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STUDENTS, FACULTY, ADMINISTRATORS,

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MICHIGAN STATE UNIVERSITY

By

Ronald Stanley Stead

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ABSTRACT

AN ANALYSIS OF THE UNIVERSITY GOAL PERCEPTIONS
AND PREFERENCES OF STUDENTS, FACULTY,
ADMINISTRATORS AND TRUSTEES AT
MICHIGAN STATE UNIVERSITY

BY

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The purpose of this study was to determine the
relationship between the perceptions and preferences of
undergraduate and graduate students, faculty, adminis-
trators, and trustees on possible goals for Michigan State
University. The goals were specific in nature and were
related to the functional problems of a social system.

A questionnaire containing fifty-two goal items
was mailed in February of 1971 to 186 subjects represent-
ing the five groups. Sixty-eight per cent of the responses
were useable for the statistical phase of the study. The
instrument was a slightly modified version of that used in
a study authored by Edward Gross and Paul Grambsch under
the title, University Goals and Academic Power, Washington,
D. C., American Council on Education, 1968. The respondent
was asked to rate the importance of each goal on the basis
of (1) how important he perceived it to be, and (2) how
important he preferred it to be.

It was hypothesized that there would be differences between the groups on the goal categories of adaptation, pattern-maintenance, tension management, and integration. The trustees rated all of the goal categories as being more important than did the other four groups. The statistical method used was repeated measures analysis of variance. There were no interaction effects between groups and goals.

Adaptation goals were rated significantly more important than the other three goal classifications. The tension management, pattern-maintenance, and integration goals were not significantly different from each other.

Across group comparisons of goals were made by ranking the goals in each group on the basis of perceptions and preferences. Two goals among the top ten ranked perceived goals of each group were common to all groups: (1) obtain faculty and staff who are competent in their area of special training, and (2) seek the favorable appraisal of those who validate the quality of programs.

There were also two preferred goals that each group ranked in their top ten goals: (1) obtain a competent faculty and staff, and (2) protect and facilitate the students' right to investigate and examine critically any program.

The Spearman Rank Correlation Coefficient was used to assess within group congruence between perceived

and preferred goals. The faculty, administrators, and graduate students (in order) displayed the greatest harmony between their perceptions of the University's goals and what they believed the goals should be. The undergraduate students and the trustees reflected the greatest dissonance between their perceived and preferred goal rankings.

Thirteen goals in the questionnaire were related to the expected qualities of a graduate of Michigan State. Six of these goals tended to be in the top third, five in the middle third and two in the lower third of the fifty-two preferred goals ranked by the groups.

On the question of an "open" versus a "selective" admissions policy, the trustees favor the former more than do the other groups. It was ranked 13th among their preferred goals. With this exception, all groups rank both admissions goals relatively low among their preferred goals.

The following conclusions were reached: (1) there does seem to be a relationship between an individual's hierarchial position in the University organization and his attitudes about its goals, (2) the groups felt that the goals should be given greater emphasis than was the case in practice, (3) "means" as well as "ends" goals are important to all of the groups, and (4) while there were differences between the groups on goal preferences, there was also considerable agreement with regard to what the University's goals should be.

this endeavor. To my wife, Joan, and my sons, Doug and Gary, I want to express my deepest appreciation and love.

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CHAPTER I

INTRODUCTION

The Importance of Higher Education Goals

What are the contemporary goals of American

higher education? What should be its goals? To what

extent do--or should--goals differ between types of in-

stitutions, i.e., public versus private, college versus

university, two-year versus four-year, sectarian versus

non-sectarian? What is an effective process for a col-

lege or university to follow in the development of goals?

How is the performance of an institution measured rel-

ative to the goals it has set for itself?

These and many other questions related to the

issue of goals for higher education are of vital concern

not only to professional educators but increasingly to

the general public as well. The Fiftieth Anniversary

Meeting (1967) of the American Council on Education, a

major coordinating body for higher education, was devoted

to the topic of higher education goals. In 1969, the

American Academy of Arts and Sciences formed an Assembly

on University Goals and Governance. In its first report,

the Assembly voiced the need for contemporary higher

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education to re-examine its goals:

> An academic system that was forged in the latter
> decades of the nineteenth century, came to maturity
> in the 1920's and 1930's, and was remarkably uncrit-
> ical of itself in the 1950's and early 1960's when
> it grew to unprecedented dimensions, is now required
> to rethink its fundamental orientations.[1]

Robert M. Hutchins, former President of the

University of Chicago and a long-time critic of American

higher education, asserts that the major problem facing

universities is a lack of clear purpose. According to

Hutchins, "Until you can have some rational conception of

what a university is. . . you've got to expect not merely

peculiar attitudes of the public but the dissatisfaction

of the students."[2]

In the development of this study, the writer is

expressing basic agreement with the above view of

Hutchins and others who advocate the need for universities

to define their goals. It does not seem likely that

higher education can secure and maintain the support of

the public, a necessity for effective performance, if it

can not articulate clearly defined goals, particularly

at the level of the individual institution.

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[1]The American Academy of Arts and Sciences, First
Report, The Assembly on University Goals and Governance.
(Cambridge, Massachusetts: The American Academy of Arts
and Sciences, 1971), p. 41.

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

Organization theorists also provide a rationale for identifying goals. For example, Etzioni indicates that organizations are "social units (or human groupings) deliberately constructed and reconstructed to seek specific goals."[1] He suggests that organizational goals serve these purposes: (1) they provide orientation by depicting a future state of affairs which the organization attempts to realize, (2) they set guidelines for organization activity, (3) goals constitute a source of legitimacy which justifies not only the activities but also the existence of the organization, (4) goals serve as standards by which members of an organization and outsiders can assess the performance of the organization, and (5) goals also serve as measuring rods for the student of organizations who is interested in determining how well the organization is performing.[2]

Viewing an organization from the perspective of social systems analysis, Thompson and McEwen stress both the importance and complexity of organization goal setting:

> Because the setting of goals is essentially a problem of defining desired relationships between an organization and its environment, change in either

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[1] Amitai Etzioni, _Modern Organizations_ (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964), p. 3.

[2] _Ibid._, p. 5.

requires review and perhaps alteration of goals.
Even where the most abstract statement of goals re-
mains constant, application requires re-definition
or interpretation as changes occur in the organ-
ization, the environment or both.[1]

Accordingly, the above authors emphasize that
"reappraisal of goals thus appears to be a recurrent
problem for large organization, albeit a more constant
problem in an unstable environment than in a stable
one."[2] This view certainly has implications for the
contempory university for who could deny that our society
is changing at a rapid pace.

In the application of social systems analysis to
a university, what are the implications for goal-setting?
Thompson and McEwen simply acknowledge that it is a dif-
ficult process: "The University perhaps has even greater
difficulties in evaluating its environmental situation
through response to its output. Its range of 'products'
is enormous, extending from astronomers to zoologists."[3]
Further complexities in the assessment of goal achieve-
ment in a university, according to these writers, are:
(1) that different standards are used to judge "educated"

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[1]James D. Thompson and William J. McEwen, "Organ-
izational Goals and Environment: Goal-Setting as an
Interaction Process," American Sociological Review,
XXIII (February, 1958), 23.

[2]Ibid., p. 24.

[3]Ibid.

people, (2) vocational performance is only one of several outcomes, and (3) the test of a competent specialist is not always standardized.[1]

It seems clear that there is a sound rationale for a university, as an organization or social system, to develop goals for its activities. A recent report entitled The Crisis of Purpose: Definition and Uses of Institutional Goals may well define the urgency of the problem. As Peterson, the author, notes:

> In attempting to accommodate new demands, academic communities have been left divided and demoralized as perhaps never before. Prospects for common understandings about the role of the university in American life seem hopelessly distant. This dilemma and the staggering events of the Spring of 1970 . . . have propelled the academic community into an unprecedented 'crisis of purpose.'[2]

The Theoretical Base For This Study

This study will be partially based on the theories of Talcott Parsons, a sociologist. The social systems theory of Parsons designates the functional problems of any system, a model which can be used to analyze an organization, such as a university, as a system. The "functional imperatives" (or problems) as identified by

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[1] Ibid.

[2] Richard E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals, (Washington, D.C.: ERIC Clearinghouse on Higher Education, October, 1970), p. 1.

Parsons, can be explained as follows:

> These four functional problems arise from two
> fundamental dilemmas of human existence. First,
> every system consists of a plurality of units, and
> functions in relation to an environment defined as
> external to it. One dilemma is whether to give
> priority to the solution of the problems of co-
> existance of the units, or to the problem of opti-
> mizing the relation to the environmnet. A funda-
> mental postulate of the Parsonian view is that no
> amount of attention to the problems of co-existence
> will, by itself, solve the problems of relations
> with the environment, or vice versa. A second
> dilemma concerns the assignment of priority between
> continuity and stability over time, on the one hand,
> and direct, immediate gratification, or consummation,
> on the other. Cross-classified these dilemmas define
> the four functional imperatives.[1]

These "imperatives" are defined as <u>adaptation,</u>

<u>goal-attainment, pattern-maintenance and tension manage-</u>

<u>ment,</u> and <u>integration</u> (see Figure 1.).

<u>Adaptation</u> refers to the need for a social system

to develop and maintain a satisfactory relationship with

the external environment for the purpose of ensuring the

acquisition of the resources necessary for the system to

function. The system can manipulate both itself and the

environment in the process of resolving the problem of

adaptation.[2]

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[1] R. Jean Hills, <u>Toward a Science of Organization</u>
(Eugene, Oregon: Center for the Advanced Study of Educa-
tional Administration, University of Oregon Press, 1968),
p. 19.

[2] Edward C. Devereux, Jr., "Parsons' Sociological
Theory," <u>The Social Theories of Talcott Parsons,</u> ed.
Max Black, (Englewood Cliffs, New Jersey: Prentice-Hall,
Inc., 1961), p.56.

	Continuity and Stability Over Time	Immediate Gratification
	INSTRUMENTAL	CONSUMMATORY
Relation to Environment EXTERNAL	<u>Adaptation</u> Continuity and stability over time in relation to environment.	<u>Goal-Attainment</u> Gratification in relation to environment.
Co-existance of Units INTERNAL	<u>Tension Management-- Pattern Maintenance</u> Continuity and stability over time in relations among units.	<u>Integration</u> Gratification in relations among units.

Figure 1. Imperative Functions of Social Systems[1]

The second external problem of a social system is known as <u>Goal Attainment</u>. In this case, the system faces the need to satisfy the external environment through the achievement of its defined goals or output.[2]

<u>Tension Management</u> involves the internal problem of motivating the individuals or units in the system to

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[1] This illustration was adapted from Hills, <u>Toward a Science of Organization</u>, p. 21.

[2] <u>Ibid</u>., p. 20.

perform their designated roles for system functioning. Failure to gain and sustain the commitment of the individuals or units will result in system dysfunction.[1]

Another internal problem of a system is that of Pattern Maintenance. Devereux describes the problem as:

> . . . essentially that faced by an actor in reconciling the various norms and demands imposed by his participation in any particular social system with those of other systems in which he also participates, or with the more general norms of the broader culture. If there is serious role conflict or normative incompatability, the system will suffer the consequences.[2]

Integration is another internal problem--that of keeping the individuals and units of the system working in a harmonious, cohesive relationship in order to facilitate system functioning.[3]

According to this model, the normal "output" goals of a university, often given the general classification of teaching, research, and public service, can be achieved in an optimum manner only if the university, as a social system, can resolve the other functional problems. Therefore, there are certain problems that must be resolved in order for an organization to effectively pursue its "output" goals.

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[1] Devereux, Parsons' Sociological Theory, p. 57.

[2] Ibid.

[3] Ibid.

In addition to the "functional imperatives,"
Parsons also views an organization as having a hier-
archical structure composed of three levels: "technical,"
"managerial" and "institutional." However, he does not
view these in a pure line type of relationship. Each
level has a certain degree of independence, depending on
the nature of the organization, but there is also a great
deal of inter-dependence between levels. Parsons summa-
rizes this point: "I may generalize about the nature of
the two main breaks in line authority which I have out-
lined by saying that at each of the two points of articu-
lation between subsystems there is a two-way interchange
of inputs and outputs."[1]

In a university setting, the technical function
would be performed by the faculty. According to Parsons,
"in an educational organization these are the actual proc-
esses of teaching . . . in a business firm, the process of
physical production of goods, etc.."[2] In a sense, Parsons
sees each hierarchical level as a subsystem which has its
own concerns.

The managerial level is concerned with serving and
controlling the technical organization. While a

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[1]Talcott Parsons, Structure and Process in
Modern Societies (Glencoe, Illinois: The Free Press,
1960), p. 69.

[2]Ibid. p. 60.

university is not clearly a "line" organization because of the professional competence of the "technicians" and the collegial nature of the university, nonetheless, the administration would still tend to function as the managerial level.

Since an organization, according to Parsons, "is also part of a wider social system which is the source of 'meaning', legitimation, or higher level support which makes the implementation of the organization's goals possible,"[1] a control mechanism over the "managerial" level exists. This level is exemplified in many forms depending on the nature of the organization but, in the case of the university, the Board of Trustees would appear to perform the "institutional" function. This level serves as "mediating structures between the particular managerial organization--and hence the technical organization it controls--and the higher-order community interests which, on some levels, it is supposed to 'serve.'"[2]

It is on the basis of Parsons' "functional imperatives" and his hierarchical levels of an organization that this study will analyze how selected groups at

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[1]Ibid., p. 63.

[2]Talcott Parsons, "Some Ingredients of a General Theory of Formal Organization," Administrative Theory in Organization, ed. Andrew W. Halpin, (New York: John Wiley and Sons, Inc., 1958), p. 45.

Michigan State University <u>perceive</u> the value being placed
on specified goals as opposed to their <u>preferences</u> for
these same goals.

Proceeding on the assumption that a university,
as a social organization, should have defined goals,
pressing problems of contemporary higher education center
on the issues of <u>what</u> goals and, not insignificantly, <u>who</u>
is to be involved in their development. The current trend
in higher education is toward the broad participation of
various groups within the university community. There-
fore, it would seem timely to examine the attitudes of
different groups in the university to determine the degree
of congruence of attitudes regarding its goals. A wide
variation in attitudes may make meaningful goals difficult
to define, let alone pursue.

Purpose of the Study

The purpose of this study will be to determine the
relationship between the goal <u>perceptions</u> and goal <u>pref-</u>
<u>erences</u> of selected groups at Michigan State University,
namely, the Board of Trustees, administrators, faculty,
undergraduate and graduate students. The goals will be
rather specific in nature and several will be related to
the functional problems of a social system as classified
by Parsons.

Hypotheses

The hypotheses will be stated in a non-directional form, although it is anticipated that certain relationships may exist. For example, in the first hypothesis, the theory would suggest that the Board of Trustees will rate _adaptation_ goals more important than will any of the other four groups because the function of a trustee is to serve as an intermediary between the larger society and the University. All of the hypotheses will relate to the _preferred_ goals of the different groups.

Hypothesis 1

There will be differences between the Board of Trustees, faculty, administrators, undergraduate and graduate students at Michigan State University on their ratings of the importance of _adaptation_ goals.

With the exception of the trustees, administrators might be expected to value _adaptation_ goals more than the other "internal" University groups due to their closer relationship with the trustees and other groups considered external to the University.

Hypothesis 2

There will be differences between trustees, faculty, administrators, undergraduate and graduate students at Michigan State University on their

ratings of the importance of _pattern-maintenance_
goals.

Hypothesis 3

There will be differences between the trustees,
faculty, administrators, undergraduate and grad-
uate students at Michigan State University on
their ratings of the importance of _tension manage-
ment_ goals.

Hypothesis 4

There will be differences between trustees, fac-
ulty, administrators, undergraduate and graduate
students at Michigan State University on their
ratings of _integration_ goals.

It would be anticipated that administrators would
be more concerned than would any of the other groups about
the internal system problem goals represented in hypoth-
eses two, three, and four. Administrators presumably
would have a greater day-to-day sense of responsibility
for the functioning of the entire university and, thus,
would see pattern-maintenance, tension management, and
integration problems as being more important.

Questions

In addition to testing the above hypotheses, the
study will address itself to the following questions:

1. How do trustees, administrators, faculty, under-
graduate and graduate students at Michigan State

University rate the importance of <u>perceived</u> and <u>preferred</u> goals?

2. What differences exist between trustee, administrative, faculty, undergraduate and graduate student groups at Michigan State University on their ratings of the importance of <u>perceived</u> and <u>preferred</u> goals?

3. What is the level of congruence between <u>perceived</u> and <u>preferred</u> goals for each of the following groups at Michigan State University: trustee, administrative, faculty, undergraduate and graduate student?

4. Are there differences between groups on the question of "open" versus "selective" admissions?

5. How much importance does each group place on "student-centered" goals?

<u>Definition of Terms</u>

<u>Administrator</u>--A member of the Administrative Group at Michigan State University, excluding the President.

<u>Faculty</u>--Those regularly appointed, tenured members of the teaching faculty at Michigan State University who do not have administrative responsibilities.

<u>Undergraduate Student</u>--A student of United States citizenship enrolled in a regular degree program at Michigan State University at the beginning of Winter Term, 1971.

The student will be classified as either a freshman,
sophomore, junior, or senior.

Graduate Student--A citizen of the United States enrolled
in a graduate or professional program at Michigan State
University at the beginning of Winter Term, 1971.

Higher Education--A formal program offered by an insti-
tution which grants a degree or certificate beyond the
high school diploma.

Functions of Higher Education--The "activities of the
university or higher education system that are function-
ally related to other social institutions."[1] An example
would be to provide an opportunity for upward social
mobility.

Purposes in Higher Education--Those expectations held for
particular subsystems of higher education such as the
community college or liberal arts college.

Goals--The intended ends or outputs of a specific uni-
versity, i.e., produce a well rounded student or prepare
a student for a vocation. Also, goals refer to University
directed activities designed to achieve effective internal
functioning. Examples would be to motivate the faculty
or to keep the various colleges working in a cooperative
manner.

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[1]Peterson, The Crisis of Purpose, p. 3.

Objectives--The specific ends of components of a system, in this case the University. For example, an academic department develops objectives related to the goals of the University.

Social System--The patterned activities of a number of individuals where the activities are complementary or interdependent with respect to some common output. The activities are repeated, relatively enduring, and bounded in space and time.[1]

Limitations of the Study

Significant limitations of the study are as follows:

1. This study does not consider other groups (e.g., parents, alumni, legislators and the general public) that may be important in determining the goals of the University.

2. No attempt is made in this study to view such variables as sex, academic discipline, age, longevity at the University and other variables that might be related to attitudes concerning the University's goals.

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[1]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, Inc., 1966), p. 17.

3. A survey type study using a questionnaire has certain well recognized limitations of measurement which must be taken into account in the interpretation of data.

4. Since less than a 100 percent return of questionnaires can be anticipated, conclusions can not safely be generalized beyond those who complete the questionnaire.

Organization of the Study

Chapter II will be devoted to a review of selected literature related to the importance of defining goals for higher education, current views about the nature of higher education goals, and research related to such goals. Selected studies and writings related to social systems theory as applied to organizations will also be reviewed. The design and methodology employed in the study will be discussed in Chapter III. Chapter IV contains the presentation and analysis of the data and Chapter V, the last, will include a summary, conclusions, and suggestions for future research.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, selected literature related to the need for, views of, and research on the goals of higher education will be reviewed. Also, a review of social systems theory as it relates to this study will be included.

The Need For Defining Goals

Before discussing the various views that have been expressed about the purposes of contemporary higher education, it seems judicious to examine the reasons for the concern about such purposes. The focus of this study will be on the goals of an individual institution but the purposes of higher education as a total system are obviously related.

Various writers have spoken to the need for defining university goals. Some, such as Etzioni (see page 3), emphasize the need to state clear goals by virtue of viewing a university as an organization. Others are most concerned about the specific nature of higher education aims and this issue will be treated in the next section. The reader must recognize that the terms used

in the literature are not consistent in meaning: "goals,"
"purposes," "aims," "missions," "objectives," and "func-
tions" are often used interchangeably but do not neces-
sarily have the same connotation.

