3	51.1	9.6	4.5
4	4.5	16.9	33.1	30.9	7.9	6.7
5	2.2	6.2	11.8	52.8	24.7	2.2
6	1.7	8.4	16.3	54.5	16.3	2.8
7	9.6	34.8	23.0	23.6	4.5	4.5
8	1.1	2.2	12.4	55.6	24.7	3.9
9	16.3	34.8	24.7	19.7	2.2	2.2
10	0.6	1.7	12.9	54.5	28.7	1.7
11	11.8	27.5	18.0	33.1	7.9	1.7
12	1.1	1.1	7.3	46.1	42.7	1.7
13	5.1	17.4	31.5	28.7	9.6	7.9
14	3.4	10.7	16.3	57.9	10.7	1.1
15	5.6	17.4	29.8	33.7	10.7	2.8
16	0.6	7.3	20.8	57.3	9.0	5.1
17	9.6	25.3	27.0	32.6	4.5	1.1
18	2.8	10.1	47.2	29.2	9.0	1.7
19	30.9	26.4	11.8	25.8	5.1	0.0
20	1.7	15.2	20.2	52.2	10.1	0.6
21	4.5	29.8	19.1	36.5	9.6	0.6
22	10.1	41.0	19.7	22.5	5.1	1.7
23	5.6	16.9	12.9	47.8	16.3	0.6
24	2.2	9.6	19.1	53.9	12.9	2.2
25	3.4	2.8	10.7	50.0	30.9	2.2
26	4.5	14.0	33.7	38.2	9.0	0.6
27	1.1	3.9	10.1	64.6	18.5	1.7
28	9.6	30.9	21.3	28.7	8.4	1.1
29	3.9	14.6	15.2	50.6	12.9	2.8
30	5.6	14.6	44.9	30.9	2.8	1.1
31	3.9	15.2	25.8	39.9	11.8	3.4
32	12.9	34.3	23.0	22.5	3.9	3.4
33	15.7	41.6	20.2	19.7	1.7	1.1
34	1.7	11.2	19.7	57.3	7.3	2.8
35	4.5	14.0	20.8	48.9	9.6	2.2
36	0.0	3.4	13.5	59.0	19.7	4.5
37	33.1	32.6	21.3	9.6	2.2	1.1
38	30.9	33.1	19.7	9.6	2.8	3.9
39	16.3	23.0	25.3	30.9	1.7	2.8
40	9.0	34.3	20.8	32.0	2.8	1.1
41	10.7	10.1	11.2	57.9	9.6	0.6
42	3.4	15.7	16.3	48.3	12.9	3.4
43	0.0	1.1	10.7	61.2	23.6	3.4
44	0.0	11.2	33.7	48.3	3.4	3.4
45	2.8	20.8	16.3	47.8	9.6	2.8
46	2.2	7.3	26.4	45.5	15.2	3.4
47	0.0	8.4	32.6	47.2	6.7	5.1
48	6.2	19.7	24.2	41.0	5.1	3.9
49	25.8	36.0	23.6	7.9	3.4	3.4

ANOVA of Attitudes by Independent Variables

The results of the ANOVA revealed that the independent variables in the study had an influence on faculty and administrator attitudes relative to the community service mission of Albion College. As mentioned earlier, age and gender were used as control variables in the factor analysis. Because the covariance matrices were homogeneous when controlling for these variables, they were eliminated from the ANOVA. ANOVA tables are in Chapter V, and Duncan's Multiple Range Tests are in Appendix N.

Demographic Variables

Marital status and having children in school affected respondents' attitudes toward the role of the college in the community. Specifically, marital status was related to Factor 3 (College involvement in community issues) and having children in school was related to Factor 5 (College investments in community development). These analyses are presented in Table 8.

As shown in Tables 22 and 23 in Appendix N, Duncan's Multiple Range Test revealed that married respondents were more likely to support Albion College involvement in community issues. This is consistent with research by Hodgkinson and Weitzman (1990) that shows a link between community service and marital status.

However, respondents with children in the public schools were less likely to support Albion College investments in community development. This result runs counter to the research of Hodgkinson and Weitzman (1990). It should be noted that Factor 5 had a *coefficient alpha* of only .2225, suggesting that the relationship between children in the public schools and Albion College investments in community development is not a reliable one.

Table 8

ANOVA of Demographic Variables by Factor Scores

VARIABLE	F1	F2	F3	F4	F5	F6	F7
<u>Marital Status</u>							
F-Values:	0.07	0.25	4.70	0.00	2.91	0.10	0.40
P-Values:	0.80	0.62	0.03*	1.00	0.09	0.75	0.53
<u>Household Income</u>							
F-Values:	0.75	2.41	0.29	0.03	1.78	1.41	0.87
P-Values:	0.52	0.07	0.84	0.99	0.15	0.24	0.46
<u>Children</u>							
F-Values:	0.12	2.03	3.21	0.09	2.82	0.20	0.87
P-Values:	0.73	0.16	0.08	0.77	0.10	0.66	0.35
<u>Children in School</u>							
F-Values:	0.34	1.02	1.53	0.10	5.28	0.09	0.32
P-Values:	0.56	0.31	0.22	0.75	0.02*	0.76	0.57
<u>Education</u>							
F-Values:	0.75	1.61	1.73	0.49	0.81	2.95	1.15
P-Values:	0.39	0.21	0.19	0.48	0.37	0.09	0.29
<u>Residence Location</u>							
F-Values:	2.16	0.30	0.49	0.57	2.37	0.58	0.20
P-Values:	0.14	0.58	0.48	0.45	0.13	0.45	0.65
<u>Residence Type</u>							
F-Values:	0.05	0.07	0.18	0.46	1.26	0.99	0.07
P-Values:	0.82	0.80	0.67	0.50	0.26	0.32	0.79

Note. *p<.05.

Employment-Related Variables

The type of Albion College position (faculty or administrator) and length of tenure (seniority) at Albion College affected respondents' attitudes toward the role of the college in the community. Specifically, the type of Albion College position was related to Factor 4 (Student and faculty contributions to the community) and Factor 6 (Community access to college facilities).

The seniority of respondents was related to Factor 6. These analyses are presented in Table 9.

As shown in Tables 24-26 in the Appendix N, Duncan's Multiple Range Test revealed that administrators were more likely to believe that Albion College students and faculty made positive contributions to the community. Faculty were more supportive of allowing the community to have access to Albion College facilities. Respondents with less than four years of seniority were less likely to support community access to Albion College facilities than were respondents with four to twelve years of seniority. Respondents with over twelve years of seniority were not significantly different from either group.

These analyses suggest that faculty--who would not have to deal with the administrative challenges of allowing community access to Albion College facilities--were more supportive of doing so. On the other hand, administrators--who monitor student involvement in the community because of its student development, public relations, and recruitment value--were more aware of the contributions made by students and faculty. The impact of seniority is more difficult to determine. While it seems intuitive that younger faculty and administrators might not see the value in granting the community access to Albion College facilities, the same cannot be said of staff with over twelve years of seniority. Perhaps respondents with four to twelve years of seniority were more involved in the community and thus were more willing to provide access to college facilities, although the analyses presented next counter this supposition.

Table 9

ANOVA of Employment-Related Variables by Factor Scores

VARIABLE	F1	F2	F3	F4	F5	F6	F7
<u>College Position</u>							
F-Values:	1.08	0.45	1.13	5.39	0.02	6.17	0.93
P-Values:	0.30	0.51	0.29	0.02*	0.90	0.01**	0.34
<u>Seniority</u>							
F-Values:	0.06	0.79	0.63	0.11	0.11	2.98	0.89
P-Values:	0.94	0.46	0.53	0.90	0.89	0.05*	0.41

Note. *p<.05. **p<.01.

Community Service and Charitable Giving

Donations to Albion College, donations within Calhoun County, and donations outside of Calhoun County affected respondents' attitudes toward the role of the college in the community. The number of hours of community service per year did not have a significant impact.

Charitable giving to Albion College was related to Factor 5 (College investments in community development). Charitable giving in Calhoun County was also related to Factor 5. Charitable giving outside of Calhoun County was related to Factor 7 (Service as part of a well-rounded faculty life). These analyses are presented in Table 10.

As shown in Tables 27-29 in Appendix N, Duncan's Multiple Range Test revealed that respondents who donated \$50 or more per year to Albion College were more likely to support Albion College investments in community development. Respondents who donated more than \$500 per year to charitable organizations in Calhoun County were also more likely to support Albion College investments in

community development. Respondents who donated less than \$50 per year to charitable organizations outside of Calhoun County were more likely to view service as part of a well-rounded faculty life than were respondents who donated more than \$500 per year. Respondents who donated between \$50 and \$500 per year were not significantly different from the other two groups. These findings suggest that respondents with closer ties to Albion College and Calhoun County (as evidenced by their financial contributions), were more supportive of college and faculty involvement than were respondents who were more closely linked with organizations outside of Calhoun County.

Table 10

ANOVA of Service and Charitable Giving by Factor Scores

VARIABLE	F1	F2	F3	F4	F5	F6	F7
<u>Service Hours/Year</u>							
F-Values:	1.20	0.03	0.00	0.05	0.58	2.38	0.00
P-Values:	0.28	0.87	0.96	0.83	0.45	0.13	0.97
<u>Donations to College</u>							
F-Values:	0.22	0.33	0.90	1.03	7.09	1.39	3.00
P-Values:	0.81	0.72	0.41	0.36	0.01**	0.25	0.06
<u>Donations in County</u>							
F-Values:	0.25	0.32	0.25	0.39	8.53	0.56	1.91
P-Values:	0.78	0.72	0.78	0.68	0.00**	0.57	0.15
<u>Donations out of County</u>							
F-Values:	2.49	0.80	0.58	0.24	0.38	1.36	3.96
P-Values:	0.09	0.45	0.56	0.78	0.69	0.26	0.02*

Note. *p<.05. **p<.01.

Perceptions of Community

Respondents' perceptions of the Albion community as an environment for Albion College were related to attitudes toward Factor 6 (Community access to college facilities). These analyses are presented in Table 11.

Respondents who believed the Albion community was an acceptable or supportive environment for Albion College were more supportive of granting community access to college facilities than were respondents who believed the community was a problematic environment. However, Duncan's Multiple Range Test revealed no significant differences among the means. One possible explanation for the relationship between perceptions toward the community and attitudes toward allowing community access to college facilities, is that respondents who felt negatively toward the community wanted to keep the college isolated from community influences.

Table 11

ANOVA of Community Environment by Factor Scores

VARIABLE	F1	F2	F3	F4	F5	F6	F7
<u>Community Environment</u>							
F-Values:	1.88	1.44	2.40	1.65	0.90	4.56	0.46
P-Values:	0.16	0.24	0.09	0.20	0.41	0.01**	0.63

Note. **p<.01.

