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BY SELECTED CONSTITUENT GROUPS IN FIVE
STATE-SUPPORTED UNIVERSITIES IN MICHIGAN.**

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**INSTITUTIONAL GOALS AS PERCEIVED AND PREFERRED
BY SELECTED CONSTITUENT GROUPS IN FIVE
STATE-SUPPORTED UNIVERSITIES IN MICHIGAN**

By

Lydia A. Beltran

A DISSERTATION

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in partial fulfillment of the requirements
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ABSTRACT

INSTITUTIONAL GOALS AS PERCEIVED AND PREFERRED BY SELECTED CONSTITUENT GROUPS IN FIVE STATE-SUPPORTED UNIVERSITIES IN MICHIGAN

By

Lydia A. Beltran

The Purpose

The purpose of this study was to investigate the goals of Michigan State University, Michigan Technological University, University of Michigan, Wayne State University, and Western Michigan University as perceived and preferred by their respective trustees, administrators, and faculty. The goals investigated were related to results of university functioning (outcome goals) and the supportive processes necessary for their attainment (process goals).

Methodology

A questionnaire containing forty statements of possible institutional goals was the principal instrument used to gather data. Each item in the instrument required two types of responses showing the perceived and preferred importance of the stated goal for the respondents' respective universities. Each respondent was given five choices to

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rate the importance of each statement in the perceived and preferred dimensions, with the response categories ranging from "of no importance" to "of very high importance".

Twelve hypotheses were tested in the study. The univariate one-way analysis of variance (ANOVA) was used to test the differences in means of the different groups for statistical significance. It was hypothesized that differences exist among constituent groups regarding their ratings on the perceived and preferred importance of university goals categorized as outcome and process. Statistical differences were obtained from the ratings of the respondents categorized according to academic groups and the institutions they are affiliated with. Statistical differences were not obtained from the ratings of the faculty categorized according to academic rank.

Major Conclusions

The following conclusions were derived from the findings: (1) that universities in the same state system vary with regard to the emphasis they place on institutional goals; (2) that teaching, research, public service, and social criticism are re-affirmed as missions of the universities; (3) that differences exist among the views of trustees, administrators, and faculty regarding the importance of institutional goals; and (4) that academic constituencies

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are more concerned with goals along the preferred or should be dimension than those along the perceived or is.

The study raises some questions from which can be generated future research on institutional goals:

1. How would such factors as sex, academic discipline, and position in the academic hierarchy affect the attitudes of faculty and administrators towards institutional goals?
2. How would other groups, both internal and external to the university, e.g. legislators, parents, students, employers, local community leaders, and secondary school counselors view institutional goals?
3. How would a university with clearly specified and enunciated goals tend to function differently from one without?
4. Would it be possible for any institution to give equal attention to the university missions enunciated as teaching, research, public service, and social criticism? Would there be differences in emphasis between public and private institutions?
5. How would trustees, administrators, and faculty in one university differ from other universities in their views and attitudes toward university goals?

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6. What factors would affect faculty perceptions toward research as an institutional goal?

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CHAPTER I

INTRODUCTION

"It is hard to run a railroad in such a deep fog."

Harry L. Case

The Need for Goal Definition

The American university is faced with a dilemma, one that relates to priorities, purposes, directions, and goals. Societal demands, spawned by the crucial needs of the hour, make it necessary for the university to present a clear definition of its goals. In the wake of dwindling resources and increasing demands for service, it should strive to clearly enunciate the directions it is heading for and the means it is taking to get there; it should strive to be more specific in stating its *raison d'etre* and more articulate in making it known, not only to the constituencies within its walls but also to the publics that nurture and support it.

The American university represents a unique enterprise in the societal spectrum; to remain so and maintain its viability in the face of more demands for new programs and services, it must resolve this dilemma and stave-off the threat of that 'collision course' David Riesman and

others have warned of -- "the crunch of new demands against limited resources."¹ To this end, some questions have to be answered: What are the goals and purposes of the university? What should be its goals and purposes? Whose should be these goals and purposes? How should these goals and purposes be achieved?

To answer these questions, a look at the environmental context of the university is in order. In effectively relating the university as a social unit to its publics, clarity of goals and purposes is imperative and the presence of consensus among constituencies must be clearly discernible. Etzioni states that "social units should be deliberately constructed and re-constructed to seek specific goals."² He emphasizes the importance of goals by citing several purposes:

1. Goals set guidelines for organizational activity;
2. Goals constitute a source of legitimacy and explain the *raison d'etre* of the organization;
3. Goals present a future state of affairs which the organization attempts to attain;
4. Goals serve as standards by which members of an

¹David Riesman, "The Collision Course in Higher Education", The Journal of College Student Personnel, X (November, 1969).

²Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 3.

organization and outsiders can assess the performance of the organization; and

5. Goals serve as measures for the student of organizations who is interested in determining how well the organization is performing.¹

Richard E. Peterson, in a report entitled Toward Institutional Goal-Consciousness, further stresses the importance of goals and he asserts that:

1. Goals set fundamentals of policy and may serve as the basic element in the formulation of the institution's policy, philosophy, or ideology;
2. Goals are general discipline-guides;
3. Goals are necessary to planning;
4. Goals are needed for institutional evaluation; and
5. Goals are necessary to implement accountability.²

In an address given at Purdue University in November, 1971, he likewise said that "institutional goals provide a focus of loyalty, professional commitment, and genuine community."³

¹Ibid., p. 5.

²Richard E. Peterson, "Toward Institutional Goal-Consciousness", Reprinted from Proceedings, Western Regional Conference on Testing Problems. (Berkeley, California: Educational Testing Service, 1971). p. 14-16.

³Richard E. Peterson, College Goals and the Challenge of Effectiveness, Text of talk given at Purdue University, Ft. Wayne Campus, Indiana, November 23, 1971, (Princeton, New Jersey: Educational Testing Service), p. 5.

In the study which is proposed here, the researcher focuses on what the goals are, what the goals should be, how they are viewed by constituencies, and how such viewpoints compare.

Theory

The university is a social system and as such, it has functional problems. For it to realize its specified goals, these problems of internal functioning should be resolved. To do this, the internal units of the system should understand and perform the roles for which they are responsible, since failure to do so results in dysfunction of the system. In the university setting, the problems internal to the system would be largely those concerned with processes identified as means of goal-attainment. The administrator, trustee, and faculty groups would be considered internal units of the system, and their respective roles as those that have to do with internal functions. The study assumes that in the absence of consensus among these units, harmonious relationships may also be absent and the university as a social system may fail to function as it should. Lack of congruence among the units may result in internal conflict, thus endangering the stability of the university as a viable social organization. The absence of consensus could also redound to the failure of the organization to meaningfully relate to its environment since differences in articulating the role of the university

may ensue. This, in turn, may mean denial of some needed resources, thus curtailing services the institution was set to provide.

This study will be based on pronouncements attributed to Richard Peterson, Thad Hungate, and Talcott Parsons.

Talcott Parsons, in his systems theory, cites the main functional problems of social systems and identifies these as the four functional imperatives, namely, adaptation, goal attainment, tension management or pattern maintenance, and integration. Parsons explains this theory as follows:

These four functional imperatives arise from two fundamental dilemmas of human existence. First, every system consists of a plurality of units and functions in relation to an environment defined as external to it. One dilemma is whether to give priority to the solution of the problems of co-existence with the units, or the problems of optimizing the relation to the environment. A second dilemma concerns the assignment of priority between continuity and stability over time on the one hand, and direct, immediate gratification, or consummation on the other. Cross-classified, these dilemmas define the four functional imperatives.¹

In the university setting, adaptation would mean the maintenance of a satisfactory relationship with the societal publics that provide resources necessary to its functioning. It would mean being equal to the demands of

¹R. Jean Hills, Toward A Science of Organization (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon Press, 1968), p. 19.

society since it is of common knowledge that the furtherance of education is strongly influenced by the willingness of that society to pay for it. Goal-attainment would mean the achievement of specific goals, thus maintaining the confidence and support of the environment the university was established to serve. Parson's theory explains that tension management involves the internal problems of motivating the individuals or units in the system to perform their respective designated roles for system functioning.¹ This underscores a need for the components of the university to work in harmony. Pervin, in expressing this need, states that " ... the college or university is a system in the sense that it is composed of interdependent parts which work in a more or less complementary way towards more or less compatible goals."² This makes it necessary for the components of the university to work for greater harmony and pursue complementary goals, thus undoubtedly lessening another functional problem -- integration, which is concerned with "keeping the individuals and/or units of the system working in a cohesive relationship in order to

¹Edward C. Devereaux, Jr., "Parson's Sociological Theory", The Social Theories of Talcott Parsons, ed. Max Black (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961). p. 57.

²Lawrence Pervin, "The College As A Social System", The Journal of Higher Education, XXXVIII (June, 1967). pp. 317-322.

facilitate system functioning.¹

Parson's theory, when applied to the university as a social system, implies that university goals and objectives can only be realized if the basic problems attendant to internal functioning are resolved. The objectives of this study are in basic agreement with this viewpoint.

Along similar lines, Thad Hungate stressed the importance of goals and objectives and he asserts that:

Clear definition and continuous review of objectives, and the instructional guidelines for achieving them are essential. Each institution must carefully define its objectives or purposes, the nature of the undertakings it deems necessary to achieve, and the guidelines in accordance with which the undertakings are to develop.²

Richard Peterson, in his 'state-of-the-art' paper on institutional goals, states that " ... diverse colleges must be able to articulate their unique goals in ways that are meaningful to their constituencies and other supporters if they are to expect continuation of the support necessary for their survival."³ Thus, in making decisions about goal

¹Edward Devereaux, Jr., "Parson's Sociological Theory", p. 65.

²Thad L. Hungate, Management in High Education (New York: Bureau of Publications, Columbia University, 1964), p. 243.

³Richard Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals, ERIC Clearinghouse on Higher Education, May 1970.

priorities, it is important to consider the views of such groups as students, faculty, administrators, trustees, and other specific groups outside the academic community.

In view of the preceding theoretical bases, attempts will be made to answer the following questions: Do the patterns of the responses imply a clear definition of goals in the institutions? Do the patterns of the responses imply awareness of such goals by the constituencies? Do the patterns of the responses imply consensus and/or harmony among the three groups?

Purposes of the Study

The main purpose of this study is to investigate the goals of the five public, doctorate-granting universities in the state as perceived and preferred by selected constituent groups; it also purports to determine the relationships between these goal perceptions and preferences. The goals to be investigated are related to the results or outcomes of university functioning (outcome goals) and the supportive processes crucial to the attainment of defined ends (process goals).

Hypotheses

The hypotheses are based on the assumption that role differences among the trustees, administrators, and faculty may result in differences of perceptions and preferences for institutional goals. That each of the universities have

common and distinct purposes, while sharing in common goals, is also considered, especially in view of Wilson's assertion that each institution should justify its own existence since " ... no single institution can be all things to all possible constituencies, and hence each university should have distinctive goals, while sharing in common goals."¹

The following hypotheses are to be tested in this study:

Hypothesis One

There will be differences among the trustees, administrators and faculty in their ratings of the perceived importance of university outcome goals.

Hypothesis Two

There will be differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university outcome goals.

Hypothesis Three

There will be differences among the trustees, administrators, and faculty in their ratings of the perceived importance of university process goals.

Hypothesis Four

There will be differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university process goals.

¹Logan Wilson, Foreword to Whose Goals for Higher Education? ed., Charles G. Dobbins and Calvin Lee (Washington, D.C.: American Council on Education, 1968).

Hypothesis Five

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university outcome goals.

Hypothesis Six

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university outcome goals.

Hypothesis Seven

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university process goals.

Hypothesis Eight

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university process goals.

Hypothesis Nine

There will be differences among the faculty ranks in their ratings of the perceived importance of university outcome goals.

Hypothesis Ten

There will be differences among the faculty ranks in their ratings of the preferred importance of university outcome goals.

Hypothesis Eleven

There will be differences among the faculty ranks in their ratings of the perceived importance of university process goals.

Hypothesis Twelve

There will be differences among the faculty ranks in their ratings of the preferred importance of university process goals.

The hypotheses indicate the existence of relationships among the responses of the three respondent-groups. Differences in perception and preference patterns are discerned because of unique roles each group has to play in the academic community. Sargent supports this by providing information regarding implications of the role concept. He says that "individuals vary, hence they perceive and interpret situations differently."¹ The writer anticipated that the administrator group, while mindful of all objectives and goals, would be more concerned with the supportive

¹Stephen S. Sargent and Robert C. Williamson, Social Psychology. (New York: Ronald Press Company, 1958).

or process goals since they usually take charge of the day to day operation of the institution. On the other hand, it is likewise anticipated that the trustee group would be concerned, with the same amount of intensity, with both the outcome and process goals, especially those emphasizing the role of the university in the total societal context since they are supposed to safeguard the interests of both the institution and the society each university was established to serve. The writer further anticipated that the ratings of the faculty groups would probably stress on those goals that deal with teaching and research since it is in these areas that their impact should be felt and evaluated.

The study also purported to answer the following questions, in addition to testing the hypotheses:

1. What are the goals of the university as perceived and preferred by the following groups in the state of Michigan?
 - a. Governing Boards
 - b. Administrators
 - c. Faculty
2. How do manifested goal perceptions and/or goal preferences compare among the three groups? across groups?
3. What differences exist among the trustees, administrator, and faculty groups in their ratings of importance of perceived goals? of preferred goals?

4. What differences exist in the consideration of perceived and preferred outcome goals among the three groups? across groups?
5. What differences exist in the consideration of perceived and preferred process goals among the three groups? across groups?

Significance of the Study

The present economic realities dominated by inflation and impending recession are being felt by the university, its ivory towers notwithstanding. The economic downturn is offering fewer jobs for college graduates; it is increasing funding demands for unemployment and welfare, making the university even more competitive for financial support. In the face of these current developments, it is imperative that the university come up with relevant and tenable priorities, enunciate these with clear specificity, and formulate goals that would generate directions from which its limited resources would operate. In the absence of defined goals and directions, the university may not be equal to the task society expects it to do, especially during these uncertain times.

Samuel E. Gould asserts that "the university has never been more necessary to the national life but never in

a more precarious position."¹ It seems that for it to survive, it must undergo systematic metamorphosis involving planning, evaluation, and all related institutional activities crucial to such a cycle. Within this context, evolutionary processes can be rendered meaningless without the role of the institution and its attendant goals clearly and explicitly defined. Clarity of purposes, especially to those units charged with the delivery and operation of university services, will certainly help in fostering a healthier relationship between the organization and its environment.

Fortunately, all universities need not respond to their environment in the same way and F. Champion Ward notes that "diverse colleges must be able to articulate their unique goals in ways meaningful to their particular constituencies, if they are to expect continued support necessary for their survival."² Corollary to this observation, Harry Case, in formulating guidelines for a hypothetical university, asserts that:

¹Samuel E. Gould, Today's Academic Conditions (New York: McGraw-Hill, Inc., 1970).

²F. Champion Ward, "University Initiative in Response to Change", High Education: Demand and Response, ed., W. R. Niblett. (San Francisco: Jossey-Bass, Inc., 1970).

One of the causes of the present difficulties in our institutions of higher learning seems to be that they have failed to emphasize with strong, clear statements, what their objectives and policies are, and who is responsible for what. It is hard to run a railroad in such a deep fog.¹

Societal changes demand that organizations, especially universities, should respond to change. Education must be viewed at all angles and refurbished; priorities should be decided and set to avoid wastage of limited funds. To do this, it is imperative that universities undergo changes from within to work for consensus so as to evolve a synthesis of purposes and goals both tenable and acceptable, not only to the units doing its functioning but also to the bigger society outside its walls.

The study was conducted with the hope that it will help bring about the following:

1. A synthesis of university goals as they are perceived by certain units internal to the institution, as awareness of each unit's perceptions may lead to better appreciation of the concerns of each component in the system;
2. A basis for delineation of those goals common to all universities from those unique to each, as this may promote more appreciation of priorities by those charged with institutional funding and

¹Harry L. Case, "A Declaration of Aims and Policies of University X", Educational Record, L (Fall, 1969), p. 450.

those attendant sources of funds, be they legislators, alumni, donors, or taxpayers; and

3. A synthesis of university goals as they are perceived by constituencies within the university, as knowledge of these may invariably result in a re-study of institutional goals and a definition of those deemed not only crucial but tenable, especially to those charged with the processes towards the attainment of such goals.

Algo D. Henderson asserts that "education requires problem-solving at the highest level of joint intellectual effort -- that decisions are best made where the professional effort must be made; and that the really important matters in education occur in the individual and personal relationships."¹ This implies the need for cohesion crucial to consensus and harmony within the university and the need for mutual respect and confidence among all the interest groups in the academic setting.

Scope and Limitation of the Study

The scope and significant limitations of the study are herein cited:

¹Algo D. Henderson, "Control in Higher Education: Trends and Issues", The Journal of Higher Education XL, 1 (January, 1969), p. 7.

1. The study did not consider all higher education institutions; it involved only the five, public doctorate-granting universities in the state, with their respective governing boards, their central administrative groups, excluding the Presidents, and their respective faculty groups.
2. No attempts were made to determine such variables as sex, age, academic discipline, longevity of service, and other such variables that may have relation to attitudes toward institutional goals.
3. The size of the universities involved was not considered as a variable.
4. The study did not consider other academic and/or social groups (e.g., legislators, employers, parents, alumni, students, and the community) that may be crucial to the formulation and/or achievement of institutional goals.
5. The primary instrument for collecting data was the questionnaire, with its inherent recognized limitations of measurement that should be taken into consideration in the interpretation of data. Contents of the questionnaire were limited to outcome or end goals and process or supportive functioning goals.

Definition of Terms

Terms used in the study are herein defined to clarify the content of the research.

Administrators are the members of any of the five universities' central administrative groups, including the various College Deans, but excluding their Presidents.

Governing Boards are the legal bodies charged with the direct control and operation of single and multiple institutions. They can be referred to as Boards of Trustees, Boards of Regents, Boards of Directors, Boards of Visitors, Boards of Governors, or Members of the Corporation.¹ In this study, they are those with the legal charge of direct control and supervision of the five public doctorate-granting universities in the state of Michigan as of January, 1974.

Faculty Groups are the members of the teaching faculties of the five universities listed as such in each institution's Faculty-Staff Directory.

Goals are the priorities or expected outcomes of any or all of the universities involved in the study. These goals can either be perceived or are goals and preferred or

¹S. V. Martorana, College Board of Trustees (New York: The Center of Applied Research in Education, Inc., 1963), p. 35.

should be goals. In addition, these goals can either be outcome or end goals, e.g., to develop in the students abilities of scholarly inquiry, or process goals, e.g., to create a campus climate responsive to innovation and change.

Public university refers to the institution offering academic programs beyond the secondary school and for which the legal control and financial support are vested in the state government. In this study, the term specifically refers to the five doctorate-granting universities in the state.

