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A Comparative Analysis of Faculty Perceptions of Institutional Goals and Environments at Two Campuses of a State University

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A COMPARATIVE ANALYSIS OF FACULTY PERCEPTIONS OF INSTITUTIONAL GOALS AND ENVIRONMENTS AT TWO CAMPUSES OF A STATE UNIVERSITY

by

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VITA

Sarah A. (Haddad) Crawford was born in Hammond, Indiana, on June 26, 1953. She is the daughter of William L. Haddad, Sr. and R. Jeanne Haddad.

She completed elementary education in the Diocese of Gary schools and is a 1971 graduate of George Rogers Clark High School, Hammond, Indiana.

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CHAPTER I

INTRODUCTION

During the past three decades, the concept of institutional environment has become increasingly more important in higher education. Pace (1979) has stated, "The institution is an environment. The facilities it provides, the expectation it communicates, the behavior it rewards, the way its members relate to one another, and its policies, procedures, and programs create an atmosphere intended to exemplify its purposes" (p. 128). As an organization, the university is a complex milieu of academic, social, physical, and psychological dimensions. The institutional environment can be viewed as an external stimulus comprised of all such dimensions which impinge upon those who work and function in it. Numerous researchers such as Pace, Astin, Baird, Centra, and Hartnett, have emphasized the need for studying the college and university environment and assessing the perceptions of the various constituent groups who comprise it, including students, faculty, and administrative staff. Baird (1980) outlined major approaches to environmental assessment and confirmed that "recognition of the need to assess college environments has grown throughout this century" (p. 3).

Earlier research conducted during the 1950s and 1960s focused on the study of total institutions and on comparing factual information

about institutional environments. The Environmental Assessment Technique (EAT) developed by Astin and Holland (1961) and other factual strategies were widely used in analyzing and comparing college environments (Astin, 1962; Astin, 1963a; Astin, 1963b; Astin, 1965; Feldman and Newcomb, 1969; Richards, Seligman, and Jones, 1970; Astin, 1977). Later studies compared the perceptions of the major subcultures within the university, namely, students, faculty, and administrators. The now classic College Characteristics Index (CCI) was developed by Pace and Stern (1958) and was the antecedent of the College and University Environment Scales (CUES) developed by Pace (1969). Both instruments were used extensively in studying collective perceptions of university environments. In general, research efforts have typically concentrated on students and how they interact with, perceive, and are affected by the institutional environment. Banning (1978) used the term campus ecology as a means of describing the interaction of the student and the environment. This ecological perspective has referred specifically to the student academic subculture.

The field of college student personnel work, spurred by such efforts as the Tomorrow's Higher Education (T.H.E.) Project of the American College Personnel Association (Brown, 1972; Miller and Prince, 1976) was reconceptualized in the form of the student development movement. A major component of the student development model is the strategy of milieu management, defined as "the systematic coordination of the total campus environment--the organizations, the structures, the space, the functions, the people and the relationships of each to all the others and to the whole--toward growth and

development as a democratic community" (Crookston, 1975, p. 46). The student development movement further promoted the concept of person-environment interaction, person-environment congruence, and matching the student to the characteristics of the university. The "goodness-of-fit" perspective reflected a common agreement that the campus environment impacts student personal development, satisfaction, and achievement.

There exists an abundance of research concerning student perceptions of the institutional environment. Pace (1979) states that during the 1970s, hundreds of studies using CUES alone were conducted to analyze student subgroups. However, there are relatively few detailed analyses of institutional characteristics or features of importance to the faculty. Hartnett (1980) points out the dearth of research addressing faculty life, indicating, "Surprisingly, faculty environments in higher education have rarely been empirically analyzed" (p. 114).

The role of the faculty member in higher education is significant from many perspectives. The faculty are charged with the responsibility of providing instruction and fulfilling the academic mission of the university. Currently in higher education, as mobility has decreased and tenure has become more highly prized, the faculty have come to represent perhaps the most stable, permanent group within the campus community. Their influence on the environment is pronounced and long-term. They, too, function as "significant others" in the lives of students (Noel, 1976; Husband, 1976; Schulman, 1976). As instructors, mentors, and advisors, faculty members are in a unique

position of being able to influence many dimensions of student development. Sanford (1969) described the many ways in which college teachers can affect student development in such dimensions as growth of the intellect, personal values, self-awareness, and life style. Likewise, Hartnett and Centra (1977) presented evidence that faculty characteristics do affect student development.