Summary of Major Findings

1. A large number of respondents (47.9%) believed that the Albion community posed a problematic environment for Albion College, while only 9.6% believed the community provided a supportive environment;
2. Respondents' attitudes regarding community service as a requirement for Albion College students were bipolar, with 33.1% strongly in favor of such a requirement and 30.9% strongly against it;
3. Respondents' attitudes regarding the impact of community service on the personal values of Albion College students were bipolar--and contradictory--with over 80% of respondents disagreeing with both the positively worded and negatively worded items that addressed this concept;
4. Married respondents were more likely than unmarried respondents to support Albion College involvement in community issues;
5. Administrators were more likely than faculty to believe that Albion College students and faculty made positive contributions to the community;
6. Faculty were more supportive of allowing the community to have access to Albion College facilities than were administrators;
7. Respondents with four to twelve years of seniority were more likely to support community access to Albion College facilities than were respondents with less than four years of seniority;
8. Respondents' perceptions of the Albion community as an environment for Albion College were related to their willingness to allow community access to college facilities

(significant ANOVA). While the means were not significantly different (according to Duncan's Multiple Range Test), respondents who believed the Albion community was an acceptable or supportive environment for Albion College were generally more supportive of granting community access to college facilities than were respondents who believed the community was a problematic environment;

9. Respondents who donated \$50 or more per year to Albion College were more likely to support Albion College investments in community development than were respondents who gave less than \$50 per year;
10. Respondents who donated more than \$500 per year to charitable organizations in Calhoun County were more likely to support Albion College investments in community development than were respondents who gave less than \$500 per year;
11. Respondents who donated more than \$500 per year to charitable organizations outside of Calhoun County were less likely to view service as part of a well-rounded faculty life than were respondents who donated less than \$50 per year.

CHAPTER VI

DISCUSSION

This chapter answers the two research questions proposed in Chapter I of this dissertation: 1) To what extent does the literature support the premise that private liberal arts colleges historically have had a service mission; and 2) to what extent do faculty support a service mission for the private liberal arts college? Given the answers to these two questions, this chapter also discusses implications for private liberal arts colleges and their leaders, in general; for Albion College, in particular; and for service-learning practitioners, community development practitioners, and scholars.

Conclusions

The conclusions are drawn from the literature, as well as from the study of faculty and administrator attitudes conducted at Albion College.

The Historical Service Mission

The people who founded many of our nation's private liberal arts colleges did so because they believed these institutions could provide a unique and valuable service to American society. In the nineteenth century--the period when most private liberal arts colleges were established--the preparation of young people as citizens of a democracy was viewed by many people as the service our

nation most needed and that no other institution could furnish. Thus, private liberal arts colleges have provided--and continue to provide--a decidedly public service. The United States government acknowledges this public service by granting private liberal arts college tax-exempt status in recognition of the burden they bear that would otherwise be shouldered by government.

It is important to remember, however, that service to society was the primary motivation of the founders of these institutions, and that the education of young people was the best means at the time of fulfilling that mission. No better example of this exists than Wellesley College. Wellesley's founder, Henry Fowle Durant, considered establishing an orphanage on the present site of the Wellesley campus before deciding that the education of poor, young women provided a service that was in greater need. Today Wellesley, like many private liberal arts colleges, seems to have lost sight of its "service" origins and instead considers the education of young people to be its primary mission. Thus, what was once "means" is now "end."

There is little evidence in the literature to suggest that this situation is likely to change. The prevailing view of private liberal arts colleges as educational institutions has become so ingrained in contemporary thought and writing that a return to service as the primary mission is unlikely. For better or worse, the primary mission of private liberal arts colleges today is education. As the literature suggests, any private liberal arts college that considers a return to a service as its primary mission is putting its very survival in jeopardy.

A more appropriate concern for this dissertation is that many private liberal arts colleges have also lost sight of their true

educational tradition--civic education--and instead promote a "valueless" learning for learning's sake. This transition has been lamented for decades by scholars of the private liberal arts college, especially by those who have witnessed the gradual erosion of the church-related college. Fortunately, there is evidence that a growing number of institutions recognize this movement toward relativism and have taken steps to return to educating citizens for a democratic society. The emergence of service-learning, philanthropic studies, and centers for nonprofit administration are catalyzing this reversal, as are the volunteer activities of student themselves, who usually take the lead in community service at private liberal arts colleges.

For those private liberal arts colleges that have engaged in service in addition to their educational missions, there have been a variety of motivating factors: 1) Service as religious conviction; 2) service as a means of carrying out a tradition of social activism; 3) service in response to social crisis, most notably the Great Depression; and 4) service as a means of educating students. An ancillary benefit of involvement stemming from these three motivating factors has been the improvement of town and gown relations, although the literature does not suggest that this has ever been the primary motivating factor for engaging in a service mission.

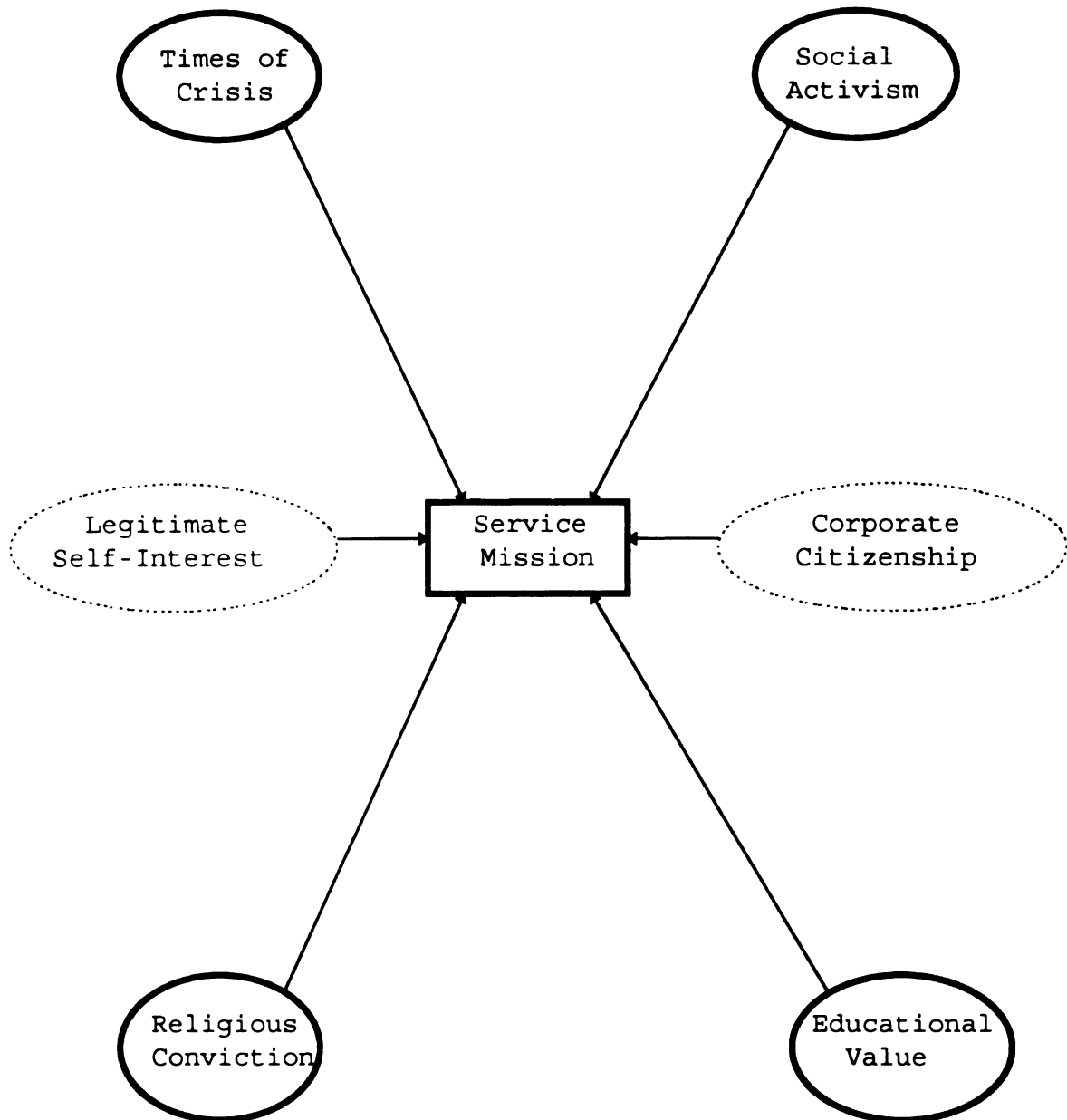
The review of literature revealed very little information about two potential motivating factors for a service mission for private liberal arts colleges that have driven--in part--Albion College's efforts in the local community: 1) Service provided out of legitimate self-interest; and 2) service provided out of corporate citizenship. This lack of attention is surprising for

three reasons: 1) The discussion these topics have received at other types of colleges and universities; 2) the increased competition among private liberal arts colleges for a shrinking pool of potential students; and 3) the increased scrutiny tax-exempt organizations are receiving from members of the public who question why taxpayers should bear the financial burden of providing municipal services to these institutions. At the time that this dissertation was conceived, Albion College was unique because its service efforts were motivated, in part, by legitimate self-interest, and to a lesser extent by its obligations as a corporate citizen. Figure 1 provides a graphical representation of alternative motivations for a service mission.

College presidents can influence the extent to which private liberal arts colleges successfully adopt and practice a community service mission. Colleges need a president who can articulate to internal stakeholders how institutional history and traditions underscore the importance of participation in community service. The way in which the college president goes about articulating and implementing a community service mission, and the rapidity with which it is attempted, is likely to determine whether community service becomes fully embedded in the institution's organizational culture. There is also a relationship between the number of new faculty a president hires and the extent to which a president can change an institution.

There exists very little information in the literature about the extent to which private liberal arts college faculty, in particular, support a community service mission. Research conducted at colleges and universities around the nation suggests that many faculty do not embrace service as a function of higher education.

Figure 1

Institutional Motivations for a Service Mission

As was stated in Chapter I, this dissertation was not intended to provide an exhaustive definition of the various types of service in which institutions of higher education can engage. However, given the moral foundations of private liberal arts colleges, community service--rather than service-learning, extension, public service, or outreach--is perhaps the best descriptor for the service provided by private liberal arts colleges and their faculty. This is especially true if one accepts--as the literature suggests--that research is a contemporary, and perhaps inappropriate, function of the private liberal arts college. In this line of reasoning, perhaps service at the private liberal arts college should focus on modeling moral behavior for students; improving the community environment, and thus the viability of the institution; and fulfilling the obligations of corporate citizenship.

The review of literature related to Albion College reveals an institution that has made bold--perhaps misinformed--steps to become engaged in the life of the community. The institution's expressed motivation for doing so has evolved from a focus on student development to a recognition that the life of the college is inextricably linked to the life of the community. What has not changed is the college's capacity to engage in service in a way that meshes with the community culture, and that leads to visible, sustainable results.

Faculty Support for a Service Mission

The review of literature demonstrates that faculty have played a significant and increasing role in shaping institutional mission. Given this growing influence over institutional mission, and given the potential reasons why private liberal arts colleges might

consider a service mission, faculty attitudes toward such a mission become critical.

The survey of Albion College faculty revealed variability among faculty in terms of their attitudes regarding the community service mission of the college, and in terms of their own community service activities and charitable giving. The study also demonstrated that several factors influenced faculty attitudes toward the community service mission.

One premise of the quantitative study was that "connectedness" to the community would influence faculty and administrator attitudes regarding a service mission for Albion College. Indicators of connectedness included residence in the community, home ownership, marriage, children, children in the public schools, community service activities, and charitable giving. This study demonstrated that being married, having children in school, and charitable giving were related to attitudes toward a service mission.

Specifically, married respondents were more likely to support college involvement in community issues than were respondents who were not married. Respondents with children in the public schools were more likely to support college investments in community development than were respondents without children in school.