Trustees are the members of the governing boards of the universities to be involved in the study.

Organization of the Study

Chapter II presents a review of literature related to institutional goals -- the various current views and interpretations on the nature of these goals, especially as they relate to the functioning of the university as a social system. It likewise presents research related to the context of the study. The methodology and design employed are discussed in Chapter III. The collected data and the methods of analysis used to interpret them are discussed in Chapter IV. Chapter V includes a summary of findings, conclusions, and recommendations for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

It is apparent that every college and university needs to organize to plan and justify its future in the wake of limited financial resources. All units in the organization must define objectives geared to the institution's goals, thus facilitating assessment and accountability where every participant is ready and able to give active support.

It is also apparent that for a college or university to maintain the active and loyal cooperation of its various components, institutional goals should serve as the core from which such cooperation will emanate.

Selected literature related to views on, nature of, and research on institutional goals is herein reviewed.

Some Views on Institutional Goals

It is important that institutional goals need to be clearly defined. In defining these however, some primary questions should be answered: What should be the goals? Whose should be these goals? How should they be achieved?

Most educators and writers seem to agree that the goals of higher education focus on three main purposes: teaching, research, and public service.

Clifton Wharton, in a statement on New Patterns of Education, asserts that the university is a change agent ... that its major role as such is its impact upon knowledge through research and upon persons through teaching. He further contends that the university should strive to provide positive impact of dynamic service to the individuals who compose it and to the community of which it is a part.¹ It seems that teaching and research should constitute the primary concerns of the university, with public service emerging as a consequence.

Taylor and Henderson are very emphatic about the role of the university as a change agent. Taylor feels that the university can only restore itself when it becomes an active agent in recreating a society gone wrong.² Along the same line, Henderson argues that American higher Education is a reflection of a democratic ideology and views it as a means of making changes in society.³

¹Clifton R. Wharton, Jr., "New Patterns in Education", Michigan State University Catalog, 1973-74, p. 1.

²Harold Taylor, Students Without Teachers: The Crisis in the University (New York: McGraw-Hill, 1969).

³Algo D. Henderson, The Innovative Spirit (San Francisco: Jossey-Bass, 1970).

James Perkins speaks of university goals as based on knowledge acquisition, knowledge transmission, and knowledge application.¹ He may well mean teaching, research, and public service. There appears to be a growing concern over the decreasing emphasis being given to the teaching function. John Gardner expresses some fears that it is being treated with very little importance, especially as it relates to the undergraduates.² James Perkins, in discussing current concerns about the individual and quality of life, stresses the importance of teaching as a university function, while advocating that the three functions of higher education should be viewed as mutually reinforcing, hence synthesized into a meld of one central concern:

These new priorities have as their central theme that human beings are more important than knowledge, and that the individual is more important than society. As a consequence, teaching now seems more important than research, and certainly more important than research that is not justified by visible connection with the quality of life.³

¹James Perkins, The University In Transition (Princeton, New Jersey: Princeton University Press, 1966), p. 9.

²John W. Gardner, "Agenda for Colleges and Universities", Campus 1980, ed., Alvin C. Eurich (New York: Delacorte Press, 1968), p. 1.

³James A. Perkins, "Higher Education in the 1970's", Educational Record, LI (Summer, 1970), 249.

This lends credence to the current concept of the university as the institution that should encourage the individual search for knowledge, while re-emphasizing the primacy of the personal, human dimension of life.

Raymond P. Whitfield and Lawrence M. Brammer underscore the cruciality of the teaching function of the university. They identify this as the Achilles' Heel of academe and state that:

The academic Achilles' Heel is a low level of teaching performance which institutions have not seriously tried to improve. Neither hiding this neglect behind a historically nurtured professional mystique nor continued hope in the patience of the clientele will any longer serve as adequate defenses. The time is at hand when our higher education institutions must demonstrate that quality of teaching is their business or anticipate that their clients will go elsewhere.¹

Although there is some consensus about the importance of teaching as a university function, there is also the growing fear about the little attention it is currently being given, hence resulting in complaints about instructional efficiency. To this, Eble states that "complaints about the quality of undergraduate teaching are current and chronic."²

¹Raymond P. Whitfield and Lawrence M. Brammer, "The Ills of College Teaching: Diagnosis and Prescription", The Journal of Higher Education, XLIV, 1 (January 1973), pp. 1-13.

²Kenneth Eble, "The Recognition and Evaluation of Teaching", Project to Improve College Teaching (Salt Lake City, Utah, 1970).

While there seems to be general agreement on the main concerns of higher education as teaching, research, and public service, there is also the possibility that each will not receive an equal emphasis across institutions. Some advocate that the underlying theme for university functioning should be the pursuit of knowledge for its own sake. The danger attendant to this however is discussed by Robert McGarrah, and he says:

I would contend that pursuing knowledge for its own sake is no longer enough; over-indulgence in such pursuit has probably weakened too many colleges and universities. Hence, instead of becoming more enlightened by science, technology, or industry fed from the springwell of our universities, we have grown more repressed by fears of nuclear holocaust, environmental pollution, and social divisiveness. In an industrialized society, no institution (perhaps, least of all, the university) can escape from effects of corporate uses and abuses of knowledge.¹

He underscores the fact that institutions, most of all universities, in exercising their prerogatives and performing their functions, must not only direct influence on knowledge gained through research but also the applications of such knowledge. Again, there is the evident implication

¹Robert E. McGarrah, "The University Updated", The Journal of Higher Education, XLIV, 2 (February 1973).

that the quality of life is the core of university existence. Archibald MacLeish suggests that "a truly responsible university would ... accept as the critical contemporary fact the failure of the balance between society and self and would find the reason for the failure in the dehumanizing of the culture on the one side and the dehumanizing of self on the other.... It would commit itself to education as a vehicle for realization of self in society and it would underline the in."¹

Another example of the uneven emphasis of the three university functions is discussed by Spencer. He asserts that the two main functions of the university are teaching and research. He however implies agreement with McGarrah's view that the application of knowledge gained through research should be another function of the university. He asserts " ... that the university has the obligation both to preserve and to enrich culture ... in the exact sciences, we are doing too much enriching, while in the social sciences, we are doing just the opposite."²

¹Archibald MacLeish, Text of Address, Hampshire College, October 1970, Amherst, Massachusetts. Published in Saturday Review, December 19, 1970, p. 18.

²Lyle M. Spencer, "The Research Function in the Advancement of Knowledge", Whose Goals for American Higher Education? ed., Charles G. Dobbins and Calvin Lee (Washington, D.C.: American Council on Education, 1968). p. 66.

Public service as a purpose of higher education is also stressed by the Carnegie Commission on Higher Education. In their thirteenth report, one of the recommendations is "a system of required community service for students."¹

The three-fold function of the university is more often mentioned in this order: teaching, research, and public service, sometimes with the implication that the third emerges as a consequence of the implementation of the other two. This is implied in the statement of university purposes adapted by the faculty at the University of Wisconsin:

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

It seems that while discovering and transmitting new knowledge to the units within the academic community, there is the underlying possibility that such will eventually filter to the larger world, thus enriching the quality of

¹"Reform on Campus". A Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company, 1972).

²V. R. Potter and Others, "Purposes and Functions of the University", Science, CLXVII (March 1970).

life, not only of those within the university walls but also of those in the larger society. This may not have a definite operational meaning when compared with an explicitly defined purpose of public service.

Another attestation to the public service function of higher education is contained in the recommendations submitted to the President and the Senate by the National Commission on the Financing of Postsecondary Education. These recommendations focus on the changes that should be done to parallel the changes in American society during the last twenty years:

Post secondary education should offer programs of formal instruction and other learning opportunities and engage in research and public service of significant diversity to be responsive to the changing needs of individuals and society ... it should strive for excellence in all instruction, research, public service, and other learning opportunities.¹

The same view toward public service as a concern of higher education is contained in the Carnegie Commission's Final Report, "Priorities for Action". The report contains, among others, a re-affirmation that "society increasingly needs the contribution of higher education ... that higher

¹Report and Recommendations, National Commission on the Financing of Postsecondary Education, Chronicle of Higher Education, VIII, 17 (January 28, 1974).

education can help lead to more individual participation in a democratic society, more meaningful work in a productive economy, and more cultural diversity and creativity in a future world with great leisure."¹

The Panel on Alternative Approaches to Graduate Education, a commission established by the Council of Graduate Schools, stresses this similar concern for public service. In their summary of recommendations for change, they cite a number of attitudes and assumptions: (1) respect for cognitive rationality as the surest means of advancing human knowledge; and (2) concern with how to make knowledge a more effective resource for meeting social needs. Evidently, the quest for knowledge should not be separate from that of general human aspirations.

Another dimension has been added to the three-fold purpose of higher education and this is social criticism as advocated and defined by Kenneth Keniston and others. Keniston attempts to delineate this from the other functions and claims that it is the most neglected. He contends that social criticism should be one of the major roles of the university in the face of tremendous societal change and its attendant complexities:

¹"Priorities for Action", Carnegie Commission's Final Report, The Chronicle of Higher Education, VIII, 3 (October 9, 1973).

... the emergence of criticism as a major function of the university is intimately related to the changing nature and needs of American life. In modern society, the simple transmission of knowledge must increasingly give way to a critical re-examination of that knowledge; the extension of knowledge pre-supposes a critical analysis of what is worth extending; and the application of knowledge requires a critical study of which knowledge can be applied to what.¹

It appears that the university has to make a stand regarding the viability of the knowledge it has helped to discover and transmit. He implies that in carrying out this critical function, there is the attendant danger that the system may take partisan positions, and this will tend to undermine its ability to perform all its other functions. He therefore suggests that criticism should emanate from individuals and groups within the university.² However, this may not be easy to do since it is common knowledge that the general public is often inclined to view individual or group positions on current issues as similar if not identical to those of the university as a whole. Keniston further expands the mission of the university and he states " ... provides an

¹Kenneth Keniston, "Responsibility for Criticism and Social Change", Whose Goals for American Higher Education? ed., Charles G. Dobbins and Calvin Lee, (Washington, D.C.: American Council on Education, 1968), p. 147.

²Ibid., p. 161

education and environment that encourages students to gather intellect, ethical sense and action into one related whole."¹ He also asserts that the university is best equipped to perform social criticism because of (1) its more extended time span and inclusive scope of concern; (2) the ability of faculty to take a broad view of society because of tenure which protects them from outside forces; (3) a more intimate involvement with the future generation which results in a sensitivity to the quality of future society; and (4) the fact that the faculty tends to be anti-authoritarian and possesses a critical mind.²

Shoben agrees with Keniston on the basic idea that the university should be a social critic and he asserts that there is "a growing mistrust of intellectual demands that virtually all ideas and domains of inquiry be deliberately uninvolved for their moral and political implications and assessed in the light of explicit values."³ He suggests that curricular changes should be effected and that such changes

¹Kenneth Keniston, "The Faces in the Lecture Room", The Contemporary University, USA, ed., Robert S. Morison (Boston: Houghton Mifflin Company, 1966), p. 343.

²Kenneth Keniston, "Responsibility for Criticism and Social Change", p. 154.

³Edward J. Shoben, Jr., "Cultural Criticism and the American College", Daedalus, IC (Summer, 1970), p. 683.

should be based on the critical function. He feels that this will help ease doubts about "educational relevance."¹

Mullaney holds another view regarding the university function of social criticism. He states that the university has nurtured and maintained some societal ills, and that to vindicate itself, it should aspire "to become the center of dissent and resistance, and an interpreter of such behavior to the public."² He further contends that the university need not remain neutral as advocated by Shoben and Keniston. In presenting a "resistance model" for the university to follow, he gives these suggestions: (1) that the university divest itself of stocks and other holdings that are contrary to person-centered values; (2) that the university make the curriculum action-oriented; (3) that the university pressure the courts to broaden their view of disruption; (4) that the university form alliances with other groups; and (5) that the university strike and close down as a last resort.³ Mullaney holds a rather extreme notion about the university's mission on social criticism. In another vein, Daniel Bell, in discussing the future of

¹Ibid., p. 691.

²Anthony Mullaney, "The University as a Community of Resistance", Harvard Educational Review, XL (November, 1970), p. 694.

³Ibid., p. 698.

the university, presents four missions: (1) to act as the custodian of Western culture and evaluator of claims to membership in the "chain of learning"; (2) to advocate the search for truth through inquiry and scholarship, the discovery of the laws of nature, and the explication of the norms and rules that govern human behavior; (3) to train a large number of people as professionals in specific fields; and (4) to apply knowledge to social use.¹ He seems to advocate the traditional concept of the university as primarily a community of scholars where the primary concerns are the search for truth and knowledge and the enrichment of society as a result.

Godfrey, in her study about the current composition of governing boards in public institutions of higher education cited the major missions of the university as:

1. Public Service -- the extension and application of university resources such as faculty, facilities, and research findings to meet public needs;
2. Scholarship and Research -- to foster intellectual development and the pursuit of learning through research;
3. Vocational Preparation -- to provide opportunity to obtain the knowledge needed to pursue useful careers;

¹Daniel Bell, "Quo Warranto?" Notes on the Governance of Universities in the 1970's. The Embattled University, ed., Stephen Graubard and G. Ballotti (New York: George Braziller, Inc., 1970), pp. 231-232; Daniel Bell, "By Whose Right?" Power and Authority, ed., Harold Hodgkinson and R. Muth (San Francisco: Jossey-Bass, Inc., 1971), pp. 163-164.

4. Teaching and Knowledge Transmission -- to advance knowledge and cultivate a sense of the past; and
5. Social Criticism -- to act as a social critic providing opportunity for critical re-examination of knowledge and interpretation of behavior.¹

Apparently, another dimension, that of vocational preparation, has been added to make the institutions more in line with the current egalitarian concept of high education.

In assessing the evolutionary role of the student in American higher education, Wallace presents a different picture of the university and its tasks, and he contends that:

(1) Due to the socially imposed commitment to the democratization of higher education and its increased dependence on society, it has become progressively diffused into the public domain of society; and (2) As a societal institution, higher education has, over time, assumed a larger number of tasks that could be considered divergent from its original role of educating the young. It has dropped or sought to divest itself of some of the functions it has previously served.² It is evident that higher education, to remain a

¹Helen Ruth Godfrey, "A Profile of Female Trustees of Four-Year Public Colleges and Universities and a Comparison of Female and Male Trustee Perceptions of Selected Trustee Functions and University Issues" (Unpublished Ph.D. Thesis, College of Education, Michigan State University, 1971).

²Douglas Wallace, "Assessment of the Evolutionary Role of the Student in American Higher Education" (Unpublished Ph.D. Thesis, University of Indiana, 1972).

viable societal institution, should undergo changes and assume tasks considered crucial to the demands of the present society.

The preceding review of literature indicates that the general purposes and functions of higher education are teaching, research, public service, and social criticism. However, emphasis for each vary from institution to institution, hence there is no inference that they should be considered equal.

The Nature of Institutional Goals

This portion of the review deals with institutional goals as they are viewed along two dimensions: the outcome and the process. Evidently, there is some form of consensus regarding the importance of assessing the impact of the main functions of higher education upon the student and upon society. The uniqueness of the college experience makes the student the core of concern, thus 'student development' has evolved as an all-important outcome goal of higher education.

The Carnegie Commission, recognizing student development as a primary concern of higher education, presents suggestions focusing on the same theme: "Individualization of educational experience so that the students' interests and aspirations assume first priority in the content of alternative learning environments." In its thirteenth report, the Commission presents the following recommendations:

1. Preservation and extension of diversity of programs among and within colleges and universities;
2. Achievement of more relevance in the curriculum;
3. Provisions of more creative opportunities for students;
4. Greater attention to the emotional growth of students;
5. More opportunities for a broad liberal arts education; and
6. Greater attention and recognition for advising in the educational process.¹

There is the implication that if some or all of these recommendations were considered by colleges and universities when defining or re-defining their goals and priorities, a major change would take place in American higher education.

Nevitt Sanford also supports the student development concept of higher education. In discussing the crucial educational issues of the future, he stresses the importance of individual development as a function of higher education:

Education and training, in the society we may then envision, would both be humanistic, that is based on an understanding of what people are by nature, and of what they need, to develop all potential. Thus we would direct our attention to a whole range of talents such as those involved in communication, relating to people, perceptual clarity, and so on. If we implemented such a

¹"Reform on Campus", A Report and Recommendations of the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company, 1972).

program ... many people now disadvantaged would actually have advantages.¹

Sanford's view underscores the importance of the individual and the quality of life, a view shared by others in the education spectrum. Harold Taylor, in evaluating the impact of the recent student unrests on campus, stresses the need for more concern on the human dimension of the individual. He states that: "the students need to learn more than how to maintain academic subjects; they need to learn how to live."² He looks at the educational experience as a positive means of enriching personal relationships. This lends more proof to claims that campus climate is imperative to student development. The fact that students undergo some forms of change during the college years is also reported in a study conducted by Dressel and Lehmann. They came up with findings which indicate significant changes in the students' critical thinking ability, stereotypic beliefs, dogmatism, and values. These same findings indicate that these changes which occur over the four years of college study were a significant decrease in stereotypic beliefs and unreceptivity to new ideas, an increase in

¹Nevitt Sanford, "Loss of Talent", Issues of the Seventies, ed., Fred Harclerod (San Francisco: Jossey-Bass, Inc., 1970), p. 66.

²Harold Taylor, "Student Unrest", Issues of the Seventies, ed., Fred Harclerod (San Francisco: Jossey-Bass, Inc., 1970), p. 127.

open-mindedness, and a significant improvement in critical thinking ability.¹

David Hess expresses a concurrent orientation; he emphasizes the concept of man as viewed by philosophers, social scientists, and theologians. He believes that all the components of the academic community should be directed towards the development of persons as the end of the educational process.² Self-development as a goal of the educational process is also shared by many, although in different dimensions. Lewis Mayhew, in discussing the future of higher education, states that: "Within the teaching institutions, professors will have accepted that their chief duty is to help young people change."³ William Byron, reacting to the current social and political upheavals in Washington, presents a case for the university:

An educational enterprise, a learning community, a climate of inquiry called a university, should at the very least,

¹Paul L. Dressel and I. J. Lehmann, "Impact of Higher Education on Student Attitudes, Values, and Critical Thinking Abilities", Educational Record, XLVI (Summer, 1965), pp. 248-258.

²David Hess, "The Person-Centered Function of Higher Education" (Unpublished Ph.D. Thesis, College of Education, Michigan State University, 1962).