The various perspectives about the need for goal
clarity in any institution of higher education seem to be
well summarized by Peterson:

> It seems essential in these times that colleges
> articulate their goals: to give direction to pres-
> ent and future work; to provide an ideology that can
> nurture internal cooperation, communication and
> trust; to enable appraisal of the institution as a
> means-ends system; to afford a basis for public
> understanding and support. Indeed, the college
> without the inclination or will to define itself,
> to chart a course for itself, can look forward
> either to no future--to a kind of half-life of con-
> stantly responding to shifting pressures--or to a
> future laid down by some external authority.
> Neither prospect pleases.[1]

The need to develop goals at the institutional
level to give coherent direction to the institution's
day-to-day activities seems most important. University
goals must be stated with some specificity if they are to
have operational meaning. Dressel stresses the need to
state goals (objectives) in an operationally meaningful
way:

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[1]Richard E. Peterson, The Crisis of Purpose:
Definition and Uses of Institutional Goals, Report 5,
(Washington, D.C.: ERIC Clearinghouse on Higher Education,
October, 1970), p. 11.

Objectives arise out of purposes, but they attempt to
spell out in more concrete terms the institution's
hopes for the students that it accepts. Objectives
should be stated in desired qualities of students or
as student behavior; unfortunately these statements
tend to become highly verbose and abstract. By
espousing God, family and democracy, they may make an
emotional appeal but provide little guidance to
the educational program. What is needed is a limited
and succinct statement of the competencies which the
institution expects to produce in its students; these
should be so specific that it is feasible to determine
whether students have obtained these competencies in
some reasonable measure before degrees are granted to
them.[1]

The emphasis here, then, is on the need to state
clear, specific, measurable goals to give direction to
programs and to provide opportunities for the institution
to evaluate the degree of success that has been achieved
in reaching the stated goals.

Another reason for setting goals is the problem
of external pressures. As Abbott indicates, "the wide-
spread disagreement and uncertainty regarding the purposes
of these institutions . . . sometimes suggests that under
a variety of influences they may be losing control of
their own destinies."[2]

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[1]Paul L. Dressel, "Evaluation of the Environment,
The Process, and The Results of Higher Education," Hand-
book of College and University Administration, ed.
Asa S. Knowles, (New York: McGraw Hill, Inc., 1970),
p. 2-74.

[2]Charles C. Abbott, "Governing Boards and Their
Responsibilities," Journal of Higher Education, XLI
(October, 1970), 524.

Werdell echoes a similar thought about the problem of an institution's direction being determined by outside forces: " . . . the multiversity is searching for an identity. Its growth has been rapid, and its direction and goals have been defined largely by those interests in American life large and powerful enough to command attention to their demands."[1]

Robinson, speaking from the bias of management principles, stresses the importance of identifying goals in institutional planning. He contends that sound planning in higher education often has not occurred because goals have not been articulated. What is the price of goal omission? "If planning does not focus on academic goals, the vacuum will be filled by some less meaningful consideration . . ."[2] These "considerations" could presumably be of an internal or external nature.

A similar view is expressed by Hungate, also an advocate for applying management principles to higher education. In discussing the planning function, he

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[1]Philip R. Werdell, "Teaching and Learning: Whose Goals Are Important Around Here?" Whose Goals For American Higher Education? ed. Charles G. Dobbins and Calvin Lee, (Washington, D.C.: American Council on Education, 1968), p. 20.

[2]Daniel D. Robinson, "Who's Managing?" Issues of The Seventies, ed. Fred F. Harcleroad, (San Francisco: Jossey-Bass, Inc., 1970), p. 145.

stresses the importance of objectives:

> <u>Clear definition and continuous review of objectives,
> and the institutional guidelines for achieving them,
> are essential.</u> Each institution must carefully de-
> fine its objectives or purposes, the nature of the
> undertakings it deems necessary to achieve them, and
> the general guidelines in accordance with which the
> undertakings are to develop.[1]

In addition, he emphasizes that goal-setting must be the

first step in long-range planning, a view also shared by

Davidson.[2]

Change and innovation have been words frequently

associated with higher education in recent years. Bolman

cautions that change must be guided if it is to achieve

desired results.[3] It would seem that innovation must be

related to what the institution is attempting to do. Of

course, the process of change may actually include alter-

ing the goals of the institution and not just the <u>means</u>

of achieving those goals.

It is also the opinion of Ward that institutions

must carefully define their goals if they are to

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[1]Thad L. Hungate, <u>Management in Higher Education</u>
(New York: Bureau of Publications, Columbia University,
1964), p. 243.

[2]Olaf M. Davidson, "Commentary," <u>Issues of the
Seventies</u>, ed. Fred F. Harcleroad, (San Francisco:
Jossey-Bass, Inc., 1970), p. 152.

[3]Frederick D. Bolman, "Problems of Change and
Changing Problems," <u>Journal of Higher Education</u>, XLI
(November, 1970), 590.

responsibly respond to change. "But the quality of the universities' response will depend above all on the capacity of each of them to decide what it can best do and be and to secure aid and understanding on the basis of that self-definition."[1]

In speaking of change, one of the most controversial issues today revolves around the possible dilemma between academic standards and educational opportunity. Tyler sees the absence of educational goals as contributing to the difficulty in resolving this conflict:

> Currently there is great confusion in all types of higher institutions regarding the educational objectives, standards of performance and what constitutes efficiency in learning. Clearing up some of this confusion might help in resolving the apparent conflicts between excellence and equality of opportunity.[2]

Effective internal functioning is mentioned by Abbott,[3] Hungate,[4] and Lee[5] as a major reason for

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[1]F. Champion Ward, "University Initiative in Response to Change," Higher Education: Demand and Response, ed. W. R. Niblett, (San Francisco: Jossey-Bass, Inc., 1970), p. 171.

[2]Ralph W. Tyler, "Academic Excellence and Equal Opportunity," Issues of the Seventies, ed. Fred F. Harcleroad, (San Francisco: Jossey-Bass Inc., 1970), p. 173.

[3]Abbott, "Governing Boards," p. 525.

[4]Hungate, Management in Higher Education, p. 59.

[5]Calvin B. T. Lee and Charles G. Dobbins, Whose Goals For American Higher Education?, (Washington, D.C.: American Council on Education, 1968), p. 3.

developing goals. Abbott's views seem to summarize this concern:

> Furthermore, lack of clarity as to mission and means of accomplishing it almost inevitably leads to confusion as to the proper roles and functions of the several elements within the organization; in universities these include administrators, faculty, students, alumni, technicians and staff. Such confusion has been evident in recent years on numerous occasions.[1]

In developing guidelines for a hypothetical university, Case proclaims in rather blunt terms why such direction is required:

> One of the causes of the present difficulties in our institutions of higher learning seems to be that they have failed to emphasize with strong, clear statements what they stand for, what their objectives and policies are, what they are and are not willing to do, and who is responsible for what. It is hard to run a railroad in such a deep fog.[2]

Other consequences of failure to critically examine and articulate a philosophy and goals for institutions of higher learning were suggested by Martin following a case study of eight institutions. It was a conclusion of the study that there is not as much value diversity among our institutions as we are led to believe. Further, there is not a "holistic" approach to education; the learning process is fragmented by the lines drawn

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[1]Abbott, "Governing Boards," p. 525.

[2]Harry L. Case, "A Declaration of Aims and Policies of University X," _Educational Record_, L (Fall, 1969), 450.

between academic disciplines. A strong indictment of

institutional leadership was made:

> The strongest impression gained from our examination
> of the literature and through conversations with
> administrators of the large public universities was
> the notable absence of attention by the leaders to
> institutionalized assumptions, values, and goals
> compared with their almost frenetic regard for
> quantitative, financial, procedural, implementive
> considerations.[1]

In summary, then, the development of goals is

necessary for planning, effective internal functioning,

resisting external pressures, evaluating performance,

gaining the support of the public, and providing direc-

tion for programs. The writers about contemporary higher

education appear to be in general agreement that there is

a need for clarifying institutional goals.

What Goals?

Assuming that institutional goals in higher edu-

cation need to be identified, there is still the diffi-

culty in determining the nature of these goals. Most

writers seem to agree that higher education has at least

three general purposes; teaching, research, and public

service. These are classified under various terms; for

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[1]Warren B. Martin, Conformity: Standards and
Change in Higher Education (San Francisco: Jossey-Bass
Inc., 1969), p. 51.

example, Perkins speaks of knowledge acquisition (re-
search), transmission (teaching), and application (public
service).[1]

While there is general agreement about the three
general purposes mentioned above, regardless of the lan-
guage used, Dressel points out that different types of
institutions will emphasize different purposes: "The
true university will have all three purposes, whereas
liberal arts colleges and community colleges or technical
institutes are more likely to concentrate on the dissem-
ination or instructional function."[2]

Although it is recognized that these three pur-
poses usually will not receive an equal emphasis across
institutions, there is concern about the relative prior-
ities accorded to them. For example, John W. Gardner,
former Secretary of Health, Education and Welfare, feels
that the teaching function is now being slighted, partic-
ularly as it relates to undergraduates.[3] Concerned
about human needs, Perkins seconds the view that the

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[1]James A. Perkins, The University in Transition
(Princeton, New Jersey: Princeton University Press,
1966), p. 9.

[2]Dressel, "Evaluation of the Environment," p. 2-74.

[3]John W. Gardner, "Agenda for the Colleges and
Universities," Campus 1980, ed. Alvin C. Eurich, (New
York: Delacorte Press, 1968), p. 1.

teaching function must be given increased attention:

> These new priorities have as their central theme
> that human beings are more important than knowledge,
> and that the individual is more important than soci-
> ety. As a consequence, teaching now seems more im-
> portant than research, and certainly more important
> than research that is not justified by visible con-
> nection with the quality of life.[1]

Perkins also expresses concern about the purposes

of a university being isolated from each other. It is

his contention that the three functions should be mutually

reinforcing and, thus, viewed as interdependent. He

points out that the German university has traditionally

favored research while the British model has been known

for knowledge transmission. With the advent of the

Morrill Act of 1862, all three purposes were blended to-

gether with dramatic results.[2]

An example of an uneven approach would seem to be

found in Spencer's view. According to him, teaching and

research are the two main purposes of the university.

However, he does, by implication, seem to recognize that

the application of knowledge is a function of the uni-

versity. For instance, he notes that " . . . the uni-

versity has the obligation both to preserve and to

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[1]James A. Perkins, "Higher Education in the
1970's," Educational Record, LI (Summer, 1970), 249.

[2]Perkins, The University in Transition, p. 16.

enrich our culture . . . in the exact sciences we are doing too much enriching and not enough preserving, while in the social sciences we are doing just the opposite."[1]

In defining the purposes of a university, public service often seems to be understood as an indirect outcome of teaching and research rather than being given the status of a direct purpose. Spencer seems to be saying this and it is also implied in a recent statement of university purpose adopted by the faculty at the University of Wisconsin:

> The primary purpose of the University
> Is to provide an environment
> In which faculty and students
> Can discover, examine critically,
> Preserve, and transmit
> The knowledge, wisdom and values
> That will ensure the survival
> Of the present and future generation
> With improvement in the quality of life.[2]

Here, then, the implication seems to be that the University would not necessarily be directly involved in public service but that an "improvement in the quality of

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[1]Lyle M. Spencer, "The Research Function in the Advancement of Knowledge," Whose Goals For American Higher Education?, ed. Charles G. Dobbins and Calvin Lee, (Washington, D.C.: American Council on Education, 1968), p. 66.

[2]V. R. Potter and Others, "Purpose and Function of the University," Science, CLXVII (March 20, 1970), 1591.

life" would occur by virtue of the new knowledge that was discovered and transmitted to the members of the University and the larger society. This seems to represent a very fine line which may, or may not, have any operational meaning when compared with a specifically articulated purpose of public service. In fact, the committee which developed the above statement indicated that the University might have other, less important, purposes but did not define them.

A fourth general purpose of higher education, that of social criticism, has been advocated by Keniston. He asserts that "amongst the major functions of the modern university, criticism is surely the most neglected."[1] The major reason, according to him, for the contemporary university to assume this role is because of our rapidly changing and complex society:

> . . . the emergence of criticism as a major function
> of the university is intimately related to the
> changing nature and needs of American life. In
> modern society, the simple transmission of knowledge
> must increasingly give way to a critical re-examina-
> tion of that knowledge; the extension of knowledge
> presupposes a critical analysis of what is worth
> extending; and the application of knowledge requires
> a critical study of which knowledge can be applied
> to what.[2]

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[1]Kenneth Keniston, "Responsibility for Criticism and Social Change," Whose Goals for American Higher Education?, ed. Charles G. Dobbins and Calvin Lee, (Washington, D.C.: American Council on Education, 1968), p. 145.

[2]Ibid., p. 147.

Keniston feels that the university is best suited
to perform the role of social critic due to (1) its more
extended time span and inclusive scope of concern, (2) a
more intimate involvement with the next generation which
results in a sensitivity to the quality of future soc-
iety, (3) the ability of faculty to take a broad view of
society because of tenure which protects them from ex-
ternal forces, and (4) faculty tend to be anti-authori-
tarian and possess a critical mind.[1]

Although strongly endorsing the need for uni-
versities to carry out the critical function, Keniston is
careful to point out that a university as an organization,
should not take partisan positions because this would
undermine its ability to perform its functions, including
that of criticism. Rather, he says, the criticism should
emanate from individuals and groups within the univer-
sity.[2] This is a reasonable distinction to make but it
is difficult to implement because the general public is
often inclined to view individual and group positions
on issues as equivalent to those of the institution as an
entity.

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[1]Ibid., p. 154.

[2]Ibid., p. 161.

Shoben also indicates a need for the university's
role as a critic of society. In addition to the reasons
for this role as cited by Keniston, he indicates that
there is "a growing mistrust of intellectual demands that
virtually all ideas and domains of inquiry be deliberately
uninvolved for their moral and political implications and
assessed in the light of explicit values."[1] Thus, he
feels that the curriculum ought to be based on the critical
function which would reduce the concern about educational
"relevance."[2]

A recent President of the National Student Associ-
ation supports the idea of the university as a social
critic. Powell scoffs at the notion that the university
has ever been neutral; it has, according to him, been up-
holding traditional values which have retarded, rather
than advanced, society. Instead, he feels that the uni-
versity should work for the forces of peace, social jus-
tice, and equality of opportunity.[3]

Social criticism of society is also the theme of
Mullaney but his view is more extreme. He contends that

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[1]Edward J. Shoben, Jr., "Cultural Criticism and
the American College," Daedalus, IC (Summer, 1970), 683.

[2]Ibid., 691.

[3]Robert S. Powell, Jr., "More Than a Number,"
Issues of the Seventies, ed. Fred F. Harcleroad, (San
Francisco: Jossey-Bass, Inc., 1970), p. 77.

the university has tolerated, if not perpetuated, many of the ills of society. To correct the situation, he urges the university "to become a center of dissent and resistance in itself and an interpreter of such behavior to the public."[1] To incorporate a "resistance model" the university should: (1) divest itself of stock and other holdings that are contrary to person-centered values, (2) make the curriculum action oriented, (3) pressure the courts to broaden their view of disruption, (4) form alliances with various groups, and (5) strike and close down as a last resort.[2]

The above view appears to be alien to that expressed by Keniston and Shoben in that Mullaney does not insist that the university, as a corporate body, remain neutral while serving a critical function. He defends his position on this basis: "A commitment to free and open inquiry makes sense only when one is equally committed to resist those forces which repudiate the value of such inquiry."[3]

A recently formed organization, University Professors for Academic Order, seems determined to counter

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[1]Antony Mullaney, "The University as a Community of Resistance," Harvard Educational Review, XL (November, 1970), 634.

[2]Ibid., 635.

[3]Ibid., 641.

the social critic role. In a recent statement this group asserted that "a university should be a place for instruction, learning, and the pursuit of truth through research and reflection, and not an instrument of social change."[1] Further, they insist that a university should "not tolerate demands from any source that takes stands on questions that are properly the concern of political organizations . . ."[2] Taken at face value, their position would appear to be rather reactionary and contrary to a reasonable interpretation of academic freedom.

The preceding review of literature has centered on the general purposes of institutions of higher education. Now we will move to more specific purposes which are more of an "outcome" than of a "process" nature. In other words, what should be the impact of teaching, research, public service, and social criticism?

A major voice in higher education in the last decade has been Nevitt Sanford. He, along with many others, consistently argues for a "student development" concept of education. In addressing himself to the issue of what to expect in higher education in the next decade, he responded that:

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[1]"Faculty Unit Asks 'Depoliticization'," Chronical of Higher Education, (Washington, D.C.), February 15, 1971, p. 3.

[2]Ibid.

> By 1980 educators will see much more clearly than
> they do today that the major aim of college education
> is the fullest possible development of the individual
> personality, and that the only basis for planning an
> educational environment is knowledge of how students
> actually develop.[1]

Sanford defines more clearly what he means by the development of the individual in another writing:

> Education and training, in the society we may then
> envision, would both be humanistic, that is based
> on an understanding of what people are by nature,
> and of what they need to develop all talent potential.
> Thus, we would direct our attention to a whole range
> of talents which are neglected in school or which are
> focused on the narrowly cognitive aspects of develop-
> ment . . . talents such as those involved in communi-
> cation, relating to people, perceptual clarity and so
> on. If we implemented such a program, . . . many
> people now labeled disadvantaged would actually have
> advantages; particularly lower-class blacks who, when
> seen on college campuses today, turn out to be extra-
> ordinarily gifted communicators.[2]

The same view of student development as the purpose of higher education was advanced in the Hazen Foundation Report on The Student In Higher Education. The report made two basic points:

> . . . (1) The college is a major influence on the
> development of the student's personality and must
> therefore assume responsibility for the quality and
> direction of this development; (2) Even the college's
> central task of guiding the intellect cannot be done
> well unless the school realizes that the acquisition

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[1]Nevitt Sanford, "The College Student of 1980," Campus 1980, ed. Alvin C. Eurich, (New York: Delacorte Press, 1968), p. 182.

[2]Nevitt Sanford, "Loss of Talent," Issues of The Seventies, ed. Fred F. Harcleroad, (San Francisco: Jossey-Bass, Inc., 1970), p. 66.

of knowledge takes place in the context of emergent adulthood.[1]

This emphasis would seem to be on the <u>outcome</u> of the teaching function of higher education without denying the validity of the other functions previously discussed.

Taylor, in analyzing student unrest, suggests the need for higher education to be concerned with the human dimension of the individual: "The students need to learn more than how to master academic subjects; they need to learn how to live."[2] His concern is with improving the quality of personal relationships through the educational experience.

Total personal development as an end of higher education is also the bias of Tyler[3] and Werdell.[4]

Many of the commentators on the role of higher education have a humanistic orientation. Hess, in a dissertation on the function of higher education, developed a definition of a person based on the views of man

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[1]The Committee on the Student in Higher Education, <u>The Student in Higher Education</u> (New Haven, Connecticut: The Hazen Foundation, 1968), p. 42.

[2]Harold Taylor, "Student Unrest," <u>Issues of the Seventies</u>, ed. Fred F. Harcleroad, (San Francisco: Jossey-Bass, Inc., 1970), p. 127.

[3]Tyler, "Academic Excellence and Equal Opportunity," p. 173.

[4]Werdell, "Teaching and Learning," p. 19.

held by social scientists, philosophers and theologians.
It is his thesis that "the development of persons shall
be viewed as the end of the educational process."[1] With
such importance placed on personnal development, he feels
that all of the components of the college community should
be directed toward the achievement of this goal.

This central theme of personal development is also
held by a respected authority on higher education, Lewis
B. Mayhew. In speculating on higher education in the next
decade, he states that "within the teaching institution,
professors will have accepted that their chief duty is to
help young people change.[2] Paschal expresses a similar
position in saying that teaching should result in greater
student ability to organize and apply knowledge as well
as grow in wisdom.[3]

The preceding discussion about personal develop-
ment as a general goal of higher education tends to ac-
centuate the "whole person" concept. That is, the idea

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[1]David N. Hess, "The Person-Centered Function of
Higher Education" (unpublished Ph.D. thesis, College of
Education, Michigan State University, 1962), p. 75.