Charitable giving among faculty fell into two main categories: Those who donated money to Albion College and charitable organizations in Calhoun County; and those who gave their money to organizations outside of Calhoun County. "Inwardly" focused faculty and administrators (i.e., those who donated to Albion College and organizations in Calhoun County), were more likely to support college investments in community development. On the other hand, "outwardly" focused staff (i.e., those who gave to organizations

outside of Calhoun County) were more likely to view service as part of a well-rounded faculty life. This suggests that faculty and administrators who donated money locally were more interested in seeing the college become involved in pragmatic local issues, while faculty and administrators who donated their money outside of the area viewed service in more abstract terms.

At first glance, it was surprising that faculty and administrators who lived in the community were not more supportive of a service mission. However, Albion College is unique among private liberal arts colleges because it has a residency requirement that forces most staff to live in the community. Therefore, many faculty and administrators live in the community who would prefer to live elsewhere, and thus they are "in" the community but not "of" it.

Perhaps more surprising, faculty and administrators who participated in community service activities were not more supportive of a service mission for Albion College. As was mentioned in the discussion in Chapter IV about the limitations of the quantitative study, the question about the community service involvement of faculty and administrators caused confusion about whether an unanswered question should be treated as a zero or as missing data. It is very possible that a replication of this study--with a revision in the question about community service activities--would yield different results.

Seniority and the type of position respondents held at Albion College also influenced their attitudes toward the community service mission of Albion College. In general, administrators viewed the community service contributions of students and faculty more positively than did faculty. This might be explained by the public

relations role associated with administrators, and by administrators' involvement with student organizations that are responsible for placing and supervising students in community service activities. A replication of this study might be useful in determining whether faculty or administrators are more likely to volunteer in the community.

Faculty--and respondents with four to twelve years of seniority--were most supportive of providing the community with access to Albion College facilities. Administrators were not as supportive of opening college facilities to the community, perhaps because they are responsible for governing and maintaining these facilities. Faculty and administrators with less than four years of seniority might be less supportive because they are less familiar with the needs of the community. Faculty and administrators with more than twelve years of seniority might be less supportive because they have begun to disengage from involvement with the college and the community.

Respondents' perceptions of the Albion community as an environment for Albion College also influenced their willingness to give community members access to college facilities. Specifically, faculty and administrators who believed the community was an acceptable or supportive environment for the college were more willing to grant such access. It is possible that faculty and administrators who view the community negatively want to keep the college isolated from negative community influences. If true, this is consistent with the view of private liberal arts colleges as "retreats" from society.

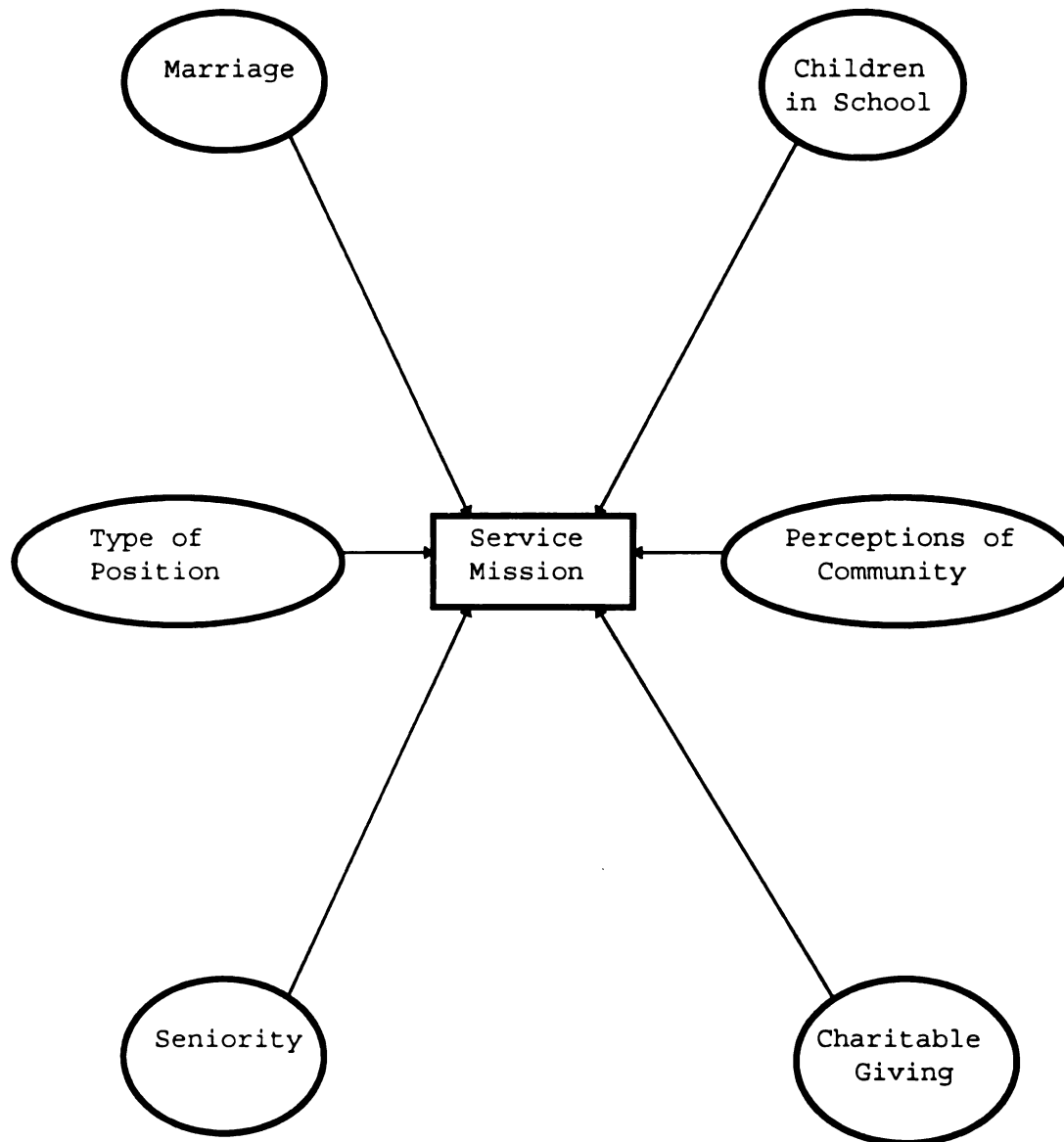
Nearly half of the respondents were employed at Albion College for less than six years. Because faculty members with less

seniority were less supportive of a service mission for Albion College, the influx of new faculty members can have a measurable impact on the institution's mission. Figure 2 provides a graphical representation of the individual factors that are related to support for a community service mission.

Implications

Chapter I described three reasons why this study should be of interest to private liberal arts colleges: 1) Colleges and faculty need to have a better understanding of the role that community service has traditionally played so that their institutions can remain true to their historical missions; 2) a better understanding of the community service mission of the private liberal arts college will allow institutions to produce students who more closely fit the "ideal" touted in recruitment literature; and 3) institutions that are able to make their host communities more appealing to prospective students, faculty, and donors will be more likely to thrive. In light of these reasons, the following sections address the implications of this study for private liberal arts colleges and their leaders, in general; for Albion College, in particular; and for service-learning practitioners, community development practitioners, and scholars.

Figure 2

Individual Factors Related to Support for a Service Mission

For Private Liberal Arts Colleges

This study demonstrates that the demographic, employment-related, and charitable giving characteristics of faculty and administrators have an influence on their attitudes toward a community service mission. While the effects of these characteristics are likely to vary among colleges, these findings suggest that--over time--it is possible to "build" a faculty that is more supportive of a community service mission. For private liberal arts colleges that are interested in pursuing such a mission, the purposeful selection of faculty and administrators is critical. This is easier to do at private liberal arts colleges than at public institutions, where state and federal laws related to hiring practices are more prescriptive.

This study suggests that faculty and administrators lack knowledge about this history and traditions of private liberal arts colleges. While the majority of new employees will continue to be produced by public institutions and private research universities, private liberal arts colleges can do a more effective job of exposing faculty and administrators to the rich community service traditions of their institutions.

This study also suggests that requiring faculty to live in the community in which the college is located does not lead to greater interest in a community service mission. A residency requirement can be implemented to improve community perceptions of the college, and to provide positive economic benefits for the community.

Another finding of this study that has implications for private liberal arts colleges is the absence of staff who have experience in community development. If private liberal arts colleges desire to improve communities out of legitimate self-

interest or corporate citizenship, it would be in the best interest of institutions and their host communities if such community service was coordinated by someone with community development expertise. McCoy (1972) and Scheie and Mayer (1990) believe that the creation of centers or institutes for policy research and action are worth considering. Scheie and Mayer believe that this signals ". . . to faculty and communities alike that at these places, something other than academics-as-usual is occurring. Centers can be nexuses for interdisciplinary and applied work--in other words, for the kinds of activity most useful to communities and economic development practitioners."

The Albion College experience suggests that students who volunteered in high school are attracted to institutions with a reputation for community service. Thus, a community service mission can be an effective recruitment tool and should be used as such. For some institutions, focusing financial aid on community service rather than on academic achievement might result in greater numbers of students.

Finally, college leaders who desire to embark on a community service mission need to be aware of the many factors that determine whether such a mission will be acceptable to the institution's stakeholders, and at what pace it can be implemented. The characteristics of faculty and staff, the institution's fiscal condition and other environmental factors, the institution's historical mission and traditions, the organizational culture, the president's leadership style, and the institution's previous attempts to implement a community service mission will dictate how successfully such a mission can be embedded in the institution. Careful analysis of these factors will allow college leaders to plan

an implementation strategy that neutralizes potential opposition and capitalizes on potential assets.

For Albion College

The implications for private liberal arts colleges discussed above should be studied by Albion College. However, there are some findings that have particular relevance for Albion College.

Because of the bipolar attitudes regarding community service as a graduation requirement and the value of community service in student development, any attempt to force community service into the curriculum is likely to divide the faculty. If there is a desire to incorporate community service and philanthropy in the curriculum, it should be implemented on a voluntary basis. Because a large percentage of faculty and administrators held neutral opinions about offering a class on the history of philanthropy and volunteerism, by working closely with the faculty it might be possible to convince them of the value of this type of class.

It is surprising that faculty and administrators who work at an educational institution like Albion College would not be supportive of setting aside scholarships for qualified Albion high school students who could not otherwise afford to go to college. Because the City of Albion is racially diverse, and because many of the students who would be eligible for financial aid would be African American, this is an issue the college may want to investigate. Despite the considerable expressed interest in multiculturalism at Albion College, there is the possibility that most faculty and administrators are not interested in recruiting greater numbers of minority students.

Given the neutrality among faculty and administrators regarding the extent to which Albion College bears its fair share of the cost of improving the Albion community, the importance of service in student development, and faculty encouragement of student volunteerism, Albion College may want to consider an educational and promotional effort to make faculty more aware of the institutions current community service efforts and the impact of service on students. Albion College's most recent Rhodes Scholar--Amy Wakeland--is an example of a student who credits her community service involvement with her development as a student (Wakeland, 1996).