³Lewis Mayhew, "The Future Undergraduate Curriculum", Campus 1980, ed., Alvin C. Eurich (New York: Delacorte Press, 1968), p. 217.

provide an environment designed to assist the student in acquiring a properly developed sense of self-hood.¹

Colleges and universities should have goals viewed along another dimension. It is apparent that for an academic community to achieve end or outcome goals, there should be a parallel set of process goals, those goals that are supportive of the system in order for it to achieve its ends. Hence, in attempting to work towards the evolvement of a "developed individual", committed to truth and those significant others that constitute the highest quality of life, a college or university must nurture an atmosphere supportive towards the same goal. William Bryon, in stressing the impact of the educational experience, states that:

Another minimal expectation in any university community is a common commitment to truth ... the university is an atmosphere of open inquiry and free quest for truth ... somehow, through a creative cataclysmic curriculum, the student should meet in his professors, his peers, his books, and his projects, but especially in himself, the value, which, in developed and personalized form, will mutually guarantee that his judgements will be principled.²

Apparently, academic freedom should be rendered meaningful to all the components of the academic community so

¹William Bryon, "A Need for Principled Judgement", The Chronicle of Higher Education, VIII, 13 December 1973.

²Ibid.

that the end-goals of the institution could be attained.

Evidently, there is a felt need for all the components of a college or university to be committed to the goals of the institution, especially in the face of waning credibility and threatening financial squeeze. The Carnegie Commission on Higher Education, in a study concerning some imperatives for higher education, gives the following recommendations for administrators, trustees, and faculties:

(1) trustees and administrators are urged to insist on output data in terms of clearly stated goals and objectives of the institution; (2) trustees and administrators are urged to review budgeting guidelines and procedures for funds; (3) faculties are urged to understand the nature of the current cost squeeze; and (4) they are urged to become more flexible while examining loads, class size, curricular duplication, and tenure percentages.¹ In re-defining goals and priorities or in evaluating old ones, these should be considered, especially as they relate to the extent of goal-achievement. It is evident that the presence of consensus among the university's units is imperative; that they should decide on priorities and goals around which will be patterned the programs the institution can offer is crucial.

¹"The More Effective Use of Resources: An Imperative for Higher Education", A Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company, 1972).

The importance of a supportive campus climate is also underscored by Charles Neff, in his discussion of the nature of academic responsibility. He contends that institutional units should maintain harmony, particularly in their views toward the functioning of the system and their respective academic responsibilities. He states that:

A university is a social institution ... one which contributes to the maintenance and transformation of social values, that it is most effective when it possesses a common philosophy ... one which results to the process of education and individual development but which also has social implications; that such a philosophy must generally engage and have relevance for the members of its community.¹

The impact of the university community on the total development of a student is supported by Pace and he states: "It is quite clear that different college environments do have demonstrable consequences on student behavior."²

The existence of a marked relationship between the development of a student and the climate of his college or

¹Charles B. Neff, "Toward a Definition of Academic Responsibility", The Journal of Higher Education, XL 1 (January 1969), pp. 12-22.

²C. Robert Pace, "Implications of Differences in Campus Atmosphere for Evaluation and Planning of College Programs", ed., Robert Sutherland and Others, Personality Factors on the College Campus: Review of a Symposium, (The Hogg Foundation for Mental Health, University of Texas), pp. 43-61.

university is underscored by Sanford. In his studies focused on personality development from the freshman to senior years of the college experience, he attributes much of the change in the student to the nature and impact of the institution upon his personality.¹

A similar study conducted by Gottlieb and Hodgkins² and another done by Heist and Webster³ indicate that the change in the student during the college years is the result of the interaction of two factors: his origins and the university community in which he finds himself. This underscores the role of campus climate in student development.

Evidently, the existence of various interpretations of and views on the nature of institutional goals generate questions crucial enough to merit investigation and close study. Apparently, the current overall role of higher

¹Nevitt Sanford, "Personality Development During the College Years", Personnel and Guidance Journal, XXXV (1956), pp. 74-80.

²D. Gottlieb and B. Hodgkins, "College Student Sub-Cultures: Their Structure and Characteristics in Relation to Student Attitude Change", School Review, LXXI (Autumn, 1963), pp. 266-289.

³Paul Heist and Harold Webster, "Differential Characteristics of Student Bodies -- Implications for Selection and Study of Undergraduates", Selection and Educational Differentiation: Proceedings (Berkeley, California: The Center for the Study of Higher Education, 1960), pp. 96-104.

education seems ambiguous, especially as it relates to the expectations of the various publics the universities are established to serve. Coogan states that:

The American people, broadly speaking, do not fully understand the vital role played by universities in this rapidly changing world of ours. If somehow, and I think we need to know what our 'image' is beforehand, we could individually and collectively break through this almost invisible barrier between us and a lot of our many publics, we would render an incalculable service to higher education.¹

Regardless of claims about the ambiguity of the role of the university and the cruciality of goals to the effective translation of this role to the publics, research done along this line seems to indicate a dearth, hence a marked need for more studies.

Research relevant to this study is herein reviewed:

A very comprehensive study related to institutional goals was conducted by Gross and Grambsch. Using the systems model originally adopted for the study of organizations, they developed a set of specific goals and categorized them into outcome and support goals. In their study,

¹James H. Coogan, "Image Studies of Higher Education: Guidelines for Market Research", Current Issues in Higher Education, 1960, Proceedings of the fifteenth Annual National Conference on Higher Education, pp. 235-238. Washington: Association for Higher Education, National Education Association, 1960.

they qualified outcome goals as "those which are manifested in a product of some kind ..." ¹ and support goals as "those activities carried on with the organization to keep it functioning effectively to achieve output goals." ² They justify the category of support goals by saying:

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

These two types of goals served as the base of their study and along these dimensions, forty-seven questionnaire statements (or goals) were formulated and mailed to the faculties and administrators of sixty-eight universities in the United States.

The output goals were categorized into:

1. Student-expressive -- those that deal with attempts to change the student's identity or character in some way;

¹Edward Gross and Paul Grambsch, *University Goals and Academic Power* (Washington, D.C.: American Council on Education, 1968), p. 9.

²Ibid.

³Ibid.

2. Student-instrumental -- those that deal with the student's being equipped to perform certain functions for society;
3. Research -- those that deal with the discovery or production of new knowledge, or the solution of problems; and
4. Direct service -- those that involve direct and continuing service to the larger society.¹

The support goals were likewise categorized into:

1. Adaptation -- those that represent the need of the university to come to terms with the environment in which it is located;
2. Management -- those that deal with decisions: University governance, internal conflict, and establishment of goal priorities;
3. Motivation -- those that tend to maintain high level of morale among staff and students; and
4. Position -- those that help to maintain the position of the university in the face of pressures that could change its relative status.²

¹Ibid.

²Ibid.

The researchers justified their use of a large number of specified goals by stating that "it is our belief that the study of organizations has suffered from an overly simple view of goals."¹

The respondents involved in the study were asked to rate the importance of each goal on the basis of how important they prefer it to be and how important they perceive it at their respective institutions. The study came up with interesting findings, some of which are herein cited:

Perceived goals ranked the most important:

1. Protect the faculty's right to academic freedom;
2. Increase or maintain the prestige of the university;
3. Maintain top quality in those programs felt to be especially important;
4. Ensure the continued confidence and hence support of those who contribute substantially to the finances and other material resource needs of the university;
5. Keep up to date and responsive;
6. Train students in methods of scholarship and/or scientific research; and

¹Ibid.

7. Carry on pure research.¹

Preferred goals ranked the most important:

1. Protect the faculty's right to academic freedom;
2. Train students in methods of scholarship and/or scientific research and/or creative endeavor;
3. Produce a student who has had his intellect cultivated to the maximum;
4. Maintain top quality in all programs engaged in;
5. Serve as a center for the dissemination of new ideas;
6. Keep up to date and responsive; and
7. Maintain top quality in those programs felt to be especially important.²

The study indicates particular concern about academic freedom, student development, and research. Goals focused on these concerns were opted as very important by the respondents involved in the study. One of the conclusions reveal that administrators and faculty "tend to see eye to eye with a much greater extent than is commonly supposed."³

¹Ibid.

²Ibid.

³Ibid.

Using the same instrument, William Thomas conducted a study of the perceptions and preferences of students, faculty, and administrators in the field of student personnel at Michigan State University. He compared the results with those obtained by Gross and Grambsch. Some of his findings are:

Most preferred goals for the university:

1. Keep up to date and responsive;
2. Serve as a center for dissemination of new ideas;
3. Protect and facilitate the student's right to inquiry;
4. Help students to develop objectivity about themselves;
5. Protect the faculty's academic freedom;
6. Involve students in the government of the university; and
7. Maintain top quality in all programs.¹

The results of this study seem to imply more concern about supportive or process goals and the cruciality of these to the achievement of end or outcome goals. One of the major

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

conclusions indicates the existence of a "general philosophical posture that values quality education while maintaining concern for individual human development."¹

A similar study was conducted by Norman Uhl for the National Laboratory for Higher Education where he employed an earlier version of the Institutional Goals Inventory (IGI) to gather data from five institutions in the Carolinas and Virginia. One of the principal purposes of the study was to test the Delphi Technique as a measure of achieving consensus among diverse constituent groups regarding institutional goals. The findings indicate that beliefs about goals generally converge with the repeated administration of the inventory along with feedback results.²

Stead conducted an analysis of the goal perceptions and preferences of students, faculty, administrators, and trustees at Michigan State University using an instrument patterned after that formulated by Gross and Gamsch. Employing Parson's theory of social systems, he analyzed university goals along the dimensions of the four functional imperatives identified as adaptation, pattern maintenance, tension management, and integration. Some conclusions of the study are:

¹Ibid.

²Norman P. Uhl, "Identifying College Goals the Delphi Way", Topical Papers and Reprints No. 2 (Durham, North Carolina: National Laboratory for Higher Education, 1971).

1. It is important for institutions of higher education to develop and articulate goals;
2. Instrumental or process goals are as important as output or end goals, they should be kept in proper balance;
3. All the respondent-groups recognize the importance of maintaining a satisfactory relationship with the larger society and the need to secure resources necessary for effective university functioning; and
4. All the constituent groups felt that the goals should be given greater emphasis than was the case in practice.¹

Stead's concluding statements focus on the importance of the role of the university to the development of both the student and society.

The Danforth Foundation sponsored a similar study using the modified form of the Gross and Grambsch instrument. Colleges with limited resources from Appalachia and the Great Plains were involved in the study. Administrators, faculty, and students were asked to respond to the questionnaire. The major findings indicate the presence of agreement among the respondents regarding the importance of

¹Ronald Stead, "Analysis of the University Goal Perceptions and Preferences of Students, Faculty, Administrators, and Trustees at Michigan State University" (Unpublished Ph.D. Thesis, College of Education, Michigan State University, 1971).

goals that focus on teaching and student-oriented activities.¹

Swarr conducted another study on the goals of colleges in New York state. Among the features of this study which differentiates it from other similar investigation on institutional goals are: (1) its focus upon public colleges and (2) its comparison with university and private college studies. Some of the major findings are:

1. Respondents indicate a desire that greater importance should be given to the goals than is given them;
2. There are reliable differences between the goal perceptions and preferences of the faculty and administrators of the four colleges; and
3. Goal perceptions and preferences of the state college faculty are more similar overall to those of small, private church-related college staff in the Danforth study than to the university staff responses recorded in the Gross and Gambasch study.²

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

²Philip C. Swarr, "An Empirical Study of the Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administrators", (Unpublished Ph.D. Thesis, Syracuse University, 1971).

Quinn conducted a similar study in Massachusetts using the Institutional Goals Inventory (IGI) developed by the Educational Testing Service. He involved the higher education institutions in the state. Some of his conclusions are:

1. that state colleges should offer career programs that would be more intellectual than vocational; and
2. that state universities should be primarily intellectual and focused on the pursuit of knowledge for its own sake, hence the maintenance of excellent graduate programs.¹

Another study on university goal preferences was conducted by Parker. He used the goals inventory developed by Gross and Grambsch to determine faculty preferences among a group of higher education institutions. His findings reveal differences in goal perceptions based on such factors as militancy of the institution involved and the employment status and discipline of the respondents.²

¹Mathew J. Quinn, "In the Public Service: The Goals of Public Higher Education in Massachusetts as Perceived and Preferred by Major Decision-Makers" (Unpublished Ph.D. Thesis, Boston College, 1972).

²Reuben D. Parker, "University Goal Preferences of Faculty" (Unpublished Ed.D. Thesis, New Mexico State University, 1972).

Julius B. Roberson conducted a study to determine the goals of Memphis State University as perceived and preferred by administrators, faculty, and students. He formulated a questionnaire composed of thirty-six goal statements categorized into eleven areas of emphasis. Some of his findings reveal the following:

1. That differences exist within the administrators, faculty, and student groups regarding goal preferences and perceptions; and
2. That there is a lack of congruence between the groups in both perceived and preferred goals.¹

The need for a better articulation of institutional goals is recommended in a study done by Larry L. Howard. Using an environmental assessment approach similar to the CUES formulated by C. Robert Pace, he investigated the goals of Missouri Baptist College in St. Louis. Some of his recommendations are:

1. That studies should be done to more clearly articulate the goals of institutions;
2. That studies should be done to determine reasons of marked differences in the perception of college goals by constituencies; and

¹Julius B. Roberson, "Perceived and Preferred Goal Congruence In A State University", (Unpublished Ed.D. Thesis, University of Tennessee, 1971).

3. That all institutions of higher learning should continuously re-examine and/or revise statements of goals and philosophies.¹

Richard Grubb, using a modified version of the Institutional Functioning Inventory (IFI) formulated by the Educational Testing Service, investigated the goal perceptions and preferences of the faculty and staff of the University Park Campus of Pennsylvania State University. His recommendations focus on one salient fact: that there is a need for institutional changes especially as they relate to institutional planning.²

In the wake of myriad and conflicting demands made upon the university, much disparity and concern have arisen regarding goals and priorities. This is substantiated by the foregoing review of literature and research related to institutional goals.

¹Larry L. Howard, "Institutional Goal Statement Evaluation Using An Environmental Assessment Approach: A Case Study" (Unpublished Ed.D. Thesis, University of Missouri in Columbia, 1971).

²Richard E. Grubb, "A Study of Faculty and Staff Perceptions of Present and Desired Future Functional Emphases at University Park Campus of the Pennsylvania State University" (Unpublished Ed.D. Thesis, Pennsylvania State University, 1971).

It is apparent that in the diversity of demands made upon higher education, the role and functions of the university have become quite ambiguous, and at the same time encompassing. The emergence of new concepts all focused on the enrichment of the quality of human life has evolved as the background of university purposes. Although there is a definite consensus regarding the purposes of higher education as teaching, research, and public service, there are some forms of incongruence regarding the emphasis placed on these purposes across institutions.

In this chapter, selected literature related to institutional goals was reviewed -- the nature of their evolution and the importance of their clear articulation, not only to academic constituencies but also to the greater society that nurtures and supports higher education.

CHAPTER III

METHODOLOGY

The purpose of this study is to compare goal perceptions and goal preferences of the governing board members, the administrators, and the faculty of the five public, doctorate-granting universities in the state of Michigan, namely, Michigan State University, Michigan Technological University, University of Michigan, Wayne State University, and Western Michigan University.

In this chapter, the populations of the study, the sampling procedures, and the instrument used to collect data are delineated. Likewise the methods of data collection and statistical analyses, and the subsequent testing of the hypotheses are presented.

Population of the Study

The Trustees

This group is composed of the members of the governing boards of the five universities as of January, 1974.

The Administrators

This group is made up of the key officers in the central administration of the universities, including the

Deans of the different colleges and the Vice Presidents for the different areas, but excluding the Presidents.

The Faculty

This group is composed of the members of the teaching faculties in the five universities identified as such in their respective Faculty-Staff Directories.

Samples of the Study

The Trustees

All the members of the governing boards of the five universities as of January 1974 were sent questionnaire forms. Three of the institutions involved in the study have eight members in their respective boards; two have seven each. (N = 36)

The Administrators

All those involved in the central administration of the universities were included in the study. Also included were the Deans of the different Colleges and the Vice Presidents for such areas as Research, Development, Student Affairs, Instruction, and Finance. The Presidents were excluded because it was assumed that they occupy a very distinctive position in the academic hierarchy. (N = 106)

The Faculty

A random sample of five per cent from the faculty groups of each university was involved. The sample was derived from the ranks of the members of the teaching faculties as listed in each university's Faculty-Staff Directory. It was assumed that the sampling would yield sub-samples of academic rank that would be representative of the faculty populations. (N = 300)

The random sample technique was used because such factors as sex, age, academic discipline, longevity of service, or status of employment were not considered as independent variables.

The subjects were identified through the use of a table of random numbers.

The faculty sample was limited to five per cent of the total number of faculty members in each university. It was assumed that this would be representative of the faculty populations.

The Questionnaire

The questionnaire was employed as the principal instrument for gathering data. (See Appendix A) It consisted of forty items developed by the researcher and based on those contained in the instrument formulated by Gross and Grambsch

(University Goals and Academic Power)¹, and those contained in a similar instrument developed by the Educational Testing Service (Institutional Goals Inventory)².

The initial form of the instrument was reviewed by the Chairman of the researcher's Guidance Committee and the Director of the Office of Research Consultation in the College of Education. A pilot run was later conducted with ten graduate students in the College of Education. The revised form of the questionnaire (See Appendix A) evolved from suggestions of the pilot respondents.

Each questionnaire item required two types of responses, showing the perceived and preferred importance of the stated goal for the respondents' respective universities. Each respondent was asked to rate each goal statement on the basis of its importance as either an is goal (perceived) or should be goal (preferred). Each respondent was likewise given five choices to rate the importance of each goal statement in the perceived and preferred dimensions, with the response categories ranging from "of no importance" to "of very high importance".

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

²Institutional Goals Inventory (IGI), (Princeton, New Jersey: Educational Testing Service, 1972).

Spaces were provided in the instrument for the respondents to write in those goals they felt were distinctive for their respective universities but were not among those statements contained in the questionnaire.

The categorization of the goal statements was similar to that used by Gross and Grambsch in their earlier cited study. The goals were of two types:

- a) those that deal with output or outcome goals categorized as: individual development, career orientation, research, public service, and humanism; and
- b) those that deal with process or effective functioning goals categorized as: academic freedom, community government, campus climate, off-campus learning, and accountability.

There were four goal statements for each category, hence twenty statements for outcome goals and the same number for process goals.