As institutions increase efforts to reduce student attrition, the role of the faculty member in student retention has become even more important. Noel (1978) proposed the creation of "staying environments" in higher education as a retention strategy and indicated, "It is increasingly apparent that the most important features of a 'staying' environment relate to the instructional faculty" (p. 96). Clearly, faculty perceptions, attitudes, and feelings about the institution, its purpose, climate, and goals can affect the nature and quality of the "staying" features it exhibits. As such, the study of institutional environments is potentially a very valuable endeavor. Analysis of faculty perceptions can provide useful insights into the functioning of the institution not readily apparent from examining only demographic information such as institutional size, number of faculty, characteristics of the student body, and faculty characteristics. Knowing how faculty members perceive the institutional climate can lead to the identification of problems and/or variables that need to be changed. Perceptual data can provide a gauge of faculty satisfaction and its effects on teaching performance, motivation, and overall productivity.

Purpose of the Study

Because of the significant influence faculty have on the university as an organization and particularly on its students, faculty attitudes and perceptions of their environment are the focus of the present study. Specifically, the purpose of the study is to identify and compare faculty perceptions of the environment and institutional goals at two campuses of a multicampus state university. The systematic identification of faculty perceptions and comparison of the data from each campus is intended to answer the primary research question, "Within the same multicampus university, would faculty members on two campuses perceive their respective environments and institutional goals differently, and would they have differing perceptions of the institutional goals of the other campus?"

A descriptive survey methodology using the Institutional Goals Inventory (IGI) (Peterson and Uhl, 1975; 1977) was employed to analyze faculty perceptions of the campus environment and goals at Purdue University Calumet, an urban, commuter campus in Hammond, Indiana, and at Purdue University, a residential campus located in West Lafayette, Indiana. The IGI is designed to provide data concerning respondent perceptions of 20 goal areas. Thirteen of the scales are classified as outcome goals and seven are classified as process goals. The goal areas measured by the instrument are Academic Freedom, Accountability/Efficiency, Advanced Training, Community, Cultural/Aesthetic Awareness, Democratic Governance, Freedom, Individual Personal Development, Humanism/Altruism, Innovation, Intellectual/Aesthetic Environment, Intellectual Orientation, Meeting Local Needs, Off-Campus Learning,

Public Service, Research, Social Criticism/Activism, Social Egalitarianism, Traditional Religiousness, and Vocational Preparation.

The major purpose of the study is to determine whether there are significant differences in how faculty at each campus perceive their own environments and institutional goals as well as how they perceive selected goals of the other campus. Little research has explored the multicampus structure in an environmental context or assessed intercampus perceptions of university goals.

Baldridge, Curtis, Ecker, and Riley (1978) provided a very comprehensive analysis of university governance and organizational structures in the United States. The institutional typology at Purdue approximates the public multiversity as defined in the analysis. The two campuses studied are part of a network of four Purdue campuses supported by the state of Indiana. Both institutions are governed by the same Board of Trustees, are similar in structure and policies, and report to one president. There are parallel academic governance systems, similar curricula, similar mission statements, standardized hiring practices, and identical procedures for promotion and tenure of faculty.

With such inherent similarities of structure, policy, and purpose, a comparison of the environmental perceptions of the faculty at each institution will provide valuable information concerning the realities of the academic climate at different campus locations of a state university. A primary intent of the study is to reveal whether the inherent similarities in structure and policies necessarily lead to similar goal perceptions among the faculty.

Hypotheses

This study analyzed faculty perceptions of intracampus and intercampus institutional environments and goals and addressed the following hypotheses:

1. There are no significant differences between the real ("Is") and ideal ("Should Be") institutional goals as perceived by the Purdue University Calumet faculty for their own campus as measured by 19 scales of the Institutional Goals Inventory.

2. There are no significant differences between the real ("Is") and ideal ("Should Be") institutional goals as perceived by the Purdue West Lafayette faculty for their own campus as measured by 19 scales of the Institutional Goals Inventory.

3. There are no significant differences between the real ("Is") institutional goals as perceived by the Calumet and West Lafayette faculties for their own respective campuses as measured by 19 scales of the Institutional Goals Inventory.

4. There are no significant differences between the ideal ("Should Be") institutional goals as perceived by the Calumet and West Lafayette faculties for their own respective campuses as measured by 19 scales of the Institutional Goals Inventory.

5. There are no significant differences between the real ("Is") institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue Calumet on six selected scales of the Institutional Goals Inventory.

6. There are no significant differences between the ideal ("Should Be") institutional goals as perceived by the Calumet and West

Lafayette faculties rating Purdue Calumet on six selected scales of the Institutional Goals Inventory.

7. There are no significant differences between the real ("Is") institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue West Lafayette on six scales of the Institutional Goals Inventory.

8. There are no significant differences between the ideal ("Should Be") institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue West Lafayette on six scales of the Institutional Goals Inventory.

