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A STUDY OF ATTITUDES OF GRADUATE STUDENTS  
IN ADMINISTRATION AND HIGHER EDUCATION TOWARD  
A DOCTOR OF ARTS DEGREE AT MICHIGAN STATE  
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A STUDY OF ATTITUDES OF GRADUATE STUDENTS IN  
ADMINISTRATION AND HIGHER EDUCATION  
TOWARD A DOCTOR OF ARTS DEGREE  
AT MICHIGAN STATE UNIVERSITY

By

Amy D. Cato

A THESIS

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Michigan State University  
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for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and  
Higher Education

1973

## ABSTRACT

### A STUDY OF ATTITUDES OF GRADUATE STUDENTS IN ADMINISTRATION AND HIGHER EDUCATION TOWARD A DOCTOR OF ARTS DEGREE AT MICHIGAN STATE UNIVERSITY

By

Amy D. Cato

#### Purpose of the Study

The specific purpose of this study was to investigate the attitudes of graduate students presently enrolled in Administration and Higher Education toward a Doctor of Arts degree at Michigan State University. In addition this study sought to determine the extent to which graduate students' past experiences and future career goals were related to their attitude toward the Doctor of Arts degree.

#### Procedures

The population consisted of a total of 397 graduate students in Administration and Higher Education who were enrolled full-time at Michigan State University during the 1972 Fall term. Two hundred and thirty-nine of the graduate students to whom the questionnaires were sent responded and were the subjects of this study.

An analysis of Contingency Tables (ACT) was used for this study. The data were analyzed with the ACT program from two different perspectives: (1) area of study in regard to background data and attitudinal data, and (2) categorization of graduate students on the research-teaching continuum in regard to background data and attitudinal data.

Nine research questions were formulated and examined to investigate attitudes toward the D.A. degree, and to determine the extent to which graduate students' past experiences and future career goals were related to their attitudes toward the D.A. degree.

### Conclusions

Analysis of the data supports the following conclusions:

1. Graduate students who view themselves as primarily teachers and anticipate careers as teachers tend to have a more favorable attitude toward the D.A. degree than the opinions of graduate students who anticipate careers as researchers.
2. Graduate students viewed the D.A. degree as a viable program, not only for their own purposes but also as being good for the educational profession, particularly the two year colleges.

3. An overwhelmingly significant number of graduate students indicated a desire for such a program to be offered at Michigan State University, and would consider further study in a D.A. degree program.
4. A significant number of graduate students categorized themselves as being more of a teacher than a researcher, had more experience as a teacher than as a researcher and anticipate careers as teachers rather than as researchers.
5. Graduate students view the D.A. degree as being equally as demanding as the Ph.D. degree.
6. A significant number of graduate students feel that an internship is an important experience in doctoral programs.

The results of this study support the contention that the Doctor of Arts degree should be established at Michigan State University. It is essential in this period of ferment and change that Michigan State University support its professed interest in the improvement of teaching through the establishment of a doctoral program specifically designed to prepare one for effective college teaching.

## DEDICATION

To my husband, Alvin, for his continuous encouragement, faith and confidence during this investigation, this thesis is dedicated to you.

To my sons, Jimmy, Kevin and Dennis, whose uncommon patience, understanding and willingness to help in their own little way provided constant inspiration and incentive to complete the task.

To my family who have provided a lifetime of inspiration through their love, unending devotion and confidence.

## ACKNOWLEDGMENTS

Sincere appreciation is expressed to the chairman of my doctoral committee, Dr. William Sweetland, for his valuable time, patience, assistance and suggestions throughout the development and completion of the study. Special gratitude is extended to Dr. Larry Lezotte, for guidance in the statistical procedures. Gratitude is also extended to Dr. Vandel Johnson and Dr. Dale Alam for their encouragement and concern as members of the writer's guidance committee. Thanks for helping me to "grow."

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Special thanks are extended to the faculty and staff of Gardner Jr. High School. Their unending devotion, continued faith, constant reassurance and friendship were instrumental and helpful during many times of extreme stress.



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## CHAPTER I

### INTRODUCTION

Of the many concerns in the area of higher education, one that has received greater attention in recent years is the need for improvement of undergraduate instruction. Evidence of this concern is furnished by such studies as those of the Carnegie Commission on Higher Education,<sup>1</sup> Ann Heiss,<sup>2</sup> Goff and Wilson,<sup>3</sup> Dressel and Delisle,<sup>4</sup> Kenneth Ebel,<sup>5</sup> the study done for the American Association for Junior and Community Colleges,<sup>6</sup> and others.

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<sup>1</sup>The Carnegie Commission on Higher Education, Less Time More Options: Education Beyond the High School (New York: McGraw-Hill, 1972).

<sup>2</sup>Ann M. Heiss, "The Troubled Campus," in Preparing College Teachers, (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Educ., 1968).

<sup>3</sup>Jerry G. Goff and Robert C. Wilson, Faculty Values and Improving Teaching (Berkeley: Center for Research and Development in Higher Education, 1970).

<sup>4</sup>Paul Dressel and Frances Delisle, Blueprint for Change: Doctoral Programs for College Teachers (Iowa City: The American College Testing Program, 1972).

<sup>5</sup>Kenneth E. Eble, The Recognition and Evaluation of Teaching (Washington, D.C.: American Association of University Professors and Association of American Colleges, 1970).

<sup>6</sup>The Preparation for Junior and Community College Teachers, Committee Report (Washington, D.C.: American Association for Junior Community Colleges, 1968).

Recent attempts have been made to develop or revise graduate programs to prepare doctoral candidates specifically for prospective careers as college teachers. It is generally believed that the present Ph.D. degree programs are heavily oriented toward those who wish to engage in research or scholarly writing; consequently, a program designed for college teachers is needed, and the Doctor of Arts degree has been developed to meet that need.

#### Statement of the Problem

The specific purpose of this study is to investigate the attitudes of graduate students presently enrolled in Higher Education and Administration toward a Doctor of Arts degree at Michigan State University. In addition this study sought to determine the extent to which graduate students' past experience and future career goals were related to their attitudes toward the D.A. degree.

The Doctor of Philosophy degree has traditionally emphasized research, and the majority of doctoral candidates are trained exclusively along those lines. However, the Ph.D. degree is counterproductive in that the majority of its graduates actually follow careers as college teachers. Relevance in a doctoral degree is achieved only if its structure is appropriate to the career goals determined by the student.<sup>7</sup>

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<sup>7</sup>Carnegie Commission, op. cit., p. 35.



There has been a growing feeling that professors should devote more time and energy to stimulating students' interests, instead of being primarily involved in the research aspect of their professional responsibilities. Students are demanding more relevance and accountability from instructors in higher education. With better preparation for college teaching, great strides in meeting the educational needs of students can be taken. This training should emphasize the importance of those factors which shape interest, attitudes, and beliefs of the students.

The establishment of a new degree program designed to prepare college teachers is a possible solution to the problem. The Doctor of Arts degree is structured to better prepare teachers to qualify for careers they anticipate or jobs they do in fact perform. It has become quite obvious that the Doctor of Philosophy holder has not had adequate training for all the parameters of college teaching. College teaching is the only profession that does not require any professional training. We now select and train a student to do research; then employ him to teach; and then promote him on the basis of his research. This is both confusing and subverts the teaching process.<sup>8</sup>

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<sup>8</sup>Ibid., p. 17.

Junior and community colleges are also concerned with the caliber of teachers. There has been a vast expansion of two-year colleges due to an increase in high school graduates, open admission policies, and societal demands. Due to this expansion the need for more teachers has been tremendous. Teaching at this level should be dynamic and diversified with interactions between teachers and students in both the affective and cognitive domain. Teacher awareness of the particular needs of these students, and the ability to relate to these students and the ability to relate to their needs, may be developed through teacher training programs or an internship which is inclusive in the Doctor of Arts degree program, in contrast to the Doctor of Philosophy degree holders, who are prepared mainly to be involved with research or writing and may not possess those qualities or want to deal with the special kinds of problems that exist when teaching in a junior or community college.<sup>9</sup>

Whaley states that:

Graduate education should assure the advanced professional training of individuals who then can deal effectively with the requirements of a rapidly changing social order. Comprehensive high-level training is being increasingly called for . . . somewhere within the perspective of this purpose, there ought to be a

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<sup>9</sup> National Faculty Association of Community and Junior Colleges, Guidelines for the Preparation of Community Junior College Teachers (Washington, D.C.: American Association of Junior and Community Colleges, 1968).

separation between the Ph.D. program, with its emphasis on research, and the sort of doctoral program that would impart a broad spectrum of knowledge but attach to it a specific requirement that would ensure competence in practice within a specific professional area. For myself, I see this purpose met by a group of quite different sorts of doctoral program . . . Doctor of Arts. . . .<sup>10</sup>

### Need for the Study

The Doctor of Philosophy degree made its first appearance in American colleges and universities through the medium of granting honorary degrees. The practice was very popular during the nineteenth century. Bucknell University was the first to begin this practice in 1852 and was discontinued as late as 1946.<sup>11</sup>

In 1860, the authorization of the Doctor of Philosophy degree was granted "to retain in this country many young man, and especially students of science who now resort to German universities for advantages of study no greater than we are able to afford."<sup>12</sup> In 1861, the first "earned" doctor's degree was conferred by Yale University.

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<sup>10</sup>Gordan W. Whaley, "Time for Change," Journal of Proceedings and Addresses of the A.G.S. in the AAU-21st Annual Conference (October 22, 23, 1969).

<sup>11</sup>Walter Crosby Eells, "Honorary Ph.D.'s in the 21th Century," School and Society, LXXXV (March, 1957), 74.

<sup>12</sup>Everett Walters, ed., Graduate Education Today (Washington, D.C.: American Council on Education, 1965), p. 4.

Shortly afterwards, Columbia, Harvard, Syracuse, Michigan, New York, Pennsylvania, and Illinois Wesleyan Universities were also conferring this degree. Only thirteen "earned doctor's" degrees had been conferred by these different institutions by 1876, when Johns Hopkins University was established. Johns Hopkins University was the first independent graduate school.<sup>13</sup> There the graduate school was organized as part of its administration.

The research orientation of the Ph.D. is a result of German influence on the Johns Hopkins University model. Yale had conferred the first Ph.D. in 1861, but was moving slowly toward university status. This was partially due to their concept of keeping undergraduate and graduate education separate. Through extensive research, Johns Hopkins made a decision to develop a new and different concept which led to the evolution of a faculty-centered institution. From the beginning, Johns Hopkins had an undergraduate department, but it was merely a feeder into their graduate school.<sup>14</sup>

Diversity and freedom of action is a distinguishing mark of the graduate programs in the colleges and

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<sup>13</sup>Byrne J. Horton, The Graduate School (New York: New York University Press, 1940), p. 18.

<sup>14</sup>Frederick Rudolph, The American College and University (New York: Random House, Inc., 1962), pp. 270-271.

universities of the United States. Typically, the departments have much freedom and responsibility for developing and administering their own program of graduate studies. Autonomy in graduate education is probably more complete than in any other segment of higher education. Graduate education has never been directed or guided by a single philosophy of education. There have also been diverse viewpoints, different schemes of organization and control, and various plans of support for the colleges and universities.

As colleges and universities expanded, the Doctor of Philosophy degree took predominance and still carries the greatest prestige. Carmichael suggests that there are two distinct avenues of the Doctor of Philosophy degree--teaching and research. It can be seen that from the doctorate's inception in this century it has tried to fill both of these avenues. The degree is often referred to as the badge of the proven investigators, whether used in the classroom, laboratory, government or private enterprise.<sup>15</sup> Over 176 institutions offer the Doctor of Philosophy degree in the United States today in one or more areas of study.

Many occupations in our society require the Doctor of Philosophy degree, the most common being the occupation

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<sup>15</sup>Jane Graham, ed., A Guide to Graduate Study: Programs Leading to the Ph.D. Degree (Washington, D.C.: The American Council on Education, 1965), p. 3.

of college teaching. The pertinent question is: Does the Doctor of Philosophy actually prepare one to teach? The answer to the question is that it probably does not. The degree itself does not insure adequate preparation in this role even though there appears to be a widespread opinion that the Doctor of Philosophy degree is suitable for college teaching. This is evident in the low level of ability and/or interest in undergraduate teaching demonstrated by some professors. There is marked indifference on the part of university administrators, and there is also the fact that the doctoral program stresses research.<sup>16</sup>

A related point of interest is: Can teaching be taught? As far as higher education is concerned, the question remains unanswered. The use of graduate assistants has been helpful in preparing the prospective college teacher for his eventual role, although this is not a requirement, and not all of the Doctor of Philosophy degree candidates desire or have the opportunity to serve as teaching assistants. For those who do have the experience of working with an established and capable teacher, complemented by relevant experimental and theoretical studies in education, it appears to be a valuable experience. Ideally, such experiences should also increase the

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<sup>16</sup>Walters, op. cit., p. 39.

self-confidence that comes from an intern exercising his competence.<sup>17</sup> Suggestions have been made to allow options, such as a teaching internship, to be incorporated in the Doctor of Philosophy degree program for those interested in college and university teaching. According to one author, the idea is attractive since it would presumably inform the prospective teacher of the general institutional environment which he plans to enter, if not the particular one in which he will eventually find himself.<sup>18</sup> Some colleges have attempted to implement these suggestions, but the number remains small.

In 1968, the Council of Graduate Schools endorsed in principle the following statement on the Doctor of Arts degree prepared by the Council's committee on the preparation of college teachers.

The Executive Committee of the Council of Graduate Schools and the Council have in principle recommended the establishment of graduate programs leading to the degree Doctor of Arts to prepare graduate students for a lifetime of effective teaching at the college level.<sup>19</sup>

Interest in the Doctor of Arts degree has grown rapidly since 1969 when Carnegie-Mellon established the first Doctor of Arts degree program. Since that time,

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<sup>17</sup>Ibid., p. 41.

<sup>18</sup>Ibid., p. 40.

<sup>19</sup>Carnegie Commission, op. cit., p. 35.

76 universities are offering, planning to offer, or studying the degree.<sup>20</sup>

The rapid growth in the number of institutions offering this degree has been accompanied by studies of deans in regard to the number of institutions offering, having plans to offer or not intending to offer the D.A. degree. The most exhaustive of these studies was done by Robert H. Koenker.

This study is designed to determine attitudes of graduate students at Michigan State University in Administration and Higher Education toward the Doctor of Arts degree. In addition this study sought to determine the extent to which the graduate students' past experiences and future career goals were related to their attitudes toward the D. A. degree.

#### Importance of the Study

The impending crisis in education in which estimated college and university enrollment will be involved in a tremendous increase will make the doctoral programs in the field of teacher-preparation even more important. Harris reports that at the turn of the century enrollment of higher education was 38% of the total enrollment, but by the late 70's it will be about 80%. This would show

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<sup>20</sup>Dressel and Delisle, op. cit., p. 4.



an increase from 91,000 to 8,000,000.<sup>21</sup> Statistics reported by Ness as early as 1960 estimated college and university enrollment between 1966 and 1971 would be approximately 7,000,000.<sup>22</sup> Yet, not until 1968 were strides taken to set up a doctoral program to prepare college teachers, or revise the present Ph.D. programs to emphasize competency in teaching skills and subject matter.

Heiss states that:

The emphasis in most Ph.D. programs is heavily weighted in favor of preparing students for discovering knowledge and only incidentally, if at all, for imparting it to others . . . as more than information in terms of the nature, meaning, and value of that knowledge. As a result, the American College teacher is the only high-level professional person who enters his career with no practice and with no experience in using the tools of his experience.<sup>23</sup>

### Statement of Research Questions

Nine research questions were formulated and examined. The questions formulated for this study were as follows:

1. Are the opinions of graduate students who anticipate careers as teachers more favorable toward the Doctor of Arts degree than the opinions of graduate students who anticipate careers as researchers?

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<sup>21</sup>Seymour E. Harris, A Statistical Portrait of Higher Education, a Report for the Carnegie Commission on Higher Education (New York: 1972), p. 3.

<sup>22</sup>Frederick W. Ness, ed., A Guide to Graduate Study (Washington, D.C.: American Council on Education, 1960), p. 8.

<sup>23</sup>Heiss, op. cit., p. 174.

2. Do significant numbers of graduate students view the Doctor of Arts degree as a viable doctoral program?
3. Will a significant number of graduate students indicate a desire for the Doctor of Arts to be offered at Michigan State University?
4. Would a significant number of graduate students consider further study in a Doctor of Arts degree program?
5. Do significant numbers of graduate students categorize themselves as teachers rather than researchers?
6. Do significant numbers of graduate students anticipate careers as teachers rather than researchers?
7. Do significant numbers of graduate students have more experience as teachers than as researchers?
8. Will significant numbers of graduate students view the D. A. degree as being equally as demanding as the Ph.D.?
9. Will significant numbers of graduate students feel that an internship is an important experience in doctoral work?

#### Limitations of the Study

The investigation of this study limits itself to the opinions of only those students enrolled at Michigan State University. A further limitation of this study is that the data is limited to graduate students enrolled in Higher Education and Administration within the College of Education.

### Definition of Terms

In order to clarify the concept of certain terms used in this study definitions are as follows:

Graduate Programs for the purpose of this study is defined as programs of studies leading to Masters or Doctor of Philosophy degrees.