The specific areas covered in the instrument are as follows:

Outcome Goal Areas

A. Individual Development -- these goals include those concerned with the academic, intellectual, and personal development of students, their acquisition of general and specialized knowledge, and their development of awareness of their personal goals and self-worth (1,2,3,4)

B. Career Orientation -- these goals include those concerned with the student's career planning and vocational or professional development, both in the undergraduate and graduate schools. (5,6,7,9)

C. Research -- these goals include those involved in contract research studies in the sciences and those that are generally concerned with the acquisition of more knowledge through scientific study. (8,10,11,12)

D. Public Service -- these goals include those that provide services concerned with continuing education for career training or re-training and those involved in community services such as cooperation with governmental and social agencies in community policy formulation. (13,16,18,20)

E. Humanism -- these goals include those that are concerned with the humanity of all men, those that help develop respect for diverse cultures and awareness of current human issues, those that enrich the quality of human life and increase the chances for the attainment of world peace. (14,15,17,19)

Process Goals

A. Academic Freedom -- these goals include those that protect faculty and students in their pursuit of knowledge and ensure them the freedom to choose life styles. (35,36,37,40)

B. Community Government -- these goals include those that provide for participation of constituencies in decision-making, especially on issues directly affecting them, and those that deal with the development of mutual trust and respect among the students, faculty, administrators, and staff. (21,24,26,28)

C. Supportive Campus Climate -- these goals include those that facilitate involvement in intellectual and cultural interaction and those that provide for new methods and approaches in academic procedures. (22,23,25,30)

D. Off-Campus Learning -- these goals include those that provide opportunities for study off-campus and participation in action projects that would help develop in the student awareness of community service. (27,29,31,32)

E. Accountability -- these include those that are concerned with the efficiency and effectiveness of the institution in achieving specified goals. (33,34,38,39)

Collection of Data

The questionnaire forms were mailed on March 4, 1974 to the selected samples, together with cover letters (See Appendix A) and self-addressed, stamped return envelopes. The same cover letter was used for both the administrators and faculty. Another cover letter was composed for the trustees because it was felt that they should be made more aware of the importance of their cooperation to the validity

of the study since they constitute the smallest number among the groups. (See Appendix A)

Each mailed questionnaire form was given a code number to identify the respondent and the particular group he represents. It was hoped that this would facilitate later attempts to follow-up non-respondents. Fifteen days following the mailing of the questionnaire forms, follow-up letters were sent to the respondents at their respective addresses. Telephone calls were made to those residing in the Greater Lansing area. In cases where respondents misplaced the forms sent earlier and signified their willingness to cooperate, second copies were mailed.

Tables 3.1 and 3.2 summarize the final response rate in the survey.

Since Michigan State University had the highest faculty membership among the five universities and consequently yielded the largest sample in the study, it was not surprising that the largest return of the responses was obtained from there. Similarly, Michigan Technological University manifested the smallest number of return because the least number in the sampling comes from this university. It is relatively small compared to the other four universities in terms of enrollment and faculty and staff membership.

The rate of response could have been higher if telephone calls were made to all the respondents. As it was,

Table 3.1. Response Rate By Institution And By Group

Institutions	G R O U P S												T O T A L S	
	Trustees			Administrators			Faculty							
	Sample Size	Response Rate		Sample Size	Response Rate		Sample Size	Response Rate		Sample Size	Response Rate			
		n	%		n	%		n	%		n	%		
1)Michigan State University	8	4	50.00	36	35	97.22	98	60	61.23	142	99	69.71		
2)Michigan Technolo- gical University	8	2	25.00	24	14	58.33	16	13	81.25	48	29	60.46		
3)University of Michigan	7	3	42.85	23	14	60.84	84	25	28.57	114	42	37.48		
4)Wayne State University	8	3	37.50	20	12	60.00	56	24	42.85	84	39	46.43		
5)Western Michigan University	7	3	42.85	18	18	100.00	46	12	26.09	71	33	44.59		
TOTALS	38	15	39.47	121	93	76.86	300	134	44.66	459	242	52.50		

Faculty Totals: MSU = 1,963; MTU = 322; U of M = 1,676; WSU = 1,122; WMU = 916

It can be noted that the administrators manifested the highest return and the trustees the lowest. The low return rate among the trustees seems to be attributable to their busy schedules and the increasing number of similar questionnaires they receive attendant to their positions in the academic hierarchy.

letters were sent to those residing beyond the Greater Lansing area and this proved to be ineffective as a procedure for follow-up.

Table 3.2 summarizes the faculty response in the survey.

Table 3.2 Faculty Response by Academic Rank

Institution	A C A D E M I C R A N K				Totals
	Instructor	Assistant Professor	Associate Professor	Full Professor	
MSU	9	12	10	29	60
MTU	0	3	4	6	13
U of M	3	5	9	8	25
WSU	2	6	8	8	24
WMU	1	2	1	8	12
Totals	15	27	32	59	134

The faculty sampling was derived at random from the faculty directories of the universities involved in the study. The total faculty membership in the five institutions is 5,999 as of Summer, 1973.¹ Five per cent of

¹American Association of University Professors Bulletin, Summer, 1973.

this total, or three-hundred, were given questionnaire forms; 134 or 44.66 per cent responded.

Processing and Coding of Data

Questionnaire data were coded for computer analysis. To quantify the data, the different response categories were assigned the following arbitrary values: of very high importance = 5, of high importance = 4, of medium importance = 3, of little importance = 2, and of no importance = 1. The values assigned to the individual ratings were then recorded on coding sheets. These were later key-punched on data processing cards. A complete check and verification was later done to ensure the accurate analysis of the data.

Hypotheses

Twelve hypotheses were tested in the study. They are stated in nondirectional form since the researcher had no clear expectation of results. Theory and related research do not provide a defined trend from which expected results could have been inferred.

Hypothesis One

There will be differences among the trustees, administrators, and faculty in their ratings of the perceived importance of university outcome goals.

Hypothesis Two

There will be differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university outcome goals.

Hypothesis Three

There will be differences among the trustees, administrators, and faculty in their ratings of the perceived importance of university process goals.

Hypothesis Four

There will be differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university process goals.

Hypothesis Five

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university outcome goals.

Hypothesis Six

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university outcome goals.

Hypothesis Seven

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university process goals.

Hypothesis Eight

There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university process goals.

Hypothesis Nine

There will be differences among the faculty ranks in their ratings of the perceived importance of university outcome goals.

Hypothesis Ten

There will be differences among the faculty ranks in their ratings of the preferred importance of university outcome goals.

Hypothesis Eleven

There will be differences among the faculty ranks in their ratings of the perceived importance of university process goals.

Hypothesis Twelve

There will be differences among the faculty ranks in their ratings of the preferred importance of university process goals.

Analysis of Data

The hypotheses were tested by obtaining each respondent's total scores for the ten goals along the perceived (is) and preferred (should be) dimensions. The differences between each respondent's scores on the same dimension were then calculated.

Statistical Analysis

To test the hypotheses in the null, the univariate one-way analysis of variance (ANOVA) was used. This technique tests the differences in means of different groups for statistical significance. It is thoroughly discussed by Kirk in his Experimental Design: Procedures for the Behavioral Sciences.¹

The acceptance of the hypotheses tested was based on the .05 level of significance. The program FINN available on the CDC 6500 computer at Michigan State University was used for the data analysis.

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

Summary

The populations and samples involved in the study and the development and administration of the questionnaire used to gather data are discussed in this chapter. Also presented are the hypotheses tested and the procedures used in the data analysis.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This portion of the study is concerned with the analysis and presentation of the collected data. The hypotheses are re-stated in testable form and discussions of the findings are presented, especially as they relate to the questions raised in Chapter I.

The members of the governing boards, the administrators, and samples from the faculties of the five universities involved in the study were asked to rate the importance of each goal statement along two dimensions: perceived or is or should be . The respondents were likewise asked to consider the goal items in relation to how they view the importance given each of the goals at their respective institutions.

Forty possible institutional goals were investigated. As indicated in Chapter III, twenty of the goal items were classified as outcome goals categorized into individual development, career orientation, research, public service, and humanism, and the other twenty are classified as process

goals categorized into academic freedom, community government, supportive campus climate, off-campus learning, and accountability. The hypotheses are related to these goal categories and classifications, hence the data were analyzed along these lines.

Analysis of Research Results

The research design used in the study made it possible to investigate the university goals as they were viewed by the respondents from the five universities involved. It also made possible a comparative analysis of the importance of the goals as they were rated along the perceived (is) and preferred (should be) dimensions by the respondents categorized by group (trustees, administrators, and faculty) and by institution (Michigan State University, Michigan Technological University, University of Michigan, Wayne State University, and Western Michigan University). A comparative analysis was also made for the same goals as they were viewed by the faculty categorized by academic rank (instructor, assistant professor, associate professor, and full professor).

The hypotheses were tested in the null form. The .05 level of significance was set as the point at which any of the null hypotheses will not be accepted.

The Hypotheses and Research Findings

The hypotheses were re-stated in testable form, along with the discussion of the findings relative to each. For purposes of minimizing repetitive statements of the null forms of the research hypotheses, items relating to the same areas of interest were combined.

Hypothesis One

There will be no differences among the trustees, administrators, and faculty in their rating of the perceived importance of the university outcome goals.

The average mean scores and the standard deviations on the perceived importance of the five university outcome goals as rated by the trustees, administrators, and faculty are shown on Table 4.1.

It can be noted that significant differences exist among the ratings of the groups on the perceived importance of the specified university outcome goals. While they perceived individual development, career orientation, and research as the most important of the outcome goals and public service and humanism as the least in their respective universities, significant differences among the ratings were obtained. Hence, none of the null hypotheses contained in Hypothesis One were accepted. (See Appendix B for corresponding ANOVA Tables).

Hypothesis Two

There will be no differences among the trustees, administrators, and faculty in their ratings of the preferred importance of the university outcome goals.

The average mean scores and the standard deviations on the preferred importance of the five university outcome goals as rated by the three groups are shown on Table 4.2.

While individual development, career orientation, and research are again rated as the most preferred outcome goals and public service and humanism as the least preferred, analysis show significant differences among the groups in their ratings on career orientation and public service, hence two of the null hypotheses contained in Hypothesis Two were not accepted. (See Appendix B for corresponding ANOVA Tables).

A visual representation of the same ratings is shown on Figure 4.1.

It can be noted from Figure 4.1 that the groups are fairly well agreed in their ratings of the importance of the outcome goals along the perceived and preferred dimensions. They prefer the goals to be given more importance than they are being presently given in their respective universities. The three groups rated individual development as the most important perceived and preferred outcome

Table 4.1. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Perceived Importance of University Outcome Goals by Trustees, Administrators, and Faculty

University Outcome Goals	RESPONDENT GROUPS						F Statistic	P
	Trustee		Administrators		Faculty			
	N = 15		N = 93		N = 134			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Individual Development	16.733	2.576	15.559	2.716	14.567	3.019	5.876	.003*
2. Career Orientation	16.133	2.416	15.083	2.470	14.492	2.373	4.017	.019*
3. Research	16.066	2.463	15.827	2.792	14.880	2.976	3.513	.031*
4. Public Service	14.533	3.090	14.258	2.354	12.962	2.413	9.043	.0005*
5. Humanism	14.200	3.211	13.419	2.856	12.194	3.298	5.829	.003*

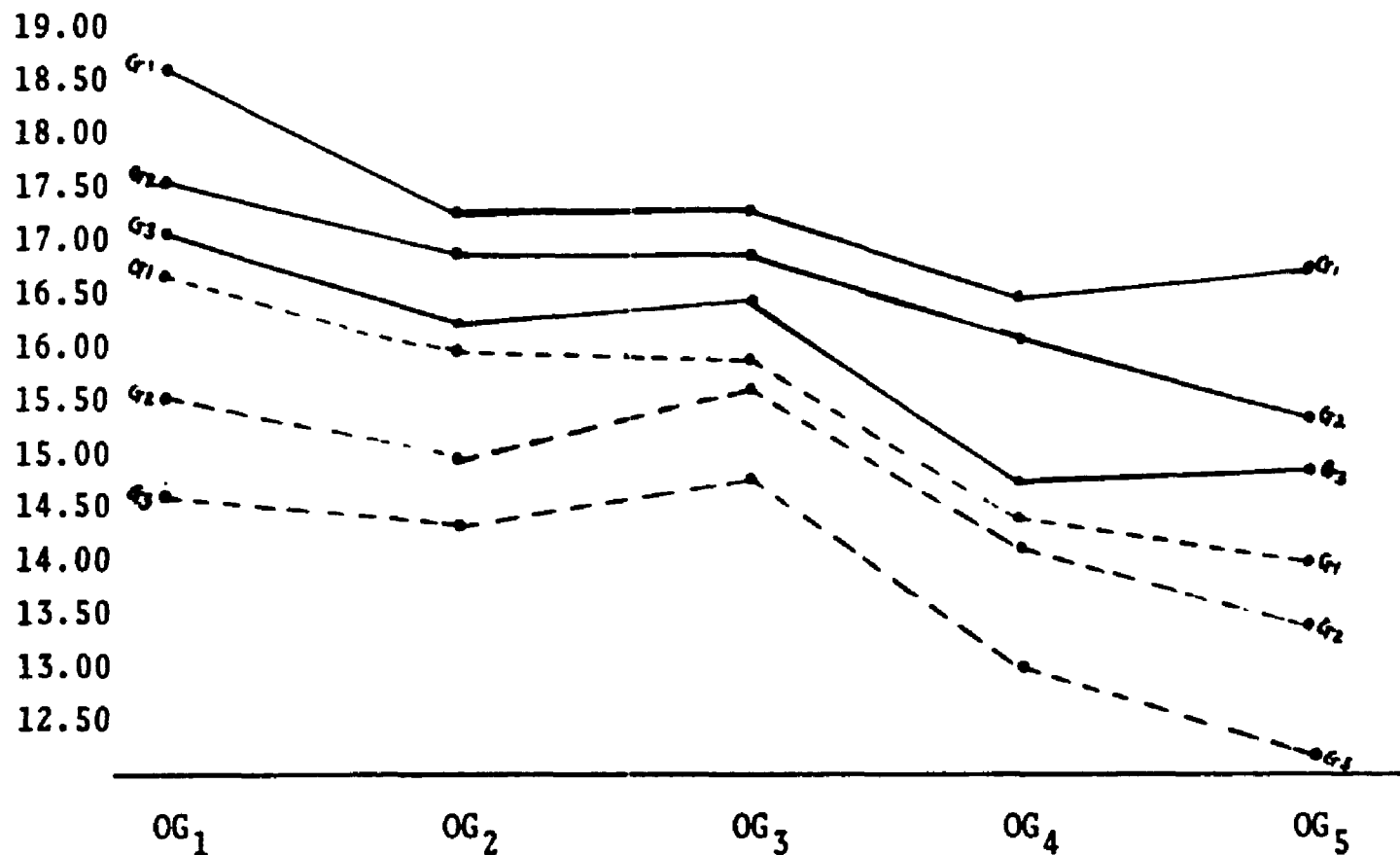
*Significant at .05 level.

Table 4.2. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Preferred Importance of University Outcome Goals by Trustees, Administrators, and Faculty

University Outcome Goals	RESPONDENT GROUPS						F Statistic	P
	Trustees N = 15		Administrators N = 93		Faculty N = 134			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Individual Development	18.533	1.726	17.516	2.030	17.194	2.447	2.571	.079
2. Career Orientation	17.400	2.292	17.118	1.875	16.238	2.365	5.389	.005*
3. Research	17.400	1.882	17.043	2.333	16.402	2.587	2.493	.085
4. Public Service	16.400	3.180	16.150	2.216	14.798	3.015	7.830	.001*
5. Humanism	16.600	2.585	15.387	3.068	14.932	3.526	1.928	.148

*Significant at .05 level.

Figure 4.1. Graphic Representation of Average Mean Scores On Perceived And Preferred Importance of Outcome Goals By Trustees, Administrators, And Faculty



Outcome Goals

1. OG₁ - Individual Development
2. OG₂ - Career Orientation
3. OG₃ - Research
4. OG₄ - Public Service
5. OG₅ - Humanism

Groups

1. G₁ - Trustees
2. G₂ - Administrators
3. G₃ - Faculty

Legend

- Perceived
 — Preferred

goal. They rated humanism as the goal being given the least importance in their institutions.

Hypothesis Three

There will be no differences among the trustees, administrators, and faculty in their ratings of the perceived importance of university process goals.

On Table 4.3 are shown the average mean scores and standard deviations on the perceived importance of university process goals as rated by the three groups involved in the study.

Evidently, the groups perceived academic freedom as the most important process goal and off-campus learning as the least in their respective universities. Although it appears that they are fairly agreed on the relative importance of the goals, statistical differences were obtained on their ratings on community government and supportive campus climate. Also, the faculty perceived accountability as being given more importance than community government, off-campus learning, and supportive campus climate. Statistical differences were obtained among the ratings, hence two of the null hypotheses contained in null hypotheses three were not accepted. (See Appendix B for corresponding ANOVA Tables).

Hypothesis Four

There will be no differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university process goals.

The average mean scores and standard deviations on the ratings of the three groups regarding the preferred importance of university process goals are shown on Table 4.4.

It can be noted that the groups are agreed on the preferred importance of four of the process goals -- academic freedom, community government, supportive campus climate, and off-campus learning. The trustees rated accountability as the most preferred university process goal, as opposed to the preferences of the administrators and faculty. Statistical differences were obtained on their ratings on accountability as a process goal, hence Hypothesis Four was accepted. (See Appendix B for corresponding ANOVA Tables).

A visual representation of the groups' ratings on the perceived and preferred importance of university process goals is shown on Figure 4.2.

Evidently, there is agreement among the three groups regarding the need for the universities to give more importance to the specified process goals. The trustees perceive and prefer accountability as the most important process goal as opposed to the administrators who prefer supportive campus climate and the faculty who favor academic freedom.