Two recent events are worth noting. First, in early February, 1996, Dr. Melvin Vulgamore--President of Albion College for the past thirteen years--announced his retirement (Loffelman, 1996). There can be no doubt that Dr. Vulgamore was an advocate for college involvement in the local community. Under his leadership, Albion College spearheaded major college/community partnerships and invested college money in the development of the community's physical infrastructure. Nowhere in the Albion College literature is there any evidence that either had been attempted prior to his presidency. Dr. Vulgamore also believed that community service was an integral part of the private liberal arts college experience. He provided evidence of this belief when he served as founding co-president of *Michigan Campus Compact*.

A second event of considerable significance was the recent decision of Olivet College to revise its mission statement, and to focus its resources and educational activities on the development of citizenship and social responsibility among its students (Albion Recorder, 1995). Beginning in the fall of 1996, Olivet College will

give much of its financial aid to students with a proven track record in community service. The college will also make community service a requirement for all students.

In the past half century, this is perhaps the greatest commitment any private liberal arts college in the country has made to the use of community service in student development. It is ironic that Dr. Vulgamore's dreams for Albion College are being realized at a private liberal arts college located only 25 miles away.

For Service-Learning Practitioners

Service-learning practitioners should realize that service-learning is but one aspect of a community service mission, and that it is primarily focused on student development, not on community development. Because service-learning activities have an impact on the community--positive and negative--service-learning practitioners need more exposure to the principles of effective community development. This will allow service-learning practitioners to minimize the negative--and maximize the positive--effects of service-learning on communities and students alike. Also, service-learning practitioners need to investigate the extent to which service-learning has an impact on personal values. This would augment the excellent work that has been done regarding the influence of service-learning on intellectual development.

For Community Development Practitioners

There is very little information about the ways in which private liberal arts colleges can contribute to community development. Greater knowledge about the mission of private liberal

arts colleges will help community development practitioners understand what these institutions might be able to do. It will also allow community developers to manage their expectations about what most private liberal arts colleges are willing to do. Some of the community development literature related to the involvement of public institutions in local communities might be transferrable to a private liberal arts college setting.

For Scholars

As was mentioned above, the review of literature revealed a lack of scholarly activity focused on the community service mission of the private liberal arts college. While this study can play some small part in contributing to the knowledge base, more research is needed.

One area for potential research is a replication of this study among a diverse cross-section of private liberal arts colleges. The differences among colleges, especially between independent colleges and church-related colleges, are worth exploring. The exploratory factor analysis conducted in this study will be useful in revising the questionnaire for use elsewhere. For example, factor analysis revealed item groupings that will allow for the development of attitudinal scales with higher reliability estimates. Also, other questionnaire formats--especially in the section of the questionnaire that measured involvement in community service activities--will reduce problems with missing data.

Another potential area of research is the identification and classification of the universe of community service activities in which private liberal arts colleges can engage. For example, private liberal arts colleges often have sizable endowments that

could be invested locally. Is this an appropriate use of endowment money? Would boards of trustees support local investment of endowment funds? Would such an investment have an impact on the local economy? Answers to these questions would make considerable contributions to the knowledge base.

Epilogue

In 1971, Keeton asked "How can private colleges turn from their historic habit of reluctant response to external pressures for reform toward a pattern of active and intelligent leadership in improvement?" This dissertation demonstrates that Keeton's poignant question is as relevant in 1996 as it was in 1971.

Private liberal arts colleges provide the ideal environment for experimenting with a community service mission; an environment that they have not yet adequately utilized. Private liberal arts colleges have the freedom to orient life and curriculum around a philosophical or religious perspective that is inappropriate for a state institution (Parsonage, 1978). While hiring faculty on the basis of their interest in the "moral" obligations of higher education might not be possible at public institutions, it should be encouraged at private liberal arts colleges. Private liberal arts colleges also possess distinctive student characteristics, capital resources, and other assets that allow them to take risks in community service (Keeton, 1971). This allows for a wide range of alternatives for practicing a service mission that are not available to public institutions (McCoy, 1972).

How can private liberal arts colleges take advantage of these unique qualities and develop community service strategies that are

instructive for all of higher education? Perhaps by following the advice of Charles McCoy (1972):

By choosing purposes and roles related to its constituencies and to the needs of society around it, a college may be distinguished from other colleges and may even become distinguished in its performance. This means not that it does what other colleges cannot do but that it does what other colleges are not doing. It means finding its own vocation, discovering an identity for itself. This is both a Christian and an educationally fruitful direction in which to move.

Far from diminishing the quality of the private liberal arts college, practicing an appropriate community service mission may be the best way to develop both the full potential and the viability of this unique institution. Only by doing so can the private liberal arts college exercise the "active and intelligent leadership" American society will demand in the 21st Century.

APPENDICES

APPENDIX A

Albion College Policy on Research Involving Human Subjects

APPENDIX A

POLICY ON RESEARCH INVOLVING USE OF HUMAN SUBJECTS

The decision to undertake research rests upon a considered judgment by the individual faculty member about how best to contribute to science and human welfare. Having made the decision to conduct research, the faculty member considers alternative directions in which research energies and resources might be invested. On the basis of this consideration, the faculty member carries out the investigation with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants.

A. In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.

B. Considering whether a participant in a planned study will be a "subject at risk" or a "subject at minimal risk," according to recognized standards, is of primary ethical concern to the investigator.

C. The investigator always retains the responsibility for ensuring ethical practice in research. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.

D. Except in minimal-risk research, the investigator establishes a clear and fair agreement with research participants, prior to their participation, that clarifies the obligations to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of the research participants who have impairments that would limit understanding and/or communication.

E. Methodological requirements of a study may make the use of concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to (i) determine whether the use of such techniques is justified by the study's prospective scientific, educational, or applied value, (ii) determine whether alternative procedures are available that do not use concealment or deception; and (iii) ensure that the participants are provided with sufficient explanation as soon as possible.

F. The investigator respects the individual's freedom to decline to participate in or to withdraw from the research at any time. The obligation to protect this freedom requires careful thought and consideration when the investigator is in a position of authority or influence over the participant. Such positions of authority include, but are not limited to, situations in which research participation is required as part of employment or in which the participant is a student, client, or employee of the investigator.

APPENDIX B

UCRIHS Letter

APPENDIX B

MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL

EAST LANSING • MICHIGAN • 48824-1046

March 19, 1991

Joel Lichty, Ph.D.
305 Natural Resources

RE: ALBION (BELOIT) COLLEGE AND COMMUNITY SURVEY, IRB#91-122

Dear Dr. Lichty:

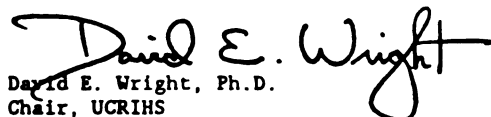
The above project is exempt from full UCRHS review. I have reviewed the proposed research protocol and find that the rights and welfare of human subjects appear to be protected. You have approval to conduct the research.

You are reminded that UCRHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRHS approval one month prior to March 17, 1992 .

Any changes in procedures involving human subjects must be reviewed by the UCRHS prior to initiation of the change. UCRHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,


David E. Wright, Ph.D.
Chair, UCRHS

DEW/deo

cc: Mark Lelle ✓
ACLP Administrator

APPENDIX C

Albion College Administrative Organization Chart

APPENDIX D

Statement of Agreement Between ACLP and RD-MSU

APPENDIX D

STATEMENT OF GENERAL AGREEMENT
BETWEEN
THE ALBION CIVIC LIFE PROJECT
AND
THE DEPARTMENT OF RESOURCE DEVELOPMENT AT MICHIGAN STATE UNIVERSITY
CONCERNING AN OPINION SURVEY
February 21, 1991

This agreement was arranged by Mark Lelle on behalf of the Albion Civic Life Project (ACLP) and Joel Lichty representing the Department of Resource Development.

The Albion Civic Life Project, assisted by the Department of Resource Development at Michigan State University (the Department) is undertaking a survey of the Albion College Faculty and Staff in order to provide information useful in the evaluation of the Albion Civic Life Project consistent with the requirements of its funding agency and to further ACLP's goal of fostering citizen participation and cooperation between Albion College and the community.

Products

The Survey will generate the following products from January 8, 1991 to June 15, 1991: a questionnaire, a report of results as response frequencies, compiled written responses and a summary report with analysis and interpretation of survey findings.

Information produced during the period of agreement and maintained by the Department will be available to the Albion Civic Life Project at a later date, subject to costs that may attend to reproduction, computer access, etc. Data analysis subsequent to the period of agreement, at the Department's discretion, may be subject to additional fees.

Support

The Albion Civic Life Project has allocated \$4,000 to support the cost of administering the Survey. This figure includes all costs for Department personnel, travel and attendant expenses. The sum payable to Michigan State University, the Department of Resource Development according to the following schedule:

<u>Due date</u>	<u>Amount</u>
February 28, 1991	\$2,000.00
May 1, 1991	<u>\$2,000.00</u>

Total \$4,000.00


Joel R. Lichty
Department of Resource Development


Frank A. Fear
Department of Resource Development


Mark Lelle, Director
Albion Civic Life Project

APPENDIX E

Indiana University Center on Philanthropy Grant Letter

APPENDIX E



INDIANA UNIVERSITY

CENTER ON PHILANTHROPY

550 West North Street, Suite 301
Indianapolis, Indiana 46202-3162
(317) 274-4200

March 21, 1991

Mark A. Lelle
203 S. Superior Street
Albion, MI 49224

Dear Mr. Lelle:

On behalf of the Indiana University Center on Philanthropy, I am pleased to inform you that you have been chosen to receive a research grant of \$1704. The award is for the period from June 1, 1991, to May 31, 1992. Funds will be transferred to you through your university.

A financial report and a brief program report will be due on June 30, 1992. The format of the financial should be consistent with the budget categories in your proposal and should permit the comparison of actual to budgeted expenditures. The financial report should include a balance sheet, an income and expense statement and any footnotes or supporting schedules necessary for a full accounting of the funds received from the Indiana University Center on Philanthropy.

The brief program report may use any format that describes your findings and assesses their contribution to the understanding of philanthropic activity.

If you wish to do a news release concerning this grant, please state that your grant was made available by the Indiana University Center on Philanthropy on behalf of Lilly Endowment, Inc. and other donors. When you make presentations or publish your findings we would appreciate your making reference to the partial funding of your work by our Center. That statement should be structured in the same manner as the recommended phrasing for a news release.

Unless you already have made agreements with journals or publishers, we would welcome input from you for our publications programs. We have an occasional paper series for short works (of chapter or article length) and we have a monographic series which is being done by Indiana University Press. In your particular case, we would appreciate receiving a copy of your survey tool,

APPENDIX E

and we would like your permission to alter it for application in our university if someone wants to conduct somewhat parallel research here. You would, of course, be fully cited and given credit for the original survey tool.

Please contact your university's office of research and/or grants administration and inform them of your award. You will need to provide us with the name, address, and phone number of the individual in your institution through whom we should work for the transfer of funds.

To indicate your acceptance of the grant, please copy this page, sign the statement below, and return the signed form to me.

If, during the grant period, you have any questions, please direct them to me or to Janet Huettnner at 317-274-8490.

Congratulations. We look forward to learning the results of your research.

Sincerely,



Dwight F. Burlingame
Associate Director for Academic Programs and Research

I accept this award and agree to the requirements described above


[Mark A. Lelle]

4 / 4 / 91
[Date]

APPENDIX F

Albion College Survey Cover Letter

APPENDIX F

A L B I O N



C O L L E G E

April 9, 1991

Dear Colleague:

You may have noticed that this letter has come to you via Michigan State University. Not to be alarmed! The enclosed materials are part of our effort to gauge faculty and administrative perceptions about the role of the private liberal arts college in the community.