Institutions for the purpose of this study is defined as an institution of higher learning.

Doctor of Arts for the purpose of this study is defined as a graduate degree program designed primarily to prepare doctoral students for careers as college teachers.

Doctor of Philosophy for the purpose of this study is defined as a graduate degree program designed primarily to prepare doctoral students for careers as researchers.

Graduate Students for the purpose of this study is defined as those students classified as Master's or Doctor of Philosophy degree candidates.

Career for the purpose of this study is defined as the profession one undertakes during his course of life.

### Overview

A frame of reference for this study is developed in Chapter I. Included are the introduction, statement of the problem, need for the study, importance of the

of the study, general statement of research questions, limitation of the study, definition of terms and overview.

In Chapter II, a review of the related research literature is presented. This includes a review of the literature pertaining to the history of graduate degree programs in the United States, with particular reference to the development of and rationale for the Ph.D. degree, and the need for an alternative degree program for prospective college teachers.

The design of the study and the procedures followed in the research are reported in Chapter III. Information in this chapter includes sources of data, the research instruments, and the treatment of the data.

The examination and analysis of the data are reviewed in Chapter IV. Included in the chapter is an analysis of the data obtained from each research instrument as it applied to the testable questions.

In Chapter V, a summary of the study, conclusions, and implications for further research are presented.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### History of Doctoral Programs in Europe

The term "doctor" is derived from the Latin docere, which means "to teach." Its essential and earliest meaning was simply "one who teaches." The same Latin root is found in other English words such as "doctrine," "docile" (teachable), and "document," words which no longer directly refer to the art of teaching.<sup>1</sup>

The usage of the title "doctor" is believed to have begun in the twelfth century as Europe emerged from the Dark Ages. At about this time learning and education became highly valued, due to changes taking place in Western Europe consisting of a revival of trade and a growth of the National State and church. To meet the demands, certain educated individuals set themselves up to provide tutelage; any teacher who gathered a group of students around him was then called "doctor."

From these humble beginnings, church schools gradually grew in the larger European towns such as

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<sup>1</sup>George K. Schweitzer, The Doctorate: A Handbook (Springfield, Ill.: Charles C. Thomas, Publisher, 1965), p. 3.

Rheims, Chartres, Laon, Tours, Orleans, Paris, Bologna, Salerno, and Oxford. These institutions received students from all over the Western World. The early curriculum was restricted to the Arts of language, oratory, logic, mathematics, astronomy, music, philosophy, theology, medicine, and law.<sup>2</sup>

The masters of these schools organized into guilds and set up rigid requirements for those wishing to join their ranks. They would award a teaching license only after these requirements had been met. Some considered this to be the first prototype of the university degree.<sup>3</sup>

By 1130 and 1160, the institutions at Paris and Bologna had become large enough to be called "universities." It is said that when one graduate from either of these he was granted jus ubicunque docenti, "the right to teach anywhere."<sup>4</sup>

Although the early guilds had previously made doctors of students, it is believed that the first actual granting of doctoral degrees in Canon Law and Civil Law occurred at Bologna in the twelfth century. From this beginning Southern Europe continued to award degrees at the doctoral level. In certain disciplines, the master's

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<sup>2</sup>Ibid., p. 5.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

degree became a prerequisite for doctoral study, and in the German universities, the Master of Arts was often combined with the doctorate.<sup>5</sup>

As the fourteenth century began, the doctorate became a significant sign of intellectual prestige. The degree was taken by many people who did not remain in the academic setting, but preferred to practice in a specific discipline. Thus the degree took on a much broader meaning than that of teacher, referring also to practitioners in medicine, law, philosophy, music and other fields.<sup>6</sup>

New universities followed the guidelines established in France and Italy. There was a marked proliferation of universities in the Scandinavian countries as well as in Britain, China, and ultimately in the newly settled Americas. New programs evolved, and with them came the awarding of new doctorates with the performance of original research becoming a requirement in almost all degree programs. By the twentieth century many institutions had shortened the time required for the doctorate while others had reduced the number of required intermediate degrees.<sup>7</sup>

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<sup>5</sup>Ibid., p. 6.

<sup>6</sup>Ibid., p. 8.

<sup>7</sup>Ibid., p. 11.

History of Doctoral Programs  
in the United States

Desires were expressed for graduate schools in the United States as early as 1837. During this year President Phillip Lindsay of the University of Nashville said:

There should be schools in the United States for all the sciences, arts, languages, and professions, so that no youth need to cross the ocean for study and to learn what should be taught much more safely and advantageously at home.<sup>8</sup>

Before this time Americans had to travel to European countries for study and completion of the Doctor of Philosophy degree. The first American to earn the Doctor of Philosophy degree was Edward Everett in 1817 at a German university.

The Doctor of Philosophy is an import from Europe.<sup>9</sup> The Doctor of Philosophy degree made its first appearance in American colleges and universities through the medium of granting honorary degrees, a practice which was very popular during the nineteenth century. Bucknell University was first to grant such a degree in 1852.<sup>10</sup>

In August, 1846, the Yale Corporation authorized a faculty committee to look into the possibility of offering studies beyond the bachelor's degree for graduates

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<sup>8</sup>Richard J. Storr, The Beginning of Graduate Education in the United States (Chicago: University of Chicago Press, 1953), p. 6.

<sup>9</sup>Kells, op. cit., p. 74.

<sup>10</sup>Walters, op. cit., p. 4.



of Yale and other institutions. From 1846 until 1860, during which time a Department of Philosophy and Arts was created, and authorization was given to offer the degree Doctor of Philosophy "to retain in this country many young men, and especially students of Science who now resort to German Universities for advantages of study no greater than we are able to afford."<sup>11</sup>

In 1861, the first "earned" doctor's degree was conferred by Yale University. Shortly afterward Columbia, Harvard, Syracuse, Michigan, New York, Pennsylvania, and Illinois Wesleyan Universities were also conferring this degree. Only thirteen "earned doctor's degrees had been conferred by these different institutions by 1876 when Johns Hopkins University was established."<sup>12</sup>

Before 1876 graduate work being offered by colleges and universities was on an individual basis. Graduate education was not organized into departments or divisions. The work was usually directed by a single professor or faculty committee, but, as enrollment increased and the activities of the institution became more complex, a tendency developed for the appointment of a professor or committee to have charge of the graduate work in the different colleges and universities.

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<sup>11</sup>Horton, op. cit., p. 18.

<sup>12</sup>Ibid.

This practice was followed by Columbia University in 1880, Clark University and Catholic University in 1889, Harvard University and the University of Chicago in 1890, and Yale University in 1892. Three state universities joined this group of graduate schools before 1900: the University of Wisconsin in 1892, University of Nebraska in 1895 and University of Kansas in 1896.<sup>13</sup>

The expanding industrial and economic needs and developments of the United States brought new demands upon colleges and universities after 1900. The graduate schools were quick to respond and the modern graduate school, with its emphasis upon the pursuit of truth as well as the dissemination of knowledge, evolved. Gradually, the graduate school in the colleges and universities achieved status along with the longer established professional schools in law, medicine, and theology.

Some ideas as to the tremendous growth of the graduate schools can be found in growth statistics. In 1876, when the first graduate school was established, 25 institutions offered some type of graduate program. By 1920 the number had increased to 270; and in 1955, 615 institutions offered graduate programs. The increase in graduate students attending these schools also indicated the rapid growth. For example, in 1871, there were 44

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<sup>13</sup>Ibid.

students enrolled in graduate schools; in 1920 there were 15,612, and in 1954 the number had increased to 278,261. Between 1930 and 1950 the number of graduate students increased by 400 percent, while the number of undergraduate students increased by 131 percent.<sup>14</sup>

From 1861 through 1958, 157,650 doctoral degrees were conferred by different institutions. With the expansion of the graduate schools and the increasing demand for Doctor of Philosophy degrees in industry, government, and teaching, the degree has now attained a place of distinction as a symbol of academic excellence. Yet, up to World War I, the American doctorate was considered inferior to that earned at German universities.<sup>15</sup>

The individual who earns a doctoral degree in the major colleges and universities in America, however, can hold his own with the products of the universities of any nation in the world. The fact that over 15,000 doctorates had been conferred up through 1958 does not mean that every college conferred doctorates; between 1861 and 1958, 37 institutions in the United States had been responsible for 78 percent of the doctorates awarded. These institutions

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<sup>14</sup>National Science Foundation, Graduate Students Enrollment and Support in American Universities and Colleges (Washington, D.C.: National Science Foundation, 1957), p. 28.

<sup>15</sup>Eells, op. cit., p. 93.

had developed strong programs.<sup>16</sup> In fact, attempts were made in Europe, England, France and other countries to adopt such characteristics of the American schools as extension of educational opportunity, less emphasis upon comprehensive examinations, and greater emphasis upon occupational skills and technical knowledge.

Americans soon recognized college teaching as a career for which one specifically prepared, and the college curriculum became divided into disciplines, or subjects, similar to those in which the teachers had done their graduate work. Thus one who held the doctorate was looked upon as a sociologist, rather than one who came from the ministry or public service, as had previously been the practice.<sup>17</sup>

According to Oliver C. Carmichael, writing in Graduate Education, a Critique and Program, the Doctor of Philosophy degree in the United States had a unique status.

In the profession of college teaching it is the union card. With rare exceptions a teacher cannot rise to the top without it. But government, business, and industry also hold it in high esteem and employ almost half of those produced by the universities each year. They could use more if they were available in certain fields;

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<sup>16</sup> Ibid., p. 95.

<sup>17</sup> Horton, op. cit., p. 15.

indeed, much of the research they require is done by professors in the universities.<sup>18</sup>

Carmichael suggests there are two poles of the doctoral degree--teaching and research. It can be seen that from the doctorate's inception in this country it has tried to fill both of these needs. The degree is often referred to as the badge of the proven investigators, whether used in the classroom, laboratory, government or private enterprise.

Diversity and freedom of action is a distinguishing mark of the graduate programs in the colleges and universities of the United States. Typically the departments have much freedom and responsibility for developing and administering their own program of graduate studies. Autonomy in graduate education is probably more complete than in any other segment of higher education. Graduate education has never been directed or guided by a single philosophy of education. There have also been diverse viewpoints, different schemes of organization and control and various plans of support for the colleges and universities.

The scope of work in the doctoral programs is evident by a breakdown of data regarding the fields in which doctorate degrees were granted in 1955-56. Of the 8,903 degrees granted, almost one-half, or 44 percent

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<sup>18</sup>Graham, op. cit., p. 3.

were conferred upon students who had majored in six fields. These fields and the percent of students were chemistry, 11 percent; education, 10 percent; psychology, 7 percent; physics, 5 percent; and English and literature, 4 percent.<sup>19</sup>

There appear to be three distinct patterns of administrative organization of graduate schools.<sup>20</sup> The first of these views the graduate program as the responsibility of few separate schools which would be the repositories of all human knowledge. Distinguished professors in all basic disciplines and the libraries and laboratories needed for study and experiment would be concentrated in a few institutions. Students would be recruited through offering stipends as incentives for advanced study. In general, this plan has not been widely used. Johns Hopkins University has followed this plan and has no undergraduate students. Clark University, which was first organized on this plan in 1887, soon abandoned the idea.<sup>21</sup>

A second plan emphasizes the simultaneous development of graduate and undergraduate studies in a single

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<sup>19</sup>M. C. Rice and Hazel E. Poole, eds., Earned Degrees Conferred by Higher Educational Institutions (Washington, D.C.: U.S. Office of Education, 1957), p. 49.

<sup>20</sup>J. Kenneth Little, "Graduate Education," in Encyclopedia of Educational Research (New York: The MacMillan Company, 1960), p. 95.

<sup>21</sup>Rudolph, op. cit., p. 332.

institution. Such an organization is characteristic of the University of Chicago. Under this type of organization the faculty is organized into five different divisions: humanities, social sciences, physical sciences, biological sciences, and the college. The college devotes itself to the early and general education of the undergraduate students but grant no degrees; degrees are granted only upon recommendations of one of the four upper divisions, each of which is devoted to advanced study and research in its field.

The third plan, the pattern followed by most universities in the United States, sets up the graduate school as a separate division from the undergraduate college. The dean or administrator of the graduate school has supervision of all graduate work, but each department has autonomy in its own field. The dean of a graduate school coordinates the graduate work in the different departments, approves the research conducted, and in general acts as administrator of the graduate program.<sup>22</sup>

In 1873, when Harvard conferred its first degrees of Ph.D., it also granted an earned Doctor of Science (Sc.D.) the first such degree in the United States. In 1891, New York University awarded the Doctor of Pedagogy (Pd.D.), the degree requirements including advanced

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<sup>22</sup>Little, op. cit., p. 96.

courses and a thesis. The first Ph.D. in education was granted by Clark University in 1892. In 1921, the first Doctor of Education degree (Ed.D.) was conferred by Harvard University, the degree having requirements very similar to those introduced for New York University's Ph.D. which the Ed.D. gradually replaced.<sup>23</sup>

The earned doctorate in the United States represents the most advanced degree conferred by a university or college. The title indicates a person who has acquired the highest formal training in his chosen field of learning. Earned doctoral degrees are available today in a wide variety of subjects. Changes of the type proposed in this thesis are really a normal outgrowth of the continuing diversification which has been going on for a century with a speed-up in intensity in the quarter century since 1945. Almost 100 different doctoral degrees appeared on the list contained in the American Council on Education's edition of *American Colleges and Universities* by 1968. Many specialized professional fields have developed doctoral programs.<sup>24</sup>

The Ph.D. programs were intended to help America catch up with and later to lead the scientific revolution with its implications for material wealth and national

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<sup>23</sup>George K. Schweitzer, The Doctorate: A Handbook (Springfield, Ill.: Charles C. Thomas, Pub., 1965), p. 21.

<sup>24</sup>Dressel and Delisle, op. cit., p. 2.



TABLE 1.--Doctoral programs offered by 254 graduate institutions (excluding Law, Theology, Medicine, and Dentistry).

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DArch	Doctor of Architecture
DA	Doctor of Arts
DBA	Doctor of Business Administration
DCS	Doctor of Computer Science
DCrim	Doctor of Criminology
DEd or EdD	Doctor of Education
DEngr	Doctor of Engineering
DEngrSc	Doctor of Engineering Science
DFA	Doctor of Fine Arts
DOF	Doctor of Forestry
DHS	Doctor of Health and Safety
DHL	Doctor of Hebrew Letters
DHS	Doctor of Hebrew Studies
DLS	Doctor of Library Science
DML	Doctor of Modern Languages
DMus	Doctor of Music
DMusEd	Doctor of Music Education
DMA	Doctor of Musical Arts
DNSc	Doctor of Nursing Science
PhD	Doctor of Philosophy
DPE	Doctor of Physical Education
DPA	Doctor of Public Administration
DPH	Doctor of Public Health
DRE	Doctor of Recreation Education
DSc	Doctor of Science
DSS	Doctor of Social Science
DSW	Doctor of Social Work

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Source: Paul Dressel and Frances Delisle, Blueprint for Change: Doctoral Programs for College Teachers (Iowa City: The American College Testing Program, 1972), p. 3.

TABLE 2.--Number of the 254 graduate institutions offering each doctoral degree (excluding Law, Theology, Medicine, and Dentistry).

Doctoral Degree Offered	Number of Institutions Offering Each Doctoral Degree
Doctor of Architecture (DArch)	1
Doctor of Arts (DA)	1
Doctor of Business Administration (DBA)	21
Doctor of Computer Science (DCS)	1
Doctor of Criminology (DCrim)	1
Doctor of Education (EdD)	105
Doctor of Engineering (DEngr)	6
Doctor of Engineering Science (DEngrSc)	3
Doctor of Fine Arts (DFA)	1
Doctor of Forestry (DF)	1
Doctor of Health and Safety (DHS)	1
Doctor of Hebrew Letters (DHL)	3
Doctor of Hebrew Studies (DHS)	1
Doctor of Library Science (DLS)	2
Doctor of Modern Language (DML)	1
Doctor of Music (DMus)	3
Doctor of Music Education (DMusEd)	2
Doctor of Musical Arts (DMA)	21
Doctor of Nursing Science (DNSc)	2
Doctor of Philosophy (PhD)	218
Doctor of Physical Education (DPE)	2
Doctor of Public Administration (DPA)	5
Doctor of Public Health (DPH)	10
Doctor of Recreation Education (DRE)	1
Doctor of Science (DSc)	13
Doctor of Social Science (DSS)	1
Doctor of Social Work (DSW)	8

Source: Paul Dressel and Frances Delisle, Blueprint for Change: Doctoral Programs for College Teachers (Iowa City: The American College Testing Program, 1972), p. 4.

power. The historic degree structure has served America well. The Ph.D. as indicated in Table 2 is still leading the other degrees that are offered two to one, and is also the one possessing the greatest prestige. Degrees in medicine, law, and other professions have developed in more recent years to serve an ever more complex technology and economic structure of our society.

