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Characteristics of teachers who have received an "outstanding teacher" award from New England Institutions of Higher Education in the five year period beginning with the academic year 1963-64.

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CHARACTERISTICS OF TEACHERS WHO HAVE RECEIVED AN "OUTSTANDING
TEACHER" AWARD FROM NEW ENGLAND INSTITUTIONS OF HIGHER
EDUCATION IN THE FIVE YEAR PERIOD BEGINNING WITH
THE ACADEMIC YEAR 1963-64

A Dissertation Presented

By

John Ahern

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

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June, 1969

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Approved as to style and content by:



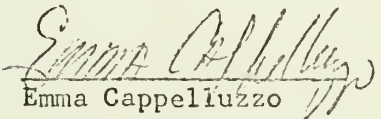
William Wolf Jr. Chairman



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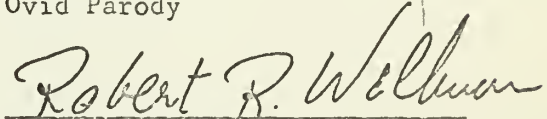
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CHAPTER ONE

STATEMENT OF THE PROBLEM

OVERVIEW OF THE PROPOSAL

The "Outstanding Teacher" award is an attempt to give recognition for teaching excellence. Although the techniques used to identify the faculty member and the nature of the reward vary from campus to campus, the award recipients share a common experience: through a means approved by the institution, they have been publicly identified as a model of teaching eminence. This study wishes to examine this unique group of college teachers.

The existence of the award is an interesting phenomena in that the academic community traditionally has not been receptive to the evaluation of teaching effectiveness. Self-interest may be the source of this lack of receptivity to evaluation, but many object to it because of the nature of this "mysterious profession" (1) "They tend to dislike the image of themselves as pedagogues; they tend to think of teaching as an artistic endeavor that does not lend itself to analytic evaluation." (2) Thus, the practice of giving the award is, in at least some small way, in conflict with those who believe effective teaching cannot be identified. The award not only classifies one teacher as an "Outstanding Teacher," but it also uses institutional sanctification and resources to legitimize the decision. The sanctification is the convocation where assorted members of the academic community give public praise to the teacher. The amount of resources expended varies, but the H. E. Harbison award presently consists of a prize of ten thousand dollars. The presentation ceremony, as well as the financial reward, tends to make the practice highly visible.

As a result of this visibility, if teachers who do not have the respect of their colleagues are being given the award, it is a serious chastisement of the profession that no book, chapter in a book or even a magazine article has appeared that criticizes the practice of formally designating a teacher as "Outstanding." As will be pointed out in Chapter Two, the references to the award in the literature of higher education are casual, not substantial. The American Association of University Professors has made no public policy on the matter (3). No college chapter of the A.A.U.P. where the award is administered has made a public stand on the practice (4). Morris Freedman, author of CHAOS IN THE COLLEGES, observes: "I think that there are very few campuses where everyone does not know who are the best and worst teachers." (5) Perhaps the award recipients belong to this highly visible group of teachers and thus the award has not caused controversy. Another explanation for the community's silence might be explained by the utterance of a faculty senate chairman who commented on the award: "If I can get a \$1000 for a colleague I'll not vote 'No.'" (6) One would hope that if an incompetent or merely competent teacher received the award, the faculty chairman would say "No." One of the significant hypotheses studied in this report will be that: recipients of the award are respected by their colleagues and/or their students for their teaching effectiveness.

The study of the award and its recipients will focus on one geographic area: New England. It will describe the selection techniques used in the different awarding institutions in order to answer

questions such as: "What techniques are used to identify the teachers?" "Who is the key decision maker: the students, the administration, the faculty, the alumni or a combination of these groups?" "Are the groups in general consensus as to the validity of the selection?" "What rewards are given to the recipients?" "Does the recipient believe the award has helped him professionally?" Correspondence with New England institutions of higher learning indicated that many of them are interested in learning about the procedures employed in sister institutions to identify the "Outstanding Teacher." (7)

Should the analysis of the selection process employed by the individual colleges indicate the techniques are defensible, i.e., if there is evidence of strong support from the students or faculty that the designation such as "Distinguished Teacher" or "Best Prof" are appropriate to the recipient, then these individuals should be analyzed in depth. "If the lack of adequate studies of the college professor is apparent, the need for them is equally evident." (8) This study assumes that there is a need to know the attitudes toward college teaching of individuals who are given recognition for their teaching ability. The proposal also assumes there is a need to discover if these individuals have had common experiences or possess common accomplishments.

The first area to be studied, the attitudes of "Outstanding College Teachers," is concerned with identifying those factors that brought these teachers into teaching, the factors that keep them in teaching and those factors that discourage them about college teaching. Concern about the absence of a description of these factors was expressed at the Conference on College Teaching sponsored by the American Council on

Education in 1956. This group listed a number of questions relevant to this topic: "What are the discouraging factors that keep more young people from entering college teaching? . . . What factors cause people to leave college teaching? At what point in their lives do most individuals make the decision to enter or not to enter college teaching? (9)

A participant at that conference, Dr. Ruth Eckert, a Professor of Higher Education at the University of Minnesota, joined with Dr. John Stecklein and attempted to answer these questions. They created a questionnaire and polled the faculty members teaching in institutions of higher learning in Minnesota. Parts of their instrument will be used in this study. The responses of recipients of teaching awards might influence the policies of administrators in attracting and keeping individuals in their institution who have the potential for being distinguished teachers.

The second area to be studied, the biographical data of the recipients, will examine the recipient's education, teaching experience, scholarly activities, teaching assignment, institutional mobility and other personal data to determine if any of these factors or a combination of these factors make one more likely to be a recipient. This study will use a questionnaire designed to quantify this data on teaching faculties in four-year colleges that was prepared and administered by the United States Office of Education in 1963. The data on 138,202 subjects has been classified by the nature of institutional control and size. This would make it possible to compare the award recipients with their universe. A. J. Brumbaugh in RESEARCH DESIGNED

TO IMPROVE INSTITUTIONS OF HIGHER LEARNING spoke of the possible use of such data as would be collected:

Nearly every faculty roster contains data on the age, preparation, experience, marital status, dependents, special interests, contribution to scholarship, and length of service of its members as well as honors or other public recognition accorded them. These data can be analyzed and synthesized in many ways to give a general picture of the faculty. They may also be studied to discover what relationships exist between these characteristics and success in teaching . . . (10)

The study will use the 75 individuals who in the five-year period beginning in 1963-64 received an outstanding teacher award from a New England institution of higher learning. The list was created from a survey made in the summer of 1968. Fourteen of the 101 accredited four-year institutions of higher education in New England make the award. Only the University of Rhode Island of the six land grant universities fails to give the award. Catholic institutions are represented by: Boston College, Fairfield, and Saint Michael's. Ivy League institutions participating in a distinguished teacher award include Dartmouth and Amherst. Worcester Polytechnical Institute and the Massachusetts Institute of Technology are involved in teaching award programs.

Some of the schools mentioned above have only recently initiated an "Outstanding Teacher" award. Brandeis began a program in 1964. Students introduced the program at Dartmouth in 1967 and at Fairfield, in 1968. The study will report on the chronology of teaching awards, i.e., is it a contemporary phenomenon?

THE RATIONALE FOR STUDYING RECIPIENTS OF "OUTSTANDING TEACHER" AWARDS

If the individuals selected as "Outstanding Teachers" are respected by the faculty for their teaching ability, and if the nature of the prize is such that it might encourage others to emulate the behaviors of the recipient, then the practice should expand. Given the financial and status rewards of other professional activities of the professors, it is important that we reward the conscientious college teacher for the energies he expands on noteworthy teaching.

Professors find teaching is competing with consulting, writing and research for their time and energy. As such, professors are determining priorities. Some of the critics of higher education suggest that teaching is not faring well on the professor's priority list.

"IS THERE A TEACHER ON THE FACULTY" was the title of a recent editorial in HARPERS in which John Fisher noted that:

The harsh truth is that nearly all of our colleges and universities are capable right now of providing for better instruction than they actually put out...They don't do it simply because our whole academic system is now rigged against good teaching. No faculty member (with rare exceptions) is rewarded if he teaches well or is punished if he doesn't. (11)

Paul Woodring echoes the same concern: "They (Graduate students) quickly discover that the status symbols of academia are rigged against good undergraduate teaching and that the way to get ahead in the academic world is to move to a university where one can spend most of his time in research." (12)

The establishment of an "Outstanding Teacher" award is evidence that a segment of the academic community wishes to reward teachers for

teaching. It is an attempt to restore status to teaching. The President of Cornell noted the rewards inherent in research and observed: "Special inducements for teaching may well be necessary, and they may help reduce the problem. But the means are artificial." (13) The reward may be extrinsic, but the situation is so serious that unsophisticated techniques may have to be employed to make teaching important. Jacques Barzun: "Teaching is not a lost art, but the regard for it is a lost tradition." (14) Paul Woodring: "The undergraduate is becoming the forgotten man of American higher education." (15) John Gardner: "We must restore the status of teaching." (16) Clark Kerr:

'If the faculty looks upon itself as a guild, the undergraduate students are coming to look upon themselves more as a 'class;' some may even feel like a 'lumpen proletariat;' lack of faculty concern for teaching, endless rules and requirements and impersonality are the inciting causes.' (17)

James Perkins, the President of Cornell, Nevitt Sanford, author of THE AMERICAN COLLEGE, as well as Christopher Jencks and David Riesman, co-authors of THE ACADEMIC REVOLUTION, have all pointed out that "the greatest scholars" (18), the "distinguished faculty members" (19) and "most eminent academicians" (20) prefer to teach graduate students. "How to escape the cruel paradox that a superior faculty results in an inferior concern for undergraduate teaching is one of our more pressing problems." (21) If the individuals who have prominence on a faculty have such a value, it is not presumptuous to assume that others may adopt this attitude. The existence of this attitude towards the teaching of undergraduates; combined with an awareness of the consequences of relegating teaching to those non-

scholarly, nondistinguished, non-eminent would suggest the rationale of rewarding those who gain prominence as teacher of undergraduates.

Already the tendency at American universities is for the professors to concentrate their time and attention on graduate students. Of the 4,000 professors recently surveyed by the American Council on Education, more than half indicated that they spend more time with graduate students than with undergraduates. (This sample included junior faculty as well as senior men.) Indeed in only a third of the academic fields was undergraduate instruction given the highest priority. (22)

The priority given to graduate students over undergraduates is one aspect of an ongoing development in higher education that Jencks and Riesman have termed THE ACADEMIC REVOLUTION. The nature of the change has resulted in a loss of status for teaching. An explanation of the effect of the change on individuals who are college teachers, or are in preparation to be college teachers, will dramatize the need to learn more about individuals who are "Outstanding Teachers" in a community that sets more value on other academic functions.

The introduction of the university into America in the latter part of the nineteenth century began the revolution. Prior to the establishment of John Hopkins University in 1871, American institutions of higher learning were primarily undergraduate colleges. Traditionally the cap stone of a teacher's academic preparation was a course in moral theology taught by the college president. Graduate students were few in number, for there were few occupations that required the doctorate. College teaching was not one of them. (23)

Parallel with the growth of the need to possess a doctorate came a change in the college teacher's perception of the role of a professor. Whether this change came about as a result of external

or internal pressures is not a major issue of this study, but what is important is that the change affected the teacher's perception of the place of teaching. Havinghurst contrasts the preuniversity teacher with today's professor and considers the former "As a being rather than a doing type of person." (24) His social background permitted him to be satisfied with ascribed status, rather than encouraging him to strive for an achievement status. In other words, he had no social motive to produce, to acquire, to strive. He was a teacher; that was enough. Riesman and Jencks also have noted this change and observed: "Today there are many institutions in which almost the whole faculty consists of first generation collegians--young men in a hurry for social security and professional respectability." (25)

For a young man in a hurry for social security and professional respectability, it is not recommended that he devote his energies to teaching. This advice seems to be the major thesis of the well-received work: THE ACADEMIC MARKETPLACE. (26) The authors suggest that the way to success is to place a high priority on research, not on teaching. Universities seem to follow the same strategy. "The mark of a university on the 'make' is a mad scramble for football stars and professional luminaries. The former do little studying and the latter little teaching, and so they form a neat combination of muscles and intellect." (27) Kerr's quip on the value system of higher education loses some of its impact because it merely acknowledges what a university should be. (Football excepted, of course.) At German universities, which America sought to imitate, the prime responsibility of the professor was to generate knowledge rather than

to transmit it.

With the growth of institutions modeled in the German fashion, the mission and environment of higher education was no longer restricted to teaching at small four-year liberal arts colleges. The universities provided not only a different environment but a different mission: teaching and research. As the universities are the incubators for most college teachers, the dual responsibility has had no little effect on the teaching of undergraduates.

For some observers of American higher education, the dual responsibility is interrelated. Algo Henderson (28), and Francis Rosencrance (29) share W. H. Cowley's position that "One cannot be a good teacher unless he does research." (30) Perhaps. But this paper will avoid the issue of whether this view is more likely to produce a Socrates or a schizophrenic, and suggests that this belief has a different effect on the college teacher, i. e. he does not strive to be a teacher. This phenomena will be explained by a discussion of the reward system, the status symbols, and the experiences of those who are learning to be college teachers.

Although observers may debate whether or not research makes one a better teacher, there are few observers who deny that research makes one a better candidate for a promotion. That research is the major criteria for promotion and rewards on college campuses has been noted by Tyler, 1958 (31), Eble, 1963 (32), Freedman, 1963 (33), Browne and Mayhew, 1965 (34), Caplow and McGee, 1965 (35), Jencks and Riesman, 1968 (36), and Woodring, 1968 (37).

As academicians we are also part of an institution which, theoretically pays us to teach but which promotes and rewards as we publish. In the recent Somit-Tannenhaus survey, several hundred political scientists indicated their belief that volume of publication was the number one attribute leading to career success in the profession... Quality of publication was ranked sixth. Teaching ability, of course, was ranked tenth. (38)

Two surveys seem to dispute the observations of the political scientists. Both surveys were done during the time of the "Publish or Perish" controversy. At first glance, they seem to indicate that the superior teacher is rewarded. "Interestingly, studies have shown outstanding teaching to be a powerful factor among promotion criteria. Byrnes & Jamrich found it to be such in 51.9% of the institutions they surveyed." (39) "Logan Wilson cites a survey of 71 members institutions of the Association of State Universities and Land Grant Colleges, two thirds of which approve the promotion of superior teachers who may or may not be productive researchers." (40)

A second examination of this data seems to indicate that superior teaching is not rewarded. The institutions were able to distinguish between the teaching function and the research function. Although they may be interrelated, the administrators were ready to distinguish the functions for promotion evaluations. At 49.1 percent of the institutions Byrnes and Jamrich surveyed, the respondent acknowledged that outstanding teaching was NOT a powerful factor among promotion criteria. One-third of the members of the Association of State Universities and Land Grant Colleges did not hesitate to acknowledge that they do NOT approve of promoting superior teachers unless they are productive researchers.

Consider how this data affects the graduate student's perception of teaching. He is an apprentice. His values and future behaviors are being formed. He learns that the basis for advancement in higher education, indeed the basis for retention at an institution, is certainly not teaching. "Although no university president would claim that teaching is unimportant, actual practice relegates teaching to a secondary role." (41)

Not only does the graduate student learn that teaching is not the criterion for promotion, he discovers the ultimate irony, that the apex of a status for a college teacher is to become what Clark Kerr calls the "Non-Teacher----the higher a man's standing, the less he has to do with students." (42) Logan Wilson observed the same phenomena and was concerned about the ripple effect: "If the faculty regards RELIEF FROM TEACHING as the chief reward for accomplishment or as the highest status symbol, and relegates undergraduate teaching to inexperienced graduate assistants, we may be sure that the students perceive this situation too." (43)

For the doctoral candidate, not only does he perceive it, he experiences it. A graduate student learns that there is even a distinction in status between those who have received a teaching fellowship and those who possess a research fellowship. Given the environment of the university, the research fellowship understandably has a greater status. Ann Heiss, James R. Hudson, and Martin Trow have each commented on this particular indoctrination into the status of teaching in college. The teaching assistant is the "drone" whereas the research assistant

functions under "the aura of scholarship." (44) The research assistants are assumed to be the more talented students, the teaching assistants are frequently drawn from "the less able graduate students." (45) Perhaps the most appropriate distinction between the two types of fellowships is Trow's observation that the research assistantship "pays more." (46)

Even the reaction of the faculty to the responsibilities of the teaching assistant reminds the graduate student of how unimportant his duties are considered. Most departments engage in little, if any, supervision of the teaching assistant. They receive about as much guidance as an instructor, i. e. minimal. "Graduate students therefore conclude that the department is not really interested in their teaching but only in their ability to write papers and examinations. Students who draw such conclusions are, moreover, usually right." (47)

The culmination of the graduate student's indoctrination into the low status of teaching is his experience as he looks for a position. Possession of the doctorate seems to be a far more powerful factor in obtaining a position as a college teacher than evidence that one can teach college. "A teacher gets a position on a college faculty not because he can teach, but by demonstrating that he has been taught." (48) This lesson is not lost on the graduate student.

Given the status quo of the universities, that the basis for promotion is publication, that superior teaching does not insure promotion, that professors are not hired for their teaching ability, it is important to study those individuals who behave as if superior teaching is rewarded.

ASSUMPTIONS OF THE STUDY

An essential aspect of the problem of encouraging effective teaching on college campuses is the question of semantics. What is effective teaching? Who is an effective teacher? Much experimental research has been done on those questions. A number of studies have attempted to evaluate two different teaching processes by measuring the success of the two groups on a product, usually a test. For example, one group would be taught by the discussion method, the other group would be taught by the lecture method, the scores of the groups on an achievement test would be compared and a qualified judgment would be made about the more effective method of instruction. In the studies employing two processes and a product as a criteria, the product was not restricted to an achievement test, nor was the process restricted to teaching methods. Characteristics of the teacher, the organizational structure, promotion policies and other contrasts were employed in the process section of the design. Attitudes, behaviors and other outcomes, besides achievement were measured as a product.

The results of these experiments have given little assistance in defining effective teaching. W. J. McKeachie, writing about research on college and university teaching in THE HANDBOOK ON RESEARCH ON TEACHING agrees with Biddle and Ellena who introduced their book, CHARACTERISTICS OF EFFECTIVE TEACHING, with the observation: "Few if any factors are now deemed established about teacher effectiveness and many 'findings' have been repudiated." (49)

This study has been structured on two realities: first, that college teaching, for the most part, is not outstanding, a position echoed by a number of observers quoted previously in the paper; and two, that we have not yet scientifically determined what constitutes effective or outstanding teaching, which is the position of McKeachie, Biddle and Ellena, and others.

Few observers of higher education would quarrel with both these propositions. However, if you put these two realities together, you produce an internal contradiction: How can we say good teaching is not occurring if we do not know what good teaching is? In other words, if we cannot objectively define outstanding teaching, it is impossible to observe whether or not it is occurring.

The resolution of this dilemma lies in one's perception of the nature of teaching. Is teaching an art or science? If it is an art, then we can apply the criteria of success used in the arts: common agreement by people whose judgment is respected. Thus, we can make judgments about the state of the art and the artists. If teaching is a science, with a set of laws and principles, we can observe that our knowledge about these laws and principles is at the primitive state; so primitive in fact, that we have yet to agree on what it is we are studying. Specifically we must define a successful student before we define effective teaching.

For the purpose of this paper it is not necessary to define the nature of teaching, but it is crucial that the existence of the debate be recognized, for the study demands the reader accept the intellectual viability, but not necessarily the validity of Gilbert Highet's

book title: THE ART OF TEACHING. This is important, for the study isolates those individuals who have been identified by a criteria not unlike that applied to painters, musicians and architects. It argues that by assuming the validity of this criteria, one may learn more about the characteristics of great teachers.

Admittedly, it would be necessary to examine the strategy used by the institution to identify the teacher to discover if there is a rationale to the method of selection. If it can be justified in the sense that it reflects the judgment of the recipient's colleagues or students, then the individual so chosen should be compared with other individuals so identified to determine if this group of "Outstanding Teachers" share common values, such as their views about college teaching, that their other colleagues do not share. It would be important to learn if this group of "Outstanding Teachers" share common characteristics, such as education, experience, scholarly activity or teaching assignment that is different from their colleagues. For if there is significant difference between the two groups, we might learn something about "Outstanding Teachers" as defined by the criteria of the artist.

In summary, there exists a group of men on a variety of campuses throughout New England who have taught in such a way as to be recognized for their teaching ability. This group should be analyzed. What is it about these men that enables them to rise above the university milieu to become outstanding teachers?

The study will describe the selection processes employed by award programs. The subjects will be divided into two groups: those identified by students and those selected by other groups. The groups will be compared in terms of job motivations and satisfactions as well as their personal and professional background. If the two groups are alike, they will be contrasted as a whole with other college teachers to explore the possibility that recipients are more likely than other college teachers to have a certain class of a characteristic. For example, are recipients more likely than other college teachers to be under forty? This study will attempt to discover the uniqueness, if any, of award recipients.

- (1) Richard E. Welch, Jr. "What's the Image?" Robert O. Bowen (Compiler) THE NEW PROFESSORS (New York: Holt, Rinehart, and Winston, Inc., 1960), p. 35.
- (2) Nevitt Sanford, "Higher Education As A Field of Study," Nevitt Sanford, THE AMERICAN COLLEGE, (New York: John Wiley & Sons, Inc., 1962), p. 54.
- (3) Peggy S. Adams, Research Assistant, American Association of University Professors, personal letter, August 27, 1968.
- (4) Inquiries were sent to the ten institutions in the AAUP where the award is given. None of those who responded indicated the presence of any active opposition to the award. One respondent did note that two recipients had been "fired."
- (5) Morris Freedman, CHAOS IN OUR COLLEGES, (New York: David McKay Company, Inc., 1963), p. 224.
- (6) Frederick Redefer, School of Education, New York University, unpublished manuscript.
- (7) Of the 86 colleges in New England that do not give the award, nineteen indicated an interest in learning of the selection process when responding to a survey to determine what schools give an "Outstanding Teacher" award.
- (8) Robert Knapp, THE AMERICAN COLLEGE, (New York: John Wiley & Sons, Inc., 1962), p. 306.
- (9) Charles G. Dobbins, (ed.) EXPANDING RESOURCES FOR COLLEGE TEACHING, (Washington: American Council on Education, 1956), p. 136.
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- (11) John Fischer, "Is There A Teacher On the Faculty?" HARPERS, 230:1377 (February, 1965), p. 18.
- (12) Paul Woodring, THE HIGHER LEARNING IN AMERICA: A REASSESSMENT, (New York: McGraw-Hill Book Co., 1968), p. xii-xiii.
- (13) James A. Perkins, THE UNIVERSITY IN TRANSITION, (Princeton: Princeton University Press, 1966), p. 42.
- (14) Jaques Barzun, TEACHER IN AMERICA (New York: Doubleday & Company, Inc., 1954), p. 16.

- (15) Woodring, op. cit., p. 185.
- (16) John Gardner, "Agenda For The Colleges And Universities." JOURNAL OF HIGHER EDUCATION, 36:7, (October, 1965), p. 360.
- (17) Clark Kerr, THE USES OF THE UNIVERSITY, (Cambridge: Harvard University, 1963), p. 103-4.
- (18) Perkins, op. cit., p. 39.
- (19) Sanford, op. cit., p. 16.
- (20) Christopher Jencks and David Riesman, THE ACADEMIC REVOLUTION, (Garden City: Doubleday & Co., Inc., 1968), p. 245.
- (21) Kerr, op. cit., p. 65.
- (22) Andrew Hacker, "Who Wants to Teach Undergraduates," SATURDAY REVIEW 49:51, (December 17, 1966), p. 80-81.
- (23) Frederick Rudolph, THE AMERICAN COLLEGE AND UNIVERSITY, (New York: 1962, Alfred A. Knopf), Chapter 11.
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- (26) Theodore Caplow and Reece J. McGee, THE ACADEMIC MARKETPLACE, (Garden City, New York: Anchor Books, 1958)
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CHAPTER TWO

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

OVERVIEW

This study appears to be a pilot study. Although surveys have been conducted on "Outstanding Teacher Awards," the efforts of this researcher to locate a study on the recipients of the award have failed. The traditional sources of information about college teachers do not describe a study of this group of "Outstanding Teachers." THE REVIEW OF EDUCATIONAL RESEARCH, THE HANDBOOK ON RESEARCH ON TEACHING, THE ENCYCLOPEDIA OF EDUCATIONAL RESEARCH, DISSERTATION ABSTRACTS, THE EDUCATION INDEX, THE READERS' GUIDE TO PERIODICAL RESEARCH, and the Southern Regional Education Board's annotated bibliography, COLLEGE TEACHERS AND COLLEGE TEACHING, were examined. Additional measures, as will be discussed below, were equally ineffective.

THE REVIEW OF EDUCATIONAL RESEARCH has had two articles relevant to this field. A letter sent to one of the co-authors of "Teacher Personnel Research in Higher Education" in the October 1963 issue of TEACHER PERSONNEL did not result in identifying any other study in this area. In October, 1965, Ruth Eckert and Daniel C. Neale prepared the review "Teachers and Teaching" in the HIGHER EDUCATION issue. Dr. Eckert responded to my inquiry about parallel studies as follows: "Those of us at Minnesota who have been working on studies of college faculties will be keenly interested in what you discover about faculty members who

have received 'Outstanding Teacher' awards. I do not know of any study of this group." (1)

Although the Southern Regional Education Board's annotated bibliography, COLLEGE TEACHERS AND COLLEGE TEACHING, SECOND and THIRD SUPPLEMENTS, contains a category "Special Recognition for Superior Teaching," no article was summarized on the recipients of the teaching awards. The Information Officer of the Board informed me that he was "unaware of any additional research regarding Teacher-of-the-Year." (2)

Correspondence with The Fund for the Advancement of Education of the Ford Foundation disclosed: "The Fund has been involved in no research, past or present, along the lines of your inquiry." (3) The Carnegie Foundation for the Advancement of Teaching "has not sponsored any research on the 'Outstanding Teacher.'" (4) The Association of American Colleges and the American Association of University Professors were equally unable to provide me with information. Although the two organizations are preparing a proposal to "restore appropriate emphasis to the teaching function," the proposal does not make mention of a teaching award. (5)

As will be pointed out later, the National Education Association , the American Association for Higher Education, and the American Association of Colleges for Teacher Education have conducted surveys about the award, but they have not examined the recipients. The status of their research on the award will be discussed later in this section.

As it was impossible to locate an annotated bibliography about the award, this chapter will initiate a record of the potpourri of comments that have been made about the award or the recipients. Since there is a dearth of material, terse and relative comments made within paragraphs about college teaching as well as observations made in personal correspondence will be included. As a summary would be no briefer than the comment, the entire quotation has been included in some cases.

THE EFFECT OF THE AWARD IN ENCOURAGING OUTSTANDING TEACHING

Critics of higher education have observed that the award is hardly the panacea for teaching's lack of status. Robert Knapp mentions the award as an illustration of the rewards of teaching versus the rewards for teaching:

There are to be sure, a few isolated examples of recognition for teaching effectiveness, such as the Orstead Medal in Physics, and it is also true that particular institutions may occasionally offer local awards for particularly effective teaching practices. But these are very small crumbs indeed compared to the overwhelming recognition given to publishing, research, and even administrative performance. (6)

William Arrowsmith, Chairman of the Classics Department of the University of Texas, and a consultant to the Danforth Foundation's Distinguished Teaching Award Program, echoes Knapp's belief about the impotency of the award:

But we will not transform the university milieu or create teachers by the meretricious device of offering prizes or bribes or 'teaching sabbaticals' or building a favorable 'image.' At present the universities are as uncongenial to teaching as the Mojave Desert is to a clutch of Druid priests. If you want to restore a Druid priesthood, you cannot do it by offering prizes for Druid-of-the-Year. If you want Druids, you must grow forests. There is no other way of setting about it. (7)

Caplow and McGee, authors of THE ACADEMIC MARKETPLACE also confine their remarks to the place of the award in the university milieu:

Despite innumerable committees on teaching, annual rewards to the best instructor, and an intemperate eagerness in the colleges of education to develop courses in methods of college teaching, the alienation of the university faculty from undergraduate education proceeds apace. (8)

Hans A. Schmitt who has been awarded a prize for outstanding teaching as well as a prize for his scholarship by the American Historical Association has written a uniquely candid paper about the effect of teaching awards. In a lead article in the JOURNAL OF HIGHER EDUCATION entitled "Teaching and Research, Companions or Adversaries," Dr. Schmitt argues that awards or increased rewards will not improve teaching, for teaching, like milk, deteriorates with age. Schmitt refers to the problem as "the professor's sagging teaching morale." (9) He explains that mature professors become involved in research, not because of institutional pressure, but because it presents new and stimulating experiences, in contrast to the familiar act of teaching where students become predictable: asking the same questions, bringing the same insights into the same problems.

Perhaps Professor Schmitt could vary his curriculum to bring new excitement into his classroom. Yet the Schmitt thesis cannot be dismissed that readily. Many educators have observed that , younger teachers tend to be more enthusiastic and have a closer rapport with their students than more experienced teachers. As such, the Schmitt thesis will be examined in the study of this proposal by testing two hypotheses: that there is no significant difference in the mean age of the recipients of "Outstanding Teacher" awards and the mean age of faculty members in four-year institutions of higher learning in the United States; and that there is no significant difference in the mean years of teaching experience of

recipients of "Outstanding Teacher" awards and the mean years of teaching experience of faculty members in four-year institutions of higher education in the United States. The source of the data on the universe group will be explained later in this chapter.

OBSERVATIONS ABOUT THE SELECTION PROCESS

One of the purposes of the award is to encourage professors to spend more energy on their teaching activities. These observers have expressed the concern that the effect of the award has been to encourage some professors to expend energy on political activities: "It is not unknown to have a professor carry on his own campaign among his students to win the accolade of 'Great Teacher'." (10) "While it may not be accurate to say that some professors 'electioneer' for such distinctions, it is not inaccurate to say that they do not discourage them." (11) "Traces of campaigning for favorites are beginning to show." (12)

Although it would be difficult to substantiate the existence of this type of political activity, the design of this proposal includes interviews with individuals on the recipient's campus in an attempt to fathom the existence of any mitigating circumstances operating in the selection process.

An example of a situation in which an inappropriate factor did influence the selection of the candidate has been recorded. At an unnamed large state university, the award committee concluded that supporting letters, not teaching skills, determined their decision. The recipients tended to be individuals who had created a new teaching strategy or a new course. "Thus, awards were being made not for 'excellent teaching', but for persuasive accounts of educational innovations." (13)

THE DANFORTH AWARD FOR DISTINGUISHED TEACHING

The purposes and the first recipients of the Danforth Foundation's Distinguished Teacher Program were announced in the SATURDAY REVIEW on March 23, 1963. The purpose of the award was to "call attention to the need for emphasizing personal elements in education and to honor outstanding teachers." (14)

The biographies of the first five winners of a paid sabbatical suggest that a characteristic, in addition to "outstanding teaching," may have been considered in the selection process. Of the five winners, three were professors of religion and a fourth winner, Dean Berthold, possessed a Bachelor of Divinity and listed his major publications as: "Fear of God" and "Logical Empiricism and Philosophical Theology." Historically, the Danforth Foundation has had an interest in the relationship between higher education and religion. Information provided by the Foundation notes that the sabbatical will allow the recipients to devote time ". . . to inquiries into the relationship of faith to their subject. . ." (15) As three of the subjects in this study are recipients of Danforth awards, an examination of their education, publications and experience will attempt to disclose if the recipients are more likely to have a religious orientation.

A speech made by the President of Princeton at the time when the Danforth award was renamed the H. E. Harbison Distinguished Teaching Award acknowledged the loss of status of teaching and congratulated the Danforth Foundation for recognizing the problem.

The author, Robert Goheen, explained the rationale employed in identifying one or more teachers as outstanding. He began by defining a good teacher: "one who seems to have engendered in his students a pleasure, a joy, a raised awareness in intellectual activity." (16) The author believed a scientific definition of teaching is impossible for although successful teaching practices can be identified, some teachers ignore those practices and are acclaimed by their students and colleagues as successful teachers. Since the principles of successful teaching lack the consistency expected in a scientific evaluation, it is appropriate that an intuitive approach be used to recognize outstanding teaching.

Goheen illustrated this view by noting that H. E. Harbison deserved to have the distinguished teaching award named in his honor because of the "testimony of hundreds of students and colleagues." (17) The author emphatically rejected that concept that "'hearsay' is something not admissible or legitimate in judging teaching." (18) As such, techniques employed in the selection of "Outstanding Teacher" are intellectually defensible. This position, although debatable, is one of the premises upon which this proposal's study rests, i.e. outstanding teachers can be identified.

OUTSTANDING TEACHING AWARDS

Professor Frederick Redefer of the Department of Higher Education at New York University has prepared the most extensive paper on outstanding teacher awards. The unpublished manuscript makes reference to three studies particularly relevant to teaching awards. He states that in one institution nominating letters of alumni were examined and it was discovered that "personality out-ranked teaching effectiveness." (19) In a second study, also restricted to one institution, the recipients were asked if the award "really rewarded the great teacher in the way he would like to be rewarded." (20) Redefer notes that one teacher would have preferred to receive a raise, and that others were embarrassed by that award--they felt it reflected popularity, not teaching effectiveness. A third study included in the manuscript mentions that eighty per cent of the members of the American Association of University Professors at one institution were opposed to the practice of giving awards. Unfortunately, no bibliographic reference is given for these awards, and the description of the research design is not included in the article.

The paper is highly critical of selection processes that rely on students, past or present, to identify the great teachers. Redefer refutes the position of Goheen by noting that students and department chairmen disagree about the classroom performance of teachers; that alumni nominating letters generally fail to note

"he made me think" (21); that "too few students recognize great teaching when they experience it." (22) Redefer also believes that the lack of departmental observation of teachers, also precludes chairmen from identifying great teachers.

The differences between Dr. Goheen and Dr. Redefer might be resolved by determining if the selection process employed in locating great teachers incorporated perceptions of both faculty members and students in such a way as to find consensus among the community. As such, the proposal's study will describe the involvement of the different groups in the selection process of individual institutions.

The most serious indictment that Redefer makes about the award is that it may actually discourage great teaching. He suggests that the idea of the award originates with administrators and has about it the "touch of Madison Avenue." (23) The award is made with as much publicity as the university can muster. Is the intent, or the effect of the award to assure the public that the university does reward great teaching and that it is as concerned about teaching as it is about research? Although the question raised about the effect of the award is not easily answered, some data exists, and more will be collected in this study, about the intent of the originators. As was mentioned earlier in the paper, two colleges, Dartmouth and Fairfield, volunteered the information that the award was initiated by the students. The Danforth's Herbison award originated and functions independent of local

administration. By describing the selection procedures and the history of the award, the proposal's design will try to cast some light on whether the award originated as a result of student discontent or administrative intrigue.

The American Council of Education sponsored a survey in the spring of 1966 of all schools listed in the United States Office of Education Directory of Institutions of Higher Education. The intent of the study was to determine the evaluation and training of college teachers. Questionnaires were sent to college administrators and the deans of colleges in universities. The questionnaire inquired about the importance of teaching relative to other professional duties. As a result, nearly 400 of the respondents indicated that their institution gave an "Outstanding Teaching" award. The figure may be inflated, as letters were sent to deans of schools within universities. Thus, if there was one university-wide award, each dean of a school would indicate that his institution gave an award.

However, the authors, Astin and Lee, present the data by school in percentage form, which discourages one from overcounting.

University of California, Berkeley, Center for the Study of Higher Education.

PERCENT OF SCHOOLS HAVING OUTSTANDING TEACHER AWARDS

Liberal Arts Colleges	29.8	
University Colleges:		
Arts & Sciences	62.3	
Education	52.1	
Engineering	55.1	
Business	61.9	
Agriculture	72.7	(24)

Although the report did not analyze the prizes, it did note that the range of cash prizes began at \$100 and extended to \$4,000. It noted that the awards included a year's paid sabbatical--this award corresponds with the early Danforth prize, which might indicate the correspondent equated participation in the Danforth program as a local award.

The authors have classified the different selection techniques into thirty-eight descriptions and have grouped the descriptions among five categories:

- I. Selection procedures primarily involving student.
- II. Selection by special student-faculty-administration committee.
- III. Procedures primarily involving faculty.
- IV. Procedures primarily involving administrators.
- V. Selection procedures primarily involving alumni. (25)

The study did not quantify the relative popularity of the different techniques, but it did note that most of the respondents indicated that students were involved in the process; selection by faculty ranked next, then selection by administration and finally selection by alumni.

The proposal's study will employ the taxonomy created by Astin and Lee in identifying the techniques used in New England schools. An essential part of the design will be to contrast the recipients chosen by the technique described in Category I with those chosen by the remaining technique.

An earlier survey that also made conclusions about the "Outstanding Teacher Award" was conducted by Byrnes and Jamrich among

the representatives of the American Association of Colleges of Teacher Education. A seventeen item questionnaire sought information about the rewards, utilization and stimulation of outstanding teachers.

In a section entitled "Recognition and Reward," the authors state: "Awards and prizes are more characteristic of larger institutions, while awards, prizes and other incentives are more typical of private as compared with church-related institutions." (26) Unfortunately, "larger" is not defined (and one of the co-authors informs me the data was not retained), but using a criteria of a faculty over 200, a criteria that was used in a U. S. O. E. study that will be discussed later, one could draw the same conclusions about the sample of this proposal's study.

In another section of the report, the authors record the procedures the subjects suggested for the encouragement of improved college instruction. It is not known if a teaching award was mentioned by the respondents; if it was, it was not mentioned by a large enough percentage of the respondents for the authors to feel necessary to record it.

The most recent study of outstanding teacher awards has been conducted by the American Association for Higher Education. " (It) undertook a national survey of teaching awards given by colleges, universities and national professional organizations with the help of a grant from the Danforth Foundation." (27) The survey, when published, will become a basic reference for individuals interested

in teaching awards. Unfortunately, permission to read the manuscript was not granted. It is assumed that further refinements were needed before the Association would allow the material to be examined. The Executive Secretary has promised to forward a copy of the report as soon as it is published.

The A. A. H. E. survey, when received, will be used to insure that the list of colleges prepared by the proposal's author includes all New England colleges that give the award.

RESEARCH ON "OUTSTANDING TEACHERS"

Although there appears to be no study of the "Outstanding Teacher," as defined as a recipient of an "Outstanding Teacher" award, two studies have been conducted of the characteristics of teachers who have been identified by a process not unlike that used in determining award recipients.

Earl J. McGrath asked administrators in fifteen colleges to list five teachers on their faculty whose colleagues and students considered outstanding teachers. From the characteristics of the seventy-five teachers, McGrath created a composite picture which showed a man in his middle forties, who has spent 12 years teaching, has earned the Ph.D., holds the rank of full professor and has had some professional books or articles published. Contrasting the means of the data gathered by McGrath with the means of characteristics of faculties on liberal arts colleges gathered by the U. S. O. E. presents some interesting contrasts:

McGRATH'S OUTSTANDING TEACHERS	(28)	FACULTIES OF 4-YEAR COLLEGES AND TECHNICAL INSTITUTIONS (U. S. O. E.	(29)
Mean Age:	45.5	Median Age Group:	40-49
Possessed a Doctorate:	84%	Possessed a Doctorate:	42%
Mean teaching experience:	12 years	Mean teaching experience group:	10-19 years
Published at least one article in last 5 years:	66%	Published at least one article in last 4 years:	42%
		Published at least one article in entire career:	58%
Department Head:	26.6%	Department Head:	24%
Discipline Distribution:	evenly divided		

The study also explored the attitudes of outstanding teachers. Did they believe they had been adequately prepared to teach undergraduates? Did they believe that it is essential for a faculty member to be continuously engaged in original research to remain a good teacher? Three out of four teachers responded that they had been adequately prepared. Six out of ten stated that it was not essential for a teacher to be continuously involved in original research. The author notes that the majority would have been greater than sixty percent if the question had not included such strong words as "essential" and "continuously".

McGrath was surprised to discover that three out of four of the outstanding teachers were not dissatisfied with their training as undergraduate teachers; if a similar large majority of the recipients of "Outstanding Teacher" Awards were satisfied, then perhaps the interest in teaching degrees and teacher training is wasted. In other words, perhaps the reason college teachers do not teach in a manner that is outstanding is because of a lack of commitment, not a lack of skills.

Another study of the characteristics of outstanding college teachers was conducted by Robert Bills in 1965. His sample consisted

of participants in a week-long conference on improving college instruction sponsored by the American Association of Colleges of Teacher Education. Administrators of member colleges of one region of the A. A. C. T. E. were asked to send one "outstanding teacher." "Nearly every campus has some acclaimed great teachers. A visitor on a campus only briefly will quickly hear students describe one or more faculty members as outstanding instructors. . . Thus, those individuals who object to the evaluation of teaching as being subjective still cannot eliminate the fact that some teachers are better than others and are so acclaimed." (30)

The participants were asked to perform a Q-Sort entitled: "College Teacher's Problem Q-Sort." The instrument attempts to measure one's openness to experience by asking the subjects to place on a continuum problems, arranging them from most-pressing to least-pressing. If a person found those problems most pressing that are phrased in such a way as to blame others for the problem, then one is closed to experience or self-centered.