[2]Lewis B. Mayhew, "The Future Undergraduate
Curriculum," Campus 1980, ed. Alvin C. Eurich, (New York:
Delacorte Press, 1968), p. 217.

[3]Elizabeth Paschal, "Organizing for Better
Instruction," Campus 1980, ed. Alvin C. Eurich, (New York:
Delacorte Press, 1968), p. 224.

that the learning of a person must be viewed as a totality
rather than in isolated components. For example, these
writers would see intellectual development as only one
aspect of the student's growth and definitely related to
his affective development.

Hutchins disagrees with the personal development
view except for the intellectual dimension of such devel-
opment. From his point of view, a university or college
exists basically for the purpose of dealing with the mat-
ter of intellect and other activities have no place in an
institution of higher education.[1]

In summary, it would appear that the purposes of
higher education have been subject to a variety of inter-
pretations. The most recent general purpose to emerge is
that of social criticism. However, even among the pro-
ponents of this purpose, there is divergence of opinion
about the form it should take.

It is also apparent that individual institutions
have been reluctant to develop specific goals that would
lend themselves to some degree of measurement. With an
increasing trend toward "accountability" in higher edu-
cation, it seems likely that goal ambiguity will be a less
acceptable state of affairs in the future.

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[1]Semas, "U.S. Universities Don't Know What They're
Doing or Why, Robert M. Hutchins Says," p. 6.

Recent Research on Higher Education Goals

Osmunson analyzed the inaugural addresses of twenty college presidents delivered between 1860-1916 and another twenty from 1917-1967.[1] He was operating on the assumption that the inaugural address of a president reveals something about the institution's goals. The study identified nine goal classifications: citizenship, cultural training, individual development, community service, knowledge transmission, leadership training, moral and religious training, research, and spirit of place (defined as a supportive university atmosphere). Knowledge transmission was the most frequently mentioned category. The presidents from the recent period gave greater attention to research and less to moral training. The author concluded that, based on the content of inaugural addresses, modern presidents tended to be more aware of higher education objectives than were those in the earlier period.

In a study of community college goals, Kimball identified five accepted objectives for this type of institution: (1) liberal arts and transfer courses, (2) general education, (3) terminal and technical programs, (4) adult

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[1]Robert L. Osmunson, "Higher Education as Viewed by College and University Presidents," School and Society, XCVIII (October, 1970), 369.

education and community service, and (5) guidance and counseling.[1] He then developed a questionnaire containing items related to these categories.

Kimball surveyed faculty and administrators of five selected Michigan community colleges which represented institutions having either comprehensive or limited programs. It was his purpose to compare the goal preferences of faculty and administrators in these two types of institutions. Some of his conclusions were as follows:

1. There were no significant differences between administrators and teachers in the two institution types.

2. Only 20 percent of the respondents were satisfied with the present program of their institution.

3. The liberal arts program was the most valued one.

4. The administrators were more adept at expressing institutional goals compatible with those established for their community college.[2]

The most comprehensive study of higher education goals was conducted by Gross and Grambsch under the auspices of the American Council on Education. The

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[1] John R. Kimball, "Analysis of Institutional Objectives in Michigan Community Colleges" (unpublished Ed.D. thesis, College of Education, Michigan State University, 1960), p. 69.

[2] Ibid., p. 71.

researchers developed forty-seven specific goals which
were classified into two general categories, _Output_ and
Support goals. These categories flow from a social sys-
tems model of an organization and appear to be compatible
with the "functional imperatives" of Parsons as described
in Chapter I.

    Output goals were defined as "those which are
manifested in a product of some kind . . ."[1] _Support_
goals were identified as those activities carried on within
the organization to keep it functioning effectively to
achieve its _Output_ goals.[2] Gross and Grambsch justify the
category of _Support_ goals:

> . . . in any organization, activities concerned with
> support may be regarded as goals, since they are es-
> sential to the healthy functioning of the organization;
> since they clearly involve an intention or aim of the
> organization as a whole; and since many participants
> perceive them as worthy, give a great deal of attention
> to them, and deliberately engage in activities that
> will move the organization toward them.[3]

    It was on the basis of these two types of goals
that the questionnaire items (or goals) for the above
study were developed. The instrument was mailed in the

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[1]Edward Gross and Paul Grambsch, _University Goals
and Academic Power_ (Washington, D.C.: American Council on
Education, 1968), p. 9.

[2]Ibid.

[3]Ibid.

Spring of 1964 to faculty and administrators at sixty-eight universities in the United States.

The Output goals were subdivided into the following categories:

1. Student-expressive--involves the attempt to change the student's identity or character in some fundamental way.

2. Student-instrumental--involves the student's being equipped to perform certain functions for society.

3. Research--involves the production of new knowledge or the solution of problems.

4. Direct Service--involves the direct and continuing provision of services to the larger society.[1]

Support goals were categorized in the following manner:

1. Adaptation--represents the need for the university to come to terms with the environment in which it is located.

2. Management--involves decisions on who should run the university, the need to handle conflict, and the establishment of goal priorities.

3. Motivation--seeks to ensure a high level of satisfaction on the part of staff and students.

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[1]Ibid., p. 13.

4. <u>Position</u>--helps to maintain the position of the
    university, in comparison with others, in the
    face of pressures that could change its relative
    status.[1]

In developing such a large number of fairly
specific goals, these researchers asserted that "it is our
belief that the study of organizations has suffered from
an overly simple view of goals."[2]

The respondent was asked to rate the importance
of each goal on the basis of how important he <u>perceived</u>
it to be at his institution as well as his <u>preference</u> for
the goal.

In ranking the <u>perceived</u> goals of respondents
across institutions, the top seven were:

1. Protect the faculty's right to academic freedom.

2. Increase or maintain the prestige of the uni-
    versity.

3. Maintain top quality in those programs felt to be
    especially important.

4. Ensure the continued confidence and hence support
    of those who contribute substantially to the
    finances and other material resource needs of the
    university.

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[1]<u>Ibid</u>., p. 14.

[2]<u>Ibid</u>.

5. Keep up to date and responsive.

6. Train students in methods of scholarhips and/or scientific research and/or creative endeavor.

7. Carry on pure research.[1]

The ranking of <u>preferred</u> goals yielded the following results:

1. Protect the faculty's right to academic freedom.

2. Train students in methods of scholarship and/or scientific research and/or creative endeavor.

3. Produce a student who has had his intellect cultivated to the maximum.

4. Maintain top quality in all programs engaged in.

5. Serve as a center for the dissemination of new ideas.

6. Keep up to date and responsive.

7. Maintain top quality in those programs felt to be especially important.[2]

In addition to the consistent concern about the academic freedom of the faculty, the study results indicated that goals relating to students were not a high priority in practice although the preference was for greater emphasis on student-centered goals. Another

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[1]<u>Ibid</u>., p. 29.

[2]<u>Ibid</u>. p. 32.

conclusion was that administrators and faculty "tend to see eye to eye to a much greater extent than is commonly supposed . . ."[1]

A fairly detailed review of the above study has been provided because the instrument has been used in other research and a modified version of it is being utilized in this study.

In 1970 Ball State University surveyed faculty and students, using the Gross and Grambsch instrument, as part of a study designed to re-examine the goals of that University. Of the top ten preferred goals of each group (faculty and students), there was over-lap on seven of the goals. The agreement between the two groups appeared on these goals: protect the academic freedom of the faculty, maintain top quality in all programs, keep up to date and responsive, ensure efficient goal attainment, disseminate new ideas, produce a well rounded student, and train students for scholarship and/or research. Over-all, the faculty showed more agreement about what the goals should be than did students.[2]

A pilot study, using the Gross and Grambsch instrument, was conducted at Michigan State University.

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[1] Ibid., p. 115.

[2] Clair D. Rowe, Acting Dean of the College of Business, Ball State University, Muncie, Indiana, Personal letter, January 7, 1971.

Thomas compared the goal perceptions and preferences of graduate students, faculty, and administrators in the field of student personnel at Michigan State University with the findings in the original study.

The student personnel group ranked their first seven preferred goals for Michigan State as: (1) keep up to date and responsive, (2) serve as a center for the dissemination of new ideas, (3) protect and facilitate the students' right of inquiry, (4) help students to develop objectivity about themselves, (5) protect the faculty's academic freedom, (6) involve students in the government of the university, and (7) maintain top quality in all programs.[1]

The four least preferred goals chosen by this group were:(1) maintaining institutional character, (2) admitting only high potential students, (3) insuring that the will of the faculty prevailed, and (4) cultivating the students' taste as a consumer.[2]

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[1]William L. Thomas, Jr. "Perceptions of University Goals: A Comparison of Administrators, Faculty and Students Engaged in the Practice, Teaching and/or Study of Student Personnel Administration at Michigan State University with a Nationwide Study of University Faculty and Administrators" (unpublished Ph.D. thesis, College of Education, Michigan State University, 1970), p. 79.

[2]Ibid., p. 85.

Thomas concluded that "the results of this study seem to indicate, at least for the majority of the student personnel respondents, a general philosophical posture that values quality education while maintaining concern for individual human development."[1] He suggested that it was necessary for institutions to periodically assess the values and perceptions of the different segments of the academic community with respect to goals,[2] an observation that had also been made by Kimball.[3]

A modified version of the Gross and Grambsch instrument was used in the Spring of 1969 in a study sponsored by the Danforth Foundation. Fourteen liberal arts colleges with limited resources from the Appalachia and Great Plains areas were invited to participate in The Institute for College Development. Administrators, faculty, and students were asked to respond to the questionnaire.

A general finding of this study was that the administrators, faculty, and students agreed that teaching and student oriented activities were most important

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[1]Ibid., p. 114.

[2]Ibid., p. 117.

[3]Kimball, "Analysis of Institutional Objectives," p. 82.

to those institutions.[1] While there were significant

differences between the perceived and preferred goals of

the three groups, they all tended to agree on the direc-

tion of desired change.[2]

From the data gathered in this study, the following

conclusion was reached:

> The role which these particular colleges and others
> like them play in the total picture of American higher
> education may well depend upon their maintaining
> certain of these characteristics. For their own sake
> and for the sake of pluralism in higher education,
> these colleges should not seek or feel pressured to
> conform to the university model which is increasingly
> dominating the scene.[3]

A review of the literature indicates that there

have been relatively few empirical studies relating to

the goals of institutions of higher education.

Social Systems Analysis

Some attention has previously been given to social

systems theory in Chapter I and in the discussion of the

Gross and Grambsch study in this chapter.

Organizations are frequently being scrutinized

these days from the orientation of social systems analysis.

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[1]"A Report: College Goals and Governance,"
Danforth News and Notes, (St. Louis: Danforth Foundation,
November, 1969), p. 2.

[2]Ibid., p. 5.

[3]Ibid., p. 7.

Haberstroh defines a system in the following manner:

"Some of the more common definitional criteria are common

purpose, functional unity, and high internal interdepend-

ence."[1] It is recognized that most systems are "open" in

the sense that they exist in an environment with which

there is interaction and a state of interdependence.[2]

Another definition of a system is offered by

Banathy: " . . . deliberately designed synthetic organisms,

comprised of interrelated and interacting components which

are employed to function in an integrated fashion to at-

tain predetermined purposes."[3]

What is systems analysis? According to

Haberstroh,

> Systems analysis can best be defined as a point of
> view plus a few key ideas, integrated into a logical
> pattern . . . The point of view is _abstract_ in that
> it deals with symbols that stand for aspects of real
> objects or their interrelationship. It is _holistic_
> in that it presumes to deal (symbolically) with
> objects, the fine structure of which is unknown or
> at least irrelevant. It is _dynamic_ in that it is
> concerned with the behavior of these objects as it
> changes over time. It is _pragmatic_ in that it is
> concerned with how a task or function is to be
> performed.[4]

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[1] Chadwick J. Haberstroh, "Organization Design and
Systems Analysis," _Handbook of Organizations_, ed. James
C. March, (Chicago: Rand McNally and Co., 1965), p. 1174.

[2] James D. Thompson, _Organizations In Action_ (New
York: McGraw-Hill, Inc., 1965), p. 1.

[3] Bela H. Banathy, _Instructional Systems_ (Palto
Alto, California: Fearon Publishers, 1968), p. 2.

[4] Haberstroh, "Organization Design," p. 1172.

The value of systems analysis in education, as viewed by Carter, is that "it places much emphasis on the problems of implementation, evaluation, feedback and re-vision--an emphasis which should be highly welcome in today's complex educational milieu."[1] It is his bias that the analysis of problems with this method can be valuable because it requires that decisions be based on a system-atic review of activities. He does indicate that systems analysis can not be applied in precisely the same way to education as it is to a technological process such as space programs.[2]

Parsons has developed a theoretical model of a social system which recognizes both the internal and external relationships of the system:

> . . . empirically social systems are conceived as open systems, engaged in complicated processes of interchange with environing systems. The environing systems include, in this case, cultural and person-ality systems, the behavioral and other subsystems of the organism, and, through the organism, the physical environment. The same logic applies inter-nally to social systems, conceived as differentiated and segmented into a plurality of subsystems, each of which must be treated analytically as an open system interchanging with environing subsystems of the larger system.[3]

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[1]Launor F. Carter, "The Systems Approach to Edu-cation: Mystique and Reality," Educational Technology, (April, 1969), 31.

[2]Ibid., p. 30.

[3]Talcott Parsons and Others, Theories of Society (New York: The Free Press of Glencoe, Inc., 1961), p. 36.

In effect, he is saying that, within an organization, each unit (e.g., an academic department in a university) can be viewed as a system with the same functional problems of the type discussed earlier.

The thinking of Parsons with respect to social systems theory has provoked considerable discussion among social scientists. He has been criticized for being too general and too concerned with system maintenance. For instance, Buckley questions whether Parsons does not seem overly concerned about the equilibrium of a social system:

> . . . social systems are characterized primarily by
> their propensity to change their structure during
> their culturally continuous 'lifetime.' Parsons
> thus stretches the organismic model beyond its
> limits when he confines himself to the use of an
> existing fixed structure as a point of reference
> for assessing the 'functional imperatives' of a
> social system.[1]

Parsons does not deny that his interest is in general theory rather than empirical research.[2] With regard to Buckley's criticism, it does not appear, in this writer's opinion, that Parsons would refute the notion that a system will gradually change in structure as its environment also changes.

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[1] Walter Buckley, Sociology and Modern Systems Theory (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 31.

[2] Devereux, "Parsons' Sociological Theory," p. 1.

Various current writers about higher education are viewing it as a social system. Pervin, in expressing the need for the components of a college to work in harmony, declares that "the college is a system in the sense that it is composed of interdependent parts which work in a more or less complementary way toward more or less compatible goals."[1] He emphasizes the need for students, faculty, and administrators to serve common goals--to work for greater integration (one of Parsons' functional imperatives).

Shaffer, in focusing on a particular component of the college or university, student personnel services, urges that specific objectives be developed to serve the goals of the larger system, the institution. For him, failure to take such steps will mean that "those subsystems which cannot show their specific contributions to the goal achievement of the overall institution will not be able to justify continued support."[2]

Hills is a strong advocate of a more scientific approach to the study of organizations and it is his contention that a systems approach offers much promise.

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[1]Lawrence A. Pervin, "The College as a Social System," Journal of Higher Education, XXXVIII (June, 1967), 317.

[2]Robert H. Shaffer, "Redefining Student Personnel Objectives," NASPA Journal, VIII (October, 1970), 142.

He asserts that "the most general requirement for a
science of organization, then, is the development of
means of characterizing the state of organizations as
systems."[1]   Incidentally, his theory of organizational
behavior is almost entirely based on the thinking of
Parsons.

While systems analysis seems to have considerable
potential for improving the effectiveness of institutions
of higher education, there are some questions being
raised about its limitations.   In an address to a group
of educators interested in systems analysis application
to higher education, Alden cautioned against uncritical
enthusiasm of this method even though he is generally
supportive of it.[2]   His first concern is that systems
analysis may result in increased central authority and
rigidity of structure which can result in alienation and
dehumanization.   The second question he raises relates to
the requirement of specific objectives in systems analysis
when some educators feel that all worthy objectives cannot
be studied quantitatively.   Thirdly, he wonders whether all
worthwhile educational goals can be identified.   The last

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[1]Hills, Toward a Science of Organization, p. 3.

[2]John W. Alden, "Systems Analysts in Higher
Education: Some Concerns," Paper presented to Discussion
Group 13 at the 25th National Conference in Higher Edu-
cation, Chicago. March 2, 1970.

general area of concern raised by Alden is that a rigid
pursuit of specified goals may result in unanticipated
effects and he uses the analogy of the undesirable conse-
quences of industrialization and automation.

While systems theory is relatively young, it does
seem to be a viable method of attempting to improve the
effectiveness of institutions of higher education. How-
ever, caution must be exercised in using this technique as
the "products" of a university are humans and not things.
And even in those organizations designed to produce inani-
mate objects, it has been learned that a scientific ap-
proach can not ignore the human personality.[1]

In this chapter, the writer has reviewed selected
literature related to the importance of articulating goals
for institutions of higher education, various views about
the nature of these goals, research on higher education
goals, and social systems theory.

[1]Amitai Etzioni, Modern Organizations (Englewood
Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 33.

CHAPTER III

METHODOLOGY

The purpose of this study is to compare selected
groups at Michigan State University on their perceptions
and preferences of possible goals for the University.
This chapter will describe the populations in the study,
sampling procedures, the instrument, data collection and
analysis procedures, the hypotheses to be tested, and the
statistical treatment of the data.

The Populations in the Study

Five different populations were selected for this
study:

1. Board of Trustees--The eight elected members of
   the Board of Trustees of Michigan State University
   as of January 1, 1971.

2. Administrators--The Administrative Group, exclud-
   ing the President of the University, was selected
   as the population of administrators at Michigan
   State University. This group, twenty-eight in
   number, is composed of the top officers of the
   central administration and the Deans of the
   Colleges.

3. Faculty--The faculty population consists of those tenured, regular appointments to the teaching faculty of Michigan State University who currently do not have administrative responsibilities such as that of department chairman.

4. Graduate Students--The graduate student population is defined as students of United States citizenship who were regularly enrolled in a graduate or professional program at Michigan State University at the beginning of the Winter Term, 1971.

5. Undergraduate Students--This group was defined as those full-time, degree seeking students classified as freshmen, sophomores, juniors, and seniors who were enrolled for the Winter Term of 1971. International students are not included in the population of undergraduates in this study.

Samples

1. Board of Trustees--The total population of the Board of Trustees (N=8) of Michigan State University.

2. Administrators--The total population of the Administrative Group (N=28) of Michigan State University.

3. <u>Faculty</u>--A simple random sample of fifty (n=50) faculty at Michigan State University.

4. <u>Graduate Students</u>--A simple random sample of fifty (n=50) graduate and professional students at Michigan State University.

5. <u>Undergraduate Students</u>--A simple random sample of fifty (n=50) undergraduate students at Michigan State University.

A simple random sampling technique was used to obtain the three samples (faculty, undergraduate and graduate students) because such factors as sex, age, and academic department were not treated as independent variables in this study. Therefore, a random sample was chosen rather than a stratified one.

The sample of faculty was selected from a computer list of this group located in the Provost's Office. There are approximately 1,800 faculty in this population.

A computer list containing the names of all undergraduate and graduate students enrolled for Winter Term, 1971 was obtained from the Dean of Students' Office to identify the samples for these two groups. There were approximately 29,000 undergraduate and 9,000 graduate students enrolled for Winter Term, 1971 at Michigan State University.

A table of random numbers was used to identify the subjects in all three samples.

The samples were restricted to fifty subjects in order to permit a more effective follow-up procedure which would hopefully result in a higher rate of response than would be possible in working with a larger sample.

The Instrument

The questionnaire was composed of fifty-two items (see Appendix A), the majority of which were identical to those contained in the instrument used by Gross and Grambsch in the study reported in University Goals and Academic Power.[1] A few of the items were deleted or slightly modified and thirteen items were developed by this researcher.