#### The Present Status of the Ph.D.

Of the various occupations requiring the Doctor of Philosophy degree in our society, the most common is that of college teaching. The perennial question is: Does Ph.D. prepare one to teach? The answer to the question is: probably not. There is a widespread belief that although the Doctor of Philosophy degree is required for college teachers, the degree itself does not insure adequate fulfillment of the teaching role. This is evident in the low esteem in which undergraduate teaching is held on the part of some university professors. There is marked indifference on the part of university administrators, and there is also the fact that the doctoral program stresses research.<sup>25</sup>

There is of course still reason for the research model. It is expected that college and university instructors be profoundly familiar with the subjects

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<sup>25</sup>Walters, op. cit., p. 39.

they teach, and so generate intelligent inquiry and understanding among their students. To many people, such a pedagogical background is gained primarily through research.

There remains, however, a problem: "Does a degree program based primarily on research meet its obligations if it fails to provide training in the art for which it purports to prepare its students, namely college teaching."<sup>26</sup> Teaching itself is a difficult and demanding profession. Proposals have been made, accordingly, for inclusion in the doctoral program, of instruction in teaching per se. One such suggestion is for instruction in modern learning theory; another is that all prospective college teachers be required to take a course in history of American higher education and in the present curricula and administrative structures of our colleges and universities. According to one author, the latter idea is attractive since it would presumably inform the prospective teachers of the general institutional environment which he plans to enter, if not the particular one in which he will eventually find himself.<sup>27</sup>

The related point of debate is: can teaching be taught? As far as higher education is concerned, the

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<sup>26</sup>Ibid., p. 40.

<sup>27</sup>Ibid.

question remains unanswered. Although there have been some attempts to solve the dilemma, no significant data exists to substantiate either pros or cons. One suggested solution is implementation of more imaginative and systematic types of teaching assistantships in order to prepare the prospective college teacher for his eventual role. Although not all who obtain the Doctorate of Philosophy have a chance to serve as a teaching assistant, many do, and for them the experience gained by working with an established and capable teacher, complemented by relevant experimental and theoretical studies in education can provide guidance. Ideally such experience should also increase the self confidence that comes from an intern exercising his competence.<sup>28</sup>

These are some aspects of the arguments against the dissertation as a fixed requirement of preparation for college teaching. Many critics call the dissertation a waste of time because prospective college teachers who are forced to write a dissertation often never again engage in publishable research.<sup>29</sup> In spite of numerous critics, the Doctorate of Philosophy and the dissertation have become inseparable. However, the D.A. degree programs in most curricula have a dissertation component specifically designed for each institution.

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<sup>28</sup>Ibid., p. 41.

<sup>29</sup>Ibid., p. 48.

Dressel states that the D.A. degree must provide for the development of research skills so that the teaching scholar can maintain the quality of his own scholarship and can utilize the results of research in the classroom. He further states that "the importance of the research experience in relation to teaching comprehends the field of teaching and curriculum development as well as the disciplinary field." The research aspect should be planned early in the program, in order to cover both the discipline and the professional component of the teachers' preparation, with the major project being the culminating aspect of the degree program.<sup>30</sup>

#### Changing Nature of Higher Education

Societal demands have traditionally influenced American higher education. Social and economic changes are responsible for bringing about dynamic growth, flux and ferment in colleges and universities. Historically, the American institutions of higher education have been flexible in responding to these demands.

Contemporary America is a credential minded society. Consequently more people have to rely on degrees to certify them for job placement rather than to rely on their talents. Also, there tends to be a trend of experimenting with several occupations in a lifetime. In order

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<sup>30</sup>Dressel and Delisle, op. cit., pp. 89-90.

to learn these new skills we find more older people returning to school. Formal education is no longer limited to the young. All age groups want continuing opportunities to acquire new skills and knowledge.

Other changes that have an impact on higher education is that more students are graduating from high school than ever before and are attending colleges. In 1900, 4 percent of all high school graduates went to college; in 1970, 40 percent go to college.<sup>31</sup>

College students tend to be more physiologically and socially mature than ever before, possibly because more education takes place both before college and during their college careers. Many of them would like more options as they select their careers--such as having the opportunity for work experiences in their field of interest and getting appropriate educational credits.

External degrees may close the gap between individual needs of students and degree requirements. The Level Examination Program is an alternative way to meet degree requirements by the granting of credits by examinations. This concept will cut down on time and money spent on formal education.<sup>32</sup>

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<sup>31</sup>Carnegie Commission, op. cit., p. 7.

<sup>32</sup>Jack N. Arbaline, "A Plan for External Degrees: New Teaching, New Learning," in Current Issues in Higher Education (Washington, D.C.: The Association for Higher Education of the National Education Association, 1971), p. 67.

The role of women in our society has changed from the life style of that of a housewife to a diversity of life styles. Improvement in the role of women has become a major aspect of humanistic concerns of modern society. There has been a tremendous increase in enrollment of women in higher education. In the fall of 1969, women students comprised about 41 percent of the total school population in four year colleges and universities. Almost 2,400,000 women were enrolled in degree-credit programs in 1969-1970.<sup>33</sup> Higher education is making great strides in making relevant changes to respond to women's interest in all levels in academe.

Dunham warns us that the nation is moving into mass higher education and that universities must not turn their back on college teacher preparation.

More and more people are concerned with the quality of teaching of undergraduate students. Since most of the teachers are trained exclusively in research and are rewarded for their research and scholarly writing, there should be a doctoral program designed for those with a sincere interest in college teaching.<sup>34</sup>

The growing interest in higher education as a universal right, coupled with the size and character of

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<sup>33</sup>Ruth M. Oltman, "Women in Higher Education--New Teachers, New Learning," in Current Issues in Higher Education (Washington, D.C.: The Association for Higher Education of the National Education Association, 1971), p. 134.

<sup>34</sup>Dressel and Delisle, op. cit., p. 11.



the population which currently seeks that right, has generated demands for changes in education which have definite overtones with respect to the future character of higher education and for the type of faculty orientations colleges and universities need.<sup>35</sup>

### Review of the Literature

The concern for graduate programs for preparing college teachers has been a continuing concern. In 1928, the association of American Colleges set up a special commission for this purpose under President Ernest H. Wilkins of Oberlin College. Anna Reed was to make a study of effective and ineffective college teachers, to be followed by Ernest Hallis' critical analysis of conventional Ph.D. training.<sup>36</sup> Yet, in 1939 studies showed that very few graduate schools had accepted any suggestions for curriculum changes and were strongly opposed to planning a new degree program with emphasis on college teaching. Nor were they willing to cut down on their present research oriented program.<sup>37</sup>

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<sup>35</sup> Heiss, op. cit., p. 166.

<sup>36</sup> Ruth E. Eckert, The Preparation of College Teachers, Current Issues of Higher Education (Washington, D.C.: The Association for Higher Education of the National Education Association, 1956), pp. 148-149.

<sup>37</sup> Edward J. Baxter, "The Teaching Ph.D. Again," The Educational Record, XX (January, 1939), 116-117.

Howard Jones made his plea for a drastic re-design of the graduate school programs in his Education and World Tragedy. There were numerous discussions and debates after the Second World War on teacher preparation.<sup>38</sup>

Ruth Eckert, in a paper written in 1949, on "Some Neglected Aspects in the Preparation of College Teachers," suggests an end to "trial and error" learning of college teaching. She made a proposal for adjustments to be made in a Ph.D. program. This would allow for a minimum of ten semester hours in professional training. Inclusive in this type of program would be an internship, case studies, observation and help with tests and measurements.<sup>39</sup>

The first nationwide attempt to focus on the problem of college teaching was in 1949. The American Council on Education and the United States Office of Education held a conference in Chicago to focus directly on "Recommended Apprenticeship Experiences." The Mallon Report defines an apprentice in college training as "one who is learning through practical experience under the supervision of competent teachers how to perform the

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<sup>38</sup>Howard M. Jones, Education and World Tragedy (Cambridge, Mass.: Harvard University Press, 1946).

<sup>39</sup>Ruth E. Eckert, "Some Neglected Aspects in the Preparation of College Teachers," The Journal of General Education, III (January, 1949), 138-144.

function of a college teacher."<sup>40</sup> He further reports that apprenticeships should be available to graduate students who are prospective college teachers. With few exceptions the graduate programs used the German university model, developing research scholars rather than developing "good" college teachers.<sup>41</sup>

In 1948 the University of Chicago's committee on the Preparation of College Teachers did an extensive research study. Letters were sent to 850 colleges, universities and technical schools in the United States, and to 150 deans of liberal arts colleges and graduate schools in some of the larger universities. As a result of this study a proposal was developed for a broad program of graduate study for the preparation of college teachers.<sup>42</sup>

Kelly published a report of the results of the Chicago committee's inquiry in 1950. Of significant interest was one of the major findings:

The suggestions, mounting to a sort of chorus, indicate that the graduate departments should see that such (professional) instruction is

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<sup>40</sup>Wilfred M. Mallon, "Apprenticeship: Report of Work Group V," in The Preparation of College Teachers, ed. by Theodore C. Bleger and Russell M. Cooper, Report of a Conference held at Chicago, Illinois, December 8-10, 1949 (Washington, D.C.: American Council on Education Studies, 1954), p. 126.

<sup>41</sup>Ibid.

<sup>42</sup>Fred J. Kelly, Toward Better College Teaching (Washington, D.C.: Federal Security Agency, Office of Education, 1950).

made a part of the preparation of college teachers. Furthermore, in almost equally certain terms, apprentice teaching, with honest, competent supervision, is suggested as probably the most helpful single device available.<sup>43</sup>

From 1949 to 1956 very little had been done in terms of programs being designed or modified to prepare college teachers as reported by Eckert. However, a concerted effort was made to provide internship training for college teachers in a number of institutions. But Eckert's 1956 report shows that out of 9,000 persons graduating with a Doctor's degree in 1955, the total benefiting from internship programs did not exceed 500.<sup>44</sup>

In recent years considerable attention has been given to the Doctor of Arts degree. This new degree designed for the preparation of college and university teachers has been emphasized and endorsed in official statements of the Council of Graduate Schools. For example on December 6, 1968, the Council of Graduate Schools endorsed "in principle" the following statement on the Doctor of Arts degree prepared by the council's Committee on the Preparation of College Teachers:

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<sup>43</sup>Ibid., pp. 12-19.

<sup>44</sup>Eckert, Preparation of College Teachers, pp. 12-19.

The Executive Committee of the Council of Graduate Schools and the Council have in principle recommended the establishment of graduate programs leading to the degree Doctor of Arts to prepare graduate students for a lifetime of effective teaching at the college level.<sup>45</sup>

The Doctor of Arts degree program should take its place among other respected doctoral degrees. It should not be looked upon as a secondary degree, but should carry as much prestige as the Ph.D. or any other advanced degree.

The Ph.D. degree has traditionally so emphasized research that the new title is proposed in the belief that the Ph.D. is counter productive. Many graduate students are trained along lines other than those which they will actually follow in their careers as college teachers. This is not to say that all Ph.D.'s become college teachers or that they are not successful college teachers. Rather that the Ph.D. is and should be recognized as the highest research degree, and careers should be guided along those lines. Relevance is achieved best if the degree structure is appropriate to the career aims and possibilities of the students as well as to the primary role of most as teaching scholars.<sup>46</sup>

The title Doctor of Arts (D.A.) should connote greater emphasis on preparation of college teaching. For many graduate students, a program which emphasizes broad subject matter competence and teaching skills and the development of synthesizing and dissemination abilities will be most appropriate. The Doctor of Arts degree has advantages beyond those for the teaching faculty who will

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<sup>45</sup> Carnegie Commission, op. cit., p. 35.

<sup>46</sup> Ibid.

find a greater continuity between their training and their actual careers. The orientation and preparation that is inherent to the Doctor of Arts degree will place colleges and universities under less pressure to create research facilities. We should recognize that the enrollments are great in our two and four year colleges and universities. Consequently, teaching positions in the future will be very demanding for two and four year colleges and universities.<sup>47</sup>

The Committee recognizes that it is neither feasible nor desirable to separate sharply a university professors teaching and research functions. Research activity is in many cases an essential element of a professor's teaching effectiveness and all graduate study must include research components. But the importance of research as a component of college teaching is considerably less for those not teaching at the Ph.D. level, and this group constitutes the majority of teachers in higher education. The necessity for research competence and activities at these other levels, varies at least quantitatively and in emphasis, depending upon the subject being taught. For most college faculty it seems clear that the research competence required for the great majority of college teachers can be obtained through the proposed Doctor of Arts program.<sup>48</sup>

Robert Koenker has done extensive studies on the status of the Doctor of Arts degree. His first study was done in March, 1970, in which he did a nationwide survey. This study revealed that three institutions were offering

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<sup>47</sup>Ibid., p. 36.

<sup>48</sup>Ibid.

the D.A. degree, and four were planning to offer the D.A. degree in 1970. Ten were planning to offer the D.A. degree in 1971, six were planning to offer the D.A. degree in 1972, seven were planning to offer the D.A., but no date was given, and 46 were considering the possibility of offering the D.A. degree. This made a total of 76 institutions which offered, were planning to offer, or were considering the possibility of offering the degree. In addition, 12 institutions reported that they were offering Ed.D. or Ph.D. degree programs for preparing college teachers which were similar to the D.A. degree.<sup>49</sup>

In November, 1971, Koenker did a follow-up study. Questionnaires were sent to 288 graduate deans at institutions of the Council of Graduate Schools in the United States. This study was based on responses from 272 graduate deans. His study revealed that 16 institutions were offering the D.A. degree, 11 were planning to offer the D.A. degree, 60 were considering the possibility of offering the D.A. degree, and 52 were offering doctoral programs similar to the D.A. degree. The number had increased to 87, in spite of the oversupply of Ph.D.'s, the financial restrictions, and the fact that a number

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<sup>49</sup>Robert H. Koenker, Status of the Doctor of Arts Degree, Programs for Preparing Junior College and College Teachers (Muncie: Ball State University, Nov. 22, 1971), p. 1.

of state coordinating boards have ruled against the establishment of new doctoral programs.<sup>50</sup>

Koenker further reports that graduate student interest in the Doctor of Arts degree is much greater in those institutions which currently offer, definitely plan to offer, or are considering the possibility of offering the D.A. degree than in those institutions which are not offering or considering the possibility of offering the D.A. degree.<sup>51</sup>

Faculty interest in the D.A. degree as reported by Koenker revealed that interest is much greater in those institutions which currently offer the D.A. degree, or are considering the possibility of offering the D.A. degree than in those institutions not offering the D.A. degree--  
52 institutions offer doctoral programs similar to the D.A. degree or have modified existing doctoral programs.<sup>52</sup>

Koenker's latest study was done in November, 1972. He sent questionnaires to 301 graduate deans at institutions of the Council of Graduate Schools in the United States. He also sent questionnaires to 10 non-member institutions. The study was based on the responses of 293 graduate deans to the questionnaire. Based on the

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<sup>50</sup> Ibid.

<sup>51</sup> Ibid., p. 4.

<sup>52</sup> Ibid., p. 5.



returns 20 institutions were offering the D.A. degree, seven were planning to offer the D.A. degree, 33 were considering the possibilities of offering the D.A. degree, and 48 were offering doctoral programs similar to the D.A. degree. However, of those 48 institutions which were offering similar programs, four of the institutions offer the D.A. degree, one definitely plans to offer the D.A. degree, and five are considering the possibility of offering the D.A. degree.<sup>53</sup>

Koenker further reported the number of D.A. degrees granted at various institutions. Carnegie-Mellon University had granted 46; University of Mississippi, 3; University of North Dakota, 4; University of Northern Colorado, 25; University of Oregon, 57; and University of Washington, 1.<sup>54</sup>

Ralph Norman conducted a study in September, 1971, concerning some attitudes toward the Doctor of Arts degree in the southwest. One hundred eighty-one institutions were represented in this study. The majority of the responses were favorable to questions concerning approval of the D.A. degree; willingness to hire, pay, and promote D.A. degree holders on an equal basis with Ph.D. degree holders; allowing D.A.'s to teach all disciplines at all

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<sup>53</sup> Robert H. Koenker, Status of the Doctor of Arts Degree (Muncie: Ball State University, Nov. 30, 1972), p. 1.

four undergraduate-year levels; adequacy of preparation for undergraduate teaching; and administrators-perceived prestige. Four out of five respondents felt that the Ph.D. dissertation was not a sine quo non for undergraduate teaching. Only in faculty-perceived prestige did the D.A. fall considerably below the Ph.D. Among the levels of institutions, the doctoral institutions were least favorable and the 2-year colleges most favorable in their attitudes toward the D.A.<sup>55</sup>

Jerry Goff and Robert Wilson did a cooperative study during the winter of 1968-69. Approximately 1,500 questionnaires were distributed to all faculty members in four small institutions and to random samples of 400 in two larger institutions, with a 70 percent return. Their study was concerned with the charges students make against college professors in regard to faculty neglect teaching in favor of research; avoiding contacts with students; and resisting change of traditional classroom practices. Although it has been charged that faculty regard research as more desirable than teaching, the study revealed that most faculty members considered teaching a central activity and a major source of satisfaction. Most faculty members thought their students viewed them as

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<sup>55</sup>Ralph D. Norman, "A Study of Some Attitudes Towards the Doctor of Arts Degree in the Southwest" (unpublished Ph.D. dissertation, New Mexico University, 1970), abstract.

effective teachers. In addition, most faculty expressed a desire to be advanced primarily on their teaching effectiveness. Their data, therefore, showed a generally high degree of interest in teaching on the part of college faculty members. Indeed, interest is more than the researchers expected to find, even allowing for the fact that the data were based on self-judgments.<sup>56</sup>

John Johnson at Michigan State University conducted a study. Questionnaires were sent to faculty members and administrators at the Indiana-Purdue Regional Campus at Fort Wayne, Indiana. This study concerned their feeling regarding such a degree as the D.A. and the possibility for employment of a person with such a degree at their respective institutions.