A composite Q-Sort was created from the responses of the conference participants. It was compared with a composite score of volunteers from a school of education. Bills' examination of the item sequence indicated that the participants, the outstanding teachers, wanted a more dominant role in directing students to teacher-determined goals, whereas the college of education volunteers were more concerned with self-directed learning. The investigator was disappointed with the results:

The best that is known about human relations and teaching would not tend to support such a conclusion (that outstanding teachers are more self-centered) and a more valid conclusion may be that the method of selection of the A. A. C. T. E. participants was not successful in bringing together a group of outstanding teachers." (31)

There is some evidence to support Bills hunch. Attending a week-long seminar in Louisville may have screened out some candidates. The high visibility given to a faculty member from a small teacher's college may have brought some different pressures on the administrator, i.e. did he pick someone who had been given some earlier institutional recognition, such as a yearbook dedication, which usually reflects service rather than teaching. Another possibility is that the "Outstanding teachers" were pitted against volunteers from a university's school of education. These volunteers may have been sensitive to the value orientation of the Q-Sort. Unfortunately, the Q-Sort has not been used in any subsequent research.

PRIOR RESEARCH EMPLOYING THE PROPOSAL'S INSTRUMENT

Two large-scale studies of college teachers have been published. Both provide a universe to which award recipients can be contrasted, to determine if the recipients have any unique characteristics.

Ruth E. Eckert and John B. Stecklein prepared a baseline study of a problem that is vital to American higher education: recruiting and retaining faculty members. The study, which was entitled "Job Motivations and Satisfactions of College Teachers," surveyed, in the Fall of 1959, a twenty-five percent random sample of the teachers in thirty-two institutions of higher education in Minnesota.

Their analysis of the completed questionnaire indicated that many college teachers wander into the profession and that college teachers believe their chief rewards include: working with young people, the intellectual stimulation, and the involvement in work that has social relevance. The chief disappointment faculty members find arise chiefly from circumstances, not the nature of their employment, that is teachers want salary raises.

Personal interest factors, clearly outweigh situational factors in deciding on a career. 42.5% indicated that they became "so interested in the subject, I wanted to continue its study," whereas only 2% noted "Armed forces training led me into the field." (32)

Faculty members tend to think, at the time they receive their baccalaureate, that college teaching is more desirable as an occupation for other people than for themselves.

When asked what should be done to encourage other people to enter college teaching, responses varied, but at least one out of five noted the following three strategies: Higher Salaries--59.7%; More Scholarship Aid--20%; and Broader Publicity Concerning Academic Life--21%. (33) When asked the parallel question: What measures would you recommend to retain good faculty members, the responses were scattered with the exception of one item, 70.5% of the sample noted: "Higher Salaries." (34)

As it would be important to learn if "Outstanding Teachers" and faculty members share the same job motivations and satisfactions, sections of the questionnaire used in the Minnesota study will be incorporated into the proposal's instrument, including "CHOICE OF CAREER" and "APPRAISAL OF COLLEGE TEACHING AS A CAREER."

The United States Office of Education conducted in 1963, an extensive survey of faculty members in accredited four year institutions of higher education. The study obtained information about the background, position, assignment, summer activities and occupational plans from a ten per cent sample of college faculty members. Theology schools, schools of art and miscellaneous professional schools were omitted. Participants had to be employed full time, teach at least one course and hold the rank of instructor or above.

The categories "Universities" and "Colleges and Technological Institutions" are used to classify the data. Within these classifications, the data is subdivided by type of control: public or private. The material is also analyzed by size of faculty. Universities are

dichotomized into those above and below seven hundred fifty faculty members. Colleges are divided into those above two hundred faculty members and those with less than two hundred members. The information regarding summer activities and the sequence of decision to teach, to specialize and to teach college is reported only for the total sample, thus the classifications described above are not employed for these characteristics.

The characteristics have been regrouped into four areas that might relate to being the recipient of an "Outstanding Teacher" award: Personal Data, Institutional Status, Institutional Identification and Involvement With Teaching. The characteristics included in each area will explain the area title, and they are discussed below. Appendix "A" reports in table form the data classified by type of institution, size and control. This abstract will only report the profile of the college teacher independent of his institution.

The personal data on the subjects indicates that college teachers tend to be male - 82% (35) and married - 76% (36). Their spouse has completed college - 63% (37). About half have a doctorate - 50% (38). The majority come from homes where parents were relatively unfamiliar with college. Fifty-eight per cent of the fathers (39) sixty-six per cent of the mothers (40) had never attended college.

An examination of the subjects institutional status shows that more than half - 51%, have a rank of associate professor or above (41), and have a primary teaching responsibility of Juniors - Seniors or Graduate Students - 58% (42). They spend a median of eight hours on preparation and eleven hours on teaching (43). One third - 34% have enrollments

of 50-99 students, and one third - 32% have enrollments of 100-199 (44). Within the institutions are two subgroups of similar size but different institutional status: twenty percent are chairmen of their department (45) and nineteen percent are working on a degree--usually the doctorate, 86% (46).

Activities that cannot be identified with the teacher's institution take thirteen percent of a college teacher's time (47). A number of teachers have a dual identification with their institution: they are both teacher and student at the institution. Sixteen percent of those working on a degree are enrolled where they teach (48). One out of four have previously been a student at the institution where they now teach; ten percent received only their Bachelor's degree from their teaching institution, eight percent received only a higher degree and seven percent received both degrees from their teaching institution (49). Of the tenure teachers, two out of three - 66% intend to remain at their present institution until they retire; but only one out of four - 25% of the nontenure teachers had this expectation (50). There exists equally large groups of tenure and nontenure teachers who are actively looking for a position in another institution: thirty-two percent of the tenure staff and thirty-four percent of the non-tenure staff (51).

College teachers appear to enjoy their involvement in teaching. Ninety-three percent are satisfied with teaching (52). They spend sixty-one percent of their time teaching and counseling (53). A majority 51 %, have had prior experience in teaching as a graduate assistant; although other teaching experiences were noted: elementary school - 12%,

secondary school - 30%, junior college - 7% (54). Fifty-six percent have taught more than four years and less than twenty (55). Many, 56%, either chose to specialize before deciding to teach, or cannot recall which came first, the decision to teach or the decision to specialize (56).

As was indicated earlier, the survey data is also presented by type of institution, type of control and size. Using that information, eight composites can be created: a teacher in a public university, a private university, a public college, a private college, a large university, a small university, a large college, and a small college. These composites make it possible for the proposal's study to contrast the award recipient with the typical faculty member in the same type of institution. For example, should the proposal's study indicate that sixty per cent of the award recipients in public universities had a doctorate, then that fact would have more meaning if it were also noted that fifty-eight per cent of all faculty members in public universities also had a doctorate.

To summarize the literature on the recipients of "Outstanding Teacher" awards, one might say that there is none. Observations about the award are too few to allow one to make a generalization. Studies have been conducted using "Outstanding Teachers" as a sample, but none have employed recipients of "Outstanding Teacher" awards.

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- (3) G. H. Griffiths, Secretary-Treasurer, The Fund For The Advancement of Education, personal letter, August 27, 1968.
- (4) Clara F. Clapp, Administrative Assistant, The Carnegie Foundation For The Advancement of Teaching, personal letter, August 21, 1968.
- (5) John Gillis, Executive Associate, Association of American Colleges, personal letter, September 4, 1968.
- (6) Robert Knapp, "Changing Functions of the College Professor", Nevitt Sanford (ed.), THE AMERICAN COLLEGE, (New York: John Wiley & Sons, Inc., 1962), p. 298-9.
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- (32) Ruth E. Eckert and John E. Stecklein, *JOB MOTIVATIONS AND SATISFACTIONS OF COLLEGE TEACHERS*, (Washington: United States Printing Office, 1961) p. 28.
- (33) Ibid., p. 49.
- (34) Ibid., p. 49.
- (35) Dunham, Wright, and Chandler, op. cit., p. 59.
- (36) Ibid., p. 67.
- (37) Ibid., p. 86.
- (38) Ibid., p. 71.
- (39) Ibid., p. 86.
- (40) Ibid., p. 86.
- (41) Ibid., p. 61.
- (42) Ibid., p. 61.
- (43) Ibid., p. 115.
- (44) Ibid., p. 117.
- (45) Ibid., p. 114.
- (46) Ibid., p. 68.
- (47) Ibid., p. 125.
- (48) Ibid., p. 91.
- (49) Ibid., p. 91.
- (50) Ibid., p. 112.
- (51) Ibid., p. 112.
- (52) Ibid., p. 108.
- (53) Ibid., p. 125.
- (54) Ibid., p. 94.
- (55) Ibid., p. 97.
- (56) Ibid., p. 89.

CHAPTER THREE

OBJECTIVES

OBJECTIVES

1. To Describe the Process Employed in Selecting Recipients of "Outstanding Teaching" Awards and to Describe the Nature of the Award They Receive.

One of the objectives of the study is to make available to interested faculty and administrators the procedures used to identify "Outstanding Teachers" in the fourteen New England colleges that make local teaching awards. The value of the award will also be described. As was noted previously, a number of schools have indicated an interest in this information. The procedures will be described in such a way that an interested college administrator could duplicate the structure used by an awarding college. Should interviews with the individuals administering the award indicate the selection process of the concept of making awards is under review at the local institution, this will be acknowledged.

The study will seek not only to describe individual programs but it will also attempt to show the existence of any common attributes of the programs. Specifically, to what extent are students the sole determiners of award recipients? To what extent are students excluded from the selection process? How often, and at what stage in the selection process are Ad Hoc Committees used? One of the chief objectives of the study is to report common elements of selection strategies of New England award programs.

The existence of any circumstances that prejudice the selection of candidates will be described if known. It is obvious that selection factors not mentioned by the administrator of the award could easily remain

undetected by a researcher. However, an attempt will be made to uncover any informal processes operating as mitigating factors. For example, it could be a tradition to give it to men approaching retirement or to young men who are campaigning for tenure. Strategies used to detect an informal selection process will be discussed in the chapter on Research Design.

2. To Compare The Characteristics of Award Recipients To The Characteristics of Teachers in Like Institutions.

The Higher Education Studies Branch of The United States Office of Education has measured a number of characteristics of college and university teachers and has reported their results in such a way as to provide statistical data on these characteristics by type of institution, i. e. college or university, type of control and size. (2) This makes it possible to use a chi square to determine if there is a difference in characteristics of "Outstanding Teachers" and faculty members teaching in similar institutions.

This study wishes to probe the relationship between the receipt of the award and characteristics that might be relevant to teaching: personal background, institutional status, institutional involvement and involvement with teaching. By contrasting the characteristics expected with those observed, i. e. obtained from the analysis of the questionnaires, one might be able to make judgements about receipt of the award and factors such as education of one's spouse, credit hours of preparations, intention to remain at the institution or prior experience teaching high school.

In order to probe these relationships, the characteristics used in the U.S.O.E. survey have been used to create the null hypothesis:

There is no difference between the award recipients and teachers in like institutions in the following characteristics:

1. Mean Age Group (Ten year spans are used by the U.S.O.E.)
2. Sex
3. Marital Status Profile (Single, Married, Divorced)
4. Educational Level of Father
5. Educational Level of Mother
6. Educational Level of Spouse
7. Possession of a Department Chairmanship

8. Field of Specialization
9. Tenure Status
10. Mean Group Enrollment of Students Taught Last Term
11. Credit Hours Taught Last Term
12. Primary Level Taught (e.g., Freshmen-Sophomores, Juniors-Seniors)
13. Highest Degree
14. Working on a Higher Degree
15. Received a Bachelor's Degree from the Institution Where Teaching
16. Received a Higher Degree from the Institution Where Teaching
17. Has Written a Professional Article
18. Has Written a Book
19. Intends to Remain at the Institution
20. Has Received an Offer of a Job at Another Institution
21. Is Looking for Another Job
22. Is Interested in Another Job
23. Has had Teaching Experience in Elementary School
24. Has had Teaching Experience in High School
25. Has had Teaching Experience in Junior College
26. Has had Teaching Experience as a Graduate Assistant
27. Mean Years of Teaching Experience

3. To Contrast The Job Motivations and Satisfactions of "Outstanding Teachers" With Those of Minnesota Teachers in Four-Year Colleges and Universities

The Eckert and Stecklein study (3) abstracted in the prior chapter noted how Minnesota college and university teachers became involved in college teaching and how they perceived college teaching as a career. The object of that study was related to obtaining and retaining college teachers. The goal is notable. This study has a related goal. It wishes to explore the idea that "Outstanding Teachers" and those who have not necessarily been so recognized share the same job motivations and satisfactions. If it is important to know how to retain college teachers, it is equally important to know how to retain "Outstanding Teachers". Do both groups, in fact, have the same job motivations and satisfactions? As in the prior objective, the purpose of the objective is to contrast characteristics of recipients of awards with a large sample of college teachers. The following null hypothesis has been generated to accomplish this objective:

There is no difference between the award recipients and the Minnesota teachers in their opinion about:

1. The three chief factors influencing their career choice.
2. College teaching as a career for others at the time they received bachelor's degree.
3. College teaching as a career for themselves at the time they received their bachelor's degree.
4. Three chief satisfactions of college teaching.
5. Three chief dissatisfactions of college teaching.
6. Three chief recommendations for retaining college teachers.
7. Three chief recommendations for encouraging qualified people to enter college teaching.

4. To Contrast The Characteristics and Attitudes of College Teachers Selected as "Outstanding Teachers" by Two Different Processes: Those Selected Primarily by Students and Those Selected Primarily by Alumni, Faculty and/or Administrators.

Is it likely that students select "Outstanding Teachers" with a different set of criteria than that used by other segments of the academic community? If a different set of criteria is functioning formally or informally in the minds of the students, will that criteria be suggested by a comparison of the profiles of those selected by students with those not so selected? Much of the rationale of this study is based on the assumption that "Everybody" knows who are the best teachers on campus. Chapter One and Two of this proposal gathered together the statements of many people who agreed with that assumption. This objective wishes to challenge that assumption by profiling two groups of "Outstanding Teachers" to see if the "Everybody" of the aforementioned umbrella statement should be restricted to one segment of the academic community. For instance, if differences are found in the mean age group, publishing record, degree status, percent of time spent on counseling between the two groups of "Outstanding Teachers" greater than would be expected by chance, then perhaps different segments of the academic community have different operating definitions of "Outstanding Teaching". If it is found that "Outstanding Teachers" are significantly different from the general population of college teachers in a number of characteristics, but are not different from one another using the selection process as a dichotomy, then the concept of "Outstanding Teacher" would have greater meaning. This generalizability might encourage more research about this group of teachers and might lead to more information about effective teaching. The null hypothesis used to accomplish this objective brings together the data gathered for the prior two objectives.

There is no significant difference at the .05 level of significance between those "Outstanding Teachers" selected primarily by students and those selected by other segment(s) of the academic community in the following characteristics and attitudes:

1. Mean Age Group
2. Sex
3. Marital Status Profile
4. Educational Level of Father
5. Educational Level of Mother
6. Educational Level of Spouse
7. Possession of a Department Chairmanship
8. Field of Specialization
9. Tenure Status
10. Mean Group Enrollment of Students Taught Last Term
11. Credit Hours Taught Last Term
12. Credit Hours of Preparation Last Term
13. Primary Level Taught
14. Highest Degree
15. Working on a Higher Degree
16. Received a Bachelor's Degree from the Institution Where Teaching
17. Received a Higher Degree from the Institution Where Teaching
18. Has Written a Professional Article
19. Has Written a Book
20. Intends to Remain at the Institution Where Teaching
21. Has Received an Offer of a Job at Another Institution
22. Is Looking for Another Job
23. Is Interested in Another Job
24. Has had Teaching Experience in Elementary School
25. Has had Teaching Experience in High School
26. Has had Teaching Experience in Junior College
27. Has had Teaching Experience as a Graduate Assistant
28. Mean Years of Teaching Experience
29. Satisfaction with College Teaching
30. Spent the Summer Teaching
31. Three Chief Factors Influencing Career Choice
32. Opinion of College Teaching as a Career for Others at the Time they Received their Bachelor's Degree
33. Opinion of College Teaching as a Career for Themselves at the Time they Received their Bachelor's Degree
34. Three Chief Satisfactions of College Teaching
35. Three Chief Dissatisfactions of College Teaching
36. Three Chief Recommendations for Retaining College Teachers
37. Three Chief Recommendations for Encouraging Qualified People to Enter College Teaching

- (1) Alexander W. Astin and Calvin B. T. Lee, "Current Practices in The Evaluation and Training of College Teachers", EDUCATIONAL RECORD, 47: 3, (Summer, 1966), 361-375.
- (2) Ralph E. Dunham, Patricia S. Wright, Marjorie O. Chandler, TEACHING FACULTY IN UNIVERSITIES AND FOUR-YEAR COLLEGES, SPRING, 1963, (Washington, United States Government Printing Office, 1966)
- (3) Ruth E. Eckert and John E. Stecklein, JOB MOTIVATIONS AND SATISFACTIONS OF COLLEGE TEACHERS, (Washington: United States Printing Office, 1961)

CHAPTER FOUR

PROCEDURES

PROCEDURES

OVERVIEW

This is an area study of a descriptive nature. The research will focus on the seventy-five college and university teachers who have received a local or national "Outstanding Teacher" Award while teaching in New England colleges or universities during the five-year period beginning with the academic year 1963-64. The purpose of the study is two fold: One, to describe how the candidate is chosen and Two, to create a composite profile of the characteristics of the recipients that can be contrasted with characteristics of other college and university teachers.

Printed materials and interviews will be employed to investigate the selection process. A questionnaire employing items used in two large scale studies of college and university teachers will be used to measure teacher characteristics. A chi square will be used to compare college teachers and "Outstanding Teachers" in order that any differences between award recipients and other teachers may be discovered.

POPULATION

Local Award Recipients

New England institutions of higher education that offered a four-year undergraduate program were surveyed in the summer of 1968 to determine if they offered a local "Outstanding Teacher" Award. The mailing list consisted of the names of those institutions listed in the EDUCATION DIRECTORY, 1963-64, PART III, HIGHER EDUCATION prepared by the United States Department of Health, Education and Welfare. (1) The schools were asked if they had an award program and if so, to supply a list of the award recipients for the five year period beginning with the academic year 1963-64. Appendix "D" contains the letter sent to the institutions.

Returns were received from ninety-nine of the one hundred institutions. Although three letters have been sent and two telephone calls have been made, an answer has not yet been received from the Massachusetts Institute of Technology. Assurances have been given by personnel in their Provost's Office that the matter is being investigated. A personal visit to the campus is planned.

Fourteen of the New England Schools do provide an "Outstanding Teacher" Award. AMERICAN COLLEGES AND UNIVERSITIES published by the American Council on Education provides data on the type of program offered, the size of the faculty and the type of control which enables one to analyze these institutions by the classifications used in the survey conducted by the United States Office of Education,

TEACHING FACULTY IN UNIVERSITIES AND 4-YEAR COLLEGES, SPRING 1963 (2).

TABLE 4 - 1

Analysis of Institutions in New England Having a Local
"Outstanding Teacher" Award

	Institutions	Subjects
Universities	9	52
Colleges	<u>5</u>	<u>16</u>
	14	68
 Control:		
Universities - Public	5	35
- Private	4	17
Colleges - Public	0	0
- Private	<u>5</u>	<u>16</u>
	14	68
 Size:		
University - Faculty over 750	0	0
- Faculty under 750	9	52
Colleges - Faculty over 200	0	0
- Faculty under 200	<u>5</u>	<u>16</u>
	14	68

Appendix "E" gives the name of the awarding institution, the size of its faculty, the number of award recipients for the five year period being studied and the type of academic program offered.

National Teaching Awards

The H. E. Harbison Distinguished Teaching Award is a national program for rewarding teaching. Examination of material published by the Danforth Foundation, which sponsors the award, and an interview with Dr. Victor Butterfield, the director of the award program, indicated that seven recipients of the Harbison Award met the same criteria used to discriminate among subjects who had received a local teaching award: they received the award during the five-year period beginning with the academic year 1963-64 and they received the award while teaching at a New England institution listed in the EDUCATION DIRECTORY PART III, HIGHER EDUCATION.

Of the seven recipients of Harbison Awards, four were from Dartmouth, and there were one each from Amherst, Brown and the Massachusetts Institute of Technology. Appendix "E" gives information regarding the size of the faculty, type of control and the type of academic program offered. The inclusion of the recipients of national teaching awards into this study's sample increases the number of institutions to seventeen, and the number of subjects to seventy-five. The inclusion of the four institutions that have Danforth prize winners does not add four institutions to the total as Dartmouth was included in the previous table as it also has a local award.

TABLE 4 - 2

Analysis of Institutions Having A Local "Outstanding
Teacher" Award Or A Recipient Of A National Teaching Award

	<u>Institutions</u>	<u>Subjects</u>
Universities	11	58
Colleges	<u>6</u>	<u>17</u>
	17	75
<u>Control:</u>		
Universities - Public	5	35
- Private	6	23
Colleges - Public	0	0
- Private	<u>6</u>	<u>17</u>
	17	75
<u>Size:</u>		
Universities - Faculty over 750	1	1
- Faculty under 750	10	57
Colleges - Faculty over 200	0	0
- Faculty under 200	<u>6</u>	<u>17</u>
	17	75

VALIDATION OF THE POPULATION

There is not available a list of all institutions that give "Outstanding Teacher" Awards. It is hoped that the survey of teaching awards presently being prepared for publication by The American Association For Higher Education mentioned earlier in this paper, will provide a list of awarding institutions. If it is available in the near future, it will be used to verify that the survey of institutions done this summer by this author identified all awarding institutions in New England.

If such a list is not available, a letter will be sent to those institutions who had previously indicated that they did not have an award. The letter will explain that it is a verification of an earlier survey and that material is being prepared for publication that will list institutions that give the award and the amount of the award. In the survey done in the summer of 1968, correspondence was addressed to the President of small institutions and to the Provost of large institutions. The verification letter will be addressed to the President of the Senior Class of small institutions and to the Director of Public Relations of large institutions.

Certain schools have more than one "Outstanding Teacher" Award. For example, the University of Connecticut has a "Student Award" and an "Alumni Association Award". Both are designed to reward outstanding teaching but their selection processes are totally different. An attempt will be made to identify any teaching awards not mentioned in the correspondence from the schools that indicated they did have an award. "Are there any other awards or prizes for outstanding

teaching given on your campus?" will be asked of the administrator of those award programs known to the investigator. In addition, if the known award is administered by students, a faculty member or administrator not previously contacted will be asked about the presence of other awards. The title of the faculty member or administrator will vary as institutions use different titles, but the following titles will be used to locate an individual who might know of other awards: "Academic Vice President", "Academic Dean", "President Of The Faculty Senate". If the award is administered by a faculty member or administrator, a student leader will be interviewed. An attempt will be made to locate the Editor of the College Paper, the President of The Senior Class, or the President of the Student Body.

INVESTIGATION OF THE SELECTION PROCESS

One of the objectives of this study is to make available to others a description of the teaching award programs existing in other institutions. To provide uniformity the descriptions will be presented in the following report format:

NAME OF THE INSTITUTION

GROUP PRIMARILY INVOLVED IN THE SELECTION

NAME OF THE AWARD

POSITION OF PERSON ADMINISTERING THE AWARD

AMOUNT OF THE AWARD

SOURCE OF FINANCIAL SUPPORT

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS

QUALIFICATIONS REQUIRED OF CANDIDATES

MEANS EMPLOYED TO PUBLICIZE NOMINATION PROCESS

INDIVIDUALS OR GROUPS QUALIFIED, OR RESPONSIBLE FOR SELECTING BEST NOMINEE

PROCEDURES OR CRITERIA USED TO SELECT THE BEST NOMINEE

Although most of the items in the report are public information and will easily be obtained by correspondence with a school official or by an interview with the person directing the program, it will also be necessary to record, if possible, the existence of any

circumstances that prejudice a teacher being selected or that have created a cynical attitude about the award program. Thus, in order to describe any unwritten qualifications or any disagreement about the validity of the selection process, interviews will be held to gather some qualitative data about the award. By asking questions of the person who is responsible for directing the award program and a campus leader who is not involved in the selection process, it is hoped that some information will be generated about the status of the award. If the administrator of the award is on the faculty, then a student leader who is not involved in the selection process will also be interviewed. If the selection process primarily involves students, then an administrator or faculty member will also be interviewed.

The administrator of the award will be asked:

1. What are the particular strengths or advantages in your selection process that other schools might incorporate into their programs?
2. What problems are encountered in administering an awards program?
3. Are there any plans to modify the program, that is, is there a movement to expand or contract it?
4. Are there any generalizations you could make about the type of person selected, for example, do they tend to be mature scholarly types, active in student affairs, faculty radicals?
5. Is there any group or individual who is conducting a campaign against the selection process or the idea of making awards?

A campus leader from a different segment of the academic community and who is not connected with the award will be asked:

1. Are many of the people you are associated with aware that your institution gives an "Outstanding Teacher" Award?

2. Have they ever commented on the selection process?
3. Are there any generalizations you could make about the type of person who is selected?
4. Do you feel that the procedures they use to select "Outstanding Teachers" are likely to identify outstanding teachers?
5. Is there any group or individual who is or has conducted a campaign against the present selection process, or the idea of making awards?

Should the interviews with either the award administrator, or a campus leader surface an individual or group opposed to the award, they will be interviewed and their views will be recorded on the award report.

THE DATA TO BE COLLECTED FROM THE QUESTIONNAIRE

As has been suggested in prior chapters, this study wishes to use existing data on characteristics of college and university teachers as a base for exploring relationships between "Outstanding Teaching" and factors that can be measured on a questionnaire. The factors, the variables measured in this study, are those characteristics previously measured in large-scale studies of college faculties. The study uses these variables because they have been measured for a universe of teachers and not on the basis of a "hunch" or a theory about teaching excellence. The variables certainly relate to observations about teaching effectiveness quoted earlier in this paper. For example, Havinghurst and Riesman both have suggested a relationship exists between one's perception of the role of a college teacher and one's social background. But to justify a variable measured in this study because of a theoretical orientation would not only be dishonest, it would be an internal contradiction; for the study is exploratory not expository.

The data gathered in the questionnaire will answer the following questions:

1. What is the distribution of teaching awards among the sexes?
2. What is the mean age group in ten year spans of recipients of teaching awards?
3. What was the mean highest educational level of the recipient's spouse, mother, and father? A seven-level continuum will be used:

Did not complete 8th grade, Completed 8th grade, Did not complete high school, Completed high school, Did not complete college, Completed 4 years of college, Completed more than 5 years of college.

4. What percent of the recipients hold department chairmanships?
5. What is the profile or field of specialization of the recipients? Eighteen categories will be used to include all academic areas.
6. What percent of the recipients have tenure?
7. What was the mean and median student enrollments of the recipients?
8. What was the mean and median credit hours taught by the recipients last term?
9. What was the mean and median credit hours of preparation of the recipients last term?
10. What was the primary level taught by the recipients last term?
11. What is composite profile of the highest degree held by award recipients, i. e. what percent have bachelor's degrees etc?
12. What percent of the recipients received a bachelor's degree from the institution where they are now teaching?
13. What percent of the recipients received a higher degree from the institution where they are now teaching?
14. What percent of the recipients have had an article published?
15. What percent of the recipients have written a book?
16. What percent of the recipients intend to remain at their present institution?
17. What percent of the recipients have received an offer of a job at another institution? Are looking for another job? Are interested in another job?

18. What per cent of the recipients had had teaching experience prior to joining a college faculty? What per cent had taught elementary school? What per cent had taught high school? What per cent had taught as a graduate assistant?
19. What is the mean teaching experience of recipients?
20. What per cent of the recipients are satisfied with college teaching?
21. Did the recipients spend the summer teaching?
22. What are the three chief factors that influences the career choice of award recipients?
23. What are the three chief satisfactions of college teaching for recipients of teaching awards?
24. What are the three chief dissatisfactions of college teaching in the minds of the recipients of teaching awards?
25. What are the three chief recommendations of award recipients for retaining college teachers?
26. What are the three chief recommendations of award recipients for encouraging qualified people to enter college teaching?

INSTRUMENTATION

The instruments used to collect the data consist of a four page questionnaire and a cover letter. See Appendix "B" for the sequence and phraseology of items in the questionnaire. Items one to twenty-five were originally used in the United States Office of Education survey of college and university faculties. Items twenty-six to thirty-one were previously used in the Eckert and Stecklein study of faculty members in Minnesota institutions of higher education which was abstracted earlier in this paper. All items in the questionnaire are close ended.

ANALYSIS

The data collected from the questionnaire will initially be divided into those items that can be compared to the profiles created from the U.S.O.E. survey (Items 1-25) and those that can be compared to the results of the survey of Minnesota college teachers (Items 26-31).

The Chi-Square formula $\chi^2 = \frac{(O-E)^2}{E}$ will be used on each item, where E equals the number expected to be in the category based on the percentages obtained in the large-scale study from which the item was taken. The .05 level of significance will be used for the test value.

To illustrate the method of analysis, the first item in the questionnaire refers to sex. In the U.S.O.E. survey, 82% of all college and university teachers were male, 18% were female. Therefore, it would be expected that of the seventy-five teachers in this study, 82% of the 75 teachers, or 69 would be male and 18%, or 6 would be female. If the survey of New England award recipients discovered that 73 were male and 2 were female, then the following computation would be made:

	<u>O</u>	<u>E</u>	<u>O-E</u>	<u>(O-E)²</u>	$\chi^2 = \frac{(O-E)^2}{E}$
MALE	73	69	4	16	.22
FEMALE	2	6	-4	16	<u>2.66</u>
					<u>2.88</u>

With one degree of freedom a Chi-Square of 2.88 would not be significant at the .05 level of significance.

Using the statistical tool of the Chi-Square to test whether or not the proportion of recipients have the characteristics that

would be expected, enables one to make observations about the uniqueness of the recipients. For example, if the data generated from the survey did show, as was illustrated, that only two recipients were female then from the use of the Chi-Square formula we can say that the proportion of females receiving a teaching award is not significant.

Obviously, the nature of the institution could influence the characteristic make-up of the faculty. Therefore the contrasts or analysis will be restricted to faculty members in like institutions for those characteristics previously measured in the U.S.O.E. survey. The variable of institutional type will thus be controlled. To illustrate this point, college with faculties under 200 members have a male population of 75% whereas a private university has a male population of 87%. Institutional type influences the make-up of a faculty.

The schematic diagram that follows shows seven contrasts that will be made controlling the variable of institutional type. Within each of the seven contrasts, twenty-six Chi-Squares will be computed. The characteristics analyzed by the Chi-Square will be reported under the following topic headings: Personal Background, Institutional Status, Institutional Involvement, and Involvement with Teaching.

Personal Background refers to those characteristics that are biographical in nature: sex, age, marital status, field of specialization, degree, family educational background. Institutional Status is used in the sense of institutional decisions and not in terms of self-perception. Data will be gathered regarding possession of a department

chairmanship, tenure, enrollments, hours taught, and level taught. Institutional Involvement means past associations or future commitments to the school where the teacher is teaching. We are concerned with whether he received a bachelor's degree or a higher degree from the institution where is a faculty member. Is he looking for another position? Is he interested in teaching at another institution? Does he intend to remain at the institution until retirement? How many years has he taught at this institution? Involvement with teaching refers to the time spend on teaching and previous experience teaching at other levels, e. g. elementary school. It also refers to the amount of time the teacher spends on teaching.

In addition to contrasts dealing with background, status and career plans, the survey will also provide data about the recipients' job motivations and satisfactions. Items 26-31 measure what factors the recipients believe led them into college teaching, how they perceived college teaching, their satisfactions, their dissatisfactions and their recommendations for improving college teaching. The data will be contrasted with the results of the Eckert-Stecklein study, as was mentioned previously. Unfortunately, as their data is not presented by institutional type, the contrasts will be restricted to the total sample.

The final set of analysis assumes that accomplishment of Objective 1--the description of the selection process--will result in two groups that are sufficiently large to merit comparisons. One group will consist of those recipients primarily chosen by students and the second group will consist of those chosen by

other means. The Astin and Lee taxonomy mentioned previously will be used to determine group designation. To control the variable of institutional type, contrasts will be restricted to recipients from like institutions. As the selection process, Objective 1, has not yet been accomplished, the contrasts that will be made are tentative.

TABLE 4 - 3

CONTRASTS OF THE PERSONAL BACKGROUND, INSTITUTIONAL STATUS, INSTITUTIONAL INVOLVEMENT AND INVOLVEMENT WITH TEACHING OF RECIPIENTS AND OTHER COLLEGE TEACHERS
(Items 1-25 in the Questionnaire)

All Recipients	Total Recipients	Contrasted with	U.S.O.E. Survey of Teachers in Universities
<u>Total Recipients from Universities:</u>	Recipients from Public Universities	Contrasted with	U.S.O.E. Survey of Teachers in Public Universities
	Recipients from Private Universities	Contrasted with	U.S.O.E. Survey of Teachers in Private Universities
	Recipients in a faculty of under 70 members	Contrasted with	U.S.O.E. Survey of Teachers in a faculty of under 750 members
<u>Total Recipients from Colleges:</u>	Recipients from Private Colleges	Contrasted with	U.S.O.E. Survey of Teachers in Private Colleges

Note: A contrast is not intended for recipients from universities with a faculty of over 750 members as only one recipient is in that category. No contrasts will be made for recipients from public colleges or for recipients from colleges with a faculty of over 200 members as no recipients are in those categories.

TABLE 4 - 4

CONTRAST OF THE JOB MOTIVATIONS AND SATISFACTIONS
OF RECIPIENTS AND OTHER TEACHERS
(Items 26-31 in the Questionnaire)

Total Recipients	Contrasted with	Minnesota Teachers in 4-Year Colleges and Universities
---------------------	-----------------	--

CONTRAST OF THE PERSONAL BACKGROUND, INSTITUTIONAL STATUS,
INSTITUTIONAL INVOLVEMENT, INVOLVEMENT WITH TEACHING,
JOB MOTIVATIONS AND SATISFACTIONS OF RECIPIENTS
SELECTED PRIMARILY BY STUDENTS AND THOSE
RECIPIENTS SELECTED BY OTHER MEANS
(Items 1-31 in the Questionnaire)

Recipients Selected Primarily by Students	Contrasted with	Recipients Selected by Other Groups of Combinations of Groups
---	-----------------	--

- (1) U. S. Department of Health, Education and Welfare, EDUCATION DIRECTORY, 1963-64, HIGHER EDUCATION, PART III, (Washington: U. S. Government Printing Office: 1964)
- (2) Ralph E. Dunkham, Patricia S. Wright, Marjorie O. Chandler, TEACHING FACULTY IN UNIVERSITIES AND FOUR-YEAR COLLEGES, SPRING, 1963, (Washington, United States Government Printing Office, 1966)

CHAPTER 5

DESCRIPTION AND ANALYSIS OF OUTSTANDING TEACHER AWARDS
PRESENTED AT NEW ENGLAND INSTITUTIONS OF HIGHER EDUCATION

CHAPTER 5

PREVALENCE OF OUTSTANDING TEACHER AWARDS

The practice of making Outstanding Teacher Awards is a common one at New England universities. It is equally uncommon to give teaching awards at New England colleges.

TABLE 5 - 1

ANALYSIS OF NEW ENGLAND INSTITUTIONS THAT HAVE
A LOCAL OUTSTANDING TEACHER AWARD PROGRAM*

	Private		Public		Total		Total		Grand
	Large	Small	Large	Small	Large	Small	Private	Public	Total
<u>UNIVERSITIES:</u>									
Do	1	4	0	5	1	9	5	5	10
Do Not	<u>2</u>	<u>6</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>7</u>	<u>8</u>	<u>1</u>	<u>9</u>
Total	3	10	0	6	3	16	13	6	19
<u>COLLEGES:</u>									
Do	0	5	0	0	0	5	5	0	5
Do Not	<u>0</u>	<u>49</u>	<u>0</u>	<u>27</u>	<u>0</u>	<u>76</u>	<u>49</u>	<u>27</u>	<u>76</u>
Total	0	54	0	27	0	81	54	27	81
<u>UNIVERSITIES</u> & <u>COLLEGES:</u>									
Do	1	9	0	5	1	14	10	5	15
Do Not	<u>2</u>	<u>55</u>	<u>0</u>	<u>28</u>	<u>2</u>	<u>83</u>	<u>57</u>	<u>28</u>	<u>85</u>
Total	3	64	0	33	3	97	67	33	100

* The definition of large used in this table is the same as was used by the United States Office of Education in their survey of teaching faculties described earlier. A large university is one in which there are over 750 full-time faculty members. A large college is one in which there are over 200 faculty members. A university is defined as one conferring the terminal degree in higher education.

As the above table shows, ten of the nineteen institutions in New England that offer a graduate program leading to a doctorate have local awards for teaching. If the prior statement were modified so as to include institutions who do not have a local award program but who do have a faculty member who won a national award for distinguished teaching, the number of universities that have some involvement with outstanding teaching awards would rise to fourteen. Yale, Brown, Harvard and Wesleyan do not have local awards, but each of them have one or more faculty members who have received national recognition for their teaching. Both Harvard and Wesleyan have a faculty member who has won the Oerstead Medal for distinguished college teaching of physics. The American Association of Physics Teachers, which sponsors the Oerstead Medal, also makes Distinguished Service Citations for "Exceptional Contributions to the Teaching of Physics." These citations have been made to faculty members at the following non-local-award-giving schools: Harvard, Bates, Middlebury, Brown and Williams. Schools not giving local awards have also been affected by the activities of the Danforth Foundation's E. Harris Harbison Award, The Western Electric Award for Excellence in Instruction of Engineering Students, and The Manufacturing Chemists Association's College Chemistry Teacher Award. Brown and Amherst have faculty members who have won the Harbison Award. Yale and Brown have had recipients of the Western Electric Fund Award and Harvard has a winner of the College Chemistry Teacher Award on its faculty.

In this discussion of the prevalence of teaching awards at New England institutions, it is unfortunate that comparisons of the data gathered in two published studies of this question cannot easily be made. In the study conducted by the American Association of Colleges of

Teacher Education, discussed in Chapter Two, it is noted that "Awards and prizes are also more characteristic of larger institutions, while awards, prizes and other incentives are also more typical of private as compared with public or church related institutions." (1) An examination of unpublished sections of the manuscript indicates that the study defined "large" in terms of categories of student enrollment rather than using faculty size as my study did. Thus, they report percentages of schools giving awards as follows: 7,000-9,999 students: 11.1%; 10,000-14,999: 11.8%; and over 25,000: 14.7%. Assuming that universities in New England generally have over seven thousand students, and that colleges generally have less, this study substantiates the Byrnes-Jamrich observation that awards are more characteristic of larger institutions. In fact, the factor of size seems to prevail as a determiner more than any other institutional characteristic. For example, although Brynes and Jamrich feel capable of generalizing that one is more likely to find the award in a non-church related private institution than in other institutions, the data in my study suggests that the differences between the existence of the award program in colleges and universities is so overwhelming that distinctions between institutions grouped by control is relatively insignificant. Specifically, in New England, no state college gives an award, but five out of the six state universities do. In fact, the University of New Hampshire and the University of Connecticut give two awards. Although it is true that no Bible College or Catholic girl's school gives an award (those religious schools that tend to be small), the larger Catholic institutions in the region did give awards: Boston College, Providence College and Fairfield University. In summary, in New England if a generalization was to be made about the prevalence of

the award, it would have to be restricted to the variable of size: large Catholic schools do give awards, small ones do not; private universities are much more likely to give an award than private colleges; state universities give awards, state colleges do not.

It is difficult to contrast the data gathered on New England schools with the results of the Astin and Lee study which was reviewed earlier in this paper. In the New England study the chief administrator of the institution was asked if his institution gave an award. In the Astin and Lee study, the questionnaires were sent to each dean in the separate colleges of a university. Their data was tallied by type of university-college. Thus, they reported: 62.3% of the deans of Arts and Sciences in university-colleges reported that they had an award. (2) In my study, institutions as a whole are recorded, for in New England it is far more common for the award to come from the university rather than from the university-college. Only at the University of Vermont, where there is an award in the College of Medicine, and at the University of New Hampshire, where there is an award for each of the four undergraduate colleges, does the winner represent a university-college. With those two exceptions, in New England all awards come from the university as a whole. Perhaps the practice is unique to New England, but there is no published evidence to support this supposition.

Assuming that the dean of a university-college would respond "Yes, they did have a teaching award" even if the award was a university-wide award, one can compare my data with the Astin and Lee material. In New England there are ten deans of engineering university-colleges. Of those ten, five are at institutions with a university or university-college award. Astin and Lee reported: "55.1% of engineering colleges have an Outstanding Teacher Award." (3) Regrouping of my data, using the

aforementioned assumption, would probably show similar relationships in university colleges in arts and sciences (62.3%), education (52.1%), business (61.9%), and agriculture (72.7%).

The gulf between the prevalence of the award in liberal arts colleges, not university colleges, reported by Astin and Lee and the data generated in this study is difficult to understand. Astin and Lee reported that 29.8% of the respondees of liberal arts colleges indicated that they had an Outstanding Teacher Award, and 26.3% of the deans of teachers' colleges said they had an award. In New England the statistics are: 6% and 0%. Possible explanations for this variation could stem from the Astin and Lee respondees equating dedication of a yearbook with giving an Outstanding Teacher Award. This confusion occurred in two New England schools, and the error was corrected when the author attempted to collect data about the selection process. A second possible explanation, again stemming from my experience in collecting data about the selection process, would be that the school equates participation in a national teaching awards program with having a local program.

It became clear early in this study that Outstanding Teacher Awards cannot really be quantified precisely without an examination of the selection process. Thus, although this study was narrow in terms of focusing on one region, the use of descriptions of the selection process gives it special credence in making generalizations about the prevalence of teaching awards.