Each item required two types of response: (1) the perceived importance of the goal in current practice at Michigan State University, and (2) the preferred importance of the goal at the University. The respondent was asked to rate the importance of each goal on a scale composed of five possible responses. The response categories ranged from "of absolutely top importance" to "of no importance at all" with a neutral response of "don't know or can't say." Space was provided at the end of the questionnaire for the respondent to write in those goals

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[1]Edward Gross and Paul V. Grambsch, University Goals and Academic Power (Washington D.C.: American Council on Education, 1968), p. 15.

that he felt were important for Michigan State University but were not included among those in the questionnaire.

The items are of two general types, those which represent <u>output</u> goals[1] and those which are measures of the "functional imperatives"[2] of an organization. A table of random numbers was used to order the items in the instrument.

The "functional imperative" categories and an example of a goal item related to each are presented below (the item numbers correspond to their location in the questionnaire):

<u>Adaptation</u>

15. Ensure satisfactory relations with the immediate geographical region by responding to its special needs and problems. Other goal items in this category are numbers 23, 33, 36, and 47.

<u>Pattern-Maintenance</u>

16. Have the various academic departments and administrative units periodically assess their

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[1]An example of an <u>output</u> goal would be: Specifically prepare students for useful careers. Any goal that pertained to "providing" something for society either in the form of a service or producing a person who had been changed in some way as a result of his experience at the University would be classified as an <u>output</u> goal.

[2]These are classified as <u>Adaptation</u>, <u>Pattern-Maintenance</u>, <u>Tension Management</u>, <u>Integration</u>, and <u>Goal Attainment</u>. A discussion of these classifications is found on pages 6-8.

activities relative to the fulfillment of the

University's goals. Other items in this cate-

gory are 21, 26, 34, 39, and 44.

Tension Management

4. Protect the academic freedom of the faculty.

Other items in this category: 11, 18, 30, 37,

42, 46, 48, and 52.

Integration

3. Develop loyalty on the part of faculty, staff,

and students to the University and the things it

stands for. Other category items: 25, 29, 35,

45, and 50.

The items in the preceding classifications were

taken from the Gross and Grambsch instrument in those

cases where they were compatible with Parsons' classifi-

cations. The remaining items were developed and then all

items were reviewed for their validity by a faculty mem-

ber who is knowledgeable of this theory.

All of the items in the instrument were submitted

to several graduate students and faculty for suggestions

on improved clarity of wording.

Collection of Data

The questionnaire, along with a cover letter

(see Appendix B) and a return, stamped envelope, was

mailed to the subjects in the study on February 1, 1971.

Each questionnaire was given a code number in order to identify the respondent and the group that he represented. Such identification made it possible to follow-up on the non-respondents.

The same cover letter was used for the two student groups, faculty, and administrators. A separate letter (see Appendix C) was developed for the trustees in order to emphasize the importance of their cooperation in the study due to their small number.

Approximately two weeks following the mailing of the questionnaire, telephone calls were made to the non-respondents residing in the greater Lansing area. The four trustees who had not responded were personally contacted on February 19 while they were on campus for a meeting. These four were also sent a letter immediately following the personal conversations to express appreciation for their willingness to consider completing the questionnaire.

In the cases of those few non-respondents who either did not have a telephone listing or lived in other Michigan communities, a second letter and questionnaire were mailed to them.

Table 3.1 provides a detailed picture of the response rate in the survey. The highest response was among the faculty (86 percent) and the lowest among the administrators (60 percent). The relatively low return

among the administrators appears to be attributable to their being swamped with questionnaires. With the press of other duties they do not give such inquiries a high priority. Some of the undergraduate students, who also showed a relatively low rate of return, indicated that they had not been at the University sufficient time to formulate clear perceptions about its pursuit of goals.

Table 3.1.--Rate of Response to the Questionnaire

Groups	Number in Sample	Number Responded	Useable Responses	Percent Responded
Board of Trustees	8	6	6	75
Administrators	28	17	14	60
Faculty	50	43	40	86
Graduate Students	50	37	35	74
Under Graduate Students	50	31	31	62
Total	186	134	126 (68%)	72

Although some of the returned questionnaires were not useable in the statistical analysis, they did provide useful information, some of which will be reported in Chapter 4.

Over-all, the telephone follow-up appeared to be a more effective technique than did the letter follow-up. The personal contact made it possible to motivate the non-respondents to a greater degree than was possible through

a written communication. As an example, a faculty member, when called, admitted that he had discarded the question- naire because of other more urgent demands. However, the call prompted him to ask for another questionnaire which he did complete and return. The researcher is convinced that a letter follow-up alone would have resulted in a lower rate of response.

One weakness in the data collection procedure was that the return deadline was set too close to the mailing to give some of the subjects a reasonable time to respond. During follow-up it was discovered that some non-respond- ents had failed to complete the questionnaire because the deadline had passed before they had sufficient opportunity to respond.

Processing the Data

In order to quantify the data, each response category on the rating scale was assigned an arbitrary value. The response "of absolutely top importance" was assigned a value of 5; "of great importance," a value of 4; "of medium importance," a value of 3; "of little im- portance," a value of 2; "of no importance," a value of 1. The "don't know or can't say" category was given a value of 0 but was not weighted in the computation of mean scores.

The values assigned to the individual ratings were recorded on computer coding sheets and were then

key-punched on data processing cards. A complete check
for error was made in both transactions.

Hypotheses

There are four hypotheses to be tested in this
study. They are stated in the non-directional form since
the theory and previous research does not provide any
clear expectations.

Hypothesis 1

There will be differences between the Board of
Trustees, faculty, administrators, undergraduate and
graduate students at Michigan State University on
their ratings of the importance of adaptation goals.

Hypothesis 2

There will be differences between trustees, faculty,
administrators, undergraduate and graduate students
at Michigan State University on their ratings of the
importance of pattern-maintenance goals.

Hypothesis 3

There will be differences between the trustees, fac-
ulty, administrators, undergraduate and graduate stu-
dents at Michigan State University on their ratings
of the importance of tension management goals.

Hypothesis 4

There will be differences between trustees, faculty,
administrators, undergraduate and graduate students

at Michigan State University on their ratings of integration goals.

Analysis of Data

To test the hypotheses, a mean score for each goal classification (adaptation, integration, etc.) for each individual was derived by summing the item scores for each individual and dividing by the number of items answered. A limitation of this procedure is that when an individual fails to respond to an item, his score for that item becomes the average value of the answered items.

Statistical Treatment--Repeated measures analysis of variance was the statistical technique used in testing the hypotheses. This technique provides a more "global" picture of the relationship between the variables by yielding interaction and main effects. Kirk discusses this technique in some detail.[1] The .05 level of confidence was used for accepting or rejecting hypotheses. Data were analyzed by a program written for the CDC 3600 computer at Michigan State University.

Descriptive Data--The data in this study were also analysed by ranking the goals, both perceived and preferred, for each group. This was accomplished by computing a mean

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[1]Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences (Belmont, California: Brooks/Cole Publishing Company, 1968), pp. 245-270.

item score for each group by averaging the item scores of those responding to that item (or goal). The limitation of this procedure has previously been identified.

The Spearman Rank Correlation Coefficient was used to test the relationship between the perceived and preferred goal choices of subjects within groups. This is an appropriate technique to summarize the association between two ordinal scales.[1] To correct for ties, the tied goals were assigned mean ranks by averaging the ranks that the tied goals would occupy. For example, three goals tied for 10th would sum up to 33 (10 + 11 + 12). Therefore, the mean rank assigned to each of the goals would be eleven.

Summary

This chapter has described the populations in the study, the instrument, the hypotheses to be tested, and the procedures used for the collection and analysis of data.

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[1]William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 641.

CHAPTER IV

ANALYSIS OF DATA

This chapter is devoted to the presentation and analysis of the data gathered in this study. The four hypotheses are re-stated and followed by a discussion of the findings. The remainder of the presentation and discussion will be related to those questions raised by the researcher in chapter 1.

Each respondent from the five groups (undergraduate and graduate students, faculty, administrators, and trustees) in the study was asked to rate the importance of each goal on the basis of (1) how important the goal _is_, and (2) how important the goal _should be_ at Michigan State University. The former is classified as a _perceived_ goal and the latter as a _preferred_ goal.

Among the fifty-two goals were twenty-six that were assigned to the following goal classifications: _adaptation, pattern-maintenance, tension management, and integration._ The hypotheses are related to these classifications and refer to preferred goals.

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Hypotheses Findings

There were four hypotheses to be tested in this study. The repeated measures analysis of variance statistical model was used to test the hypotheses. As this technique permitted a simultaneous analysis of the two variables, groups and goals, for main effects and interaction, the four hypotheses will be stated first.

Hypothesis 1

There will be differences between the trustees, faculty, administrators, undergraduate and graduate students at Michigan State University on their ratings of the importance of adaptation goals.

Hypothesis 2

There will be differences between trustees, faculty, administrators, undergraduate and graduate students at Michigan State University on their ratings of the importance of pattern-maintenance goals.

Hypothesis 3

There will be differences between the trustees, faculty, administrators, undergraduate and graduate students at Michigan State University on their ratings of the importance of tension management goals.

Hypothesis 4

There will be differences between trustees, faculty, administrators, undergraduate and graduate students at Michigan State University on their ratings of integration goals.

Interaction effects--Table 4.1 summarizes the results of
the repeated measures analysis of variance for significant
differences between groups, goal categories and for inter-
action. A test for significance at the .05 level indicates
that there are differences between groups and between goal
classifications (repeated measures). The F value for in-
teraction effects between these two variables was not
significant. Since there were not interaction effects,
the hypotheses will be discussed as a package.

Table 4.1.--Summary of Analysis of Variance on Groups,
Goals, and Interaction.

Source	df	SS	MS	F
Groups	4	14.60	3.65	
Subjects-Groups	121	95.11	.79	4.62*
Repeated Measures	3	14.06	4.69	29.31*
RG-Interaction	12	4.21	.35	2.17
RS-G	363	58.43	.16	
Total	503	186.41	.37	

*Significant at .05 level.

Figures 4.1 and 4.2 provide a visual representation
of the relationship between the groups and the goal classi-
fications. Graphically, it appears as though there is some
interaction but the failure to obtain statistical
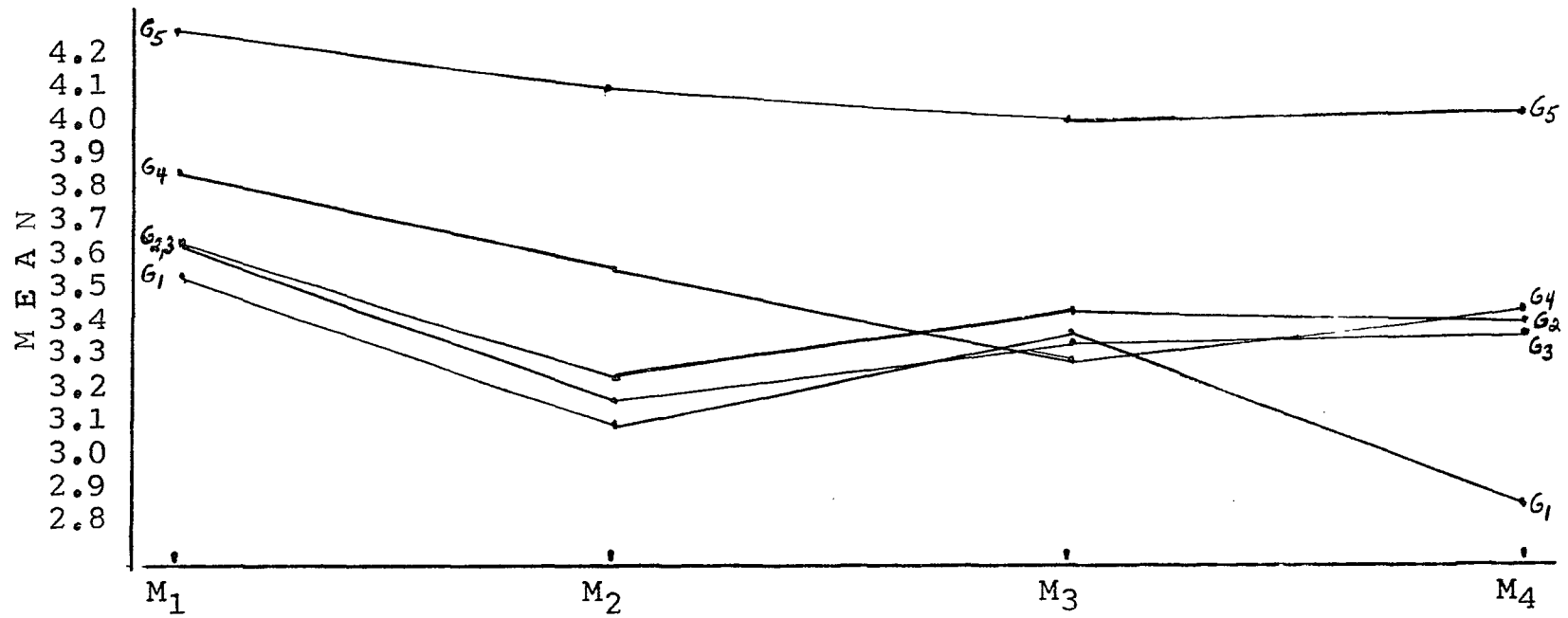
Figure 4.1.--Graphic Representation of Group Effects
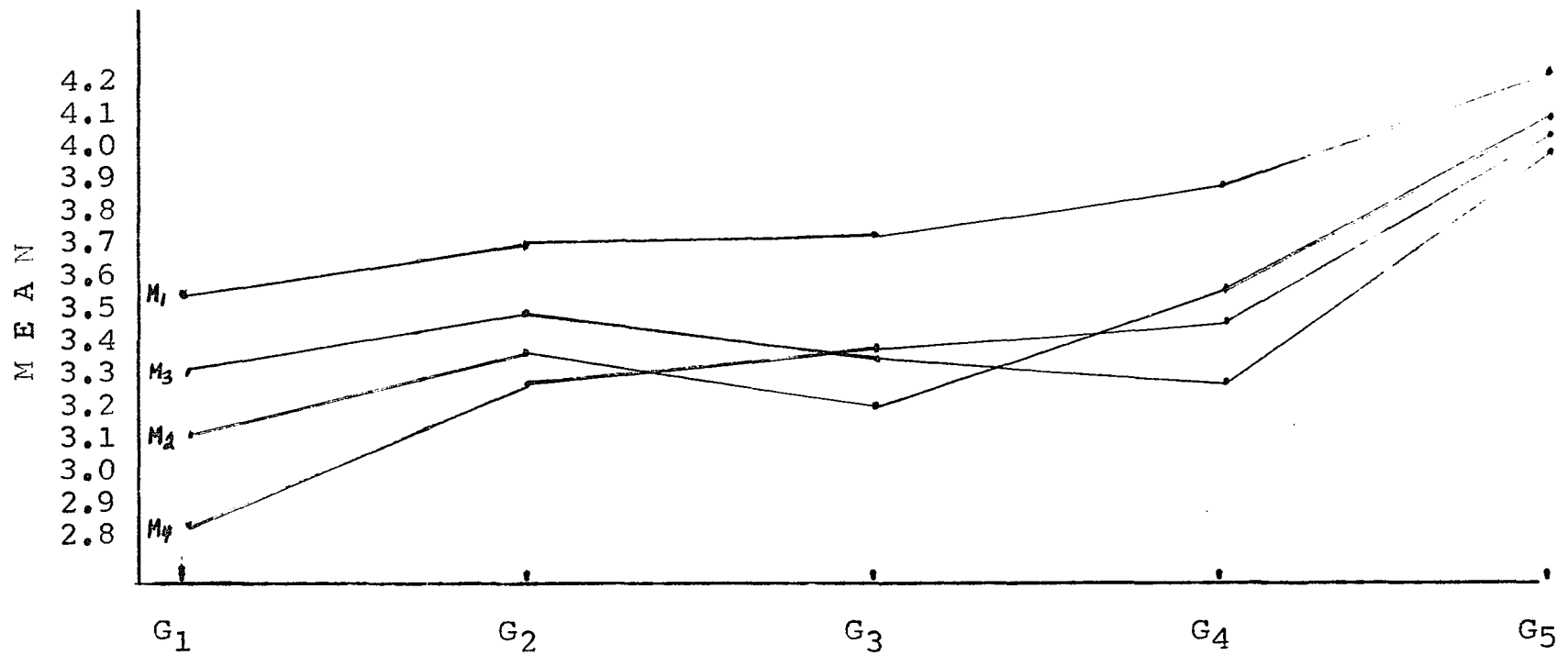
Groups

G₁ -- Undergraduates
G₂ -- Graduates
G₃ -- Faculty
G₄ -- Administrators
G₅ -- Trustees

Goals

M₁ -- Adaptation
M₂ -- Integration
M₃ -- Tension Management
M₄ -- Pattern-Maintenance

Groups

    G_1 -- Undergraduates
    G_2 -- Graduates
    G_3 -- Faculty
    G_4 -- Administrators
    G_5 -- Trustees

Goals

    M_1 -- Adaptation
    M_2 -- Integration
    M_3 -- Tension Management
    M_4 -- Pattern-Maintenance

Figure 4.2.--Graphic Representation of Goal Effects

significance requires an assumption that these minor deviations can be attributed to sampling error.

Main effects for groups--To determine precisely where there were differences between groups on the goal classifications, Scheffé's post hoc ratio was employed.[1] A summary of the results of this test is shown in Table 4.2.

Table 4.2.--Post Hoc Comparisons (Groups)

Group* Comparisons	F
$G_5 - \frac{1}{4}(G_1 + G_2 + G_3 + G_4)$	12.4**
$G_4 - G_3$	1.5
$G_4 - G_2$	.6
$G_4 - G_1$	4.8
$G_3 - G_2$	.3
$G_3 - G_1$	1.9
$G_2 - G_1$	2.7

*Groups
G_1 -- Undergraduates

G_2 -- Graduates

G_3 -- Faculty

G_4 -- Administrators

G_5 -- Trustees

**Significant at .05 level.

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[1]Kirk, Experimental Design, p. 269.

The trustees rate all four goal classifications as more important than do the other four groups. The other groups, undergraduate and graduate students, faculty, and administrators, do not differ among themselves.

The theory behind this research would suggest that the trustees would rate adaptation goals higher than would the other groups due to their position as a link between the University and the larger society. It is not surprising, then, that they would be sensitive to the need to maintain a satisfactory relationship with those groups and agencies that are external to the University and upon whom the University is dependent, in the final analysis, for its existence.

That the trustees also rate the internal goals of tension management, pattern-maintenance and integration to be more important than do the other groups is of interest. It may be that the trustees' more global perspective of the University and its environment leads them to view all goals as of greater importance than do the others who are in a more proximate position.

The administrators rated adaptation goals as second in importance to the trustees. This outcome was predictable as administrators are operationally responsible for maintaining satisfactory relationships with the University's "publics" and procuring the necessary resources to complete its missions.

Across the four categories of goals, the under-
graduate students had the lowest mean. This group was
particularly low on the pattern-maintenance goals. How-
ever, it must be noted that both of these differences
could have been the result of chance alone as the F test
was not significant for differences between the under-
graduate and graduate students, faculty, and administrators.
Main effects for goals--It can be seen in Table 4.3 that
adaptation goals are rated significantly higher than the
other goal classifications by all groups. The F test for
significance failed to show differences between the other
three goal classifications that could not be attributed to
sampling error.

Table 4.3.--Post Hoc Comparisons (Goals).

Goal* Comparisons	F
$M_1 - 1/3(M_2 + M_3 + M_4)$	79.9^{**}
$M_4 - M_3$	6.7
$M_4 - M_2$	.3
$M_3 - M_2$	4.0

*Goals
M_1 -- Adaptation
M_2 -- Integration
M_3 -- Tension Management
M_4 -- Pattern-Maintenance

**Significant at .05 level.

Adaptation goals were rated highest by all groups which would suggest a concern on the part of all for the University to be responsive to the needs of society as well as recognizing the practical necessity of obtaining the resources (finances, students, personnel, etc.) to keep the organization functioning.