Johnson reported that 80 percent of the Indiana-Purdue administrators said that they would be interested in hiring people with the D.A. degree. However, only 40 percent of them would consider the degree to be equivalent to the Ph.D. and 40 percent would not.

The greatest positive reaction came from the Indiana-Purdue Technology group. Two-thirds of the group said that they would be interested in hiring a person with a D.A. degree. An impressive 84 percent said

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<sup>56</sup>Goff and Wilson, op. cit.

they would consider the D.A. degree equivalent to the Ph.D.<sup>57</sup>

Interest in the Doctor of Arts degree is widespread. The pros and cons of teaching doctorates parallel to the Ph.D. are under discussion at many institutions. Some of the arguments in favor of the Doctor of Arts are:

1. There is a need for quality teaching at the undergraduate level.
2. A program designed to meet the career aims of those to enter college teaching should be provided.
3. A program for preparing college teachers would provide greater breadth of preparation.

Some arguments against the D.A. degree are:

1. Better structuring and broadening of the Ph.D. rather than creating a new degree.
2. The D.A. would be inferior to the Ph.D.
3. Financial resources would pose a problem.
4. Research and teacher preparation should not be separated.<sup>58</sup>

Oyer, at M.S.U. in his paper on Preparation of College Teachers: Need, Obligation, and Opportunity, states that:

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<sup>57</sup>John W. Johnson, "A Feasibility Study of the Doctor of Arts Degree at Michigan State University" (unpublished manuscript, Michigan State University, 1972).

<sup>58</sup>Stephen Hopkins Spurr, Academic Degree Structure: Innovative Approaches; Principles of Reform in Degree Structure in U.S. (New York: McGraw-Hill Book Company, 1970), p. 147.

The problem of college teachers preparation has been with us for a long time. Facing up to it and working out solutions to it are long overdue. Now is the time for creative and realistic responses to a very concrete and tremendously important educational problem that society is asking us to solve.<sup>59</sup>

One recommendation fully agreed upon by the Commission as of February, 1971, calls for a Committee on Graduate Education to study 10 specific items, one of which is: "The need for new degree programs, such as the Doctor of Arts and the Master of Philosophy degree, to prepare teachers for two and four year institutions, in consultation with the University's academic departments" (M.S.U. Presidential Commission, 1971).<sup>60</sup>

### Summary

Chapter II has reviewed the development and present status of the Ph.D. and D.A. degrees. This chapter was presented in five sections: History of Doctoral Programs in Europe; History of Doctoral Programs in the United States; the Present Status of the Ph.D.; Changing Nature of Higher Education; and the Review of the Literature Pertaining to the D.A. degree.

The Ph.D. had its beginnings in 1846 in the United States, and the first conferred Ph.D. was awarded in 1861

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<sup>59</sup>H. J. Oyer, Preparation of College Teachers: Need, Obligation, and Opportunity (East Lansing: The Graduate Council Committee on Graduate Degrees, Michigan State University, 1970), p. 34.

<sup>60</sup>Ibid.

by Yale University. Society has throughout the history of Higher Education had its influences on academia. Social and economic factors were the major influences from the early beginning, later with the movement for technological and scientific education.

Doctoral degrees in the United States have been varied; yet, the Ph.D. has been most prestigious. It has traditionally emphasized research as a part of its doctoral program. Teaching of undergraduate students has also been one of the major responsibilities of Ph.D.'s. However, the Ph.D. is expected also to be involved with consultations, professional advancement and governances, but most of their rewards are based on their research or scholarly writing.

With the increasing responsibilities of the Ph.D. holder, undergraduate teaching has become practically ignored. Concern about the poor quality of undergraduate instruction has recently become widespread.

This concern has led to the revision of present Ph.D. programs and the development of new doctorate programs. The most frequently suggested and widely accepted alternative doctorate degree for the preparation for college teachers is the D.A. degree.

There is a powerful thrust behind the development of the D.A. degree. It has been supported by the United

States Office of Education, the Council of Graduate Schools, the American Association of State Colleges and Universities and others.<sup>61</sup>

Numerous institutions have developed D.A. degree programs or plan to offer the D.A. degree in order to adapt to the problems of a changing society and to meet the needs of two and four year colleges and universities.

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<sup>61</sup>Dressel and Delisle, op. cit., p. 6.

## CHAPTER III

### METHODOLOGY

This study was designed to investigate the attitudes of graduate students presently enrolled in Administration and Higher Education at Michigan State University toward a D.A. degree. The basic purpose underlying this study was to determine the extent to which the graduate students' past experience and future career goals were related to their attitudes toward the D.A. degree. A description of the population, a survey of the sample, construction of the instrument, procedures for collection of data, and the design and analysis of the data are reported in Chapter III.

#### Population

Only graduate students in Administration and Higher Education and enrolled full-time on the Michigan State University campus during the 1972 Fall term were included.

The population consisted of a total of 397 graduate students representing the following areas of study:

General Administration

Student Personnel



Developmental Officers  
Business Management  
Community-Junior College  
Continuing Education  
College and University Teaching

### The Sample

Two hundred and thirty-nine (239) of the three hundred ninety-seven (397) graduate students to whom the questionnaires were sent responded and are the subjects of this study. The area of study represented and the number of subjects in each were as follows: one hundred and forty-two (142) graduate students enrolled in General Administration; thirty-eight (38) enrolled in Student Personnel; four (4) enrolled in Developmental Officers; four (4) enrolled in Business Management; eleven (11) enrolled in Community-Junior College; twenty-six (26) enrolled in Continuing Education; and eleven (11) enrolled in College and University Teaching. Three subjects did not respond to this question, and were therefore unidentifiable in terms of their special area of study. The group consisted of one hundred and seventy-nine (179) males and sixty (60) females. The sample consisted of two hundred and six (206) white respondents, eighteen (18) black, eleven (11) Mexican American and foreign students, with five students not responding to this question.

### Development of Instrument

It was determined that a questionnaire provided the only practical vehicle for securing the desired data in usable form and within acceptable time limits. After a review of instruments used in related studies, the questionnaire was constructed. The questionnaire was then submitted to Dr. Lawrence Lezotte, the Assistant Director for Research for the Center for Urban Affairs for examination. After necessary revisions were made and put into acceptable form a three page instrument was designed (see Appendix A).

### Instrumentation

#### Background Data

One of the basic purposes underlying this study was to determine the extent to which graduate students' past experience and future career goals were related to their attitudes toward the Doctor of Arts degree. Portions of the questionnaire were constructed to collect data concerning the following: the year in which the Bachelor's and Master's degrees were received; area of study; number of years spent working on the Master's degree or in doctoral work; years of experience in teaching or research, and a percentage of time the subjects anticipate devoting to teaching, research and categorization on a research-teaching continuum (see Appendix A).

### Attitudinal Instrument

A second purpose of this study was to gather data concerning attitudes of graduate students toward a D.A. degree. An attitudinal instrument was designed to measure their attitudes toward the D.A. degree in regard to: such a program being offered at Michigan State University; meeting their career aspirations, the value of teaching internships, the prestige of an advanced degree, and a general comparison of the Ph.D. and the D.A. degree. A seventeen (17) item instrument was developed using a Likert type scale measuring responses from strongly agree to strongly disagree.

### Procedure

A cover sheet outlining the major distinctions between the Ph.D. and D.A. degree was enclosed with the questionnaire. This was done in order to provide the subjects with a common basis upon which to make their attitudinal judgments (see Appendix B).

The questionnaires and cover sheets were then mailed to 397 graduate students enrolled in Higher Education and Administration at Michigan State University. Six of the questionnaires came back by return mail, indicating that these students had withdrawn from school or had moved without leaving a forwarding address. Thus the effective total population was 391.

Approximately seven days after mailing the questionnaires, 50 percent had been returned, although there was no deadline date requested. Twenty-one days were given to data collection, at the end of which 239 questionnaires had been returned.

Once the questionnaires were received it was then necessary to code each response in order to have data processing cards key punched.

### Design and Analysis

This was basically a comparative descriptive study. Once the information was transferred from the answer sheets to the punched cards, the Michigan State University Computer Institute for Social Science Research Center analyzed the data on the Control Data Corporation (CDC) 3600 computer. An analysis of Contingency Tables (ACT) was determined to be the most effective program for this study, since two variables were used for this analysis.

The data were analyzed with the ACT program from two different perspectives:

1. Area of study in regard to background data and attitudinal data.
2. Categorization of graduate students on the research-teaching continuum in regard to background data and attitudinal data.

### Research Questions

Nine research questions were formulated and examined. The questions formulated for this study were as follows:

1. Are the opinions of graduate students who anticipate careers as teachers more favorable toward the Doctor of Arts degree than the opinions of graduate students who anticipate careers as researchers?
2. Do significant numbers of graduate students view the Doctor of Arts degree as a viable doctorate program?
3. Will a significant number of graduate students indicate a desire for such a program to be offered at Michigan State University?
4. Would a significant number of graduate students consider further study in a Doctor of Arts degree program?
5. Do significant numbers of graduate students categorize themselves as being more of a teacher than a researcher?
6. Do significant numbers of the graduate students anticipate careers as teachers rather than researchers?
7. Do significant numbers of graduate students have more experience as teachers than as researchers?
8. Will significant numbers of graduate students view the D.A. degree as being equally as demanding as the Ph.D.?
9. Will significant numbers of graduate students feel that an internship is an important experience in doctoral work?

### Summary

Two hundred thirty-nine graduate students in Higher Education and Administration at Michigan State University responded to a questionnaire sent during the 1972 Fall term. The questionnaire, designed especially for this study, was to investigate their attitudes toward the Doctor of Arts degree. In addition this study sought to determine the extent to which the graduate students' past experience and future career goals were related to their attitudes toward the D.A. degree.

Answers from the 239 questionnaires were punched on data processing cards and analyzed through an analysis of contingency Tables to gather background data and attitudinal data.

The procedures used for this study were presented along with the research questions.

CHAPTER IV

ANALYSIS OF BACKGROUND VARIABLES AND  
GRADUATE STUDENTS' ATTITUDES TOWARD  
A DOCTOR OF ARTS DEGREE

Data and findings reported in this chapter show the results of the comparative descriptive analysis of the background and attitudinal data. The chapter is divided into five main sections: (1) description of the sample; (2) self report of past and future career goals; (3) attitudes toward the Doctor of Arts degree by area of study; (4) attitudes toward the doctor of arts degree by research-teacher continuum; and (5) summary.

Description of the Sample

The sample in this study consisted of 239 graduate students in Administration and Higher Education at Michigan State University. The data revealed that 142 of them were enrolled in General Administration, 38 were enrolled in Student Personnel, four were enrolled in Developmental Officers, four were enrolled in Business Management, 11 were enrolled in Community-Junior College, 26 were enrolled in Continuing Education, and 11 were enrolled in

College and University Teaching. Males constituted 74.9 and females 25.1 percent of the responding sample. The sample consisted of 87.4 percent white, 7.5 percent black and 4.6 percent classified as Mexican American, American Indians or of foreign origin.

Table 3 presents a summary of the responses to the year the undergraduate degree was received. These are reported in terms of the area of study in which the graduate students are presently enrolled.

TABLE 3.--Year undergraduate degree was received.

Area	1940-1950	1951-1960	1961-1972	NR
General Administration	5	43	90	4
Student Personnel	1	7	29	1
Developmental Officers	1	2	1	0
Business Management	0	2	2	0
Comm.-Junior College	1	2	8	0
Continuing Education	3	9	10	2
College and Univ. Teaching	1	0	10	1

Examination of Table 3 reveals that within the area of General Administration five of these students received their undergraduate degree between 1940 and 1950, 43 between 1951 and 1960, 90 between 1961 and



1972, and four did not respond to this question. In Student Personnel, one received his undergraduate degree between 1940 and 1950, seven between 1951 and 1960, 29 between 1961 and 1972, and one did not respond to this question. In Developmental Officers one received his undergraduate degree between 1940 and 1950, two between 1951 and 1960 and one between 1961 and 1972. In Business Management, two received their undergraduate degree between 1950 and 1960, and two between 1961 and 1972. In Community-Junior College one received his undergraduate degree between 1940 and 1950, two between 1951 and 1960 and eight between 1961 and 1972. In Continuing Education, three received their undergraduate degree between 1940 and 1950, nine between 1951 and 1960, 10 between 1961 and 1972, and two did not respond to this question. In College and University Teaching one received his degree between 1940 and 1950, 10 between 1961 and 1972, and one did not respond to this question.

A significant number of subjects in each area of study received their undergraduate degrees between 1960-1972.

Table 4 presents the summary of the responses pertaining to the year when the Master's degree was received. These are reported in terms of the area of study in which the graduate students are presently enrolled.

TABLE 4.--Year master's degree was received.

Area	1945-1955	1956-1965	1966-1972	NR
General Administration	2	35	53	44
Student Personnel	0	5	14	19
Developmental Officers	1	1	2	0
Business Management	0	2	2	0
Comm.-Junior College	1	3	6	1
Continuing Education	1	9	4	11
College and Univ. Teaching	0	2	7	2

Examination of Table 4 revealed that within the area of General Administration two students received their Master's degree between 1945 and 1955, 35 between 1956 and 1965, 53 between 1966 and 1972, and 44 did not respond. In Student Personnel there were five who received the degree between 1956 and 1965, 14 between 1966 and 1972 and 19 did not respond. In Developmental Officers one between 1945 and 1955, one between 1956 and 1965, and two between 1966 and 1972. In Business Management, two between 1956 and 1965, and two between 1966 and 1972. In Community-Junior College, one between 1945 and 1955, three between 1956 and 1965, six between 1966 and 1972, and one did not respond. In Continuing Education, one between 1945 and 1955, nine between 1956 and 1965,

four between 1966 and 1972, and 11 did not respond. In College and University Teaching, two between 1956 and 1965, seven between 1966 and 1972, and two did not respond to this question.

A high number of subjects that did not respond to this question are probably enrolled in a Master's degree program.

Table 5 included a summary of the study area in which the undergraduate degree was earned. The areas of undergraduate study are grouped into various colleges or departments, and are reported by the specific area of study in Administration and Higher Education. A total of 80 graduate students received their degree in the area of Social Science, with 47 General Administration students coming from that area, 15 in Student Personnel, one in Developmental Officers, none in Business Management, four in Community-Junior College, nine in Continuing Education, and four in College University Teaching.

The Physical Sciences were represented by three graduate students with one General Administration graduate student receiving his undergraduate degree in that area, none in Student Personnel, one in Developmental Officers, none in Business Management, none in Community-Junior College, one in Continuing Education, and none in College and University Teaching.

TABLE 5.--Area of study in which undergraduate degree was received.

Area	Gen. Adm.	Stud. Pers.	Devel. Officers	Bus. Mang.	Comm.-Jr. College	Cont. Ed.	College-Univ. Teaching	Total
Social Science	47	15	1	0	4	9	4	80
Physical Science	1	0	1	0	0	1	0	3
Natural Science	18	2	0	2	1	3	3	29
Business	8	3	0	1	3	3	0	18
Education	44	8	2	1	1	1	1	58
Arts and Letters	17	6	0	0	2	0	2	27
Communication Arts	2	1	0	0	0	3	0	6
Home Economics	0	1	0	0	0	4	1	6
Library Science	0	1	0	0	0	0	0	1
Agriculture	1	1	0	0	0	2	0	4
Engineering	2	0	0	0	0	0	0	2
No Response	1	2	0	0	0	1	0	4

Eighteen General Administration graduate students received their undergraduate degree in Natural Science and there were two from Student Personnel, none from Developmental Officers, two from Business Management, one from Community-Junior College, three from Continuing Education and none from College and University Teaching.

Eight General Administration, three Student Personnel, none in Developmental Officers, one in Business Management, three in Community-Junior College, three in Continuing Education, and one in College and University Teaching received their undergraduate degrees in Business.

In the area of Education, 44 General Business graduate students received their undergraduate degrees, eight in Business Management, one in Community-Junior College, one in Continuing Education and one in College and University Teaching.

In the area of Arts and Letters, 17 General Administration graduate students received their undergraduate degrees, six in Student Personnel, none in Developmental Officers, none in Business Management, two in Community-Junior College, none in Continuing Education, and two in College and University Teaching.

In the area of Communication Arts, two General Administration graduate students received their undergraduate degrees, one in Student Personnel, none in

Developmental Officers, none in Business Management, none in Continuing Education, and none in College and University Teaching.

There were only six who received their undergraduate degrees in Home Economics: four in Continuing Education, one in Student Personnel, and one in College and University Teaching.

In the area of Library Science, no General Administration graduate students had received their undergraduate degree, one in Student Personnel, none in Developmental Officers, none in Business Management, none in Community-Junior College, none in Continuing Education, and none in College and University Teaching.

In the area of Agriculture, one General Administration graduate student received his undergraduate degree, one in Student Personnel, none in Developmental Officers, none in Business Management, none in Community-Junior College, two in Continuing Education and none in College and University Teaching.