Albion College is involved in a study by Mark Lelle, Director of the Civic Life Project, to assess the relationship between this community and the College. Beloit College has served as a test site for the study and will also get a full set of results. Michigan State will coordinate the survey, and neither Albion College nor Beloit College will have access to the completed questionnaires or any individual's information.

I encourage you to take the time needed to complete the survey. If the results are to have any real value to Albion, a reasonably high response is important. The data could be very useful to us as we continue to build our case for the community to support the College, and as we continue to look for appropriate ways for the College to help the community.

Please help by completing the enclosed survey. While it is always nice to help out a researcher at a larger university, the results will also be directly useful to us at Albion and in this case, the researcher also works for us. Note that while I strongly urge you to complete the survey, I also want to make clear that filling it out is entirely voluntary.

Thank you for your cooperation.

Sincerely,

A handwritten signature in dark ink, appearing to read "Dan P. Poteet".

Daniel P. Poteet II
Provost

/ld

APPENDIX G

Albion College Survey Reminder Postcard

APPENDIX G

About a week ago you should have received a questionnaire from Michigan State University about the role of Albion College in the community. If you have already returned the questionnaire, thank you! If not, please take some time to complete the questionnaire and return it to us in the envelope provided. If you need another questionnaire, or if you have any questions, please call (517) 353-9501 or write:

Albion College Survey
c/o Department of Resource Development
Michigan State University
309 Natural Resources Building
East Lansing, MI 48824

Thank you for your assistance with this study. Your input is important!

APPENDIX H

Albion College Survey Reminder Letter

APPENDIX H



ALBION CIVIC LIFE PROJECT

203 S. SUPERIOR STREET
ALBION, MICHIGAN 49224
(517)629-5573

29 April 1991

Mr. Thomas Wistinghausen
Accounting
Albion College
Albion, MI

Dear Tom:

A couple of weeks ago you were mailed a questionnaire regarding the faculty' and administrators' attitudes toward the role of Albion College in the community. Since Michigan State University has not yet received a response from you, I am sending you another questionnaire in case the first one did not reach you.

I understand that the end of the semester is a busy time, however I hope you will take about thirty minutes to give us your opinion on a variety of issues. Your views are important and will assist Albion College in formulating policies regarding its role in the community.

As mentioned in the questionnaire, your responses are confidential. Because we have contracted with Michigan State University to conduct this study, no one from Albion will ever see your questionnaire.

Thank you in advance for assisting with this study. Please feel free to call me if you have any questions or concerns.

Sincerely,

Mark A. Lelle
Program Director

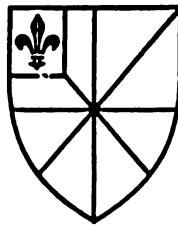
rmk

APPENDIX I

Albion College Questionnaire

APPENDIX I

**Albion
The College and the Community**



***A Survey of
College Faculty and Administrators***

April 1991

Conducted by:

The Albion Civic Life Project
with assistance from:
Department of Resource Development
Michigan State University

APPENDIX I**IMPORTANT DIRECTIONS**

The questions in this survey were developed by a panel of faculty and administrators at Albion College.

- * **Do not write your name on the questionnaire.** Your answers will be kept completely confidential. All questionnaires are returned directly to Michigan State University and will not be seen by anyone in Albion. All information returned to Albion will have been summarized and will not include names.
- * **Fill out the questionnaire by yourself.** If you run into a problem with a question, call Mark Lelle, director of this research study, at (517) 629-5573 (work) or (517) 629-8701 (home) for help.
- * **Please answer all questions.** Filling out the questionnaire is entirely voluntary, of course, but a good response is necessary for a valid study. With confidence assured, we hope that you will answer as many of the questions as you can.
- * **When you are finished, put the questionnaire in the stamped, addressed envelope that came with it, seal the envelope and put it in U.S. Mail. Do not write on the envelope.** To make sure that your answers are confidential, there are no identifying numbers or marks on the envelope, and it will not be opened until it reaches MSU.
- * **Please read the accompanying letter if you have additional concerns.**

The questionnaire has six sections and should take about 30 minutes to complete. Thank you for your time and cooperation.

Definitions:

Volunteerism: Voluntary community service.

Community Service: Community service can be voluntary or required, as in court-ordered community service.

Philanthropy: In this survey philanthropy refers only to the giving of money. In other contexts philanthropy often refers to the giving of time or money.

APPENDIX I

IMPORTANT: Please read the directions inside the front cover.

Section I. Introduction. This is a survey of Albion College faculty and administration.

Q-1. What is your position at Albion College?

(circle one number)

- 1 Albion College faculty
- 2 Albion College administration
- 3 Other *(please specify)* _____

Q-2. Are you full-time?

(circle one number)

- 1 No
- 2 Yes

Q-3. What is your primary campus unit?

(circle one number)

Academic department *(please indicate general area)*:

- 1 Fine arts
- 2 Humanities
- 3 Natural sciences
- 4 Social sciences
- 5 Admissions
- 6 Finance and Management
- 7 Institutional Advancement
- 8 Library
- 9 Student Life
- 10 Other *(please specify)* _____

Q-4. Where do you live?

(circle one number)

- 1 City of Albion
- 2 Sheridan Township
- 3 Albion Township
- 4 Elsewhere *(please specify)* _____

APPENDIX I

Section II. The Albion Community. In this section, we would like you to give your opinion on aspects of the Albion community.

Q-5. As a highly recruited young Ph.D. considering a faculty or administrative position at a college, how important would each of these aspects of a community be to you in deciding to accept a position?

(circle one number for each)

	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Important</u>	<u>Very Important</u>
1. Community size	1	2	3	4
2. Cultural events	1	2	3	4
3. Environmental quality . .	1	2	3	4
4. Housing	1	2	3	4
5. Infrastructure (streets, sidewalks, streetlights, etc.)	1	2	3	4
6. Local economy	1	2	3	4
7. Local government	1	2	3	4
8. Local taxes	1	2	3	4
9. Safety and security . . .	1	2	3	4
10. School system	1	2	3	4
11. Stores and services . . .	1	2	3	4
12. Transportation	1	2	3	4
13. Utilities	1	2	3	4
14. Other _____	1	2	3	4

Considering the aspects listed above, 1 through 14, which one would be most important in deciding to accept a position?

Number: _____ Please explain: _____

APPENDIX I

Q-6. How would you rate the following aspects of the Albion community?

(circle one number for each)

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
1. Churches	1	2	3	4
2. Community leadership .	1	2	3	4
3. Community spirit	1	2	3	4
4. Downtown	1	2	3	4
5. Economy	1	2	3	4
6. Employment opportunities	1	2	3	4
7. Environmental quality . .	1	2	3	4
8. Festivals and events . .	1	2	3	4
9. Hospitality	1	2	3	4
10. Housing	1	2	3	4
11. Local government	1	2	3	4
12. Medical services	1	2	3	4
13. Parks	1	2	3	4
14. Recreation	1	2	3	4
15. Restaurants	1	2	3	4
16. Safety and security . . .	1	2	3	4
17. School system	1	2	3	4
18. Shopping	1	2	3	4
19. Volunteerism	1	2	3	4
20. Other _____	1	2	3	4

Considering the aspects listed above, 1 through 20, which one would you most like to see improved in Albion?

Number: _____ Please explain: _____

APPENDIX I

Q-7. Listed below are a number of statements about issues in the community. Please indicate how much you agree or disagree with each statement.

(circle one number for each)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. Albion has a strong sense of identity as a community	1	2	3	4	5
2. It is hard to get to know people in Albion	1	2	3	4	5
3. It is difficult for citizens to participate in local decision-making in Albion	1	2	3	4	5
4. Organizations in Albion are good at working together to get things done.	1	2	3	4	5
5. Albion has been passed up by other cities in the County in promoting a good image	1	2	3	4	5
6. Our leaders take a short term view with respect to community plans and programs	1	2	3	4	5
7. The Albion community has a shortage of effective leaders	1	2	3	4	5
8. Our racial and ethnic diversity makes Albion a better place to live	1	2	3	4	5
9. The Albion City Council is providing good leadership for the community	1	2	3	4	5
10. Albion residents are active in volunteer work	1	2	3	4	5
11. Albion residents tend to let issues divide them rather than bring them together .	1	2	3	4	5
12. Albion residents are willing to put community interests ahead of their own	1	2	3	4	5
13. I like Albion the way it is; it doesn't need to change . .	1	2	3	4	5
14. Different groups in Albion do not communicate well with each other	1	2	3	4	5
15. Albion is a good place to raise a family	1	2	3	4	5

APPENDIX I

Q-8. In your opinion, how are these things in Albion now compared to how they were three years ago?

(circle one number for each)

	<u>Much Worse</u>	<u>Somewhat Worse</u>	<u>About the Same</u>	<u>Somewhat Better</u>	<u>Much Better</u>
1. College/community relations	1	2	3	4	5
2. Race relations	1	2	3	4	5
3. Job opportunities	1	2	3	4	5
4. Drug abuse	1	2	3	4	5
5. Crime	1	2	3	4	5
6. Environmental quality	1	2	3	4	5
7. Chance to get involved	1	2	3	4	5
8. Albion's image of itself	1	2	3	4	5
9. Attitude toward the future	1	2	3	4	5
10. Other _____	1	2	3	4	5

Q-9. Which of the following statements is closest to your feeling about the Albion community as an environment for Albion College?

(circle one number)

- 1 The Albion community provides a **problematic** environment for maintaining the quality of Albion College.
- 2 The Albion community provides an **acceptable** environment for maintaining the quality of Albion College.
- 3 The Albion community provides a **supportive** environment for maintaining the quality of Albion College.

Comments? _____

APPENDIX I

Section III. The Role of the College in the Community. In this section, we would like you to give your opinion on the role and responsibilities of a college, its faculty and administrators, and its students in the community.

Q-10. Listed below are a number of statements about community service and the College's role in the community. Please indicate how much you agree or disagree with each statement.