CHRONOLOGY OF TEACHING AWARDS

As the charts on the following two pages indicate, the practice of giving prizes for teaching is not an ancient tradition in higher education. The Oerstead Medal, the earliest national award for distinguished teaching, was established in 1936, which suggests that the practice is a relatively contemporary event. See Chart 5 - 1 "Chronological Order of National Teaching Awards." Seventeen years passed before a New England college or university established a local award, and the majority of programs have been established since 1963. See Chart 5 - 2 "Chronological Order of Local Teaching Awards." The year 1963 is not a watershed date in the history of American higher education. The intervals of time between institutions establishing award programs does not really suggest a watershed causation, but rather an evolutionary process.

The lack of a dramatic event in 1963 that would prompt institutions to establish awards does not mean that there is an absence of historical evidence to explain the sudden proliferation of awards. The "Teaching vs. Research" and the "Research improves teaching" partisans were obtaining national audiences early in this decade. A scanning of the titles selected for publication in THE JOURNAL OF HIGHER EDUCATION during the mid-sixties indicated that the issue was a popular topic for articles. The responses to John Fischers' "Is There a Teacher On The Faculty" in HARPERS prompted the publishers to devote more space to the letters it provoked than was given to the article itself. Clark Kerr's THE USES OF THE UNIVERSITY and Caplow and McGee's ACADEMIC MARKETPLACE, both published in the mid-sixties, addressed themselves to this issue. They both suggested undergraduate teaching did not seem to have a high priority in the minds of college administrators.

CHART 5 - 1

CHRONOLOGICAL ORDER OF NATIONAL TEACHING AWARDS

Year	Award	Administering Organization	Annual Recipients
1968			
X			
X			
X			
1965:	Citation	American Association of Physics Teachers (Robert A. Millikan Award)	1
	\$ 500	American Society for Engineering Education (Western Electric Award)	2 (in New England)
1963:	\$10,000	Danforth Foundation (E. Harris Harbison Award)	10
1962			
1961			
1960			
1959			
1958			
1957:	\$ 1,000	Manufacturing Chemists Association (College Chemistry Teacher Award)	3
1956			
1955			
1954			
1953:	Citation	American Association of Physics Teachers (Distinguished Service Citation)	2 - 7
x			
x			
1936:	Medal	American Association of Physics Teachers (Oerstead Medal)	1

CHART 5 - 2

CHRONOLOGICAL ORDER OF LOCAL TEACHING AWARDS

Year	Amount	Administration	Institution
1968:	\$ 25	Student Administered	Fairfield University
	Plaque	Student Administered	University of New Hampshire*
	Honor	Student Administered	Dartmouth College
1967:	\$1,000	Faculty Administered	Brandeis
	*****Boston College discontinues award		
1966:	Plaque	Student Administered	Saint Michael's
	Honor	Student Administered	University of New Hampshire*
1965:	\$1,000	Faculty Administered	University of Connecticut*
1964:	\$1,500	Student Administered	University of Maine
	Plaque	Student Administered	Providence College
	\$ 125	Student Administered	University of Connecticut*
1963:	\$1,000	Faculty Administered	University of Massachusetts
1962:	\$ 250	Student Administered	Massachusetts Institute of Technology
1961			
1960:	Plaque	Student Administered	Boston College
	\$ 500	Faculty Administered	Worcester Polytechnic Institute
1959:	Plaque	Student Administered	University of Vermont
1958			
1957			
1956:	Plaque	Student Administered	Quinnipiac
1955:	\$ 100	Faculty Administered	University of Bridgeport

*This institution has two award programs.

The Danforth Foundation indicated their involvement in the controversy when they chose the following language to announce their Distinguished Teaching Award: "At a time when scholarly research and publications are a surer path to success . . ." (4) Many of the student administrators of New England award programs introduced the topic when they were asked: "Can you generalize about the type of person selected?" Perhaps the most amusing substantiation of the fact that the teaching-research controversy was parallel in time with the establishment of teaching awards was the establishment of an award by the Alumni Association of the University of Connecticut of a \$1,000 prize "In recognition of classroom excellence"--simultaneously a \$1,000 prize was established "In recognition of a significant research project or creative work." (5)

Just as it is rather difficult to discuss occurrences in higher education in terms of historical causation without noting the impact of the teaching-research controversy, it is becoming equally important to mention the influence and growth of student power. As this study might be a source for a historian of higher education in the sixties, the following observations are made. In the two institutions where students have been given greater power, enthusiasm for the award suffered. In other institutions, where the award selection committee was originally restricted to faculty, students have recently been invited to participate.

Boston College eliminated its student-administered Outstanding Teacher Award because of what the Dean of the College calls: "A radically altered kind of student government." (6) Boston College students now sit on faculty committees. Dartmouth's student-administered program is also in jeopardy as the student government has voted itself out of existence. At Hanover, parallel, segregated academic legislative bodies are passe.

As will be pointed out in the section on selection processes, students are involved in most award programs. It is conceivable that the award program may be in jeopardy if student governments become absorbed into university decision making bodies. The students seem to use the award program to communicate their values. If it should no longer be necessary to use such strategies to communicate, then the award system could indeed become extinct.

ANALYSIS OF EXISTING PROGRAMS

Nature of Awards

There is not a uniform money prize associated with Outstanding Teacher Awards. (See Chart 5 - 1 and Chart 5 - 2.) If any generalization could be made about the prizes associated with awards, it would be that there tends to be no money prize; and if there is a money prize, it will be under one thousand dollars. A quick glance at the aforementioned charts should indicate the uniqueness of the size of the Danforth Foundation Award. The award whose size is nearest to the Danforth prize is the fifteen hundred dollars given at the University of Maine. Of the remaining twenty awards, four are for a thousand dollars, two are for five hundred dollars, and there is one each for two hundred fifty, one hundred twenty-five, one hundred, and twenty-five dollars. In contrast to the twelve money prizes, there are awards whose prize is a plaque, citation or merely distinction. With the exception of the programs directed by the American Association of Physics Teachers, all the non-monetary awards are student administered programs. Interestingly enough, the fifteen hundred dollar prize at the University of Maine is student administered. The funds come from non-student sources.

Selection Processes in Local Award Programs

Table 5 - 2, "Analysis of Selection Procedures," was created from the data contained in the reports on pages 108 - 136. The use of a 5 by 5 matrix, with a super-imposed quadrant, was employed for two reasons. One, it provides a schematic device for illustrating the relative frequency of programs that employ participatory democratic processes. A diagonal continuum exists in the table, beginning with the top left cell and ending in the bottom right cell. In the top left cell, recipients

are chosen by a simple vote of the student body--a strategy political scientists would label pure democracy. At the other end of the continuum, recipients are chosen by a small group of self-selected representatives of the academic community. The second reason this table was constructed in this fashion is that it highlights certain common factors that the analysis of the selection process disclosed. Specifically, most, fourteen out of seventeen local award programs, have student nominators; most, twelve out of seventeen, have students as sole determiners of who is to get the award; and most, nine out of seventeen, employ an ad hoc committee to select the award winners from the nominees.

Nominations by students vary in type. At the University of New Hampshire, for the Student Senate Award, students write in the name of the teacher they wish to honor in a school-wide ballot. A similar procedure is used for the Outstanding Teacher Award at the University of Connecticut and at the University of Vermont Medical School. At Brandeis and the University of Massachusetts nominators are expected to initiate a letter of recommendation which functions as a nomination.

An examination of the top left quadrant of the chart shows that although students share nomination and/or selection power at Brandeis and the University of Connecticut, the more general practice is for students to control the nomination and selection power independent of any other group in the academic community. The top left hand quadrant isolates those programs that are total student controlled. In that quadrant are three cells whose contents are almost symmetrical. Within the cell, the selection processes vary in orientation.

The three state universities in the top left cell employ a selection process that attempts to directly measure the view of each and every

TABLE 5 - 2
ANALYSIS OF SELECTION PROCEDURES

Nominators:	Final Selection						Total
	Student Groups (12)		Ad Hoc Committees (9)		Other Groups (5)		
	Simple Polls	Student Organization	Committee of Students	Committee of Students and Others	No Student Members		
Total Student Body	U.N.H. U. Vt. U. Conn.	Fairfield	St. Michael Dartmouth Maine M.I.T.	Brandeis			9
Student Organization		U.N.H. Providence B.C. Quinnipiac					4
Total Academic Community						U. Mass.	1
Total Faculty				U. Conn.		W.P.I.	2
Department Chairmen						U. B'port.	1
	3	5	4	2	3		17

student. The procedures are not complex. At the University of New Hampshire the voting is done by university college. The teachers receiving the highest plurality of votes are the winners of their college's award. At the University of Vermont, where the program is restricted to the College of Medicine, a series of disqualifying ballots are conducted to insure that the winner was chosen by the majority of students. At the University of Connecticut, where the award is university wide, the program is structured to give the award to the teacher who has the highest percentage of students who think he is an outstanding teacher. After the initial nominating ballot, the teachers receiving the thirteen highest number of votes are then voted on in an election where the voters are restricted to students in the classes of the thirteen teachers identified in the first ballot. The votes are analyzed to determine the two teachers who have the highest ratio of student endorsement. This is computed by dividing the number of students enrolled in his class into the number of positive votes he received from his students.

The use of student representatives is employed by four institutions: University of New Hampshire (Senior Key Award), Providence College, Boston College and Quinnipiac College. In those institutions an existing student organization, the student government or an honorary fraternity, polls its members and after an open discussion this group selects the award recipients.

St. Michael's, Dartmouth, the University of Maine and M.I.T. combine elements from the above selection processes. They obtain nominations from the entire student body and then use an Ad Hoc Committee, appointed by a student government official, to deliberate on the quality of the nominees. Traditionally, they consider the size of the man's nomination

votes and qualitative data in their deliberations. None mentioned classroom visitations.

An examination of the last three category columns in Table 5 - 2, shows the popularity of the Ad Hoc Committee as a procedure for selecting the final award winner. Nine of the seventeen schools use it. In each of the five programs not directed by students, the Ad Hoc Committee is used. As one of the points that this thesis wishes to make is that in New England students are involved in selecting award winners, it should be noted that of the five Ad Hoc Committees that have been classified as non-student administered, student representation is included in two of the committees and will be added to two more committees for the selection of the 1969 award winner.

The Selection Processes in National Award Programs

The unique and obvious problem of identifying the recipient of a national teaching award dictates the selection process. As there are obvious built-in biases operating against teachers of small classes in local award programs that employ popular votes to select award winners, it is rather clear that such quantifiable data would be even more difficult to use in a national awards program. Even if a sophisticated ballot and analysis such as that at the University of Connecticut for its Outstanding Teacher Award (p.112) was used, there is a concern that the student vote might be determined by collegiate chauvinism rather than by a professor's classroom competence. As such, letters of recommendation, supplemented by the type of data included in most vitae, are usually used as nominating instruments in national programs. The Ad Hoc Committee, usually composed of prominent and mature men in the field, is the second predictable segment of national selection processes.

Three of the six national teaching awards were derived from the energies of one organization: The American Association of Physics Teachers. Its Executive Director informs me that it includes in its membership about one out of every four college teachers of physics. As part of its organizational structure it has a Committee on Awards (Teaching). This committee, consisting of the major officers of the organization, studies letters of recommendation from members or graduate students in physics and selects the winner of the Oerstead Medal--given at the Winter Meeting, the winner of the Robert A. Millikan Lecture Award--given at the Summer Meeting, and the Distinguished Service Citations which are given to outstanding candidates for the Oerstead Medal. The awards are well named. Millikan was an early recipient of the Oerstead Medal and Oerstead made his greatest discovery in physics while doing a demonstration during one of his lectures.

The College Chemistry Teacher Award, sponsored by the Manufacturing Chemists Association, uses a similar procedure. Nominations originate from the chairmen of college chemistry departments. An Ad Hoc Committee of three judges uses the letters of recommendation and biographical data recorded on a nomination form as a basis for selecting the award recipient.

The Western Electric Fund Award is administered by The American Society for Engineering Education. Although it is different from the prior two awards, in that it does not restrict nominees to a particular discipline, the nomination and selection structure is such that the outstanding teachers that are identified are more likely to be teachers of engineering. The source of nominations is the membership of the aforementioned A.S.E.E. The selection of the award winners from the nominees is done by regional groups of the A.S.E.E. The regions are about the

size of New England, which may encourage the selection of colleagues, i.e., teachers of engineering whose competence is known to the members of the committee. In other words, committee members, who tend to be mature teachers, probably know teachers of engineering on a variety of campuses; they are much less likely to know the competence of teachers on other campuses in disciplines other than their own. Regardless of the cause, in this study, all award winners were professors of engineering.

The national awards program that is most likely to attract teachers from a variety of disciplines is the Danforth Foundation's E. H. Harbison Award program. Their selection process has gradually evolved since it was instituted in 1962. Invitations to make nominations are extended to a variety of groups in American Higher Education. College professors, administrators and graduate students who have been associated with the Danforth Foundation are asked to make nominations. This relationship might suggest a restrictive amount of nominations but as Danforth funds annually support approximately one thousand graduate students and subsidize the activities of almost two thousand college professors the source of nominations is rather widespread. In addition, an invitation is extended to any individual in higher education who contacts the award administrator.

The selection of the award winner is based not only on letters of recommendation but also on reports about the candidate prepared by interviewers from Danforth who make visits to the nominee's campus. These interviewers are college teachers, many of whom are prior award winners. An Ad Hoc Committee composed of prominent men in Higher Education makes the final choice.

As was noted in the review of literature, initially the Danforth

Foundation seemed to be more sensitive to the identification of outstanding teachers in Philosophy or Humanities. This may relate to the general interests of the foundation; however, recently the award winners represent a variety of disciplines. In this study the Danforth recipients can be divided into the following disciplines: two are in English, two are in Religion, two are in Physics, and two are in Philosophy.

Status of the Award Programs

Interviews were conducted by telephone and/or by mail with those individuals responsible for administering award programs. Two award programs are being reviewed, one has since been abolished, and one is in jeopardy of being discontinued as its administering agency, the student government, has recently voted itself out of existence. The programs being reviewed are: the University of Connecticut's Alumni Association Award and the Danforth Foundation's E. H. Harbison Award. Neither of them have experienced a cause celebre. The administrator of the University of Connecticut award informed me that the review was a normal administrative process. The program had built into it a review, after five years of operation, to determine if it met a need or needed modification. The review is presently in process, and a request has been made for the data recorded in this chapter.

The Danforth program's review was also directed to questions of need and structure. The author was employed by the foundation as a consultant to evaluate data gathered about the award. It seems highly improbable that the foundation will discontinue a program that has received as many kudos as this award did in a private survey conducted by Dr. Robert Birney, Dean of Social Sciences at Hampshire College and myself. (7)

As was noted earlier in this paper, Boston College has discontinued

the award due to a new organization of student government. Dartmouth's program may also be discontinued due to the abolishment of student government at Hanover. Yet of the remaining nineteen award programs operating in New England, administrators used phrases such as: "On going," "To be continued," and "Extended" to describe the status of the award.

As most of the programs are relatively young, as was pointed out in the section on chronology, and their administrative body tends to reflect the impermanency intrinsic to legislative groups rather than the permanency built into bureaucratic structures, the selection processes may change. For many of the programs, the description of their selection process prepared as a report for this study (pp. 108-39) is the only written description of the program. As such the institutional climate for change is favorable. When the administrators were asked if any modifications were planned they responded, with the exception of Worcester Polytechnic Institute and the University of Massachusetts, that no modifications were scheduled. The two schools making changes are those who intended to add students to the Ad Hoc Selection Committees.

When asked if they were experiencing any problems as administrators of programs, they failed to mention any that they felt were serious enough to require modification in the award selection strategy. The question of repeat nominations was on the mind of one administrator--he was from a small school and suspected that repeat winners would be necessary if the award criteria was to be respected. Two administrators volunteered the information that the selection group was frustrated in making one final selection and that this has been resolved by increasing the number of winners. It should be noted that in five of the local award programs the number of annual recipients has increased from the original

number. At M.I.T., as is the practice of the American Association of Physics Teachers when making Distinguished Service Citations, the number of recipients increases or decreases depending on the caliber of the nominees.

An attempt was made to surface any campus opposition to the practice of making awards. The supposition was that if a campus had a strong opponent to the award system then the status of the award might be effected. When the award administrators and campus leaders not involved in the selection process were asked "Is there any group or individual who is conducting a campaign against the idea of making awards?", the response was uniform: "No." The author does not report that an indepth examination of the controversiality of the award was conducted. However, much social science research merely re-enforces what is common sense, i.e., other activities are distracting the energies of campus critics. This point was made by both an administrator with long tenure and a "leader" of the S.D.S. They used different phraseology.

FACTORS INFLUENCING THE SELECTION OF WINNERS

An attempt was made to identify any blatant bias or factor that was operating in the selection of award recipients. It was not the thrust of this activity to uncover any skulduggery in the selection process, but rather it was an attempt to identify any common perceptions about award recipients that were held by award administrators or campus leaders not involved in the selection process. Both groups were asked: "What generalizations could you make about the type of person who is selected?" It was assumed that any blatant bias would make itself known from an examination of the language chosen by the interviewee. A sampling of the responses has been recorded:

Language Used by Student Award Administrators to Describe Recipients

"Very dynamic . . . Outgoing . . . Contact with students beyond classroom . . . Friendly, witty, involved in activities"; "An active person--who cares about presentations--prepares, personable in delivery"; "If you have a problem, he'll help you. . . . Open to seeing you . . . Active faculty member . . . speaks his mind on issues . . . Is not trying to 'bull' you"; "Student oriented, more involved in student interests . . . Spokesman for the students"; "Active in school, interested in teaching . . . takes time to assist students . . . usually good standing faculty-wise . . . academically qualified"; "Fine reputation as a teacher."

Language Used by Campus Leaders Not Involved in The Selection of Student Award Winners

"Within a school, there are teachers students take to, last year (they) picked different types of teachers . . . different departments"; "Highly interested in students as individuals . . . Flamboyant . . .

Personalities . . . Outgoing, humorous--not necessarily related (to instruction) . . . Quietly competent is not a likely winner"; "Actually the type of person can't even be generalized . . . They are persons whom the students enjoy attending their lectures"; "Well liked by most students, usually easy going people and usually on a first name basis with most students"; "Aside from displaying the necessary academic knowledge, this faculty member must contribute both to student-faculty relations and to the intellectual atmosphere of the university." "A few years ago, kids got together to get him the award : . . a nice old guy--lets get him the award . . . kids like him (though) not an outstanding man . . . I could nominate Joe Schmo but he may not get selected--this thing lacks refinement on selection techniques . . . Course critiques are popularity contests. Tough grader can be vastly superior, often easy grader is selected."

Non-Student Award Administrators

"First, was recognition of long distinguished teaching, then (it was) given to fairly young people . . . not on staff five years"; "Primary consideration was for teaching, students (some are on the committee) felt encouraged . . . he made himself available to students, students felt he did an outstanding job"; "Tend to be people who have made a contribution in more than one way, people who have proven themselves to be stimulating in class, do some research, and have an interest in students . . . cannot really categorize them." "Taught them best, care for subject, two were rather 'guru' types, two were subject orientated--new teaching approach . . . lots of good teachers around . . . last time both assistant professors coming up for tenure . . . students thought they could use it (award) politically"; (Students are included in the

selection committee.) "So far, they have been mature members of the staff"; "Not been easy . . . hold up standards . . . depth of knowledge . . . dynamic, non-radicals."

Campus Leaders Not Involved in Awards Administered by Non-Student Selection Procedures

"Relate and communicate"; "Outstanding character, an interest in student activities, outside of classroom . . . take part in extra-curricular activities"; "Never been any objections . . . very well qualified, good record of classroom performance"; "No generalization possible . . . varies, sometimes 'prof' is unusually outstanding, other times he might spend more time on the campus community as a whole, not the classroom"; "No question but that choice was a good one"; "Not really, first couple of go-arounds more popularity contest in terms of selection . . . realm of popularity among good teachers, but since then a really good teacher--devoted teacher and able (interviewee mentioned subject area) . . . element of popularity controlled"; "Truly outstanding teacher, technically excellent, available to students."

The variety of responses quoted suggests that some of the prejudicial factors mentioned in the review of literature are present in the minds of some non-administrators: it is given to old men as a tribute; there are campaigns for the award; the award is given for new teaching strategies; and it is a popularity contest. Although some of the language used by interviewees expresses concern, there seems to be an absence of ideas that would suggest that the program was a fraud. It would be rather unusual to find all members of the academic community applauding the success of any administrative function, but it seems that this program fails to arouse the passion that an unjust, or inappropriate campus activity might. Different degrees of endorsement may be noted

about the value of the "student-centered" professor, but in general interviewees seem to agree with the campus leader who said, "There are no surprises in the awards program."

Perhaps the reason there are no surprises is because, at least as I scan the quotations, each recipient was popular. Of course one hesitates to use a term that is rather hard to define behaviorally in a scholarly work, but the fact is that popularity exists. Thus, one reason for the non-controversiality of the award is that although factors such as age, energy of his supporters, and non-class activity may mitigate selection, these factors merely re-enforce the observation that the recipients are popular. They are regarded with favor, or approval or affection by people in general. Presently the behavior that causes such popularity is a mystique. The analysis of the characteristics of recipients may shed some light on the source of popularity.

REPEAT AWARD WINNERS

It was not one of the objectives of this study to validate the selection process. The thrust of this paper is description. However, during the investigation it became known that some award winners had received recognition for their teaching from different sources. It seemed important to make this information known. Of the one hundred and four award winners included in this study, eight have twice received recognition for their teaching. Of those eight, five have won awards from both student and non-student administered programs. It is freely admitted that having won one award might favorably prejudice one's chances to win a second recognition. In fact, the College Chemistry Teacher Award requests the following data in its nomination form: "Present academic or public recognition of the candidate's teaching services." (8) Also, recipients of the student's Outstanding Teacher Award at the University of Connecticut are normally also considered for the Alumni Association's teaching award.

Although the conservative view of the prejudicial factor is quite viable, one might also suggest that the duplication of recognition means that the man's teaching skills are so pronounced that as a teacher he is highly visible and acquires recognition from diverse groups.

The fact that only professional societies of engineers, chemists and physicists are involved in national awards and that only two institutions have two local awards makes the existence of double award winners even more interesting. Perhaps three teachers whom I have classified as double award winners are not truly deserving of this description. Leonard Nash, recipient of the College Chemistry Teacher Award, and Benjamin DeMott, a E. H. Harbison Award winner, both were given a second

recognition by Esquire magazine. Esquire polled selected college newspaper editors to determine "Super Profs." Super Profs Nash and DeMott were included in this study for their earlier distinctions. It might be noted that two other New England Super Profs were not included in the sample. Their disciplines did not make them eligible for national professional society awards and their institution did not have a local award program. A third teacher whose double distinction might be challenged is Arnold Arons, a recipient of the 1964 American Association of Physics Teachers Distinguished Service Citation. In a Time magazine article Arons was described as a "Living Model of a Teacher." (9) The article did a biographical sketch of a dozen college teachers who seemed to "Profess with a passion."

The remaining five received awards from two programs described in the report section at the end of this chapter. Although a case might be made for counting their characteristics twice in the analysis of characteristics of recipients, this was not done. John Dittfach won the non-student administered award at the University of Massachusetts and the Western Electric Fund Award. Robert Huston won both student awards at the University of New Hampshire. Allan Broadhurst and Galvin G. Gall won both the student and alumni award at the University of Connecticut. Amar Vodes won the Everett Moore Baker Award, a student award at the Massachusetts Institute of Technology, and the Western Electric Fund Award.

Of the five award winners who might have been counted twice in the study, only Vodes and Gall required a decision regarding inclusion in either student or non-student programs. Dittfach's awards were both given by non-student administered programs. Conversely, Huston's two

awards came from student programs. Broadhurst's student award came prior in time to this study's time parameter. The criteria of time was used to determine the classification of Vodes and Gall. Vodes received his student award prior to the national award, Gall received his student award prior to the non-student administered local award. Both were classified as student award recipients.

VALIDATION OF THE INCLUSION OF ALL AWARD PROGRAMS APPROPRIATE FOR THIS STUDY'S PARAMETERS

As was mentioned in the chapter on objectives, three sources were to be contacted to validate the completeness of this study's survey of the presence of award programs on New England campuses. The American Association of Colleges of Teacher Education, The American Association of Higher Education and The American Council of Education had reported studies which suggested that they knew of the existence of award programs on college campuses.

Francis C. Byrnes, who was the principal investigator of the A.A.C.T.E. study, was located in Cali, Columbia. His complete manuscript was forwarded but he informed me that the names of institutions giving awards was not permanently recorded.

Dr. Calvin B. T. Lee, who co-directed the research sponsored by the American Council of Education, informed me he did not have the names of the individual institutions that participated in his survey. He directed me to Miss Barbara Blanford who informed me that the data had been inadvertently destroyed.

Although the A.A.H.E. material has not yet been published, the Executive Secretary of the organization provided me, in a telephone conversation, with the names of institutions his survey had identified as New England schools having award programs. A comparison of the lists indicated some differences. As a report on the selection process had already been prepared and verified by an administrative official for my study, I assumed two schools missing from his list were institutions that had not returned the A.A.H.E. questionnaire. M.I.T., which had not responded to my inquiry in the summer of 1968--as was mentioned in the proposal section, was now included in my study as a result of the

information from The American Association for Higher Education. A further investigation was done regarding Central Connecticut College as it was included in the A.A.H.E. list of awarding colleges. The Director of Research, The Academic Vice President and the Dean of Arts and Sciences (who was a veteran of fifteen years on the campus) assured me that they do not have an award. I suspect, and was re-enforced in my suspicion by my discussions with the administrators, that the confusion may have arose from a nomination made for the Danforth Award. Bowdoin was included in the A.A.H.E. survey, yet correspondence and materials from that campus indicate that the award program on that campus would not be appropriate for this study. The award is for outstanding teaching, regardless of level or campus, done by a Bowdoin alumnus. Thus these award winners were not included. These were the only differences between the two lists, and the inclusiveness of this study's institutions was assumed.

RETURNS

Originally 75 teachers had been identified as award winners. There were originally 69 local award winners and 7 Danforth recipients. The inclusion of M.I.T. added eight more subjects. The Western Electric Award provided six more. The Manufacturing Chemists Award added 2 more, The winners of recognition from the American Association of Physics Teachers added 9 award recipients. The activities involved in preparing the report of the award selection process resulted in uncovering one more award winner at Providence College and four more at Saint Michael's College.

One hundred and four questionnaires were sent. Duplicate questionnaires were not sent to the four teachers who had received awards from two different programs. Treatment of these recipients was discussed in the section "Repeat Winners." After a second mailing and, if necessary, a telephone call inquiring of the recipient's department if we had the correct address, 83 returns were received and analyzed. This represents a return of 80%.

DESCRIPTION OF LOCAL TEACHING AWARDS

NAME OF THE INSTITUTION: BOSTON COLLEGE

NAME OF THE AWARD: TEACHER OF THE YEAR

ADMINISTRATOR: CHAIRMAN OF THE CAMPUS COUNCIL

NATURE OF THE AWARD: A PLAQUE, GIVEN TO THE RECIPIENT

YEAR THE AWARD WAS FIRST GIVEN: 1959-60 *

SOURCE OF FUNDS FOR THE AWARD: STUDENT GOVERNMENT TREASURY

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: MEMBERS OF THE STUDENT GOVERNMENT

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: FULL-TIME FACULTY MEMBERS

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: NOT APPLICABLE

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: MEMBERS OF THE STUDENT GOVERNMENT

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: GENERAL DISCUSSION OF THE NOMINEES WAS HELD BY THE CAMPUS COUNCIL AND A GENERAL CONSENSUS WAS REACHED

* THE AWARD WAS DISCONTINUED AFTER 1966-67

NAME OF THE INSTITUTION: BRANDEIS UNIVERSITY

NAME OF THE AWARD: ANNUAL EXCELLENCE IN TEACHING AWARD

ADMINISTRATOR: CHAIRMAN, STUDENT-FACULTY AD HOC COMMITTEE (TRADITIONALLY, A FACULTY MEMBER)

AMOUNT OF THE AWARD: ONE THOUSAND DOLLARS

YEAR THE AWARD WAS FIRST GIVEN: 1966-67

SOURCE OF FUNDS FOR THE AWARD: PRIVATE DONORS

GROUPS PRIMARILY INVOLVED IN THE SELECTION: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: ANY STUDENT

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: A CIRCULAR IS SENT TO EACH STUDENT REQUESTING NOMINATIONS AND STATEMENTS OF ENDORSEMENT.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: THE AD HOC COMMITTEE. THE COMMITTEE CONSISTS OF THREE FACULTY MEMBERS AND TEN STUDENTS. THE STUDENTS, ONE FROM EACH OF THE UNIVERSITY'S DIVISIONS, ARE APPOINTED BY THE PRESIDENT OF THE STUDENT GOVERNMENT.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE STUDENTS ON THE COMMITTEE READ THE LETTERS OF ENDORSEMENT AND NARROW THE NOMINEES TO SIX TEACHERS. THEY PREPARE SUMMARIES OF INFORMATION AND ENDORSEMENT FOR EACH OF THE SIX REMAINING NOMINEES. THE TOTAL COMMITTEE MEETS AND AFTER GENERAL DISCUSSION A GENERAL CONSENSUS IS REACHED.

NAME OF THE INSTITUTION: UNIVERSITY OF BRIDGEPORT

NAME OF THE AWARD: TEACHER OF THE YEAR

ADMINISTRATOR: CHAIRMAN OF THE COUNCIL OF DEANS

AMOUNT OF THE AWARD: ONE HUNDRED DOLLARS; IN ADDITION, A PHOTOGRAPH OF EACH RECIPIENT IS DISPLAYED IN THE LIBRARY.

YEAR THE AWARD WAS FIRST GIVEN: 1955

SOURCE OF FUNDS FOR THE AWARD: BOARD OF ASSOCIATION FUNDS

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: ADMINISTRATORS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: DEPARTMENT CHAIRMEN

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE, BUT PREFERENCE IS GIVEN TO TEACHERS WITH FIVE YEARS OF EXPERIENCE ON THE CAMPUS.

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: NOT APPLICABLE. DEANS INFORMALLY REQUEST DEPARTMENT CHAIRMEN FOR NOMINATIONS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: THE COUNCIL OF DEANS. THE ACADEMIC VICE PRESIDENT IS THE PRESIDING OFFICER. THE MEMBERSHIP CONSISTS OF THE ACADEMIC DEAN OF EACH OF THE SIX COLLEGES, THE DEAN OF STUDENT PERSONNEL AND THE DEAN OF ADMISSIONS.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: A GENERAL DISCUSSION OF THE CANDIDATES IS CONDUCTED UNTIL A GENERAL CONSENSUS IS REACHED. THE COUNCIL IS NOT OBLIGATED TO SELECT A CANDIDATE EACH YEAR.

NAME OF THE INSTITUTION: UNIVERSITY OF CONNECTICUT

NAME OF THE AWARD: ALUMNI ASSOCIATION AWARD FOR FACULTY EXCELLENCE IN TEACHING

ADMINISTRATOR: DIRECTOR OF ALUMNI RELATIONS

AMOUNT OF THE AWARD: ONE THOUSAND DOLLARS

YEAR THE AWARD WAS FIRST GIVEN: 1964-65

SOURCE OF FUNDS FOR THE AWARD: ALUMNI ANNUAL GIVING PROGRAM

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS, FACULTY AND ALUMNI

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: DEPARTMENT HEADS, FACULTY AND GROUPS REPRESENTING THE ALUMNI. THE RECIPIENT OF THE STUDENT'S OUTSTANDING TEACHER AWARD MAY ALSO BE CONSIDERED.

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: A LETTER IS SENT TO EACH DEPARTMENT HEAD INVITING HIM TO SUBMIT ONE NOMINATION. A COPY OF THE ANNOUNCEMENT OF THE AWARD IS SENT TO EACH FACULTY MEMBER. IT NOTES THAT FACULTY MEMBERS MAY SUBMIT AT-LARGE NOMINATIONS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: AN AD HOC COMMITTEE CONSISTING OF THE CHAIRMAN OF THE FACULTY STANDARDS COMMITTEE, PRESIDENT OF THE STUDENT SENATE, PRESIDENT OF THE ALUMNI ASSOCIATION, THE DIRECTOR OF ALUMNI RELATIONS AND A DEAN OF ONE OF THE SCHOOLS WITHIN THE UNIVERSITY.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE CREDENTIALS OF EACH NOMINEE ARE REVIEWED BY THE COMMITTEE. AFTER A GENERAL DISCUSSION, A CONSENSUS IS REACHED.

NAME OF THE INSTITUTION: UNIVERSITY OF CONNECTICUT

NAME OF THE AWARD: "OUTSTANDING TEACHERS AWARD"

ADMINISTRATOR: CHAIRMAN, SENATE ACADEMICS COMMITTEE

AMOUNT OF THE AWARD: ONE HUNDRED TWENTY FIVE DOLLARS EACH FOR TWO WINNERS.
CERTIFICATES FOR ALL FINALISTS.

YEAR THE AWARD WAS FIRST GIVEN: 1964

SOURCE OF FUNDS FOR THE AWARD: STUDENT ACTIVITIES FEE

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: ANY STUDENT
ENROLLED IN HIS NOMINEE'S CLASS FOR EITHER OF THE PAST TWO SEMESTERS.

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: PREVIOUS CASH
WINNERS WHO BECOME FINALISTS ARE DISQUALIFIED, BUT ARE GIVEN CERTIFICATES.
THEIR NAMES DO NOT APPEAR ON THE FINAL BALLOT.

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: ANNOUNCEMENT AND
DESCRIPTION OF THE SELECTION PROCESS IS MADE IN THE COLLEGE
NEWSPAPER TO ATTRACT NOMINATIONS. AFTER THE INITIAL BALLOTING, THE
NOMINEES ARE REDUCED TO THIRTEEN. A SECOND ARTICLE PROVIDES DETAILED
INFORMATION AND PICTURES OF THE THIRTEEN FINALISTS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENTS FROM THE
NOMINEES: STUDENTS ENROLLED FOR EITHER OF THE PAST TWO SEMESTERS IN
CLASSES TAUGHT BY THE THIRTEEN FINALISTS.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: AS A
RESULT OF THE NOMINATING ELECTION, THE THIRTEEN TEACHERS RECEIVING THE
HIGHEST NUMBER OF VOTES ARE IDENTIFIED. THE TEACHERS RECEIVING THE
TWO HIGHEST RATIOS OF VOTES RECEIVED OVER STUDENTS ENROLLED IN HIS
CLASSES ARE GIVEN A CASH PRIZE. NOTE: AT THE ELECTION THE POLLSTERS
HAVE LISTS OF THE I. D. NUMBERS OF STUDENTS ENROLLED IN THE FINALIST'S
COURSES. A VOTER MUST SHOW HIS I. D. CARD PRIOR TO OBTAINING A BALLOT.

NAME OF THE INSTITUTION: DARTMOUTH COLLEGE*

NAME OF THE AWARD: PROFESSOR WILSON AWARD

ADMINISTRATOR: CHAIRMAN OF AN AD HOC COMMITTEE

NATURE OF THE AWARD: A CUP

YEAR THE AWARD WAS FIRST GIVEN: 1968

SOURCE OF FUNDS FOR THE AWARD: UNDERGRADUATE COUNCIL TREASURY

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: N/A

GROUPS QUALIFIED TO MAKE NOMINATIONS: UNDERGRADUATES

PROCEDURES USED TO SELECT AWARD WINNERS FROM THE NOMINEES: GENERAL
DISCUSSION BY AN AD HOC COMMITTEE SELECTED BY THE UNDERGRADUATE COUNCIL

*A number of students at Dartmouth contributed this information. The original administrator of the award could not be located.

NAME OF THE INSTITUTION: FAIRFIELD UNIVERSITY

NAME OF THE AWARD: PHI KAPPA THETA OUTSTANDING FACULTY STUDENT AWARD

ADMINISTRATOR: PRESIDENT OF PHI KAPPA THETA FRATERNITY

AMOUNT OF THE AWARD: THE RECIPIENT HAS A CHOICE OF A CASH PRIZE OF TWENTY-FIVE DOLLARS OR A DONATION OF TWENTY-FIVE DOLLARS WORTH OF BOOKS MADE TO THE LIBRARY IN HIS NAME

YEAR THE AWARD WAS FIRST GIVEN: 1967-68

SOURCE OF FUNDS FOR THE AWARD: MEMBERSHIP DUES

GROUPS PRIMARILY INVOLVED IN THE SELECTION: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: SENIORS

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: MEMBERSHIP OF THE PHI KAPPA THETA FRATERNITY

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES:

THE BALLOT LETTERS OF THE SENIORS ARE TALLIED AND THE NOMINEES ARE REDUCED TO THOSE RECEIVING LARGE NUMBERS OF VOTES. INFORMATION ABOUT THOSE NOMINEES IS OBTAINED FROM THE ACADEMIC DEAN. THE MEMBERSHIP DISCUSSES THIS DATA AND A SECRET BALLOT IS HELD AMONG THIS GROUP. THE INDIVIDUAL RECEIVING THE PLURALITY OF VOTES RECEIVES THE AWARD.

NAME OF THE INSTITUTION: UNIVERSITY OF MAINE

NAME OF THE AWARD: DISTINGUISHED MAINE PROFESSOR

ADMINISTRATOR: PRESIDENT OF THE STUDENT SENATE

AMOUNT OF THE AWARD: FIFTEEN HUNDRED DOLLARS AND A BLUE BLAZER WITH A DISTINGUISHED FACULTY CREST

YEAR THE AWARD WAS FIRST GIVEN: 1963-64

SOURCE OF FUNDS FOR THE AWARD: THE CASH PRIZE - GENERAL ALUMNI FUNDS, THE BLUE BALZER - STUDENT SENATE FUNDS

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: ALL STUDENTS AT THE ORONO CAMPUS

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: PRIOR RECIPIENTS ARE INELIGIBLE FOR A SECOND AWARD

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: THERE IS A SPACE FOR WRITING THE NAME OF AN OUTSTANDING TEACHER ON THE BALLOT USED IN THE SPRING STUDENT GOVERNMENT ELECTIONS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: THE PRESIDENT OF THE STUDENT SENATE SELECTS FOUR STUDENTS FROM EACH CLASS WHICH CONSTITUTES THE SELECTION COMMITTEE.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE COMMITTEE IS INFORMED OF THE NUMBER OF VOTES EACH NOMINEE RECEIVED AND THE ENROLLMENT IN EACH NOMINEE'S CLASS. A GENERAL DISCUSSION FOLLOWS AND A CONSENSUS IS REACHED.

NAME OF THE INSTITUTION: MASSACHUSETTS INSTITUTE OF TECHNOLOGY

NAME OF THE AWARD: EVERETT MOORE BAKER AWARD

ADMINISTRATOR: STUDENT GOVERNMENT

NATURE OF THE AWARD: TWO HUNDRED AND FIFTY DOLLARS AND A MEDALLION

YEAR THE AWARD WAS FIRST GIVEN: 1962

SOURCE OF FUNDS FOR THE AWARD: EVERETT MOORE BAKER MEMORIAL FUND

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: STUDENTS

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: ONLY UNTENURED FACULTY MEMBERS ARE ELIGIBLE.

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: NEWSPAPER NOTICES, LETTERS TO STUDENT RESIDENCES.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: ANY STUDENT

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE QUALIFICATIONS OF THE NOMINEES ARE INVESTIGATED BY THE STUDENT COMMITTEE WHICH THEN DECIDES ON THE WINNER AFTER SEVERAL NARROWING-DOWN PROCEDURES.

NAME OF THE INSTITUTION: UNIVERSITY OF MASSACHUSETTS

NAME OF THE AWARD: DISTINGUISHED TEACHER AWARD

ADMINISTRATOR: CHAIRMAN, DISTINGUISHED TEACHER AWARD COMMITTEE

AMOUNT OF THE AWARD: ONE THOUSAND DOLLARS GIVEN TO EACH OF THE THREE RECIPIENTS

YEAR THE AWARD WAS FIRST GIVEN: 1962-63

SOURCE OF FUNDS FOR THE AWARD: STANDARD OIL OF INDIANA

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: FACULTY AND ADMINISTRATION (*)

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: FACULTY, STUDENTS, AND ALUMNI

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: TAUGHT AT THIS UNIVERSITY A PERIOD OF YEARS

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: ALL UNIVERSITY COMMUNICATION CHANNELS ARE EMPLOYED TO EXPLAIN THAT ANY MEMBER OF THE ACADEMIC COMMUNITY MAY MAKE A NOMINATION WHICH CONSISTS OF A LETTER DESCRIBING HOW THE NOMINEE FULFILLS THE AWARD CRITERIA OF DISTINGUISHED TEACHING. AT REGISTRATION A FLYER IS AVAILABLE TO EACH STUDENT. INFORMATION ABOUT THE AWARD IS NOTED IN THE ALUMNI BULLETIN, THE DAILY COLLEGIAN, THE UNIVERSITY BULLETIN, AND THE UNIVERSITY NEWSLETTER. A FLYER IS POSTED ON BULLETIN BOARDS. A MEMORANDUM IS SENT TO THE DEPARTMENT HEADS AND ACADEMIC DEANS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: THE SELECTION COMMITTEE CONSISTS OF ONE FACULTY MEMBER FROM EACH OF THE COLLEGES, APPOINTED BY HIS DEAN, AND THE RECIPIENTS OF THE AWARD FOR THE LAST TWO YEARS. (*)

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: EACH OF THE COMMITTEE MEMBERS STUDIES THE LETTERS OF NOMINATION AND PROFESSIONAL DATA ABOUT THE TEACHER. THE COMMITTEE ENGAGES IN GENERAL DISCUSSION AND NARROWS THE NOMINEES TO A SMALL GROUP. THESE NAMES ARE SUBMITTED TO THE PROVOST AND THE PRESIDENT WHO MAKES THE FINAL DECISION. HISTORICALLY, THE COMMITTEE SUBMITS THREE TO SIX NAMES FOR CONSIDERATION.