In the area of Engineering, two General Administration graduate students received their undergraduate degrees, none in Student Personnel, none in Developmental Officers, none in Business Management, none in Community-Junior College, none in Continuing Education and none in College and University Teaching. Three participants did not respond to this question.

Social Science, Education, Natural Science and the area of Arts and Letters were the four main areas of concentration in which the subjects earned their undergraduate degree.

Table 6 included a summary of the study area in which the Master's degree was earned by those graduate students in the sample. The areas of study are grouped into various colleges or departments, and the specific area of study is reported by area in Administration and Higher Education. Eighty-one respondents did not answer this question.

In the area of Education, 75 General Administration graduate students received their Master's degree, fifteen in Student Personnel, three in Developmental Officers, two in Business Management, six in Community-Junior College, seven in Continuing Education, and five in College and University Teaching.

One General Administration graduate student received his Master's degree in Engineering and none of the remaining six areas had a graduate from that major.

In the area of Social Science, eight General Administration graduate students received their Master's degree, three in Student Personnel, none in Developmental Officers, one in Business Management, one in Community-Junior College, three in Continuing Education and one in College and University Teaching.

TABLE 6.--Area of study in which Master's degree was received.

	Gen. Adm.	Stud. Pers.	Devel. Officers	Bus. Mang.	Comm.-Jr. College	Cont. Ed.	College-Univ. Teaching	Total
Education	75	15	3	2	6	7	5	113
Engineering	1	0	0	0	0	0	0	1
Social Science	8	3	0	1	1	3	1	17
Business	2	0	0	1	2	0	1	6
Communication Arts	1	0	1	0	0	0	0	3
Home Economics	0	0	0	0	0	2	0	2
Library Science	1	0	0	0	0	0	0	1
Arts and Letters	5	1	0	0	1	0	2	9
Agriculture	0	0	0	0	0	1	0	1
Natural Science	2	0	0	0	0	0	1	3
No Response	47	19	0	0	1	13	1	81



In the area of Business, two General Administration graduate students received their Master's degree, none in Student Personnel, none in Developmental Officers, one in Business Management, two in Community-Junior College, none in Continuing Education and one in College and University Teaching.

In the area of Communication Arts, one General Administration graduate student received his Master's degree, none in Student Personnel, one in Developmental Officers, and none in the remaining four areas.

In the area of Home Economics, two Continuing Education graduate students received their Master's degree, and none in the remaining six areas.

In the area of Library Science, one General Administration graduate student received his Master's degree and none in the remaining six areas.

In the area of Arts and Letters, five General Administration graduate students received their Master's degree, one in Student Personnel, none in Developmental Officers, none in Business Management, one in Community-Junior College, none in Continuing Education and two in College and University Teaching.

In the area of Agriculture, one Continuing Education graduate student received his Master's degree and none in the remaining six areas.

In the area of Natural Science, two General Administration graduate students received their Master's degree, one in College and University Teaching, and none in the remaining five areas.

The subjects overwhelmingly received their Master's degree in Education. The large number of no responses is probably due to the fact that they are currently enrolled in a Master's program.

Table 7 presents the summary data as to the number of years these graduate students had worked or have been working on their Master's degree.

TABLE 7.--Number of years working on Master's degree.

Area	NR	1 & 2 yrs.	3 & 4 yrs.	5 & Beyond
General Administration	88	35	13	8
Student Personnel	18	19	1	0
Developmental Officers	4	0	0	0
Business Management	3	1	0	0
Comm.-Junior College	10	1	0	0
Continuing Education	11	11	2	2
College and Univ. Teaching	10	1	0	0

This is reported by areas of study of the graduate student. One hundred and forty-four participants did not respond to this question. This table revealed that the majority of the graduate students have been working on their Master's degree one or two years.

Thirty-five General Administration graduate students have been enrolled in their Master's degree program one or two years, 13 for three or four years, and eight for five years or more. Nineteen Student Personnel graduate students have been working on their Master's degree one or two years and one three or four years. None of the Developmental Officers students responded to this question. One in Business Management had been working on his Master's degree one or two years. One in Community-Junior College had been working on his Master's degree one or two years. Eleven Continuing Education students have been working on their Master's degree one or two years, two three or four years, and two five or more years. One in College and University Teaching has been working on a Master's degree one or two years.

With the exception of General Administration students, nearly all other students have been or had worked on their Master's for one to two years. General Administration had 13 people who had worked or have been working a total of three to four years.

Table 8 presents the summary data concerning the number of years graduate students have been working on doctoral degrees.

TABLE 8.--Number of years working on doctorate degree.

Area	NR	1 yr.	2 & 3 yrs.	4 & 5 yrs.	6 & Beyond
General Adminis- tration	60	32	32	9	9
Student Personnel	20	11	4	1	2
Developmental Officers	0	2	1	1	0
Business Management	1	0	1	1	1
Comm.-Junior College	1	2	6	1	1
Continuing Education	15	4	6	1	0
College and Univ. Teaching	1	6	3	0	1

This is reported by areas of study of the graduate students. This table revealed that the majority of the doctoral students have been working on their doctoral program for three years. Ninety-eight participants did not respond to this question. Thirty-two General Administration students had been working on their doctorate for one year, 32 two or three years, nine four or five years, and

nine for six or more years. In Student Personnel, 11 have been working on their doctorate one year, four two or three years, one four or five years, and two six or more years. In Developmental Officers two have been working on their doctorate one year, one two or three years and one for four or five years. In Business Management, one had been working on his doctorate for two or three years, one four or five years, and one six or more years. In Community-Junior College, two have been working on their doctorate one year, six two or three years, one four or five years and one six or more years. In Continuing Education four had been working on their doctorate for one year, six for two or three years and one four or five years. In College and University Teaching six had been working on their doctorates for one year, three for two or three years and one for six or more years.

A majority of the subjects have been working on their doctorates between one and three years. The large number of no responses are probably due to the number of subjects enrolled in a Master's program.

Table 9 presents the summary of those responses of graduate students enrolled in Administration and Higher Education in regard to the number of years experience in teaching.

This table is reported by areas of study of each graduate student. This table reveals that a majority

TABLE 9.--Number of years teaching experience.

No. of Years	General Administration	Student Personnel	Development Officers	Business Management	Comm.-Jr. College	Continuing Education	College-Univ. Teaching
1 - 5	70	14	4	2	3	8	5
6 - 10	37	1	0	1	4	7	4
11 - 15	12	1	0	0	1	1	0
16 - 20+	4	0	0	0	1	2	0
No Response	19	22	0	1	2	8	2

of these students have had from one to 10 years teaching experience. Fifty-one participants had no teaching experience and three did not respond to this question.

In General Administration 70 graduate students had taught from 1-5 years, 37 from 6-10 years, 12 from 11-15 years, four from 16-20 years, and 19 did not respond to this question. In Student Personnel, 14 had taught from 1-5 years, one from 6-10 years, one from 11-15 years, and 22 did not respond. In Developmental Officers all four respondents had taught 1-5 years. In Business Management two had taught from 1-5 years, one from 6-10 years and one did not respond. In Community-Junior College three had taught from 1-5 years, four from 6-10 years, one from 11-15 years, one from 16-20 years and two did not respond. In Continuing Education eight had taught from 1-5 years, seven from 6-10 years, one from 11-15 years, two from 16-20 years, with eight not responding. In College and University Teaching, five had taught 1-5 years, four 6-10 years, and there were two no responses.

In each area of study the majority of respondents reported that they had taught between one and 10 years.

Table 10 presents the summary of those responses of graduate students enrolled in Administration and Higher Education in regard to the number of years research experience they have had.

TABLE 10.--Number of years--research experience.

No. of Years	General Administration	Student Personnel	Development Officers	Business Management	Comm.-Jr. College	Continuing Education	College-Univ. Teaching
1-5	28	6	2	1	2	10	3
6-10	3	0	0	0	0	0	0
No Response	111	32	2	3	9	16	8



This table is reported by areas of study of each graduate student. This table reveals that a majority of these students have had very little experience as researchers. One hundred and seventy-nine (179) had no research experience. Three did not respond to this question.

In General Administration 28 graduate students had done research from 1-5 years, three from 6-10 years and 111 had no experience in research. In Student Personnel, six had from 1-5 years research and two had no experience in research. In Developmental Officers, two had 1-5 years research experience, and two had no research experience. In Business Management, one had from 1-5 years experience in research and three had no research experience. In Community-Junior College, two had from 1-5 years research experience and nine had no experience. In Continuing Education, 10 had 1-5 years research experience, and 16 had no research experience. In College and University Teaching, three had from 1-5 years research experience and eight had no research experience.

Each area of study reported that they had between one and five years of research experience; however, a considerable number of subjects from all areas did not respond to this question.

Table 11 includes a summary of the type of teaching certificate those students in Administration and

TABLE 11.--Type of teaching certificate they now hold.

	No Response	Permanent	Provisional	Temporary	Vocational
General Administration	47	69	22	1	3
Student Personnel	22	11	4	1	0
Development Officers	3	0	0	0	1
Business Management	2	1	1	0	0
Comm.-Junior College	8	2	1	0	0
Continuing Education	18	6	2	0	0
College and Univ. Teaching	4	6	1	0	0

Higher Education now hold. Examination of Table 11 reveals that the majority of graduate students have a permanent or provisional teaching certificate.

Within the area of General Administration, 69 students hold a permanent teaching certificate, 11 in Student Personnel, one in Business Management, two in Community-Junior College, six in Continuing Education, and six in College and University Teaching.

Those holding provisional teaching certificates are 22 in General Administration, four in Student Personnel, one in Business Management, one in Community-Junior College, two in Continuing Education, and one in College and University Teaching.

Temporal teaching certificates are held in only two areas, one in General Administration and one in Student Personnel.

Vocational teaching certificates are held in only two areas, three in General Administration, and one in Student Personnel.

Table 12 presents a summary of the classification of grade level(s) graduate students in Administration and Higher Education have taught. This table indicates that a majority of these students have taught at the elementary and secondary level. Forty-one General Administration, five Student Personnel, three Continuing

TABLE 12.--Classification of grade levels graduate students in administration and higher education have taught.

Area	No Response	Elementary	Secondary	2 Year College	4 Year College	Private Industry	Other
General Administration	19	41	54	2	20	3	3
Student Personnel	20	5	11	0	2	0	0
Development Officers	1	0	0	1	2	0	0
Business Management	1	0	2	1	0	0	0
Comm.-Junior College	2	0	3	3	1	1	1
Continuing Education	10	3	5	1	3	0	4
College and Univ. Teaching	2	3	3	2	1	0	0

Education and three College and University Teaching had taught at the elementary level. Secondary teaching was reported by 54 in General Administration, 11 in Student Personnel, two in Business Management, three in Community-Junior College, five in Continuing Education, and three in College and University Teaching.

Within the 2 year and 4 year colleges, two in General Administration had taught and 20 in the 4 year college. In Student Personnel, two had taught in a 4 year college. In Developmental Officers one had taught in the 2 year college and two had taught in a 4 year college. In Business Management, one had taught in a 2 year college. In Community-Junior College, three had taught in the 2 year college, and one in a 4 year college. In Continuing Education one had taught in a 2 year college and three had taught in a 4 year college. In College and University Teaching two had taught in a 2 year college and one in a 4 year college.

Table 13 presents a summary of the number of graduate students in Administration and Higher Education who have been employed in a college or university. Examination of this table indicated that slightly more than half of the participants have had some experience at the college level.

TABLE 13.--College and university employment.

Area	NR	2 yr. College	4 yr. College	Both
General Adminis- tration	72	4	52	14
Student Personnel	6	2	30	0
Developmental Officers	1	0	2	1
Business Management	1	1	2	0
Comm.-Junior College	2	5	2	2
Continuing Education	7	2	16	1
College and Univ. Teaching	4	1	6	0

In General Administration four had worked in a 2 year college, 52 in a 4 year college and 14 had some experience in both. In Student Personnel, two had worked in a 2 year college, and 30 in a 4 year college. In Developmental Officers, two had worked in a 4 year college and one in both. In Business Management, one had worked in a 2 year college and two in a 4 year college. In Community-Junior College, five had worked in a 2 year college, 16 in a 4 year college and one in both. In College and University Teaching, one had worked in a 2 year college and six in a 4 year college.

### Summary

Analysis of the data concerning background variables revealed that the typical respondents earned their undergraduate degree between 1961-1972, and earned their Master's degree between 1966-1972. They received their undergraduate degree in the area of Social Science or Education, and their Master's degree in Education. The typical respondents are enrolled in the area of General Administration and have been in a Master's or doctoral program for from one to three years.

The background data further revealed that the typical respondents taught from one to ten years on the secondary level, and held a permanent teaching certificate. In contrast they had little or no research experience. The data indicates that a considerable number have had some experience working in a 2 or 4 year college, but many were in a non-teaching capacity.

### Self Report of Past and Future Career Goals

This portion of the study addressed the respondents self report of past and future career goals. These data were reported in terms of past experiences in: (1) teaching, and (2) research. Respondents were asked to indicate what they considered to be the ideal distribution of the above mentioned areas in their professional careers.

They were also asked to place themselves on a teaching-research continuum.

Table 14 represents the responses pertaining to the question concerning the percent of time spent in teaching. These are reported by area of study in which the graduate students are presently enrolled. Examination of Table 14 indicates that within the area of General Administration 58 have not had any teaching experience, 22 have spent from 1-25% of their time teaching, 17 had from 26-50%, 11 from 51-75%, and 34 from 76-100%.

TABLE 14.--Percent of time spent in teaching by area of study.

Area	0%	1-25%	26-50%	51-75%	76-100%
General Administration	58	22	17	11	34
Student Personnel	33	1	2	0	2
Developmental Officers	3	0	0	0	1
Business Management	3	1	0	0	0
Comm.-Junior College	3	1	0	2	5
Continuing Education	10	6	3	0	7
College and Univ. Teaching	3	1	1	1	5

Thirty-three Student Personnel graduate students have had 0% responsibility as a teacher, one has spent



1-25% of his time as a teacher, two 26-50%, and two from 76-100%.

In Developmental Officers only one had responsibilities of that as a teacher and spent from 76-100% of his time.

One of the Business Management graduate students had spent from 1-25% of his time as a teacher.

In Community-Junior College there were three with no experience in teaching, one that had spent from 1-25% of his time in teaching, two from 51-75% and five from 76-100%.

There were ten who reported in Continuing Education that they had not had any responsibilities in teaching, six had spent from 1-25% of their time in teaching, three from 26-50% and seven from 76-100%.

In the area of College and University Teaching there were three that had not spent any time in teaching, one that had 1-25% responsibility as a teacher, one from 26-50%, one from 51-75% and five from 76-100%.

Table 15 represents the responses pertaining to the question concerning the percent of time spent in teaching. These are reported according to the teacher-research continuum. Examination of Table 15 indicates that of those who view themselves as primarily researchers nineteen had not spent any time in teaching, eight had spent between 1-50% and two between 51-100%.

TABLE 15.--Percent of time spent in teaching reported by the teacher-research continuum.

Continuum	0%	1-50%	51-100%	NR (25)
Primarily Researchers	19	8	2	
Equally Researchers and Teachers	20	11	9	
Primarily Teachers	56	33	56	

Of those categorized as equally researchers and teachers 20 had not had any time spent in teaching. Eleven had spent between 1-50% of their career time in teaching, and nine between 50-100%.

Those categorized as primarily teachers reported 56 not having spent any time in teaching, while 33 had spent between 1-50% and 56 between 51-100% of their time teaching.

Table 16 presents a summary of a description of responsibilities in terms of the percent of time spent in research. Inspection of Table 16 revealed that in General Administration 97 graduate students had not had responsibilities as a researcher. Thirty-one had spent from 1-25% of this time as a researcher, eight from 51-75% and two from 76-100%.

TABLE 16.--Percent of time spent in research.

Area	0%	1-25%	26-50%	51-75%	76-100%
General Administration	97	31	8	4	2
Student Personnel	28	8	0	2	0
Developmental Officers	4	0	0	0	0
Business Management	3	0	1	0	0
Comm.-Junior College	9	1	0	1	0
Continuing Education	16	4	3	2	1
College and Univ. Teaching	9	2	0	0	0

Twenty-eight of the Student Personnel graduate students had not had any responsibility as a researcher. Eight had from 1-25% of their responsibility as a researcher and two from 51-75%.

In the area of Developmental Officers four graduate students reported that they had not had any responsibility as researchers.

In Business Management, of the four graduate students that reported, only one had from 1-25% responsibility as a researcher.

Nine of the graduate students in Community-Junior College had no responsibilities as researchers, one had from 1-25% and one from 51-75% responsibility as a researcher.

In Continuing Education sixteen reported that they had not had any responsibilities as researchers. Four had from 1-25% responsibility as researchers, three from 26-50%, two from 51-75% and one from 76-100%.

The College and University Teaching area reported that nine graduate students had not had any responsibilities as researchers and two had from 1-25% responsibilities as researchers.

Table 17 presents a summary of a description of responsibilities in terms of the percent of time spent in research on a teacher-research continuum. Inspection of Table 17 revealed that 11 of those who categorized themselves as primarily researchers had not spent any time in research, eight had spent between 1-50% and 10 between 51-100%.

TABLE 17.--Percent of time spent in research reported by the teacher-research continuum.