(circle one number for each)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. Faculty should make an effort to incorporate community service activities in their courses	1	2	3	4	5
2. Whatever its own problems, it is important that the College address the problems of the community	1	2	3	4	5
3. Albion College faculty and administrators tend not to get involved with community activities	1	2	3	4	5
4. Albion College bears its fair share of the costs of improving the Albion area	1	2	3	4	5
5. Albion College should set aside scholarships for qualified Albion high school students who can't afford to attend college	1	2	3	4	5
6. The example of faculty and administrators involved in community service has a significant influence on students	1	2	3	4	5
7. Faculty and administrators would like to become more involved in the community but simply do not have the time to do so	1	2	3	4	5
8. The College has so many problems of its own right now that it cannot be concerned with problems in the community	1	2	3	4	5

APPENDIX I*(circle one number for each)*

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
9. Previous community service is an important criterion to use when hiring new faculty and administrators	1	2	3	4	5
10. Faculty and administrators should not run for office in local elections	1	2	3	4	5
11. Community service should not be considered in promotion and tenure decisions	1	2	3	4	5
12. Doing community service does not help students develop their personal values	1	2	3	4	5
13. Albion College does not bear its fair share of the costs of improving the Albion area	1	2	3	4	5
14. A well-rounded life for faculty and administrators almost always includes community service	1	2	3	4	5
15. Improving the local economy should not be a priority for Albion College financial investments	1	2	3	4	5
16. Faculty and administrators who want to be involved in the community have adequate opportunity and encouragement	1	2	3	4	5
17. Volunteerism in high school should be considered when admitting students to Albion College.	1	2	3	4	5
18. Faculty and administrators should be encouraged to run for office in local elections	1	2	3	4	5

APPENDIX I*(circle one number for each)*

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
19. Faculty and administrators should not be pressured to live in the Albion community	1	2	3	4	5
20. Local residents should pay the regular fees in order to audit courses at Albion College	1	2	3	4	5
21. It is not important for all students to get community service experience while at Albion College	1	2	3	4	5
22. Albion College should allow local residents to audit courses at the College free-of-charge . . .	1	2	3	4	5
23. Faculty and administrators serve the college and do not have a moral obligation to be involved in the community	1	2	3	4	5
24. The example of faculty and administrators involved in community service has little influence on students . . .	1	2	3	4	5
25. Albion College has no business trying to improve the Albion Public Schools	1	2	3	4	5
26. Albion College should make financial investments in local economic development	1	2	3	4	5
27. Albion College students make positive contributions in the Albion community. .	1	2	3	4	5
28. Volunteerism in high school should not be used as a criterion for admitting students to Albion College.	1	2	3	4	5
29. Community residents should be allowed some access to Albion College recreational facilities	1	2	3	4	5

APPENDIX I

(circle one number for each)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
30. Albion College should offer a course on the history of philanthropy and volunteerism	1	2	3	4	5
31. Albion College should take a lead role in improving the Albion Public Schools . . .	1	2	3	4	5
32. Previous community service should not be a criterion when hiring new faculty and administrators	1	2	3	4	5
33. Faculty should not feel obligated to incorporate community service activities in the courses they teach	1	2	3	4	5
34. Albion College should extend its services to support local economic development	1	2	3	4	5
35. Community service is an important experience for all students to have at Albion College	1	2	3	4	5
36. Albion College faculty and administrators make positive contributions to the Albion Community	1	2	3	4	5
37. Community service should be a graduation requirement for all students at Albion College	1	2	3	4	5
38. Students should not be required to perform community service for graduation	1	2	3	4	5
39. It is important to consider community service in promotion and tenure decisions	1	2	3	4	5
40. Faculty and administrators can easily have a well-rounded life that does not include community service	1	2	3	4	5

APPENDIX I

(circle one number for each)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
41. Faculty and administrators should be encouraged to live in the Albion community	1	2	3	4	5
42. Albion College should not give special consideration to Albion high school students in the awarding of scholarships	1	2	3	4	5
43. Community service helps students to develop their personal values	1	2	3	4	5
44. Faculty and administrators actively encourage students to volunteer in the community	1	2	3	4	5
45. Albion College recreation facilities should not be used to meet the needs of community residents	1	2	3	4	5
46. Albion College should not get involved in local economic development . .	1	2	3	4	5
47. Faculty and administrators do not encourage students to volunteer in the community	1	2	3	4	5
48. Faculty and administrators have a moral obligation to serve the community	1	2	3	4	5
49. A course on the history of philanthropy and volunteerism should be required for Albion College students	1	2	3	4	5

APPENDIX I

Q-11. Please give us any additional comments you have about community service and the College's role in the community.

APPENDIX I

Section IV. The Albion Civic Life Project. We would like your opinions on how community service is facilitated by the Albion Civic Life Project and Albion Volunteer Service Center.

Q-12. In the past two years, how much change would you say there has been in the civic attitude and involvement of these groups?

(circle one number for each)

	<u>No Change</u>	<u>Slight Change</u>	<u>Moderate Change</u>	<u>Big Change</u>
1. Administration	1	2	3	4
2. Faculty	1	2	3	4
3. Students	1	2	3	4
4. Albion community	1	2	3	4

Q-13. How important do you feel each of these groups has been in improving civic attitudes and involvement in Albion?

	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Important</u>	<u>Very Important</u>
1. Student Volunteer Bureau	1	2	3	4
2. Albion Civic Life Project .	1	2	3	4
3. Albion Civic Foundation .	1	2	3	4

Q-14. Listed below are a number of statements about the Albion Civic Life Project. Please indicate how much you agree or disagree with each statement.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. The Albion Civic Life Project has improved students' attitudes toward community service	1	2	3	4	5
2. The Albion Civic Life Project has improved students' attitudes toward the Albion Community	1	2	3	4	5
3. The Albion Civic Life Project has increased the amount of time students devote to community service	1	2	3	4	5
4. The Albion Civic Life Project has increased the likelihood that students will volunteer after they graduate	1	2	3	4	5
5. The Albion Civic Life Project has improved the relationship between Albion College and the Albion Community	1	2	3	4	5

APPENDIX I

Section V. Your Involvement with the Community. We would like to know how you have been involved in the Albion Community. As with all of your responses, your responses to these questions will be kept in strict confidence, will not be returned to Albion College or the Albion community except in grouped and summarized form, and never reported in association with your name.

Q-15. Which of these things have you done in the last three years?

(circle one number
for each)

	<u>No</u>	<u>Yes</u>
1. Voted in City or Township elections	1	2
2. Called City or Township Hall	1	2
3. Gone to City or Township Hall on business	1	2
4. Attended a City Council or Township Board meeting	1	2
5. Dealt with a matter before a City or Township board or commission	1	2
6. Had a problem dealt with by the Police or Fire Departments	1	2
7. Run for a City or Township office	1	2
8. Served on a City or Township board or commission	1	2
9. Volunteered for a City or Township project	1	2
10. Belonged to a Neighborhood Watch group	1	2
11. Answered another community survey	1	2

Q-16. During the past year, approximately how many hours have you volunteered in the following activities/areas?

	<u>Hours</u>
1. Civic and community groups	_____
2. Education programs (e.g., tutoring)	_____
3. Environmental groups	_____
4. Hospitals, clinics and/or other health groups	_____
5. Political groups	_____
6. Religious groups	_____
7. Scouting, coaching or similar youth programs	_____
8. Social welfare groups	_____
9. Others	_____

APPENDIX I

Q-17. In the past year, approximately how much money did you donate to charitable, non-profit or civic organizations?

(circle one number for each)

	Less than <u>\$50</u>	<u>\$50-</u> <u>\$100</u>	<u>\$100-</u> <u>\$200</u>	<u>\$200-</u> <u>\$500</u>	More than <u>\$500</u>
1. Albion College	1	2	3	4	5
2. In Calhoun County, including the Albion community	1	2	3	4	5
3. Outside Calhoun County	1	2	3	4	5

Q-18. Compared to the community where you lived previously, would say the Albion community is more or less encouraging of local volunteerism and philanthropy?

(circle one number)

- 1 Much less encouraging
- 2 Less encouraging
- 3 About the same
- 4 More encouraging
- 5 Much more encouraging

APPENDIX I

Section VI. Background. *In order to find out how different kinds of people feel about different issues, your answers to some background questions are very important. As with all information in this survey, your answers to the following questions will be kept confidential.*

Q-19. What is your age?

_____ Years old

Q-20. How many years have you been employed at Albion College?

_____ Years

Q-21. Do you expect to continue your employment at Albion College in Fall, 1991?

(circle one number)

1 No

2 Yes

Q-22. Are you:

(circle one number)

1 Male

2 Female

Q-23. Are you currently:

(circle one number)

1 Single

2 Married or in a permanent relationship

3 Separated

4 Divorced

5 Widowed

Q-24. How many people currently live in your household?

Number of children _____

Number of adults (including yourself) _____

Q-25. Do you have children attending public schools?

(circle one number)

1 No

2 Yes

APPENDIX I

Q-26. What is the highest level of education you finished?

(circle one number)

- 1 Less than college degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Ph.D. or equivalent

Q-27. What kind of housing do you live in?

(circle one number)

- 1 Public housing unit
- 2 College housing
- 3 Other rental apartment or room
- 4 Condominium
- 5 Mobile home
- 6 Rented house
- 7 Owned house

Q-28. In what range was your total taxable household income last year?

(circle one number)

- 1 Less than \$10,000
- 2 \$10,000 to \$19,999
- 3 \$20,000 to \$29,999
- 4 \$30,000 to \$39,999
- 5 \$40,000 to \$49,999
- 6 \$50,000 to \$69,999
- 7 \$70,000 or over

When you are finished, put the questionnaire in the stamped, addressed envelope that came with it and seal the envelope. Do not write on the envelope.

Please mail the envelope promptly.

Thank you for taking the time to share your opinions.

If you have any final comments, please use the space below or the next page.

APPENDIX J

Missing Data by Respondent and Item Type

APPENDIX J

Table 12

Missing Data by Respondent and Item Type

#	PERSONAL		MIXED		ATTITUDE		TOTAL	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
1	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
2	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
3	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
4	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
5	0	(0.0)	1	(20.0)	1	(2.0)	2	(3.1)
6	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
7	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
8	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
9	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
10	0	(0.0)	2	(40.0)	0	(0.0)	2	(3.1)
11	1	(9.1)	0	(0.0)	0	(0.0)	1	(1.5)
12	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
13	7	(63.6)	0	(0.0)	1	(2.0)	8	(12.3)
14	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
15	0	(0.0)	1	(20.0)	1	(2.0)	2	(3.1)
16	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
17	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
18	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
19	0	(0.0)	2	(40.0)	0	(0.0)	2	(3.1)
20	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
21	2	(18.2)	0	(0.0)	1	(2.0)	3	(4.6)
22	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
23	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
24	5	(45.5)	3	(60.0)	0	(0.0)	8	(12.3)
25	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
26	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
27	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
28	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
29	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
30	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
31	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
32	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
33	0	(0.0)	2	(40.0)	0	(0.0)	2	(3.1)
34	0	(0.0)	0	(0.0)	13	(26.5)	13	(20.0)
35	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
36	0	(0.0)	1	(20.0)	18	(36.7)	19	(29.2)
37	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
38	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
39	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)

APPENDIX J

Table 12 (continued)

Missing Data by Respondent and Item Type

#	PERSONAL		MIXED		ATTITUDE		TOTAL	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
40	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
41	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
42	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
43	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
44	0	(0.0)	2	(40.0)	1	(2.0)	3	(4.6)
45	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
46	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
47	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
48	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
49	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
50	1	(9.1)	0	(0.0)	0	(0.0)	1	(1.5)
51	0	(0.0)	0	(0.0)	5	(10.2)	5	(7.7)
52	0	(0.0)	2	(40.0)	12	(24.5)	14	(21.5)
53	1	(9.1)	0	(0.0)	0	(0.0)	1	(1.5)
54	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
55	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
56	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
57	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
58	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
59	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
60	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
61	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
62	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
63	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
64	1	(9.1)	3	(60.0)	2	(4.1)	6	(9.2)
65	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
66	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
67	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
68	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
69	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
70	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
71	1	(9.1)	1	(20.0)	0	(0.0)	2	(3.1)
72	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
73	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
74	4	(36.4)	3	(60.0)	0	(0.0)	7	(10.8)
75	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
76	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
77	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
78	0	(0.0)	0	(0.0)	4	(8.2)	4	(6.2)

APPENDIX J

Table 12 (continued)