(*) STUDENTS WILL BE INCLUDED IN THE 1968-69 SELECTION COMMITTEE. THEY ARE: THE PRESIDENT OF THE STUDENT SENATE, THE VICE PRESIDENT OF THE STUDENT SENATE, AND A DELEGATE FROM THE GRADUATE SENATE.

NAME OF THE INSTITUTION: UNIVERSITY OF NEW HAMPSHIRE

NAME OF THE AWARD: STUDENT SENATE AWARD

ADMINISTRATOR: PRESIDENT, STUDENT SENATE

NATURE OF THE AWARD: PLAQUE, GIVEN TO THE RECIPIENT

YEAR THE AWARD WAS FIRST GIVEN: 1968

SOURCE OF FUNDS FOR THE AWARD: STUDENT SENATE TREASURY

GROUPS PRIMARILY INVOLVED IN THE SELECTION: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: STUDENTS REGISTERED IN THE NOMINEE'S COLLEGE (LIBERAL ARTS, AGRICULTURE, BUSINESS ADMINISTRATION, TECHNOLOGY).

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: AN EXPLANATION OF BALLOTING PROCEDURES AND PURPOSES APPEARED IN THE COLLEGE NEWSPAPER. VOTING BOOTHS WERE PLACED IN AREAS THAT HAD HIGH VISIBILITY

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: N/A

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE BALLOT REQUIRED THE STUDENT TO WRITE IN THE NAME OF A TEACHER. A PLURALITY OF THE VOTES DETERMINED THE WINNER IN EACH OF THE COLLEGES.

NAME OF THE INSTITUTION: UNIVERSITY OF NEW HAMPSHIRE

NAME OF THE AWARD: SENIOR KEY AWARD

ADMINISTRATOR: SENIOR KEY MEMBERSHIP

NATURE OF THE AWARD: DISTINCTION (NO MONETARY VALUE)

YEAR THE AWARD WAS FIRST GIVEN: 1966

SOURCE OF FUNDS FOR THE AWARD: N/A

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: SENIOR KEY MEMBERS. THIS HONORARY-SERVICE ORGANIZATION OF SENIORS IS SENSITIVE TO INFORMAL SUGGESTIONS OF THE UNIVERSITY COMMUNITY.

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: N/A

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: SENIOR KEY MEMBERS

PROCEDURES USED TO SELECT THE AWARD WINNERS FROM THE NOMINEES: GENERAL OPEN BALLOTING BY SENIOR KEY MEMBERS

NAME OF THE INSTITUTION: PROVIDENCE COLLEGE

NAME OF THE AWARD: MAN-OF-THE-YEAR

ADMINISTRATOR: PRESIDENT OF THE STUDENT CONGRESS

NATURE OF THE AWARD: A PLAQUE IS GIVEN TO THE RECIPIENT

YEAR THE AWARD WAS FIRST GIVEN: 1963-64

SOURCE OF FUNDS FOR THE AWARD: STUDENT GOVERNMENT FUNDS

GROUPS PRIMARILY INVOLVED IN THE SELECTION: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: MEMBERS OF THE STUDENT GOVERNMENT

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: NOT APPLICABLE

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: MEMBERS OF THE STUDENT GOVERNMENT

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: PUBLIC NOMINATIONS ARE MADE BY THE STUDENT GOVERNMENT MEMBERS. THERE IS NO LIMIT TO THE NUMBER OF NOMINATIONS. THEN, IN A SECRET BALLOT EACH OF THE TWENTY-FOUR MEMBERS OF THE STUDENT GOVERNMENT VOTES FOR ONE OUTSTANDING TEACHER. THE BALLOTS ARE TALLIED AND THE GROUP THEN DISCUSSES THE TEACHERS WHO RECEIVE THE TWO HIGHEST NUMBER OF VOTES. A SECOND SECRET BALLOT DETERMINES THE WINNER.

NAME OF THE INSTITUTION: QUINNIPIAC COLLEGE

NAME OF THE AWARD: OUTSTANDING FACULTY AWARD

ADMINISTRATOR: STUDENT GOVERNMENT PRESIDENT

NATURE OF THE AWARD: RECIPIENT IS GIVEN A LARGE ENGRAVED PLAQUE

YEAR THE AWARD WAS FIRST GIVEN: 1956

SOURCE OF FUNDS FOR THE AWARD: STUDENT GOVERNMENT FUNDS

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: STUDENT GOVERNMENT MEMBERS

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: FULL TIME MEMBERS OF THE FACULTY AND ADMINISTRATION

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: NOT APPLICABLE.
NOMINATIONS ARE MADE FROM THE FLOOR OF THE STUDENT GOVERNMENT ASSEMBLY.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: STUDENT GOVERNMENT MEMBERS

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES:
THE RECIPIENT IS DETERMINED BY A SECRET BALLOT FOLLOWING THE NOMINATIONS.

NAME OF THE INSTITUTION: SAINT MICHAEL'S COLLEGE

NAME OF THE AWARD: FACULTY APPRECIATION AWARD

ADMINISTRATOR: CHAIRMAN, SELECTION EXECUTIVE COMMITTEE

NATURE OF THE AWARD: A PLAQUE, GIVEN TO THE RECIPIENT

YEAR THE AWARD WAS FIRST GIVEN: 1966

SOURCE OF FUNDS FOR THE AWARD: SENIOR CLASS WEEKEND FUNDS

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: ALL SENIORS ARE ELIGIBLE TO PARTICIPATE IN THE GENERAL BALLOTING. THE BALLOT CONSISTS OF THE CRITERIA OF THE AWARD AND REQUESTS THE VOTER TO MAKE COMMENTS ABOUT HIS NOMINEE.

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES:
ONE FULL YEAR'S TEACHING EXPERIENCE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: THE DATE AND NATURE OF THE GENERAL BALLOT IS ANNOUNCED THRU THE COLLEGE'S STUDENT-COMMUNICATION CHANNELS

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: THE CO-CHAIRMAN OF THE SENIOR WEEK APPOINTS A CHAIRMAN AND HE IN TURN SELECTS THE COMMITTEE MEMBERS. THIS AD HOC COMMITTEE CONSISTS OF ONE STUDENT FROM EACH MAJOR FIELD.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE REPRESENTATIVE FROM EACH FIELD TALLIES THE VOTES CAST BY STUDENTS IN HIS FIELD. THE AMOUNT OF VOTES AND THE COMMENTS ON THE BALLOT INFLUENCE HIM WHEN HE SUBMITS A MAXIMUM OF THREE NOMINEES TO THE COMMITTEE AS A WHOLE. AFTER GENERAL DISCUSSION, THE REPRESENTATIVE OF EACH FIELD CASTS A BALLOT. ON THE BALLOT HE LISTS THREE NAMES. THE TEACHERS RECEIVING THE THREE HIGHEST NUMBER OF VOTES RECEIVES THE AWARD.

NAME OF THE INSTITUTION: UNIVERSITY OF VERMONT, COLLEGE OF MEDICINE

NAME OF THE AWARD: TEACHER OF THE YEAR

ADMINISTRATOR: THE PRESIDENT OF THE SENIOR CLASS

NATURE OF THE AWARD: A PLAQUE IS GIVEN TO THE RECIPIENT

YEAR THE AWARD WAS FIRST GIVEN: 1958-59

SOURCE OF FUNDS FOR THE AWARD: STUDENT ACTIVITY FUND

GROUPS PRIMARILY INVOLVED IN THE SELECTION PROCESS: STUDENTS

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: MEMBERS OF THE SENIOR CLASS

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: NONE

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: THROUGH THE CO-OPERATION OF THE COLLEGE'S CLERICAL STAFF, A CIRCULAR WHICH CONTAINS THE NAMES OF THE FACULTY MEMBERS IS SENT TO EACH SENIOR. STUDENTS ARE REQUESTED TO LIST TEN OUTSTANDING TEACHERS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: MEMBERS OF THE SENIOR CLASS

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: THE TEACHERS RECEIVING THE TEN HIGHEST NUMBER OF VOTES FROM THE FIRST BALLOT ARE LISTED ON A SECOND BALLOT. EACH SENIOR IS ASKED TO VOTE FOR ONE NOMINEE. THE TEACHERS RECEIVING THE FIVE HIGHEST NUMBER OF VOTES PROVIDE THE NAMES FOR THE THIRD BALLOT. THE TEACHERS RECEIVING THE THREE HIGHEST NUMBER OF VOTES CONSTITUTE THE NAMES ON THE LAST BALLOT.

NAME OF THE INSTITUTION: WORCESTER POLYTECHNIC INSTITUTE

NAME OF THE AWARD: BOARD OF TRUSTEES AWARD FOR OUTSTANDING TEACHING

ADMINISTRATOR: CHAIRMAN OF THE FACULTY COMMITTEE FOR IDENTIFYING OUTSTANDING TEACHERS

AMOUNT OF THE AWARD: FIVE HUNDRED DOLLARS

YEAR THE AWARD WAS FIRST GIVEN: 1960

SOURCE OF FUNDS FOR THE AWARD: PERSONAL FUNDS OF THE TRUSTEES

GROUPS PRIMARILY INVOLVED IN THE SELECTION: FACULTY

INDIVIDUALS OR GROUPS QUALIFIED TO MAKE NOMINATIONS: FACULTY MEMBERS*

ACADEMIC QUALIFICATIONS OR RESTRICTIONS ON THE CANDIDATES: DEPARTMENT CHAIRMEN ARE NOT ELIGIBLE UNLESS THEY ARE SPENDING MORE THAN HALF THEIR INSTITUTIONAL TIME TEACHING. MEMBERS OF THE SELECTION COMMITTEE ARE INELIGIBLE.

PUBLICITY STRATEGIES USED TO OBTAIN NOMINATIONS: THE CHAIRMAN OF THE SELECTION COMMITTEE SENDS A LETTER TO ALL FACULTY MEMBERS WHICH INFORMS THEM OF THEIR ELIGIBILITY TO MAKE NOMINATIONS.

GROUPS QUALIFIED OR RESPONSIBLE FOR SELECTING THE RECIPIENT FROM THE NOMINEES: A FACULTY COMMITTEE OF SEVEN THAT IS APPOINTED BY THE DEAN OF THE FACULTY, THE VICE PRESIDENT OF THE INSTITUTE.

PROCEDURES USED TO SELECT THE AWARD WINNER FROM THE NOMINEES: AFTER A GENERAL DISCUSSION OF THE NOMINEES, A SECRET PREFERENTIAL BALLOT IS CONDUCTED. THE NOMINEES RECEIVING THE TWO HIGHEST NUMBER OF VOTES ARE IDENTIFIED. A SECOND SECRET BALLOT DETERMINES THE AWARD NOMINEE. NOMINEES, OTHER THAN THE WINNER, ARE NOT DISCLOSED PUBLICLY. THE COMMITTEE NOMINEE MUST BE APPROVED BY THE TRUSTEES. (THERE IS NO RECORD OF REFUSAL)

* IN 1968-69 STUDENTS WILL BE ELIGIBLE TO MAKE NOMINATIONS

DESCRIPTION OF NATIONAL TEACHING AWARDS

NAME OF THE AWARD: COLLEGE CHEMISTRY TEACHER AWARD

NAME OF THE DIRECTOR OF THE AWARD:

DR. WILLIAM E. CHAGE, DIRECTOR OF EDUCATION
MANUFACTURING CHEMISTS ASSOCIATION
1825 CONNECTICUT AVENUE, NORTH WEST
WASHINGTON, D.C. 20009

INQUIRIES SHOULD BE SENT TO:

SEE ABOVE

AMOUNT OF THE AWARD: \$1,000

NUMBER OF ANNUAL RECIPIENTS: THREE. TWO ARE GIVEN TO FACULTY MEMBERS FROM FOUR-YEAR INSTITUTIONS; ONE TO A FACULTY MEMBER AT A TWO-YEAR INSTITUTION.

SOURCE OF FUNDS: MANUFACTURING CHEMISTS ASSOCIATION

YEAR THE AWARD WAS ESTABLISHED: 1957

CRITERIA: "THE JUDGES--A PANEL OF DISTINGUISHED EDUCATORS--SEEK TEACHERS WHO HAVE IMBUED STUDENTS WITH AN INTEREST IN CHEMISTRY, INSPIRED THEM TO SERIOUS INTELLECTUAL EFFORT, AND NUTURED THE INTEREST INTO A CONTINUING EDUCATION.

"IT HAS BEEN SAID THAT THE BEST TEACHERS ARE YOUNG MEN AND MEN WHO NEVER GET OLD--MEN WHO GROW IN KNOWLEDGE WITHOUT FALLING IN SPIRIT. SUCH TEACHERS GIVE TO THE WORLD GENERATION AFTER GENERATION OF YOUNG PEOPLE WITH THE KNOWLEDGE, JUDGMENT, AND DRIVE TO PERFORM SUPERBLY IN THE CAREERS THEY CHOOSE.

"ONE MEASURE OF A TEACHER'S SUCCESS IS THE QUALITY OF THE STUDENTS HE HAS PRODUCED. THIS THE CHEMIST IN INDUSTRY UNDERSTANDS, AND THIS HE HONORS WITH JOY . . . THESE MEN (TEACHERS) ARE THE CATALYSTS OF THEIR PROFESSION."

RESTRICTIONS ON NOMINEES: PROFESSORS EMERITUS ARE NOT ELIGIBLE. A MINIMUM OF TEN YEARS SERVICE IN UNDERGRADUATE TEACHING IN CHEMISTRY, CHEMICAL ENGINEERING, OR ALLIED COURSES IS REQUIRED. A NOMINEE MUST BE A FACULTY MEMBER OF AN INSTITUTION GRANTING A BACCALUAREATE DEGREE IN CHEMISTRY OR CHEMICAL ENGINEERING (THIS APPLIES ONLY TO NOMINEES FROM FOUR-YEAR INSTITUTIONS).

SELECTION STRATEGIES: AN ANNOUNCEMENT OF THE AWARDS PROGRAM IS SENT EVERY YEAR TO THE CHEMISTRY DEPARTMENT CHAIRMEN IN ALL FOUR-YEAR INSTITUTIONS OFFERING PROGRAMS IN CHEMISTRY OR CHEMICAL ENGINEERING. IF A DEPARTMENT CHAIRMAN HAS A CANDIDATE WHO MEETS THE AWARD'S CRITERIA, HE GATHERS DOCUMENTATION ON THIS TEACHER AND PRESENTS THE MATERIAL TO THE PRESIDENT OF THE INSTITUTION FOR APPROVAL. IN ADDITION, THE FIFTY HEADS OF GRADUATE CHEMISTRY DEPARTMENTS IN THOSE INSTITUTIONS GRANTING THE LARGEST NUMBER OF ADVANCED DEGREES IN CHEMISTRY ARE ASKED TO SUBMIT THE NAMES OF COLLEGES PROFESSORS WHO HAVE PREPARED THEIR BEST TRAINED AND HIGHLY MOTIVATED STUDENTS. THIS ADDITIONAL METHOD OF ACQUIRING NOMINEES,

OFTEN RESULTS IN THE NOMINATION OF DEPARTMENT HEADS FROM FOUR-YEAR INSTITUTIONS, WHO MIGHT BE HESITANT ABOUT NOMINATING THEMSELVES FOR THE AWARD. ONCE A NOMINEE HAS BEEN IDENTIFIED, HIS COLLEGE PRESIDENT, IF HE CONCURS WITH THE NOMINATION, IS ASKED TO PREPARE DOCUMENTATION THAT PROVES THE NOMINEE MEETS THE AWARD CRITERIA. THIS DOCUMENTATION CONSISTS OF A NOMINATION FORM AND LETTERS OF RECOMMENDATION. THE COMPLETED FORM SUPPLIES THE JUDGES WITH DATA ON THE NOMINEES: AGE, EDUCATION, HONORARY DEGREES, COLLEGE TEACHING RECORD (RANK, COURSES TAUGHT), SPECIAL METHODS OR PROCEDURES EMPLOYED BY THE CANDIDATE WHEN TEACHING, HIS PHILOSOPHY OF EDUCATION, HIS CONTRIBUTIONS TO RESEARCH, EVIDENCE OF HIS SUCCESS IN PREPARING STUDENTS OR GRADUATE STUDY, HIS INFLUENCE ON OTHER COLLEGE OR HIGH SCHOOL TEACHERS, HIS INVOLVEMENT IN SCIENTIFIC SOCIETIES, AND PRESENT ACADEMIC OR PUBLIC RECOGNITION OF THE CANDIDATE'S TEACHING SERVICES. THE PRESIDENT IS DIRECTED TO OBTAIN LETTERS OF REFERENCE FROM NOT MORE THAN TEN FORMER STUDENTS, NOTING THEIR PRESENT POSITION OF WORK. NO MORE THAN FIVE LETTERS OF RECOMMENDATION FROM OTHER PERSONS ARE ALSO SUGGESTED AS EVIDENCE OF THE NOMINEE'S EFFECTIVENESS. THE DIRECTIONS TO THE PRESIDENT NOTED THAT 'SPECIAL WEIGHT IS GIVEN TO TESTIMONY BY MEN AND WOMEN WHO HAVE ACHIEVED NOTABLE STATUS IN THE PROFESSION.' IT IS THE ASSOCIATION'S POLICY NOT TO DISCLOSE THE IDENTITY OF THE THREE JUDGES. HOWEVER, A GLANCE AT THEIR TITLES WOULD TEND TO MAKE ONE ASSUME THAT THEY ARE EMINENTLY QUALIFIED MEN. THE TWO WHO ARE CHEMISTS, HAVE POSITIONS WHICH WOULD SUGGEST THAT THEY ARE PERSONALLY WELL KNOWN TO MOST COLLEGE CHEMISTS AND CONVERSELY KNOW LARGE NUMBER OF COLLEGE CHEMISTRY TEACHERS. THE THIRD JUDGE IS A SCHOLAR IN THE AREA OF HIGHER EDUCATION, AND IS FAMILIAR WITH THE PRACTICE OF GIVING TEACHING AWARDS IN HIGHER EDUCATION. THIS GROUP MAKES THE FINAL DECISION.

NAME OF THE AWARD: DISTINGUISHED SERVICE CITATION FOR EXCEPTIONAL CONTRIBUTIONS TO THE TEACHING OF PHYSICS*

NAME OF THE DIRECTOR: IMMEDIATE PAST PRESIDENT OF THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS

INQUIRIES SHOULD BE ADDRESSED TO:

DR. MARK W. ZEMANSKY, EXECUTIVE SECRETARY
AMERICAN ASSOCIATION OF PHYSICS TEACHERS
335 EAST 45TH STREET
NEW YORK, NEW YORK 10017

NATURE OF THE AWARD: CITATION

NUMBER OF ANNUAL AWARD RECIPIENTS: VARIES FROM TWO TO SEVEN

SOURCE OF FUNDS: AMERICAN ASSOCIATION OF PHYSICS TEACHERS

YEAR ESTABLISHED: 1953

CRITERIA FOR SELECTION: "EXCEPTIONAL CONTRIBUTIONS TO THE TEACHING OF PHYSICS" INDICATIONS OF CONTRIBUTIONS MIGHT INCLUDE: AUTHORSHIP OF ARTICLES RELATIVE TO THE TEACHING OF PHYSICS PUBLISHED IN THE PHYSICS TEACHER, OR THE AMERICAN JOURNAL OF PHYSICS; CREATION OF INSTRUCTIONAL MATERIALS SUCH AS MANUALS OR TEXTBOOKS; OR ACTIVITIES WITHIN THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS THAT WOULD IMPROVE THE INSTRUCTION OF PHYSICS.

RESTRICTIONS OR QUALIFICATIONS OF THE NOMINEES: RECIPIENTS MUST BE COLLEGE TEACHERS OF PHYSICS

SELECTION STRATEGIES: THE ASSOCIATION'S COMMITTEE ON AWARDS CONSISTING OF THE PRESIDENT, THE SECRETARY, THE MOST RECENT LIVING RECIPIENT OF THE OERSTEAD MEDAL, THE SENIOR MEMBER AT-LARGE OF THE EXECUTIVE BOARD AND THE IMMEDIATE PAST PRESIDENT OF THE ASSOCIATION IS CHARGED WITH IDENTIFYING THE AWARD RECIPIENT. THE PAST PRESIDENT OF THE EXECUTIVE BOARD SERVES AS THE COMMITTEE CHAIRMAN. NOMINATIONS ARE MADE BY ASSOCIATION MEMBERS. IF A COLLEAGUE OR STUDENT WISHES TO NOMINATE A TEACHER, THEY MUST INITIATE A NOMINATION LETTER. AFTER A READING OF THE NOMINATING LETTERS, THE COMMITTEE SINGLES OUT ONE NOMINEE AS THE OERSTEAD MEDALIST. A DISTINGUISHED SERVICE CITATION IS GIVEN TO THOSE OTHER NOMINEES WHOSE CONTRIBUTION TO THE TEACHING OF PHYSICS WAS SO SIGNIFICANT THAT IT MERITED THE ASSOCIATION'S RECOGNITION.

*MUCH OF THE DATA ON THIS AWARD IS IDENTICAL WITH THAT REPORTED ABOUT THE OERSTEAD AWARD, AS THE CITATIONS ARE GIVEN TO A SMALL PERCENTAGE OF THOSE NOMINATED FOR THE OERSTEAD.

NAME OF THE AWARD: E. HARRIS HARBISON AWARD FOR DISTINGUISHED TEACHING

NAME OF THE DIRECTOR OF THE AWARD:

DR. VICTOR BUTTERFIELD
CENTER FOR ADVANCED STUDIES
WESLEYAN UNIVERSITY
MIDDLETOWN, CONNECTICUT 06457

INQUIRIES SHOULD BE SENT TO:

HARBISON AWARD BOARD OF SELECTION
THE DANFORTH FOUNDATION
222 SOUTH CENTRAL AVENUE
ST. LOUIS, MISSOURI 63105

AMOUNT OF THE AWARD: \$10,000

NUMBER OF ANNUAL RECIPIENTS: TEN

SOURCE OF FUNDS: DANFORTH FOUNDATION

YEAR THE AWARD WAS ESTABLISHED: 1962

CRITERIA: "INDIVIDUALS TO BE CONSIDERED SHOULD BE OUTSTANDING IN THE ART OF TEACHING, IN THE SIGNIFICANCE OF THEIR SCHOLARLY CONTRIBUTION, IN THEIR CONCERN FOR THE STUDENT AS AN INDIVIDUAL AND IN THEIR COMMITMENT TO ETHICAL AND SPIRITUAL VALUES."

RESTRICTIONS ON NOMINEES: NOMINEES MUST BE UNDER 50, AND HAVE TAUGHT COLLEGE FULL TIME FOR FIVE YEARS.

SELECTION STRATEGIES:

INVITATIONS TO CANDIDATES ARE SENT TO:

1. DANFORTH FELLOWS IN THEIR FIRST AND FOURTH YEAR
2. COLLEGE PRESIDENTS OF INSTITUTIONS INCLUDED IN THE DIRECTORY OF DANFORTH ASSOCIATES. (THE PRESIDENTS ARE CONTACTED OVER A THREE YEAR CYCLE.)
3. FORMER AWARD WINNERS
4. KENT FELLOWS
5. ADVISORS TO THE DANFORTH FOUNDATION
6. INDIVIDUALS WHO HAVE CONTACTED THE FOUNDATION AND INQUIRED ABOUT THE AWARD PROGRAM

ALL COLLEGE TEACHERS WHO HAVE BEEN NOMINATED ARE ASKED TO SUBMIT THE DATA TO ASSIST THE SELECTION COMMITTEES:

1. THE NAMES OF THE FOLLOWING REFERENCES:

- A. HIS DEPARTMENT HEAD
- B. AN ADMINISTRATOR WHO CAN SPEAK OF HIS SCHOLARSHIP AND TEACHING
- C. THREE STUDENTS WHO HAVE COMPLETED THEIR WORK WITH HIM TWO YEARS AGO

- D. AN AUTHORITY IN HIS DISCIPLINE, WHO DOES NOT TEACH AT THE NOMINEE'S INSTITUTION
2. A LIST OF PUBLICATIONS, AND A REPRINT OF ONE WORK
3. HIS PROFESSIONAL VITA INCLUDING: DEGREES, PROFESSIONAL POSITIONS, AWARDS, ETC.
4. (OPTIONAL) A STATEMENT OF WHAT THE NOMINEE BELIEVES TO BE SOME OF THE MOST ESSENTIAL ISSUES IN HIGHER EDUCATION TODAY.

The information described above is made available to each member of a Reading Committee. This committee serves for one year and is selected by the Program Director. The members of the committee tend to be individuals with a national reputation. The individuals who were invited to serve on the 1968 selection committee consisted of: Professor Joseph W. Elder, University of Wisconsin; Professor Chadun Dunham, Wesleyan University; Dr. John Silber, Dean of the College of Arts and Sciences, University of Texas; Dr. Fred Berthold, Dartmouth College; and Martha Peterson, President, Barnard College. This committee is responsible for reducing the list of nominees to approximately thirty college teachers.

A visit to the home campus of each of the thirty finalists is made by a college teacher designated by the Program Director. These teachers, referred to as interviewers, are prior recipients of the award or individuals of the professional stature of the Reading Committee. The interviewers are charged with obtaining first-hand information about the teacher's impact on his own campus, his ability as a classroom teacher and the regard with which he is held by faculty colleagues and his students. The nature of the campus and their interviewer's prior relationship with the institution determine how this data is obtained. As a result of his investigation on the campus, the interviewer prepares a report for the Advisory Committee.

The Advisory Committee, which is responsible for selecting the ten

award winners from the list of thirty finalists, weighs the interviewer's reports, and the information generated for the Reading Committee. In past discussions about candidates, the committee has examined factors such as: the candidate's reputation as a scholar; his student's recognition of him as a scholar, his student's recognition of him as a distinguished teacher; the existence of the teacher's concern for both normative as well as factual knowledge; his breadth of knowledge; his style of writing; his moral influence in the community; and his leadership in the academic community.

NAME OF THE AWARD: THE ROBERT A. MILLIKAN LECTURE AWARD

NAME OF THE DIRECTOR: THE IMMEDIATE PAST PRESIDENT OF THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS

INQUIRIES SHOULD BE ADDRESSED TO:

DR. MARK W. ZEMANKSY, EXECUTIVE SECRETARY
AMERICAN ASSOCIATION OF PHYSICS TEACHERS
335 EAST 45TH STREET
NEW YORK, NEW YORK 10017

NATURE OF THE AWARD: DISTINCTION

NUMBER OF ANNUAL AWARD RECIPIENTS: ONE

SOURCE OF FUNDS: PRENTICE-HALL, INC.

YEAR THE AWARD WAS ESTABLISHED: 1965

CRITERIA FOR SELECTION: "THE LECTURER IS CHOSEN EACH YEAR . . . TO BE HONORED BY THE ASSOCIATION FOR HIS CREATIVE WORK IN THE TEACHING OF PHYSICS."

RESTRICTIONS OR QUALIFICATIONS OF THE NOMINEE: RECIPIENTS MUST BE COLLEGE TEACHERS OF PHYSICS.

SELECTION STRATEGIES: THE SELECTION PROCESS EMPLOYED FOR THIS AWARD IS IDENTICAL TO THAT USED TO DETERMINE THE WINNER OF THE OERSTEAD MEDAL. THE OERSTEAD MEDAL IS AWARDED AT THE WINTER MEETING OF THE ASSOCIATION, THE MILLIKAN LECTURE AWARD IS GIVEN AT THE SUMMER MEETING OF THE ASSOCIATION.

NAME OF THE AWARD: WESTERN ELECTRIC FUND AWARD FOR EXCELLENCE IN INSTRUCTION OF ENGINEERING STUDENTS

NAME OF THE DIRECTOR OF THE AWARD: THE PROGRAM IS ADMINISTERED BY THE THE AMERICAN SOCIETY FOR ENGINEERING EDUCATION, A PROFESSIONAL ASSOCIATION OF APPROXIMATELY 12,000 MEMBERS WHICH IS INDEPENDENT OF WESTERN ELECTRIC. THE ACTUAL SELECTION IS CONDUCTED BY FACULTY MEMBERS IN SPECIFIC GEOGRAPHICAL SECTIONS. SECTIONAL ORGANIZATIONS OF THE SOCIETY INCLUDE: GULF-SOUTHWEST; ILLINOIS-INDIANA; MIDDLE ATLANTIC; MIDWEST; PACIFIC NORTHWEST; ROCKY MOUNTAIN; SOUTHEASTERN; NORTH CENTRAL; NEW ENGLAND; NORTH MIDWEST; PACIFIC SOUTHWEST; AND UPPER NEW YORK-ONTARIO, QUEBEC.

INQUIRIES SHOULD BE SENT TO:

ASSISTANT SECRETARY, PROJECTS
AMERICAN SOCIETY FOR ENGINEERING EDUCATION
2100 PENNSYLVANIA AVENUE, N.W.
WASHINGTON, D.C. 20037

AMOUNT OF THE AWARD: \$500

NUMBER OF ANNUAL RECIPIENTS: EIGHTEEN. TWO EACH ARE AWARDED FROM THE SIX LARGEST SECTIONS; ONE EACH, FROM THE OTHER SECTIONS

SOURCE OF FUNDS: WESTERN ELECTRIC FUND

YEAR THE AWARD WAS ESTABLISHED: 1965

CRITERIA: AMONG THE CRITERIA WHICH THE SECTION AWARD COMMITTEE SHALL CONSIDER ARE:

"THE TEACHER AS AN INDIVIDUAL

1. HE SHOULD POSSESS A BROAD AND ACCURATE KNOWLEDGE OF HIS SUBJECT AREA AND HAVE THE ABILITY TO EXPRESS IT.
2. HE SHOULD POSSESS SELF-CONFIDENCE TO THE EXTENT THAT HE IS SURE OF HIMSELF AND ABLE TO MEET DIFFICULTIES WITH POISE, THUS CREATING A FEELING OF COMPLETE HARMONY BETWEEN HIMSELF AND HIS STUDENTS.
3. HE SHOULD POSSESS A SENSE OF PROPORTION IN THAT HE STRESSES THE FUNDAMENTAL TOPICS AND DISREGARDS THE TRIVIAL DETAILS. HIS ASSIGNMENTS SHOULD CHALLENGE THE STUDENTS TO THE EXTENT THAT THINKING IS DEMANDED OF THEM IN THE COMPLETION OF THE ASSIGNMENTS.
4. HE SHOULD HAVE DEMONSTRATED SUCH AN INTENSE INTEREST IN AND ENTHUSIASM FOR THE SUBJECT HE IS TEACHING THAT HE MOTIVATES HIS STUDENTS TO THEIR MAXIMUM ACCOMPLISHMENTS.
5. HE SHOULD AVAIL HIMSELF FOR COUNSELING WHILE THE STUDENT IS IN HIS CLASS AND LATER WHEN THE STUDENT COMES TO THE CAMPUS TO SEEK HIS GUIDANCE.

"HIS CONTRIBUTIONS TO THE PROFESSION

1. THE PUBLICATION OF HIS ORIGINAL WORK THROUGH ANY INFORMATION MEDIUM.

2. HIS PARTICIPATION IN THE DEVELOPMENT OF COURSES OR CURRICULA.
3. HIS DEVELOPMENT OF A GENERALLY APPLICABLE MODEL SUCH AS CONCEPTUAL, MATHEMATICAL, OR PROBABILITY.
4. HIS CONTRIBUTION TO THE IMPROVEMENT OF LABORATORIES OR OTHER FACILITIES.
5. HIS DEVELOPMENT OF TEACHING EQUIPMENT OR HIS DEVELOPMENT OF A WIDER APPLICATION OF TEACHING EQUIPMENT PREVIOUSLY DEVELOPED."

RESTRICTIONS ON NOMINEES: TEACHERS IN ANY SUBJECT AREA (INCLUDING HUMANISTIC AND SOCIAL STUDIES) IN THE ENGINEERING CURRICULUM OF A FOUR-YEAR INSTITUTION LEADING TO AN ENGINEERING DEGREE OR A FOUR-YEAR INSTITUTION WITH AN APPROVED PRE-ENGINEERING PROGRAM FEEDING THE ENGINEERING COLLEGES ARE ELIGIBLE.

SELECTION STRATEGIES: AN INFORMATION FLYER WHICH CONTAINS A NOMINATION FORM IS SENT TO THE ACTIVITY COORDINATOR OF EACH OF THE COLLEGES WHICH HAVE MEMBERS IN THE AMERICAN SOCIETY FOR ENGINEERING EDUCATION. AN ANNOUNCEMENT OF THE AWARD PROGRAM AND INFORMATION ABOUT THE NOMINATION PROCESS IS PUBLISHED IN THE ASSOCIATION'S MAGAZINE: JOURNAL OF ENGINEERING EDUCATION. APPROXIMATELY FIFTY PER CENT OF ALL COLLEGE TEACHERS OF ENGINEERING RECEIVE THIS PUBLICATION. NOMINATIONS CAN BE MADE BY ANY MEMBER, HOWEVER HE MUST NOMINATE A TEACHER FROM HIS OWN SECTION. THE INDIVIDUAL MAKING THE NOMINATION COMPLETES A NOMINATION FORM THAT PROVIDES DATA ABOUT THE NOMINEE'S AGE, PRESENT POSITION, AS WELL AS HIS EARNED AND HONORARY DEGREES. IN ADDITION, THE NOMINATOR SUBMITS DOCUMENTATION OF HIS CANDIDATE'S FULFILLMENT OF THE ASSOCIATION'S CRITERIA. QUOTATIONS FROM LETTERS OF STUDENTS AND COLLEAGUES AND REFERENCES TO PUBLICATIONS ARE MENTIONED AS DOCUMENTATION IN THE ASSOCIATION'S NOMINATION FORM. WITHIN THE CONFINES DESCRIBED ABOVE, EACH SECTION FUNCTIONS RELATIVELY AUTONOMOUSLY IN DETERMINING THE SECTION AWARD WINNER(S). IN THE NEW ENGLAND SECTION, ELECTED SECTION CHAIRMAN IS CHARGED WITH CREATING AN AD HOC COMMITTEE OF FOUR. TRADITIONALLY IT HAS BEEN CHAIRED BY THE PAST SECTION CHAIRMAN WHO CONFERS WITH THE PRESENT SECTION CHAIRMAN AND IDENTIFIES THREE TEACHERS OR ADMINISTRATORS WHO WOULD BE FAMILIAR WITH TEACHERS IN THE SECTION. THIS GROUP SELECTS THE AWARD RECIPIENTS.

FOOTNOTES

- (1) Francis C. Byrnes and John X. Jamrich, "Survey of Policies and Practices Relating to Improved Instruction," REPORT BY THE SUB-COMMITTEE ON IMPROVEMENT OF INSTRUCTION OF THE COMMITTEE ON STUDIES (Washington: American Association of Colleges for Teacher Education, 1962), p. 19.
- (2) Alexander W. Astin and Calvin B. T. Lee, "Current Practices in the Evaluation and Training of College Teachers," EDUCATIONAL RECORD, 47:3 (Summer, 1966), p. 2373.
- (3) Ibid.
- (4) "First Winners of the Danforth Award for College Teachers," SATURDAY REVIEW, 46:65 (March 23, 1963), p. 65.
- (5) Bulletin from the University of Connecticut: "Alumni Association Rewards for Faculty Excellence in Teaching and Research," Undated, not numbered.
- (6) Personal correspondence from Father Charles F. Donovan, S.J., Dean of Faculties, Boston College. February 8, 1967.
- (7) REPORT TO THE TRUSTEES OF THE DANFORTH FOUNDATION: E. H. HARBISON AWARD FOR DISTINGUISHED TEACHING. Submitted by Robert Birney and John Ahern, Undated, mimeographed.
- (8) NOMINATION FOR COLLEGE CHEMISTRY TEACHERS AWARD. Undated form of the Manufacturing Chemists Association.
- (9) "Teaching" (subtitled "To Protest with a Passion") TIME, 87:80 (May 6, 1966).

CHAPTER 6

COMPARISON OF THE CHARACTERISTICS OF COLLEGE TEACHERS
SELECTED BY TWO DIFFERENT SELECTION PROCESSES

CHAPTER 6

INTRODUCTION

Prior to contrasting award recipients with larger populations of college teachers, this study wished to measure the degree of uniformity of characteristics of recipients identified by two different selection processes. As was noted in the previous chapter, the award programs can be divided into two types. The first type restricts the power to nominate and to make the final decision to students. The second type either includes faculty members in the decision-making process or excludes students from any decision-making activity. The first type will be referred to as "Student selected"; the second type, as "Non-student selected." The student selected programs are those grouped in the top left hand quadrant of Chart 5 - 1. The non-student selected programs can be found in the remaining three quadrants. Details of the selection procedures of individual programs can be found at the end of the preceding chapter.

Uniformity between the groups of recipients will be measured by examining the proportional distribution of characteristics between the two groups. For example, if five per cent of the college teachers who were selected as outstanding teachers in student selected programs were over sixty-five years old, then one would assume that if both groups were uniform, that approximately five per cent of the recipients of non-student selected awards would also be over sixty-five years old. If not, then there would be evidence to suggest that the groups were not uniform. If an examination of a number of characteristics indicated that there are substantial differences in distributions within characteristics then it would have to be said that, in terms of characteristics measured, the

groups are not similar and that it might not be of value to combine the two groups together.

The data to be evaluated in this chapter includes characteristics relative to the recipient's personal background, institutional status, institutional involvement and involvement in teaching. Each characteristic will be examined independently. The chapter will conclude with a discussion of the characteristics grouped under the appropriate general category. Each characteristic will be analyzed by the use of matrixes whose row headings will be "Student Selected" and "Non-Student Selected." Matrixes will be constructed for frequency distributions, table percentages, row percentages and column percentages. To facilitate comparison between the statistical material and the prose, the discussion of each characteristic will immediately precede the statistical analysis of the particular characteristic.

The BMD20S program (1) on file at the University of Massachusetts Computer Center was used to tabulate the data. The Chi-Square test of significance will be employed for those matrixes in which the distribution of observations is sufficient to follow the general principle: "In using the Chi-Square tables, reference is made only to the number of categories and not to the total number of observations. However, in order that the approximation of the distribution to that in Table A - 6a be close, the sample size N must be sufficiently large so that none of the F's is less than one and not more than 20% of the F's are less than five."(2)

As it was impossible to predict which characteristics could be legitimately analyzed with a Chi-Square, the computer computed a statistic for each category. Use of other descriptive statistical tools, such as the mean, median and mode will also be employed where appropriate.

Additional data, generated from questions prepared from the previously reviewed Eckert and Stecklin study, will also be studied. It deals with the recipient's job motivations and satisfactions. None of these questions produced the type of frequencies that could be analyzed with a Chi-Square statistic. An examination of the frequency of responses to the items, as well as the percentage of recipients who checked a particular response, should allow the reader to make certain tentative conclusions about the similarity of the two groups in terms of career motivations and job satisfactions.

DISTRIBUTION OF RECIPIENTS BY AWARD AND INSTITUTIONAL CHARACTERISTICS

The recipients who responded were grouped by their type of award: local or national; their type of institution: public university, college or private university; and by size: large university, small university, large college, and small college to determine the distribution of student selected recipients and non-student selected recipients in these classes. Tables 6 - 1, 6 - 2, and 6 - 3 which follow, report the results of this analysis. The distribution, in most classes, is proportional. Forty-three respondees are student selected recipients; forty are non-student selected. Of the non-student award recipients, seventeen were recipients of national awards, twenty-three were recipients of local awards. See TABLE 6 - 1. The Table Percentage in TABLE 6 - 2 shows an even distribution among types of institutions from which respondees originate. The relationship of the frequencies is such that at the 5% of significance we can not assume that they come from different populations. TABLE 6 - 3's Table Percentage shows that the distribution between student and non-student selected recipients was not proportional when analyzed by size. Although the breakdown is not symmetrical, the existence of a number of similarities between the groups would seem to mitigate quantitative differences. For example, the majority of the recipients from both types of programs are at small universities; less than ten per cent of the recipients in either type of program are to be found in large universities; and the differences between ratios of recipients at small colleges is negligible. Thus, it could be said from the data on TABLE 6 - 3, of both groups that: the majority came from small universities, a far smaller group came from small colleges, and by far the smallest group came from large universities.

TABLE 6 - 1
TABULATION OF THE VARIABLE OF TYPE OF AWARD

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = National Teaching Award
- 2 = Local Teaching Award

FREQUENCY TABLE

	1	2	
1	0	43	43
2	17	23	40
	17	66	83

CHI-SQUARE 22.9322

DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	518	518
2	205	277	482
	205	795	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	1000	1000
2	425	575	1000
	205	795	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	652	518
2	1000	348	482
	1000	1000	1000

TABLE 6 - 2
TABULATION OF THE VARIABLE OF INSTITUTIONAL TYPE

ROW CODES:

- 1 = Recipient Selected in a Student-Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Public University
- 2 = College
- 3 = Private University

FREQUENCY TABLE

	1	2	3	
1	22	9	12	43
2	12	12	16	40
	34	21	28	83
CHI-SQUARE				3.8378
DEGREES OF FREEDOM				2

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	265	108	145	518
2	145	145	193	482
	410	253	337	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	512	209	279	1000
2	300	300	400	1000
	410	253	337	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	647	429	429	518
2	353	571	571	482
	1000	1000	1000	1000

TABLE 6 - 3
TABULATION OF THE VARIABLE OF INSTITUTIONAL SIZE

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Large University
- 2 = Small University
- 3 = Large College
- 4 = Small College

FREQUENCY TABLE

	1	2	3	4	
1	2	32	0	9	43
2	6	22	0	12	40
	8	54	0	21	83

CHI-SQUARE 4.1774
 DEGREES OF FREEDOM 3

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	
1	24	386	0	108	518
2	72	265	0	145	482
	96	651	0	253	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	
1	47	744	0	209	1000
2	150	550	0	300	1000
	96	651	0	253	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	
1	250	593	0	429	518
2	750	407	0	571	482
	1000	1000	0	1000	1000

PERSONAL BACKGROUND:

SEX: TABLE 6 - 4

Too few recipients were women to permit the use of the Chi Square Test. An examination of the distribution within both groups clearly indicates that they are similar--ninety-five percent of both groups are male. Rarely is a recipient a woman.