Continuum	0%	1-50%	51-100%	NR (25)
Primarily Researchers	11	8	10	
Equally Researchers and Teachers	21	17	2	
Primarily Teachers	113	32	0	

Twenty-one of those categorized as being equally researchers and teachers had not spent any time in

research, 17 had spent between 1-50% and two had spent between 51-100%.

Of those categorized as being primarily teachers 111 had not spent any time in research, 32 between 1-50% of their time in research and none had spent beyond 50% of their time in research.

Table 18 represents the categorization of graduate students in Administration and Higher Education on the teacher-research continuum. In an attempt to determine how graduate students would rate themselves on a teacher-research continuum they were asked to indicate if they were definitely more of a researcher, probably more of a researcher, equally a researcher and a teacher, probably more of a teacher or definitely more of a teacher. The results of that data analysis are reported in Table 18 by area of study.

Inspection of Table 18 revealed that in General Administration six of the graduate students felt they were definitely more of a researcher, 10 probably more of a researcher, 20 equally a researcher and a teacher, 33 probably more of a teacher, 12 definitely more of a teacher and 12 did not respond.

In Student Personnel one of the graduate students felt he was definitely more of a researcher, three reported they were probably more of a researcher, 10 equally a researcher and a teacher, nine probably more of a

TABLE 18.--Categorization of graduate students on the teacher-research continuum.

	Definitely Research	Primarily Research	Equally Research and Teaching	Primarily Teaching	Definitely Teaching	No Response
General Administration	6	10	23	33	58	12
Student Personnel	1	3	10	9	9	6
Development Officers	0	1	0	2	0	1
Business Management	0	2	0	1	0	1
Comm.-Junior College	1	1	0	2	6	1
Continuing Education	1	2	5	9	7	2
College and Univ. Teaching	0	0	2	4	4	1

teacher, nine definitely more of a teacher and six did not respond to this question.

The area of Developmental Officers reported none who felt they were definitely more of a researcher, one indicated he was probably more of a researcher, two felt they were probably more of a teacher and one did not respond.

None of the graduate students in Business Management felt they were definitely more of a researcher, two they were probably more of a teacher and one did not respond.

In the area of Community-Junior College one of the graduate students felt he was definitely more of a researcher, one probably more of a researcher, two probably more of a teacher, six definitely more of a teacher and one did not respond.

Continuing Education graduate students reported one who felt he was definitely more of a researcher, two probably more of a researcher, five equally a researcher and a teacher, seven definitely more of a teacher and two did not respond.

Graduate students in College and University Teaching did not report any who felt they were definitely or probably more of a researcher, two felt they were equally researcher and teacher, four felt they were probably more

of a teacher, four that they were definitely more of a teacher, and one did not respond to the question.

Table 19 presents a summary of the ideal distribution graduate students in Administration and Higher Education anticipate devoting to teaching, after completing their graduate work. Examination of that table reveals that within the area of General Administration 50 of those graduate students did not respond. Fifty-four reported that they would devote from 1-25% of their time to teaching, 19 from 26-50%, 15 from 51-75% and five from 76-100%.

TABLE 19.--The ideal distribution graduate students in Higher Education and Administration anticipate devoting to teaching after completing their graduate work.

Area	0%	1-25%	26-50%	51-75%	76-100%
General Administration	50	54	19	14	5
Student Personnel	19	10	6	3	0
Developmental Officers	1	1	2	0	0
Business Management	3	1	0	0	0
Comm.-Junior College	2	4	2	2	1
Continuing Education	8	6	5	4	3
College and Univ. Teaching	0	1	3	4	3



In the area of Student Personnel 19 graduate students did not respond to this question. Ten reported that they would devote from 1-25% of their time to teaching, six from 26-50% and three from 51-75%.

Graduate students in the area of Developmental Officers reported that one would not devote any of his time to teaching, one would devote between 1-25%, and two between 26-50%.

Three of the four graduate students in Business Management reported that they would not devote any of their time to teaching and one anticipates devoting between 1-25% of this time to teaching.

In the area of Community-Junior College two of the graduate students reported that they did not anticipate devoting any of their time to teaching. However, four indicated that they anticipate devoting from 1-25% of their time in teaching, two between 26-50%, two between 51-75% and one anticipated devoting 76-100%.

There were eight who reported in Continuing Education that they did not anticipate devoting any of their time to teaching, six anticipate devoting between 1-25%, five between 26-50%, four between 51-75% and three between 76-100%.

All of the subjects reporting in the area of College and University Teaching anticipate devoting part

of their career to teaching. One anticipates devoting between 1-25% of his time to teaching, three between 26-50%, four between 51-75% and three between 76-100%.

Table 20 presents a summary of the ideal distribution graduate students anticipate devoting to teaching after completing their graduate work. This table is recorded on the teacher-research continuum. Examination of this table reveals that 13 of those viewed as primarily researchers did not anticipate devoting any of their career time to teaching, 16 anticipate devoting between 1-50% of their career time teaching and none beyond 50%.

TABLE 20.--The ideal distribution graduate students anticipate devoting to teaching after completing their graduate work by research-teacher continuum.

Continuum	0%	1-50%	50-100%	NR (25)
Primarily Researchers	13	16	0	
Equally Researchers and Teachers	10	29	1	
Primarily Teachers	44	66	35	

Among those categorized as being equally teachers and researchers, 10 did not anticipate devoting any of their career time to teaching, 29 between 1-50%, and one anticipates devoting between 51-100% of his time to teaching.

Of those viewed as being primarily teachers, 44 did not anticipate devoting any of their career time to teaching, 66 anticipate devoting between 1-50% and 35 between 51-100% of their career time teaching.

Table 21 presents a summary of responses to the ideal distribution graduate students in Administration and Higher Education anticipate devoting to research after completing their graduate work. This is reported by area of study. An examination of Table 21 revealed that in all seven areas none of the graduate students anticipate devoting between 76-100% of their time to research. It also revealed that the majority of graduate students did not anticipate devoting any of their career to research.

TABLE 21.--The ideal distribution graduate students anticipate devoting to research after completing their graduate work by area of study.

Area	0%	1-25%	26-50%	51-75%	76-100%
General Administration	62	62	15	3	0
Student Personnel	16	17	4	1	0
Developmental Officers	4	0	0	0	0
Business Management	1	2	1	0	0
Comm.-Junior College	7	3	1	0	0
Continuing Education	13	7	5	1	0
College and Univ. Teaching	4	4	3	0	0

In the area of General Administration, 62 graduate students did not anticipate devoting any of their career to research. There were 62 who reported that they plan to devote between 1-25% and three from 51-75%.

Of those graduate students in Student Personnel 16 did not anticipate devoting any of their career time to research, 17 anticipate devoting between 1-25%, four between 26-50% and one between 51-75%.

None of the graduate students in Developmental Officers anticipate devoting their career to research. In Business Management three did not anticipate devoting any of their career to research, and one anticipated spending between 26-50%.

Of those reporting in the Community-Junior College area, seven did not anticipate devoting any of their time to research. Three anticipate devoting between 1-25% of their time to research and one between 26-50%.

In the area of Continuing Education 13 graduate students did not anticipate devoting any of their career to research. Seven anticipate devoting between 1-25% of their career to research, five between 26-50% and one between 51-75%.

In College and University Teaching four of the graduate students reported that they did not anticipate devoting any of their career time to research. Four

indicated that they anticipate devoting between 1-25% of their career to research and three between 26-50%.

Table 22 presents a summary of responses to the ideal distribution graduate students anticipate devoting to research after completing their graduate work. This is reported by the teacher-research continuum. An examination of Table 22 revealed that eight of those who view themselves as primarily researchers did not anticipate devoting any time to research, 18 between 1-50% and three between 51-100%.

TABLE 22.--The ideal distribution graduate students anticipate devoting to research after completing their graduate work by research-teacher continuum.

Continuum	0%	1-50%	51-100%	NR (25)
Primarily Researchers	8	18	3	
Equally Researchers and Teachers	9	30	1	
Primarily Teachers	73	70	2	

Nine of those categorized as being equally researchers and teachers did not anticipate devoting any of their career time to research, 30 anticipate devoting between 1-50% and one between 51-100%.

Of those categorized as being primarily teachers 73 did not anticipate devoting any of their career time

to research, 70 anticipated devoting between 1-50% of their time in research and two between 51-100% of their time in research.

### Summary

Analysis of the data concerning a self report of past and future career goals revealed that the typical respondents had more experience in teaching than in research, except in the area of Student Personnel. Interestingly about half of the respondents who viewed themselves as primarily researchers have not had research experience.

In all the areas of study in Higher Education and Administration a majority of the subjects viewed themselves as being primarily teachers.

A very substantial number of respondents anticipate devoting between 25 and 50% of their career time to teaching. While most of the respondents anticipate devoting 25% or less of their career time to research, even those who viewed themselves as being primarily researchers.

### Attitudes Toward the Doctor of Arts Degree by Area of Study

Table 23 presents a summary of the responses of graduate students responding on a Likert type Scale as to whether or not they felt that the D.A. degree program

would be more relevant to meeting their career aspirations than the Ph.D. program. This was reported according to area of study.

TABLE 23.--Do you feel that the D.A. degree program would be more relevant to meeting your career goals than the Ph.D. program?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	3	26	42	21	30	20
Student Personnel	1	5	9	9	10	4
Developmental Officers	0	0	0	2	2	0
Business Management	0	0	1	1	1	1
Comm.-Junior College	0	4	2	0	3	2
Continuing Education	0	4	13	6	2	1
College and Univ. Teaching	0	2	7	0	1	1

Examination of Table 23 indicates that in response to this question graduate students enrolled in Community-Junior College, College and University Teaching, Continuing Education and General Administration responded a more strongly agree than those in the area of Student Personnel. However, even this area was distributed equally in terms of agree/disagree. The trend of responses from those enrolled in Developmental Officers and Business Management was toward disagreement.

For Table 24 graduate students responded more strongly agree in terms of agree/disagree in the areas of General Administration, Community-Junior College, Continuing Education and College and University Teaching than those in the areas of Student Personnel, Developmental Officers and Business Management in response to question 20.

TABLE 24.--If you were to consider getting a degree beyond the masters would you feel that the D.A. program would best meet your needs?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	5	27	52	11	33	14
Student Personnel	1	4	11	3	16	3
Developmental Officers	0	0	1	2	1	0
Business Management	0	0	1	1	1	1
Comm.-Junior College	0	3	2	2	2	2
Continuing Education	1	3	15	4	2	1
College and Univ. Teaching	0	2	7	0	1	1

Examination of Table 25 reveals that graduate students in all of the areas of study except those in Community-Junior College felt more strongly agree in terms of agree/disagree when asked if their research requirement for their field of study will better enable them to read and understand research that is pertinent to their teaching.



TABLE 25.--Do you feel the research requirement for your field will better enable you to read and understand research that is pertinent to your teaching?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	6	30	62	24	20	0
Student Personnel	3	10	17	5	3	0
Developmental Officers	0	2	1	1	0	0
Business Management	0	2	2	0	0	0
Comm.-Junior College	0	3	2	0	5	1
Continuing Education	1	7	9	7	2	0
College and Univ. Teaching	0	1	5	3	1	1

Table 26 concerns itself with whether the establishment of a D.A. degree program would be good for the educational profession. Examination of Table 26 reveals that a more strongly agree in terms of agree/disagree was reported from graduate students in each area of study.

For Table 27 graduate students reacted more strongly agree in terms of agree/disagree in all areas of study except those enrolled in Community-Junior College in response to question 23. It is interesting to note that in Community-Junior College 36.4% responses were neutral and none of the respondents felt that the D.A. degree was definitely not the answer to the problem.

TABLE 26.--Do you feel that the establishment of a D.A. degree program would be good for the educational profession?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	0	54	62	15	7	4
Student Personnel	0	12	14	7	4	1
Development Officers	0	3	1	0	0	0
Business Management	0	1	1	0	2	0
Comm.-Junior College	0	6	3	1	0	1
Continuing Education	0	10	10	3	2	1
College and Univ. Teaching	0	8	2	0	1	0

TABLE 27.--With 2 year colleges demanding more qualified teachers do you feel the D.A. is the answer to the problem?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	0	23	53	41	22	3
Student Personnel	0	6	17	10	5	0
Development Officers	0	1	3	0	0	0
Business Management	0	1	1	0	2	0
Comm.-Junior College	0	2	1	4	4	0
Continuing Education	0	2	13	6	4	1
College and Univ. Teaching	0	4	3	3	0	1

Examination of Table 28 reveals a more strongly agree in terms of agree/disagree in all areas of study

when asked whether they felt a program such as the D.A. degree should be offered at Michigan State University.

TABLE 28.--Do you feel a program such as the D.A. should be offered at M.S.U.?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	0	49	63	21	6	3
Student Personnel	0	13	11	11	3	0
Development Officers	0	3	1	0	0	0
Business Management	0	2	0	0	2	0
Comm.-Junior College	0	4	1	3	3	0
Continuing Education	0	11	10	3	1	1
College and Univ. Teaching	0	8	2	0	1	0

Table 29 presents a summary of responses of graduate students in Higher Education and Administration in regard to whether they would seriously consider changing into a D.A. degree program if it were offered at Michigan State University.

An inspection of Table 29 indicates a trend toward disagreement in all the areas of study except in the area of College and University Teaching there was a more strongly agree in terms of agree/disagree. In Business

Management 50% felt they would probably consider changing to a D.A. degree program.

TABLE 29.--If the D.A. were offered at M.S.U. how seriously would you consider changing to that program?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	3	21	27	22	31	38
Student Personnel	1	4	4	6	12	11
Development Officers	0	0	0	1	2	1
Business Management	0	0	2	0	1	1
Comm.-Junior College	0	3	1	0	2	5
Continuing Education	0	1	7	7	5	6
College and Univ. Teaching	0	2	4	2	2	1

Table 30 concerns itself with whether the D.A. degree program would attract less qualified students. Examination of Table 30 reveals that a trend toward disagreement in terms of agree/disagree was reported in each of the seven areas of study.

An inspection of Table 31 indicates a trend toward disagreement in terms of agree/disagree by each of the seven areas of study when asked if they felt the D.A. degree would represent a "Watered-Down" Ph.D.

TABLE 30.--Do you think the D.A. degree program will attract less qualified students than the Ph.D.?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	13	22	28	58	20
Student Personnel	0	1	9	13	8	7
Development Officers	0	0	1	1	2	0
Business Management	0	0	2	0	2	0
Comm.-Junior College	0	1	1	1	4	4
Continuing Education	0	1	2	5	12	6
College and Univ. Teaching	0	0	3	0	6	2

TABLE 31.--Do you feel that the D.A. degree will represent a "watered-down" Ph.D.?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	0	7	29	27	53	26
Student Personnel	0	0	11	9	14	4
Development Officers	0	0	0	1	3	0
Business Management	0	0	1	1	2	0
Comm.-Junior College	0	1	1	2	3	4
Continuing Education	0	2	2	7	6	9
College and Univ. Teaching	0	1	3	2	2	3

There was a trend in Table 32 toward both being equally important in each of the areas or that people in

general would view the D.A. degree slightly less important in terms of definitely more important/less important.

TABLE 32.--How do you think people in general would view the D.A. degree as compared to the Ph.D. degree?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	2	0	3	71	48	18
Student Personnel	1	0	1	17	11	8
Development Officers	0	0	0	3	0	1
Business Management	0	0	0	2	2	0
Comm.-Junior College	0	0	0	7	2	2
Continuing Education	0	0	0	12	11	3
College and Univ. Teaching	0	0	0	3	7	1

Table 33 represents a summary of responses to question 29. Inspection of Table 33 reveals a trend of responses toward probably not in terms of definitely/definitely not when asked if they felt people in general would view the D.A. degree as being equally prestigious as the Ph.D.

Table 34 concerns itself with how important the prestige factor of an advanced degree was to the respondent. The trend was toward slightly important in

in terms of definitely important/definitely not important was reported in each of the areas of study.

TABLE 33.--Do you think people in general would view the D.A. as being equally prestigious as the Ph.D.?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	9	27	15	68	22
Student Personnel	0	1	7	6	21	3
Development Officers	0	0	1	0	3	0
Business Management	0	0	2	0	2	0
Comm.-Junior College	0	2	4	0	2	3
Continuing Education	0	1	5	2	16	2
College and Univ. Teaching	0	0	2	1	7	1

TABLE 34.--How important to you is the prestige factor of an advanced degree?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	31	51	15	25	19
Student Personnel	0	2	22	7	2	5
Development Officers	0	0	4	0	0	0
Business Management	0	2	0	1	1	0
Comm.-Junior College	0	3	2	1	2	3
Continuing Education	0	2	11	1	6	6
College and Univ. Teaching	0	2	6	1	2	0

Table 35 presents a summary of responses from each area of study in regard to the comparison of the D.A. degree to the Ph.D. as viewed by each respondent. A trend toward both being equally important in terms of definitely important/definitely not important was reported in each of the areas of study.

TABLE 35.--How would you yourself view the D.A. degree as compared to the Ph.D.?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	19	20	59	31	12
Student Personnel	0	3	6	23	5	1
Development Officers	0	0	0	4	0	0
Business Management	0	1	0	1	1	1
Comm.-Junior College	0	0	0	8	2	1
Continuing Education	0	3	4	12	5	2
College and Univ. Teaching	0	1	4	4	2	0

Table 36 presents a summary of responses when asked if they thought persons holding the D.A. degree would be better teachers than those holding the Ph.D. In each of the areas of study a trend toward agreement in terms of agree/disagree was reported.