Table 4.3. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Perceived Importance of University Process Goals by Trustees, Administrators, and Faculty

University Process Goals	RESPONDENT GROUPS						F Statistic	P
	Trustees N = 15		Administrators N = 93		Faculty N = 134			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Academic Freedom	15.200	3.075	14.666	3.490	13.708	3.538	2.756	.066
2. Community Government	15.066	4.267	14.150	3.685	12.514	3.879	6.703	.001*
3. Supportive Campus Climate	15.066	3.195	14.494	3.447	12.880	3.477	7.383	.001*
4. Off-Campus Learning	13.000	3.000	12.053	3.347	11.470	3.424	1.854	.159
5. Accountability	14.266	4.267	13.903	3.329	13.007	3.372	2.368	.096

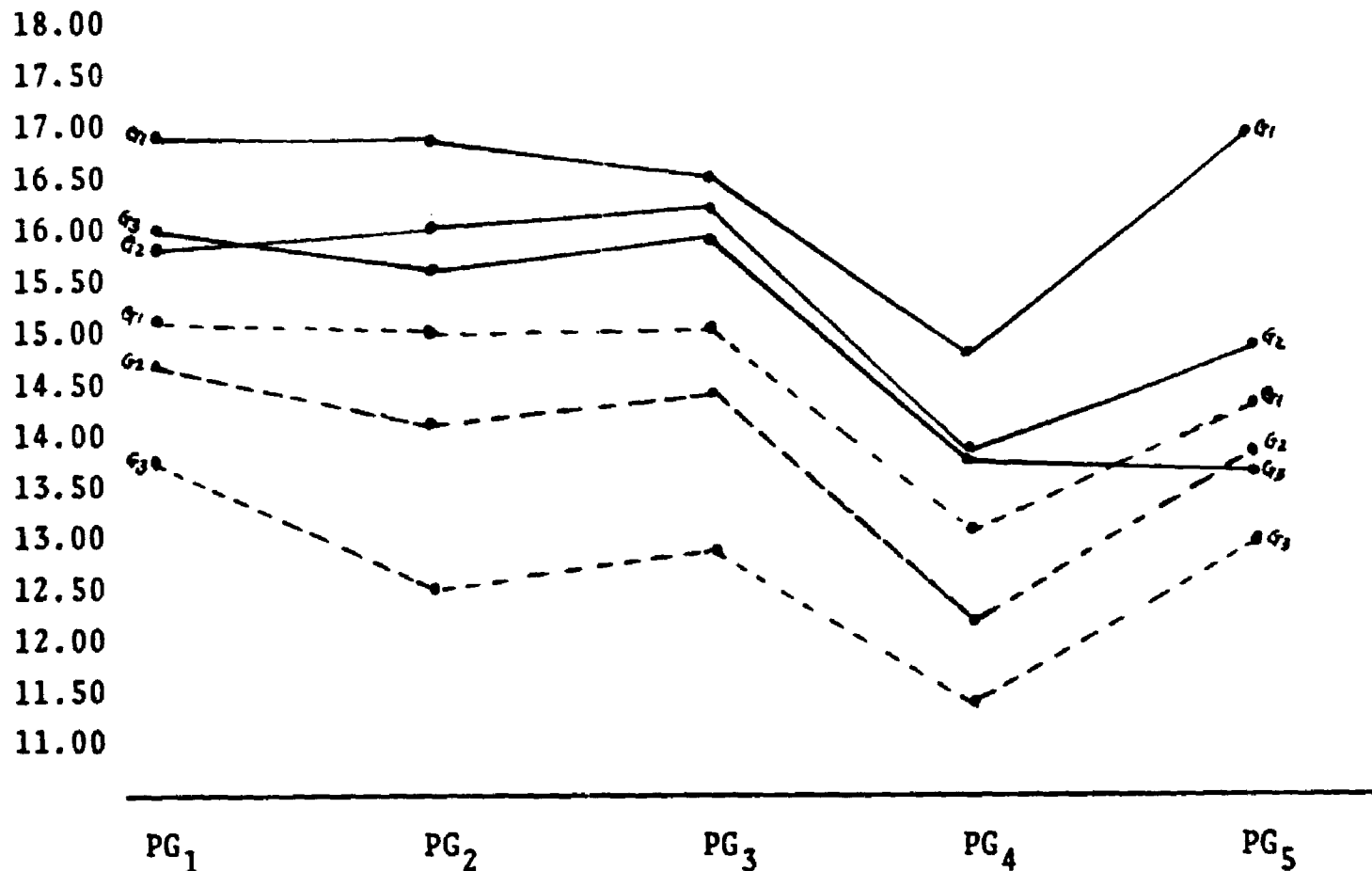
*Significant at .05 level.

Table 4.4. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Preferred Importance of University Process Goals by Trustees, Administrators, and Faculty

University Process Goals	RESPONDENT GROUPS						F Statistic	P
	Trustees		Administrators		Faculty			
	N = 15		N = 93		N = 134			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Academic Freedom	16.933	3.239	15.741	3.355	15.858	3.545	.773	.463
2. Community Government	16.933	3.150	15.849	3.659	15.686	3.752	.775	.452
3. Supportive Campus Climate	16.600	2.354	16.247	3.308	15.746	3.469	.876	.418
4. Off-Campus Learning	14.800	3.233	13.774	3.614	13.843	3.664	.530	.589
5. Accountability	17.066	2.463	14.913	3.428	13.746	4.020	6.793	.001*

*Significant at .05 level.

Figure 4.2. Graphic Representation of Mean Scores On Perceived And Preferred Importance of Process Goals By Trustees, Administrators, And Faculty



Process Goals

1. PG₁ - Academic Freedom
2. PG₂ - Community Government
3. PG₃ - Supportive Campus Climate
4. PG₄ - Off-Campus Learning
5. PG₅ - Accountability

Groups

1. G₁ - Trustees
2. G₂ - Administrators
3. G₃ - Faculty

Legend

- Perceived
 — Preferred

Discussion

The findings relative to hypotheses one, two, three, and four are hereby discussed as a package because of the apparent inter-relationships of the university goals investigated and the categorization of the respondents to the questionnaire.

Among the university outcome goals, individual development, career orientation, and research were rated as the more important perceived and preferred goals of the five universities. Although the three groups prefer to see that all the specified outcome goals be given more importance than what they are being presently given, they consider public service and humanism as the least concerns of the institutions, and individual development as the foremost. It seems that the academic constituencies involved in the study are primarily concerned about the student and his consequent evolvment into a well-rounded person, aware of his potential and self-worth, and equipped with the necessary tools to be self-sufficient and contributive to society.

It is of interest to note that among the outcome goals investigated, public service and humanism were rated as the least perceived and least preferred by the groups involved. While public service has been identified as a positive university goal by related studies reviewed by the

researcher, its importance as viewed by those involved in this study seems relatively less than individual development, career orientation, and research, although they manifested preference that like the other goals, it should be given more importance.

Among the five process goals investigated, academic freedom was perceived as the most important by the three groups involved in the study. Evidently, the institutions are concerned with those items that tend to protect the students and faculty in their activities to pursue knowledge and ensure maximum student intellectual and personal development. The groups rated off-campus learning as the least important of the perceived process goals. This goal category includes those that provide opportunities for student participation in action projects that would help develop community and world awareness. It can be assumed at this point that its counterpart among the outcome goals earlier stated is humanism, which was also rated as the least preferred among the stated goals. Relative comments written in by some of the respondents focus on the concept that the inculcation of humanism in the student is primarily a role of the church and/or the family.

It is of interest to note that although the three groups are agreed on the need for the universities to give more importance to all the specified process goals, the trustees rated accountability as the most preferred process

goal, the administrators rated supportive campus climate, and the faculty rated academic freedom. The trustees seem to be particularly concerned with the acquisition of resources necessary to the effective functioning of the institutions and the relative cost-effectiveness that would help substantiate the effective utilization of resources abstracted from the environment. On the other hand, the administrators are concerned with supportive campus climate which includes innovative intellectual and cultural facilities that could enhance academic procedures relating to a progressive campus community. Such could relate to the times and would render a campus community better equipped to develop students to their utmost potentials.

The faculty rated academic freedom as the most important process goal; they seem to want more assurance that their teaching activities be left unhampered by censures inimical to their pursuit of more knowledge and truth.

The three groups -- the trustees, administrators, and faculty, manifested differences in their ratings of the perceived and preferred importance of both the outcome and process goals. They are however agreed that the universities they represent should give these goals more importance than what they are presently being given.

Findings in this study lend some confirmation to the viability of Talcott Parson's sociological theory on social systems. Projected along this theory, the university

components involved in this study manifested indications of consensus and harmony, thus nurturing pattern maintenance and tension management resulting in their performance of designated roles necessary to the effective functioning of the systems, the universities. It should be noted that the goals investigated in this study are positive and accepted institutional goals. That the university components also foster adaptation and goal attainment is evident because of their apparent concern in maintaining satisfactory relationships with the societal publics that provide resources, adaptation, and their awareness of the need to attain expected goals, goal attainment, to keep the support and confidence of these publics.

At this juncture, it can be assumed that the universities involved in the study are functioning effectively as social systems as evidenced by the presence of Parson's "four functional imperatives" in their organizations.

Hypothesis Five

There will be no differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university outcome goals.

Shown on Table 4.5 are the average mean scores and standard deviations on the ratings of the five groups categorized by institution regarding the perceived importance of the outcome goals investigated.

As shown on Table 4.5, individual development and research are rated as the most important outcome goals and humanism as the least. Although discrepancies are discerned in the ratings of the groups, statistical differences were obtained only on ratings on two of the specified outcome goals: research and humanism. While the Michigan State University and University of Michigan groups rated research as the most important perceived outcome goal in their respective institutions, the other three universities did not concur, hence statistical differences were obtained. The groups from Michigan State University, Michigan Technological University, Wayne State University, and Western Michigan University rated humanism as the least important perceived goal. The groups from the University of Michigan rated it the second least important; they rated public service the least important. Statistical differences were also obtained on ratings on humanism, hence two of the hypotheses contained in null Hypothesis Five were not accepted. (See Appendix B for corresponding ANOVA Tables).

Hypothesis Six

There will be no differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university outcome goals.

Table 4.6 contains the average mean scores and standard deviations on the preferred importance of university outcome goals as rated by the groups categorized by the institutions they represent.

It can be noted that all but one of the five groups, that from the University of Michigan, rated individual development as the most preferred outcome goal. This particular group rated research as the goal they prefer to be given the most importance. While the groups from Michigan State University, Michigan Technological University, and Western Michigan University rated humanism as the least preferred outcome goal, the groups from the University of Michigan and Wayne State University rated public service the same way. It is interesting to note that no statistical differences were obtained from the ratings of the university groups on the preferred importance of the five outcome goals. All the hypotheses included in null Hypothesis Six were accepted. (See Appendix B for corresponding ANOVA Tables).

On Figure 4.3 is shown a visual representation of the ratings on the perceived and preferred importance of the five university outcome goals as viewed by the groups categorized according to the universities they are affiliated with. Actual differences between perceived and preferred ratings were not compared statistically but in every case, mean values on Table 4.6 were higher for each category than those on Table 4.5.

Table 4.5. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Perceived Importance of University Outcome Goals By Groups Categorized According to University

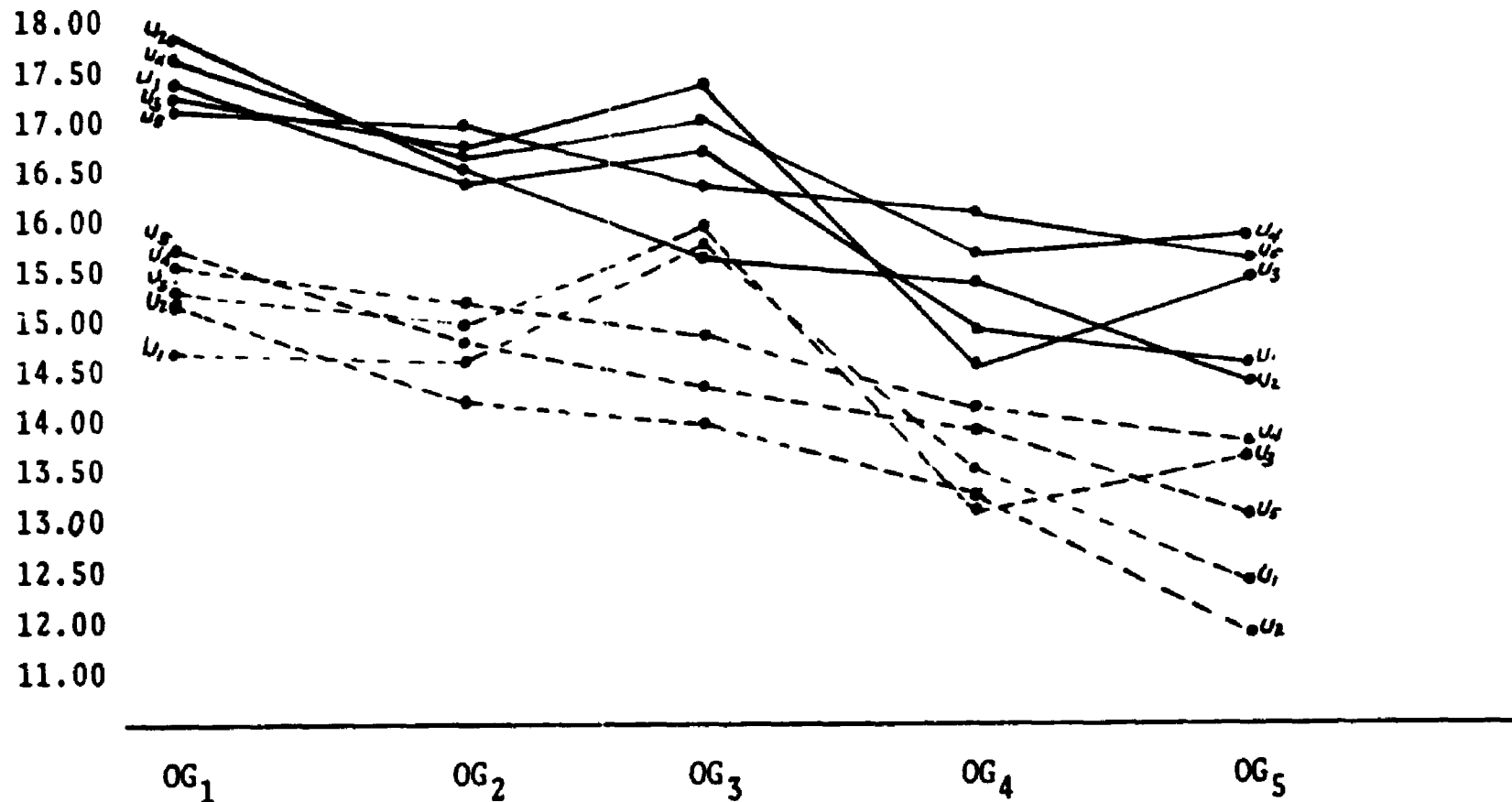
University Outcome Goals	RESPONDENT GROUPS ACROSS UNIVERSITIES										F Statistic	P	
	Michigan State University		Michigan Technological Univ.		University of Michigan		Wayne State University		Western Michigan University				
	N = 99		N = 29		N = 42		N = 39		N = 33				
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.			
1. Individual Development	14.646	2.711	15.206	3.436	15.214	3.048	15.538	2.918	15.575	3.010	1.046	.384	∞
2. Career Orientation	14.636	2.173	14.379	3.075	15.000	2.409	15.333	2.332	14.939	2.771	.880	.476	
3. Research	15.787	2.789	14.000	2.951	16.095	3.137	15.128	2.284	14.303	3.046	4.135	.003*	
4. Public Service	13.454	2.722	13.241	2.798	13.238	2.116	14.256	2.148	13.727	2.452	1.117	.349	
5. Humanism	12.313	2.694	11.862	3.997	13.571	2.706	13.734	2.721	12.909	4.354	2.753	.029	

*Significant at .05 level.

Table 4.6. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Preferred Importance of University Outcome Goals by Groups Categorized According to University

RESPONDENT GROUPS ACROSS UNIVERSITIES												
University Outcome Goals	Michigan State University		Michigan Technological Univ.		University of Michigan		Wayne State University		Western Michigan University		F Statistic	P
	N = 99		N = 29		N = 42		N = 39		N = 33			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Individual Development	17.222	2.336	17.965	2.079	17.333	2.344	17.538	2.371	17.363	2.058	.644	.631
2. Career Orientation	16.323	2.419	16.448	2.338	16.952	1.780	16.717	2.025	17.333	3.160	1.589	.178
3. Research	16.646	2.500	15.793	2.895	17.452	2.026	17.000	2.384	16.424	2.411	2.252	.064
4. Public Service	15.080	3.032	15.586	2.556	14.976	2.617	15.820	2.644	16.363	2.472	1.819	.126
5. Humanism	14.606	2.870	14.793	3.706	15.547	2.864	16.102	3.059	15.909	4.605	2.152	.075

Figure 4.3. Graphic Representation of Mean Scores On Perceived And Preferred Importance of Outcome Goals By Groups Categorized According To University



Outcome Goals

1. OG1 - Individual Development
2. OG2 - Career Orientation
3. OG3 - Research
4. OG4 - Public Service
5. OG5 - Humanism

University Groups

1. U1 - Michigan State University
2. U2 - Michigan Technological University
3. U3 - University of Michigan
4. U4 - Wayne State University
5. U5 - Western Michigan University

Legend

- Perceived
 — Preferred

Apparently, the groups are generally agreed that these five goals should be given more than the emphasis they are presently being given. It is evident that they are concerned about the need for their respective institutions to put more emphasis on goals relating to individual development, career orientation, research, public service, and humanism, although their preference focuses mostly on individual development.

Hypothesis Seven

There will be no differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university process goals.

On Table 4.7 are presented the average mean scores and standard deviations on the ratings regarding the perceived importance of process goals by groups categorized by the institutions they represent.

It is of interest to note that the groups from Michigan State University, University of Michigan, and Wayne State University rated academic freedom as the most important perceived university goal as opposed to the Michigan Technological University group who rated accountability as the primary concern of their institution at the present time and the Western Michigan University group who rated both community government and supportive campus climate as

the most important perceived goals in their campus. Although there are some indications of fluctuation among the ratings of the five groups on the perceived importance of accountability as a goal, statistical differences were not derived. However, statistical differences were obtained from the ratings of the groups on the four other goals: academic freedom, community government, supportive campus climate, and off-campus learning. Hence, of the five hypotheses contained in null Hypothesis Seven, one was accepted and four were not. (See Appendix B for corresponding ANOVA Tables).

Hypothesis Eight

There will be no differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university process goals.

The average mean scores and standard deviations on the ratings of the university groups regarding the preferred importance of university process goals are presented on Table 4.8.

Marked discrepancies on the ratings of the university groups regarding the preferred importance of the five process goals are clearly discerned. While the groups from Michigan State University, Michigan Technological University, and University of Michigan prefer to see the most emphasis

placed on supportive campus climate, the groups from Wayne State University and Western Michigan University prefer academic freedom and community government respectively. Four of the groups rated off-campus learning as the least preferred process goal.

Statistical differences were obtained on the ratings of the groups on the preferred importance of four of the university process goals: academic freedom, community government, supportive campus climate, and off-campus learning. Although deviations on the ratings on accountability were apparent, statistical differences were not obtained. Therefore of the five hypotheses contained in null Hypothesis Eight, one was accepted and four were not. (See Appendix B for corresponding ANOVA Tables).

A visual representation of the university groups' ratings on the perceived and preferred importance of the five university process goals is presented on Figure 4.4.