Missing Data by Respondent and Item Type

#	PERSONAL		MIXED		ATTITUDE		TOTAL	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
79	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
80	0	(0.0)	2	(40.0)	12	(24.5)	14	(21.5)
81	1	(9.1)	0	(0.0)	0	(0.0)	1	(1.5)
82	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
83	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
84	0	(0.0)	0	(0.0)	18	(36.7)	18	(27.7)
85	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
86	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
87	0	(0.0)	3	(60.0)	28	(57.1)	31	(47.7)
88	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
89	0	(0.0)	1	(20.0)	2	(4.1)	3	(4.6)
90	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
91	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
92	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
93	0	(0.0)	0	(0.0)	1	(2.0)	1	(1.5)
94	0	(0.0)	4	(80.0)	0	(0.0)	4	(6.2)
95	0	(0.0)	4	(80.0)	0	(0.0)	4	(6.2)
96	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
97	0	(0.0)	2	(40.0)	0	(0.0)	2	(3.1)
98	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
99	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
100	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
101	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
102	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
103	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
104	3	(27.3)	0	(0.0)	0	(0.0)	3	(4.6)
105	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
106	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
107	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
108	1	(9.1)	1	(20.0)	9	(18.4)	11	(16.9)
109	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
110	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
111	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
112	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
113	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
114	7	(63.6)	1	(20.0)	19	(38.8)	27	(41.5)
115	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
116	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
117	1	(9.1)	1	(20.0)	0	(0.0)	2	(3.1)

APPENDIX J

Table 12 (continued)

Missing Data by Respondent and Item Type

#	PERSONAL		MIXED		ATTITUDE		TOTAL	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
118	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
119	0	(0.0)	3	(60.0)	2	(4.1)	5	(7.7)
120	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
121	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
122	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
123	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
124	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
125	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
126	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
127	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
128	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
129	0	(0.0)	4	(80.0)	0	(0.0)	4	(6.2)
130	0	(0.0)	1	(20.0)	1	(2.0)	2	(3.1)
131	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
132	0	(0.0)	0	(0.0)	23	(46.9)	23	(35.4)
133	0	(0.0)	0	(0.0)	7	(14.3)	7	(10.8)
134	0	(0.0)	3	(60.0)	0	(0.0)	3	(4.6)
135	0	(0.0)	0	(0.0)	4	(8.2)	4	(6.2)
136	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
137	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
138	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
139	0	(0.0)	2	(40.0)	0	(0.0)	2	(3.1)
140	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
141	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
142	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
143	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
144	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
145	0	(0.0)	4	(80.0)	0	(0.0)	4	(6.2)
146	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
147	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
148	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
149	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
150	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
151	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
152	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
153	1	(9.1)	1	(20.0)	0	(0.0)	2	(3.1)
154	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
155	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
156	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)

APPENDIX J

Table 12 (continued)

Missing Data by Respondent and Item Type

#	PERSONAL		MIXED		ATTITUDE		TOTAL	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
157	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
158	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
159	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
160	7	(63.6)	4	(80.0)	13	(26.5)	24	(36.9)
161	0	(0.0)	2	(40.0)	3	(6.1)	5	(7.7)
162	1	(9.1)	0	(0.0)	0	(0.0)	1	(1.5)
163	1	(9.1)	0	(0.0)	1	(2.0)	2	(3.1)
164	1	(9.1)	1	(20.0)	22	(44.9)	24	(36.9)
165	0	(0.0)	1	(20.0)	0	(0.0)	1	(1.5)
166	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
167	3	(27.3)	0	(0.0)	0	(0.0)	3	(4.6)
168	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
169	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
170	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
171	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
172	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
173	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
174	3	(27.3)	3	(60.0)	1	(2.0)	7	(10.8)
175	1	(9.1)	0	(0.0)	1	(2.0)	2	(3.1)
176	1	(9.1)	3	(60.0)	0	(0.0)	4	(6.2)
177	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
178	0	(0.0)	2	(40.0)	0	(0.0)	2	(3.1)

Notes.

= Respondent Code Number

Personal = 1, 4, 19, 20, 22, 23, 24, 25, 26, 27, 28

Mixed (community environment, service, philanthropy) = 9, 16, 17

Attitude = 10

APPENDIX K

Rotated Factor Pattern for Question 10

APPENDIX K

Table 13

Rotated Factor Pattern for Question 10 (Varimax Rotation)

ITEM	F1	F2	F3	F4	F5	F6	F7
32	0.77649	0.16418	0.07211	-0.05792	-0.07512	0.12967	0.04985
28	0.72045	0.16441	0.03489	0.05178	-0.06815	0.11772	-0.11373
11	0.66348	0.16943	-0.00469	0.14464	-0.04307	0.13216	0.27774
39	0.65674	0.23409	0.16473	-0.02482	-0.00714	0.06014	0.25089
17	0.64367	0.16622	0.07109	0.16622	-0.12550	0.07711	-0.04191
23	0.54165	0.22301	0.21155	0.07093	-0.27954	-0.10369	0.38720
09	0.54118	0.38600	0.15447	-0.01624	-0.12495	0.03098	0.08538
19	0.52691	0.10511	0.23651	-0.26113	0.01014	-0.12897	0.09344
48	0.47667	0.23199	0.31328	-0.16686	-0.12736	0.05698	0.23221
07	0.35831	-0.00062	-0.00451	-0.32225	0.03473	0.00841	-0.12618
18	0.35423	0.17514	0.18317	-0.06006	-0.00980	0.21456	0.05177
41	0.32186	-0.06583	0.21914	0.02027	0.03389	-0.01774	0.02056
37	0.24565	0.80015	0.09440	-0.18325	0.05773	0.05425	0.10997
38	0.19758	0.78743	0.07397	-0.15982	0.00024	0.03107	0.08223
01	0.10671	0.68353	0.23489	0.03552	-0.05128	0.13315	0.03882
33	0.26238	0.63491	0.02477	-0.14151	-0.13928	0.14942	0.16045
30	0.04494	0.59547	0.21519	0.10065	0.00453	-0.06423	-0.01847
49	0.16301	0.57248	0.06389	-0.18112	0.05523	-0.01479	-0.16130
35	0.27882	0.47731	0.29727	0.14319	-0.24998	-0.05794	0.26616
21	0.24423	0.47338	0.09373	0.16317	-0.26968	-0.03391	0.33652
12	0.10832	0.36144	0.21528	0.28920	-0.12226	0.14549	0.25449
34	0.21899	0.25314	0.62784	0.04308	-0.23640	0.10233	-0.09154
24	0.15305	0.27200	0.62442	0.20031	0.00598	-0.14299	0.10012
46	0.16745	0.29673	0.57677	0.12785	-0.29989	0.26160	-0.17838
25	0.11915	0.09728	0.56130	0.07589	0.07735	0.13388	0.11643
05	-0.04126	0.01128	0.55081	-0.01474	-0.05093	0.13018	0.10899
06	0.10938	0.32539	0.51146	0.19215	0.07411	-0.20354	0.02073
31	0.13892	0.12207	0.48561	-0.02443	-0.10883	0.14121	-0.02491
26	0.11259	0.32890	0.46628	0.07369	-0.45795	0.08823	-0.21109
02	0.25338	0.19736	0.42561	0.14721	-0.12931	0.13591	0.10899
42	0.11537	0.10383	0.40449	-0.08084	-0.05891	0.12265	0.21147
20	0.13920	-0.10709	0.39635	-0.01081	-0.14850	0.30155	0.23763
08	0.33376	0.23447	0.37158	0.23199	-0.04761	0.18552	0.09244
43	0.14615	0.30703	0.33536	0.33125	-0.13092	0.06408	0.22648
10	0.20613	-0.14410	0.26975	0.01735	0.03023	0.09793	0.20844
47	-0.05362	-0.01846	0.10298	0.71066	0.05494	0.10413	0.00259
36	-0.07355	-0.08320	0.23213	0.66411	0.24260	-0.00969	0.14936
44	0.01300	0.08300	0.04995	0.63769	0.06239	0.02090	-0.07133
03	0.03725	-0.16375	-0.06357	0.55499	0.02560	-0.11338	0.04228
27	0.20164	-0.06115	0.26622	0.35981	0.29775	-0.16335	-0.05950
22	-0.01883	0.11670	0.30956	-0.40395	-0.13878	0.24847	0.15151
04	-0.11514	0.10065	-0.12247	0.12272	0.74383	-0.06845	-0.14310
13	-0.16504	0.01733	-0.22650	0.23763	0.74266	-0.06713	-0.05576
16	0.02987	-0.06035	0.12186	0.25879	0.37776	-0.10692	-0.03950
15	0.08967	0.29855	0.41949	0.09195	-0.53343	0.06045	-0.13171
29	0.14843	0.06803	0.29633	0.02473	-0.12142	0.71511	0.06915
45	0.17185	0.06489	0.25788	-0.09553	-0.11778	0.70386	-0.09630
40	0.38183	0.23621	0.21936	-0.04781	-0.01580	0.01766	0.49319
14	0.36162	0.22115	0.29751	0.14381	-0.07057	-0.09607	0.40837

APPENDIX L

Factor Variances

APPENDIX L

Table 14

Factor Variances

VARIANCE EXPLAINED BY EACH FACTOR						
FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7
5.073494	4.830159	4.667930	2.950974	2.503380	1.738895	1.577316
<u>Final Communality Estimates: Total = 23.342148</u>						
ITEM01	ITEM02	ITEM03	ITEM04	ITEM05	ITEM06	ITEM07
0.556897	0.353042	0.355559	0.631891	0.336860	0.463701	0.249452
ITEM08	ITEM09	ITEM10	ITEM11	ITEM12	ITEM13	ITEM14
0.403493	0.489859	0.190268	0.586310	0.373235	0.694468	0.469847
ITEM15	ITEM16	ITEM17	ITEM18	ITEM19	ITEM20	ITEM21
0.587148	0.242046	0.498069	0.242125	0.438272	0.357508	0.506268
ITEM22	ITEM23	ITEM24	ITEM25	ITEM26	ITEM27	ITEM28
0.376922	0.631727	0.557936	0.381937	0.605762	0.363608	0.581409
ITEM29	ITEM30	ITEM31	ITEM32	ITEM33	ITEM34	ITEM35
0.645989	0.417533	0.303019	0.663397	0.560060	0.582816	0.551123
ITEM36	ITEM37	ITEM38	ITEM39	ITEM40	ITEM41	ITEM42
0.588518	0.761451	0.697826	0.580476	0.495797	0.158246	0.257471
ITEM43	ITEM44	ITEM45	ITEM46	ITEM47	ITEM48	ITEM49
0.410359	0.425618	0.627929	0.655284	0.532726	0.480410	0.420483

APPENDIX M

Factor Statistics

APPENDIX M

Table 15

Statistics for Factor 1

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
32	166	2.7169	1.0946	451.0000	1.0000	5.0000
28	166	2.9639	1.1646	492.0000	1.0000	5.0000
11	166	2.9639	1.1954	492.0000	1.0000	5.0000
39	166	2.7831	1.1179	462.0000	1.0000	5.0000
17	166	2.9639	1.0781	492.0000	1.0000	5.0000
23	166	3.5301	1.1318	586.0000	1.0000	5.0000
09	166	2.5602	1.0643	425.0000	1.0000	5.0000
19	166	2.5060	1.3015	416.0000	1.0000	5.0000
48	166	3.1928	1.0264	530.0000	1.0000	5.0000
07	166	2.7892	1.0606	463.0000	1.0000	5.0000
18	166	3.3434	0.8719	555.0000	1.0000	5.0000
41	166	3.4699	1.1424	576.0000	1.0000	5.0000