TABLE 6 - 4
TABULATION OF THE VARIABLE OF SEX

ROW CODES:

1 = Recipient Selected in a Student Administered Program
2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

1 = Male
2 = Female

FREQUENCY TABLE

	1	2		
1	41	2	43	
2	39	1	40	
	80	3	83	
CHI-SQUARE			0.2753	
DEGREES OF FREEDOM			1	

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2		
1	494	24	518	
2	470	12	482	
	964	36	1000	

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2		
1	953	47	1000	
2	975	25	1000	
	964	36	1000	

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2		
1	513	667	518	
2	488	333	482	
	1000	1000	1000	

AGE: TABLE 6 - 5

The small number of frequencies in the extreme classes of the age matrix prevents the use of a Chi-Square test. Few recipients are under thirty or over sixty. Four recipients chose not to disclose their age. None of them were women. Working with the available data, it seems that both groups tend to choose middle-aged recipients. As the data in the Row Percentages of the table indicates, one-third of the recipients of both groups are between 40 and 49 years of age. Despite the fact that both groups find their highest number of recipients in this middle age bracket, the student group has more younger faculty members than does the non-student group. Thirty-four per cent of the student group recipients are between 30 and 39 years of age; whereas only 16% of the non-student group are in this category. A reverse situation occurs in the "50-59" category: 17% of the student group and 32% of the non-student group are to be found here. Despite this tendency, the majority of both groups are between forty and sixty years of age: 54% of the student selected group, 66% of the non-student selected group.

In summary, although the student groups tend to select younger faculty members, the differences in age profiles between the groups is not dramatic. The median and modal recipient of both groups is between forty and forty-nine years of age. Both groups avoid recipients in the extreme categories of age.

MARITAL STATUS: TABLE 6 - 6

Although one resposdee failed to check his marital status, an examination of the Frequency Table indicates that the groups are clearly similar. In the category of "Single, never married," nine are found in the Frequency Table: 4 student selected and 5 non-student selected recipients. The symmetry continues in the married category: 36 student selected recipients, 31 non-student selected recipients. In the "Widowed, divorced, or separated" category are found identical numbers for both groups: 3.

TABLE 6 - 6
TABULATION OF THE VARIABLE OF MARITAL STATUS

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Single, never married
- 2 = Married
- 3 = Widowed, Divorced or Separated

FREQUENCY TABLE

	1	2	3	
1	4	36	3	43
2	5	31	3	39
	9	67	6	82

CHI-SQUARE 0.2898
 DEGREES OF FREEDOM 2

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	49	439	37	524
2	61	378	37	476
	110	817	73	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	93	837	70	1000
2	128	795	77	1000
	110	817	73	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	444	537	500	524
2	556	463	500	476
	1000	1000	1000	1000

RECIPIENT'S EDUCATIONAL LEVEL: TABLE 6 -7

The educational level of the recipients does not discriminate between groups. Sixty-five per cent of the student selected recipients have doctorates, 66% of the non-student groups. As with the variable of age, students chose more recipients who characteristics are similar to students, in this case their recipients had less graduate training. In numerical terms, this tendency has very little effect on the distribution. Only one of the forty-three student selected recipients had less than a master's degree; only four, in total, had less than a master's degree plus one year.

FIELD OF SPECIALIZATION: TABLE 6 - 8

The tabulation of the field of specialization documents the existence of a bias operating within the non-student selected award programs. As was noted in Chapter 5, four of the six national award programs--all non-student selected--are designed to identify distinguished teachers in specific subject matter areas. The fact that there are existing programs in Physics and Chemistry would tend to increase the non-student selected recipients in the field of physical science. This has happened as TABLE 6 - 8 shows.

It is interesting that 28% of the student selected recipients teach social studies. An explanation of why this particular field has such a high percentage of recipients would be mere conjecture. There are a number of fields, besides social science, in which the teacher is exposed to larger numbers of undergraduates.

The codes on the following page have been collapsed. For example, as there were no student selected or non-student selected recipients in the field of agriculture, the classification was not computed.

EDUCATIONAL LEVEL OF SPOUSE: TABLE 6 - 9

The distribution of frequencies for this characteristic fails to show great variation between the education of the wives of the recipients from different selection processes. Although 42% of the student selected recipients had wives with five or more years of college as contrasted with 23% of the non-student selected recipient's wives, when this classification is grouped with the classification: "Completed four years of college," the data reveals that 61% of the recipients selected by students had wives who had at least completed college, as contrasted with 55% of the non-student selected recipients. About one-third of the recipients had wives who did not complete college (S.S. - 28%; N.S.S. - 33%*).

In summary, although the student selected recipients have a disproportionate amount of wives who have had graduate training, when the groups are classified into: no spouse, spouse does not have a college diploma and spouse has a college diploma, the groups appear symmetrical, with the student selected recipients having wives with slightly more college education.

	<u>S.S.</u>	<u>N.S.S.</u>
No Spouse	9%	13%
Spouse does not have a college diploma	28%	33%
Spouse has a college diploma	61%	55%

*As the chapter deals entirely with comparisons between the two different types of programs, abbreviations will be used within brackets and for sub-table headings. S.S. stands for student selected; N.S.S. stands for non-student selected.

EDUCATIONAL LEVEL OF MOTHER: TABLE 6 -10

The distribution of the frequencies in TABLE 6 - 10 suggests that the educational level of the recipient's mother varies widely. The use of eight codes does highlight the existence of nine student selected recipients whose mother did not complete eighth grade, as contrasted with three non-student selected recipients from similar backgrounds. If the data was collapsed into three categories, in which the categories refer to discrete educational experiences, similar proportions become visible:

	<u>S.S.</u>	<u>N.S.S.</u>
No exposure to high school	33%	26%
High School experience, but no college	39%	50%
College experience	26%	25%

Both groups of recipients come from widely varying family educational background. Student selected groups tend to have mothers with less education, although both groups find their median and modal recipient having a mother who completed high school.

EDUCATIONAL LEVEL OF FATHER: TABLE 6 - 11

The data in this table, like the preceding table, also shows that the recipients come from a variety of backgrounds, as measured by parental education. Given the wide distribution of frequencies in the table--the highest frequency is nine--it appears that the groups are more alike between one another than within one another. Repeating the collapsed codes used in the prior discussion, produces different results:

	<u>S.S.</u>	<u>N.S.S.</u>
No exposure to high school	29%	28%
High school, but no college	38%	35%
College experience	32%	38%

A difference is noted in the original categories between the mode and median. For student selected recipients, the median falls precisely between some high school and completed high school; for the non-student selected the median is completed high school. The modal response for student selected recipients is: Some high school; for non-student selected recipients it is Completed high school. The fathers of non-student selected recipients are more likely to have some college experience.

RANK: TABLE 6 - 12

The majority of both groups (S.S. - 53%; N.S.S. - 65%) chose award winners who are professors. Student selected groups do have, however, twice as many recipients at the junior rank, assistant professor or instructor, than do non-student selected recipients.

If the material was placed on two curves, both groups would apex at the same category, but the crests of the curves would vary. The non-student group has its greatest amount of frequencies at the professor level and then begins a rapid decline. There are no instructors who have been selected by non-student programs. The student selected group also has its highest point at the professor level, but then it declines at the level of associate professor, and rises again at the assistant professor level and then drops to the instructor level, where 5% of the recipients are found.

As with some of the prior characteristics discussed, for the characteristic rank, the mode and median are in the same category, but student selected groups are more likely than non-student groups to select teachers who are junior in rank.

TABLE 6 -12
TABULATION OF THE VARIABLE OF RANK

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Professor
- 2 = Associate Professor
- 3 = Assistant Professor
- 4 = Instructor
- 5 = No Ranks Designated
- 6 = Other

FREQUENCY TABLE

	1	2	3	4	5	6	
1	23	8	10	2	0	0	43
2	26	9	5	0	0	0	40
	49	17	15	2	0	0	83
CHI-SQUARE						3.8057	
DEGREES OF FREEDOM						5	

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	
1	277	96	120	24	0	0	518
2	313	108	50	0	0	0	482
	590	205	181	24	0	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	
1	535	186	233	47	0	0	1000
2	650	225	125	0	0	0	1000
	590	205	181	24	0	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	
1	469	471	667	1000	0	0	518
2	531	529	333	0	0	0	482
	1000	1000	1000	1000	0	0	1000

TENURE: TABLE 6 -13

Although the median and modal category is the same for both groups-- recipients tend to have tenure, the proportional distribution varies. Twenty-seven per cent of the student group do not have tenure, whereas only 8% of the non-student group are so labeled. The M.I.T. student selected award is restricted to non-tenure faculty, but this program accounts for only two of the twelve subjects in the student selected, non-tenure classification. The Chi-Square test indicates that at the 5% level of confidence we cannot assume the two groups of recipients come from the same populations. It is more likely that non-tenure recipients will be student selected.

In general, despite the differences in distribution, the large majority--over seventy-two percent of both groups-- of recipients are tenured.

TABLE 6 - 13
TABULATION OF THE VARIABLE OF TENURE

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes, I am on tenure
- 2 = I am not on tenure

FREQUENCY TABLE

	1	2	
1	31	12	43
2	37	3	40
	68	15	83

CHI-SQUARE 5.8286
DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	373	145	518
2	446	36	482
	819	181	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	721	279	1000
2	925	75	1000
	819	181	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	456	800	518
2	544	200	482
	1000	1000	1000

DEPARTMENT CHAIRMANSHIP: TABLE 6 -14

There is no distinction between the groups using the criteria of being a department chairman. The Chi-Square test at the 5% level of confidence substantiates what an examination of the Row Percentages shows, that we cannot assume that the recipients come from different populations.

TABLE 6 - 14
TABULATION OF THE VARIABLE OF DEPARTMENT CHAIRMANSHIP

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = Not a Department Chairman

FREQUENCY TABLE

	1	2	
1	12	31	43
2	11	29	40
	23	60	83
CHI-SQUARE		0.0017	
DEGREES OF FREEDOM		1	

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	145	373	518
2	133	349	482
	277	723	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	279	721	1000
2	275	725	1000
	277	723	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	522	517	518
2	478	483	482
	1000	1000	1000

WORKING ON A DEGREE: TABLE 6 -15

The mean and modal response for both groups are to be found in the "No" category. Over ninety per cent of both groups can be classified as not working on a degree. There were three student selected recipients working on a degree and one non-student selected recipient working on a degree. In this characteristic, the groups are similar.

TABLE 6 - 15
TABULATION OF THE VARIABLE OF WORKING ON A DEGREE

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = No, I am not working on a degree

FREQUENCY TABLE

	1	2	
1	3	39	42
2	1	38	39
	4	77	81

CHI-SQUARE 0.9031
DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	37	481	519
2	12	469	481
	49	951	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	71	929	1000
2	26	974	1000
	49	951	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	750	506	519
2	250	494	481
	1000	1000	1000

TEACHING LOAD: TABLE 6 - 16

If it is valid to say that one has more institutional status if one teaches less than a colleague, a position discussed in Chapter One, then it is clear that the non-student selected recipients have more status. When one contrasts the student selected to the non-student selected teaching loads as measured by credit hours per semester, the student selected recipients have heavier loads.

	<u>Mean</u>	<u>Mode</u>	<u>Median</u>
Student selected	8.3	9	7-9
Non-student selected	6.7	6	6

HOURS OF PREPARATION: TABLE 6 -17

The distribution of credit hours of preparation per semester fails to show the distinction between the groups that teaching load does. Both groups have a median of six hours of preparation and a mode of six hours of preparation. The mean of preparation for student selected recipients is 6.9 credit hours; the mean for non-students is 5.5. The difference in mean is probably caused by the existence of one student selected recipient who had twenty hours of preparation, and a second student selected recipient who had thirteen hours of preparation.

LEVEL TAUGHT: TABLE 6 - 18

The differences between the level taught fails to make a distinction between the two groups. Within each group there is approximately an even distribution between the lower division: freshman and sophomore, and the upper division: juniors and seniors. The presence of four student selected recipients in the graduate division reflects the student award at the University of Vermont Medical School.

TABLE 6 - 18
TABULATION OF THE VARIABLE OF LEVEL TAUGHT

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Lower Division (freshmen and sophomores)
- 2 = Upper Division (juniors and seniors)
- 3 = Graduate Division (graduate or advanced professional)
- 4 = None of the levels specified above

FREQUENCY TABLE

	1	2	3	4	
1	18	21	4	0	43
2	17	19	1	0	37
	35	40	5	0	80

CHI-SQUARE

1.4869

DEGREES OF FREEDOM

3

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	
1	225	263	50	0	537
2	213	238	13	0	463
	438	500	63	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	
1	419	488	93	0	1000
2	459	514	27	0	1000
	438	500	63	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	
1	514	525	800	0	537
2	486	475	200	0	463
	1000	1000	1000	0	1000

COURSE ENROLLMENT IN CLASSES: TABLE 6 - 19

The use of the median and the mode fails to show differences between the two groups. The category with the largest number of frequencies, as well as the category in the middle of the distribution, is a class enrollment of 50 to 99 students. This category contains 23% of the student selected and 34% of the non-student selected recipients.

The data does reveal that in the student selected group there are more teachers with very large classes. Twelve teachers, or 30% of the student selected recipients, have classes of over 100 students, whereas only one teacher or 3% of the non-student selected recipients has a class this size. Conversely, 43% of the non-student selected recipients have classes with a total student enrollment under thirty, whereas only 28% of the student selected recipients have classes this small.

COURSE ENROLLMENT IN LABORATORIES: TABLE 6 - 20

Only about one-third of the recipients responded to this item. It is difficult to make generalizations about frequencies this small distributed among five categories; however, in comparing nine student selected recipients to sixteen non-student selected recipients, it appears that the non-student selected recipients have larger laboratory enrollments.

TABLE 6 - 20
TABULATION OF THE VARIABLE OF
COURSE ENROLLMENT IN LABORATORIES

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Less than 10
- 2 = 10-29
- 3 = 30-49
- 4 = 50-99
- 5 = 100-199
- 6 = 200-299
- 7 = 300-499
- 8 = 500-999
- 9 = Over 999

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	0	5	1	2	0	1	0	0	0	9
2	0	5	4	6	1	0	0	0	0	16
	0	10	5	8	1	1	0	0	0	25

CHI-SQUARE 4.1667
 DEGREES OF FREEDOM 8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	200	40	80	0	40	0	0	0	360
2	0	200	160	240	40	0	0	0	0	640
	0	400	200	320	40	40	0	0	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	556	111	222	0	111	0	0	0	1000
2	0	313	250	375	63	0	0	0	0	1000
	0	400	200	320	40	40	0	0	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	500	200	250	0	1000	0	0	0	360
2	0	500	800	750	1000	0	0	0	0	640
	0	1000	1000	1000	1000	1000	0	0	0	1000

COURSE ENROLLMENT IN INDIVIDUAL INSTRUCTION: TABLE 6 - 21

Fifty-one of the eighty-three recipients indicated that they were involved in individual instruction, such as directing theses. The category employed most by both groups was "Less than 10 students." It was checked by 83% of the student selected recipients and 76% of the non-student selected recipients. Although one student selected recipient indicated he was involved in individual instruction with "100-199" students, the groups seem to be similar.

TABLE 6 - 21
 TABULATION OF THE VARIABLE OF
COURSE ENROLLMENT IN INDIVIDUAL INSTRUCTION

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Less than 10
- 2 = 10-29
- 3 = 30-49
- 4 = 50-99
- 5 = 100-199
- 6 = 200-299
- 7 = 300-499
- 8 = 500-999
- 9 = Over 999

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	25	3	1	0	1	0	0	0	0	30
2	16	5	0	0	0	0	0	0	0	21
	41	8	1	0	1	0	0	0	0	51

CHI-SQUARE 2.9902
 DEGREES OF FREEDOM 8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	490	59	20	0	20	0	0	0	0	588
2	314	98	0	0	0	0	0	0	0	412
	804	157	20	0	20	0	0	0	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	833	100	33	0	33	0	0	0	0	1000
2	762	238	0	0	0	0	0	0	0	1000
	804	157	20	0	20	0	0	0	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	610	375	1000	0	1000	0	0	0	0	588
2	390	625	0	0	0	0	0	0	0	412
	1000	1000	1000	0	1000	0	0	0	0	1000

PUBLISHED A PROFESSIONAL ARTICLE: TABLE 6 - 22a

The majority of both groups of recipients have published a magazine article. Seventy per cent of the student selected recipients and 80% of the non-student selected recipients have published. The Chi-Square test, at the 5% level of confidence, indicates that such a relationship is proportional. Here, as in some other categories discussed earlier, there is a difference in degree but not in kind. Although both sets of recipients publish, 30% of the student selected recipients are "non-productive"; but only 20% of the non-student selected recipients can be so labeled.

TABLE 6 - 22a
 TABULATION OF THE VARIABLE OF
HAVING PUBLISHED A PROFESSIONAL ARTICLE

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes, I have written a professional article or monograph which was published in a professional journal
- 2 = No, I have not had a professional article published

FREQUENCY TABLE

	1	2	
1	30	13	43
2	31	8	39
	61	21	82
CHI-SQUARE			1.0142
DEGREES OF FREEDOM			1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	366	159	524
2	378	98	476
	744	256	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	698	302	1000
2	795	205	1000
	744	256	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	492	619	524
2	508	381	476
	1000	1000	1000

NUMBER OF PROFESSIONAL ARTICLES PUBLISHED: TABLE 6 - 22b

The majority of recipients have published. Of this group, over half have published more than eight articles. The groups appear to have similar publishing records, with the observation that on the low end of the curve, the student selected groups seem to publish more.

TABLE 6 - 22b
TABULATION OF THE VARIABLE OF NUMBER OF ARTICLES PUBLISHED

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

The column headings indicate actual number (9 is used for number of articles beyond 8)

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	2	0	4	2	0	3	1	1	17	30
2	3	1	5	2	2	0	1	1	15	30
	5	1	9	4	2	3	2	2	32	60

CHI-SQUARE 6.4361
 DEGREES OF FREEDOM 8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	33	0	67	33	0	50	17	17	283	500
2	50	17	83	33	33	0	17	17	250	500
	83	17	150	67	33	50	33	33	533	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	67	0	133	67	0	100	33	33	567	1000
2	100	33	167	67	67	0	33	33	500	1000
	83	17	150	67	33	50	33	33	533	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	400	0	444	500	0	1000	500	500	531	500
2	600	1000	556	500	1000	0	500	500	469	500
	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000

*The difference in total between this table and Table 6-22a was caused by one recipient who did not state the number of articles he had published.

THE YEAR THE LAST ARTICLE WAS ACCEPTED FOR PUBLICATION: TABLE 6 - 22c

The questionnaire was mailed in the winter of 1968. An examination of the categories: "1968" and "In press or 1969" on the table, indicates that approximately half (S.S. - 69%, N.S.S. - 49%) of the recipients had published an article within the last eighteen months. The student selected recipients seem to have a more current publishing record. Twenty-three per cent of the non-student selected had not published since 1964; only 7% of the student selected had to look that far into the past for a publication. The existence of older non-student selected recipients does not seem to explain the difference. TABLE 6 - 4 indicates that no more than 6 non-student selected recipients indicated that they were over 60 years of age.

TABLE 6 -- 22c
 TABULATION OF THE VARIABLE OF
THE YEAR THE LAST ARTICLE WAS ACCEPTED FOR PUBLICATION

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = 1968
- 2 = 1967
- 3 = 1966
- 4 = 1965
- 5 = 1964
- 6 = 1963 or earlier
- 7 = In press, or 1969
- 8 = Preparing one
- 9 = Other remarks

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	15	3	0	2	2	2	5	0	0	29
2	11	1	5	2	1	7	4	0	0	31
	26	4	5	4	3	9	9	0	0	60*

CHI-SQUARE 9.7818
 DEGREES OF FREEDOM 8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	250	50	0	33	33	33	83	0	0	483
2	183	17	83	33	17	117	67	0	0	517
	433	67	83	67	50	150	150	0	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	517	103	0	69	69	69	172	0	0	1000
2	355	32	161	65	32	226	129	0	0	1000
	433	67	83	67	50	150	150	0	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	577	750	0	500	607	222	556	0	0	483
2	423	250	1000	500	333	778	444	0	0	517
	1000	1000	1000	1000	1000	1000	1000	0	0	1000

*The difference in total between this table and the preceding one was caused by a student-selected recipient responding to this question by naming his publisher rather than the year of publication.

PUBLISHED A BOOK: TABLE 6 - 23a

Recipients of non-student selected awards seem to be more productive, using the criteria of authorship of books. Fifty-seven per cent of the recipients of non-student selected awards have published a book, as contrasted with thirty-seven per cent of the student selected award recipients. The Chi-Square test substantiates that, in this characteristic at the 5% level of confidence, we cannot assume that the recipients come from different populations.

TABLE 6 - 23a
TABULATION OF THE VARIABLE OF HAVING WRITTEN A BOOK

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes, I have written or co-authored a book
- 2 = No

FREQUENCY TABLE

	1	2	
1	16	27	43
2	23	17	40
	39	44	83
CHI-SQUARE			3.4252
DEGREES OF FREEDOM			1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	193	325	518
2	277	205	482
	470	530	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	372	625	1000
2	575	425	1000
	470	530	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	410	614	518
2	590	386	482
	1000	1000	1000

NUMBER OF BOOKS PUBLISHED: TABLE 6 - 23b

A comparison of the thirty-six award winners who have published books indicates that the non-student group tend to publish more books. Forty per cent of the non-student group had published more than two books, whereas only 25% of the student selected group had this extensive a publishing record.

TABLE 6 - 23b
TABULATION OF THE VARIABLE OF THE NUMBER OF BOOKS PUBLISHED

ROW CODES:

1 = Recipient Selected in a Student Administered Program

2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

Column Headings indicate actual number

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	8	4	2	0	0	2	0	0	0	16
2	8	4	2	2	3	0	1	0	0	20
	16	8	4	2	3	2	1	0	0	36

CHI-SQUARE 7.6500
 DEGREES OF FREEDOM 8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	222	111	56	0	0	56	0	0	0	444
2	222	111	56	56	83	0	28	0	0	556
	444	222	111	56	83	56	28	0	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	500	250	125	0	0	125	0	0	0	1000
2	400	200	100	100	150	0	50	0	0	1000
	444	222	111	56	83	56	28	0	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	500	500	500	0	0	1000	0	0	0	444
2	500	500	500	1000	1000	0	1000	0	0	556
	1000	1000	1000	1000	1000	1000	1000	0	0	1000

*Thirty-nine respondees indicated they had written a book; however, 3 non-student selected recipients had difficulty with this item. One listed "0" books. One said he had written a book, but as it was not yet published he wrote "0" to this item. One recipient said he had written a book, but he failed to volunteer additional information.

THE YEAR THE LAST BOOK WAS PUBLISHED: TABLE 6 - 23c

Dealing with the sub group who have published books, the same trend appears in this category as existed in the similar category, year the last article was published: student selected award winners have a more recent publishing record. Collapsing the codes: "1968" and "In press, 1969," it appears that 50% of the student selected recipients belong in this new, current category, but only 29% of the other group belong here. Also, again the non-student group have a larger group who must go further into the past to locate the publishing date of their last book. Thirty-three per cent of the non-student group had published prior to 1963; but only 25% of the student group belonged in this category.

TABLE 6 - 23c
 TABULATION OF THE VARIABLE OF
THE YEAR THE LAST BOOK WAS PUBLISHED

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = 1968
- 2 = 1967
- 3 = 1966
- 4 = 1965
- 5 = 1964
- 6 = 1963 or earlier
- 7 = In press, or 1969
- 8 = Preparing one
- 9 = Other remarks

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	6	2	2	0	0	4	2	0	0	16
2	3	0	2	3	2	7	3	1	0	21
	9	2	4	3	2	11	5	1	0	37*

CHI-SQUARE 9.5163

DEGREES OF FREEDOM 8

CHI-SQUARE/D.F. 1.1895

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	162	54	54	0	0	108	54	0	0	432
2	81	0	54	81	54	189	81	27	0	568
	243	54	108	81	54	297	135	27	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	375	125	125	0	0	250	125	0	0	1000
2	143	0	95	143	95	333	143	48	0	1000
	243	54	108	81	54	297	135	27	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	667	1000	500	0	0	364	400	0	0	432
2	333	0	500	1000	1000	636	600	1000	0	568
	1000	1000	1000	1000	1000	1000	1000	1000	0	1000

*Although 39 respondees noted they had written a book, two non-student selected recipients failed to note the year of publication.

WORKING ON A DEGREE AT THE INSTITUTION WHERE TEACHING: TABLE 6 - 24

Many of the characteristics studies were exploration into possible relationships. TABLE 6 - 15 shows that only four recipients were working on a degree. As such the division of the recipients into where they are working on the degree results in too few frequencies for any intelligent analysis. What is significant is that recipients, regardless of the source of selection, do not have the dual status of students and teachers.

TABLE 6 - 24
TABULATION OF THE VARIABLE OF WORKING ON A DEGREE
AT THE INSTITUTION WHERE THE RECIPIENT WAS TEACHING

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes, I am working on a degree at the institution where I am teaching
- 2 = I am working on a degree but not at the institution where I am teaching

FREQUENCY TABLE

	1	2	
1	0	4	4
2	0	2	2
	0	6	6*
CHI-SQUARE		0.0000	
DEGREES OF FREEDOM		1	

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	667	667
2	0	333	333
	0	1000	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	1000	1000
2	0	1000	1000
	0	1000	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	667	667
2	0	333	333
	0	1000	1000

*The responses of two recipients are contradictory. In a previous question they stated they were not working on a degree. One was student selected, the other was non student selected.

RECEIVED A BACHELOR'S DEGREE FROM THIS INSTITUTION: TABLE 6 - 25

Thirty-five per cent of the student selected, as contrasted with 21% of the non-student selected recipients, received their Bachelor's degree from the institution where they are now teaching. Both groups find their median and mode in the same category, but the differences between the groups is large enough to deserve comment, even though the Chi-Square test indicates at the 5% level of confidence we cannot assume that the recipients come from different populations.

Student selected recipients are more likely to have had undergraduate experience at the institution where they now teach than non-student selected recipients. However, the majority of both groups were not undergraduates at their teaching institution.

TABLE 6 - 25
TABULATION OF THE VARIABLE OF RECEIVING A
 BACHELOR'S DEGREE FROM THE INSTITUTION WHERE THE RECIPIENT TEACHES

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes, I received my bachelor's degree from the institution where I now teach
- 2 = No, I did not receive my bachelor's degree from this institution

FREQUENCY TABLE

	1	2	
1	15	28	43
2	8	31	39
	23	59	82

CHI-SQUARE 2.0928
 DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	183	341	524
2	98	378	476
	280	720	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	349	651	1000
2	205	795	1000
	280	720	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	652	475	524
2	348	525	476
	1000	1000	1000

RECEIPT OF A HIGHER DEGREE FROM THIS INSTITUTION: TABLE 6 -- 26

One out of four responding recipients earned a higher degree at the institution where they now teach. This relationship exists in both groups.

TABLE 6 - 26
TABULATION OF THE VARIABLE OF RECEIVING ANY DEGREE HIGHER THAN
 A BACHELOR'S DEGREE FROM THE INSTITUTION WHERE THE RECIPIENT TEACHES

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes, I received a degree higher than a bachelor's degree from the institution where I now teach
- 2 = No, I did not receive a degree higher than a bachelor's degree from the institution where I now teach

FREQUENCY TABLE

	1	2	
1	11	32	43
2	10	29	39
	21	61	82
CHI-SQUARE		0.0000	
DEGREES OF FREEDOM		1	

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	134	390	524
2	122	354	476
	256	744	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	256	744	1000
2	256	744	1000
	256	744	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	524	525	524
2	476	475	476
	1000	1000	1000

INTENTION OF REMAINING AT THIS INSTITUTION UNTIL RETIREMENT: TABLE 6 - 27

Dramatic differences between the groups appear in this table. Few, less than 13% in either category responded: "Probably not," when asked if they intended to remain at this institution. Non-student selected recipients show stronger intentions of remaining at the institution: 67% responded "Probably yes," whereas only 37% of the other group responded this way. The majority of the student selected recipients said that they did not know.

TABLE 6 - 27
 TABULATION OF THE VARIABLE OF RECIPIENT'S
INTENTION OF REMAINING AT THIS INSTITUTION UNTIL RETIREMENT

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Probably Yes
- 2 = Probably No
- 3 = Don't know

FREQUENCY TABLE

	1	2	3	
1	16	5	22	43
2	27	5	7	39
	43	10	29	82

CHI-SQUARE 10.4022
 DEGREES OF FREEDOM 2

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	195	61	268	524
2	329	61	85	476
	524	122	354	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	372	116	512	1000
2	692	128	179	1000
	524	122	354	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	
1	372	500	759	524
2	628	500	241	476
	1000	1000	1000	1000

YEARS OF EXPERIENCE: TABLE 6 - 28

Although ten percent of the student selected recipients have taught less than three years, the median and mode classification for both groups of recipients is ten to nineteen years.

TABLE 6 - 28

TABULATION OF THE VARIABLE OF RECIPIENT'S YEARS OF EXPERIENCE

COLUMN CODES:

- 1 = Student Selected Recipients
- 2 = Non-Student Selected Recipients

ROW CODES:

- 1 = 0-1 years
- 2 = 2-3 years
- 3 = 4-9 years
- 4 = 10-19 years
- 5 = 20-29 years
- 6 = 30-39 years
- 7 = Over 39 years

FREQUENCY TABLE

	1	2	
1	0	0	0
2	4	0	4
3	10	7	17
4	44	12	26
5	11	14	25
6	3	3	6
7	0	3	3
	42	39	81

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	0	0
2	49	0	49
3	123	84	210
4	173	140	321
5	136	170	309
6	77	37	74
7	0	37	37
	549	483	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	0	0
2	1000	0	1000
3	548	412	1000
4	578	482	1000
5	440	560	1000
6	500	500	1000
7	0	1000	1000
	549	483	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	0	0
2	95	0	49
3	278	179	210
4	333	303	321
5	262	359	309
6	71	77	74
7	0	77	37
	1000	1000	1000

RECEIPT OF AN OFFER OR AN INQUIRY ABOUT AVAILABILITY: TABLE 6 - 29

The differences between the groups indicated in TABLE 6 - 27, "Intention of Remaining At This Institution Until Retirement" cannot be explained in terms of recipients not having an opportunity to relocate. Approximately sixty percent of both groups (S.S. - 60%, N.S.S. - 68%) had received an offer of a position elsewhere. A Chi Square Test indicates that at the 5% level of confidence we cannot assume that the recipients come from different populations.

TABLE 6 - 29
TABULATION OF THE VARIABLE OF RECIPIENT HAVING
RECEIVED AN OFFER OR INQUIRY ABOUT AVAILABILITY FOR A POSITION ELSEWHERE

ROW CODES:

1 = Recipient Selected in a Student Administered Program

2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

1 = Yes

2 = No

FREQUENCY TABLE

	1	2	
1	26	17	43
2	25	13	38
	51	30	81

CHI-SQUARE	0.2452
DEGREES OF FREEDOM	1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	321	210	531
2	309	160	469
	630	370	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	605	395	1000
2	658	342	1000
	630	370	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	510	567	531
2	490	433	469
	1000	1000	1000

ACTIVELY LOOKING FOR ANOTHER POSITION: TABLE 6 - 30

Neither group possesses any significant amount of teachers who are actively looking for a position. Both groups have a large majority (over 95%) who have indicated that they were not looking for a position elsewhere.

TABLE 6 - 30
TABULATION OF THE VARIABLE OF RECIPIENT ACTIVELY
 LOOKING FOR ANOTHER POSITION FOR THE FALL OF 1970

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes :
- 2 = No

FREQUENCY TABLE

	1	2		
1	2	41	43	
2	0	36	36	
	2	77	79	

CHI-SQUARE 1.7179
 DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2		
1	25	519	544	
2	0	456	456	
	25	975	1000	

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2		
1	47	953	1000	
2	0	1000	1000	
	25	975	1000	

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2		
1	1000	532	544	
2	0	468	456	
	1000	1000	1000	

NOT LOOKING, BUT AM INTERESTED IN ANOTHER POSITION: TABLE 6 - 31

A reduction in the degree of commitment to the institution is noted when the respondees were asked if they would be interested in another position. Although a majority of both groups (S.S. - 64%, N.S.S. - 72%) said no, the remaining teachers, which constitutes a sizable percentage, said yes. The relationship between the two groups is such that at the 5% level of confidence we cannot assume that the recipients come from different populations.

TABLE 6 - 31

TABULATION OF THE VARIABLE OF RECIPIENTS THAT IF NOT ACTIVELY LOOKING, ARE NEVERTHELESS INTERESTED IN ANOTHER POSITION

ROW CODES:

- 1 = Recipient Selected in a Student-Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = No

FREQUENCY TABLE

	1	2	
1	14	25	39
2	10	26	36
	24	51	75

CHI-SQUARE 0.5672
 DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	187	333	520
2	133	347	480
	320	680	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	359	641	1000
2	278	722	1000
	320	680	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	583	490	520
2	417	510	480
	1000	1000	1000

EXPERIENCE AS A FULL-TIME ELEMENTARY TEACHER, SUPERVISOR OR PRINCIPAL:

TABLE 6 - 32

Few recipients have had elementary school teaching experience. No student selected recipients, and four non-student selected recipients replied that they had had experience at this level. Because of the few frequencies, a Chi-Square test was not employed.

TABLE 6 - 32
TABULATION OF THE VARIABLE OF RECIPIENT HAVING EXPERIENCE
AS A FULL TIME ELEMENTARY TEACHER, SUPERVISOR OR PRINCIPAL

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = No

FREQUENCY TABLE

	1	2	
1	0	43	43
2	4	35	39
	4	78	82

CHI-SQUARE 4.6364
DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	524	524
2	49	427	476
	49	951	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	1000	1000
2	103	897	1000
	49	951	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	0	551	524
2	1000	449	476
	1000	1000	1000

EXPERIENCE AS A FULL-TIME SECONDARY SCHOOL TEACHER, SUPERVISOR,
OR PRINCIPAL: TABLE 6 - 33

No difference exists between the groups for this characteristic.

TABLE 6 - 35
 TABULATION OF THE VARIABLE OF
 RECIPIENTS HAVING HAD EXPERIENCE AS A
FULL TIME SECONDARY SCHOOL TEACHER, SUPERVISOR OR PRINCIPAL

ROW CODES:

- 1 = Recipient Selected in a Student-Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = No

FREQUENCY TABLE

	1	2	
1	5	38	43
2	5	34	39
	10	72	82

CHI-SQUARE 0.0272
 DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	61	463	524
2	61	415	476
	122	878	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	116	884	1000
2	128	872	1000
	122	878	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	500	528	524
2	500	472	476
	1000	1000	1000

EXPERIENCE AS A JUNIOR COLLEGE TEACHER: TABLE 6 - 34

Differences exist in this characteristic. Non-student recipients tend to be more likely to have had exposure to junior college teaching experience, but the overwhelming majority of both groups (S.S. - 98%, N.S.S. - 87%) have not had this experience.

TABLE 6 - 34
 TABULATION OF THE VARIABLE OF
 RECIPIENTS HAVING HAD EXPERIENCE AS A
FULL TIME JUNIOR COLLEGE TEACHER OR ADMINISTRATOR

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = No

FREQUENCY TABLE

	1	2	
1	1	42	43
2	5	34	39
	6	76	82

CHI-SQUARE 3.3216
 DEGREES OF FREEDOM 1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	12	512	524
2	61	415	476
	73	927	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	23	977	1000
2	128	872	1000
	73	927	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	167	553	524
2	833	447	476
	1000	1000	1000

EXPERIENCE AS A TEACHING ASSISTANT: TABLE 6 - 35

Although differences appear to exist in this category, the majority of non-student selected recipients have been teaching assistants, but the majority of student selected have not (S.S. - 44.2, N.S.S. - 53.8), the differences are statistically not substantial. The Chi-Square statistic indicates that at the 5% level of significance we cannot assume that the recipients come from different populations. Having been a teaching assistant is hardly discriminatory within groups, and it is only slightly more discriminating between groups.

TABLE 6 - 35
 TABULATION OF THE VARIABLE OF
 RECIPIENTS HAVING HAD EXPERIENCE AS A
PART TIME TEACHING ASSISTANT OR TEACHING FELLOW WHILE IN GRADUATE SCHOOL

ROW CODES:

1 = Recipient Selected in a Student-Administered Program

2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

1 = Yes

2 = No

FREQUENCY TABLE

	1	2	
1	19	24	43
2	21	18	39
	40	42	82
CHI-SQUARE			0.7638
DEGREES OF FREEDOM			1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	232	293	524
2	256	220	476
	488	512	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	442	558	1000
2	538	462	1000
	488	512	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	475	571	524
2	525	429	476
	1000	1000	1000

SEQUENCE OF DECISIONS TO TEACH, TO TEACH COLLEGE AND TO SPECIALIZE:

TABLE 6 - 35

This table attempts to determine the relationship between the recipient's decision to teach, to teach college and to specialize. The analysis of the column percentages shows that there is a rather even distribution among the categories. Half of the non-student selected group (50%), as distinguished from 42% of the other group, decided on their field before they decided to teach. Thirty per cent of the student selected group, and 18% of the non-student selected group made all three decisions simultaneously. The rank orders and the similarity of distribution leads one to suspect that in this category, the groups are more alike than unlike.

TIME OF DECISION TO TEACH: TABLE 6 - 37

No clear cut distinctions can be made about the time when recipients of either or both groups decided to teach. A scanning of the row percentages fails to show any trend or any category that was used by the majority or close to the majority of either group of recipients.

TABLE 6 - 37
TABULATION OF THE VARIABLE OF TIME RECIPIENTS DECIDED TO TEACH

ROW CODES:

- 1 = Recipient Selected in a Student-Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = 8th Grade
- 2 = High School
- 3 = Freshman or Sophomore in college
- 4 = Junior or Senior year
- 5 = Between graduation and graduate school
- 6 = 1st year of graduate work
- 7 = Later graduate work
- 8 = Later in life
- 9 = Other

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	0	4	3	10	4	6	9	4	0	40
2	0	4	2	7	5	6	10	3	0	37
	0	8	5	17	9	12	19	7	0	77

CHI-SQUARE

0.9205

DEGREES OF FREEDOM

8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	52	39	130	52	78	117	52	0	519
2	0	52	26	91	65	78	130	39	0	481
	0	104	65	221	117	156	247	91	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	100	75	256	100	150	225	100	0	1000
2	0	108	54	189	135	162	270	81	0	1000
	0	104	65	221	117	156	247	91	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	500	600	588	444	500	474	571	0	519
2	0	500	400	412	556	500	526	429	0	481
	0	1000	1000	1000	1000	1000	1000	1000	0	1000

TIME OF DECISION TO TEACH COLLEGE: TABLE 6 - 38

The data in the Row Column Percentages seems to indicate that although the student selected group had twice as many recipients who made their decision to teach prior to graduation from college than did the other group, the majority of recipients (S.S. - 58%, N.S.S. - 65%) in both groups did not make their decision to teach college until after they were in graduate school. Both groups seem similar in that recipients made their decision to teach college late in their student experience.

TABLE 6 - 38
TABULATION OF THE VARIABLE OF TIME RECIPIENTS DECIDED TO TEACH COLLEGE

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = 8th Grade
- 2 = High School
- 3 = Freshman or Sophomore in college
- 4 = Junior or Senior year
- 5 = Between graduation and graduate school
- 6 = 1st year of graduate work
- 7 = Later graduate work
- 8 = Later in life
- 9 = Other

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	0	0	2	10	5	6	12	5	0	40
2	0	0	1	5	6	10	10	5	0	37
	0	0	3	15	11	16	22	10	0	77

CHI-SQUARE

3.1606

DEGREES OF FREEDOM

8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	0	26	130	65	78	156	65	0	519
2	0	0	13	65	78	130	130	65	0	481
	0	0	39	195	143	208	286	130	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	0	50	250	125	150	300	125	0	1000
2	0	0	27	135	162	270	270	135	0	1000
	0	0	39	195	143	208	286	130	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	0	0	667	667	455	375	545	500	0	519
2	0	0	333	333	545	625	455	500	0	481
	0	0	1000	1000	1000	1000	1000	1000	0	1000

TIME OF DECISION TO SPECIALIZE: TABLE 6 - 39

The data in the categories in the table fails to show clear cut differences between the groups. A large group of non-student selected recipients made their decision on their field prior to college (S.S. - 11%, N.S.S. - 29%). The tendency to make an early decision on one's field does not grow geometrically for the non-student group. More decisions to specialize occur during the undergraduate years of college for the student selected group (S.S. - 56%, N.S.S. - 36%), than for the non-student selected group, so that both groups have equivalent percentages (65%) of recipients who chose their field of specialization by the time they received their bachelor's degree.