Summary of Hypotheses Findings

The null hypotheses of no differences between groups on the four goal classifications must be rejected. The trustees rate all four goal categories (adaptation, pattern-maintenance, tension management, and integration) as more important than do undergraduate and graduate students, faculty, and administrators. The latter groups do not differ among themselves.

Although hypotheses had not been developed which were related to the variable of goal classifications, the statistical technique employed to analyze the data enabled observations about this variable. It can be concluded that adaptation goals are significantly higher than the other three classifications of goals. Further, there were no significant differences among the other goal classifications.

In addition to testing the hypotheses, the researcher was interested in other questions related to the data collected in the study. The following discussion will be based on the goal rankings of the five groups, all of which appear in Table 4.4.

Table 4.4.--Goal Rankings of Undergraduate and Graduate Students, Faculty, Administrators, and Trustees.

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred
1. Produce a student whose physical, social, moral, intellectual, and esthetic potentialities have all been cultivated.	rank	22	17	15	4	26	8	19	20	14	27
	mean	2.93	3.66	3.25	4.14	3.07	3.87	3.35	3.78	3.40	3.83
2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.	rank	10	47	26	49	47	40	48	45	34	51
	mean	3.16	2.38	3.00	2.75	2.58	3.10	2.78	2.92	3.00	2.20
3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.	rank	22	47	42	50	48	43	39	22	50	46
	mean	2.93	2.38	2.69	2.66	2.55	3.00	3.00	3.71	2.40	3.16
4. Protect the academic freedom of the faculty.	rank	10	13	7	9	4	3	2	7	19	3
	mean	3.16	3.70	3.41	4.05	3.47	4.15	4.00	4.14	3.33	4.60
5. Carry on research for the sole purpose of extending knowledge.	rank	14	24	5	32	3	11	5	19	19	39
	mean	3.10	3.45	3.51	3.37	3.50	3.82	3.71	3.84	3.33	3.40
6. Produce a student who has been inculcated with those values considered important to an educated person; e.g., the dignity of the individual, truth, tolerance of different views, and a rational approach to problem solving.	rank	34	16	18	2	19	2	20	2	34	17
	mean	2.70	3.67	3.17	4.28	3.15	4.17	3.30	4.28	3.00	4.16
7. Provide opportunities for special training for part-time adult students, through extension courses, special short courses and correspondence courses.	rank	40	21	10	19	15	22	39	28	3	21
	mean	2.60	3.54	3.29	3.77	3.17	3.55	3.00	3.53	3.66	4.00
8. Produce a student who has had his intellect challenged to the maximum.	rank	44	20	38	10	32	5	30	7	26	21
	mean	2.58	3.60	2.79	4.00	2.95	4.07	3.07	4.14	3.55	4.00
9. Assist other nations in meeting their goals by providing their citizens with educational opportunities on campus.	rank	7	32	9	39	13	43	30	40	8	50
	mean	3.25	3.29	3.34	3.26	3.20	3.00	3.07	3.14	3.60	2.80

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Table 4.4.--(continued)

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred
10. Carry on research designed to solve contemporary problems.	rank	24	5	16	10	7	15	11	15	19	30
	mean	2.92	4.03	3.24	4.00	3.37	3.72	3.50	3.92	3.33	3.80
11. Maintain the commitment of the faculty by involving them in the governance of the University.	rank	20	34	31	25	15	27	3	24	2	39
	mean	2.96	3.20	2.93	3.52	3.17	3.43	3.78	3.61	3.83	3.40
12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.	rank	51	46	49	52	52	45	50	37	47	49
	mean	2.16	2.40	2.45	2.43	2.34	2.97	2.61	3.35	2.75	3.00
13. Graduate a student who is able to use his leisure time in a creative manner.	rank	52	44	52	44	51	38	51	40	50	35
	mean	1.89	2.76	2.17	3.00	2.35	3.12	2.15	3.14	2.40	3.66
14. Make sure that salaries, teaching assignments, and privileges always reflect the contribution that the person involved is making to his own profession or discipline.	rank	50	30	45	22	39	16	39	35	42	36
	mean	2.25	3.33	2.59	3.60	2.81	3.71	3.00	3.42	2.83	3.60
15. Ensure satisfactory relations with the immediate geographical region by responding to its special needs and problems.	rank	46	29	24	34	22	37	30	31	19	43
	mean	2.50	3.34	3.05	3.34	3.13	3.15	3.07	3.50	3.33	3.20
16. Have the various academic departments and administrative units periodically assess their activities relative to the fulfillment of the University's goals.	rank	45	15	50	17	40	20	46	3	42	21
	mean	2.52	3.68	2.40	3.82	2.78	3.57	2.83	4.23	2.83	4.00
17. Ensure the vitality and quality of our society by creating an atmosphere where faculty, students, and administrators, as individuals, may be encouraged to serve as its critics.	rank	34	3	35	7	37	14	17	7	19	13
	mean	2.70	4.16	2.91	4.12	2.85	3.80	3.38	4.14	3.33	4.20

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Table 4.4.--(continued)

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Perceived	Preferred	Perceived	Preferred	Perceived	Preferred	Perceived	Preferred	Perceived	Preferred
18. Protect the right of faculty to organize as a collective bargaining unit.	rank mean	41 2.59	41 2.87	51 2.30	35 3.30	49 2.43	45 2.97	46 2.83	51 2.41	44 2.80	13 4.20
19. Assist the society in the maintenance of continuity and stability by serving as a center for the preservation of the cultural heritage.	rank mean	30 2.76	45 2.58	33 2.93	41 3.21	28 3.00	30 3.41	17 3.38	23 3.69	34 3.00	46 3.16
20. Produce a student who has been exposed to the ideas of the great minds of history.	rank mean	26 2.90	28 3.35	26 3.00	26 3.51	33 2.94	11 3.82	39 3.00	31 3.50	27 3.20	46 3.16
21. Maintain top quality, in relation to other major universities, in all programs we engage in.	rank mean	6 3.30	31 3.32	13 3.27	27 3.50	31 2.97	26 3.50	30 3.07	38 3.28	10 3.50	2 4.80
22. Enrich the cultural life of the community by providing University sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays, or celebrations which present the best of culture, popular or not.	rank mean	2 3.50	17 3.66	12 3.27	23 3.57	9 3.30	24 3.52	7 3.64	24 3.61	14 3.40	38 3.50
23. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the University.	rank mean	1 3.72	39 2.96	3 3.59	40 3.24	6 3.41	32 3.36	8 3.57	15 3.92	34 3.00	1 4.83
24. Produce a student who has a general education (whether or not he has had specialized training).	rank mean	21 2.93	36 3.16	21 3.11	31 3.44	23 3.12	21 3.56	22 3.23	26 3.57	31 3.16	43 3.20

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Table 4.4.--(continued)

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred
25. Develop attitudes of mutual res-pect and consideration among students, faculty, administra-tors, and trustees.	rank mean	28 2.83	13 3.70	39 2.79	16 3.90	35 2.92	17 3.65	43 2.91	3 4.23	34 3.00	5 4.50
26. Ensure that faculty follow Uni-versity-wide standards in the evaluation of student perfor-mances.	rank mean	30 2.76	51 2.09	43 4.00	37 3.27	43 2.67	47 2.87	25 3.15	42 3.00	34 3.00	21 4.00
27. Assist other nations in their development by providing direct technical and educational assis-tance to their governments or institutions.	rank mean	16 3.00	42 2.83	23 3.06	44 3.00	27 3.05	50 2.71	30 3.07	49 2.71	31 3.16	39 3.40
28. Produce students who have devel-oped the ability to apply the methods of various disciplines in attacking societal problems.	rank mean	33 2.73	6 3.96	29 2.96	13 3.97	28 3.00	18 3.64	25 3.15	11 4.07	14 3.40	17 4.16
29. Develop maximum communication and coordination within and between academic departments, administra-tive offices, student organiza-tions and other agencies of the University.	rank mean	42 2.58	11 3.74	48 2.54	20 3.65	42 2.70	31 3.37	24 3.16	15 3.92	44 2.80	5 4.50
30. Maintain the commitment of the students by involving them in the governance of the University.	rank mean	48 2.43	6 3.96	37 2.80	24 3.55	38 2.84	42 3.02	30 3.07	31 3.50	52 2.20	3 4.60
31. Serve as a center for the dissem-ination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics.	rank mean	37 2.64	10 3.80	22 3.08	14 3.94	13 3.20	11 3.82	15 3.42	12 4.00	27 3.20	27 3.83
32. Produce a student who has devel-oped the attitudes and competen-cies essential to perform respon-sibly in a democratic society.	rank mean	16 3.00	26 3.38	17 3.22	15 3.94	24 3.10	7 3.92	11 3.50	12 4.00	14 3.40	5 4.50

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Table 4.4.--(continued)

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred
33. Obtain faculty and staff who are competent in their area of special training.	rank	4	1	1	1	1	1	1	1	3	8
	mean	3.34	4.29	3.70	4.37	3.62	4.42	4.07	4.30	3.66	4.40
34. Keep Michigan State University from becoming something different from what it is now; that is, preserve its "land grant" philosophy.	rank	12	52	6	42	5	39	16	46	8	42
	mean	3.13	2.03	3.50	3.03	3.45	3.10	3.41	2.91	3.60	3.25
35. Keep harmony between departments or divisions of the University when such departments or divisions do not agree on important matters.	rank	13	43	36	43	34	48	43	42	27	34
	mean	3.11	2.80	2.85	3.03	2.94	2.8?	2.91	3.00	3.20	3.75
36. Seek the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting agencies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).	rank	4	37	4	36	8	29	5	39	1	21
	mean	3.34	3.06	3.51	3.28	3.30	3.42	3.71	3.23	4.00	4.00
37. Maintain the commitment of the faculty by making sure that on all important issues (not only curriculum), the will of the faculty shall prevail.	rank	29	47	39	48	44	41	30	50	19	52
	mean	2.82	2.38	2.75	2.82	2.65	3.05	3.08	2.46	3.33	1.80
38. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than teaching.	rank	27	22	10	21	11	36	8	28	10	36
	mean	2.89	3.51	3.29	3.62	3.28	3.23	3.57	3.53	3.50	3.60
39. Be certain that the instructional staff adhere to University expectations with regard to grading policies, stating instructional objectives in courses, meeting classes and maintaining a reasonable number of office hours.	rank	8	38	19	32	12	22	21	21	10	30
	mean	3.20	3.03	3.16	3.37	3.?5	3.55	3.28	3.76	3.50	3.80

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Table 4.4.--(continued)

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Per- ceived	Pre- ferred	Per- ceived	Pre- ferred	Per- ceived	Pre- ferred	Per- ceived	Pre- ferred	Per- ceived	Pre- ferred
40. Produce a student who is able to think clearly, objectively, and cogently in making judgements.	rank mean	16 3.00	12 3.73	14 3.25	6 4.14	15 3.17	4 4.10	14 3.46	3 4.23	44 2.80	17 4.16
41. Specifically prepare students for useful careers.	rank mean	3 3.38	35 3.19	8 3.40	27 3.50	9 3.30	33 3.35	11 3.50	28 3.53	10 3.50	21 4.00
42. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.	rank mean	39 2.63	2 4.19	31 2.93	3 4.26	20 3.14	9 3.84	8 3.57	6 4.15	48 2.66	8 4.40
43. Produce students who have developed objectivity about themselves and their beliefs and hence can examine those beliefs critically.	rank mean	36 2.67	8 3.90	29 2.96	8 4.05	18 3.16	6 4.02	23 3.21	10 4.07	27 3.20	11 4.33
44. Ensure that the various colleges and academic departments follow University-wide policies in decisions relating to teaching load, salaries, sabbatical leaves, promotion and tenure.	rank mean	15 3.08	40 2.89	26 3.00	46 2.87	25 3.08	34 3.32	25 3.15	36 3.41	3 3.66	30 3.80
45. Make sure the University is run democratically (a consensus approach involving students, faculty, administrators and trustees) insofar as that is possible.	rank mean	42 2.58	9 3.87	34 2.63	18 3.80	28 3.00	25 3.51	29 3.08	42 3.00	34 3.00	8 4.40
46. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.	rank mean	38 2.64	27 2.36	20 3.13	30 3.47	21 3.13	35 3.27	28 3.14	48 2.76	3 3.66	43 2.20
47. Obtain the necessary facilities to provide a satisfactory educational environment.	rank mean	8 3.20	4 4.06	2 3.66	10 4.00	2 3.53	9 3.84	3 3.78	15 3.92	14 3.40	17 4.16

Table 4.4.--(continued)

Item	Rank Mean	Undergraduate		Graduate		Faculty		Administrator		Trustee	
		Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred	Per-ceived	Pre-ferred
48. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.	rank mean	49 2.42	17 3.66	41 2.73	37 3.27	45 2.62	51 2.67	49 2.76	47 2.85	31 3.16	13 4.20
49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU.	rank mean	47 2.46	33 3.24	47 2.55	47 2.85	50 2.37	52 2.12	52 1.92	52 1.83	34 3.00	30 3.80
50 Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns.	rank mean	16 3.00	50 2.26	46 2.56	51 2.65	46 2.59	49 2.78	45 2.84	31 3.50	49 2.60	27 3.83
51. Produce a student who is committed to use his talents to contribute to the betterment of society.	rank mean	30 2.76	24 3.45	25 3.03	4 4.14	36 2.92	18 3.64	30 3.07	12 4.00	19 3.33	13 4.20
52. Maintain the commitment of the academic units by ensuring that there is a proportionate distribution of resources among the colleges and academic departments.	rank mean	25 2.92	23 3.50	34 2.92	27 3.50	41 2.76	28 3.42	30 3.07	26 3.57	3 3.66	12 4.25

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Across Group Comparisons of Perceived Goals

The fifty-two goals on the questionnaire were ranked within each group on the basis of mean scores. This phase of the analysis will compare the top ten ranked perceived goals of each group.

In ranking the goals, an arbitrary point has been established to categorize the highest rated goals. In this case, those goals that were ranked in the top ten of each group were designated as "high" perceived goals. In some cases, more than ten goals were listed if there was a tie for the 10th rank. A limitation of this ranking procedure is that there is not equality across rankings. For example, a goal ranked 10th in one group may have a lower mean than a goal ranked twelfth in another group.

Highest Ranked Perceived Goals--In viewing the top ten ranked perceived goals across groups, it can be determined that only two goals appear in each group's high ranked goals. The goals are stated in abbreviated form and the numbers correspond to the goal items in the questionnaire:

33. Obtain faculty and staff who are competent in their area of special training.

36. Seek the favorable appraisal of those who validate the quality of the programs we offer.

There may be some relationship between these two goals that are seen by all groups to be of importance to Michigan State. It is generally accepted that a competent

faculty will contribute considerably to the prestige of a university. A good example of this was the recent study[1] of graduate education which relied on the perceptions of faculty members renowned in their fields to rate the quality of institutional graduate programs. Such a criterion measurement of quality education is obviously closely related to the reputed competence of the faculty.

Although there were just two perceived goals that were ranked high by all groups, there were four goals that were common to four of the groups. The goal of protecting the academic freedom of the faculty was perceived to be important to Michigan State by both student groups, administrators, and faculty and was ranked relatively high (19th) by the trustees. The high ranking of this goal is consistent with other studies cited in Chapter 2. Maintaining an environment for the faculty which ensures freedom of inquiry and expression is considered by these groups to have a high priority at the University.

Each group, except the trustees, saw the goal of maintaining the confidence of contributors as important in practice. The trustees ranked this goal 34th but the fact that they preferred it to be their top ranked goal

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[1]Robert L. Jacobson, "Ratings of Graduate Departments Raise Questions About Who's 'Best'," The Chronicle of Higher Education, January 11, 1971, p. 9.

may suggest that their position of proximity to the external environment may distort their perceptions of what is a very sensitive issue for them. They are ultimately accountable for the financial health of the University and might understandably under-rate the University's posture in this area.

The goal of specifically preparing students for useful careers was perceived as a top goal by each group with the exception of administrators who ranked it just below the top ten goals (tie for 11th). The high ranking of this goal compared to the relatively low ranking of the goal of providing the student with a general education would suggest that the latter concept, although emphasized through the University College curriculum, is perceived to be receiving less attention than is vocational education.

Another goal seen as important to all groups except the trustees is that of obtaining the necessary facilities to provide a satisfactory educational environment. However, it was also given a relatively high rank of 14th by them. The sprawling, modern physical plant of Michigan State is probably the evidence that most respondents needed to give this goal a high perceived rating.

Three groups ranked the following perceived goals in the high group:

22. Enrich the cultural life of the community by sponsoring University programs (undergraduates, faculty, and administrators).

9. Assist other nations by providing their citizens with educational opportunities (undergraduates, graduates, and trustees).

5. Carry on pure research (graduate students, faculty, and administrators).

34. Preserve the "land grant" philosophy (graduate students, faculty, and trustees).

The two groups that did not rank these goals in this high category were still in general agreement with the other three as they ranked the same goals no lower than 19th. One exception was the administrators who gave the goal of providing educational opportunities for international students a low rank of 30th as a perceived goal. Otherwise, it can be stated that all groups saw the four above goals as being relatively important.

In summary, an across groups comparison of the top ten ranked goals perceived by each group to be important at Michigan State reveals that ten goals were common to at least three of the groups. This would suggest that there is a fair degree of harmony between the groups on their perceptions of the University's top goals.

Lowest Ranked Perceived Goals—There were two goals that appeared in each group's ten lowest ranked goals:

12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.

13. Graduate a student who is able to use his leisure time in a creative manner.

The low ranking of the first goal by all groups may be related to the University's status as a public institution. The respondents may interpret that the University is not exercising any responsibility in shaping the students' ethical convictions based on religious precepts because this is not its proper function as an institution designed to serve all of society.

While the groups saw the University as giving considerable emphasis to vocational education, they do not perceive it to be concerned with helping the student prepare for the non-vocational use of his time.

There were four goals that appeared in the lowest perceived ranking of all except one group:

16. Have the various academic departments and administrative units periodically assess their activities relative to the University's goals (exception: faculty).

18. Protect the right of faculty to organize as a collective bargaining unit (exception: undergraduate students).

49. Provide educational opportunities for every
    high school graduate who has an interest in a
    program offered by Michigan State University
    (exception: trustees).

50. Develop loyalty on the part of the faculty and
    staff to the University, rather than only to
    their own jobs or professional concerns (ex-
    ception: undergraduate students).

The "exception" groups do not differ greatly
from the others on these goals as they rank them in at
least the lower half of their perceived rankings. The
undergraduates depart from this pattern on the last goal
of developing faculty and staff loyalty to the University
and not just their own jobs. These students, for some
reason, ranked this goal relatively high, 16th, on their
perceived list.

Three groups ranked the following goals among
their lowest ten:

14. Make sure that salaries, teaching assignments,
    and privileges always reflect the contributions
    that the person involved is making to his own
    profession or discipline (undergraduate and
    graduate students, trustees).

29. Develop maximum communication and coordination
    within and between academic departments,

administrative offices, student organizations
and other agencies in the University (under-
graduate and graduate students and trustees).

48. Protect and facilitate the students' right to
advocate direct action of a political or social
kind and any attempts on their part to organize
efforts to attain political or social goals
(undergraduate students, faculty, and adminis-
trators).

Once again, the deviating groups also tend to
rank these goals relatively low. In only one instance
is one of these goals ranked in the top half of the per-
ceived goals. The administrators rank the goal of devel-
oping communication within and between the various com-
ponents of the University 24th and, thus, see it as
receiving more emphasis than do the other groups. The
other exception on this goal, the faculty, gave it a low
ranking of 42nd.

In summary, there were nine goals that appeared
among the lowest ten ranked perceived goals of at least
three groups in this study.

Across Group Comparisons of Preferred Goals

Highest Preferred Goals--Using the same ranking technique
used for the top perceived goals, the preferred goals were
identified. There are two in this category which are
found in the top ten goals of all groups:

33. Obtain faculty and staff who are competent in their area of special training.

42. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.