Significance of the Study

The research question is significant in that it is particularly timely for higher education in the 1980s. The changes that have occurred in American higher education since the late 1960's have created many problems and challenges for college and university administration. The period of the 1970s through the present contrasts sharply with the "golden years" of progress and growth realized in the 1950s and 1960s. Institutions are now confronting new demands and concerns as they face an economic crisis which, in some cases, challenges their very survival. For many institutions, the projected decline in enrollments in the 1980s will aggravate an economic condition which has already seen operating budgets progressively erode. The enterprise of higher education in this country has a complex history marked by a myriad of changes, "turning points," and critical periods. At present, a new critical period has evolved, a period that has been

described as a "new depression in higher education" (Mayhew, 1977) and "an enterprise in decline" (Cyert, 1980). In a concise statement about the new depression and the directions it is taking, Bailey (1980, p. VII) describes the challenges facing educational administrators in the 80s:

> Once upon a time there may have been a golden age for college and university presidents--an age where perquisites, trustee confidence, faculty deference, student respect, institutional autonomy, and general public support for higher education combined to fill academic leaders with an Olympian status and with a sense of manifest influence and destiny. Some would identify the first half of the twentieth century as such an age when, in the words of Harlan Cleveland, the "exhilaration exceeded the exhaustion." But no one would make such claims for the past fifteen years--or for the next ten. College and university presidents are presently and prospectively a beleaguered lot. Most of their institutions are faced with shrinking enrollments and shrinking resources in an inflation-ridden economy. Beset more and more by monitoring and regulatory impulses from near and distant governing and coordinating authorities, sapped by the contentiousness and litigiousness of faculty and students, battered by conflicting inside and outside pressures on such intractable issues as equity in athletics and divestment in South Africa, worn down by internal adversary proceedings that diminish a distantly remembered sense of collegiality, depressed by the bone weariness attendant on relentless conflict resolution, college and university presidents struggle to keep their noses above water, let alone their souls on top.

Faced with the complexities of financial problems, budgetary constraints, increased competition for enrollment, and public demands for accountability, academic administrators are becoming increasingly more conscious of the need to establish and use institutional goals. Miller (1980) forecasts that "institutional evaluation will be an increasing part of higher education in the 1980s." Mayhew (1979) has stated that the establishment of goals is essential to adequate planning to meet the challenges of higher education management in the future. A corresponding reality is that amid the crises of the

current times, this "enterprise in decline" is called upon to respond to changes in the larger American society in training its work force. As the industrial age gives way to the "high tech" era, the need for colleges and universities to revisit their goals and missions becomes even more critical. This is particularly true for land grant institutions like Purdue which have traditionally emphasized pragmatic, career-oriented curricula. In a 1982 address to the presidents of Indiana colleges and universities, Governor Robert Orr called upon institutions of higher education to outline ways in which they might contribute to the economic recovery and economic development of the state. At the present time, the examination of institutional goals is a key component of that charge. How will institutions, both in Indiana and nationwide, respond to the situation? It is evident that they must be leaders, not followers, in defining how they will educate a changing work force.

It is within this context that the study has sought to determine more fully the goal dimension of campus ecology as perceived by the faculty. It addresses a most unique issue in its treatment of intercampus perceptions of goals within the multicampus structure.

Usefulness of Institutional Goals Inventory Data

Institutional Management

Barzun likened the university to a firehouse on the corner that responds to any and all requests for assistance (cited in Maynard, 1976). Unfortunately, modern institutions of higher education are no longer experiencing the financial vitality that once enabled them to

attempt such a broad-ranging focus. They can no longer afford to be all things to all people. Data from institutional goal studies represent a means by which colleges and universities can clarify their distinct purposes, develop strategies for attaining them, operationalize them, and ultimately devise methods for assessing the extent to which they have been achieved. This process goes beyond the mere statement of an institution's general mission. Institutional goals are basic elements in institutional management and the planning process. Planning activities are dependent upon data such as that furnished by the IGI, since planning essentially connotes the means--objectives, activities, resources--for achieving goals. Good planning assumes a rational, participatory process of goal-setting as the prelude to the development of specific plans for achieving institutional priorities. That is to say, "first goals, then plans; first a destination, then a course to get there" (Peterson and Uhl, 1977, p. 35). Here, planning adopts an outcome-oriented focus, with IGI data providing the basis for determining and prioritizing the outcomes an institution wishes to achieve.

Inherently related to the planning process is evaluation. The issue of accountability, as stated earlier, looms ever more important for colleges and universities. The IGI is a potential means of aiding institutions in developing measurable objectives, thereby providing a means for looking at the outputs of higher education. Institutional effectiveness must be assessed in light of the impact the college has on its students--the value of the educational experience for both the student and the larger society. How a college or university

influences its students depends to a great extent upon the character of the institution, its mission, and its goals. Goals are the indices of what the college purports to emphasize and are measurable indicators of institutional performance that can be used in justifying resource allocations, program costs and budget requests. As Henry emphasized, "To measure performance, one must begin with purposes. Purposes and objectives constitute the standard to which evaluation is calibrated" (cited in Peterson and Uhl, 1977, p. 36).