Some of the frequencies in the categories to the far right, those indicating a late decision, hint that a semantic problem may have existed. What is one's field of specialization? Is it English? If so, one normally makes the decision to specialize in English early in one's undergraduate experience. Is one's field Contemporary British Poets? If so, this decision would be made later in one's collegiate experience---perhaps even "later in life." A scanning of the data in the far right section of Column Percentages, as well as the other categories, suggests that proportionate numbers in each group interpreted the term in the same way.

TABLE 6 - 39
 TABULATION OF THE VARIABLE OF TIME
 RECIPIENTS DECIDED ON THEIR FIELD OF SPECIALIZATION

ROW CODES:

- 1 = Recipient Selected in a Student-Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = 8th Grade
- 2 = High School
- 3 = Freshman or Sophomore in college
- 4 = Junior or Senior year
- 5 = Between graduation and graduate school
- 6 = 1st year of graduate work
- 7 = Later graduate work
- 8 = Later in life
- 9 = Other

FREQUENCY TABLE

	1	2	3	4	5	6	7	8	9	
1	4	1	11	12	3	2	7	3	0	43
2	3	8	7	7	5	4	3	1	0	38
	7	9	18	19	8	6	10	4	0	81

CHI-SQUARE

11.2930

DEGREES OF FREEDOM

8

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	49	12	136	148	37	25	86	37	0	531
2	37	99	86	86	62	49	37	12	0	469
	86	111	222	235	99	74	123	49	0	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	93	23	256	279	70	47	163	70	0	1000
2	79	211	184	184	132	105	79	26	0	1000
	86	111	222	235	99	74	123	49	0	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	6	7	8	9	
1	571	111	611	632	375	333	700	750	0	531
2	429	889	389	368	625	667	300	250	0	469
	1000	1000	1000	1000	1000	1000	1000	1000	0	1000

SUMMER SCHOOL TEACHING EXPERIENCE: TABLE 6 - 40

The characteristic of teaching summer school last summer is of no assistance in seeking to establish differences between the two groups. The Chi-Square test statistic indicates that at the 5% level of significance we cannot assume the recipients come from different populations. The differences within the groups are greater than differences between the groups.

TABLE 6 - 40
TABULATION OF THE VARIABLE OF
RECIPIENTS HAVING TAUGHT SUMMER SCHOOL LAST YEAR

ROW CODES:

- 1 = Recipient Selected in a Student Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1 = Yes
- 2 = No

FREQUENCY TABLE

	1	2	
1	25	18	43
2	17	21	38
	42	39	81
	CHI-SQUARE		1.4515
	DEGREES OF FREEDOM		1

TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	309	222	531
2	210	259	469
	519	481	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	581	419	1000
2	447	553	1000
	519	481	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	
1	595	462	531
2	405	538	469
	1000	1000	1000

JOB MOTIVATIONS AND SATISFACTIONS

The questions used in this section of the questionnaire were created by Dr. Ruth Eckert and John Stecklein. Their study employed an open-ended questionnaire; and their coding of the subjective responses of their subjects, Minnesota College Teachers, provided this study with the options recorded on the questionnaire. Their work was of sufficient scope that it is likely that most of the possible responses were included as check-off items in my questionnaire.

Responses to these questions did not allow the use of the BMD20s program. Subjects were told to check off items and were not asked to rank order them. There was one exception and it was treated like the prior characteristics. To facilitate analysis of these unique characteristics, a chart of frequency and percentage of respondees reacting to this item was prepared. In addition, a summary sheet containing the items checked by 25% of either group precedes each table.

In the examination of the data on job motivation and characteristics obtained from the questionnaire, the reader should be sensitive not only to the items that were checked by 25% of the recipients, but also to the items that were ignored by the large majority of recipients. It would be an oversimplification to say that a failure to check an item told us as much as the positive act of checking an item, but it would be ignoring data not to note the similar treatment of a possible response by both groups.

FACTORS INFLUENCING RECIPIENT'S CHOICE OF TEACHING AS A CAREER:

TABLE 6 -40a & b

Responses to this question have been grouped by Eckert and Stecklein into two categories: internal motivational factors and external factors. The table is arranged accordingly. Although no item was checked by the majority of either group, there is a similarity in those responses that were checked by the largest number of recipients. See TABLE 6 - 40a.

The two items chosen by over 25% of the student selected recipients were also chosen by roughly the same per cent of the non-student selected recipients. Even those two items chosen by over 25% of the non-student recipients, but not with the same frequency by the student selected ("Desired to work with college age students," "Felt I could contribute more to field by teaching"), are not far from qualifying for inclusion in the top list of both groups. It is also important to be sensitive to the numbers or quantities we are dealing with in this section. For example, 30% of the non-student group is twelve of the forty non-student selected recipients; 19% of the student selected group is eight out of a total of forty-three.

It is interesting that no external factor was checked with any frequency by either group. See TABLE 6 - 40b. The "Just drifted into college teaching" category responses is surprising, and I offer no explanation for it. With the exception of that response, the groups seem to be alike, with sizable numbers in both groups entering college teaching because of an interest in the subject matter and the desire for an intellectual challenge.

TABLE 6 - 40a

ITEMS CHECKED BY OVER 25% OF THE RECIPIENTS AS FACTORS THAT INFLUENCED THEIR CHOICE OF TEACHING AS A CAREER

<u>Student Selected Recipients</u>			<u>Non-Student Selected Recipients</u>		
<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>	<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>
1	So interested in subject I wanted to continue its study	40%	1	So interested in subject I wanted to continue its study	42%
2	More of an intellectual challenge	35%	2	Desired to work with college age students	35%
			3	More of an intellectual challenge	30%
			4	Felt I could contribute more to field by teaching	30%

Items listed below were tallied by 25% of only one group. The rank and per cent for the other group is shown below for comparison.

- 6. Desired to work with college age students 19%
- 7. Felt I could contribute more to field by teaching 19%

TABLE 6 - 40b
FACTORS THAT INFLUENCED THE RECIPIENTS CHOICE OF TEACHING AS A CAREER

	FREQUENCY		PER CENT	
	Recipients Selected by:		Recipients Selected by:	
	Stu- dents	Non Stu- dents	Stu- dents	Non Stu- dents
<u>External</u>				
High school staff member suggested it	0	1	0%	2%
College teacher recommended it	8	4	19%	10%
College administrator or counselor encouraged me	5	3	12%	7%
Parents, relatives or friends favored it	3	1	7%	2%
Graduate fellowship or assistantship	9	10	21%	24%
College teaching job offered although I had not sought one	8	6	19%	15%
G. I. benefits aid to advanced work	7	4	6%	10%
Armed forces training led me into field	2	1	5%	2%
Husband (wife) was or planned to be a college teacher	0	0	0%	0%
Just "drifted" into college teaching	8	0	19%	0%
<u>Internal</u>				
So interested in subject I wanted to continue its study	17	17	40%	42%
Decided to work with college age students	8	14	19%	35%
Wanted a job with security and prestige	1	3	2%	7%
Felt I could contribute more to field by college teaching	8	12	19%	30%
Wanted to be part of the college academic and social life	6	7	14%	17%
Desired to emulate a certain college professor	9	7	21%	17%
More of an intellectual challenge	15	12	35%	30%
<u>Other</u>	6*	6**	14%	15%

*See next page

TABLE 6 -- 4b(continued)

*By Student Selected Recipients: "The fact that my father who died was a college professor may have had some unrealized influence on my decision. . .Enjoy teaching and practice of (discipline). . . Attracted by freedom and variety." (3 others checked this column by did not specify.)

Additional Observations: "Wanted to do basic research, teaching goes with it."

**By Non Student Selected Recipients: "Retired from industry to take up teaching." (5 others checked this category but did not specify.)

CHIEF SATISFACTIONS OF COLLEGE TEACHING: TABLE 6 - 41a & b

The items "Sheer enjoyment of teaching" and "Freedom and independence of work" attracted equally large number of tallies in both groups. See TABLE 6 - 41a. It is interesting that "Observing student growth," which was a popular response for the student selected recipients, was far less popular with the other group. A comparison was made with a like item in the prior question:

	<u>S.S.</u>	<u>N.S.S.</u>
" . . . INFLUENCED . . . CAREER"		
Desired to work with college age students	19%	35%
" . . . SATISFACTION OF COLLEGE TEACHING"		
Observing student growth	42%	17%

There are a number of possible explanations, including the fact that we are again working with small numbers; but it would seem that when asked to check off "two or three" satisfactions of college teaching that recipients would include a satisfaction dealing with students per se. Thus, the items in the question that include the word "students" or "young people" are segregated below:

	<u>S.S.</u>	<u>N.S.S.</u>
Association with college age students	23	20
Helping young people grow	23	12
Observing student growth	42	17
Opportunities to influence young people	8	6

As the above table indicates that the first two categories may have been checked by many recipients to indicate that one of his satisfactions did relate to involvement with young people, the data was re-analyzed, grouping together all four responses dealing with young people or students

that relate to conditions of work. The purpose of this analysis was to identify how often, if at all, a respondee checked off an item containing the word student or young people:

	<u>S.S.</u>	<u>N.S.S.</u>
NUMBER OF RESPONSES DEALING WITH CONDITIONS OF WORK CHECKED BY RECIPIENTS THAT CONTAIN THE WORDS: STUDENTS OR YOUNG PEOPLE:		
One	52%	45%
More than one, less than three	14%	2%
More than two, less than four	2%	5%
All four*	<u>5%</u>	<u>2%</u>
	73%	54%
None	<u>28%</u>	<u>45%</u>
Total: ROUNDING OFF PREVENTS TOTALS OF 100%		

The re-analysis of the data suggests two things: One, that the difference between the groups in terms of involvement with students remains even though all responses to "student" items are grouped together; and two, that there exists in both groups large numbers of recipients who do not seem to rate involvement with students as a major satisfaction.

The majority of both groups consider involvement with students a major satisfaction, but a student selected recipient is more likely to indicate that it is one of his two or three major satisfactions.

*Some respondees ignored the directions to check "two or three". The "Other" section of TABLE 9 - 41b notes others were equally frustrated by the limitation.

TABLE 6 - 41a

ITEMS CHECKED BY OVER 25% OF THE RECIPIENTS AS CHIEF SATISFACTIONS DERIVED FROM COLLEGE TEACHING

<u>Student Selected Recipients</u>			<u>Non-Student Selected Recipients</u>		
<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>	<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>
1	Sheer enjoyment of teaching	51%	1	Freedom and independence work	50%
2	Observing student growth	42%	2	Sheer enjoyment of teaching	47%
3	Freedom and independence	40%	3	Transmitting knowledge	37%
4	Intellectually stimulating associations	30%	4	Working and studying in own field	32%
5	Sense of social usefulness	30%	5	Intellectually stimulating associations	30%
6	Appreciation expressed by students	26%			

Items listed below were tallied by 25% of only one group. The rank and per cent for the other group is shown below for comparison:

10	Transmitting knowledge	19%	6	Appreciation expressed by students	22%
10	Working and studying in own field	19%	8	Sense of social usefulness	17%
			8	Observing student growth	17%

TABLE 6 - 41b
RECIPIENTS CHIEF SATISFACTIONS DERIVED FROM COLLEGE TEACHING

	<u>FREQUENCY</u>		<u>PER CENT</u>	
	Recipients Selected by:		Recipients Selected by:	
	Stu- dents	Non Stu- dents	Stu- dents	Non Stu- dents
<u>Nature of Work</u>				
Association with college-age students	10	8	23%	20%
Helping young people grow	10	5	23%	12%
Observing students' growth and success	18	7	42%	17%
Transmitting knowledge	8	15	19%	37%
Working and studying in own field	8	13	19%	32%
Opportunities to influence young people	8	6	19%	15%
Sheer enjoyment of teaching	22	19	51%	47%
<u>Working Conditions</u>				
Range and variety of activities	3	5	7%	12%
Able and well-motivated students	5	5	12%	12%
Fine colleagues and administrators	4	1	9%	2%
Intellectually stimulating associations	13	12	30%	30%
Opportunities for research	7	9	16%	22%
Opportunities to attend professional meetings	0	3	0%	7%
Desirable environment	9	7	21%	17%
Freedom and independence in work	17	20	40%	50%
<u>Appreciations and Rewards</u>				
Security (Salary, tenure, etc.)	1	3	2%	7%
Prestige or general recognition	2	3	5%	7%
Sense of social usefulness	12	7	30%	17%
Appreciation expressed by students	11	9	26%	22%
Recognition by administrators	1	1	2%	2%
Personal satisfaction	8	11	19%	21%

Additional Observations by Student Selected Recipients: "Lots of satisfactions. . . Unknown."

Additional Observations by Non Student Selected Recipients: "Could easily check half a dozen of these."

CHIEF DISSATISFACTIONS OF COLLEGE TEACHING: TABLE 6 - 42a & b

The summary TABLE 6 - 42a seems to indicate that there are few dissatisfactions that the recipients agree upon. Contrast the summary TABLE 6 - 41a "Satisfactions . . ." with this table. The directions are identical. The number of options were similar: 25 satisfaction items, 21 dissatisfaction items; yet respondees were far less energetic in checking off items. The mean number of tallies in the Satisfactions table was 4.1 (S.S. - 4.1, N.S.S. - 4.2). Respondees ignored the direction of choosing two or three. In the dissatisfaction question, the mean number of tallies was far lower: 2.1 for student selected, 2.3 for non-student selected. This would seem to hint at a similarity between groups in terms of the depth and uniformity of dissatisfactions. It should be noted that "Other" qualified for inclusion in the over 25% summary table, but three of the eleven non-student selected recipients who checked "Other" explained that they had no dissatisfactions.

Regrouping the data using the three general classifications of Eckert and Stecklein, again shows parallel distribution of responses:

	<u>S.S.</u>	<u>N.S.S.</u>
Demands of work	31%	34%
Working conditions	34%	26%
Rewards and appreciations	24%	29%
Other	11%	11%

TABLE 6 - 42a

ITEMS CHECKED BY OVER 25% OF THE RECIPIENTS AS
MAIN DISSATISFACTIONS WITH COLLEGE TEACHING AS A CAREER

<u>Student Selected Recipients</u>			<u>Non Student Selected Recipients</u>		
<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>	<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>
1	Too much red tape and routine duties	28%	1	Other*	27%
1	Excessive committee work	28%	1	Excessive committee work	27%

Items listed below were tallied by 25% of only one group. The rank and per cent for the other group is shown for comparison:

5 Too much red tape and routine 12% duties

*The items listed "Other" have been analysed in the succeeding table.

TABLE 6 - 42b
RECIPIENTS MAIN DISSATISFACTIONS WITH COLLEGE TEACHING AS A CAREER

	FREQUENCY		PER CENT	
	Recipients Selected by: Stu- dents	Non Stu- dents	Recipients Selected by: Stu- dents	Non Stu- dents
<u>Demands of work</u>				
Too heavy class load	1	1	2%	2%
Too long hours	0	4	0%	10%
Too much preparation	0	0	0%	0%
Too much work outside teaching	1	5	2%	12%
Excessive committee work	12	11	28%	27%
Too much red tape and routine duties	12	5	28%	12%
No time for study	1	4	2%	10%
No opportunities for research	1	1	2%	2%
<u>Working Conditions</u>				
Poor or unmotivated students	6	7	14%	17%
Poor faculty attitudes	5	5	12%	12%
Narrow interests of colleagues	6	3	14%	7%
Poor intra-faculty relations	5	2	12%	5%
No policy making by faculty	1	3	2%	7%
Poor facilities	1	1	2%	2%
No opportunity to attend professional meetings	0	0	0%	0%
Classes too large	7	3	16%	7%
<u>Rewards and Appreciations</u>				
Poor salary	2	3	5%	7%
Low status of profession	2	0	5%	0%
Inadequate appraisal of work	2	1	5%	2%
Little student appreciation	0	1	0%	2%
Little recognition for good teaching	5	3	12%	7%
Little appreciation of contributions	1	2	2%	5%
Degrees overemphasized	3	7	7%	17%
Stress on research too great	7	8	16%	20%
Slow promotions	0	2	0%	5%
<u>Other:</u>	10*	11**	23%	27%

*See next page

TABLE 6-42b (continued)

*By Student Selected Recipients: "The grading system. . .Am I really changing the world. . .Excessive administrative duties. . .Inadequate administrative support and routine housekeeping chores. . .None of these bother me personally, any of them might bother someone else. . . Administrators. . .I made Associate Professor (3 years) but it was my research rather than my teaching that made the difference. . .Very little way to make experimentation in teaching-learning pay off professionally." (Two others checked this category but did not specify.)

**By Non Student Selected Recipients: "None of these. . .None of these, I find the inability to know more than I do frustrating. . .While this page appeals to gripers, there is little real reason for those here at (prestigious undergraduate college) to do so, of course, everyone wants more money, etc. . .Present teaching methods are ineffective. . . Too much phoney interest in research and publication. . .Too much emphasis on research contracts. . .Too much academic bookkeeping. . . Preparing and grading exams. . .Lack of non-professional support, secret draftsmen, etc. . . Too unvaried after 20 years. . .Dissatisfaction with my own failures as a teacher."

The following paragraph was written on the back of one questionnaire:

"Education was formerly dominated by men of honor, courage and seekers of the truth. There are too many men of limited talents who have achieved eminence, and in some cases dominance by the use of chicanery, public relations techniques and plain lying and deceit to make me want to stay in the field." (Signed by a National Awards Winner)

MEASURES TO ENCOURAGE QUALIFIED PEOPLE TO ENTER COLLEGE TEACHING:

TABLE 6 - 43

With the exception of the item "Higher Salaries" there seems to be little difference in measures either group would recommend. Both groups perceive the same factors as encouraging people to enter college teaching.

TABLE 6 - 43a

ITEMS CHECKED BY OVER 25% OF THE RECIPIENTS AS MEASURES THEY WOULD RECOMMEND COLLEGES AND UNIVERSITIES TAKE TO ENCOURAGE QUALIFIED PERSONS TO ENTER COLLEGE TEACHING

<u>Student Selected Recipients</u>			<u>Non Student Selected Recipients</u>		
<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>	<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>
1	Stress on quality of classroom teaching	63%	1	Stress on quality of classroom teaching	52%
2	More recognition of good teaching	42%	2	More recognition of good teaching	42%
3	Higher salaries	35%	3	More clerical help	27%

Items listed below were tallied by 25% of only one group. The rank and per cent for the other group is shown for comparison:

5	More clerical help	16%	5	Higher salaries	15%
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TABLE 6 - 43b
MEASURES THE RECIPIENTS WOULD RECOMMEND THAT COLLEGES AND
 UNIVERSITIES TAKE TO ENCOURAGE QUALIFIED PERSONS TO ENTER COLLEGE TEACHING

	<u>FREQUENCY</u>		<u>PER CENT</u>	
	Recipients Selected by:		Recipients Selected by:	
	Non Stu- dents	Stu- dents	Non Stu- dents	Stu- dents
<u>Recruiting and Preparation</u>				
Broader publicity concerning academic life	9	4	21%	10%
More scholarships and financial aids	6	5	14%	12%
Better "selling" efforts by teachers	3	4	7%	10%
Better counseling and guidance	6	6	14%	15%
Better pre-service training opportunities	1	3	2%	7%
<u>Program Adjustments</u>				
Lighter workloads for teachers	0	2	0%	5%
More time and money for research	2	5	5%	12%
Improved working conditions	1	2	2%	5%
Stress on quality of classroom teaching	27	21	63%	52%
More clerical and other help	7	11	16%	27%
<u>Increased Rewards</u>				
Higher salaries	16	6	37%	15%
More prestige for college teachers	2	2	5%	5%
More recognition of good teaching	18	18	42%	45%
<u>Other</u>	4*	7**	9%	17%

*By Student Selected Recipients: "We have enough people now and too many who go into teaching because they think it is a soft life. . .An opinion only--not applicable to me. . .Ask qualified people in non-academic fields. . .More research opportunities."

Additional Observations: "Access to more students, especially in medical school."

**By Non Student Selected Recipients: "Listen to students. . .Freedom to teach without syllabus. . .More money for research. . .Reform medieval methods, etc. . .Since there is a shortage of teaching jobs, I don't see the relevance of this question. . .Requiring the Ph.D. as a union card to enter field at this time should be eliminated. . .Better respect by administrators of teachers."

MEASURES TO RETAIN FACULTY MEMBERS: TABLE 6 - 44

Differences seem to exist between the two groups. Although both groups agree that "More recognition of good teaching" would retain good faculty members (S.S. - 52%, N.S.S. - 40%), differences exist about the obvious value of "Promotions and other recognition based on merit" (S.S. - 19%, N.S.S. - 40%) and also the use of "Higher Salaries" (S.S. - 37%, N.S.S. - 17%). Differences exist between the two groups that relate to rank and age. An attempt was made to see if rank or age differences between the groups was a cause of the dissimilarity.

ANALYSIS OF RESPONSE: "HIGHER SALARY" BY RANK

<u>Rank</u>	<u>Total Subjects</u>	<u>Checked "Higher Salaries"</u>	
		<u>Frequency</u>	<u>Per Cent</u>
Professor	49	10	20%
Assoc. Professor	17	7	41
Assistant Professor	15	6	40
Instructor	2	0	0

Even ignoring the fact that neither instructor indicated "higher salaries," it appears that rank is really not a better determiner than selection process.

An analysis was then done of those who responded "higher salaries" to determine if interaction between rank and selection process was a better predictor. In this case we are dealing with smaller numbers, (S.S.=16, N.S.S.=7), so that it is possible for the data to be misunderstood.

<u>Rank</u>	<u>Checked response/total in the category</u>		<u>Per Cent</u>	
	<u>S.S.</u>	<u>N.S.S.</u>	<u>S.S.</u>	<u>N.S.S.</u>
Professor	8/23	2/26	35%	7%
Assoc. Professor	3/8	4/9	38%	44%
Assist.	5/10	1/5	50%	20%

Focusing only on the student selected it appears that interaction does occur between the two variables.

An analysis was also done by age:

<u>Age</u>	<u>Subjects</u>	<u>Subjects checked Higher Salaries</u>	<u>Per Cent</u>
Under 30	3	2	66%
30 - 39	20	7	35%
40 - 49	28	7	25%
50 - 59	19	5	26%
60 - 64	5	2	40%
Over 64	4	0	0%

Collapsing the six codes into equivalent size groups does not produce a better predictor:

<u>Age</u>	<u>Subjects</u>	<u>Checked Higher Salaries</u>	<u>Per Cent</u>
Under 39	23	9	39%
40 - 49	28	7	25%
Over 50	28	7	25%

The distribution among the three categories suggests that age is not a strong predictor of a response to "higher salaries" and it will be assumed that differences do exist between recipients in the two selection processes for this characteristic.

TABLE 6 - 44a

ITEMS CHECKED BY OVER 25% OF THE RECIPIENTS AS MEASURES THEY WOULD RECOMMEND COLLEGES AND UNIVERSITIES TAKE TO RETAIN GOOD FACULTY MEMBERS ON COLLEGE CAMPUSES

<u>Student Selected Recipients</u>			<u>Non Student Selected Recipients</u>		
<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>	<u>Rank</u>	<u>Item</u>	<u>Per Cent</u>
1	More recognition of good teaching	52%	1	Promotions and other recognition based on merit	40%
2	Higher salaries	37%	2	More recognition of good teaching	35%
			3	Other	25%

Items listed below were tallied by 25% of only one group. The rank and per cent for the other group is shown for comparison:

4	Promotions and other recognition based on merit	19%	5	Higher salaries	17%
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TABLE 6 - 44b
MEASURES RECIPIENTS WOULD RECOMMEND THAT COLLEGES AND
 UNIVERSITIES TAKE TO RETAIN GOOD FACULTY MEMBERS ON COLLEGE CAMPUSES

	<u>FREQUENCY</u>		<u>PER CENT</u>	
	Recipients Selected by:		Recipients Selected by:	
	Stu- dents	Non Stu- dents	Stu- dents	Non Stu- dents
<u>Program Adjustments</u>				
Lighter workloads	2	2	5%	5%
Better atmosphere for work	1	3	2%	7%
More time for research	7	4	16%	10%
More time for study and preparation	8	2	19%	5%
Better facilities for research and teaching	10	4	23%	10%
<u>Faculty-Administration Relationships</u>				
More policy making by the faculty	2	6	5%	15%
Better communication	7	6	16%	15%
More cooperative or competent administrators	7	6	16%	15%
Greater academic freedom and encouragement	4	1	9%	2%
<u>Increased Rewards</u>				
Higher salaries	16	7	37%	17%
Increased prestige for college teachers	2	2	5%	5%
More recognition of good teaching	22	14	52%	35%
More security and fringe benefits	1	0	2%	0%
Increased provisions for study leaves	5	6	12%	15%
Promotions and other recognition based on merit	8	16	19%	40%
Commendation for individual achievement	6	9	14%	22%
<u>Other</u>	2*	10**	5%	25%

*By Student Selected Recipients: "Give promotion in whatever individual is best at, whether it is teaching, research, curriculum development, idea generalization, etc. . . Since I teach at one of the largest and best financed public institutions in New England, questions like better facilities for research and teaching do not apply in my case as they might in others."

TABLE 6-44b (continued)

Additional Observations: "Chancellor Dumke of the California State College said in 'U. S. News and World Report' last fall--we better start encouraging professors who want to teach. . .Leave us alone. . . Attempt to change limited attitude of most faculty members."

**By Non Student Selected Recipients: "Again, I do not see the problem as one of keeping good people, but of placing them--jobs at good colleges are very scarce. . .A little of all the others above are needed. . .More money for research. . .Better support--clerical, technical, operational. . .Better leadership. . .Listen to students. . .Don't know. . .Clerical or other help--money for research. . . A clearly defined distinction between the person hired to teach and the person hired to do research along with promotional recognition for both. . .Better evaluation of good teaching. . .Abolish tenure."
Additional Observations: "Let teachers teach and administrators administrate. . .Abolish 90% of the committees now in existence."

ATTITUDE TOWARDS COLLEGE TRAINING: TABLE 6 - 45

It is interesting to note that within both groups, there is an enthusiasm for teaching: 81% of the student selected, and 67% of the non-student selected noted they were very satisfied. Again, it is interesting to note, especially as this is the last variable, that a re-occurring factor seems to be present. Although both groups are satisfied, the student selected group seems to be more satisfied: 98% of the student group noted a positive attitude, 90% of the non-student group; 81% of the student group were very satisfied, 68% of the non-student group. There are differences, but the differences are of degree, not of kind.

TABLE 6 - 45
TABULATION OF THE VARIABLE OF
RECIPIENTS ATTITUDE TOWARD COLLEGE TEACHING

ROW CODES:

- 1 = Recipient Selected in a Student-Administered Program
- 2 = Recipient Selected in a Non-Student Administered Program

COLUMN CODES:

- 1= Very Dissatisfied
- 2 = Dissatisfied
- 3 = Indifferent
- 4 = Satisfied
- 5 = Very Satisfied

FREQUENCY TABLE

	1	2	3	4	5	
1	1	0	0	7	34	42
2	1	3	0	9	26	39
	2	3	0	16	60	81

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TABLE PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	
1	12	0	0	86	420	519
2	12	37	0	111	321	481
	25	37	0	198	741	1000

ROW PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	
1	24	0	0	167	810	1000
2	26	77	0	231	667	1000
	25	37	0	198	741	1000

COLUMN PERCENTAGES (TENTHS OF A PERCENT)

	1	2	3	4	5	
1	500	0	0	438	567	519
2	500	1000	0	563	433	481
	1000	1000	0	1000	1000	1000

SUMMARY

The object of this chapter was to determine the similarities between groups identified by different selection processes. As the preceding tables have indicated, the overwhelming majority of the characteristics of both groups are similar.

In terms of personal background, the teachers profiled seem to be identical. Ninety-five per cent of both groups are male. Marital status fails to discriminate between groups, as both groups tend to have recipients that are currently married (S.S. - 84%, N.S.S. - 80%). Two out of three recipients in both groups have a doctorate. The majority of recipients in both groups are between forty and fifty-nine years of age (S.S. - 54%, N.S.S. - 66%). However, the student selected group has many more recipients under 39 (S.S. - 40%, N.S.S. - 19%).

Differences in degree but not in kind are noted in the three different characteristics relative to the education of relatives. Although the majority of recipients have wives who have completed college, the student selected group has more wives who have been to college. Within both groups the education of the recipient's parents varies. However, it does appear that the student selected recipients tend to have mothers with less education. This difference in background reoccurs in the characteristic of the education of the recipient's father: backgrounds vary too widely within a group to make a generalization other than noting the variety, but there is some evidence that non-student selected recipients tend to have fathers with more education.

A variation does exist in the characteristic of field of specialization. This difference is caused by the existence of national awards, non-student selected, in chemistry and physics.

Both groups seem to enjoy similar institutional status. This similarity, which was identified by median and modal categories within characteristics, does not preclude the existence of a visible group of student selected recipients who have less status.

Status here refers to a man's professional standing. It would seem legitimate to say that a man had more professional status if he had the rank of professor; had tenure; was a department chairman; was not working on a degree; had a light teaching load in credit hours; few preparations; smaller enrollments in lectures and laboratories; higher enrollments in individual instruction; had published many articles and books; and had published recently. One can quarrel with the propriety of including some or even many of the characteristics above, but given the academic milieu described in Chapter One, they are viable components of an operating definition of institutional status.

Recipients of teaching awards, regardless of selection process, seem to have high institutional status. Both groups have chosen a majority of professors (S.S. - 54%, N.S.S. - 65%). As the percentages hint, student selection programs are more likely than non-student programs to identify outstanding teachers with junior rank. A strong partiality exists in both groups for tenure faculty (S.S. - 72%, N.S.S. - 93%). One student selected award program is restricted to non-tenure faculty. Here again, student selected groups are more likely than the other group to identify a man with less status, but too much should not be made of this tendency: the heavy majority of student selected recipients have tenure. Twenty-eight per cent of the recipients of both programs are department chairmen. Rarely is a recipient working on a degree. Both groups have a median and mode of 6 credit hours of

preparation. There are no differences in level taught most.

Differences are apparent in the report of teaching load in credit hours: recipients of student selected programs tend to have heavier teaching loads. The mean of the student selected group is 8.3 credit hours; the mean of the non-student selected group is 6.7 credit hours. Although the median recipient of both programs has a class enrollment in the category of 50 - 99 students, student selected recipients tend to have larger classes. Two out of three recipients do not have laboratory enrollments; therefore, a discussion of the differences would seem inappropriate; however, there are almost twice as many non-student recipients as student selected recipients with laboratory enrollments. This dissimilarity is caused by the unproportionate distribution in fields discussed earlier. The majority of both groups are involved in individualized instruction (S.S. - 69%, N.S.S. - 52%). The majority of recipients in both groups involved in individualized instruction are responsible for one to ten students. Student selected recipients are more likely to have larger enrollments.

Recipients of both programs are "productive." The majority have published at least one magazine article (S.S. - 70%, N.S.S. - 80%). Of those recipients who have published, the majority of both groups had an article accepted within the last eighteen months. The majority of recipients, of both programs, have published over eight articles.

Differences do occur in the characteristic of books published. Non-student selected recipients write more books. Within the group who have published, the non-student selected recipients tend to publish more books. However, the student selected recipients tend to have published more recently.

Measurement of institutional identification involved looking at prior student status at the institution, how long he had been at the institution, and to what extent he was interested in leaving the institution. To take an analogy from the literature of academia, "Mr. Chips" had institutional identification; Malamud's Stranger did not.

The majority of the recipients of both groups did not receive a bachelor's degree from the institution where they are now teaching. Student selected recipients are more likely than non-student selected recipients to have been an undergraduate at their teaching institution (S.S. - 18%, N.S.S. - 10%)--but the difference seems small. There is no difference between groups in the characteristic of having received a higher degree from the institution where they now teach.

Differences do appear between the groups when asked if they intend to remain at the institution until retirement. Student selected recipients are much less certain about a long term commitment to an institution: 51% of the student selected "Don't Know"; 18% of the non-student selected "Don't Know." The groups responded in identical ratios to "Probably Not." Explanations for this variance probably cannot be found in factors related to tenure, newness at the institution, or opportunities to move. Recall that 72% of the student selected group had tenure. Although there is a difference of five years in the mean number of years between the groups in the "Years taught at this institution," student selected recipients have been at the institution for a mean of 12.4 years. The majority of both groups have received an offer or an inquiry of availability this year. Approximately 95% of both groups are not actively looking for a position, nor were they "Interested in another position" (S.S. - 64%, N.S.S. - 72%).

The groups seem to be alike in that for the vast majority of both groups of recipients, their teaching experience had been limited to college. No student selected recipient and only 11% of the non-student selected recipients had elementary school experience. Less than 14% of both groups had taught at the junior college level. About half of both groups had been teaching assistants.

In the next chapter, a comparison will be made between the job motivations and satisfactions of the recipients and another group of college teachers. It seems legitimate to group the two sets of award recipients for comparison of attitudes as their responses to questions produced similar profiles. For example, although there were over twenty possible responses to each question the two items receiving the largest number of checks were generally the same for both groups.

When asked what factors influenced them in their choice of teaching as a career, both groups ranked: "So interested in subject I wanted to continue its study" as their first item. "More of an intellectual challenge" was ranked second by student selected recipients and third by non-student selected.

Both groups agreed on the two most popular responses to the question what are the chief satisfactions of college teaching. Responses of recipients that used the words "Students" or "Young People" were groups to fathom the degree of satisfaction each group had in being involved with

students. The results indicated that the majority of both groups considered involvement with students one of their chief satisfactions. It must be noted that student selected candidates are more likely to tally a response that include a word like "Student" (S.S. - 73%, N.S.S. - 54%).

The responses to the question inquiring what the recipients' dissatisfactions were with college teaching failed to result in one item receiving larger responses. This was true of both groups. The largest tally was 28%. Both groups ranked "Excessive Committee Work" first. Another item checked by 28% of the student group was tallied by 12% of the non-student group.

Both groups agreed on the top two responses to the question how to encourage qualified people to enter teaching.

Both groups agreed on one of the top two items checked in the question dealing with how to retain qualified people in college teaching. "Higher Salaries" was checked by 40% of the student group but by only 17% of the non-student group. "Promotions based on merit" was checked by 4% of the student group but by 19% of the non-student group. An analysis of the difference in the response "Higher Salaries" suggested that rank was also a controlling factor--the student selected group had more men in lower rank and there seemed to be interaction between rank and selection process.

Both groups indicated that they were very satisfied with college teaching: Student selected: 81%, non-student selected: 68%.

The recipients in student selected award programs and non-student selected award programs are not identical. Differences are apparent. Yet, despite some dissimilarities between the groups if one should describe the "average" award recipient, for the most part, it would make

no difference whether he worked with the data describing the student selected recipient or the non-student selected recipient. The recipient would be male, married, have a doctorate, and be between 40 and 49 years of age. His wife completed college, but neither his mother nor father entered college. He is a full professor, has tenure, but is not a department chairman. He teaches from six to nine credit hours, and has six credit hours of preparation; there are from 50 to 99 students in his class. He does not conduct laboratories, but he has been assigned students, from one to ten, for individualized instruction. He has published over eight articles, the last within eighteen months. He did not receive a bachelor or higher degree from this institution but he has taught here between 12 and 17 years--he taught elsewhere but for less than five years. He has received an offer, or inquiry about availability this year, even though he is not actively looking. He says he really is not interested in another position. The first time he taught was at the college level and as a career he finds it very satisfying. One of his chief satisfactions of college teaching is working with young people. If you asked him what he would do to encourage qualified people to enter college teaching, he would suggest a stress on the quality of classroom teaching. He also has won an award for outstanding teaching.

- (1) BIOMEDICAL COMPUTER PROGRAMS, Second Edition Revised
(Berkeley: University of California Press, 1968), p. 341
- (2) Wilfred J. Dixon and Frank J. Massey, Jr., INTRODUCTION
TO STATISTICAL ANALYSIS, (New York: McGraw-Hill Book
Company, Ind., 1957), p. 222.

CHAPTER 7

COMPARISON OF JOB MOTIVATIONS AND SATISFACTIONS OF AWARD
RECIPIENTS WITH COLLEGE TEACHERS IN MINNESOTA

CHAPTER 7

This chapter wishes to compare the attitudes of award recipients with the results of a large scale regional survey of the attitudes of Minnesota college teachers done by Eckert and Stecklein. The study was reviewed in Chapter Two. The comparison of the job motivations and satisfactions between award recipients treated as a group and the Minnesota teachers must be done with an awareness of the effect of two differences between the study. First, there was a variation in the type of instrument used to survey attitudes: the questionnaire used to survey award recipients contained identical items and directions, but the Minnesota study employed open-ended responses (for 4 of the 5 characteristics in this chapter) whereas this study provided the respondee with a number of optional choices. The options were the codes devised by the Minnesota researchers when they attempted to analyze the open-ended data. The second factor which restricts the type of judgment that can be made from the comparison is the nature of the population. To paraphrase the vaudeville parody, Minnesota is a long way from New England. Both studies are regional ones, rather than random samples of a national population. Regional studies are valid themselves and, to a certain extent, may help us understand phenomena about the population outside a region; but a detailed argument developing the point that college teachers in New England and college teachers in Minnesota come from the same population would, it would seem to me, be begging the question. Due to the differences in instrumentation and sample population, the value of this comparison is not in discovering differences in responses between the two groups; rather, the value of this analysis is the possible information that might be

disclosed if we examine the data from an extremely conservative point of view, i.e., if differences might be expected because of differences in design, then it would appear that the design is not prejudiced in favor of disclosing similarities. Thus, should similarities appear between the two groups we can learn something about the similarity between award recipients and college teachers. The focus of the chapter will be on discovering attitudes in which there is no difference. The world of no significant differences is not an exciting one, but should similarities be discovered, then some assistance may have been given to isolating what constitutes characteristics of outstanding teachers by isolating characteristics that are not unique to outstanding teachers. Should dissimilarities be discovered they will be recorded, but whether the differences were caused because of differences in the population or differences relating to research design will not be resolved.

FACTORS THAT INFLUENCED THE TEACHER'S CHOICE OF CAREER

The instrumentation used to measure the characteristic factors that influenced teacher's choice of career is similar for both populations. In the Minnesota study, the subjects were given a list of items headed by the title: "External Factors"; adjacent to the list was a parallel list of "Internal Factors." Written across the top of both lists was the direction: "Please check the factors on the lists below that influenced your choice of career." (1) The directions and list of items sent to award recipients and Minnesota teachers were identical, but the columns in the recipients' questionnaire were not headed by: "Internal" or "External."

Comparison of the percentage of respondees checking each item must be done with the knowledge that the Minnesota teachers were more energetic

in checking items, i.e., on the average, each Minnesota teacher checked 15% of the items on the list of external factors, or one out of every six items. They also checked 25%, or one out of every four internal items. On the other hand, the recipients checked less: they checked 10%, or one out of ten external items, and 20%, or one out of five internal items. As there exists differences in the frequency in which the two different sets of teachers checked items, focusing on rank order might surface more similarities.

Although the percentages are smaller for the recipients, as would be predicted from the discussion above, both groups include the same items in the three external factors receiving the highest number of tallies. See TABLE 7 - 1. The items included in the list of the five factors receiving the highest number of tallies is also the same. The rank order differs, but the items included in this top group remain the same. The items checked most frequently as internal factors also have this common experience: the groups agree on the three items that were checked most often, but the rank order varies.

The strongest evidence of similarities between the groups are listed below. It is interesting to note that the relationship between the responses of recipients from two different selection processes are more similar than are the responses of the recipients grouped together and contrasted with Minnesota teachers.

<u>Factor</u>	<u>Minn. Teachers</u>	<u>All Recipient</u>	<u>Student Selected</u>	<u>Non-Stu. Selected</u>
EXTERNAL:				
Item: Graduate fellowship				
Rank:	3	1	1	1
Percentage:	25%	23%	21%	24%
INTERNAL:				
Item: So interested in subject I wanted to continue its study				
Rank:	2	1	1	1
Percentage:	43%	41%	40%	42%

Yet, despite the similarities between the recipients and the teachers on these items, we cannot say that the groups had, as a whole, similar profiles of factors that influenced them in their choice of career.

The Minnesota teachers checked more items which suggests differences in the perceptions of factors that led the two different groups into college teaching. Focusing on rank order which is not effected by frequencies does show the similarities we discussed earlier, but a conservative analysis would have to concern itself with the fact that within the top items selected by both groups, there are real differences. For example, in the top list of external items, the item found to be selected most frequently by the Minnesota teachers was third on the recipients' list. The item selected first by the recipients was checked third by the Minnesota teachers. In the list of internal factors, the item ranked first by the Minnesota teachers is listed third by the recipients. The item listed first by the recipients is listed second by the Minnesota teachers. In summary, the rank orders, and the percentages of responses for both groups do not dramatically, or even strongly, indicate similarity. Thus we must conclude that the populations may be different because of the

nature of the regions being compared, or that we do not know if college teachers, and recipients of awards have similar experiences that resulted in their choosing college teaching as a career.