The goal of obtaining competent personnel also appeared among the high perceived goals of each group. Thus, the groups see this goal as being important, a reality with which they concur.

It is noteworthy that all groups show concern about protecting the freedom of students to question and probe. The past few years have found many in our society resentful of student exploration of sensitive issues and all groups seem to be endorsing such a right even though it has certain "public relations" risks.

There were two high ranked goals that were common to four of the groups:

4. Protect the academic freedom of the faculty (exception: undergraduate students).

43. Produce students who have developed objectivity about themselves and can examine their beliefs critically (exception: trustees).

As previously indicated, the groups had perceived the goal of protecting the academic freedom of the faculty to be important. Their beliefs concur with their

perceptions as they feel that it should be a major con-
cern. Although the undergraduates did not rank it in
their top ten preferred goals, it still rates a relatively
high ranking of 13th with them.

The second goal common to four groups, producing
students who have developed objectivity, is an output
goal involving an expected characteristic of a graduate.
For all practical purposes, this is a high ranked goal
for all groups. The trustees, who are the exception,
rank it 11th with a mean of 4.33 which indicates that they
also value the goal highly. Therefore, all of the groups
agree that it is important that a graduate of Michigan
State should have the ability to practice introspection.

Five goals in the preferred category appeared in
the top ten goals of three groups:

17. Ensure the vitality and quality of our society
    by creating an atmosphere where faculty, students
    and administrators, as individuals, may be encour-
    aged to serve as its critics (undergraduate and
    graduate students, and administrators).

6. Produce a student who has been inculcated with
   those values considered important to an educated
   person, i.e., truth, tolerance, etc. (graduate
   students, faculty, administrators).

8. Produce a student who has had his intellect chal-
   lenged to the maximum (graduate students, faculty,
   administrators).

40. Produce a student who is able to think clearly,
objectively, and cogently in making judgments
(graduate students, faculty, administrators).

47. Obtain the necessary facilities to provide a
satisfactory educational environment (under-
graduate and graduate students, faculty).

Though the above goals were on the high ranked
lists of three groups, the other two groups, in each
case, had these goals ranked in the top two-fifths of
their preferred goals. Therefore, there was no extreme
variation among the five groups on these goals.

It must be emphasized that some goals, although
not ranked in the top ten, were still highly valued. For
example, the trustees gave the goal of <u>producing students</u>
<u>who have developed the ability to apply the methods of</u>
<u>various disciplines in attacking problems</u> a ranking of
17th, yet it had a mean of 4.16 which still makes it a
goal of great importance from their perspective.

In summary, there were nine goals that were
common to at least three of the groups on their high
ranked preferred goals. Where goals did not appear in
the top ten in the deviant groups, they were still ranked
relatively high by those groups.

Lowest Ranked Preferred Goals--There was not a single
goal which was ranked in the bottom ten goals of all of
the groups. However, there were five goals that appeared

in the low preferred ranking of four groups. These goals, along with the exception group, are listed below:

2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University (exception: faculty).

3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for (exception: administrators).

12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions (exception: administrators).

35. Keep harmony between departments or divisions of the University when such departments or divisions do not agree on important matters (exception: trustees).

37. Maintain the commitment of the faculty by making sure that on all important issues (not only curriculum), the will of the faculty shall prevail (exception: faculty).

While the faculty did not join the other groups in assigning a low rank to the goal of admitting only high potential students, neither did they rate it of strong importance. This goal was only given a preferred rank of 40th by the faculty which indicates that there was relative agreement that this goal should not receive a high priority.

That the administrators did not rank the goal of University loyalty as low as the others does not seem surprising. Administrators have a major concern for keeping personnel and the sub-organizations of the University performing for the benefit of the larger organization. The administrators ranked this goal 22nd among their preferred goals.

The administrators also departed from the other groups in ranking higher the goal of producing a student with a closely examined set of ethical convictions. This goal was ranked 37th by them, still a relatively low ranking. This goal was also on the low perceived list of the groups.

The trustees deviated from the other groups on the goal of keeping harmony between departments by ranking it 34th among their preferred goals. Apparently, this integration type goal is not seen as a crucial problem by the groups.

The last goal that received a low ranking by four of the groups was that of involving the faculty on all important issues. Again, while the deviant group on this goal was the faculty, it must be noted that they gave it a relatively low ranking of 41st. Consequently, even the group that might have a vested interest in this goal does not value it highly.

The following goals were ranked in the lowest ten preferred goals of three groups:

26. Ensure that faculty follow University-wide standards in the evaluation of student performance (undergraduate students, faculty, administrators).

27. Assist other nations in their development by providing direct technical and educational assistance to their governments or institutions (graduate students, faculty, administrators).

49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU (graduate students, faculty, administrators).

50. Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns (undergraduate and graduate students, faculty).

The trustees ranked the goal of following University-wide student evaluation standards 21st which was the greatest deviation from the above low ranked goals. Otherwise, all other group deviations from these goals are not as great as the rankings fall in the lower half of the preferred goals. Therefore, the incongruence is minimal.

Within Group Analysis of Goals

The following discussion will relate to a description and analysis of the goal perceptions and preferences within the five groups. Comparisons will be made between the five highest and lowest ranked goals within each classification, perceived and preferred. All goals are listed in the order of their ranking.

Undergraduates--The five highest and lowest ranked perceived and preferred goals for undergraduate students are found in Tables 4.5 and 4.6. It should be noted that only one of the high ranked perceived goals is similarly ranked as a preferred goal. The undergraduate students perceive that Michigan State is making a strong effort to obtain competent faculty and staff and they fully support this effort as they rank it first as a preferred goal.

There were considerable differences between the perceived and preferred goals of the undergraduates. The only other preferred goal that was also ranked relatively high was that of obtaining the necessary facilities for the educational plant. It ranked 4th as a preferred goal and 8th on their perceived list. The students place a high value on a competent faculty and staff, and adequate facilities for an educational environment but do not seem to feel the need to be surrounded by only "high potential" students as they rank that goal 49th.

Table 4.5.--Highest Ranked Goals of Undergraduate Students[1]

Highest Perceived	Highest Preferred
23. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the University.	33. Obtain faculty and staff who are competent in their area of special training.
22. Enrich the cultural life of the community by providing University sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not.	42. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.
41. Specifically prepare students for useful careers.	17. Ensure the vitality and quality of our society by creating an atmosphere where faculty, students, and administrators, as individuals, may be encouraged to serve as its critics: i.e., examining its values, goals and practices as well as prescribing solutions, alternatives and new directions.
36. Seek the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting agencies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).	47. Obtain the necessary facilities to provide a satisfactory educational environment.
	10. Carry on research designed to solve contemporary problems.

Table 4.5.--(continued)

	Highest Perceived	Highest Preferred
33. Obtain faculty and staff who are competent in their area of special training.		

[1]Numbers refer to position in questionnaire.

Table 4.6.--Lowest Ranked Goals of Undergraduate Students[1]

Lowest Perceived	Lowest Preferred
13. Graduate a student who is able to use his leisure time in a creative manner.	34. Keep Michigan State University from becoming something different from what it is now; that is, preserve its "land grant" philosophy.
12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.	26. Ensure that faculty follow University-wide standards in the evaluation of student performance.
14. Make sure that salaries, teaching assignments, and privileges always reflect the contribution that the person involved is making to his own profession or discipline.	50. Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns.
48. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.	* 2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.
	* 3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.

Table 4.6.--(continued)

Lowest Perceived	Lowest Preferred
30. Maintain the commitment of the students by involving them in the governance of the University.	*37. Maintain the commitment of the faculty by making sure that on all important issues (not only curriculum), the will of the faculty will prevail.

[1]Numbers refer to position in questionnaire.
*Tied for 47th rank.

Two goals on the students' high perceived list suggest that they see the University working too hard to satisfy external groups. The goals of ensuring the support of contributors and seeking the favorable appraisal of validating groups were seen by the students as receiving a great deal of emphasis (ranked 1st and 4th on the perceived list) while they preferred that these goals receive far less attention. This is not an uncommon attitude on the part of college students as they often feel that a university is too sensitive to external influences.

The educational "relevance" issue appears in the students' high ranked preferred goals. They desire that members of the University community perform a critical function for society, that research be directed toward solving problems and that students be encouraged to inquire and investigate any program that interests them. These three goals have much in common in supporting the view that a university should be addressing itself directly to the problems of society.

Another significant difference between a perceived and preferred goal for undergraduates was that of maintaining the commitment of students by involving them in University governance. From the students' perspective, this goal is not receiving adequate attention in current practice. On their perceived list, it ranks 48th--a

rather dramatic difference from the 6th place ranking on their preferred list. The fact that the students responded to this item at about the time that the student newspaper and other groups were criticizing the latest effort to increase the involvement of students in decision-making may have effected their response.

The lowest rating of the students on their preferred list of goals went to that of preserving the "land grant" philosophy of the institution. This seems inconsistent with their other goal preferences which suggest that the University should serve the larger society. It may be that the students still see a land grant institution as having an agricultural and mechanical arts orientation and do not feel that the principles underlying the Morrill Act, which created these institutions, are applicable to the urban centered problems of today. Also, they may have interpreted the question to be suggesting a status quo position regardless of the philosophy underlying that position.

Graduate Students--The graduate students, as the undergraduates, ranked the goal of obtaining competent faculty and staff first on their preferred list (see Table 4.7.). This was in agreement with their perception that the University was giving this goal the highest priority.

Interestingly, the graduate students placed three student-centered output goals among their top five

Table 4:7.--Highest Ranked Goals of Graduate Students[1]

Highest Perceived	Highest Preferred
33. Obtain faculty and staff who are competent in their area of special training.	33. Obtain faculty and staff who are competent in their area of special training.
47. Obtain the necessary facilities to provide a satisfactory educational environment.	6. Produce a student who has been inculcated with those values considered important to an educated person; e.g., the dignity of the individual, truth, tolerance of different views, and a rational approach to problem solving.
23. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the University.	42. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.
36. Seek the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting agencies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).	51. Produce a student who is committed to use his talents to contribute to the betterment of society.
5. Carry on research for the sole purpose of extending knowledge.	1. Produce a student whose physical, social, moral, intellectual, and esthetic potentialities have <u>all</u> been cultivated.

[1]Numbers refer to position in questionnaire.

preferred goals: (1) produce a student with values considered important for an educated person, (2) produce a student who is committed to use his talents for society, and (3) produce a student who has been developed more than intellectually. These three goals have a very humanistic dimension in that they represent a holistic, or total student development, view of education.

The graduate students also agree with the undergraduates' perception that the University is overly concerned about attempting to satisfy those external groups who provide financial support and validate programs (see Table 4.8). The two goals rank relatively low on their preferred list (40th and 36th respectively).

The goal of producing a student who has a closely examined set of ethical convictions appears on both the low perceived and low preferred lists of the graduates. Apparently, they simply do not see that it is appropriate for a public supported University to be involved in this dimension of a student's life. It is not that they would seem to deny the importance of affective development and the University's responsibility for it; rather, they apparently are concerned about instruction that may border on the promotion of religion.

Of the low ranked perceived goals, only two were ranked in the top half of their preferred list. The graduate students would have the various academic and

Table 4.8.--Lowest Ranked Goals of Graduate Students[1]

Lowest Perceived	Lowest Preferred
13. Graduate a student who is able to use his leisure time in a creative manner.	12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.
18. Protect the right of faculty to organize as a collective bargaining unit.	
	50. Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns.
16. Have the various academic departments and administrative units periodically assess their activities relative to the fulfillment of the University's goals.	
	3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.
12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.	
	2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.
29. Develop maximum communication and coordination within and between academic departments, administrative offices, student organizations and other agencies of the University.	37. Maintain the commitment of the faculty by making sure that on all important issues (not only curriculum), the will of the faculty shall prevail.

[1]Numbers refer to position in questionnaire.

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administrative units assess their activities relative to the University's goals more than they perceive this to be happening. Also, they feel that a greater effort needs to be made to increase communication between component units of the University.

The 'lowest ranked perceived goal of the graduate students involves that of graduating a student who is able to use his leisure time. They also do not place a high value on this goal, ranking it only 44th on their preferred list.

Faculty--The number one ranked goal on both the perceived and preferred lists (see Tables 4.9 and 4.10) of the faculty is that of obtaining competent faculty and staff. There is complete congruence between the desired and practice from the perspective of this group.

There is also congruence on the goal of protecting the academic freedom of the faculty. It is ranked 3rd on their preferred list and 4th on the perceived list.

The goal of preserving the land grant philosophy of the University is perceived by the faculty as being an important goal (ranked 5th) of the institution but they rank it only 39th as a preferred goal. Again, the interpretation of this goal may be that the land grant philosophy does not speak to the contemporary problems of society. It may also be that the faculty desire that the University be more intellectually than "service" oriented.

Table 4.9.--Highest Ranked Goals of Faculty[1]

Highest Perceived	Highest Preferred
33. Obtain faculty and staff who are competent in their area of special training.	33. Obtain faculty and staff who are competent in their area of special training.
47. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.	6. Produce a student who has been inculcated with those values considered important to an educated person; e.g., the dignity of the individual, truth, tolerance of different views, and a rational approach to problem solving.
5. Carry on research for the sole purpose of extending knowledge.	4. Protect the academic freedom of the faculty.
4. Protect the academic freedom of the faculty.	40. Produce a student who is able to think clearly, objectively, and cogently in making judgements.
34. Keep Michigan State University from becoming something different from what it is now; that is, preserve its "land grant" philosophy.	8. Produce a student who has had his intellect challenged to the maximum.

[1]Numbers refer to position in questionnaire.

Table 4.10.--Lowest Ranked Goals of Faculty[1]

Lowest Perceived	Lowest Preferred
12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.	49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU.
13. Graduate a student who is able to use his leisure time in a creative manner.	48. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.
49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU.	27. Assist other nations in their development by providing direct technical and educational assistance to their governments or institutions.
18. Protect the right of faculty to organize as a collective bargaining unit.	
3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.	50. Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns.
	35. Keep harmony between departments or divisions of the University when such departments or divisions do not agree on important matters.

[1]Numbers refer to position in questionnaire.

This is suggested by the high preferred ranking given to the goal of producing a student who has had his intellect challenged to the maximum. Also, the lowest preferred goal of the faculty relates to a more "open" admissions practice, a concept that has been associated with this University in its earlier history as a land grant institution.[1]

There is general congruence between the low ranked perceived and preferred lists of the faculty. The only notable exception is on the goal of assisting other nations by offering direct technical or educational assistance. The faculty do not favor this goal but perceive it to be more important by ranking it 27th.

Administrators--Of the top five perceived goals of the administrators (see Table 4.11), only one receives a similar high ranking on the preferred list--that of obtaining competent faculty and staff. The other four perceived goals are all ranked in the top half of their preferred goals except for the goal of seeking the favorable appraisal of those who validate the quality of programs. The administrators seem to feel that this goal is being overemphasized as they rank it 39th on their preferred list.

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[1]Madison Kuhn, Michigan State: The First Hundred Years (East Lansing, Michigan: Michigan State University Press, 1955), p. 237.

Table 4.11.--Highest Ranked Goals of Administrators[1]

Highest Perceived	Highest Preferred
33. Obtain faculty and staff who are competent in their area of special training.	33. Obtain faculty and staff who are competent in their area of special training.
4. Protect the academic freedom of the faculty.	6. Produce a student who has been inculcated with those values considered important to an educated person; e.g., the dignity of the individual, truth, tolerance of different views, and a rational approach to problem solving.
47. Obtain the necessary facilities to provide a satisfactory educational environment.	
11. Maintain the commitment of the faculty by involving them in the governance of the University.	25. Develop attitudes of mutual respect and consideration among students, faculty, administrators, and trustees.
* 5. Carry on research for the sole purpose of extending knowledge.	
*36. Seek the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting agencies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).	16. Have the various academic departments and administrative units periodically assess their activities relative to the fulfillment of the University's goals.
	40. Produce a student who is able to think clearly, objectively, and cogently in making judgements.

[1]Numbers refer to position in questionnaire.
*Tied for 5th ranking.

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Two strongly preferred goals of the administrators are very low on their perceived list. The goal of developing attitudes of mutual respect among faculty, administrators, students, and trustees is ranked 3rd on the preferred list but only 43rd as a perceived goal. It would seem appropriate for administrators to be concerned about this integration goal; in this instance, they are not satisfied that it is receiving sufficient emphasis at Michigan State.

The second "under emphasized" goal of the administrators is that of having the various academic and administrative units assess their activities in relation to the University's goals. It is a very important preferred goal for the administrators (ranked 3rd) and, again, this is not surprising as their role requires them to value the integrated functioning of the sub-systems. The goal has a perceived rank of 46th which indicates the disparity between what is and what should be on this goal from the stand point of the administrators.

On the lower end of the two goal rankings of administrators, there is considerable congruence between what is perceived and what is preferred (see Table 4.12). All of the five low perceived and low preferred goals are ranked in the lower half of the opposite list which suggests that there is not extreme dissonance on these goals.

Table 4.12.--Lowest Ranked Goals of Administrators[1]

Lowest Perceived	Lowest Preferred
49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU.	49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU.
13. Graduate a student who is able to use his leisure time in a creative manner.	18. Protect the right of faculty to organize as a collective bargaining unit.
12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.	37. Maintain the commitment of the faculty by making sure that on all important issues (not only curriculum), the will of the faculty shall prevail.
48. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.	27. Assist other nations in their development by providing direct technical and educational assistance to their governments or institutions.
2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.	46. Make this a place in which faculty have the maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.

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[1]Numbers refer to position in questionnaire.

An interesting observation about the administrative list of low preferred goals is that three of the five relate to satisfying the faculty. This group does not place a high priority on protecting the faculty's right to collective bargaining, maintaining faculty commitment by letting them prevail on all important issues, and providing faculty a maximum opportunity to pursue their careers in a satisfactory manner. It is possible that the administrators feel that the right to collective bargaining as required by law is sufficient protection.

The goals relating to faculty involvement in all decisions may suggest that the administrators do not feel that faculty should dominate the decision making process. It should be noted that the administrators, at the same time, rank the goal of running the University in a democratic manner low on their preferred list. This would seem to suggest that the administrators may see a need for more decision-making authority to be vested with administrators rather than being diffused among the different segments of the University.

That the administrators rate so low the importance of faculty having an opportunity to pursue their careers by their own criteria is not totally unexpected. They are probably reflecting a concern that faculty should

maintain some balance between the interests of the University and their professions. This interpretation seems to be supported by the administrators' high preferred ranking of the goal of having the academic departments assess their activities relative to the University's goals.

Trustees--In describing and analyzing the preferred goals (see Table 4.13) of the trustees, one phenomenon is immediately apparent. This group lists 26 preferred goals which have a mean of 4.00 or above. Therefore, to talk about the top five preferred goals of this group requires an understanding that these represent only approximately one-fifth of the goals that the trustees would consider to be of at least "top importance" for the University. This compares to 13 for the administrators who had the second largest number of preferred goals with a mean of 4.00 or greater.

The highest ranked preferred goal of the trustees was that of ensuring the support of those who contribute to the material resources of the University. As the organizational level of the University that is ultimately responsible for the achievement of this goal, it is understandable that the trustees should have this concern. Incidentally, they do not see the University giving this goal adequate attention as it is ranked 34th on their perceived list.

Table 4.13.--Highest Ranked Goals of Trustees[1]

Highest Perceived	Highest Preferred
36. Seek the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting agencies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).	23. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the University.
11. Maintain the commitment of the faculty by involving them in the governance of the University.	21. Maintain top quality, in relation to other major universities, in all programs we engage in.
52. Maintain the commitment of the academic units by ensuring that there is a proportionate distribution of resources among the colleges and academic departments.	30. Maintain the commitment of the students by involving them in the governance of the University.
46. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.	4. Protect the academic freedom of the faculty.
	*29. Develop maximum communication and coordination within and between academic departments, administrative offices, student organizations and other agencies of the University.
* 7. Provide opportunities for special training for part-time adult students, through extension courses, special short courses and correspondence courses.	*32. Produce a student who has developed the attitudes and competencies essential to perform responsibly in a democratic society.