Except for the group from Western Michigan University who prefer accountability to be given less importance than what it is presently being given, all the other groups manifested their desire to see more emphasis given to the goals. Evidently, there is a felt need for the universities to re-align existing objectives and focus more on those relating to academic freedom, community government, and supportive campus climate. It is apparent from the responses

Table 4.7. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Perceived Importance of University Process Goals by Groups Categorized According to University

University Process Goals	RESPONDENT GROUPS ACROSS UNIVERSITIES										F Statistic	P
	Michigan State University N = 99		Michigan Technological Univ. N = 29		University of Michigan N = 42		Wayne State University N = 39		Western Michigan University N = 33			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Academic Freedom	13.616	2.870	12.310	3.434	15.404	2.930	15.410	3.559	14.424	4.867	5.575	0.0005*
2. Community Government	12.888	3.392	12.206	4.723	13.714	3.094	13.897	4.956	15.151	3.289	4.809	.001*
3. Supportive Campus Climate	13.171	3.322	12.279	4.312	14.309	3.189	13.734	3.971	15.151	2.728	3.368	.011*
4. Off-Campus Learning	11.464	3.268	10.896	4.320	11.738	2.632	11.846	3.414	13.545	3.192	3.062	.017*
5. Accountability	13.282	3.588	12.551	4.005	13.357	2.703	13.692	4.053	14.442	2.151	1.278	.279

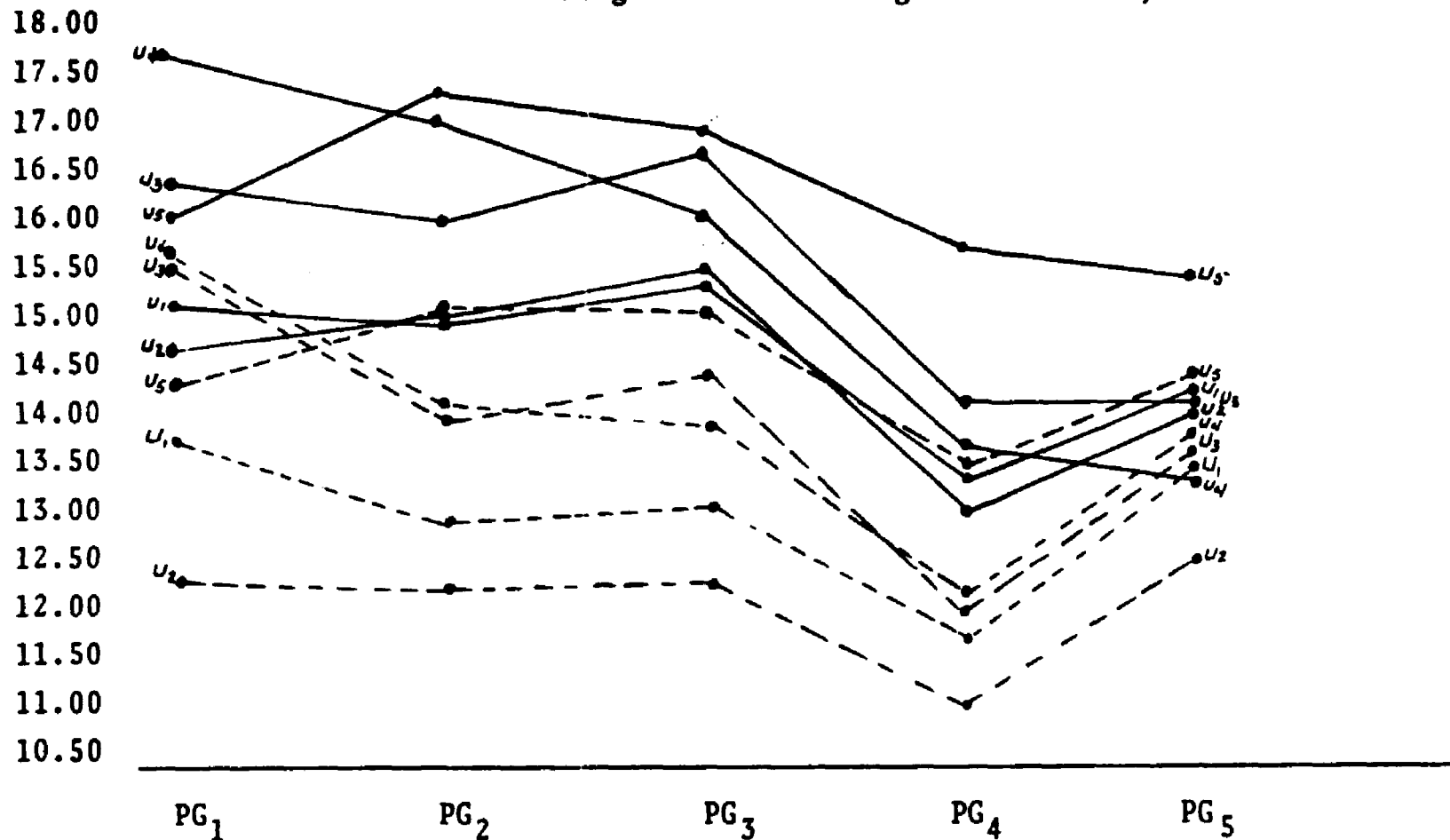
*Significant at .05 level.

Table 4.8. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Preferred Importance of University Process Goals by Groups Categorized According to University

University Process Goals	RESPONDENT GROUPS ACROSS UNIVERSITIES										F Statistic	P
	Michigan State University N = 99		Michigan Technological Univ. N = 29		University of Michigan N = 42		Wayne State University N = 39		Western Michigan University N = 33			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Academic Freedom	15.222	3.082	14.724	3.604	16.261	3.084	17.743	2.662	16.181	4.653	5.061	.001*
2. Community Government	14.939	3.741	14.965	4.468	15.976	3.032	17.076	3.723	17.575	2.291	5.176	.001*
3. Supportive Campus Climate	15.383	3.515	15.551	3.850	16.452	2.830	16.051	3.755	17.545	1.621	3.012	.019*
4. Off-Campus Learning	13.373	3.707	13.137	4.525	14.166	3.097	13.666	3.511	15.909	2.402	3.644	.007*
5. Accountability	14.373	3.770	14.034	4.187	14.309	3.537	13.641	4.463	15.818	2.833	1.617	.171

*Significant at .05 level.

Figure 4.4. Graphic Representation of Mean Scores On Perceived And Preferred Importance of Process Goals By Groups Categorized According To University



Process Goals

1. PG₁ - Academic Freedom
2. PG₂ - Community Government
3. PG₃ - Supportive Campus Climate
4. PG₄ - Off-Campus Learning
5. PG₅ - Accountability

University Groups

1. U₁ - Michigan State University
2. U₂ - Michigan Technological University
3. U₃ - University of Michigan
4. U₄ - Wayne State University
5. U₅ - Western Michigan University

Legend

- Perceived
 — Preferred

that off-campus learning as a process goal does not seem appealing to the groups, although their ratings on it indicate that it should also be given a little more emphasis.

Discussion

Like the first four hypotheses, hypotheses five, six, seven, and eight will also be discussed as a package because of the apparent inter-relationships of the goals investigated and the university groups involved in the study.

The groups from Michigan Technological University, Wayne State University, and Western Michigan University rated individual development as the most important perceived goal in their respective institutions as opposed to those of Michigan State University and University of Michigan who rated research on the same level. Related literature reviewed by the researcher identifies research and individual development through teaching as two of the primary functions of higher education. It can be noted that the universities involved in this study are in line with other higher education institutions along this regard. Similar studies indicate the universality of these goals, even if their emphasis across institutions may not be equal. Research as a university goal was rated as the most important by the groups from the University of Michigan; they manifested their concern that it should be given the most emphasis among the goals identified. This tends to portray the

University of Michigan as a research-oriented institution, and this nature is accepted and appreciated by the constituencies from this institution.

The group from Michigan State University also perceived research as the most important present goal of the institution. They however rated individual development as their most preferred goal. Although the groups from Michigan Technological University, Wayne State University, and Western Michigan University rated individual development as the most important perceived goal in their respective campuses, they indicated that it should be accorded more than the attention it is presently being given.

Four of the groups perceived humanism as the least important goal in their respective institutions. Three of these same groups rated it as the least preferred. It is interesting to note that although public service is positively identified as one of the primary functions of higher education in related literature reviewed in this study, the five university groups did not rate it similarly.

That the groups categorized according to the universities they represent agree on the goals in varying degrees shows that the institutions involved in the study, although pursuing common goals, tend to vary on the emphasis they place on these individual goals. This is so because social organizations in general maintain priorities in line with the interests of their unique environments. Projected along

Parson's earlier-stated sociological theory, this is necessary because it helps the organization maintain itself. While meeting the needs of constituencies external to the university, resources needed for its functioning can be elicited from them, adaptation. Agreement among constituencies internal to it (the trustees, administrators, and faculty in this study) will foster tension management and pattern maintenance imperative to the achievement of expected outcomes, goal attainment, that could render the organization more viable to the society it exists to serve.

Hypothesis Nine

There will be no differences among the faculty ranks in their ratings of the perceived importance of university outcome goals.

On Table 4.9 are shown the average mean scores and standard deviations on the ratings of the faculty groups regarding the perceived importance of the university outcome goals.

From the ratings shown on the table, deviations among the faculty groups are apparent. While the instructors and associate professors rated research as the most important present goal in their respective institutions, the assistant professors rated career orientation and the full professors rated individual development. It can be noted that all the groups are agreed on humanism as the least perceived

goal in their universities. Although slight discrepancies are discerned from the ratings, statistical differences were not obtained, hence all the hypotheses included in null Hypothesis Nine were accepted. (See Appendix B for corresponding ANOVA Tables).

Hypothesis Ten

There will be no differences among the faculty ranks in their ratings of the preferred importance of university outcome goals.

The average mean scores and standard deviations on the preferred importance of university outcome goals as rated by the four faculty groups are shown on Table 4.10.

There is a clear convergence among the groups' views regarding the need for their respective institutions to give more emphasis on activities relating to individual development. All the four groups are agreed that the five identified outcome goals should be given more than the emphasis they are presently being given. Although discrepancies among their ratings on public service and humanism are discernible, statistical differences were not obtained. Hence, all the hypotheses included in null Hypothesis Ten were accepted. (See Appendix B for corresponding ANOVA Tables).

On Figure 4.5 is shown a visual representation of the groups' ratings on the perceived and preferred importance of university outcome goals.

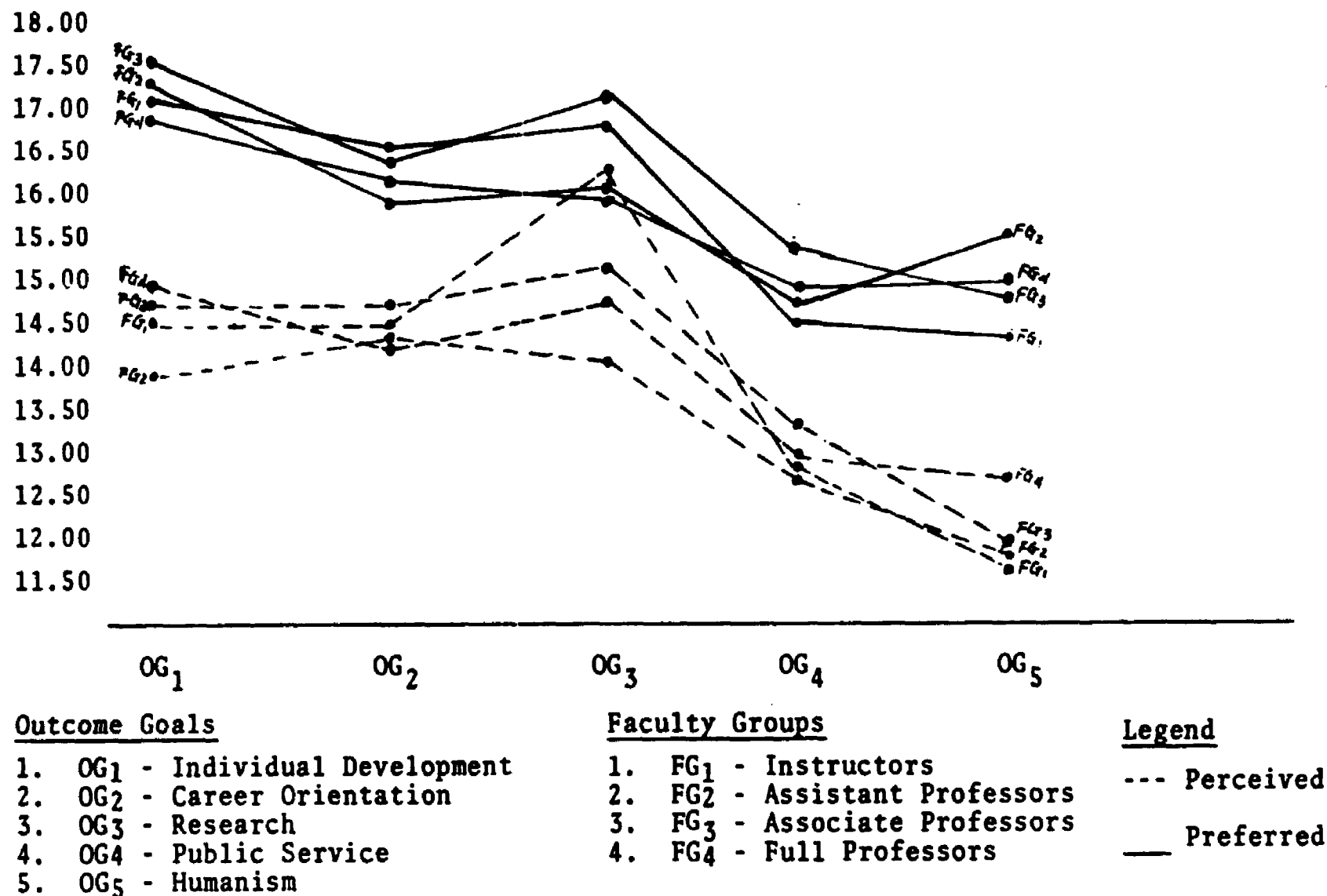
Table 4.9. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on the Perceived Importance of University Outcome Goals By Faculty Groups Categorized According To Academic Rank

University Outcome Goals	FACULTY RESPONDENT GROUPS								F Statistic	P
	Instructor		Assistant Professor		Associate Professor		Full Professor			
	N = 15		N = 28		N = 32		N = 59			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Individual Development	14.533	3.481	13.821	2.539	14.781	3.087	14.813	3.087	.750	.524
2. Career Orientation	14.533	1.807	14.321	1.866	14.718	2.542	14.440	2.647	.153	.929
3. Research	16.333	3.436	14.000	2.194	15.125	3.159	14.796	2.987	2.150	.097
4. Public Service	12.866	1.726	12.642	2.111	13.218	2.195	13.000	2.810	.291	.831
5. Humanism	11.600	3.042	11.642	2.613	12.000	4.142	12.711	3.135	.943	.422

Table 4.10. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on Preferred Importance of University Outcome Goals By Faculty Groups Categorized According To Academic Rank

University Outcome Goals	FACULTY RESPONDENT GROUPS								F Statistic	p
	Instructor		Assistant Professor		Associate Professor		Full Professor			
	N = 15		N = 28		N = 32		N = 59			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Individual Development	17.200	3.051	17.321	1.886	17.531	2.565	16.949	2.487	.418	.740
2. Career Orientation	16.666	1.951	15.714	2.157	16.593	2.298	16.186	2.582	.869	.459
3. Research	16.733	2.711	16.071	2.106	17.218	2.310	16.033	2.840	1.723	.165
4. Public Service	14.533	2.099	14.535	2.755	15.250	2.602	14.745	3.531	.349	.790
5. Humanism	14.466	3.113	15.250	2.875	14.718	4.252	15.016	3.540	.209	.890

Figure 4.5. Graphic Representation of Mean Scores On Perceived And Preferred Importance of Outcome Goals By Faculty Categorized According To Academic Rank



The four faculty groups are generally agreed on the need for their respective universities to be more concerned with activities relating to individual development. Although humanism and public service are the goals they considered the least important, they manifested views that they wish to see these goals, together with the three others categorized as outcome goals, be given more than the present emphasis they are being accorded. It is apparent that the faculty groups are not content about the present rate these goals are being implemented in their respective universities.

Hypothesis Eleven

There will be no differences among the faculty ranks in their ratings of the perceived importance of university process goals.

The average mean scores and standard deviations on the perceived importance of university process goals as rated by the faculty groups categorized according to academic rank are shown on Table 4.10.

While the instructors, associate professors, and full professors rated individual development as the goal they perceived as most important on their respective campuses, the assistant professors rated accountability on the same base. Slight differences are apparent on the groups' ratings on community government and supportive campus climate. It can be noted that all the groups rated off-campus

learning as the least important perceived goal in their respective institutions. Although slight differences are evident among the ratings of the groups regarding the perceived importance of the five process goals, statistical differences were not obtained, hence all hypotheses contained in null Hypothesis Eleven were accepted. (See Appendix B for corresponding ANOVA Tables).

Hypothesis Twelve

There will be no differences among the faculty ranks in their ratings of the preferred importance of university process goals.

Shown on Table 4.12 are the average mean scores and standard deviations on the preferred importance of university process goals as rated by the faculty groups categorized according to academic rank

Supportive campus climate was rated as the most important preferred goal by the instructors. The assistant professors rated academic freedom while the associate professors rated community government as the goals they prefer to be emphasized most in their respective institutions. It is of interest to note that the full professors rated two goals, community government and supportive campus climate, along the same levels of perceived importance. Accountability was rated the least important preferred process goal by the instructors and assistant professors

while off-campus learning was rated similarly by the associate professors and full professors.

Evidently, slight discrepancies among the ratings of the faculty groups can be observed but statistical differences were not obtained, hence all the five hypotheses contained in Hypothesis Twelve were accepted. (See Appendix B for corresponding ANOVA Tables).

A visual representation of the groups' ratings on the perceived and preferred importance of university process goals is shown on Figure 4.6.

Agreement among the four groups regarding the need of their respective universities to give more emphasis on the five process goals is evident. Although there are slight variations in the degrees they wish the goals to be emphasized, statistical differences were not obtained. Academic freedom was perceived by three of the groups as the most important goal and it was likewise rated as the second most preferred. Accountability and off-campus learning were rated as the least important process goals. Off-campus learning was also rated as the least important perceived goal in the universities. Actual differences between perceived and preferred ratings were not statistically compared but in every case, mean values on Table 4.12 were higher for each category than those on Table 4.11.