TABLE 7 - 1

FACTORS THAT INFLUENCED THE TEACHER'S CHOICE OF CAREER

<u>RANK</u>			<u>PER CENT CHECKING ITEM</u>	
<u>Minn. Teachers</u>	<u>Award Recipients</u>		<u>Minn. Teachers</u>	<u>Award Recipients</u>
<u>EXTERNAL ITEMS</u>				
1	2	College teaching job offered although I had not sought one	39%	17%
2	3	College teacher recommended it	27%	14%
3	1	Graduate fellowship or assistantship	25%	23%
4	5T	College administrator or counselor encouraged me	24%	10%
5	4	G.I. Benefits aid to advanced work	17%	13%
6	10T	Other external	16%	1%
7	8	Parents, relatives or friends favored it	11%	5%
8	5T	Just drifted into college teaching	8%	10%
9	5T	No response	6%	10%
10	10T	High school staff member suggested it	4%	1%
11	9	Armed forces training led me into field	2%	4%
12	0	Husband or wife was or planned to be a college teacher	½%	0%
<u>INTERNAL ITEMS</u>				
1	3	Decided to work with college age students	46%	27%
2	1	So interested in subject I wanted to continue its study	43%	41%
3	2	More of an intellectual challenge	41%	33%
4	4	Felt I could contribute more to field by college teaching	33%	24%
5	8	Wanted a job with security and prestige	14%	5%
6	9	Other	10%	4%
7	5	Desired to emulate a certain college professor	8%	19%
8	7	No response	4%	10%

CHIEF SATISFACTIONS DERIVED FROM COLLEGE TEACHING: TABLE 7 - 2

This characteristic, like the remaining four characteristics, was measured by open-ended responses in the Minnesota questionnaire and by a "check-off" in the questionnaire sent to the recipients.

The rank order suggests few similarities--the items checked first by recipient is tied for twelfth of the items listed by Minnesota teachers. The items listed first by teachers was the tenth more popular item checked by recipients. The item listed second by Minnesota teachers and third by the recipients, "Intellectually stimulating associations," was checked or written with equal frequency by both groups: Minnesota teachers, 29% and award recipients, 30%. As this item alone indicates similarities, we cannot conclude that there is evidence that teachers and recipients have similar satisfactions in college teaching.

TABLE 7 - 2

CHIEF SATISFACTIONS DERIVED FROM COLLEGE TEACHING

<u>RANK</u>		<u>Item</u>	<u>PER CENT CHECKING ITEM</u>	
<u>Minn. Teachers</u>	<u>Award Recipients</u>		<u>Minn. Teachers</u>	<u>Award Recipients</u>
1	10	Association with college-age students	31%	17%
2	3	Intellectually stimulating associations	29%	30%
3	14	Fine colleagues and administrators	25%	11%
4	3T	Observing students' growth and success	21%	30%
5	6	Working and studying in own field	19%	25%
6	14	Helping young people grow	17%	6%
7	2	Freedom and independence in work	17%	45%
8	13	Able and well-motivated students	12%	12%
9	8	Sense of social usefulness	9%	23%
10t	11	Opportunities for research	9%	19%
10t	5	Transmitting knowledge	9%	28%
12t	11	Desirable environment	7%	19%
12t	1	Sheer enjoyment of teaching	7%	49%
14	12	Opportunities to influence young people	6%	17%
15	0	Other (working conditions)	6.4%	0%
16	8T	Personal satisfaction	5%	19%
17	15	Prestige or general recognition	5%	6%
18	7	Appreciation expressed by students	3%	24%
19	0	Other nature of work	3%	0%
20	16	Security (salary, tenure)	1%	5%
21	18	Recognition by administration	½%	2%

CHIEF DISSATISFACTIONS OF COLLEGE TEACHING: TABLE 7 - 3

The item written most often as a dissatisfaction of college teaching by the Minnesota teachers was "Poor Salary" (47%). It was checked by 6% of the recipients and listed 5th. The item checked most often by the recipients (28%) "Too much red tape and routine duties," was the dissatisfaction written with the second most frequency by the Minnesota teachers (14%). "Poor and unmotivated students" suggests similarities as it was ranked 3rd and written by 12% of the Minnesota teachers and received the second highest tally by recipients (28%). However, the fourth most popular response: "Too much work outside teaching" for Minnesota teachers was not checked by any of the award recipients. Some of the recipients introduced dissatisfactions that did not seem to fit into any of the Minnesota categories: "None . . . Dissatisfactions with my own failures as a teacher . . . Am I really changing the world?"

Into which of the dissatisfaction categories could one classify the rage of a national award winner: "Education was formerly dominated by men of honor, courage and seekers of the truth. There are too many men of limited talents who have achieved eminence and in some cases dominance by the use of chicanery, public relations techniques and plain lying and deceit to make me want to stay in the field."

The data fails to give evidence that we can conclude that the two groups are similar.

TABLE 7 - 3

CHIEF DISSATISFACTIONS OF COLLEGE TEACHING

<u>RANK</u>		<u>Item</u>	<u>PER CENT CHECKING ITEM</u>	
<u>Minn. Teachers</u>	<u>Award Recipients</u>		<u>Minn. Teachers</u>	<u>Award Recipients</u>
1	5	Poor salary	47%	6%
2	1	Too much red tape and routine duties	14%	28%
3	2	Poor or unmotivated students	12%	16%
4	-	Too much work outside teaching	7%	0
5	11T	Too heavy class load	5%	2%
6	11T	Too long hours	6%	2%
7T	11T	No opportunities for research	5%	2%
7T	9T	Other (working conditions)	5%	4%
9	3	Narrow interests of colleagues	5%	9%
10	11T	Poor facilities	5%	2%
11	6T	Other (demands of work)	5%	5%
12	6T	No policy making by faculty	4%	5%
13	4	Poor intra-faculty relations	4%	8%
14	6T	Too much preparation	3%	5%
15T	11T	Low status of profession	2%	2%
15T	9T	Little appreciation of contribution	2%	0
17	-	Other rewards and appreciation	2%	0
18	-	Slow promotions	2%	0
19	-	Degree over-emphasis	2%	0

MEASURES TO ENCOURAGE QUALIFIED PERSONS TO ENTER COLLEGE TEACHING:
TABLE 7 - 4

The items written most often by the Minnesota teachers "Higher Salaries" (60%), and "Broader publicity entering academic life" (21%) were also popular with the recipients. On their list, the items are respectively ranked 3rd (39%) and 5th (16%). Yet the dissimilarities are too dramatic to allow us to use the data gathered. "Stress on the quality of classroom teaching" checked most often by the recipients (58%) was written by only 4% of the teachers. "More recognition of good teaching" was the response with the second highest number of tallies by the recipients (43%), but only 3% of the Minnesota teachers introduced this concept.

We do not have evidence to conclude that both groups agree on the measures to encourage qualified persons to enter college teaching.

TABLE 7 - 4

MEASURES TO ENCOURAGE QUALIFIED PERSONS TO ENTER COLLEGE TEACHING

<u>RANK</u>			<u>PER CENT CHECKING RESPONSE</u>	
<u>Minn. Teachers</u>	<u>Award Recipients</u>		<u>Minn. Teachers</u>	<u>Award Recipients</u>
1	3	Higher salaries	60%	39%
2	5	Broader publicity concerning academic life	21%	16%
3	7	More scholarships and financial aid	20%	13%
4	6	Better counseling and guidance	13%	14%
5	9	Better "selling" efforts by teachers	12%	8%
6	10T	Other program adjustments	6%	5%
7	14	Lighter workloads for teachers	9%	2%
8	0	Better security (tenure, retirement)	8%	0
9	0	Other--increased reward	8%	
10	8	More time and money for research	7%	11%
11	13	Improved working conditions	7%	4%
12	0	Other--recruitment and preparation	6%	0
13	10T	More prestige for college teachers	6%	5%
14	10T	Better preservice training opportunities	4%	5%
15	1	Stress on quality of classroom teaching	4%	58%
16	2	More recognition of good teaching	3%	43%
17	4	More clerical and other help	2%	22%
	15T	Have enough teachers		1%
	15T	No response		1%
	15T	Don't know		1%
	15T	Listen to students		1%

MEASURES TO ENCOURAGE QUALIFIED PERSONS TO REMAIN COLLEGE TEACHERS:
TABLE 7 - 4

The groups had dramatically different views of what measure would encourage qualified people to continue as college teachers. Although the rank orders are similar for the item "Higher Salaries" (Minnesota teachers--1st, Recipients--3rd), the variation in the percentage of people making the response dissipates any similarity: 71% of the Minnesota teachers wrote it in but only 28% of the recipients checked it.

Other examples that discourage one from saying that the groups had similar views can be seen by scanning the rank order of TABLE 7 - 5. A dramatic example is that item tallied most by recipients (43%) is ranked ninth (6%) on the list of Minnesota teachers.

The analysis prevents us from making an observation about the similarity of the two groups.

TABLE 7 - 5

MEASURES TO ENCOURAGE QUALIFIED PERSONS TO REMAIN COLLEGE TEACHERS

<u>RANK</u>			<u>PER CENT CHECKING RESPONSE</u>	
<u>Minn. Teachers</u>	<u>Award Recipients</u>		<u>Minn. Teachers</u>	<u>Award Recipients</u>
1	3	Higher salaries	71%	28%
2	14T	Lighter workloads	19%	5%
3	7T	More time for research	14%	16%
4	2	Promotions and other recognition based on merit	13%	29%
5	12T	Better atmosphere for work	12%	6%
6	18T	More security and fringe benefits	12%	1%
7	11	More policy-making by faculty	8%	10%
8	12T	Greater academic freedom and encouragement	8%	6%
9T	18T	Other program adjustments	7%	1%
9T	1	More recognition of good teaching	6%	43%
11T	5T	Better facilities for research and teaching	6%	17%
11T	0	Other faculty and administration relation	6%	0
13	7T	Better communication	6%	16%
14T	10	More time for study and preparation	5%	12%
14T	9	Increased provisions for study leaves	5%	1%
14T	16	Other increased rewards	5%	2%
17	14T	Increased prestige for college teachers	4%	5%
18	5T	More cooperative or competent administrator	4%	17%
	16T	None of these		2%
	18T	Don't know		1%
	18T	Listen to students		1%
	18T	Abolish tenure		1%

SUMMARY

The results of the tabulation of the responses of the recipients compared with the responses of the Minnesota teachers and the conservative analysis of the data precludes making any observations about the similarity or differences of award recipients and teachers in other institutions.

FOOTNOTES

- (1) Ruth E. Eckert and John E. Stecklein, JOB MOTIVATIONS AND SATISFACTIONS OF COLLEGE TEACHERS, (Washington: U. S. Government Printing Office, 1961), p. 93.

CHAPTER 8

COMPARISON OF THE CHARACTERISTICS OF AWARD RECIPIENTS
AND TEACHERS IN LIKE INSTITUTIONS

CHAPTER 8

It would seem that the data examined thus far would encourage us to group together the recipients chosen from student and non-student administered award programs. Generally, both groups have the same median and modal classification of a characteristic. For some questions, particularly those dealing with attitudes, there is a wide distribution of responses by both groups and yet within this wide distribution, the responses are surprisingly proportional.

Of the thirty-four characteristics identified in the U.S.O.E. survey of teaching faculties, there are only three characteristics that suggest the recipients of the two different selection programs come from different populations. Student selected recipients tend to teach more credit hours per semester (S.S. - 8.3, N.S.S. - 6.7) and are far less firm in stating that they intend to remain at their institution until retirement (S.S. - 67%, N.S.S. - 37% "Don't know"). Also, there is an uneven distribution between the groups in their field of specialization. The differences in the field distribution have been explained previously. There are two national awards that are restricted to teachers in specific subject matter fields. As the remaining thirty-one characteristics suggest that the recipients come from the same population, the recipients have been grouped together in this chapter and compared with teachers in like institutions. The objective was to learn if there are characteristics that an award recipient is more likely to have than

faculty members who have not necessarily been so identified. The assumption was that a random selection of eighty-three teachers would probably produce a profile not unlike that of a national profile of teachers in higher education.

Award recipients from small universities will be compared to teachers in small universities. Recipients from private colleges will be compared to teachers in private colleges. Recipients in public universities will be compared to teachers in public universities. Recipients at private universities will be compared to teachers in private universities. Certain comparisons were avoided. No comparison was made with teachers in public colleges or large colleges as no recipients came from that population. As only six recipients came from large universities, it seemed improper to make comparisons between this group and teachers in large universities. The category of "Small Universities" seemed, in light of the distribution of recipients by size of institutions, to eliminate the need to make a comparison with teachers in "Universities." As all recipients from colleges were at private institutions, the U.S.O.E. category "Private Colleges" was used rather than "Colleges."

The nature of the data is the same as the material discussed in Chapter Six and the same format will be used. The analysis will focus on median and modal classifications within characteristics and will use a Chi-Square Test to determine if the groups appear to come from the same populations. The Chi-Square statistic will be reported only for those cases in which the original distribution of the frequencies was such that the general rule of the Chi Square Test can be followed, i.e., no cell has less than one observation and not more than twenty

per cent have less than five frequencies. Where a Chi-Square Test was inappropriate with the data grouped in the original categories, the categories were collapsed to create sufficient frequencies to permit the use of the test. For example, for the characteristic of age, the application of the percentages in TABLE 8 - 1 to the original frequencies indicated that over 20% of the cells had less than five frequencies. Thus in order to legitimately use the test, the following grouping was necessary:

<u>CATEGORY</u>	<u>ORIGINAL</u>			<u>COLLAPSED</u>	
	<u>T*</u>	<u>R**</u>		<u>T</u>	<u>R</u>
Under 30	7%	4%			
30 - 39	33	25	Under 40	40%	29%
40 - 49	30	35	40 - 49	30	35
50 - 59	20	24	Over 49	30	35
60 - 64	6	6			
65 and over	4	5			

* T = Teachers who have not necessarily received awards
 **R = Recipients of teaching awards

It is obvious that collapsing of codes destroys some data as it eliminates some classifications or categories. The original classifications are maintained in the supporting table. The value of using a Chi-Square Test on the collapsed codes is that it provides a more sophisticated statistical analysis of what more primitive analytical measures tell us about the data. For example, the median and the mode, as well as an "eyeballing," of the data indicates that although some of the recipients are older than other teachers, on the whole the groups have a similar distribution. The Chi-Square Test tells us that at the five per cent level of confidence we cannot assume that the groups come from

different populations.

To facilitate comparisons between groups the data has been translated into percentage form. The reader should be sensitive to the effect of the translation of the data into percentage combined with the reduction in the size of the groups caused by dividing the groups by type of institutions--percentages distort the fact that we are dealing with small numbers. Specifically, we have fifty-four recipients from small universities, twenty-one from colleges, twenty-eight from private universities and thirty-four from public universities. As we are dealing with small numbers, the response of one recipient has a powerful effect on the profile created by comparing percentages in classifications. For example, for private colleges, each recipient represents five percentage points. Thus, for the characteristic of age (See TABLE 8 - 1), the recipients from private colleges and teachers in private colleges would have similar profiles if two of the recipients were in the "40-49 years of age" classification instead of the "30-39 years of age" classification. Because of the potency of one or two subjects, there will be a minimum of discussion of the differences between classifications of characteristics within types of institution, as the difference could be caused by an error of only one recipient in completing the questionnaire. However, the arrangement of the data and the use of percentages may illustrate the existence of uniformity of the subjects within institutional type. In other words, the distribution of a small number of subjects may be helpful in making a positive statement: "The distributions of the two groups suggest similar populations"; but it is less helpful for making the negative statement: "The groups come from different populations." If there were six classifications

of a characteristic, the respondee could destroy the similarity of profiles by incorrectly placing an "X" in any one of the six classifications; for the respondee to create the similarity of the profiles by incorrectly placing an "X" he would have to avoid five possible classifications.

Should a characteristic have differences in the distribution of classifications between recipients and teachers; should this difference remain constant when analyzed by type of institution; and should it be sufficiently large to indicate at the five per cent level of confidence that the groups come from different populations, then we will have tentatively identified a characteristic unique to award recipients.

VARIABLE OF AGE: TABLE 8 - 1

Award recipients and other college teachers seem to share a common profile of age. An examination of the total category, "All Institutions" indicates that both groups share a mean classification: "40 - 49 years of age." This tendency occurs regardless of the type of institution.

The Chi-Square Statistic computed by collapsing the classifications indicated that at the five per cent level of confidence we cannot assume that the groups come from different populations.

Collapsed
Classifications:

	<u>T</u>	<u>R</u>
Under 40	40%	29%
40 - 49	30%	35%
Over 49	30%	35%

CHI-SQUARE: 2.518
(2df, 5% = 5.99)

TABLE 8 - 1

COMPARISON OF THE DISTRIBUTION IN PERCENTAGES OF THE VARIABLE OF AGE BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (1)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Under 30	7%	4%	8%	5%	8%	4%	7%	7%	7%	0%
30 - 39	33	25	33	19	31	28	31	29	34	26
40 - 49	30	35	28	38	32	32	32	23	31	48
50 - 59	20	24	20	24	20	24	20	26	18	22
60 - 64	6	6	7	10	7	6	6	10	6	0
65 and over	4	5	5	5	3	6	3	7	4	4
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

VARIABLE OF SEX: TABLE 8 - 2

Only three award recipients were female. The data on the following table would suggest that the distribution of the sexes between award recipients and teachers in like institutions indicates very real differences. The tendency to select male award recipients exists independent of the variable of institutional type.

Too few frequencies occur in the "female" cell to permit the use of a Chi-Square.

TABLE 8 - 2
 COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF SEX
 BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (2)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Male	82%	96%	76%	91%	86%	98%	87%	97%	88%	99%
Female	$\frac{18}{100\%}$	$\frac{4}{100\%}$	$\frac{24}{100\%}$	$\frac{10}{100\%}$	$\frac{14}{100\%}$	$\frac{2}{100\%}$	$\frac{13}{100\%}$	$\frac{3}{100\%}$	$\frac{12}{100\%}$	$\frac{0}{100\%}$

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963.

VARIABLE OF MARITAL STATUS: TABLE 8 - 3

Like the majority of teachers in higher education, the majority of award recipients tend to be married. Because of the few frequencies in the classifications other than "Married," the Chi-Square Test can only be used for the "All Institutions" category. It indicates that we cannot assume that the groups come from different populations at the 5% level of confidence. Marital status does not seem to distinguish the two groups of college teachers. This data and the data on the first table of this chapter seem to contradict the notion that award recipients are young, single teachers.

TABLE 8 - 3

COMPARISON OF THE DISTRIBUTION IN PERCENTAGES OF THE VARIABLE OF MARITAL STATUS BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LINE INSTITUTIONS (3)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T**	R**	T	R	T	R	T	R	T	R
	20%	11%	28%	30%	17%	6%	14%	6%	19%	4%
Never married	76	82	68	65	80	85	82	85	78	89
Married	4	7	4	5	3	9	3	9	4	7
Widowed, divorced or separated	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

EDUCATIONAL LEVEL: TABLE 8 - 4

Most faculty members have a Ph.D. as do most award recipients. Award recipients on the average tend to have higher degrees than other teachers. This tendency is dramatically illustrated by comparing the percentages of faculty members to award recipients who have an academic doctorate at different types of institutions: colleges (T: 44%, R: 57%), small universities (T: 54%, R: 68%), and private universities (T: 59%, R: 79%). The proportion among the faculties at public universities is undoubtedly influenced by the award program at the University of Vermont which is restricted to the Medical College where teachers are unlikely to have an academic doctorate. The effect of the teachers at the Medical College would also effect the category "Small Universities" where the Chi-Square Test indicated that the groups came from similar populations.

The Chi-Square Test employed with the total institutions indicated at the five per cent level of confidence that the groups came from different populations.

TABLE 8 - 4

COMPARISON OF THE DISTRIBUTION IN PERCENTAGES OF THE VARIABLE OF RECIPIENT'S HIGHEST EDUCATIONAL LEVEL BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (4)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
	8%	1%	10%	0%	6%	2%	6%	3%	4%	0%
Bachelor's degree	9	4	7	0	10	6	8	9	13	0
First professional degree (including M.D.)	22	18	25	33	19	13	18	15	14	11
Masters	11	11	13	10	9	11	8	12	8	11
All but dissertation	50	66	44	57	54	68	58	61	59	79
Ph.D.	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CHI-SQUARE: 9.974									
		CHI-SQUARE: 5.912								

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

EDUCATIONAL LEVEL OF SPOUSE: TABLE 8 - 1

Both groups share the same modal classification: "Five or more years of college." This phenomena occurs regardless of institutional type. Grouping the classifications: "Completed college" and "Five or more years of college" into a category; "College Graduate" would produce a median educational level that would be valid for all groups at all institutional types.

TABLE 3 - 5

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF EDUCATIONAL LEVEL OF SPOUSE BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (5)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8th grade not completed	0	0	1	0	0	0	0	0	0	0
8th grade completed	1	0	2	0	1	0	1	0	1	0
High school not completed	10	13	9	20	10	14	10	17	10	7
High school completed	24	20	23	26	25	18	25	19	21	19
College not completed	31	28	31	20	30	27	31	25	31	37
Completed college	32	37	33	34	33	39	32	36	36	37
5 or more years	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>0</u>
Don't know	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

EDUCATIONAL LEVEL OF MOTHER: TABLE 8 - 6

Neither the variable of institutional type nor possession of a teaching award distinguishes between the educational level of the mothers of teachers in higher education. The largest number of frequencies occurs in the classification: "Completed High School." This holds true regardless of the institution or the possession of the award. The collapsed categories produced a Chi-Square that re-enforces the above observation:

<u>Collapsed Classifications:</u>	<u>-T</u>	<u>R</u>
Not beyond elementary school	21%	30%
Elementary school, but not beyond high school	39%	44%
College experience	29%	25%

CHI-SQUARE: 1.659
(2df, 5% = 5.99)

TABLE 8 - 6

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF EDUCATIONAL LEVEL OF MOTHER BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (6)

	ALL INSTITUTIONS									
	COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES			
	T*	R**	T	R	T	R	T	R	T	R
8th grade not completed	12%	15%	13%	19%	11%	15%	11%	12%	11%	14%
8th grade completed	15	15	16	19	16	15	15	18	15	7
High school not completed	13	11	13	19	12	8	12	9	12	7
High school completed	26	33	25	29	27	36	27	33	27	36
College not completed	17	13	16	5	18	13	19	12	16	21
Completed college	9	10	9	5	9	9	10	9	10	14
5 or more years of college	3	2	4	5	3	2	3	3	4	0
Don't know	5	1	5	0	4	2	4	3	6	0
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

EDUCATIONAL LEVEL OF FATHER: TABLE 8 - 7

There is a wide distribution among the eight classifications used to identify the educational level of fathers of college teachers. For the teachers, as distinguished from the recipients, no classification is valid for twenty per cent of the population. To some extent this is also true of the recipients, as the highest proportion in any one of the recipient's classifications is twenty-one per cent.

A Chi-Square Test was appropriate for the original category of "All Institutions." It indicates that at the five per cent level of confidence we cannot assume that the groups come from different populations.

TABLE 8 - 7

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF EDUCATIONAL LEVEL OF FATHER BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (7)

	ALL											
	INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES			
	T*	R**	T	R	T	R	T	R	T	R	T	R
8th grade not completed	16%	13%	17%	24%	15%	11%	15%	6%	15%	6%	14%	14%
8th grade completed	15	15	15	14	15	15	14	15	14	15	14	15
High school not completed	12	17	13	19	12	19	12	21	12	21	11	17
High school completed	15	20	15	24	17	21	17	18	17	18	15	20
College not completed	13	9	13	10	13	9	14	9	14	9	12	9
Completed college	9	10	9	5	9	8	10	12	10	12	11	10
5 or more years	14	16	14	5	14	15	14	15	14	15	17	16
Don't know	5	1	5	0	5	2	4	3	4	3	6	1
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CHI-SQUARE:
5.447

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

RANK: TABLE 8 - 8

Rank clearly discriminates between award recipients and other teachers in higher education. The majority of recipients in every type of institution had the rank of professor. This is not true of other teachers, in fact there are twice as many recipients at the rank of professor than would be expected. This cannot be explained by the inclusion of national award winners or non-student selected award programs: 55% of the local award programs had recipients at the rank of professor, 54% of the student selected recipients were professors.

As the absence of any recipients at the "Other" level did not permit the use of the Chi-Square Test, collapsed classifications were used to obtain a statistical analysis.

<u>Collapsed Classifications</u>	<u>T</u>	<u>R</u>
Professor	27%	59%
Associate Professor	24%	21%
Asst. Prof., Inst. and Others	48%	30%

CHI-SQUARE: 15.725
(2df, 5% = 5.99)

TABLE 8 - 8

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF RANK BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (8)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Professor	27%	59%	24%	52%	29%	61%	32%	59%	31%	64%
Associate Professor	24	21	21	19	25	19	26	21	23	21
Assistant Professor	29	18	29	24	28	19	27	21	27	11
Instructor	16	2	17	5	16	19	15	0	16	4
Other	<u>4</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

DEPARTMENT CHAIRMAN: TABLE 8 - 9

The distribution of the frequencies in the original categories of the recipients allows us to use the Chi-Square Test in four of the five classifications. The results are interesting. At the 5% level of confidence, we cannot assume that the total recipients and total faculty come from different populations. The application of the statistical formula to the data about teachers and recipients at small universities also discloses the same information.

Differences do occur when the data is analyzed by other institutional types. At colleges, recipients are much more likely than other teachers to be department chairmen. This is also true at public universities. There are not sufficient frequencies to perform the test for the teachers at private universities, but a visual examination of the data indicates that at private universities, a recipient is less likely than other teachers to be a department chairman.

In summary, award recipients from colleges and public universities are more likely than other teachers at the institution to be department chairmen. This tendency is not visible when recipients and faculties from other types of institution are grouped with teachers from colleges and public universities. This suggests that the variable of type influences this characteristic.

TABLE 8 - 9

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF DEPARTMENT CHAIRMAN BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LINE INSTITUTIONS (9)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		UNIVERSITIES			
	T*	R**	T	R	T	R	PUBLIC		PRIVATE	
							T	R	T	R
Yes, I am a department chairman	20%	28%	30%	48%	17%	22%	14%	27%	18%	14%
No	<u>80</u>	<u>72</u>	<u>70</u>	<u>52</u>	<u>83</u>	<u>78</u>	<u>86</u>	<u>74</u>	<u>82</u>	<u>86</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CHI-SQUARE: 1.754		CHI-SQUARE: 6.810		CHI-SQUARE: 0.796		CHI-SQUARE: 5.017		CHI-SQUARE: 5.017	

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

CREDIT HOURS TAUGHT: TABLE 8 - 10

Award recipients tend to have "lighter" teaching loads than other teachers. A visual examination of the data on TABLE 8 - 10 gives more detail of why the following Chi-Square statistic is so large:

<u>Collapsed Classifications:</u>	<u>T</u>	<u>R</u>
Not on credit hours and 1 - 5 hours	12%	19%
6 - 10 credit hours	36%	66%
11 or more credit hours	53%	15%

CHI-SQUARE: 32.192
(2df, 5% = 5.99)

There is no question that other variables or factors could explain the differences in credit hours taught between recipients and other teachers. Some of them were explored: in the North Atlantic region, the median or mean hours taught is 10⁽¹⁰⁾; the median and mean hours taught by professors is 9⁽¹⁰⁾; men teach less than women--the mean and median for men is 10, for women it is 12. As has been noted earlier, the population of recipients has a larger number of men and professors than a random sample of teaching faculties would contain; yet despite the influence of these other variables on the recipient's teaching load, recipients still have a mean lower than any of the other aforementioned groups: recipients tend to teach less than other teachers in higher education.

TABLE 8 - 10

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF CREDIT HOURS TAUGHT BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (10)

	ALL INSTITUTIONS											
	COLLEGES		SMALL UNIVERSITIES				UNIVERSITIES PUBLIC				UNIVERSITIES PRIVATE	
	T	R	T	R	T	R	T	R	T	R	T	R
Not on credit hours	1%	0%	0%	0%	1%	0%	1%	0%	1%	0%	3%	0%
1 - 5 hours	11	19	5	10	12	19	17	18	17	18	19	27
6 - 10 hours	36	66	29	60	45	74	48	75	48	75	47	61
11 - 15 hours	43	14	52	30	36	6	29	7	29	7	27	8
16 - 20 hours	8	1	11	0	4	0	4	0	4	0	3	4
21 hours	2	0	2	0	1	0	1	0	1	0	1	0
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

ENROLLMENT: TABLE 8 - 11

The number of students enrolled in a teacher's classes does not seem to discriminate between recipients and other college teachers. An enrollment of 50 - 99 students is the modal and mean enrollment for all groups at all types of institutions, except for award recipients at public universities where award recipients have a median enrollment of 100 - 199. It is tempting to suggest that larger enrollments at public universities relates to receipt of the award, but as was noted in the introduction to this chapter, one recipient has a great deal of power, in terms of effecting percentages in sub-groups, and in this case one recipient caused the exception.

TABLE 8 - 11

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF STUDENT ENROLLMENT
LAST TERM BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (11)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Less than ten students	2%	1%	2%	5%	2%	0%	2%	0%	3%	0%
10 - 29 students	9	19	8	25	10	17	12	13	15	20
30 - 49 students	13	15	12	15	13	13	15	10	16	20
50 - 99 students	34	28	38	35	35	25	35	23	30	28
100 - 199 students	32	20	33	15	30	21	26	17	26	28
200 - 299 students	6	8	5	5	7	10	6	13	7	4
300 - 399 students	2	5	2	0	2	8	3	13	2	0
500 - 599 students	1	3	0	0	1	4	1	7	1	0
999 plus students	0	1	0	0	0	2	0	3	0	0
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring, 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England Institutions during 5-year period beginning in 1963

WORKING ON A DEGREE: TABLE 8 - 12

Unfortunately, the number of observations in the original categories of award recipients is not sufficient to permit the use of the Chi-Square Test. This fact, and a scanning of the data would seem to allow us to say that an award recipient is much less likely than other teachers in higher education to be working on a degree.

TABLE 8 - 12

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF WORKING ON A DEGREE BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (13)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		UNIVERSITIES PRIVATE	
	T**	R**	T	R	T	R	T	R	T	R
Yes, I am working on a degree	19%	5%	23%	5%	16%	6%	14%	9%	13%	0%
No	<u>81</u>	<u>95</u>	<u>77</u>	<u>95</u>	<u>84</u>	<u>94</u>	<u>86</u>	<u>91</u>	<u>87</u>	<u>100</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

LEVEL TAUGHT

Data is not available for an analysis of "Level Taught Most" by institutional type; however, an examination of the data available on all institutions and the use of the Chi-Square does indicate that there are differences between the total faculties and award recipients.

As the data on the bottom of the page shows, recipients are much more likely to be teachers of juniors and seniors than other teachers. Although the possible influence of the senior members of the student government might be causing the difference, it should be noted that 52% of the non-student selected recipients have as their primary teaching load juniors and seniors.

The 6% of award recipients who teach mostly at the graduate level reflects the inclusion of the University of Vermont Medical School faculty.

Level Taught Most: (12)

	<u>T</u>	<u>R</u>
Freshmen and sophomores	42%	44%
Juniors and seniors	40%	50%
Graduate students	18%	6%

CHI-SQUARE: 7.158
(2df, 5% = 5.99)

PUBLISHED AN ARTICLE

Data is not available to permit us to compare the percentage of faculty in different types of institutions who publish; however, comparing all award recipients to teachers in higher education, recipients on the average are significantly greater publishers of articles. Fifty-seven per cent of all faculty members have published at least one article, but seventy-four per cent of all award recipients have published an article. At the five per cent level of confidence we can assume that the groups come from different populations. Other characteristics of the recipients that also influence "productivity" will be discussed in the section "Published a Book."

Published an Article: (14)

	<u>T</u>	<u>R</u>
None	43%	26%
Within the last 4 years	42%	59%
Over 4 years ago	15%	15%

CHI-SQUARE: 7.050
(2df, 5% = 5.99)

PUBLISHED A BOOK

Although it was noted earlier that non-student selected recipients tend to have published more books than student selected recipients (S.S. - 37%, N.S.S. - 57%), either group has a better publishing record than the national average. Only twenty-two per cent of teachers in higher education have published a book. At the five per cent level of confidence we can say that the recipients and other teachers come from two different populations.

Dunham, Wright and Chandler note that: "Publishing of books and articles was more prevalent among faculty who were male, had doctorates, changed institutions, taught at universities and lived in the North Atlantic Region." (15) The general profile of the award recipients would suggest that they should be a productive group as the majority are male, have doctorates, have taught in at least one other institution, teach at universities and live in New England. The U.S.O.E. study does not break down by institutional type, or characteristics of teacher, those people who publish articles and books. Thus, it is difficult to know which of the variables is most closely related to having a high level of "productivity."

<u>Published a Book:</u> (15)	<u>T</u>	<u>R</u>
None	78%	47%
Within the last 4 years	13%	28%
Over 4 years ago	9%	25%

CHI-SQUARE: 20.705
(2df, 5% = 5.99)

PRIOR STUDENT STATUS AT THIS INSTITUTION: TABLE 8 - 13

Although in each of the types of institutions reported on in TABLE 8 - 13, recipients had more experience as students in the institution where they are now teaching, the differences are not significantly great to be significant. A Chi-Square Test was valid for four out of the five categories of institutions. The tests indicate that at the five per cent level of confidence, we cannot assume that the groups come from different populations.

TABLE 8 - 13

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF PRIOR STUDENT STATUS AT THIS INSTITUTION BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (16)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Received no degree from this institution	75%	60%	79%	71%	72%	60%	70%	58%	67%	54%
Received Bachelor's degree from this institution	10	15	16	24	8	13	7	12	6	11
Received higher degree from this institution	8	12	2	5	10	11	11	12	16	18
Received Bachelor's and Higher Degree from this institution	<u>7</u>	<u>13</u>	<u>3</u>	<u>0</u>	<u>11</u>	<u>15</u>	<u>12</u>	<u>18</u>	<u>11</u>	<u>18</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CHI-SQUARE: 5.267								CHI-SQUARE: 2.925	

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

INSTITUTIONAL MOBILITY: TABLE 8 - 14

Award recipients are much more likely than other teachers to be tenured faculty. Fifty-three per cent of all faculty members are tenured but eighty-two per cent of the recipients have tenure! As few recipients were non-tenured, this analysis is restricted to tenured faculty.

Institutional mobility is difficult to measure. A professor may not be "Actively looking" for a position, but he might leave if he was offered a position at a higher rank and a higher salary at another institution. Thus, many teachers are not "Actively looking" but are "Interested in another position." The U.S.O.E. survey attempted to collect data on "Offers extended" and "Interest in another position" as well as data on teachers "Actively looking."

As the data reported in the national survey combines the answers to three questions as a category, it is initially difficult to understand. See TABLE 8 - 14. Grouping identical responses to separate questions helps us to understand the mobility of different groups. Both groups of tenured faculty have a majority of teachers who are neither "Actively looking" or "Interested in another position," (T: 65%, R: 74%). The teachers have a larger number of people than the recipients who though not actively looking, are interested (T: 32%, R: 26%). A larger percentage of recipients seem to have the capability of moving in that they have been offered positions even though they were not actively looking (T: 48%, R: 59%).

Although there is a tendency for more tenured recipients than tenured teachers to indicate a stronger commitment to the institution, and though recipients tend to be more "sought-after," differences between

the groups do not seem to be sufficiently great to cause one to say that the groups are different in terms of institutional mobility. The nature of the items discourages the use of collapsed categories.

It is, of course, possible that a question of this nature may be too confidential to cause all respondees to be candid.

INTENTION OF REMAINING AT THIS INSTITUTION UNTIL RETIREMENT: TABLE 8 - 15

Again, the small number of non-tenured recipients caused the study to restrict itself to an examination of tenured faculty for this characteristic.

With the exception of recipients at public universities, the original data permitted the use of a Chi-Square Test on each of the categories. There seems to be no real difference between the groups in their intention of remaining at this institution until retirement. At the five per cent level of confidence we cannot assume that the groups come from different populations. The presence of a zero classification in the recipients at public universities does not allow us to make a judgment about this group. For this characteristic, there seems to be no difference in institutional involvement of recipients and other teachers.

TABLE 8 - 15

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF EXPECTATION OF REMAINING AT THIS INSTITUTION UNTIL RETIREMENT BETWEEN TENURED AWARD RECIPIENTS AND TENURED TEACHERS IN LIKE INSTITUTIONS (18)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T**	R***	T	R	T	R	T	R	T	R
I intend to remain	66%	61%	65%	56%	66%	59%	67%	70%	70%	54%
I intend not to remain	9	7	25	31	9	7	8	0	8	13
Do not know	<u>25</u>	<u>31</u>	<u>10</u>	<u>13</u>	<u>25</u>	<u>34</u>	<u>26</u>	<u>30</u>	<u>22</u>	<u>33</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CHI-SQUARE: 1.085		CHI-SQUARE: 1.704		CHI-SQUARE: 2.015		CHI-SQUARE: 2.015		CHI-SQUARE: 5.455	

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

ELEMENTARY SCHOOL EXPERIENCE: TABLE 8 - 16

Few recipients and few other teachers have been involved with elementary school students. None of the award recipients who are teaching at the university level have taught elementary school. Four recipients, all of them on the faculty of colleges, did teach or had an administrative post at the elementary level. The Chi-Square is valid for the total group and at the five per cent level of confidence we cannot assume that the groups came from different populations.

TABLE 8 - 16

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF ELEMENTARY SCHOOL TEACHING EXPERIENCE BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (19)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Yes, I have been a full-time elementary school teacher, supervisor or principal	12%	15%	15%	19%	7%	0%	8%	0%	5%	0%
No	$\frac{88}{100\%}$	$\frac{95}{100\%}$	$\frac{85}{100\%}$	$\frac{81}{100\%}$	$\frac{93}{100\%}$	$\frac{100}{100\%}$	$\frac{92}{100\%}$	$\frac{100}{100\%}$	$\frac{95}{100\%}$	$\frac{100}{100\%}$

CHI-SQUARE:
0.125

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

SECONDARY SCHOOL EXPERIENCE: TABLE 8 - 17

Experience at the secondary level as a teacher or administrator is not uncommon among faculty members in higher education. Thirty per cent of all teachers in higher education have had secondary school experience. A significantly less proportion of recipients have had this experience. At the five per cent level of confidence we can say that the groups come from different populations. Variations do occur depending on the institution where the recipient teaches. The percentage of recipient who are teachers at colleges and who have had secondary school experience is proportional to the total number of college teachers with this experience. The private university recipients also seem to have a proportional relationship with other teachers at their institutions. The group that seems to be influencing the total percentage appears to be at public universities; here the sample had far less experience than would be predicted, and the number is sufficiently great that it has implied differences among recipients and all teachers that do not exist when the variable of institutional type is controlled.

TABLE 8 - 17

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF SECONDARY SCHOOL TEACHING EXPERIENCE BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (20)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Yes, I have been a full-time secondary school teacher, supervisor or principal	30%	12%	35%	29%	23%	6%	22%	3%	16%	11%
No	$\frac{70}{100\%}$	$\frac{88}{100\%}$	$\frac{65}{100\%}$	$\frac{71}{100\%}$	$\frac{77}{100\%}$	$\frac{94}{100\%}$	$\frac{78}{100\%}$	$\frac{97}{100\%}$	$\frac{84}{100\%}$	$\frac{89}{100\%}$
	CHI-SQUARE: 9.765		CHI-SQUARE: 0.827							

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

TEACHING ASSISTANT EXPERIENCE: TABLE 8 - 18

It is possible to do a Chi-Square Test on each of the classifications, and it is quite clear that experience as a teaching assistant fails to discriminate between groups. At the five per cent level of confidence, we can assume that both groups come from the same population. This is true whether we examine total faculty, small university faculty, private college faculty, public university faculty or private university faculty.

TABLE 8 - 18

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF PART-TIME TEACHING ASSISTANT OR TEACHING FELLOW WHILE IN GRADUATE SCHOOL BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (21)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		UNIVERSITIES		
	T*	R**	T	R	T	R	T	R	
Yes, I have been a part-time teaching assistant or teaching fellow while in graduate school	51%	49%	43%	38%	55%	53%	59%	52%	54%
No	<u>49</u>	<u>51</u>	<u>57</u>	<u>62</u>	<u>45</u>	<u>47</u>	<u>41</u>	<u>48</u>	<u>46</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CHI-SQUARE: 0.080		CHI-SQUARE: 0.519		CHI-SQUARE: 0.081		CHI-SQUARE: 0.992		CHI-SQUARE: 0.080

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

JUNIOR COLLEGE EXPERIENCE: TABLE 8 - 19

There is no difference between award recipients and other teachers for the characteristic of experience at the junior college level. A Chi-Square Test is possible for the total group, and it discloses that at the five per cent level of confidence we can assume that both groups come from the same population.

An "eyeballing" of the data for those institutional groups for which the test is not permissible also suggests that the groups are the same in terms of this characteristic.

TABLE 8 - 19

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF JUNIOR COLLEGE INSTRUCTOR OR ADMINISTRATOR BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (22)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Yes, I have been a full-time instructor or administrator	7%	7%	9%	14%	6%	6%	5%	9%	4%	0%
No	$\frac{93}{100\%}$	$\frac{93}{100\%}$	$\frac{91}{100\%}$	$\frac{86}{100\%}$	$\frac{94}{100\%}$	$\frac{94}{100\%}$	$\frac{95}{100\%}$	$\frac{91}{100\%}$	$\frac{96}{100\%}$	$\frac{100}{100\%}$

CHI-SQUARE:
0.000

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

SATISFACTION WITH TEACHING: TABLE 8 - 20

No difference exists between the groups in terms of how they respond to a question item inquiring if they are satisfied with a teaching career. At the five per cent level of confidence we can assume that both groups come from the same population.

Although a Chi-Square Test is not appropriate for the other groups, the distribution of percentages strongly suggests recipients and other teachers have identical attitudes towards college teaching regardless of their institution.