Table 4.13.--(continued)

Highest Perceived	Highest Preferred
*33. Obtain faculty and staff who are competent in their area of special training.	*25. Develop attitudes of mutual respect and consideration among students, faculty, administrators, and trustees.
*44. Ensure that the various colleges and academic departments follow University-wide policies in decisions relating to teaching load, salaries, sabbatical leaves, promotion and tenure.	

1Numbers refer to position in questionnaire.

*Tied for 5th ranking.

Their second highest ranked preferred goal--
maintaining top quality in all programs--is probably a
response to the need that the trustees see for meeting the
broad educational needs of their constituencies; therefore,
they want a wide range of quality programs.

It is surprising that the trustees give such a
high preferred ranking to the goal of involving students
in the governance of the University. These data would
indicate that the trustees feel that the students are
considerably under-involved in the decision making affairs
of the University. (Note: This is the lowest ranked per-
ceived goal). While showing a strong preference for a
greater involvement of students, the trustees would appear
to favor a more democratic approach to University govern-
ance. They seem to reject the notion that faculty should
determine policy in all areas, ranking this lowest on their
preferred list. However, on the goal which suggests the
broad based participation of all groups, the trustees
ranked it 8th on their preferred list. Even though the
trustees have the ultimate authority on all policies per-
taining to the University, they would seem to be endorsing
the concept of shared authority and responsibility.

It is significant that the trustees show a deep
concern for protecting the academic freedom of the faculty.
Since the trustees are in the best position to legitimize

this concept due to their role as "buffers" between the University and society, it is noteworthy that they support academic freedom which often is a source of tension between the University community and the public.

The high preferred goals of developing maximum communication between the component units of the University and the similar goal of developing attitudes of mutual respect among groups are both perceived by the trustees as being relatively unimportant in current practice. While in the top five preferred goals, they only rank 44th and 34th respectively on the perceived list.

Table 4.14 contains the low preferred trustee goals. One--not previously mentioned--stands out as differing sharply from its ranking as a perceived goal. This goal refers to providing educational opportunities for the citizens of other nations. The trustees perceive the goal to be important, ranking it 8th, but give it the low rank of 50th on their preferred list.

The highest ranked perceived goal of the trustees is that of seeking the favorable appraisal of those who validate the quality of programs. They rank it 21st as a preferred goal. The fact that the trustees see this as the highest priority goal of the institution may indicate that they see a great deal of emphasis being given to seeking the favor of those external groups who are considered

Table 4.14.--Lowest Ranked Goals of Trustees[1]

Lowest Perceived	Lowest Preferred
30. Maintain the commitment of the students by involving them in the governance of the University.	37. Maintain the commitment of the faculty by making sure that on all important issues (not only curriculum), the will of the faculty shall prevail.
13. Graduate a student who is able to use his leisure time in a creative manner.	
	2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.
3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.	
	9. Assist other nations in meeting their goals by providing their citizens with educational opportunities on campus.
50. Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns.	
	12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.
42. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.	* 3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.

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Table 4.14.--(continued)

Lowest Perceived	Lowest Preferred
	*19. Assist the society in the maintenance of continuity and stability by serving as a center for the preservation of the cultural heritage.
	*20. Produce a student who has been exposed to the ideas of the great minds of history.

[1]Numbers refer to position in questionnaire.

*Tied for 46th rank.

important in determining the status of the various professional groups represented in the University. While this goal would seem related to the goal of ensuring the support of financial resources (first among their preferred goals), the trustees seem to recognize that there are also other determinants of financial support.

A low perceived goal that the trustees ranked high as a preferred goal was that of protecting the students' right to inquire into any program. This concern about freedom of inquiry for the student would seem consistent with the trustees' support of academic freedom for the faculty.

Summary of Within Group Congruence

The Spearman Rank Correlation Coefficient was the method used to determine the agreement between the perceived and preferred goal rankings of the groups on all fifty-two goals. Table 4.15 summarizes the results of this computation.

The graduate students, faculty, and administrators showed the greatest degree of agreement between their rankings of perceived and preferred goals. The low correlation found with the undergraduate students and the trustees indicates that these two groups tend to perceive the University's goals quite differently from what they prefer them to be.

Table 4.15.--Relationship Between All Perceived and
Preferred Goal Rankings Within Groups.

Group	r_s
Undergraduates	-.171
Graduates	.319*
Faculty	.492*
Administrators	.486*
Trustees	-.063

*Significantly different from zero at
.05 level.

Student-Centered Output Goals

The questionnaire contained thirteen goals that
were related to the expected qualities of a person who
had been educated at Michigan State. This is an output
type goal in the sense that it involves "producing" an
individual for society who has attained certain charac-
teristics.

Since a number of writers emphasize the importance
of higher education contributing to the development of the
individual student, the data were analyzed to determine
the importance placed on these goals by the different
groups. Table 4.16 lists the thirteen goals and their
preferred ranks among the five groups.

Table 4.16.--Rankings of Student-Centered Goals (preferred)

Goals	Under-graduates	Graduates	Faculty	Adminis-tration	Trustees
1. Produce a student whose physical, social, moral, intellectual, and esthetic potentialities have all been cultivated.	17	4	8	20	27
6. Produce a student who has been inculcated with such values as the dignity of the individual, truth, tolerance, etc..	16	2	2	2	17
8. Produce a student who has had his intellect challenged to the maximum.	20	10	5	7	21
12. Produce a student who has a closely examined set of ethical convictions.	46	52	45	37	49
13. Graduate a student who is able to use his leisure time in a creative manner.	44	44	38	40	35
20. Produce a student who has been exposed to the ideas of the great minds of history.	28	26	11	31	46

Table 4.16.--(continued)

Goals	Under-graduates	Graduates	Faculty	Administration	Trustees
24. Produce a student who has a general education.	36	31	21	26	43
28. Produce students who have developed the ability to apply the methods of various disciplines.	6	13	18	11	17
32. Produce a student who has developed the attitudes and competencies essential to perform in a democratic society.	26	15	7	12	5
40. Produce a student who is able to think clearly, objectively, and cogently.	12	6	4	3	17
41. Specifically prepare students for useful careers.	35	27	33	28	21
43. Produce students who have developed objectivity about themselves and their beliefs.	8	8	6	10	11
51. Produce a student who is committed to use his talents for the betterment of society.	24	4	18	12	13

In looking at the top eighteen (approximately one-third) preferred goals for the groups, the following student-centered output goals appear on all lists:

6. Produce a student who has been inculcated with those values considered important to an educated person.

28. Produce students who have developed the ability to apply the methods of various disciplines in attacking societal problems.

40. Produce a student who is able to think clearly, objectively, and cogently in making judgments.

43. Produce students who have developed objectivity about themselves and their beliefs and hence can examine their beliefs critically.

There were two of these goals that appeared in the top third of the preferred goal lists of all but one group:

32. Produce a student who has developed the attitudes and competencies essential to perform responsibly in a democratic society (exception: undergraduates).

51. Produce a student who is committed to use his talents to contribute to the betterment of society (exception: undergraduates).

The undergraduates ranked the two goals 26th and 24th respectively on their preferred list.

On the lower third of the preferred goal lists, only two student-centered goals appeared across all groups:

12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.

13. Graduate a student who is able to use his leisure time in a creative manner.

Thus, six student-centered output goals tended to be in the top third, five in the middle third and two in the lower third of the fifty-two preferred goals of the groups.

Attitudes on Admissions

A very sensitive issue in contemporary higher education relates to the criteria to be employed in the selection of students. The researcher was interested in assessing the attitudes of the different groups in this study toward the question of "open" versus "selective" admissions policies. An "open" policy would be one which did not require a high achievement background at the high school level or emphasize "acceptable" scores on standardized general ability tests. Two goal items on the questionnaire were related to these two concepts:

2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.

49. Provide educational opportunities for every high school graduate who has an interest in a program offered by Michigan State University.

The first listed goal would represent a more selective approach to admissions while the latter item would suggest a more "open" policy, given the basic qualifications contained in the goal statement.

A summary of the attitudes of the five groups with regard to these goals is contained in Table 4.17. There is a general consistency of response to the two items, assuming that they are somewhat mutually exclusive in nature. The only exception is the administrators who, on the one hand, prefer that more emphasis be given to selective admissions than they perceive is the practice while, simultaneously, they favor that more emphasis be given to an "open" policy.

The faculty also favor a more selective policy than they perceive to be the situation at Michigan State. However, neither the preferred responses of administrators or faculty would suggest that admissions policies are of major concern to either group in relation to other goals.

Both student groups and the trustees give greater importance to more non-restrictive policies. The trustees

Table 4.17.--Group Rankings of Admissions Goals

Goal		Undergraduate		Graduate		Faculty		Administrators		Trustees	
		Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
*1	Perceived	10	3.16	26	3.00	47	2.58	48	2.78	34	3.00
	Preferred	47	2.38	49	2.75	40	3.10	45	2.92	51	2.20
**2	Perceived	47	2.46	47	2.55	50	2.37	49	2.76	31	3.16
	Preferred	33	3.24	47	2.85	52	2.12	47	2.85	13	4.20

*1. Accommodate only students of high potential,

**2. Provide educational opportunities for every high school graduate.

rate the goal of broadening the base of admissions as one
of considerable importance (mean of 4.20). As trustees
of a public university with a "land grant" tradition, that
position is really not too surprising. This group has a
variety of constituents to whom it must be accountable,
not the least of which are minority groups that are cur-
rently raising penetrating questions about the traditional
selection procedures at institutions of higher education.

The greatest incongruence between what is per-
ceived and what is preferred on an admission's goal lies
with the undergraduate students. As they view present
University policy, it is quite selective. They perceive
that the goal of accommodating only students of high po-
tential _is_ important as they rank it 10th. At the same
time, they perceive the University to be giving a very low
priority to the goal of admitting any high school graduate
who has an interest in one of the University's programs.

The undergraduates' preferences for these two
goals both tend to be low ranked. The selective goal at
the preferred level is ranked 47th while their preference
for the non-selective admissions goal is ranked 33rd. This
would suggest that while the undergraduates do not favor a
highly restrictive admissions policy, neither do they
favor a totally open approach.

Other Goals Suggested by Respondents

The questionnaire, although designed to include
the more common goals of a university, was not intended
to provide an exhaustive list of possible goals. There-
fore, the respondent was encouraged to add other goals in
the space provided at the end of the questionnaire. While
it is difficult to quantify and categorize these responses,
these goals seem important to enumerate because of their
apparent significance to the respondents. The additional
goals will be analyzed by groups.

Board of Trustees--Two of the six trustees who responded
to the questionnaire suggested additional goal consider-
ations for the University. The following goals were
listed:[1]

1. Efficient use of funds.

2. Competent administration.

3. Forward thrust of University.

4. Library

5. Work toward faculty employment and reward systems
   that give appropriate (i.e., top priority)
   recognition to the teacher as a facilitator of
   learning and self-development (as distinguished
   from the "imparter" of knowledge).

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[1]The wording of the goals is taken verbatum from
the questionnaire responses.

6. Be responsive to the educational and manpower needs of Michigan.

7. Increase access to higher education for minority and other groups who, because of educational, financial, or other disadvantages, tend to be under-represented in college and university populations.

The trustees listing these goals indicated that all should be of at least great importance. In the first four, the attitude was that the goals were currently receiving a low priority in practice. The last three goals were perceived as being of at least medium importance but this state of affairs was insufficient in the opinions of the respondents.

Administrators--Only one administrator listed an additional goal: "Give appropriate recognition to the views of external publics when these views and internal views do not coincide." The respondent perceived this goal to be receiving medium importance but preferred that it should be of great importance. This response would seem to suggest that the administrator felt that the University might be prone to give too little weight to external views in making decisions. It could properly be classified as an Adaptation goal.

Faculty--Six faculty respondents listed additional goals. Those were as follows:

		is of	should be of
1.	Pluralistic programs.	great importance	great importance
2.	Open-ended growth and maturation.	little importance	great importance
3.	Academe for academe.	great importance	little importance
4.	Control of the English language.	little importance	great importance
5.	Courses should be structured for student benefit, not to attract large numbers.	no importance	great importance
6.	Extend present frontiers of knowledge.	medium importance	top importance
7.	Preserve the intellectual heritage of the past.	medium importance	top importance
8.	Get as much of both the above to students.[1]	medium importance	top importance
9.	President and Provost broad in intellectual pursuits first and administration second.	little importance	top importance
10.	Board of Trustees aggressively intellectual.	little importance	top importance
11.	University administered by intellectuals not politicans.	little importance	top importance
12.	University policy on limiting enrollments.	great importance	little importance

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[1]Refers to the two items immediately preceding it.

		is of	should be of
13.	All academic areas to have a balance among (1) theoretics, (2) application, and (3) use of knowledge.	little importance	top importance
14.	Intellectual non-conformism as an encouraged academic policy.	little importance	top importance
15.	University policy as encouraging academic and intellectual pursuits among faculty, students and administration.	little importance	great importance
16.	University policy as encouraging political activism.	great importance	little importance

There were a few "goals" listed which were merely qualifications of the regular items on the questionnaire. For example, one respondent qualified his approval of the goal of assisting other nations by providing technical and educational assistance by the following statement: "This is good when you're not aiding and entrenching fascist dictatorships." This may have been a reference to Michigan State's alleged involvement in Viet Nam political affairs a few years ago.[1]

One faculty member did not complete the question-naire because of his concern about the ability to rate goals unconditionally:

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[1] "MSU--CIA Investigation Hinted," The State News, April 15, 1966, p. 1.

The difficulty is that the importance of a particular
goal depends on the needs, objective, or capabilities
of individual students or faculty members, or on the
particular program they are in or on some other partic-
ular circumstance. What applies to one individual may
not be appropriate to another. This does not mean that
a goal is of medium (or high or low) importance. It
may be all of these, depending on the circumstances.

The respondent is focusing on output type goals
relating to the student. His assertion that individual
faculty members will have certain goal biases, for what-
ever reason, is certainly true and is indicated by the
variance in responses to goals in this study. However,
if a goal is deemed important for the University, then
the concern is about terminal behavior. If a particular
student has already achieved the goal (i.e., control of
the English language), that fact does not invalidate the
importance of the goal but suggests that the faculty mem-
ber and student can concentrate on other learning activ-
ities.

Graduate Students—Twelve of the graduate student re-
spondents listed other goals:

		is of	should be of
1.	Quality of teaching as an important faculty evaluation criterion.	no importance	great importance
2.	Develop teaching expertise for grad students rather than exclusively research expertise in their speciality.	little importance	great importance

		is of	should be of
3.	Continued expansion of University size.	great importance	little importance
4.	Develop outstanding athletic teams.	medium importance	little importance
5.	Allow a student to develop his own potential, not to the goals set by the University or society.	no importance	top importance
6.	Employees have the right to work without joining a union.	little importance	top importance
7.	Students should learn.	medium importance	top importance
8.	Teachers should teach.	medium importance	top importance
9.	Administrators should administer.	medium importance	top importance
10.	Increasing the need for distinguished scholarship amongst faculty.	medium importance	top importance
11.	Objectivity.	no importance	top importance
12.	Packaged student.	top importance	no importance
13.	Place high emphasis on graduate programs.	little importance	no importance
14.	Institute an all University P – F system.	little importance	top importance

Two graduate students commented on their observations about the University; both have goal implications. The first relates to instruction and advising:

I am quite disappointed with the lack of adequate advisor (<u>no one</u> seems to know much about the University outside of his or her own little office). Also, course content has been poor and does not measure up to graduate expectations. Everyone seems to be too busy.

The second graduate student is concerned about a stronger liberal arts curriculum:

In my three and one half years residency here, I find MSU strong in such areas as Police Ad., Agricultural Science and Economics, etc. (Hotel Ad, Business Ad.) but very weak in the Humanities (History, English, Political Science, etc.) and Social Sciences except where these serve a specific utilitarian need or enhance the University's image. The former President of this school has more than once publically stated that the major purpose of higher ed and of MSU in particular is to serve the immediate needs of the community which is fine if you're operating a strictly vocational institution but a highly limiting concept for a liberal arts university to assume.

<u>Undergraduate Students</u>--Additional goals were listed by

seven of the undergraduates. Using the same format as

above, the goals are listed below:

		is of	should be of
1.	Protect the freedom of individuality.	little importance	great importance
2.	Serve the student.	little importance	top importance
3.	Preserve the flexibility to change to meet the needs of a changing society.	little importance	great importance
4.	Produce students who can communicate to achieve deep relationships with others.	little importance	top importance

		is of	should be of
5.	Assist students in personal and inter-personal problems.	little importance	top importance
6.	Maintain an atmosphere and curriculum to encourage students to discover themselves and others so that they will be able to live a satisfying life rather than just educating them so that they can get a job.	little importance	top importance
7.	Provide, for those who desire, a _quiet_ atmosphere, in a living unit for in-creased study.	little importance	great importance
8.	That testing and grading be dropped and leave the stu-dent alone to learn for its own sake and not cram for grades.	no importance	top importance
9.	To develop their (stu-dents) individual personalities.	medium importance	top importance
10.	To aid in understand-ing life as it exists in modern society.	little importance	top importance
11.	To understand the con-tradictions in our political system through an evaluation of contemporary policies.	medium importance	top importance
12.	Keep parents and tax-payers satisfied that MSU is guarding their children from Evil.	great importance	no importance

		<u>is of</u>	<u>should be of</u>
13.	Stifle the creativity of students in order to help them "fit "into" society.	great importance	little importance
14.	Operate at peak efficiency; insure that "business as usual" is preserved always.	top importance	little importance
15.	Not forcing wide range education down the student's throat.	little importance	great importance

One undergraduate student expressed his concern about the lack of a certain type of goal: "I think you should have added more goals concerned with social development of the student, including relationships with others and a deeper understanding of fellow man."

It is obviously necessary to be very cautious about generalizing from the additional goals listed by the various respondents, particularly since there is not much over-lap in the goals. However, neither should these responses be ignored for they would seem to represent beliefs that are important to the respondent and probably to others in the population.

One can only speculate about the fact that a majority of the respondents in the study did not add other goals. In some cases, it may have been felt that the list was exhaustive of goal possibilities. In other instances, the respondents probably felt that they were devoting as

much time and energy as they had available to respond to the goals provided in the questionnaire.

Summary

The statistical test of repeated measures analysis of variance failed to indicate interaction effects between the variables of groups and goals.

The tests of significance on the hypotheses revealed that the trustees were significantly higher (.05 level) than the other groups on all four goal classifications. There were not significant differences between the undergraduate and graduate students, faculty, and administrators on goal preferences.

On the goal categories, adaptation goals were rated significantly higher than were pattern-maintenance, tension management, and integration. There were not differences between the latter three groups.

There were two goals that were ranked in the top ten perceived goals of each group: obtain faculty and staff who are competent in their area of special training, and (2) seek the favorable appraisal of those who validate the quality of the programs that we offer.

Two goals were common to the ten lowest ranked perceived goals of all groups: (1) produce a student who has a closely examined set of ethical convictions, and

(2) graduate a student who is able to use his leisure time in a creative manner.

In the _preferred_ goal rankings, there were two goals that all groups ranked in their top ten: (1) obtain faculty and staff who are competent in their area of special training, and (2) protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.   There were no goals that were common to all groups in their ten lowest ranked _preferred_ goals.

Over-all, the undergraduate students and trustees were in the greatest disagreement between what they saw to be the University's goals and what they felt the goals should be.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the relationship between the <u>perceptions and preferences</u> of undergraduate and graduate students, faculty, administrators and trustees on possible goals for Michigan State University. The goals were specific in nature and were related to the functional problems of a system (see pp. 6-8).

A questionnaire containing fifty-two goal items was mailed to 186 subjects representing the five groups. The total response rate was 72 per cent with 68 per cent of the questionnaires useable for the statistical phase of the study. The instrument was a slightly modified version of that used in a recent national study.[1] The respondent was asked to rate the importance of each goal on the basis of (1) how important he <u>perceived</u> it to be, and (2) how important he <u>preferred</u> it to be. The rating scale ranged from the category "of absolutely top importance" (assigned a value of 5) to "of no importance" (assigned a value of 1).