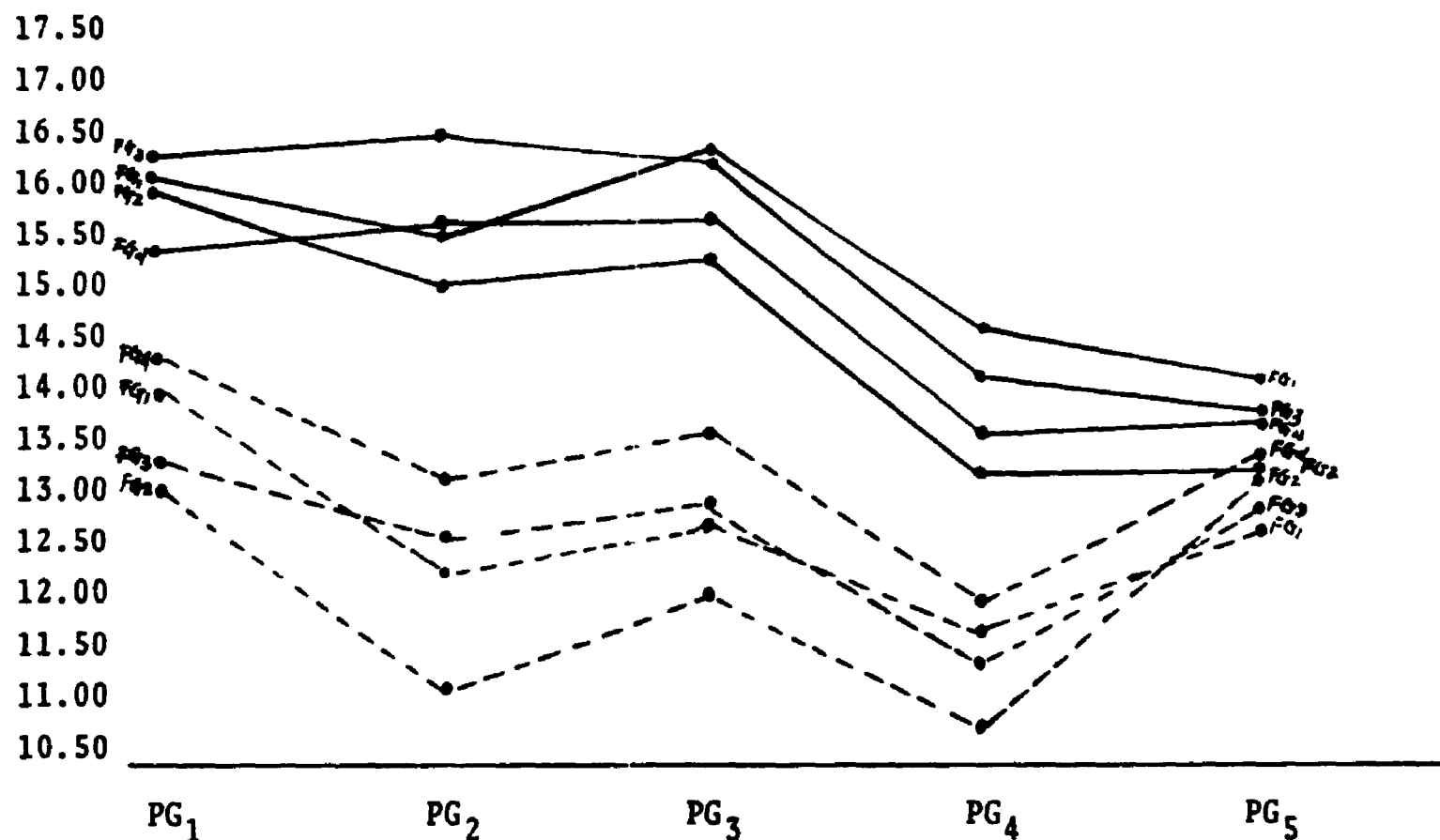
Table 4.11. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on Perceived Importance of University Process Goals By Faculty Groups Categorized According To Academic Rank

University Process Goals	FACULTY RESPONDENT GROUPS								F Static- tic	P
	Instructor		Assistant Professor		Associate Professor		Full Professor			
	N = 15 Mean	S.D.	N = 28 Mean	S.D.	N = 32 Mean	S.D.	N = 59 Mean	S.D.		
1. Academic Freedom	13.933	2.737	13.035	3.072	13.250	4.406	14.220	3.394	.946	.420
2. Community Govern- ment	12.333	3.265	10.964	3.805	12.562	4.087	13.271	3.809	2.318	.079
3. Supportive Campus Climate	12.600	3.065	11.821	3.662	12.781	3.424	13.508	3.460	1.568	.200
4. Off-Campus Learning	11.533	2.850	10.785	3.022	11.250	3.818	11.898	3.526	.721	.541
5. Accounta- bility	12.533	2.503	13.178	3.611	12.687	3.325	13.220	3.523	.292	.831

Table 4.12. Mean Scores, Standard Deviations, and F Statistics for Relevant ANOVA Tables on Preferred Importance of University Process Goals By Faculty Groups Categorized According To Academic Rank

University Process Goals	FACULTY RESPONDENT GROUPS								F Statis- tic	P
	Instructor N = 15		Assistant Professor N = 28		Associate Professor N = 32		Full Professor N = 59			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Academic Freedom	16.133	3.583	16.071	2.761	16.312	4.291	15.440	3.465	.550	.679
2. Community Govern- ment	15.600	3.157	15.035	4.281	16.406	3.078	15.627	3.973	.675	.568
3. Supportive Campus Climate	16.266	2.604	15.142	3.960	16.250	3.262	15.627	3.547	.637	.592
4. Off-Campus Learning	14.600	2.873	13.142	3.628	14.375	3.309	13.694	4.031	.807	.492
5. Accounta- bility	14.266	4.026	13.107	3.813	13.875	4.171	13.847	4.097	.337	.798

Figure 4.6. Graphic Representation of Mean Scores On Perceived And Preferred Importance of Process Goals By Faculty Categorized According To Academic Rank



Process Goals

1. PG₁ - Academic Freedom
2. PG₂ - Community Government
3. PG₃ - Supportive Campus Climate
4. PG₄ - Off-Campus Learning
5. PG₅ - Accountability

Faculty Groups

1. FG₁ - Instructors
2. FG₂ - Assistant Professors
3. FG₃ - Associate Professors
4. FG₄ - Full Professors

Legend

- Perceived
 — Preferred

Discussion

The findings relating to Hypotheses Nine, Ten, Eleven, and Twelve are hereby briefly discussed as a package.

The ratings of the faculty groups categorized according to academic rank indicate a clear convergence of their respective points of view. That they are generally agreed on the degrees of importance the university goals should be pursued is very indicative of their awareness about the goals higher education institutions are supposed to achieve to maintain their viability as social units. Related literature reviewed by the researcher identifies teaching as one of the primary functions of the university. The Faculty involved in this study rated items dealing with individual development, primarily teaching activities, as the most important goals of their respective institutions. It was expected by the researcher that this would be the trend of the faculty ratings because it was assumed that they would be most concerned with goals related to activities they are most involved in.

The fact that no statistical differences were obtained from the ratings of the four faculty groups indicates that academic rank does not have much bearing on the points of view of faculty regarding institutional goals.

Summary of Hypotheses Findings

On Tables 4.13-a, 4.13-b, and 4.13-c are presented the summary of hypotheses findings. They are structured in accordance with relating tabulated data contained in tables presented earlier in this chapter. The research hypotheses are stated to conform with those adapted by the researcher for this study. The goals contained in each hypothesis are spelled-out to make a clearer presentation of the findings.

The earlier package-discussion of hypotheses findings according to related groupings makes it necessary for the researcher to discuss the following tables similarly.

Table 4.13-a is the tabulated summary of findings for research Hypotheses One, Two, Three, and Four. On the table are shown the corresponding research hypotheses, the sub-hypotheses in the form of the stated goals, the F statistic values, and the probabilities of accepting each sub-hypothesis.

Evidently, a package acceptance of any of the stated research hypotheses in Table 4.13-a is not possible. Statistical analysis was done for each of the goals along the perceived and preferred dimensions.

Differences are apparent in the ratings of the three academic groups regarding the perceived importance of outcome goals categorized as individual development, career orientation, research, public service, and humanism.

Table 4.13-a. Summary of Findings for Research Hypotheses One, Two, Three, and Four

Research Hypotheses	F Statistic		P
<u>One:</u> There will be differences among the trustees, administrators, and faculty in their ratings of the perceived importance of university outcome goals.			
1. Individual Development	5.876	.003*	Accept
2. Career Orientation	4.017	.019*	Accept
3. Research	3.513	.031*	Accept
4. Public Service	9.043	.0005*	Accept
5. Humanism	5.829	.003*	Accept
<u>Two:</u> There will be differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university outcome goals.			
1. Individual Development	2.571	.079	
2. Career Orientation	5.389	.005*	Accept
3. Research	2.493	.085	
4. Public Service	7.830	.001*	Accept
5. Humanism	1.928	.148	
<u>Three:</u> There will be differences among the trustees, administrators, and faculty in the ratings of the perceived importance of university process goals.			
1. Academic Freedom	2.756	.066	
2. Community Government	6.703	.001*	Accept
3. Supportive Campus Climate	7.383	.001*	Accept
4. Off-Campus Learning	1.854	.159	
5. Accountability	2.368	.096	
<u>Four:</u> There will be differences among the trustees, administrators, and faculty in their ratings of the preferred importance of university process goals.			
1. Academic Freedom	.773	.463	
2. Community Government	.775	.452	
3. Supportive Campus Climate	.876	.418	
4. Off-Campus Learning	.530	.589	
5. Accountability	6.793	.001*	Accept

*Significant at .05 level.

Differences in ratings are similarly discerned on the preferred importance of career orientation and public service. That the trustees, administrators, and faculty are not agreed on the perceived and preferred importance of university outcome goals in their respective institutions is noted. Hence, the research hypothesis on the existence of differences among their ratings was accepted.

Table 4.13-b is the tabulated summary of findings for research Hypotheses Five, Six, Seven, and Eight. The corresponding hypotheses, together with the goals contained in each, the F statistic values, and the probability values determining the acceptance of each sub-hypothesis stated in the form of specified goals are included in this table.

This table will show the ratings of the groups categorized according to the institutions they are affiliated with.

It can be noted that differences exist among the five groups regarding their ratings on the perceived importance of research and humanism as outcome goals. This indicates differences on the emphasis given these goals by the universities involved in the study. The groups are agreed on the need for the institutions to give more emphasis on activities relating to all the outcome goals. Two sub-hypotheses contained in Hypothesis Five were accepted but statistical analysis failed to yield conclusive evidence to accept all those included in Hypothesis Six.

Table 4.13-b. Summary of Findings for Hypotheses Five, Six, Seven, and Eight

Research Hypotheses	F Statistic	P	
Five: There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university outcome goals.			
1. Individual Development	1.046	.384	
2. Career Orientation	.880	.476	
3. Research	4.135	.003*	Accept
4. Public Service	1.117	.349	
5. Humanism	2.753	.029*	Accept
Six: There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university outcome goals.			
1. Individual Development	.644	.631	
2. Career Orientation	1.589	.178	
3. Research	2.252	.064	
4. Public Service	1.819	.126	
5. Humanism	2.152	.075	
Seven: There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the perceived importance of university process goals			
1. Academic Freedom	5.575	.0005*	Accept
2. Community Government	4.809	.001	Accept
3. Supportive Campus Climate	3.368	.011*	Accept
4. Off-Campus Learning	3.062	.017*	Accept
5. Accountability	1.278	.279	
Eight: There will be differences among the trustees, administrators, and faculty of the five universities in their ratings of the preferred importance of university process goals.			
1. Academic Freedom	5.061	.001*	Accept
2. Community Government	5.176	.001*	Accept
3. Supportive Campus Climate	3.012	.019*	Accept
4. Off-Campus Learning	3.644	.007*	Accept
5. Accountability	1.617	.171	

*Significant at .05 level.

Except for accountability, all the hypotheses relating to process goals contained in Hypotheses Seven and Eight are accepted. Marked differences exist among the groups in their ratings on the perceived and preferred importance of university process goals. However, it is of interest to note that the groups are agreed on the perceived and preferred importance of accountability as a process goal. They rated it as the least important perceived and preferred goal in their respective universities.

On Table 4.13-c is shown the tabulated summary of findings for Hypotheses Nine, Ten, Eleven, and Twelve. Included are the statement of the corresponding hypotheses, the sub-hypotheses stated in the form of the specified goals, the F statistic values, and the probability values for the acceptance of each sub-hypotheses.

The ratings of the faculty groups categorized according to academic rank are shown on this table.

It is apparent from the foregoing table that Hypotheses Nine, Ten, Eleven, and Twelve can not be accepted. No statistical differences were obtained from the analysis of ratings for each of the sub-hypotheses, hence the research hypotheses on the existence of differences among the groups is not acceptable. It should be mentioned at this point that academic rank does not significantly affect faculty consideration regarding institutional goals.

Table 4.13-c. Summary of Findings for Hypotheses
Nine, Ten, Eleven, and Twelve

Research Hypotheses	F Statistic	P
<u>Nine:</u> There will be differences among the faculty ranks in their ratings of the perceived importance of university outcome goals.		
1. Individual Development	.750	.524
2. Career Orientation	.153	.929
3. Research	2.150	.097
4. Public Service	.291	.831
5. Humanism	.943	.422
<u>Ten:</u> There will be differences among the faculty ranks in their ratings of the preferred importance of university outcome goals.		
1. Individual Development	.418	.740
2. Career Orientation	.869	.459
3. Research	1.723	.165
4. Public Service	.349	.790
5. Humanism	.209	.890
<u>Eleven:</u> There will be differences among the faculty ranks in their ratings of the perceived importance of university process goals.		
1. Academic Freedom	.946	.420
2. Community Government	2.318	.079
3. Supportive Campus Climate	1.568	.200
4. Off-Campus Learning	.721	.541
5. Accountability	.292	.831
<u>Twelve:</u> There will be differences among the faculty ranks in their ratings of the preferred importance of university process goals.		
1. Academic Freedom	.505	.679
2. Community Government	.675	.568
3. Supportive Campus Climate	.637	.592
4. Off-Campus Learning	.807	.492
5. Accountability	.337	.798

Goals Suggested By Respondents

Although the questionnaire was formulated and developed to include the more common goals of higher education, it was not meant to provide an exhaustive list of possible institutional goals. Hence, spaces were provided to encourage the respondents to write in other goals they felt should be included. While it was difficult for the researcher to quantify and categorize these statements, the goals are herein enumerated because of their apparent significance to the respondents.

The wording of the goals was taken verbatim from the questionnaire responses. Also illustrated are the various rankings given them by the respondents.

The Trustees

Two of the trustees involved in the study wrote in the spaces provided in the questionnaire the following suggested goals for their respective institutions:

<u>Specified Other Goals</u>	of no importance of little importance of medium importance of high importance of very high importance					
	is					
To communicate to students a genuine desire to enrich their lives	should be		x			x
To communicate to the taxpayer that MSU is a good value for funds received	is	x				
	should be					x
To free the faculty to do what they want to do without restrictions	is	x				
	should be					x
To manage finances to advantage the faculty	is	x				
	should be				x	
To vigorously solicit additional funds	is	x				
	should be				x	
To eliminate non-intellectual posturing	is		x			
	should be					x
To really listen to students -- eliminate biases and discrimination	is	x				
	should be					x
To inspire intellectual exploration	is				x	
	should be					x
To develop awareness of social responsibility	is			x		
	should be				x	
To develop an awareness of ethics and morality	is			x		
	should be				x	
To develop self-discipline	is		x			
	should be				x	
	is					
	should be					

The Administrators

Four of the administrators involved in this study added the following goal statements to the listing in the questionnaire.

<u>Specified Other Goals</u>	of no importance of little importance of medium importance of high importance of very high importance					
	is					
To find ways of interpreting university life and needs to the public	should be		x		x	
To find ways to encourage and implement innovative methods of instruction	is		x			
	should be				x	
To find ways to give greater support to and implement programs for part-time students	is		x			
	should be				x	
To assist students understand the role of the United States in international politics and economics	is		x			
	should be				x	
To provide information through research and teaching about the life styles, history, and aspirations of American minority groups	is			x		
	should be				x	

The additional goals listed by the administrators show their apparent concern for a supportive campus climate that would be receptive to innovations and provide programs for part-time students and

other minority groups. Concern for the need to convey a clear picture of the politico-economic role of the United States in the community of nations was also stressed.

The Faculty

Nine of the faculty members involved in the study added thirteen statements to the goals contained in the questionnaire. Also cited are the degrees of importance they perceived and preferred the goal statements.

<u>Specified Other Goals</u>	of no importance of little importance of medium importance of high importance of very high importance					
	is					
To emphasize the systematic and valid evaluation of teaching effectiveness	should be		x			x
To provide a law school	is				x	
	should be	x				
To improve the quality of existing programs	is			x		
	should be					x
To streamline record-keeping, paper work, and administration	is		x			
	should be					x
To provide beneficial information for improving faculty teaching performance	is		x			
	should be					x

<u>Specified Other Goals</u>	of no importance of little importance of medium importance of high importance of very high importance					
	is					
To provide faculty with highest possible salary and to share openly (at least with individual) how salary is devised	is		x			
	should be					x
To provide a viable successful faculty salary bargaining unit to avoid national labor unions	is		x			
	should be					x
To provide a two-way total accountability between faculty and administration	is		x			
	should be					x
To ensure that social education be kept on a par with technical education	is	x				
	should be					x
To ensure an environment which does not respond to each whimsical change in society attitudes	is		x			
	should be				x	
To provide a scholarly environment for the pursuit of pure research by staff and students	is			x		
	should be					x
To make the Provost appear omniscient	is					x
	should be	x				
To encourage vision on part of faculty and administration	is	x				
	should be					x

Some of the added statements are merely qualifications of some of the items in the questionnaire. Concerns relating to such items as quality of teaching and attendant incentives, supportive campus climate to facilitate the improvement of existing programs, and accountability among academic groups are emphasized. It can be noted that some statements reflect on personalities which are not in line with the purposes of this study.

Summary

The statistical tests used on the twelve hypotheses did not show a definite trend. In some cases, statistical differences were not obtained, hence corresponding hypotheses on the existence of differences among ratings of the groups were not accepted.

All the hypotheses relating to the four faculty groups categorized according to academic rank were not accepted; no statistical differences were obtained among their ratings.

It should be stated at this juncture that the groups involved in the study are generally agreed on the preferred importance of all the goals stated in the questionnaire. That there is a prevalent discontent regarding the emphasis placed on these goals in their respective universities is apparent from the responses of the groups.

Although actual statistical analysis was not done to compare the ratings on the goals along the perceived and preferred dimensions, mean values on the perceived ratings were less than those on the preferred ratings. Hence, the groups' expressed desire is greater for should be or preferred goals than for is or perceived goals.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

Included in this chapter are brief accounts of the purposes, the samples, the instrument, and the findings of this investigation. Also included are conclusions and research recommendations derived from the findings.

Summary

The main purpose of this study was to investigate the goals of the five, public doctorate-granting universities in the state of Michigan as perceived and preferred by selected constituent groups. The goals were specified in nature and were related to the results or outcomes of university functioning (outcome goals) and the supportive processes necessary for their achievement (process goals). The members of the universities' governing boards, central administration, and faculties were involved in the study.

A questionnaire containing forty statements of possible institutional goals was the principal instrument used to gather data. Each item in the instrument required two

types of responses, showing the perceived and preferred importance of the stated goal for the respondents' respective universities. Each respondent was asked to rate each goal statement on the basis of its importance as either an is goal (perceived) or should be goal (preferred). Each respondent was likewise given five choices to rate the importance of each statement in the perceived and preferred dimensions, with the response categories ranging from "of no importance" to "of very high importance".

Twelve research hypotheses were examined in the study. The univariate one-way analysis of variance (ANOVA) was used to test the differences in means of the different groups for statistical significance.

A review of related literature indicated concern regarding the need for universities to develop and enunciate their goals. It is apparent that in the diversity of demands made upon higher education, the role and functions of universities have become quite ambiguous. The emergence of new concepts all focused on the enrichment of the quality of life has evolved as the background of university purposes. Although there appears a definite consensus regarding the purposes of higher education as teaching, research, and public service, there are some forms of incongruence regarding the emphasis placed upon these purposes across institutions. Some educationists also added another dimension to these purposes, social criticism. They assert that

higher education should make a stand regarding the viability of the knowledge it has helped to discover and transmit.