TABLE 36.--Do you think persons holding the D.A. degree will be better teachers than those holding the Ph.D.?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	26	40	57	7	11
Student Personnel	0	8	13	14	1	2
Development Officers	0	1	2	1	0	0
Business Management	0	1	0	1	0	2
Comm.-Junior College	0	1	2	6	1	1
Continuing Education	0	8	10	7	0	1
College and Univ. Teaching	0	1	3	4	1	2

Examination of Table 37 reveals a more strongly agree in terms of agree/disagree in all areas of study when asked if they felt the internship in a D.A. degree program be a valuable experience.

TABLE 37.--Do you feel the internship in a D.A. program would be a valuable experience?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	65	55	12	7	2
Student Personnel	0	20	16	1	1	0
Development Officers	0	4	0	0	0	0
Business Management	0	2	1	1	0	0
Comm.-Junior College	0	5	5	1	0	0
Continuing Education	0	8	14	4	0	0
College and Univ. Teaching	0	8	2	0	1	0

An inspection of Table 38 reveals a more strongly agree in each area of study in terms of agree/disagree when graduate students were asked if they felt an internship in a D.A. degree program would make for a better teacher.

TABLE 38.--Do you feel the internship in a D.A. program would make for a better teacher.

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	1	46	64	19	11	1
Student Personnel	0	18	12	7	1	0
Development Officers	0	2	2	0	0	0
Business Management	0	2	1	1	0	0
Comm.-Junior College	0	1	7	3	0	0
Continuing Education	0	5	17	2	2	0
College and Univ. Teaching	0	5	4	0	2	0

Inspection of Table 39 reveals a more strongly agree in each of the areas of study in terms of agree/disagree when asked if they felt an internship would be sufficient if it were included in the Ph.D. as an option for those interested in college teaching.

TABLE 39.--If the Ph.D. included an internship as an option, do you feel this would be sufficient for those interested in college teaching?

	NR	Def.	Prob.	Neutral	Prob. Not	Def. Not
General Administration	3	16	69	26	26	2
Student Personnel	0	0	19	8	9	2
Development Officers	0	0	1	2	1	0
Business Management	0	1	1	1	1	0
Comm.-Junior College	0	1	4	3	3	0
Continuing Education	0	1	13	9	2	1
College and Univ. Teaching	0	1	7	1	2	0

### Summary

Analysis of the data concerning attitudes toward the Doctor of Arts degree by area of study indicated a favorable attitude toward the degree in regard to: the desire for such a degree to be offered at M.S.U.; whether such a degree would be good for the educational profession; the comparison of the D.A. and the Ph.D.; and the internship being a valuable experience.

The areas of Developmental Officers and Business Management tended to have a trend toward disagreement concerning the D.A. being more relevant in meeting their career goals. One of the other areas of study tended to be divided equally in terms of agree/disagree and the

others toward agreement. However, this could be attributed to the number of subjects that have been working on their doctorate for two or more years.

Attitudes Toward the Doctor of Arts  
Degree by Research-Teacher  
Continuum

Table 40 represents a summary of the responses of graduate students as to whether they felt that the D.A.-degree program would be more relevant to meeting their career aspiration than the Ph.D. program. This was reported according to those graduate students who viewed themselves as primarily a researcher, equally a researcher and teacher, or primarily a teacher, on a Likert type scale.

TABLE 40.--Do you feel that the D.A. degree program would be more relevant to meeting your career goals than the Ph.D. program?

	<u>Strongly</u> <u>Agree</u>		<u>Agree</u>		<u>Neutral</u>		<u>Disagree</u>		<u>Strongly</u> <u>Disagree</u>	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	0		3	10.3	5	17.2	8	27.5	11	37.9
Equally Researchers and Teachers	2	5.0	10	25.0	9	22.5	12	30.0	6	15.0
Primarily Teachers	35	24.1	54	37.2	19	13.1	27	18.6	8	5.5

Examination of Table 40 indicates that the primarily researcher category responded toward disagreement while those categorized as being equally researchers and teachers had a more neutral response, and the primarily teacher category responded more strongly agree in terms of agree/disagree.

Table 41 presents a summary of the responses of the respondents in terms of primarily researcher, researcher-teacher and primarily teacher in regard to whether or not they would consider getting a D.A. if graduate work were done beyond the Master's degree. Table 41 reveals that the primarily researcher category responded toward disagreement to this question. Those respondents who felt they are equally researchers and teachers had a neutral response while those included in the primarily teacher category responded more strongly agree in terms of agree/disagree.

TABLE 41.--If you were to consider getting a degree beyond the masters would you feel that the D.A. program would best meet your needs?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	0		7	24.1	4	13.7	7	24.1	10	34.4
Equally Researchers and Teachers	4	10.0	10	25.0	4	10.0	13	32.5	7	17.5
Primarily Teachers	31	21.3	65	44.8	12	8.2	30	20.6	4	2.7

Examination of Table 42 reveals a trend of responses toward more strongly agree from each category of responses when asked about question 21.

TABLE 42.--Do you feel the research requirement for your field will better enable you to read and understand research that is pertinent to your teaching?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	9	31.0	12	41.3	4	3.1	0		0	
Equally Researchers and Teachers	12	30.0	15	37.5	6	15.0	4	10.0	0	
Primarily Teachers	27	18.6	67	46.2	24	16.5	23	15.8	2	1.3

Table 43 concerns itself with whether the establishment of a D.A. degree program would be good for the education profession. Examination of Table 43 reveals a more strongly agree from each category of responses.

TABLE 43.--Do you feel that the establishment of a D.A. degree program would be good for the educational profession?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	9	31.0	10	34.4	3	10.3	4	13.7	3	10.3
Equally Researchers and Teachers	13	32.5	17	42.5	5	12.5	3	7.5	2	5.0
Primarily Teachers	66	45.5	58	40.0	11	7.5	8	5.5	2	1.3

In Table 44 each category of responses reacted strongly toward agreement when asked if they felt the D.A. degree is the answer to the problem for two-year colleges in their request for more qualified teachers.

TABLE 44.--With 2 year colleges demanding more qualified teachers do you feel the D.A. is the answer to the problem?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	5	17.2	11	37.9	4	13.7	7	24.1	2	6.8
Equally Researchers and Teachers	5	12.5	19	47.5	10	25.0	5	12.5	1	2.5
Primarily Teachers	25	17.2	54	37.2	42	28.9	22	15.1	2	1.3

Examination of Table 45 reveals a more strongly agree in terms of agree/disagree in each category when asked whether they felt a program such as the D.A. should be offered at Michigan State University.

TABLE 45.--Do you feel a program such as the D.A. should be offered at M.S.U.?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	7	24.1	12	41.3	4	13.7	5	17.2	1	3.4
Equally Researchers and Teachers	10	25.0	19	47.5	7	17.5	3	7.5	1	2.5
Primarily Teachers	67	46.2	51	35.1	18	12.4	7	4.8	2	1.3

Table 46 presents a summary of responses in regard to whether they would seriously consider changing into a D.A. program if it were offered at Michigan State University.

TABLE 46.--If the D.A. were offered at M.S.U. how seriously would you consider changing to that program?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	1	3.4	3	10.3	3	10.3	7	24.1	15	51.7
Equally Researchers and Teachers	3	7.5	3	7.5	8	20.0	12	30.0	13	32.5
Primarily Teachers	26	17.9	33	22.7	21	14.4	30	20.6	33	22.7

An inspection of Table 46 indicates a trend toward disagreement from those respondents categorized as primarily researchers, and those categorized as being equally researchers and teachers. Those categorized as being more of a teacher revealed a trend toward agreement in terms of agree/disagree.

Table 47 concerns itself with whether the D.A. degree program would attract less qualified students. Examination of Table 47 reveals that a slight trend toward agreement was reported for those categorized primarily as researchers. A trend toward disagreement was reported for those categorized as being equally researchers and teachers and primarily teachers in terms of agree/disagree.



TABLE 47.--Do you think the D.A. degree program will attract less qualified students than the Ph.D.?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	5	17.2	6	20.6	10	34.4	5	17.2	3	10.3
Equally Researchers and Teachers	4	10.0	8	20.0	8	20.0	12	30.0	7	17.5
Primarily Teachers	6	4.1	23	15.8	22	15.1	67	46.2	27	18.6

An inspection of Table 48 indicated a trend toward disagreement in terms of agree/disagree by each of the categories when asked whether they felt the D.A. would represent a "watered-down" Ph.D.

TABLE 48.--Do you feel that the D.A. degree will represent a "watered-down" Ph.D.?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	4	13.7	7	24.1	7	24.1	10	34.4	1	3.4
Equally Researchers and Teachers	4	10.0	11	27.5	11	27.5	9	22.5	5	12.5
Primarily Teachers	14	9.6	26	17.9	26	17.9	55	37.9	35	24.1

In Table 49 there was a trend toward both being equally important or slightly less important in terms of agree/disagree from each category in response to how they

felt people in general would view the D.A. degree in comparison to the Ph.D.

TABLE 49.--How do you think people in general would view the D.A. degree as compared to the Ph.D. degree?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	0	0	1	3.4	11	37.9	11	37.9	7	24.1
Equally Researchers and Teachers	0	0	1	2.5	16	40.0	16	40.0	7	17.5
Primarily Teachers	0		2	1.3	76	52.4	48	33.1	16	11.0

Table 50 represents a summary of responses to question 29. Inspection of Table 50 reveals a trend toward probably not in terms of definite/definitely not for each category of responses when asked if they felt people in general would view the D.A. degree as being equally prestigious as the Ph.D.

TABLE 50.--Do you think people in general would view the D.A. as being equally prestigious as the Ph.D.?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	1	3.4	5	17.2	1	3.4	15	51.7	7	24.1
Equally Researchers and Teachers	1	2.5	5	12.5	3	7.5	22	55.0	8	20.0
Primarily Teachers	9	6.2	33	22.7	17	11.7	70	48.2	16	11.0

Table 51 concerns itself with how important the prestige factor of an advanced degree was to each respondent. A trend toward slightly important in terms of definitely important/definitely not important was reported for each category.

TABLE 51.--How important to you is the prestige factor of an advanced degree?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	8	27.5	14	48.2	3	10.3	1	3.4	2	6.8
Equally Researchers and Teachers	10	25.0	14	35.0	5	12.5	7	17.5	4	10.0
Primarily Teachers	22	15.1	59	40.6	16	11.0	24	16.5	24	16.5

Table 52 presents a summary of responses from each category in regard to the comparison of the D.A. degree to the Ph.D. degree as viewed by each respondent. A trend toward both being equally important in terms of definitely important/definitely not important was reported in each of the categories.

TABLE 52.--How would you yourself view the D.A. degree as compared to the Ph.D.?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	0		9	31.0	9	31.0	9	31.0	2	6.8
Equally Researchers and Teachers	5	12.5	5	12.5	17	42.5	7	17.5	6	15.0
Primarily Teachers	21	14.4	18	12.4	73	50.3	25	17.2	7	4.8

Table 53 presents a summary of responses when asked if they thought persons holding the D.A. degree would be better teachers than those holding the Ph.D. degree. In each of the categories of response a trend toward agreement was evident in terms of agree/disagree.

TABLE 53.--Do you think persons holding the D.A. degree will be better teachers than those holding the Ph.D.?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	5	17.2	9	31.0	12	41.3	0		3	10.3
Equally Researchers and Teachers	7	17.5	9	22.5	19	47.5	0		5	12.5
Primarily Teachers	33	22.7	42	28.9	54	37.2	8	5.5	7	4.8

Examination of Table 54 reveals a more strongly agree in terms of agree/disagree in each category of response, when asked if they felt the internship in a D.A. degree program would be a valuable experience.

TABLE 54.--Do you feel the internship in a D.A. program would be a valuable experience?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	16	55.1	11	37.9	1	3.4	1	3.4	0	
Equally Researchers and Teachers	19	47.5	13	32.5	4	10.0	4	10.0	0	
Primarily Teachers	69	47.5	60	41.3	10	6.8	4	2.7	1	0.6

An inspection of Table 55 reveals a more strongly agree in terms of agree/disagree in each category of response when asked if they felt an internship in a D.A. program would make for a better teacher.

TABLE 55.--Do you feel the internship in a D.A. program would make for a better teacher?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	13	44.8	10	34.4	3	10.3	3	10.3	0	
Equally Researchers and Teachers	13	32.5	16	40.0	7	17.5	4	10.0	0	
Principally Teachers	48	33.1	69	47.5	18	12.4	9	6.2	0	

Examination of Table 56 reveals a more strongly agree in terms of agree/disagree in each category of response, when asked if they felt an internship included in a Ph.D. program would be sufficient for those interested in college teaching.

TABLE 56.--If the Ph.D. included an internship as an option, do you feel this would be sufficient for those interested in college teaching?

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Primarily Researchers	4	13.7	13	44.8	5	17.2	5	17.2	1	3.4
Equally Researchers and Teachers	3	7.5	23	57.5	8	20.0	5	12.5	1	2.5
Primarily Teachers	12	8.2	69	47.5	30	20.6	30	20.6	3	2.0

### Summary

Analysis of the data concerning attitudes toward the Doctor of Arts degree on a research-teacher continuum indicated a favorable attitude toward the D.A. degree in all attitudes examined except those categorized as being primarily researcher. However, even this group felt the D.A. degree would attract as well qualified students, and would be as prestigious as the Ph.D.

There was general agreement that the internship was a valuable experience which would make for better teachers. And that the D.A. degree program would be good for the educational profession.

### Summary

This chapter presented an analysis of background variables and graduate students' attitudes toward a Doctor of Arts degree. The tables were summarized according to the area of study and by a research-teacher continuum. A description of the sample was reported according to areas of study in regard to: (1) personal data, (2) educational data and (3) professional or career experiences. A self report of past and future career goals were presented and attitudes were examined by area of study and by a research-teacher continuum.

The data revealed that of the 239 graduate students participating in this study according to the area of study, 142 were enrolled in General Administration, 38 were enrolled in Student Personnel, four were enrolled in Developmental Officers, four were enrolled in Business Management, 11 were enrolled in Community-Junior College, 26 were enrolled in Continuing Education, and 11 were enrolled in College and University Teaching.

## CHAPTER V

### SUMMARY, FINDINGS AND CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

#### Summary

The purpose of this study was to investigate attitudes of graduate students at Michigan State University in Administration and Higher Education toward the Doctor of Arts degree. In addition this study sought to determine the extent to which the graduate students' past experiences and future career goals were related to their attitudes toward the Doctor of Arts degree.

A review of the literature indicates that throughout the history of granting doctoral degrees in the United States programs have been designed to meet the demands of society.

Adopting the Germans' research model the Ph.D. has traditionally been heavily research oriented. However, college teaching has been one aspect of their professional responsibilities.

Studies dated as early as 1928 indicate that the concern for the quality of undergraduate instructions has been a part of the many concerns of higher education. The tendency for most Ph.D.s to become primarily concerned with



research, since most of their professional rewards are derived from this aspect, has made college teaching become almost secondary.

Students in two and four year colleges have voiced a concern about the quality of instructions and are demanding more relevance and accountability from instructors in higher education. Equally important is the impending crisis in education whereby the enrollment in two and four year colleges is expected to double by the late 1970's.

Attempts have been made to better prepare college teachers. These attempts have been by developing new degree programs and revising the present Ph.D. programs.

Strong support and interest for such changes have been endorsed and have had rapid growth since 1969. There are a substantial number of institutions that are offering the D.A. degree which was designed specifically for preparing college teachers, or making alteration in their present Ph.D. program to better prepare college teachers.

Recent studies have tended to focus on institutions that are offering, have plans to offer or definitely do not plan to offer doctoral programs designed for college teaching. Findings from the Koenker report in 1971 show that 87 institutions are offering or making definite plans to offer the D.A. degree.

This study was basically a comparative descriptive study, designed to investigate the attitudes of graduate students at Michigan State University toward a D.A. degree.

Two hundred and thirty-nine subjects responded to the questionnaire and participated in this study, representing the following areas:

General Administration

Student Personnel

Continuing Education

Business Management

Community-Junior College

Developmental Officers

College and University Teaching

Nine research questions were formulated and examined based on the responses from the questionnaire.

The questions formulated for this study were as follows:

1. Are the opinions of graduate students who anticipate careers as teachers more favorable toward the D.A. degree than the opinions of graduate students who anticipate careers as researchers?
2. Do significant numbers of graduate students view the D.A. degree as a viable program?
3. Will a significant number of graduate students indicate a desire for such a program to be offered at Michigan State University?
4. Would a significant number of graduate students consider further study in a Doctor of Arts degree program?
5. Do significant numbers of graduate students categorize themselves as being more of a teacher than a researcher?

6. Do significant numbers of graduate students anticipate careers as teachers or researchers?
7. Do significant numbers of graduate students have more experience as teachers than as researchers?
8. Will significant numbers of graduate students view the D.A. degree as being equally as demanding as the Ph.D.?
9. Will significant numbers of graduate students feel that an internship is an important experience in doctoral training?

The data were analyzed from two different perspectives:

1. Area of study in regard to background data and attitudinal data.
2. Categorization of graduate students on the research-teaching continuum in regard to background data and attitudinal data.