TABLE 8 - 20

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF SATISFACTION WITH TEACHING BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (23)

	ALL INSTITUTIONS		COLLEGES		SMALL UNIVERSITIES		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
	T*	R**	T	R	T	R	T	R	T	R
Satisfied with teaching	93%	94%	94%	100%	91%	94%	92%	97%	92%	86%
Not satisfied with teaching	$\frac{7}{100\%}$	$\frac{6}{100\%}$	$\frac{6}{100\%}$	$\frac{0}{100\%}$	$\frac{9}{100\%}$	$\frac{6}{100\%}$	$\frac{8}{100\%}$	$\frac{3}{100\%}$	$\frac{8}{100\%}$	$\frac{14}{100\%}$

CHI-SQUARE:
0.082

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

YEARS OF EXPERIENCE: TABLE 8 - 21

It appears that years of experience does not discriminate between recipients and other teachers. For each group, regardless of institutional type, the median is found to be: 10 - 19 years. In addition, all groups share the same modal classification: 10 - 19 years--or it is one of two identical modes. It is necessary to collapse categories to obtain a Chi-Square statistic, the resulting computation indicates that at the five per cent level of confidence we cannot assume that the groups come from different populations. If the awards are being given as rewards to older men, or are being captured by young faculty members, our data does not disclose this.

<u>Collapsed Categories:</u>	<u>T</u>	<u>R</u>
0 - 10 years experience	31%	28%
10 - 19 years experience	34%	32%
Over 19 years experience	37%	40%

CHI-SQUARE: .310
(2df, 5% = 5.99)

TABLE 8 - 21

COMPARISON OF THE DISTRIBUTION IN PERCENTAGE OF THE VARIABLE OF YEARS OF TEACHING EXPERIENCE BETWEEN THE AWARD RECIPIENTS AND TEACHERS IN LIKE INSTITUTIONS (2/4)

	ALL INSTITUTIONS										COLLEGES				SMALL UNIVERSITIES				UNIVERSITIES			
	T*		R**		T		R		T		R		T		R		T		R			
		%		%		%		%		%		%		%		%		%		%		
0 - 1 year	3	3%	0	0%	3	3%	0	0%	2	2%	0	0%	2	2%	0	0%	3	3%	0	0%		
2 - 3 years	6		5		6		0		6		6		5		9		6		6		4	
4 - 9 years	22		23		23		24		21		25		20		27		23		23		18	
10 - 19 years	34		32		32		33		35		31		35		27		34		34		36	
20 - 29 years	20		29		20		29		20		25		21		24		19		19		36	
30 - 39 years	13		6		12		0		13		13		13		13		12		12		4	
Over 39 years	4		5		5		14		3		0		3		0		3		3		4	
	100%		100%			100%		100%	100%		100%		100%		100%		100%		100%		100%	

*T = Teaching Faculty in Universities and 4-Year Colleges, Spring 1963 (U.S.O.E. publication)

**R = Recipients of Teaching Awards from New England institutions during 5-year period beginning in 1963

SUMMARY

The median award recipient appears to be little different from the median teacher in higher education. For the most part, the distribution among the classifications of characteristics suggests that the recipients and teachers come from identical populations. The differences between recipients and other teachers consisted in most cases, of the recipients having a larger proportion than other teachers in the median characteristic, i.e., the curves would be similar, but the recipients have a higher apex. In some cases, this difference relates to institutional status. Recipients tend to have more than other teachers.

The academic community does not tend to give awards to young, single instructors who have yet to complete their academic training. If those characteristics describe a romantic, or woman's magazine, concept of a popular or outstanding college teacher, then the data obtained in this study suggest something different. Recipients are mature men in many ways. Like the national profile of teaching faculties, their median age falls within the "40 - 49 years of age" classification. Seventy per cent of the recipients are over forty, whereas only sixty per cent of the national sample are this old. There is a greater percentage of teachers in the national profile who are female than were found to be award recipients. There were, in fact, too few females in this study to perform a statistical test, but it would appear that the higher proportion of male recipients hints that women have a far less chance of being a recipient than their numbers in higher education would warrant. Recipients do not vary from the national average in marital status. The great majority of them, in fact proportionately more than the national sample, are married.

Differences exist within institutions regarding the educational level of recipients--this may relate to the nuances of one of the award programs described earlier in this chapter--but on the whole a significantly larger number of recipients than other teachers have a doctoral degree.

Both groups tend to marry college graduates. The educational level of the recipient's parents like that of the national profile, varies widely, but the similarities within these wide distributions suggest that both groups come from the same population.

The typical recipient, middle-aged, married and a doctor, has achieved institutional status or maturity. The majority of recipients, unlike the majority of other college teachers, are full professors and the difference is statistically significant. The variable of institutional type influences the characteristic of being a department chairman, but at colleges and public universities recipients are statistically more likely than other teachers to be a department chairman. This is not true at private universities.

As recipients differ significantly from other teachers in the characteristic of education and rank, these factors may be interacting to cause the significant difference between groups in credit hours taught. Recipients teach less. However, there is no difference between the groups in the median and modal enrollment of students taught last term: 50 - 99 students.

The fact that on the average there are three times as many teachers as recipients working on a degree also tends to re-enforce the observation that recipients are mature men, secure in their institutional status. Recipients are much more likely to have the teaching of juniors and

seniors as their primary teaching responsibility than other teachers. This might suggest status; however, less recipients than other teachers have the teaching of graduate students as their primary teaching function. Data was not available by institutional type.

Recipients tend to be more "productive" in the sense that they are more likely (statistically significant at the five per cent level), to have written an article and/or book. As sex (male), rank (professor), educational level (Doctorate), also influence productivity; it is interesting to note that for these characteristics the recipients are also significantly different from the national profile.

For the characteristics that attempted to measure institutional involvement, there seems to be little difference between recipients and non-recipients. Recipients are significantly more likely than other teachers to be tenured, which may relate to the characteristics defining institutional status, but they are not really different than other tenured teachers when both groups of tenured faculty are compared in the characteristics of intending to remain at the institution until retirement, prior student status at the institution, or institutional mobility.

Teaching experience at levels lower than higher education fails to discriminate between the groups. The only statistically significant difference was caused by the fact that proportionally, less recipients have taught high school. The years of teaching experience does not distinguish recipients and other teachers. The median category is the same for both: ten to nineteen years. Both groups overwhelmingly indicated that they are satisfied with teaching as a career.

To summarize, the award recipients in New England institutions of

higher education are not out of the mainstream of American higher education. To the contrary, they represent on the average, those characteristics deemed most highly by those in power in the academic community.

FOOTNOTES

- (1) Dunham, Ralph E., Wright, Patricia S., and Chandler, Marjorie O., TEACHING FACULTY IN UNIVERSITIES AND FOUR-YEAR COLLEGES, SPRING, 1963 (Washington: U. S. Government Printing Office, 1966), p. 59.
- (2) Ibid., p. 113
- (3) Ibid., p. 67
- (4) Ibid., p. 70
- (5) Ibid., p. 86
- (6) Ibid., p. 86
- (7) Ibid., p. 86
- (8) Ibid., p. 113
- (9) Ibid., p. 113
- (10) Ibid., p. 115
- (11) Ibid., p. 117
- (12) Ibid., p. 68
- (13) Ibid., p. 83
- (14) Ibid., p. 37
- (15) Ibid., p. 37
- (16) Ibid., p. 24
- (17) Ibid., p. 112
- (18) Ibid., p. 105
- (19) Ibid., p. 94
- (20) Ibid., p. 94
- (21) Ibid., p. 95
- (22) Ibid., p. 95
- (23) Ibid., p. 108
- (24) Ibid., p. 97

CHAPTER 9

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Prior to recording the characteristics of the recipients of "Outstanding Teacher" awards, it was necessary to learn the answers to the following questions:

1. Are there a number of award programs functioning in New England colleges and universities, and if so, which institutions have them?
2. Is the selection process that is employed in identifying "Outstanding Teachers" such that it is likely that recipients are indeed "Outstanding Teachers"?
3. How are these recipients selected? Is there any aspect of the selection program that would bias the selection of any group of teachers?
4. Are there major differences between award recipients identified by student administered programs and recipients selected by other programs?
5. Are the characteristics identified as characteristics of award recipients, unique to them or are they manifestations of characteristics common to all college teachers in higher education?

Award programs are not uncommon on New England campuses. Although less than five per cent of the colleges have local award programs, more than half of the universities annually identify "Outstanding Teachers." In the last five years national or regional "Outstanding Teachers" have been identified on ten New England campuses by foundations or professional societies. The practice of making awards is generally a contemporary phenomena. Eleven of the twenty-three awards described in Chapter Five have been introduced since the academic year 1963-64. One school terminated the award. It appears that many campuses are involved in teaching awards and there is some evidence that the practice may increase.

The components of award programs, number of recipients, amount of the prize and the selection strategies vary from campus to campus. The Danforth program identifies ten recipients a year. The Western Electric

Fund sponsors eighteen prizes a year. Some local programs may select up to four recipients a year. In fact, some of the local programs have resolved the problem of selecting one winner, by naming as many recipients as fulfill the qualifications. Prizes vary as widely as the number of annual recipients. National prizes range from the ten thousand dollar award given by Danforth to "Honor." Local awards vary from University of Maine's fifteen hundred dollars to plaques. Although it is possible to classify some common elements in selection programs, as was done on Chart 5 - 1, the details of local selection strategies encourage one to say that each one is unique. For example, one school has a simple ballot, another an Ad Hoc Committee of students, administrators, alumni and faculty, another has a review of the decision by the board of trustees, while another submits the names of the final candidates to the president for his approval.

Whether or not the variety of selection procedures prevents one from grouping together recipients from different programs was discussed under "Assumptions" and in the "Review of the Literature." Perhaps it is inappropriate to readdress ourselves to the issue under the umbrella of "Conclusions" but the concept is crucial to the entire study and to future research on "Outstanding Teachers." This study would not say that a particular selection process could determine "The" outstanding teacher on campus. However, the study does demand that the reader recognize that there are local and national administrative structures that do determine outstanding teachers without enclosing the word outstanding in quotation marks. Perhaps the selection processes do not identify "the" outstanding teacher, or all outstanding teachers but the institutions seem to feel that they are successful in identifying a

number of uniquely competent teachers.

There is an interesting intellectual base for the practice of making outstanding teacher awards. Within scholastic philosophy there is a premise that is assumed to be proved: "If something does exist it can exist." To those of us conditioned by pragmatic schools of thought, the prior statement is silly. Yet certain academic practices seem to demand an examination by Thomistic logic, for despite academic reservations about stating what is good teaching, academic men are functioning as if outstanding teachers are visible. In fact, under the appropriate circumstances, even the most rigorous, hard-nose researcher, sooner or later, will speak nostalgically of the "great teacher" he had as an undergraduate. To paraphrase Aquinas, "If we do know great teachers, then we can know great teachers." At a minimum, it must be acknowledged that some men, men of intelligence and integrity, believe that you can know outstanding teachers. With this assumption granted, one can focus on the selection process employed to identify outstanding teachers and evaluate the probable success of a program.

Although the type of program varies, a reading of the reports on pages 109 to 135, would hardly cause one to call any of them arbitrary-- unless one labels the democratic process arbitrary. The programs are structured in such a way that it is possible for a qualified nominee to be rejected, but the possibility of an alpha error exists to discourage a beta error, i.e., the selection process may fail to reward an outstanding teacher, but it is less likely to reward an undeserving teacher.

A review of the description of selection process also indicates that some teachers, for reasons not relating to their teaching competence, are more likely than others to be identified as "outstanding." The

Massachusetts Institute of Technology restricts its nominees to non-tenured teachers, St. Michael's College requires recipients to have taught a year on the campus, the University of Bridgeport "prefers candidates with five years experience," and the University of Massachusetts prefers "a period of years." Four of the national awards are restricted to specific fields: one is in chemistry and three are in physics. The national award programs all inquire about a teacher's "productivity." Productivity is embraced with quotation marks as, in this sense, it does not refer to one's teaching productivity. Although the aforementioned qualifications undoubtedly discriminate against some faculty members, on the whole, they did not prejudice the results: there were proportionately more tenured faculty than a comparison with the national average would have predicted. The University of Massachusetts recipients and the University of Bridgeport recipients were non-student selected, but the median category of years of experience of student selected and non-student selected were the same: ten to nineteen years. Both groups were "productive." The effect of the national awards did result in disproportionate distribution of fields of specialization.

The acquisition of a great deal of data on recipients and the roughly proportion distribution of student selected and non-student selected recipients permitted the study to examine the uniformity of "outstanding teachers" in terms of characteristics held by the majority of recipients. The observations made about the two groups are of course tentative, for this study attempted to be consistently sensitive to the conclusions that can be drawn using data acquired by a questionnaire. Yet, the analysis of the data on student selected and non-student selected recipients suggest that the groups, at least in the sense of having the same median classification of a characteristic, are more like than unlike.

By median classification we mean that if the categories are treated as continuous data, rather than discrete data, we can find a classification of a characteristic that more than half of the recipients possess.

The median student selected recipient differs from the non-student selected recipient in credit hours taught and in his intention of remaining at this institution until retirement. The non-student selected recipient teaches an average of 8.3 credit hours a semester, the student selected recipient teaches 6.7 credit hours. Although both groups have the same, small proportion of recipients who indicated they would "probably not remain at this institution until retirement," a significantly larger number of student selected recipients "Don't know." With the exception of the variation in the distribution of field of specialization previously discussed, the aforementioned characteristics are the only ones in which the majority of both groups did not share the same characteristic classification, or have a similar distribution of classifications within a characteristic. It is very interesting that when the recipients are contrasted with other teachers, even these differences appear less discriminating between recipients.

There are a number of similarities in characteristics relative to personal background. The majority, over 60%, of recipients of both programs are male, married, have a doctorate, are over forty, and have a wife who attended college. The educational background of the recipient's parents varies too widely to make a generalization about recipients within groups. Recipients of both groups tend to have institutional status. The majority of both groups are professors; have tenure; are not working

on a degree; have less than six credit hours of teaching per semester; have published six or more articles; and have taught over ten years. About one out of four of both groups are department chairmen.

Neither group is unique in its involvement with the institution either in their past or in their future intentions. Over sixty per cent of both groups did not earn their bachelor's or a higher degree at the institution where they are teaching. The typical recipient identified in both programs is not actively looking for a position elsewhere but they have received an offer or an inquiry about their availability for the coming year. Almost half (49%) of the non-student selected recipients, like a small majority of the student selected, are interested in another position even though they are not actively looking.

Both groups have had limited experience teaching at levels other than higher education. Over eighty per cent have not taught elementary school, secondary school or junior college. About half have served as teaching assistants.

Over sixty per cent of both groups decided first on their field of specialization before they decided to teach, or made the decisions simultaneously. There is no commonness within or between groups in terms of when they decided to become teachers or to teach college.

The section of the questionnaire dealing with job motivations and satisfactions presented each recipient with about twenty possible answers for each question. Few answers attracted the majority of the subjects. But the similarity in rank order and the frequency of responses strongly argue that if the study failed to identify attitudes that a majority of recipients shared, it did indicate that the groups are similar. When asked what influenced their decision to become a college teacher, the

answer that attracted four out of ten subjects in both groups, and the most popular response was: "So interested in subject I wanted to continue its study." When asked the chief satisfaction of being a college teacher, the answer that received the largest number of checks by the student selected recipients, and the second largest number of checks by the non-student selected recipients was "Sheer enjoyment of teaching." Large numbers of recipients could not agree on the chief dissatisfaction of college teaching. The item checked most frequently by both groups (28% of the student selected, 27% of the non-student selected), was: "Excessive Committee work." The majority of both groups agreed that the way to encourage qualified people to enter college teaching was to "stress the quality of classroom teaching." The same response was also extremely popular when the recipients were asked how to retain competent people. It was the most popular response of the student selected recipients and the second most popular with non-student selected recipients.

As it seemed that with the exception of three characteristics, recipients seemed to be more like than unlike, the groups were put together and contrasted with a national survey of teachers to discover in what ways recipients were different from other college teachers.

An examination of the median classifications of characteristics suggests that the groups do not vary in personal background. The majority of both groups are over forty, male, married, doctors and have wives who completed college. Differences between the two groups appear if we compare the percentage of subjects in various classifications. For example, recipients are older; more are male; more are married; more have the doctorate; more of their spouses completed college and more of

their mothers did not attend high school. Despite these visual differences, the Chi-Square Test indicated that only the recipient's educational level was statistically significant. There were too few females to test the significance of the distribution of sexes.

Differences do exist between the groups in institutional status. Recipients were found to have more status in a number of characteristics. Significant differences were found in rank, possession of a department chairmanship, credit hours taught, research productivity and tenure. The majority of recipients are professors, but only twenty-seven per cent of all teachers are professors. Recipients are more likely than other teachers to be department chairmen at private colleges and public universities. The majority of recipients teach between six and ten credit hours a semester, but the national average is eleven or more hours. The majority of recipients have published an article, the majority of teachers in higher education have not. Eighty-two per cent of the recipients have tenure, only fifty-three per cent of all teachers have tenure.

Statistical differences were not discovered in any of the characteristics that attempted to measure institutional involvement, such as prior student status, intention of remaining at the institution until retirement or interest in another position. In each of these characteristics the recipients indicated more involvement, but the difference was not significant at the five per cent level.

Statistically significant differences were not found between the groups in experience as an elementary teacher, as a junior college teacher, as a teaching assistant or in years of teaching experience. Statistically significant differences were found in experience in secondary school. Recipients had less. Twelve per cent of the recipients had had teaching or administrative experience at the secondary

level, whereas thirty per cent of the teachers had this experience.

Recipients seem to be unique from other teachers in higher education only in institutional status. One must be very careful in stating that these statistically significant differences in status are individually important. They are not. The interrelationship of characteristics that measure status is somewhat obvious as was pointed out in Chapter Eight. Interesting hypotheses might have been made if the recipients had some characteristics that indicated high status and other characteristics that indicated low status. For example, if the recipients had high productivity and low rank; or if they had heavier teaching loads and high rank, or if they had high productivity and no tenure. None of those combinations occurred.

To conclude, a descriptive study such as this one differs from an experimental one in that descriptive studies report on the nature of the phenomena, not on how it can be changed or how it came to be. Thus, the writer will avoid the temptation to give answers that explain causes from data that originated as answers to "What" questions. In other words, the study seemed to indicate that the recipients had more status, that in other respects differences were not significant. Other than examining selection processes, which was done, explanations as to why recipients had more status, or were not different in other ways, would be mere conjecture and would attribute to questionnaire data more scientificness than this type of study deserves.

The study described a practice that seems to be flourishing, and which, in light of the shortage of literature on the subject, needed description. It was important to record that recipients of distinguished teaching awards have also experienced success in achieving certain symbols

of institutional achievement: rank, tenure, terminal degrees, lighter teaching loads and publications.

RECOMMENDATIONS

A number of variations of this study are possible such as, repeating the design but using state universities rather than New England institutions as the source of subjects, or comparing recipients of national teaching awards with recipients of national professional awards; or extending the study to include all the North Atlantic States and comparing these recipients to all the teachers in the North Atlantic States described in the U.S.O.E. survey, but I am not sure that given the results of this study, that further surveys of this type would add significantly to an understanding of higher education. It would be possible to go beyond the reports on pages 108 to 135 and by an in-depth examination of the selection processes to discover factors that result in one nominee being chosen rather than another nominee, but this type of research is expensive and seems more expose than expository. It would probably tell us more about the nature of man, than the nature of the selection processes.

My recommendations reflect, in part, a point of view of the one recipient who refused to participate in the survey. I suspect that my letter of request led Professor De Mott to believe that I would write in my last chapter that "Effective teachers are more likely to be Professors, 40 - 49 years of age, authors of 1.4 books . . ." This concern seemed to prompt his refusal.

If this researcher failed to communicate his goals to Professor De Mott, De Mott did not fail to communicate to the researcher: "I realize it must seem to you unaccountably rude of me to return your

questionnaire unanswered but I haven't any real choice. I don't think you can find out about good teaching by concentrating on external circumstances. I have to go further and say that the idea of trying seems, if you will forgive me, 'wrong headed.'" (1)

If the professor is seeking forgiveness, I forgive him. I only hope that his interpretation of my letter does not cause him to castigate and to quote a quantitative researcher in one of his frequent articles in the NEW YORK TIMES--the questionnaire was returned, the letter was not.

Although we clearly differ in communication skills, our orientation is similar. He wrote: "What's necessary is an attempt to probe the innerness of the man who can teach--what are the man's central understanding of life, what are his inner decisions about the human needs his 'subject' can meet, what is his emotional landscape?" (2)

Who can quarrel with that statement? Not only should this be done, but to a certain extent it can be done. To this end, I would like to make two recommendations.

Bills, reviewed earlier, conducted research using outstanding teachers as subjects. Administrators identified the teachers. He administered a Q-sort called the College Teacher Problems Q-Sort. He challenged the validity of labeling the A.A.C.T.E. teachers as "outstanding" as their scores indicated that they were not student orientated. It would be interesting to gather together award recipients and duplicate Bills' study. His central hypothesis, that effective teachers are student orientated, seems to be a core of much educational philosophy. What if individuals selected by a variety of processes also achieved similar scores on the Q-sort? What if teachers identified as outstanding

were insensitive to the emotional needs of the students or believed that the student role, for the most part is a passive one? What if award recipients believed that truth is acquired through deductive processes not inductive processes? What then?

It would seem important to learn not only the value system of award recipients, but also their orientation to college problems. The American Association of Colleges of Teacher Education is to be lauded for bringing together a group of college teachers and having them focus on college teaching, but if Bills' criticism, that the group was not "outstanding," is valid, then the conference should be duplicated with men whose claim to be outstanding has more institutional support.

The one hundred and four men recipients who might be brought together for this conference would represent a variety of educators. One man holds a named chair at Harvard. Another responded to the questionnaire by writing me a long letter bitterly explaining why he left teaching. Another, who won two awards, is now an assistant provost. Another selected by students as outstanding has left teaching for industry. Another left teaching to become an administrative assistant to a United States Senator. Another student selected recipient, when asked how did you become interested in teaching responded: "Wanted to do basic research. Teaching comes with it." When he was asked "What are your chief satisfactions?", he listed only one: "Opportunities for research." Another responded to the questions dealing with retaining and recruiting college teachers by writing on the form: "Listen to students." Another volunteered the following: "Aspects of education with which I am in hearty disagreement (include) the fetish that learning and studying are joyful processes. Like hell they are!" Another responded suggesting

he and I collaborate on a further study of award recipients.

If we are entering the decade of the dialogue, it would seem important that we should not only "listen to students," but also that we listen to teachers, especially those teachers who seem to be successful as teachers.

In order that this recommendation be explored, a proposal outlining a conference whose participants would be this study's award recipients, college newspaper editors and representatives of the educational press, is being prepared for a foundation that has shown concern about the status of teaching in higher education.

The last recommendation of this study is that a qualitative description of award recipients be prepared. Description of the recipient's educational philosophy, his interaction with students and general life style might help us to understand something about teachers who are respected by students and colleagues. If it does not achieve this goal, we will have at least given more recognition to men who are successful as teachers at a time when teaching needs recognition. If we in education are right in expending energies in seeking the answers to questions about what makes a teacher outstanding, then it would also seem proper to expend energies to make known to the academic community men who have been discovered to be "outstanding teachers."

FOOTNOTES

- (1) Benjamin De Mott, Personal Letter, January 31, 1969.
- (2) Ibid.

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APPENDIX A

CHARACTERISTICS OF TEACHING FACULTY IN UNIVERSITIES AND FOUR-YEAR COLLEGES, SPRING, 1963

	University Faculty		College and Technical Institutes Faculty		Total
	Public Control	Private Control	Public Control	Private Control	
	750 Members	750 Members	200 Members	200 Members	
Personal Background:					
Age:	7%	7%	8%	8%	7%
Under 30	31	34	31	37	33
30-39	32	31	30	31	30
40-49	20	18	20	18	20
50-59	6	6	5	5	6
60-64					
Sex:	87%	88%	78%	83%	82%
Male	13.	12	22	17	18
Female					
Marital Status:	14%	19%	19%	17%	20%
Never Married	82	78	75	78	76
Married					
Widowed, divorced or separated	3	4	5	5	4
Highest Educational Level:	6%	4%	10%	9%	8%
Bachelor's Degree	26	27	35	27	31
First Professional Degree	8	8	14	13	11
All But Dissertation	58	59	41	51	50
Doctorate					

Total

College and Technical Institutes Faculty
 Under 200 Members Over 200 Members

University Faculty
 Over 750 Members Under 750 Members

Personal Background
 (cont.)

Educational Level of Father

	Public Control	Private Control	Public Control	Private Control	Over 200 Members	Under 200 Members	Total
8th grade not completed	15%	14%	18%	17%	17%	17%	16%
8th grade completed	14	14	17	15	16	16	15
H. S. not completed	12	11	13	13	12	13	12
H. S. completed	17	15	14	15	14	15	15
College not completed	14	12	14	13	14	14	13
Completed college	10	11	8	9	10	8	9
5 or more years	14	17	10	14	13	11	14
Don't know	4	6	6	5	5	6	5

Educational Level of Mother

	Public Control	Private Control	Public Control	Private Control	Over 200 Members	Under 200 Members	Total
8th grade not completed	11%	11%	12%	13%	13%	12%	12%
8th grade completed	15	15	16	16	15	16	15
H. S. not completed	12	11	15	13	14	14	13
H. S. completed	27	27	24	25	25	24	26
College not completed	19	16	17	16	17	17	17
Completed college	10	10	8	9	9	9	9
5 or more years	3	4	3	4	4	3	3
Don't know	4	6	4	5	5	5	5

Educational Level of Spouse

	Public Control	Private Control	Public Control	Private Control	Over 200 Members	Under 200 Members	Total
8th grade not completed	0	0	0	0	0	0	0
8th grade completed	0	0	1	1	1	1	1
H. S. not completed	1	1	2	2	2	2	1
H. S. completed	10	10	11	9	11	10	10
College not completed	25	21	24	23	23	24	24
Completed College	31	31	31	31	31	32	31
5 or more years	32	36	30	33	32	31	32
Don't know	1	1	1	1	1	1	1

Personal Background (cont.)

University Faculty

College and Technical Institutes Faculty

Total

Field of Specialization	University Faculty		College and Technical Institutes Faculty		Total
	Public Control	Private Control	Public Control	Private Control	
Agriculture	6%	0%	1%	1%	2%
Biological Sciences	9	11	6	6	8
Business & Commerce	5	5	6	5	5
Education	7	4	14	10	8
Engineering	11	7	5	2	7
English & Journalism	7	10	10	11	9
Fine Arts	8	5	12	9	10
Foreign Languages	4	7	3	13	5
Health Fields	7	5	1	4	5
Home Economics	2	10	1	2	5
Law	1	1	2	1	1
Mathematics	5	2	0	0	1
Philosophy	1	3	7	6	1
Physical Education	4	1	1	1	1
Physical Science	8	3	8	5	6
Psychology	3	9	8	2	2
Religion & Theology	0	3	2	9	5
Social Science	11	3	0	3	9
		3	4	3	3
		13	13	1	2
				12	12

Field of Specialization

INSTITUTIONAL STATUS (cont.)

	Public Control		University Faculty Over 750 Members		Under 750 Members		Public Control		Private Control		Over 200 Members		Under 200 Members		Total
	%		%		%		%		%		%		%		

Student Level Taught:
 Freshman & Sophomores
 Juniors & Seniors
 Graduate Students

Credit Hours of

Preparation:

Median
 Mean

Credit Hours

Taught:

Median
 Mean

Not on credit hours

1-5 hours
 6-10 hours
 11-15 hours
 16-20 hours
 21 hours

	32%	27%	24%	35%	53%	53%	43%	56%	42%
	41	32	36	39	42	41	45	41	40
	25	41	40	25	5	6	12	3	18
	8	7	7	8	9	9	8	9	8
	8	7	7	8	10	10	9	10	9
	9	8	8	9	13	12	12	13	11
	9	8	8	10	12	12	11	12	11
	1%	3%	2%	1%	0%	0%	0%	0%	1%
	17	19	25	12	4	5	9	3	11
	48	47	52	45	21	29	28	24	36
	29	27	17	36	61	52	54	57	43
	4	3	3	4	12	11	6	13	8
	1	1	1	1	2	2	2	3	2

INSTITUTIONAL IDENTIFICATION

	UNIVERSITY FACULTY		COLLEGE FACULTY (Not including technical institutions)	
	Public, Faculty Under 750	Private, Faculty Over 750	Public, Faculty Under 200	Private, Faculty Over 200
Institutional	36%	38%	36%	44%
Mobility:				
1. Interested in another position	31	29	24	24
2. Looking for another position	11	12	15	11
3. Offered another position	20	18	21	18
	1	1	1	0
	2	2	3	2

TENURE FACULTY

	UNIVERSITY FACULTY		COLLEGE FACULTY (Not including technical institutions)	
	Public, Faculty Under 750	Private, Faculty Over 750	Public, Faculty Under 200	Private, Faculty Over 200
1. No	36%	38%	36%	44%
2. Not	26	25	24	24
3. Yes	14	14	15	11
	21	19	21	18
	1	1	1	0
	2	3	3	2

NON-TENURE FACULTY

	UNIVERSITY FACULTY		COLLEGE FACULTY (Not including technical institutions)	
	Public, Faculty Under 750	Private, Faculty Over 750	Public, Faculty Under 200	Private, Faculty Over 200
1. No	32	31	31	39
2. Not	23	25	20	22
3. Yes	14	15	18	14
	23	22	21	17
	2	2	3	2
	6	6	7	5

Total

College and Technical Institutes Faculty

University Faculty

Public Control

	Public Control		Private Control		Over 200 Members		Under 200 Members		Total
	%	Count	%	Count	%	Count	%	Count	
<u>Working on a degree:</u>									
At this institution:	37%		5%	95	10%	90	4%	96	16%
At another institution:	63		95		90		96		84
<u>Prior Student Status</u>									
<u>At This Institution</u>									
Received no degree from this institution:	70%		79%		81%		81%		75%
Received bachelor's degree from this institution:	7		16		9		15		10
Received higher degree from this institution:	11		2		4		2		8
Received bachelor's and higher degree from this institution:	12		3		5		3		7
<u>Expectation of Retirement</u>									
Tenure Faculty									
Remain	67%		65%		65%		64%		66%
Not remain	8		10		10		11		9
Do not know	26		25		25		26		25
<u>Not On Tenure Faculty</u>									
Remain	24		26		24		25		25
Not remain	37		32		39		34		35
Do not know	39		42		37		41		40

INVOLVEMENT IN TEACHING

	University Faculty		College and Technical Institutes		Faculty		Total	
	Public Control	Over 750 Members	Private Control	Over 200 Members	Under 200 Members	Under 200 Members		
<u>Employment</u>	8%	7%	5%	7%	20%	15%	19%	12%
<u>Experiences:</u>								
Taught Elementary School	22	15	16	23	46	35	44	30
Taught Secondary School	5	4	4	6	11	9	11	7
Taught Junior College	59	58	52	55	48	43	43	51
Part Time Teaching Assistant								

Total Years of Experience:

0-1 year	2	3	2	2	3	3	3	3
2-3	5	6	6	6	6	6	6	6
4-9	20	23	22	21	23	23	23	22
10-19	35	34	34	35	35	32	33	34
20-29	21	19	21	20	19	20	19	20
30-39	13	12	13	13	12	12	13	15
over 39 years	3	3	3	3	3	3	4	4

Satisfaction with Teaching:

Satisfied with Teaching:	92%	94%	92%	91%	93%	94%	94%	93%
Not Satisfied with Teaching:	8	6	8	9	7	6	6	7

10. Please answer the following questions in terms of credit hours (whether quarter, semester, or equivalent). CREDIT HOURS
- a. What is your total teaching load this term? _____
- b. How many CREDIT HOURS do you have of PREPARATION FOR SEPARATE COURSES? (Example: If you have 3 sections of the same 2 credit course, count it as 2 credit hours of preparation.) If you do not teach any class twice, your answer should be same as "a." above _____

11. In column A check the one level you teach most this term. If you teach the same number of classes at two levels, base your decision on the number of students taught. Then check AS MANY OTHER LEVELS AS APPLY IN COLUMN B. Be sure to check both columns.

LEVEL TAUGHT	MOST "A"	OTHER "B"
Lower division (freshman and sophomores)	_____	_____
Upper division (juniors and seniors)	_____	_____
Graduate division (graduate or advanced professional)	_____	_____
None of the levels specified above	_____	_____

12. Recipient's Educational Level. Please check the highest level of education:

Four year bachelor's and first-professional degrees	_____
5 or more year first professional degrees (MD, LLB, DDS, MLS)	_____
Master's plus one year	_____
All but dissertation on doctorate	_____
Second-level master's (LLM, M Arch, MEd, etc. Exclude first-professional degrees)	_____
Doctorate (PhD, EdD, DPH, ScD, etc. Exclude first-professional doctorates such as MD, DDS, DVM, etc.)	_____

- 13a. Are you now working toward any degree? _____ Yes _____ No

- 13b. If yes, Is the degree you are working on from the same institution where you are teaching? _____ Yes _____ No

- 14a. Did you earn a baccalaureate degree from the same institution where you are now teaching? _____ Yes _____ No

- 14b. Did you earn any degree higher than a baccalaureate from the same institution where you are now teaching? _____ Yes _____ No

- 15a. Have you ever written professional articles or monographs which were published in professional journals? (Do not include newspaper articles, instructional material published only for your classes, book reviews, and short notes of less than one page.) _____ Yes _____ No

- 15b. If yes, year latest article was published or accepted for publication _____

- 15c. About how many in all? _____

- 16a. Have you ever written or edited a book in your field(s) which was published (Include coauthorship). _____ Yes _____ No

- 16b. If yes, year latest book was published or accepted for publication _____

- 16c. How many in all? _____

17. Do you expect to remain at this institution until you retire?
 Probably Yes ___ Probably No ___ Don't Know ___

18. During this academic year:
 a. Have you received an offer of another job or a definite inquiry about your availability for a specific position? Yes No
 b. Are you now actively looking for another position for the fall of 1970? ___ ___
 c. IF NOT ACTIVELY LOOKING, are you interested in another position? ___ ___

19a. Estimate the average number of hours per week you usually spend in TEACHING AND OTHER PROFESSIONAL ACTIVITIES.

19b. What percent of this time do you spend in each of the duties listed below? Be sure the overall total (1 to 13) is 100%. Where none, put "0".
 IN PROFESSIONAL ACTIVITIES CONNECTED WITH YOUR POSITION AT THIS INSTITUTION: PERCENT OF TIME

- | | |
|--|-------|
| 1. Scheduled instruction and related duties (including preparing class material, examining, etc.) | _____ |
| 2. Individual student conferences (Include advising, counseling, directing theses, unscheduled individual instruction, etc.) | _____ |
| 3. Organized research (separately budgeted) | _____ |
| 4. Departmental research (not separately budgeted) | _____ |
| 5. Administration (Include departmental or institutional administration, routine record keeping, preparing required reports, committee work, etc.) | _____ |
| 6. Public services connected with your institutional activities. | _____ |
| 7. Other (SPECIFY) _____ | _____ |
| IN PROFESSIONAL ACTIVITIES NOT IN CONNECTION WITH YOUR POSITION AT THIS INSTITUTION: | |
| 8. Public services not connected with your institutional activities | _____ |
| 9. Outside consulting for pay (Include editing, writing, etc.) | _____ |
| 10. Research for an advanced degree | _____ |
| 11. Other Research (Count research that is not college sponsored) | _____ |
| 12. Background reading in your field not counted above | _____ |
| 13. Other (SPECIFY) | _____ |

SUM OF QUESTION 19b (ITEMS 1 to 13) = TOTAL 100%

20. Have you ever been employed as any of the following?
 Answer all questions (a - d) Yes No

a. Full time elementary school teacher, supervisor, or principal	_____	_____
b. Full time secondary school teacher, supervisor, or principal	_____	_____
c. Full time junior college instructor or administrator	_____	_____
d. Part time teaching assistant or teaching fellow while in graduate school	_____	_____

21. How many years of experience, prior to this year, have you had wholly or principally teaching in college? Round to the nearest year.
- a. At this institution: _____
- b. At other institutions: _____

22. Check the expression below which best describes your present attitude toward college teaching as a career.
- | | |
|--|---|
| <input type="checkbox"/> Very Dissatisfied | <input type="checkbox"/> Satisfied |
| <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Very Satisfied |
| <input type="checkbox"/> Indifferent | |

23. Check the time in your life when you (a) decided on your present field of specialization, (b) decided to teach, and (c) decided to teach in college. CHECK ALL THREE COLUMNS.

Time of Decision	Field of Specialization	Teaching	Teaching College
8th grade or before	_____	_____	_____
High School	_____	_____	_____
Freshman or sophomore in college	_____	_____	_____
Junior or senior in college	_____	_____	_____
Between college graduation and graduate school	_____	_____	_____
First year of graduate work	_____	_____	_____
Later graduate work	_____	_____	_____
Later in life	_____	_____	_____
Other (Include "don't know" or "don't remember" (Specify)	_____	_____	_____

24. Did you teach at any college during the summer of 1968?
- _____ Yes _____ No

25. What was your single most important summer activity in 1968? If in doubt, use time involved as your criterion. CHECK ONLY ONE.
- | | |
|---|--|
| <input type="checkbox"/> College Teaching | <input type="checkbox"/> Travel in this country |
| <input type="checkbox"/> Taking Graduate Courses | <input type="checkbox"/> Travel in Canada or Mexico |
| <input type="checkbox"/> Research on Thesis | <input type="checkbox"/> Travel in foreign countries other than Canada or Mexico |
| <input type="checkbox"/> Research at this institution | <input type="checkbox"/> Nonprofessional work |
| <input type="checkbox"/> Research elsewhere | <input type="checkbox"/> Rest and Relaxation |
| <input type="checkbox"/> Writing or editing for publication | <input type="checkbox"/> Other |

26. How did you become interested in college teaching? Please check ("X") the factors in the lists below that influenced your choice of career.
- High school staff member suggested it
 - College teacher recommended it
 - College administrator or counselor encouraged me
 - Parents, relatives, or friends favored it
 - Graduate fellowship or assistantship
 - College teaching job offered although I had not sought one
 - G.I. benefits aid to advanced work
 - Armed forces training led me into field
 - Husband (wife) was, or planned to be, a college teacher
 - Just "drifted" into college teaching
 - So interested in subject I wanted to continue its study
 - Desired to work with college age students
 - Wanted a job with security and prestige
 - Felt I could contribute more to field by college teaching
 - Wanted to be part of the college academic and social life
 - Desired to emulate a certain college professor
 - More of an intellectual challenge
 - Other

27. How did you regard college teaching as a career at the time you received your baccalaureate degree? Please check the appropriate space in each column below:

Career for other people

- Highly attractive
- Attractive
- No opinion
- Unattractive
- Highly unattractive

Career for self

- Highly attractive
- Attractive
- No opinion
- Unattractive
- Highly unattractive

28. What are the two or three chief satisfactions you derive from college teaching?

- ___ Association with college-age students
- ___ Helping young people grow
- ___ Observing students' growth and success
- ___ Transmitting knowledge
- ___ Working and studying in own field
- ___ Opportunities to influence young people
- ___ Sheer enjoyment of teaching
- ___ Range and variety of activities
- ___ Able and well-motivated students
- ___ Fine colleagues and administrators
- ___ Intellectually stimulating associations
- ___ Opportunities for research
- ___ Opportunities to attend professional meetings
- ___ Desirable environment
- ___ Freedom and independence in work
- ___ Security (salary, tenure, etc.)
- ___ Prestige or general recognition
- ___ Sense of social usefulness
- ___ Appreciation expressed by students
- ___ Recognition by administrators
- ___ Personal satisfaction
- ___ Others

29. What are your two or three main dissatisfactions with college teaching as a career?

- ___ Too heavy class load
- ___ Too long hours
- ___ Too much preparation
- ___ Too much work outside teaching
- ___ Excessive committee work
- ___ Too much red tape and routine duties
- ___ No time for study
- ___ No opportunities for research
- ___ Poor or unmotivated students
- ___ Poor faculty attitudes
- ___ Narrow interests of colleagues
- ___ Poor intra-faculty relations
- ___ No policy making by faculty
- ___ Poor facilities
- ___ No opportunity to attend professional meetings
- ___ Classes too large
- ___ Poor salary
- ___ Low status of profession
- ___ Inadequate appraisal of work
- ___ Little student appreciation
- ___ Little recognition for good teaching
- ___ Little appreciation of contributions
- ___ Degrees overemphasized
- ___ Stress on research too great
- ___ Slow promotions
- ___ Other

30. What two or three measures would you recommend that colleges and universities take to encourage qualified persons to enter college teaching?

- ___ Broader publicity concerning academic life
 - ___ More scholarships and financial aids
 - ___ Better "selling" efforts by teachers
 - ___ Better counseling and guidance
 - ___ Better preservice training opportunities
 - ___ Lighter workloads for teachers
 - ___ More time and money for research
 - ___ Improved working conditions
 - ___ Stress on quality of classroom teaching
 - ___ More clerical and other help
 - ___ Higher salaries
 - ___ More prestige for college teachers
 - ___ More recognition of good teaching
 - ___ Better security (tenure, retirement, etc.)
 - ___ Other _____
-

31. What two or three measures would you recommend that colleges and universities take to retain good faculty members on college campuses?

- ___ Lighter workloads
 - ___ Better atmosphere for work
 - ___ More time for research
 - ___ More time for study and preparation
 - ___ Better facilities for research and teaching
 - ___ Greater academic freedom and encouragement
 - ___ More policy making by the faculty
 - ___ Better Communication
 - ___ More cooperative or competent administrators
 - ___ Higher salaries
 - ___ Increased prestige for college teachers
 - ___ More recognition of good teaching
 - ___ More security and fringe benefits
 - ___ Increased provisions for study leaves
 - ___ Promotions and other recognition based on merit
 - ___ Commendation for individual achievement
 - ___ Other _____
-