Cronbach Coefficient Alpha

For RAW variables: 0.870264

For STANDARDIZED variables: 0.869550

<u>RAW VARIABLES</u>			<u>STD. VARIABLES</u>	
DELETED VARIABLE	CORRELATION WITH TOTAL	ALPHA	CORRELATION WITH TOTAL	ALPHA
32	0.747494	0.847950	0.745543	0.847004
28	0.613779	0.856295	0.615647	0.855446
11	0.648567	0.853867	0.650600	0.853201
39	0.718911	0.849569	0.718725	0.848770
17	0.589357	0.858055	0.585064	0.857394
23	0.620540	0.855922	0.619582	0.855194
09	0.621496	0.856143	0.623633	0.854935
19	0.564435	0.860099	0.566843	0.858547
48	0.585527	0.858477	0.586712	0.857289
07	0.296620	0.875180	0.293945	0.875200
18	0.392720	0.868863	0.391777	0.869363
41	0.291185	0.876625	0.284449	0.875759

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Table 16

Statistics for Factor 2

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
37	166	2.1566	1.0729	358.0000	1.0000	5.0000
38	166	2.1867	1.0765	363.0000	1.0000	5.0000
01	166	3.4277	0.9491	569.0000	1.0000	5.0000
33	166	2.5181	1.0370	418.0000	1.0000	5.0000
30	166	3.1265	0.8820	519.0000	1.0000	5.0000
49	166	2.2530	1.0310	374.0000	1.0000	5.0000
35	166	3.4819	0.9892	578.0000	1.0000	5.0000
21	166	3.1747	1.0953	527.0000	1.0000	5.0000
12	166	4.2952	0.7407	713.0000	1.0000	5.0000

Cronbach Coefficient Alpha

For RAW variables: 0.877532

For STANDARDIZED variables: 0.875216

<u>RAW VARIABLES</u>			<u>STD. VARIABLES</u>	
DELETED VARIABLE	CORRELATION WITH TOTAL	ALPHA	CORRELATION WITH TOTAL	ALPHA
37	0.787631	0.848074	0.775820	0.847054
38	0.763298	0.850477	0.750005	0.849455
01	0.624595	0.863891	0.631656	0.860231
33	0.667539	0.859879	0.661481	0.857551
30	0.562968	0.869034	0.566942	0.865963
49	0.541593	0.871331	0.531487	0.869057
35	0.612619	0.864856	0.612155	0.861970
21	0.583587	0.868094	0.590894	0.863855
12	0.421712	0.878872	0.424260	0.878212

APPENDIX M

Table 17

Statistics for Factor 3

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
34	166	3.5904	0.8533	596.0000	1.0000	5.0000
24	166	3.6687	0.9038	609.0000	1.0000	5.0000
46	166	3.6566	0.9192	607.0000	1.0000	5.0000
25	166	4.0361	0.9335	670.0000	1.0000	5.0000
05	166	3.9518	0.8999	656.0000	1.0000	5.0000
06	166	3.7711	0.8852	626.0000	1.0000	5.0000
31	166	3.4157	1.0160	567.0000	1.0000	5.0000
26	166	3.3434	0.9891	555.0000	1.0000	5.0000
02	166	3.9337	0.7950	653.0000	1.0000	5.0000
42	166	3.5301	1.0191	586.0000	1.0000	5.0000
20	166	3.5422	0.9381	588.0000	1.0000	5.0000
08	166	4.0663	0.7397	675.0000	1.0000	5.0000

Cronbach Coefficient Alpha

For RAW variables: 0.852544

For STANDARDIZED variables: 0.855812

<u>RAW VARIABLES</u>			<u>STD. VARIABLES</u>	
DELETED VARIABLE	CORRELATION WITH TOTAL	ALPHA	CORRELATION WITH TOTAL	ALPHA
34	0.676329	0.831081	0.674546	0.834505
24	0.592754	0.836362	0.598716	0.839875
46	0.658486	0.831487	0.659670	0.835567
25	0.540321	0.840030	0.537752	0.844116
05	0.484892	0.843903	0.478096	0.848202
06	0.470048	0.844875	0.475758	0.848361
31	0.482496	0.844721	0.482249	0.847920
26	0.549989	0.839362	0.552367	0.843106
02	0.546182	0.840194	0.550177	0.843257
42	0.425048	0.849176	0.425774	0.851734
20	0.378210	0.851566	0.378724	0.854868
08	0.537745	0.841177	0.542771	0.843770

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Table 18

Statistics for Factor 4

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
47	166	3.5542	0.7427	590.0000	2.0000	5.0000
36	166	3.9819	0.7004	661.0000	2.0000	5.0000
44	166	3.4458	0.7427	572.0000	2.0000	5.0000
03	166	3.4940	1.0135	580.0000	1.0000	5.0000
27	166	3.9578	0.7576	657.0000	1.0000	5.0000
22	166	2.6928	1.0768	447.0000	1.0000	5.0000

Cronbach Coefficient Alpha

For RAW variables: 0.502621

For STANDARDIZED variables: 0.600457

<u>RAW VARIABLES</u>			<u>STD. VARIABLES</u>	
DELETED VARIABLE	CORRELATION WITH TOTAL	ALPHA	CORRELATION WITH TOTAL	ALPHA
47	0.563654	0.310233	0.602196	0.435453
36	0.589962	0.308577	0.613536	0.429958
44	0.464558	0.360782	0.506963	0.480288
03	0.311807	0.425750	0.367490	0.541839
27	0.328141	0.425116	0.359499	0.545222
22	-0.276060	0.751833	-0.266894	0.766570

APPENDIX M

Table 19

Statistics for Factor 5

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
04	166	3.2108	0.9897	533.0000	1.0000	5.0000
13	166	3.1988	1.0282	531.0000	1.0000	5.0000
16	166	3.7169	0.7615	617.0000	1.0000	5.0000
15	166	3.2771	1.0481	544.0000	1.0000	5.0000

Cronbach Coefficient Alpha

For RAW variables: 0.158921

For STANDARDIZED variables: 0.222505

<u>RAW VARIABLES</u>			<u>STD. VARIABLES</u>	
DELETED VARIABLE	CORRELATION WITH TOTAL	ALPHA	CORRELATION WITH TOTAL	ALPHA
04	0.420482	-0.504190	0.430465	-0.334589
13	0.369982	-0.428973	0.396342	-0.272831
16	0.276092	-0.110862	0.280033	-0.076233
15	-0.421314	0.732979	-0.407449	0.718256

APPENDIX M

Table 20

Statistics for Factor 6

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
29	166	3.5663	1.0409	592.0000	1.0000	5.0000
45	166	3.4337	1.0233	570.0000	1.0000	5.0000

Cronbach Coefficient Alpha

For RAW variables: 0.851169

For STANDARDIZED variables: 0.851241

<u>RAW VARIABLES</u>			<u>STD. VARIABLES</u>	
DELETED VARIABLE	CORRELATION WITH TOTAL	ALPHA	CORRELATION WITH TOTAL	ALPHA
29	0.741009	NA	0.741009	NA
45	0.741009	NA	0.741009	NA

Table 21

Statistics for Factor 7

ITEM	<u>n</u>	MEAN	<u>SD</u>	SUM	MINIMUM	MAXIMUM
40	166	2.8494	1.0538	473.0000	1.0000	5.0000

APPENDIX N

Duncan's Multiple Range Tests

APPENDIX N

Table 22

Duncan's Multiple Range Test: Factor 3 by Marital Status

DUNCAN GROUPING	MEAN	<u>n</u>	MARITAL STATUS
A	0.0889	119	Married
B	-0.2468	47	Single

Notes. $p < 0.05$; $df = 164$; $MSE = 0.808578$

Number of Means: 2

Critical Range: 0.3059

Table 23

Duncan's Multiple Range Test: Factor 5 by Children in School

DUNCAN GROUPING	MEAN	<u>n</u>	CHILDREN IN SCHOOL
A	0.0834	122	No
B	-0.2809	44	Yes

Notes. $p < .05$; $df = 164$; $MSE = 0.813308$

Number of Means: 2

Critical Range: 0.3131

APPENDIX N

Table 24

Duncan's Multiple Range Test: Factor 4 by College Position

DUNCAN GROUPING	MEAN	<u>n</u>	COLLEGE POSITION
A	0.1648	73	Administrative
B	-0.1649	93	Faculty

Notes. $p < .05$; $df = 164$; $MSE = 0.825309$

Number of Means: 2

Critical Range: 0.2805

Table 25

Duncan's Multiple Range Test: Factor 6 by College Position

DUNCAN GROUPING	MEAN	<u>n</u>	COLLEGE POSITION
A	0.1532	93	Faculty
B	-0.1850	73	Administrative

Notes. $p < .01$; $df = 164$; $MSE = 0.757888$

Number of Means: 2

Critical Range: 0.2688

APPENDIX N

Table 26

Duncan's Multiple Range Test: Factor 6 by Seniority

DUNCAN GROUPING	MEAN	<u>n</u>	SENIORITY
A	0.1363	50	4-12 Years
A B	0.0939	55	Over 12 Years
B	-0.2413	55	Under 4 Years

Notes. $p < .05$; $df = 164$; $MSE = 0.757888$

Number of Means: 2 3

Critical Range: 0.3368 0.3545

Table 27

Duncan's Multiple Range Test: Factor 5 by Donations to College

DUNCAN GROUPING	MEAN	<u>n</u>	DONATIONS TO COLLEGE
A	0.4452	12	\$500 +
A	0.2021	61	\$50-\$500
B	-0.2790	75	< \$50

Notes. $p < .01$; $df = 145$; $MSE = 0.750575$

Number of Means: 2 3

Critical Range: 0.4701 0.4948

APPENDIX N

Table 28

Duncan's Multiple Range Test: Factor 5 by Donations in County

DUNCAN GROUPING	MEAN	<u>n</u>	DONATIONS IN COUNTY
A	0.5289	34	\$500 +
B	-0.0570	65	\$50-\$500
B	-0.2553	48	< \$50

Notes. $p < .01$; $df=144$; $MSE=0.751903$

Number of Means: 2 3
Critical Range: 0.3585 0.3773

Table 29

Duncan's Multiple Range Test: Factor 7 by Donations out of County

DUNCAN GROUPING	MEAN	<u>n</u>	DONATIONS OUT COUNTY
A	0.3113	39	< \$50
A B	-0.0380	76	\$50-\$500
B	-0.2559	28	\$500 +

Notes. $p < .05$; $df=140$; $MSE=0.718496$

Number of Means: 2 3
Critical Range: 0.3735 0.3931

APPENDIX N

Table 30

Duncan's Multiple Range Test: Factor 6 by Community Environment

DUNCAN GROUPING	MEAN	<u>n</u>	COMMUNITY ENVIRONMENT
A	0.2474	64	Acceptable
A	0.1593	16	Supportive
A	-0.1877	75	Problematic

Notes. $p < .01$; $df = 152$; $MSE = 0.750527$

Number of Means: 2 3

Critical Range: 0.4226 0.4449

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