### Findings and Conclusions

#### Research Question 1

Are the opinions of graduate students who anticipate careers as teachers more favorable toward the D.A. degree than the opinions of graduate students who anticipate careers as researchers?

Findings.--In analyzing the data it was found that within all the areas of study 83 graduate students out of 236 did not anticipate devoting any of their career to teaching, and 107 of them did not anticipate devoting any of their time to research.

There were 145 graduate students who felt they were primarily teachers, 40 who felt they were equally teachers and researchers, and 29 who felt they were primarily researchers.

Within all the areas of study 115 felt more strongly agree in terms of agree/disagree concerning the D.A. being more relevant to meeting their career aspirations than the Ph.D., and 78 had a trend toward disagreement. On the teacher-research continuum five out of 29 of those graduate students who view themselves as being more inclined toward research had a trend toward agreement. Twelve out of 40 who felt they were equally researchers and teachers and 89 out of 145 who viewed themselves as primarily teachers felt a more strongly agree.

Conclusions.--Analysis of the data supports the following conclusion: Graduate students who view themselves as primarily teachers and anticipate careers as teachers tend to have a more favorable attitude toward the D.A. degree than the opinions of graduate students who anticipate careers as researchers.

#### Research Question 2

Do significant numbers of graduate students view the D.A. degree as a viable program?

Findings.--In analyzing the data it was found that within all the areas of study, 128 graduate students out of 236 felt that the D.A. degree program would best meet their needs if they were to consider getting a degree beyond their Masters. Seventy-eight felt that the D.A. would not best meet their needs if they were to consider getting a degree beyond their Masters.

On the teacher-research continuum of those graduate students who felt they were primarily researchers, seven out of 29 felt the D.A. would best meet their needs if they were to consider getting a degree beyond the Masters. Fourteen out of 40 of those categorized as being equally teachers and researchers and 86 out of 145 graduate students who felt they were primarily teachers, tended to feel that the D.A. degree would best meet their need if they were to consider getting a degree beyond the Masters.

Of those categorized as primarily researchers 19 out of 29 felt the establishment of a D.A. degree program would be good for the educational profession. Thirty out of 40 who view themselves as being equally researchers and teachers and 124 of the 145 who felt they were primarily teachers stated that the establishment of the D.A. degree program would be good for the educational profession.

Within all the areas of study 142 graduate students out of 236 felt the D.A. degree would be the answer for two year colleges in their demand for more qualified teachers, and 42 had a trend toward disagreement.

On the teacher-research continuum 16 out of 29 who felt they were primarily researchers felt the D.A. would be the answer for two year colleges in their demand for more qualified teachers. Of those who felt they were equally researchers and teachers 24 out of 40 had a trend toward agreement, and 79 out of 145 who view themselves as primarily teachers felt the D.A. would be the answer for two year colleges in their demand for more qualified teachers.

Conclusions.--Analysis of the data supports the following conclusion: A significant number of graduate students view the D.A. degree as a viable program, not only for their own purposes but also as being good for the educational profession and two year colleges.

### Research Question 3

Will a significant number of graduate students indicate a desire for such a program to be offered at Michigan State University?

Findings.--Graduate students in all the areas of study overwhelmingly supported the establishment of a D.A.

degree program at Michigan State University, with 188 out of 236 tending to agree and only 20 tending to disagree.

Of those who view themselves as primarily researchers 19 out of 29 supported the establishment of the D.A. at Michigan State University. There were 29 out of 40 who felt they were equally researcher-teachers who had a trend toward agreement and 118 out of 145 who view themselves as primarily teachers supported its establishment.

Conclusions.--Analysis of the data supports the following conclusion. An overwhelmingly significant number of graduate students indicated a desire for such a program to be offered at Michigan State University.

#### Research Question 4

Would a significant number of graduate students consider further study in a Doctor of Arts degree program?

Findings.--In analyzing the data it was found that within all the areas of study 76 graduate students out of 236 felt they would seriously consider the D.A. degree if it were offered at Michigan State University.

Of those who view themselves as primarily researchers four out of 29 felt they would seriously consider entering the D.A. degree program if it were offered at Michigan State University.

Six out of 40 who viewed themselves as being equally researchers and teachers felt they would seriously

consider entering such a program. The primarily teacher category reported 59 out of 145 who felt they would seriously consider entering the D.A. degree program if it were offered at Michigan State University.

Conclusion.--An analysis of the data supports the following conclusion: A significant number of graduate students would consider further study in a D.A. degree program. It should be noted that 85 of the 236 subjects had been enrolled in a Ph.D. program for two years or longer, and for that reason would be unlikely to make any changes in their doctors program.

#### Research Question 5

Do significant numbers of graduate students categorize themselves as being more of a teacher than a researcher?

Findings.--In analyzing the data it was found that within all the areas of study 29 categorized themselves as being primarily a researcher. Forty felt they were equally a researcher and a teacher and 145 categorized themselves as being primarily teachers.

Conclusions.--Analysis of the data supports the following conclusion: A significant number of graduate students categorize themselves as being more of a teacher than a researcher.



Research Question 6

Do significant numbers of graduate students anticipate careers as teachers or researchers?

Findings.--In analyzing the data it was found that within all the areas of study 39 subjects anticipate devoting more than half of their career time to teaching and only five anticipate devoting more than half of their career time to research.

Of those who felt they were primarily researchers three out of 29 anticipate devoting more than half of their career time to research and none of them anticipate devoting more than half of their time to teaching. Those categorized as being equally researchers and teachers reported one that anticipated devoting more than half of his career time to research out of 40, and three anticipate devoting more than half of their career time to teaching. Thirty-five out of 145 who viewed themselves as primarily teachers anticipate devoting more than half of their career to teaching, and two of the subjects in this category anticipate devoting more than half of their career time to research.

Conclusions.--Analysis of the data supports the following conclusion: A significant number of graduate students anticipate careers as teachers rather than as researchers.

Research Question 7

Do significant numbers of graduate students have more experience as teachers than as researchers?

Findings.--In analyzing the data it was found that within all the areas of study 182 of 236 graduate students have had teaching experience, and 70 have had research experience.

Of those who viewed themselves as primarily researchers 10 have had experience in teaching, and 18 had experience in research. Twenty of those who viewed themselves as equally researchers and teachers, had experience in teaching and 19 had experience in research. Eighty-nine of those who viewed themselves as primarily teachers have had some experience in teaching and 32 have had experience in research.

Conclusions.--Analysis of the data supports the following conclusion: A significant number of graduate students have had more experience as teachers than as researchers.

Research Question 8

Will significant numbers of graduate students view the D.A. degree as being equally as demanding as the Ph.D.?

Findings.--In analyzing the data it was found that within all the areas of study 132 of 239 graduate students tended toward disagreement concerning whether they thought the D.A. degree would attract less qualified students than the Ph.D.

Of those who viewed themselves as primarily research, 11 agreed and eight disagreed indicating a slight trend toward agreement with the statement. There was a trend toward disagreement by those who view themselves as equally researchers and teachers, with 19 tending toward disagreement and 12 toward agreement. Of those who viewed themselves as primarily teachers there were 94 toward disagreement and 29 toward agreement concerning whether they thought the D.A. degree would attract less qualified students than the Ph.D.

Within all the areas of study 129 out of 236 had a trend toward disagreement concerning their feelings regarding whether the D.A. degree would represent a "watered-down" Ph.D.

Of those who felt they are primarily researchers and equally researchers and teachers there was equal distribution concerning whether they thought the D.A. degree would represent a "watered-down" Ph.D. The primarily teacher category represented 90 toward disagreement and 29 toward agreement with the statement.

Within all the areas of study 111 viewed the D.A. and the Ph.D. as being equally important and 61 viewed the D.A. as being more important.

Of those who viewed themselves as primarily researchers nine tended toward the D.A. degree being more important than the Ph.D. and 11 toward the D.A. degree being less important than the Ph.D. Of those viewed as being equally a researcher and a teacher 10 tended to have a trend toward the D.A. being more important than the Ph.D. and 13 toward the D.A. being less important as compared to the Ph.D. Of those viewed as primarily teachers 73 felt the D.A. and Ph.D. were equally important and 39 tended to feel the D.A. was more important as compared to the Ph.D.

Conclusion.--An analysis of the data supports the following conclusion: A significant number of graduate students view the D.A. as being equally as demanding as the Ph.D.

#### Research Question 9

Will significant numbers of graduate students feel that an internship is an important experience in doctoral training?

Findings.--In analyzing the data it was found that within all the areas of study 205 of 236 graduate students felt that the internship in a D.A. degree program would be a valuable experience. Of those who felt they were primarily researchers 27 out of 29 felt the internship in

the D.A. would be a valuable experience. Thirty-two out of 40 who viewed themselves as being equally researchers and teachers, and 129 out of 145 primarily teachers felt the internship in the D.A. degree would be a valuable experience.

Within all the areas of study 186 out of 236 felt the internship in the D.A. degree program would make for a better teacher.

Of those who felt they were primarily researchers 23 out of 29 felt the internship in the D.A. degree program would make for a better teacher. Twenty-nine out of 40 of those who considered themselves researchers and teachers and 117 out of 145 who viewed themselves as being primarily teachers felt that the internship in a D.A. program would make for a better teacher.

Within all the areas of study 134 out of 236 graduate students felt if the Ph.D. included an internship as an option, that this would be sufficient for those interested in college teaching.

Of those who viewed themselves as being primarily researchers 17 felt the Ph.D. would be sufficient for those interested in college teaching if it included an internship and six toward disagreement. Of those who viewed themselves as being equally researchers and teachers 26 toward agreement and six toward disagreement. Of those who viewed themselves as primarily teachers 81 felt the Ph.D. would be

sufficient for college teaching if it included an internship and 33 tended to be toward disagreement.

Conclusion.--An analysis of the data supports the following conclusion: A significant number of graduate students feel that an internship is an important experience in doctoral programs.

### Recommendations

The following suggestions are based on the analysis of the findings in this study and the insight gained during the course of the study. The recommendations for future research are stated below:

1. This study was restricted to a small experimental population. Future research in this area should include a larger sample which would provide more definitive results than the present study provided.
2. A more comprehensive study should be undertaken in the future that would include a replication of this study across comparable groups throughout the University.
3. A study could be done in the Junior and Community College to see attitudes of faculty members and administrations toward the D.A. degree.
4. Future research should be done to determine faculty and dean's attitudes toward the establishment of the D.A. degree at Michigan State University.
5. This study has reported on the results of graduate students' attitudes at Michigan State University

toward the D.A. degree. Future research could be conducted to determine how many of these graduate students' attitudes will actually change after job placement.

6. Future research could be designed to survey those who have earned the D.A. degree to determine their attitudes toward the training they received.

### Implications

Generalizing on the basis of this study the researcher feels that there are implications inherent in the findings which are pertinent to research and education in general.

Of major significance is the overwhelming support given to the establishment of a Doctor of Arts degree program at Michigan State University. It therefore seems most important to the researcher that appropriate faculty and administrative officials should give serious consideration to the establishment of such a program in this university.

It is essential in this period of ferment and change that Michigan State University supports its professed interest in the improvement of teaching through the establishment of a doctoral program specifically designed to bring about such improvement. No amount of "tinkering" with the Ph.D. degree program with its research orientation can accomplish the desired end of the D.A. degree--the preparation of effective college teaching.

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## APPENDICES

## **APPENDIX A**

### **BACKGROUND AND ATTITUDINAL INFORMATION**

This questionnaire should take only a few minutes to complete. Please fill out or check each item, seal, and return immediately.

#### BACKGROUND INFORMATION

1. Sex:            Male ☐        Female ☐
2. Race:           Black ☐        White ☐        Mexican American ☐    Other ☐
3. In what year did you receive your undergraduate degree? \_\_\_\_\_
4. In what year did you receive your master's degree? \_\_\_\_\_
5. In what area of study did you receive your undergraduate degree?  
\_\_\_\_\_
6. In what area of study did you receive your master's degree? \_\_\_\_\_
7. How many years have you been working on your masters? \_\_\_\_\_
8. How many years have you been working on your doctorate? \_\_\_\_\_
9. In which of the following areas are you presently enrolled?

General Administration	<input type="checkbox"/>
Student Personnel	<input type="checkbox"/>
Developmental Officer	<input type="checkbox"/>
Business Management	<input type="checkbox"/>
Comm.-Junior College	<input type="checkbox"/>
Continuing Education	<input type="checkbox"/>
College-Univ. Teaching	<input type="checkbox"/>
10. How many years of teaching experience have you had? \_\_\_\_\_
11. How many years of research experience have you had? \_\_\_\_\_
12. What type of teaching certificate do you now hold? \_\_\_\_\_
13. At what grade(s) level you have taught? \_\_\_\_\_
14. Have you ever been employed in a:

2 year college or university	<input type="checkbox"/>
4 year college or university	<input type="checkbox"/>
Both	<input type="checkbox"/>



15. Describe your responsibilities in terms of the percentage of time spent in the following areas:

Teaching \_\_\_\_\_ %  
Research \_\_\_\_\_ %

16. How would you categorize yourself on the research-teaching continuum?

Definitely more of a researcher [ ]  
Probably more of a researcher [ ]  
Equally a researcher and a teacher [ ]  
Probably more of a teacher [ ]  
Definitely more of a teacher [ ]

17. List next to the two areas the ideal distribution you anticipate devoting to those areas after completing your graduate work:

Teaching \_\_\_\_\_ %  
Research \_\_\_\_\_ %

## ATTITUDINAL INFORMATION

18. Do you feel that the D.A. degree program would be more relevant to meeting your career goals than the Ph.D. program?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
19. If you were to consider getting a degree beyond the masters would you feel that the D.A. program would best meet your needs?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
20. Do you feel the research requirement for your field will better enable you to read and understand research that is pertinent to your teaching?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
21. Do you feel that the establishment of a D.A. degree program would be good for the educational profession?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
22. With 2 year colleges demanding more qualified teachers do you feel the D.A. is the answer to the problem?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
23. Do you feel a program such as the D.A. should be offered at M.S.U.?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
24. If the D.A. were offered at M.S.U. how seriously would you consider changing to that program?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
25. Do you think the D.A. degree program will attract less qualified students than the Ph.D.?  
Strongly Agree[] Agree[] Neutral[] Disagree[] Strongly Disagree[]
26. Do you feel that the D.A. degree will represent a "watered-down" Ph.D.?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
27. How do you think people in general would view the D.A. degree as compared to the Ph.D. degree?  
Definitely More Important[] Probably More Important[]  
Both Equally Important[] Slightly Important[] Not Important[]
28. Do you think people in general would view the D.A. as being equally prestigious as the Ph.D.?  
Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]

29. How important to you is the prestige factor of an advanced degree?  
 Very Important[] Somewhat Important[] Uncertain[]  
 Slightly Important[] Definitely Not Important[]
30. How would you yourself view the D.A. degree as compared to the Ph.D.?  
 Definitely More Important[] Probably More Important[]  
 Equally Important[] Slightly Less Important[] Not Important[]
31. Do you think persons holding the D.A. degree will be better teachers than those holding the Ph.D.?  
 Strongly Agree[] Slightly Agree[] Neutral[] Slightly Disagree[]  
 Strongly Disagree[]
32. Do you feel the internship in a D.A. program would be a valuable experience?  
 Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
33. Do you feel the internship in a D.A. program would make for a better teacher?  
 Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]
34. If the Ph.D. included an internship as an option, do you feel this would be sufficient for those interested in college teaching?  
 Definitely[] Probably[] Neutral[] Probably Not[] Definitely Not[]

**APPENDIX B**

**QUESTIONNAIRE COVER SHEET**

## APPENDIX B

The following questionnaire has been prepared as part of a doctoral study being undertaken by a candidate in higher education. The results of this study will be used in the preparation of a college-teacher preparation program to be offered by the Department of Administration and Higher Education. Both the candidate and the department will appreciate your thoughtful consideration of the questions and the prompt return of the questionnaire as soon as you have it completed.

Although there are differences in doctoral programs for both the Ph.D. and the Doctor of Arts, the following elements are common to most of the programs. In responding to the questions, please use the following as a guide to what the programs are or might be.

Doctor of Arts

1. Emphasis is on preparing the teacher-scholar.
2. Emphasis in graduate education is that of greater breadth.
3. Course work of greater variety in own discipline, but also interdisciplinary study.
4. Comprehensive examinations typically broader.
5. Internship of about one year in college teaching required.
6. Research experience oriented toward learning; dissertation, original work but not necessarily to produce new knowledge.
7. Work only on research problem which it is anticipated could be completed within a designated time (within one year on half-time basis or less). Dealing with teaching methods, techniques or course of study.
8. More attention to problems of "affective learning."

Doctor of Philosophy

1. Emphasis is on preparing the research-scholar.
2. Emphasis in graduate education is that of greater depth.
3. Course work which stresses on specialization, largely in one branch of own discipline.
4. Comprehensive exams somewhat narrower, with stress on specialized area.
5. Internship in research. Length may be indeterminate.
6. Research experience oriented strongly toward practice of research techniques with much emphasis on problem solving. Must produce new knowledge.
7. Completion time of research largely dictated by nature of problem, although not indefinite. (Past experience shows only 17% of Ph.D.'s complete dissertations in less than one year; 46% require two or more years.)
8. More attention to "cognitive learning."