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[1]Gross and Grambsch, <u>University Goals and Academic Power</u>, pp. 134-143.

There were four hypotheses tested in the study which were related to the preferences of the groups on four classifications of goals: <u>adaptation, pattern-maintenance, tension management and integration</u>. The statistical design of repeated measures analysis of variance was used to test for significant differences. Scheffé's <u>post hoc</u> ratio was then applied to determine the sources of the differences.

In addition to the hypotheses, the researcher was interested in comparing the goal rankings of the groups on all goals. The goals, both perceived and preferred, were ranked within groups on the basis of mean scores.

A review of the literature indicated a recurrent theme regarding the need for institutions of higher education to develop goals. The reasons cited for clarifying institutional purposes were (1) planning, (2) effective internal functioning, (3) resisting external pressures, (4) evaluating performance, (5) gaining the support of the public, and (6) providing direction for programs.

There are usually four purposes of higher education alluded to by the various writers: (1) teaching, (2) research, (3) public service, and (4) social criticism. The latter is the most controversial as there is considerable disagreement about the appropriateness of this purpose as well as its mode of implementation.

Research related to the goals of institutions of
higher education has been rather limited. The most com-
prehensive study was done by Gross and Grambsch and incor-
porated the concepts of "means" and well as "ends" goals
for an educational organization. This study, involving
the faculty and administrators of sixty-eight universities,
revealed that these two groups were in close agreement on
goals.[1]

Systems analysis is being advocated as a method
of studying the organizations of higher education. This
approach offers the advantage of systematically reviewing
the activities and components of the organization in re-
lation to its goals, the latter being central to this
process.

It was hypothesized that there would be differ-
ences between undergraduate and graduate students, faculty,
administrators, and trustees on their ratings of the im-
portance of adaptation, pattern-maintenance, tension
management, and integration goals. The test of signifi-
cance failed to indicate interaction effects between the
groups and goal classifications. The trustees placed
more importance on all four goal classifications than did
the other groups. The undergraduate and graduate stu-
dents, faculty, and administrators were not statistically
different from each other.

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[1]Ibid., p. 105.

Adaptation goals were rated as being more important than the other three goal classifications which were not different from each other at the .05 level of significance. Every group, then, rated this category of goals as being more important.

Across group comparisons of the top ten ranked goals of each group revealed that two perceived goals were common to all five groups: (1) obtain faculty and staff who are competent in their area of special training, and (2) seek the favorable appraisal of those who validate the quality of programs. There were eight other goals that were in the top ranked goals of at least three of the groups.

There were also two preferred goals that each group ranked in its top ten goals: (1) obtain a competent faculty and staff, and (2) protect and facilitate the students' right to investigate and examine critically any program. In addition, there were seven goals that were in the top ten goals of at least three groups.

Comparisons across groups on the ten lowest ranked goals found two goals on each group's perceived list: (1) produce a student who has a closely examined set of ethical convictions, and (2) graduate a student who is able to use his leisure time in a creative manner. There were also seven goals that at least three groups ranked among their lowest ten perceived goals.

Not a single goal was found in the ten low ranked
preferred goals of all groups. However, there were eight
low ranked goals common to at least three groups.

A within group analysis of goal congruence (re-
lationship between the rankings of perceived and preferred
goals) indicated that the faculty displayed the greatest
harmony between their perceptions and preferences of the
University's goals. The administrators and graduate stu-
dents also tended to rank perceived and preferred goals in
a similar order. The Spearman Rank Correlation Coefficient
was statistically significant from zero for all three of
these groups.

The undergraduate students and the trustees re-
flected the greatest dissonance between their perceived
and preferred goal rankings with correlations of -.171 and
-.063 respectively.

There were thirteen goals in the questionnaire
that were related to the expected qualities of a person
who had been educated at Michigan State. These were
categorized as student-centered output goals. Six of
these goals tended to be in the top third, five in the
middle third and two in the lower third of the fifty-two
preferred goals ranked by the groups.

On the question of an "open" versus a "selective"
admissions policy, the trustees favor the former more
than do the other groups. It is ranked 13th among their

preferred goals with a mean of 4.20. With this exception,
all of the groups rank both admissions goals relatively
low on their preferred lists.

The respondents listed a variety of additional
goals for the University that were not contained among
the questionnaire items.

Conclusions

In the review of current literature on higher
education, considerable emphasis was placed on the im-
portance of institutions of higher education developing
and articulating goals. This study demonstrates that such
a process is complex, particularly for a large university
which has a highly differentiated organizational structure
and is engaged in all of the major purposes of higher edu-
cation.

It seems clear that there is merit in viewing the
goals of a university from more than the dimension of
"ends." The theory that organizations, as systems, face
functional problems which require attention seems to be
supported by the data in this study. Some of the most
important goals to each group are related to "means" types
of activities. For example, all of the groups recognize
the importance of maintaining a satisfactory relationship
with the larger society and the need to secure the re-
sources required to keep the University functioning

effectively. Therefore, it is not a question of whether instrumental goals are legitimate; it is a matter of keeping them in proper balance with output goals for the latter must determine the rationale for the University's very existence.

As a generalization it can be concluded that all groups felt that the goals should be given greater emphasis than was the case in practice. The trustees, in particular, seemed to feel that goals were being underemphasized.

The theoretical basis for this study suggested that there may be a relationship between the hierarchial position of an individual in a university and his attitude about its goals. The data from this study indicate that the trustees rate goals related to the external and internal concerns of the University as more important than administrators and faculty, the managerial and technical levels of the organization. It would appear that the trustees, by virtue of their "linking" position between the University and society, are concerned about all types of problems, internal and external, faced by the organization. As the legal guardians of the institution, they are the most sensitive about achieving all the goals necessary to resolve the functional problems of the University as a system.

Implications For Future Research

There are many theoretical and empirical dimensions of universities, as organizations or systems, that remain to be explored. This study raises several questions that could serve as a basis for future research:

1. To what extent do such factors as age, sex, academic discipline, longevity at the institution and prior educational experience effect the attitudes of individuals with respect to institutional goals?

2. Does a college or university that has clearly articulated goals tend to function differently from one that lacks such goals?

3. Does the systematic involvement of the different groups within the university community in the development and re-assessment of goals tend to result in greater agreement about goals than where such participation is minimal or non-existent?

4. Are there limits on the number of goals that a college or university can effectively pursue?

5. How do other groups that are important internal and external influences view the University's goals, e.g., parents, alumni, non-academic employees, legislators, local community leaders, and the State Board of Education?

6. What effect does a change of role have on an individual's goal perceptions and preferences? For example, if a faculty member becomes an administrator or vice versa, what is the impact of this new role on the individual's attitudes about institutional goals?

7. How stable are goal preferences? What factors influence change?

8. What is the relationship between the size of an institution and goal congruence among its components?

9. What are the factors that account for the differences between individuals on their perceptions of goals?

10. How frequently should an institution evaluate its goals?

11. Is it possible for a university to give equal attention to the purposes of teaching, research, public service, and social criticism or is one necessarily dominant?

12. What effect will the current questioning of higher education have on goal-setting activities?

Concluding Statement

While there were certainly differences between the
five groups on their goal preferences for the University,
there was also considerable agreement. Through an on-
going dialogue involving the various components of the
University community, it seems reasonable to assume that
the University could develop a set of goals that are spe-
cific enough to provide direction for the activities of
component units while also providing reference points for
evaluation. If Michigan State University is to obtain
sufficient resources and use them effectively, it must
make a systematic effort to delineate its goals. Such
a process is more likely to lead to a coherent educational
experience for the student as well as ensuring that the
University provides appropriate services for society.

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APPENDICES

THE GOALS OF MICHIGAN STATE UNIVERSITY

One of the great issues in American education has to do with the proper aim or goals of the university. The question is: what are we trying to accomplish? Are we trying to prepare people for jobs, to broaden them intellectually, or what? Below are listed a large number of the more commonly claimed intentions or goals of a university. Please react to each of these in two different ways:

(1) How important is each aim at Michigan State University?

(2) How important should the aim be at Michigan State University?

An Example:

Goal		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
to train technicians	is	( )	( )	( )	(X)	( )	( )
	should be	( )	(X)	( )	( )	( )	( )

A person who had checked the alternatives in the manner shown above would be expressing his perception that the intention or goal, "to train technicians," is of little importance at Michigan State but he believes that it should be of great importance as an intention or goal of the University.

NOTE: "of absolutely top importance" should only be checked if the aim is so important that, if it were to be removed, the University would be changed in a fundamental way.

All Questions Are About Michigan State University.

Goals

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
1. Produce a student whose physical, social, moral, intellectual, and esthetic potentialities have <u>all</u> been cultivated.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
2. Accommodate only students of high potential in terms of the specific strengths and emphases of this University.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
3. Develop loyalty on the part of faculty, staff, and students to the University and the things it stands for.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
4. Protect the academic freedom of the faculty.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
5. Carry on research for the sole purpose of extending knowledge.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
6. Produce a student who has been inculcated with those values considered important to an educated person; e.g. the dignity of the individual, truth, tolerance of different views, and a rational approach to problem solving.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
7. Provide opportunities for special training for part-time adult students, through extension courses, special short courses and correspondence courses.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
8. Produce a student who has had his intellect challenged to the maximum.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
9. Assist other nations in meeting their goals by providing their citizens with educational opportunities on campus.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
10. Carry on research designed to solve contemporary problems.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
11. Maintain the commitment of the faculty by involving them in the governance of the University.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
12. Produce a student who has a closely examined set of ethical convictions rooted in the disciplined study of the world's philosophical and religious traditions.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
13. Graduate a student who is able to use his leisure time in a creative manner.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
14. Make sure that salaries, teaching assignments, and privileges always reflect the contribution that the person involved is making to his own profession or discipline.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
15. Ensure satisfactory relations with the immediate geographical region by responding to its special needs and problems.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
16. Have the various academic departments and administrative units periodically assess their activities relative to the fulfillment of the University's goals.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
17. Ensure the vitality and quality of our society by creating an atmosphere where faculty, students, and administrators, as individuals, may be encouraged to serve as its critics; i.e., examining its values, goals and practices as well as prescribing solutions, alternatives and new directions.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )
18. Protect the right of faculty to organize as a collective bargaining unit.	is	( )	( )	( )	( )	( )	( )
	should be	( )	( )	( )	( )	( )	( )

19. Assist the society in the main-
    tenance of continuity and stabil-   is   ( )   ( )   ( )   ( )   ( )   ( )
    ity by serving as a center for   should   ( )   ( )   ( )   ( )   ( )   ( )
    the preservation of the cultural   be
    heritage.

20. Produce a student who has been ex-   is   ( )   ( )   ( )   ( )   ( )   ( )
    posed to the ideas of the great   should   ( )   ( )   ( )   ( )   ( )   ( )
    minds of history.   be

21. Maintain top quality, in relation   is   ( )   ( )   ( )   ( )   ( )   ( )
    to other major universities, in   should   ( )   ( )   ( )   ( )   ( )   ( )
    all programs we engage in.   be

22. Enrich the cultural life of the
    community by providing University
    sponsored programs in the arts,   is   ( )   ( )   ( )   ( )   ( )   ( )
    public lectures by distinguished   should   ( )   ( )   ( )   ( )   ( )   ( )
    persons, athletic events, and   be
    other performances, displays, or
    celebrations which present the
    best of culture, popular or not.

23. Ensure the continued confidence
    and hence support of those who   is   ( )   ( )   ( )   ( )   ( )   ( )
    contribute substantially (other   should   ( )   ( )   ( )   ( )   ( )   ( )
    than students and recipients of   be
    services) to the finances and
    other material resource needs of
    the University.

24. Produce a student who has a gen-   is   ( )   ( )   ( )   ( )   ( )   ( )
    eral education (whether or not   should   ( )   ( )   ( )   ( )   ( )   ( )
    he has had specialized training).   be

25. Develop attitudes of mutual res-   is   ( )   ( )   ( )   ( )   ( )   ( )
    pect and consideration among   should   ( )   ( )   ( )   ( )   ( )   ( )
    students, faculty, administrators,   be
    and trustees.

26. Ensure that faculty follow Univer-   is   ( )   ( )   ( )   ( )   ( )   ( )
    sity-wide standards in the evalua- should   ( )   ( )   ( )   ( )   ( )   ( )
    tion of student performance.   be

27. Assist other nations in their devel- is   ( )   ( )   ( )   ( )   ( )   ( )
    opment by providing direct techni-
    cal and educational assistance to   should   ( )   ( )   ( )   ( )   ( )   ( )
    their governments or institutions.   be

28. Produce students who have devel-   is   ( )   ( )   ( )   ( )   ( )   ( )
    oped the ability to apply the
    methods of various disciplines in   should   ( )   ( )   ( )   ( )   ( )   ( )
    attacking societal problems.   be

29. Develop maximum communication and   is   ( )   ( )   ( )   ( )   ( )   ( )
    coordination within and between
    academic departments, administra-   should   ( )   ( )   ( )   ( )   ( )   ( )
    tive offices, student organiza-   be
    tions and other agencies of the
    University.

30. Maintain the commitment of the   is   ( )   ( )   ( )   ( )   ( )   ( )
    students by involving them in the   should   ( )   ( )   ( )   ( )   ( )   ( )
    governance of the University.   be

31. Serve as a center for the dissem-   is   ( )   ( )   ( )   ( )   ( )   ( )
    ination of new ideas that will
    change the society, whether those   should   ( )   ( )   ( )   ( )   ( )   ( )
    ideas are in science, literature,   be
    the arts, or politics.

32. Produce a student who has devel-   is   ( )   ( )   ( )   ( )   ( )   ( )
    oped the attitudes and competen-
    cies essential to perform respon-   should   ( )   ( )   ( )   ( )   ( )   ( )
    sibly in a democratic society.   be

33. Obtain faculty and staff who are   is   ( )   ( )   ( )   ( )   ( )   ( )
    competent in their area of spe-
    cial training.   should   ( )   ( )   ( )   ( )   ( )   ( )
                                          be

34. Keep Michigan State University   is   ( )   ( )   ( )   ( )   ( )   ( )
    from becoming something different
    from what it is now; that is, pre- should   ( )   ( )   ( )   ( )   ( )   ( )
    serve its "land grant" philosophy.   be

35. Keep harmony between departments   is   ( )   ( )   ( )   ( )   ( )   ( )
    or divisions of the University
    when such departments or divisions should   ( )   ( )   ( )   ( )   ( )   ( )
    do not agree on important matters.   be

36. Seek the favorable appraisal of
    those who validate the quality of
    the programs we offer (validating   is   ( )   ( )   ( )   ( )   ( )   ( )
    groups include accrediting agen-
    cies, professional societies,   should   ( )   ( )   ( )   ( )   ( )   ( )
    scholarly peers at other univer-   be
    sities, and respected persons in
    intellectual or artistic circles).

37. Maintain the commitment of the faculty by making sure that on <u>all</u> important issues (not only curriculum), the will of the faculty shall prevail.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

38. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than teaching.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

39. Be certain that the instructional staff adhere to University expectations with regard to grading policies, stating instructional objectives in courses, meeting classes and maintaining a reasonable number of office hours.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

40. Produce a student who is able to think clearly, objectively, and cogently in making judgements.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

41. Specifically prepare students for useful careers.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

42. Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program in which they might become interested.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

43. Produce students who have developed objectivity about themselves and their beliefs and hence can examine those beliefs critically.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

44. Ensure that the various colleges and academic departments follow University-wide policies in decisions relating to teaching load, salaries, sabbatical leaves, promotion and tenure.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

45. Make sure the University is run democratically (a consensus approach involving students, faculty, administrators and trustees) insofar as that is possible.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

46. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

47. Obtain the necessary facilities to provide a satisfactory educational environment.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

48. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

49. Provide educational opportunities for every high school graduate who has an interest in a program offered by MSU.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

50. Develop loyalty on the part of the faculty and staff to the University, rather than only to their own jobs or professional concerns.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

51. Produce a student who is committed to use his talents to contribute to the betterment of society.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

52. Maintain the commitment of the academic units by ensuring that there is a proportionate distribution of resources among the colleges and academic departments.

is	( )	( )	( )	( )	( )	( )
should be	( )	( )	( )	( )	( )	( )

In spite of the length of the above list, it is entirely possible that aimes or goals have been omitted which are important to Michigan State University or such an aim or goal may have been poorly stated. If so, please take this opportunity to list such goals below.

Goals		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
_____	is	( )	( )	( )	( )	( )	( )
_____	should be	( )	( )	( )	( )	( )	( )
_____	is	( )	( )	( )	( )	( )	( )
_____	should be	( )	( )	( )	( )	( )	( )
_____	is	( )	( )	( )	( )	( )	( )
_____	should be	( )	( )	( )	( )	( )	( )

Please send me a summary of the study ☐

1293 Orlando Drive
Haslett, Michigan 48840
January 29, 1971

What should be the goals of higher education in our rapidly changing society? More specifically, what should be the goals of Michigan State University in the immediate future? The defining of the University's goals is important to you because they provide guidelines in the search for answers to such current issues as admissions policies, curriculum, etc..

I am conducting a study which will provide you with an opportunity to express your views about the goals of this University. The purpose of the study will be to determine how the students, faculty, administrators and trustees at Michigan State feel about the goals of the University. These groups are important in the development and implementation of the University's goals. Therefore, the results of this study could have implications for future planning and decision-making. The study is related to my doctoral dissertation and has been approved by my graduate committee and I have also cleared with the Office of Institutional Research.

The enclosed questionnaire contains a diverse group of goals for you to rate with respect to their appropriateness for Michigan State. The questionnaire is coded to provide a control mechanism for the processing of responses. The identity of the respondents will be known only to the researcher and the handling and analysis of data will ensure the anonymity of individuals. As a sample of only 50 or less from each group will participate in the study, it is <u>very</u> important that the response rate be high. It would be most appreciated if you could return the completed questionnaire in the enclosed self-addressed, stamped envelope by February 10. Let me thank you in advance for your cooperation in this study.

If you are interested in a summary of the study, please check the appropriate space on the last page of the questionnaire and I will see that you receive a copy of the results.

Sincerely,

Ronald S. Stead

Office: 161 Student Services
        Building
        Phone 353-6470

RSS/lph

Enclosure   160

1293 Orlando Drive
Haslett, Michigan 48840
February 1, 1971

Mr. Don Stevens
P.O. Box 335
Okemos, Michigan 48864

Dear Mr. Stevens:

As a member of the Board of Trustees at Michigan
State University, I know that you have given a great deal
of thought to the goals of this University. According to
many critics of higher education, goal-setting is one of
the most difficult, yet essential, tasks facing univer-
sities in a rapidly changing society. What should be the
goals of Michigan State University today? This is a
question that must be considered by many groups both with-
in and outside the University.

I am conducting a study which will focus on five
selected groups (undergraduate and graduate students,
faculty, administrators and trustees) at Michigan State
University with regard to their views about the goals of
this University. These groups are important components
of the University in the development and implementation
of its goals. Therefore, the results of this study could
be helpful to you as a trustee in future deliberations
about the University. The study is related to my doctoral
dissertation and has the approval of my graduate committee
and the appropriate University offices.

The enclosed questionnaire contains a diverse
group of goals for you to rate with respect to their ap-
propriateness for Michigan State University. The ques-
tionnaire is coded to provide a control mechanism for the
processing of responses. You can be assured that the
identity of respondents as individuals will be treated in
a confidential manner. As the number of trustees is so
small, it is obviously very important that there be a
high response rate if generalizations about this group
are to be meaningful. It would be most appreciated if
you could return the completed questionnaire in the en-
closed stamped, self-addressed envelope by February 10.

Let me thank you in advance for your cooperation
with this study.

I shall ensure that you receive a summary of this
study so it is not necessary for you to mark the space
provided on the questionnaire.

Sincerely,

enclosures

Ronald S. Stead