It was hypothesized that differences exist among constituent groups regarding their ratings on the perceived and preferred importance of university goals categorized as outcome and process. The tests for significance failed to indicate the acceptance for all the twelve research hypotheses. Statistical differences were obtained from the ratings of the respondents categorized according to academic groups and the institutions they are affiliated with. Statistical differences were not obtained from the ratings of the faculty categorized according to academic rank.

A number of goals not contained in the instrument were listed by the respondents.

Findings And Conclusions

The following findings and consequent conclusions are hereby presented. They are considered in the light of current literature on the cruciality of goals to the effective functioning of higher education.

1. It was confirmed in this study that universities in the same state system vary with regard to the emphasis they place on institutional goals. Current related literature also indicates the existence of these variations across universities.

2. Teaching, research, public service, and social criticism were re-affirmed as missions of the universities in this investigation. All the constituent groups involved are agreed on these as goals of universities.
3. Findings in this study indicate that differences exist among the views of trustees, administrators, and faculty regarding the importance of the institutional goals identified in the questionnaire. Evidently, this stems from the different roles they play in the educational setting. Apparently, goals closely related to their particular concerns were viewed with more consideration.
4. It was also demonstrated in this study that academic constituencies are more concerned with goals along the preferred or should be dimension than those along the perceived or is. Their expressed consideration was greater for should be goals than for is goals, in line with human nature's desire for improvement of the status quo.

Recommendations for Future Research

There are problems attendant to the nature of universities as social organizations, especially as they relate to their viability as social institutions. The need for more

empirical and theoretical research along these dimensions can not be denied; hence this study raises some questions from which can be generated future research on institutional goals.

1. How would such factors as sex, academic discipline, and position in the academic hierarchy affect the attitudes of faculty and administrators towards institutional goals?
2. How would other groups, both internal and external to the university, e.g., legislators, parents, students, employers, local community leaders, and secondary school counselors view institutional goals?
3. How would a university with clearly specified and enunciated goals tend to function differently from one without?
4. Would it be possible for any institution to give equal attention to the university missions enunciated as teaching, research, public service, and social criticism? Would there be differences in emphasis between public and private institutions?
5. How would trustees, administrators, and faculty in one university differ from other universities in their views and attitudes toward university goals?

6. What factors would affect faculty perceptions toward research as an institutional goal?

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APPENDICES

APPENDIX A

APPENDIX A
THE QUESTIONNAIRE

INVENTORY OF UNIVERSITY GOALS

Directions

1. The questionnaire consists of forty statements of possible university goals. You are asked to respond to each statement in two different ways:
 - (a) How important is the goal at your university?
 - (b) In your opinion, how important should the goal be at your university?
2. Please consider your particular institution in making your judgement.
3. Please try to respond to every goal statement contained in the questionnaire by checking one box after is and one box after should be.
4. A section is provided for additional goal statements that you might think unique to your institution but not included in this inventory. Please feel free to write in these goals.

The questionnaire is intended to be confidential. Results will be summarized by groups and no responses of individuals will be reported.

Name of Institution

Please check opposite the word that best describes you.

Governing Board Member _____

Administrator _____

Faculty Member _____, _____

Academic Rank

Please respond to these goal statements by checking one box after <u>is</u> and one box after <u>should be</u>		of no importance	of little importance	of medium importance	of high importance	of very high importance
1. To help students acquire basic knowledge in the sciences and humanities	is					
	should be					
2. To develop in the students abilities of scholarly inquiry and help them acquire a thorough knowledge of at least one discipline	is					
	should be					
3. To help students develop awareness of their self-worth and individual goals, and means of achieving these goals	is					
	should be					
4. To help students develop honest and trusting relationships with others	is					
	should be					
5. To provide opportunities for training students in specific careers and/or professions	is					
	should be					
6. To develop new programs imperative to a highly industrialized society, like those in Computer Technology, Nuclear Engineering, etc.	is					
	should be					
7. To provide opportunities for re-training individuals for new jobs	is					
	should be					

Please respond to these goal statements by checking one box after <u>is</u> and one box after <u>should be</u> .		of no importance	of little importance	of medium importance	of high importance	of very high importance
8. To contribute to the enrichment of knowledge through research	is					
	should be					
9. To develop and maintain strong graduate programs and conduct advanced study through research institutes and centers	is					
	should be					
10. To assist government, agro-business, and industry through research	is					
	should be					
11. To conduct basic research in the social sciences	is					
	should be					
12. To conduct basic research in the natural sciences	is					
	should be					
13. To develop programs in continuing education for the community	is					
	should be					
14. To help evaluate the values and practices of American society and help work out modification or enrichment of any of these	is					
	should be					
15. To develop in the student the concern about the welfare of all mankind and the achievement and/or maintenance of world peace	is					
	should be					

Please respond to these goal statements by checking one box after <u>is</u> and one box after <u>should be</u> .		of no importance of little importance of medium importance of high importance of very high importance					
16. To develop and maintain programs to supply the professional and specialized manpower needs of the state	is						
	should be						
17. To provide opportunities for students to study and evaluate current institutions, thus creating in them awareness of what is going on	is						
	should be						
18. To provide educational opportunities for all and maintain viable programs to meet the diversity of their needs	is						
	should be						
19. To provide cultural programs for the enrichment of community experiences	is						
	should be						
20. To provide assistance to agencies, both government and private, in developing programs for the state, taking into consideration regional or national priorities	is						
	should be						
21. To develop a system by which all components of the university (students, trustees, administrators, faculty) can be involved in decision-making and community governance	is						
	should be						
22. To create a campus climate responsive to innovation and change	is						
	should be						

Please respond to these goal statements by checking one box after <u>is</u> and one box after <u>should be</u> .		of no importance	of little importance	of medium importance	of high importance	of very high importance
23. To provide activities for cultural and intellectual enrichment, especially for students and faculty	is					
	should be					
24. To create a system of campus government that will be sensitive and responsive to all constituents' needs and concerns	is					
	should be					
25. To sponsor enrichment programs of cultural events such as concerts, lectures, and art exhibits	is					
	should be					
26. To foster a climate of mutual confidence and respect among the various units in the institution	is					
	should be					
27. To award degrees where part of credits for graduation can be earned through basic examinations	is					
	should be					
28. To maintain a campus climate where communication is open and differences of points of view are respected	is					
	should be					
29. To award degrees for study done through correspondence, extension centers, or field work	is					
	should be					
30. To provide opportunities for students and faculty to come together and discuss interests and ideas common to them	is					
	should be					

Please respond to these goal statements by checking one box after <u>is</u> and one box after <u>should be</u> .	of no importance	of little importance	of medium importance	of high importance	of very high importance
31. To expose students to other campus experiences by allowing them to work for credits in other colleges and universities	is				
	should be				
32. To encourage students to participate in off-campus projects such as Peace Corps and Vista	is				
	should be				
33. To be concerned with accountability demands, especially from funding sources like the legislature, foundations, and alumni	is				
	should be				
34. To maintain a system of management where cost criterion is a primary concern	is				
	should be				
35. To ensure the freedom of faculty members to present unpopular or controversial issues and/or ideas in the classroom	is				
	should be				
36. To place no restrictions on the off-campus political activities of academic constituents	is				
	should be				
37. To make certain that students are given all opportunity to listen to controversial points of view	is				
	should be				
38. To make all components of the system aware of cost effectiveness	is				
	should be				

Please respond to these goal statements by checking one box after <u>is</u> and one box after <u>should be</u> .	of no importance	of little importance	of medium importance	of high importance	of very high importance
39. To provide periodic evaluation in all levels and units of the institution to assess extent of achievement of goals	is				
	should be				
40. To ensure that all constituencies in the university be given the freedom to choose their own life styles	is				
	should be				
<u>Others, please specify.</u>	is				
	should be				
	is				
	should be				
	is				
	should be				
	is				
	should be				
	is				
	should be				
	is				
	should be				
	is				
	should be				

COVER LETTER FOR ADMINISTRATORS AND FACULTY

1946 Burton Avenue
Holt, Michigan 48842
March 4, 1974

The implications of the current societal crises are generating problems for the university, particularly in concerns related to goals and priorities. What are the goals of a university? What should be its goals? Whose goals should be pursued and how should these be pursued? These are but few of the questions that should be answered to maintain the viability of the university as a social organization.

I am conducting a study of university goals as they are perceived and preferred by trustees, administrators, and faculty in the five public, doctorate-granting universities in the state. These groups are crucial to effective university functioning and as such, are important in the development and implementation of university goals. This will provide an opportunity for you to express your views about the goals of your institution. This study is related to my doctoral dissertation. It has been approved by my Guidance Committee.

The enclosed inventory consists of forty statements of possible institutional goals. Please rate them with respect to their appropriateness to your particular university. The inventory is coded to provide a control system for the processing of the responses. Data will be handled and analyzed in such a way as to ensure the anonymity of the respondents whose identity will be known only to the researcher. It is important that the response rate be high because the sample for each group is quite small.

It would be highly appreciated if the completed questionnaire were returned in the self-addressed, stamped envelope by March 20, 1974.

I am thanking you in anticipation of your cooperation.

Sincerely,

Lydia A. Beltran
Lydia A. Beltran

Office: 213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
Phone: 353-7810

LAB/jbb
Enclosure

COVER LETTER FOR TRUSTEES

1946 Burton Avenue
Holt, Michigan 48842
March 4, 1974

As a member of the Governing Board, I am aware of your concern about the goals of the university. The current societal crises make goal-setting one of the most difficult, yet essential tasks facing universities. What should be the goals of a university? This has become the primary question confronting those concerned with university functioning. In the wake of the threatening financial crunch, priorities have to be explicit and attendant goals should be clearly enunciated.

I am conducting a study on university goals as they are perceived and preferred by trustees, administrators, and faculty in the five public, doctorate-granting universities in the state. These groups are crucial to university functioning and as such, are important to the development and implementation of goals. This will provide an opportunity for you to express your views about the goals of your institution. This study is related to my doctoral dissertation. It has been approved by my Guidance Committee.

The enclosed inventory consists of forty statements of possible university goals. Please rate each with respect to its appropriateness to your particular institution. The instrument is coded to provide a control system for the processing of the responses. Data will be handled and analyzed in such a way as to ensure anonymity of the respondents whose identity will be known only to the researcher. As the membership of Governing Boards is quite small, it is imperative that there be a high response rate if generalizations about this group are to be meaningful.

It would be highly appreciated if the completed questionnaire were returned in the enclosed self-addressed, stamped envelope by March 20, 1974.

I am thanking you in anticipation of your cooperation.

Sincerely,

Lydia A. Beltran
Lydia A. Beltran

Office: 213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
Phone: (517) 353-7810

LAB/jbb
Enclosure

APPENDIX B

ANALYSIS OF VARIANCE

Table I. The Outcome Goals As Perceived By The Trustees, Administrators, And FacultyOutcome Goal 1 -- Individual Development

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	48.796	5.876	.003*
Within Groups	239	8.304		

Outcome Goal 2 -- Career Orientation

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	23.410	4.017	.019*
Within Groups	239	5.826		

Outcome Goal 3 -- Research

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	29.114	3.513	.031*
Within Groups	239	8.285		

Outcome Goal 4 -- Public Service

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	53.668	9.043	0.0005*
Within Groups	239	5.935		

Outcome Goal 5 -- Humanism

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	57.125	5.829	
Within Groups	239	9.799		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table II. The Outcome Goals As Preferred By The Trustees, Administrators, And FacultyOutcome Goal 1 -- Individual Development

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	13.102	2.571	.079
Within Groups	239	5.095		

Outcome Goal 2 -- Career Orientation

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	25.743	5.389	.005*
Within Groups	239	4.776		

Outcome Goal 3 -- Research

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	15.042	5.389	.085
Within Groups	239	6.032		

Outcome Goal 4 -- Public Service

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	57.897	7.830	.001*
Within Groups	239	7.393		

Outcome Goal 5 -- Humanism

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	21.096	1.928	.148
Within Groups	239	10.937		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table III. The Process Goals As Perceived By The Trustees, Administrators, And FacultyProcess Goal 1 -- Academic Freedom

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	33.668	2.756	.066
Within Groups	239	12.212		

Process Goal 2 -- Community Government

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	98.341	6.703	.001*
Within Groups	239	14.670		

Process Goal 3 -- Supportive Campus Climate

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	87.864	7.383	.001*
Within Groups	239	11.900		

Process Goal 4 -- Off-Campus Learning

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	21.070	1.854	.159
Within Groups	239	11.364		

Process Goal 5 -- Accountability

SOURCE	df	Mean Square	F Statistic	P
Between Groups	2	27.265	2.368	.095
Within Groups	239	11.665		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table IV. The Process Goals As Preferred By The Trustees, Administrators, And FacultyProcess Goal 1 -- Academic Freedom

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Groups	2	9.239	.773	.463
Within Groups	239	11.945		

Process Goal 2 -- Community Government

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Groups	2	10.524	.775	.452
Within Groups	239	13.571		

Process Goal 3 -- Supportive Campus Climate

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Groups	2	9.849	.876	.418
Within Groups	239	11.239		

Process Goal 4 -- Off-Campus Learning

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Groups	2	6.596	.530	.589
Within Groups	239	13.114		

Process Goal 5 -- Accountability

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Groups	2	94.250	6.793	.001*
Within Groups	239	13.872		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table V. The Outcome Goals As Perceived By The Groups
Categorized According To UniversityOutcome Goal 1 -- Individual Development

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	9.034	1.046	.384
Within Universities	237	8.633		

Outcome Goal 2 -- Career Orientation

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	5.269	.880	.476
Within Universities	237	5.984		

Outcome Goal 3 -- Research

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	33.251	4.135	.003*
Within Universities	237	8.040		

Outcome Goal 4 -- Public Service

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	7.058	1.117	.349
Within Universities	237	6.318		

Outcome Goal 5 -- Humanism

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	27.628	2.753	.029*
Within Universities	237	9.903		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table VI. The Outcome Goals As Perceived By The Groups
Categorized According To UniversityOutcome Goal 1 -- Individual Development

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	3.345	.664	.631
Within Universities	237	5.192		

Outcome Goal 2 -- Career Orientation

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	7.795	1.589	.178
Within Universities	237	4.902		

Outcome Goal 3 -- Research

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	13.475	2.252	.064
Within Universities	237	5.982		

Outcome Goal 4 -- Public Service

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	14.025	1.819	.126
Within Universities	237	7.707		

Outcome Goal 5 -- Humanism

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	23.282	2.152	.075
Within Universities	237	10.814		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table VII. The Process Goals As Perceived By The Groups
Categorized According To UniversityProcess Goal 1 -- Academic Freedom

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	64.204	5.575	<0.005*
Within Universities	237	11.515		

Process Goal 2 -- Community Government

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	69.509	4.809	.001*
Within Universities	237	14.451		

Process Goal 3 -- Supportive Campus Climate

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	40.609	3.368	.011*
Within Universities	237	12.057		

Process Goal 4 -- Off-Campus Learning

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	33.889	3.062	.017
Within Universities	237	11.066		

Process Goal 5 -- Accountability

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	15.010	1.278	.279
Within Universities	237	11.743		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table VIII. The Process Goals As Preferred By The Groups
Categorized According To UniversityProcess Goal 1 -- Academic Freedom

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	56.539	5.061	.001*
Within Universities	237	11.170		

Process Goal 2 -- Community Government

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	65.575	5.176	.001*
Within Universities	237	12.668		

Process Goal 3 -- Supportive Campus Climate

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	32.728	3.012	.019*
Within Universities	237	10.865		

Process Goal 4 -- Off-Campus Learning

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	45.608	3.644	.007*
Within Universities	237	12.514		

Process Goal 5 -- Accountability

<u>SOURCE</u>	<u>df</u>	<u>Mean Square</u>	<u>F Statistic</u>	<u>P</u>
Between Universities	4	23.280	1.612	.171
Within Universities	237	14.392		

*Significant at .05 level.

ANALYSIS OF VARIANCE

Table IX. The Outcome Goals As Perceived By The Faculty
Categorized According to Academic RankOutcome Goal 1 -- Individual Development

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	6.879	.750	.524
Within Faculty Groups	130	9.171		

Outcome Goal 2 -- Career Orientation

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	.880	.153	.927
Within Faculty Groups	130	5.745		

Outcome Goal 3 -- Research

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	18.565	2.150	.097
Within Faculty Groups	130	8.633		

Outcome Goal 4 -- Public Service

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	1.727	.291	.831
Within Faculty Groups	130	5.920		

Outcome Goal 5 -- Humanism

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	10.274	.943	.422
Within Faculty Groups	130	10.893		

ANALYSIS OF VARIANCE

Table X. The Outcome Goals As Preferred By The Faculty
Categorized According To Academic RankOutcome Goal 1 -- Individual Development

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	2.543	.418	.740
Within Faculty Groups	130	6.071		

Outcome Goal 2 -- Career Orientation

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	4.880	.869	.459
Within Faculty Groups	130	5.613		

Outcome Goal 3 -- Research

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	11.349	1.723	.165
Within Faculty Groups	130	6.586		

Outcome Goal 4 -- Public Service

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	3.225	.349	.790
Within Faculty Groups	130	9.229		

Outcome Goal 5 -- Humanism

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	2.653	.209	.890
Within Faculty Groups	130	12.664		

ANALYSIS OF VARIANCE

Table XI. The Process Goals As Perceived By The Faculty
Categorized According To Academic RankProcess Goal 1 -- Academic Freedom

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	11.872	.946	.420
Within Faculty Groups	130	12.538		

Process Goal 2 -- Community Government

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	33.878	2.318	.079
Within Faculty Groups	130	14.614		

Process Goal 3 -- Supportive Campus Climate

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	18.722	1.568	.200
Within Faculty Groups	130	11.937		

Process Goal 4 -- Off-Campus Learning

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	8.514	.721	.541
Within Faculty Groups	130	11.798		

Process Goal 5 -- Accountability

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	3.380	.292	.831
Within Faculty Groups	130	11.560		

ANALYSIS OF VARIANCE

Table XII. The Process Goals As Preferred By The Faculty
Categorized According To Academic RankProcess Goal 1 -- Academic Freedom

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	6.432	.505	.679
Within Faculty Groups	130	12.715		

Process Goal 2 -- Community Government

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	9.585	.675	.568
Within Faculty Groups	130	14.185		

Process Goal 3 -- Supportive Campus Climate

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	7.738	.637	.592
Within Faculty Groups	130	12.139		

Process Goal 4 -- Off-Campus Learning

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	10.890	.807	.492
Within Faculty Groups	130	13.484		

Process Goal 5 -- Accountability

SOURCE	df	Mean Square	F Statistic	P
Between Faculty Groups	3	5.544	.337	.798
Within Faculty Groups	130	16.405		