Other Uses of IGI Data

In addition to the usefulness of IGI data in institutional management activities, the data from a study of institutional goals can be valuable in establishing institutional policies, constructing the curriculum, recruiting students, hiring faculty, and generally organizing campus activities. Indeed, some of the most rudimentary characteristics of the institution, such as the architectural design of campus buildings, are reflective of institutional goals. The research has demonstrated that institutional typology will manifest itself in the goal perceptions of students, faculty, and staff. There are characteristic goal profiles which distinguish liberal arts institutions from technically oriented institutions, public from private, and public from religious schools. Thus, institutional goals can serve as a unifying factor for achieving coherence, stability, and harmony within the institutional environment. Peterson and Uhl (1977) discussed the value of an institutional philosophy in building such coherence, stating that "the IGI can be a valuable tool in working toward a goals conception that will command wide allegiance" (p. 38).

IGI data can also be used in such practical endeavors as accreditation projects, giving direction and focus to institutional self-study and providing quantifiable evaluative criteria. Again, the statement of an institutional philosophy and objectives forms the basis for the measurement of educational outcomes and institutional outputs.

Finally, IGI data can be used by individual institutions in surveying their off-campus constituents. Such data can be important in determining the image the surrounding community has of the college or university. That is, it can aid in improving communication and developing understanding between the institutions and their citizenry. This has valuable implications for admissions/recruitment functions, university-legislature relations, alumni relations, as well as fund-raising and development activities. By uncovering areas of agreement and disagreement concerning institutional goals, colleges and universities can undertake to enhance both their status in and their contributions to the communities in which they operate.

Conceptual Framework

The conceptual base of this study draws upon concepts from ecological psychology and ecobehavioral science. It reflects the assumption of the interactionist position that human behavior can be accounted for by examining the contributions of both the person and the surrounding environment. Lewin (1936) depicted this relationship in his formula, $B = f(P,E)$. Behavior is viewed as a function of an interactive mix between the individual characteristics of the person

and the characteristics of the environmental milieu. Borrowing from classical paradigms of the biological sciences, the interactionist hypothesis maintains that the characteristics of the person and the situation are equally important determinants of behavior. That is, "environments impinge upon people--people with widely differing abilities, goals, expectations, and attitudes. And people are part of the environment and impose their own idiosyncratic interpretations and meanings on the environment. The impact of any environment is always mediated by personal attributes" (Huebner, 1980, p. 119).

In a schematic model adapted from the work of Howe and Gavin (1974), Huebner (1979, p. 10) described the person-environment interaction as it occurs within organizations (see Appendix A for illustration). The model postulates that person variables come into contact with organizational/environmental variables to form "person-in-environment" variables. Person, environment, and person-in-environment variables in turn interact to determine the perceived environment of the individual. This perceived environment encompasses the feelings and attitudes of individuals about the organization and its goals, their roles in it, and the overall quality of the environment. Simultaneously, the individual holds an internal, personal definition of the ideal environment against which the perceived environment is compared. From this comparison, the person-environment fit arises whereby the person determines whether the environment meets personal needs, expectations and goals, either favorably or unfavorably. Finally, the perceived fit and the degree of person-environment congruence will have a determining effect upon the resultant feelings

and behavior of the person and will ultimately affect the organization itself.

The present study has applied this model to the study of the psychosocial environment of higher education faculty. Before an institution of higher education can approach the task of promoting congruence and satisfaction among its faculty, the environment and institutional setting in which they operate must be described through identification of the features and elements which are important to the faculty. Of particular interest are the feelings of the faculty in regard to the goals of the institution and their comparison of the perceived versus ideal environment.

In summary, this writer recognizes that the degree of congruence and satisfaction experienced by the faculty is an important dimension of university life and, as such, an important research topic. Hartnett (1980, p. 130) has appropriately summarized this feeling:

> Finally, despite its advantages, a study of the faculty environment offers no panacea, suggests no easy solutions to institutional problems, and solves no complicated puzzles. However, when carried out with adequate planning, careful collection of relevant and useful information, and thoughtful interpretation and analyses, the final product is very likely to be extremely provocative and useful, improving understanding of the faculty environment and identifying aspects of the faculty environment that need attention and improvement. The final target, of course, is not just more contented or satisfied faculty; it is a more effective and humane academic environment for all the institution's members, a place where student growth and development is most likely to occur.

Definition of Terms

1. Faculty. For the purposes of this study, faculty consist of individuals holding regular academic appointments who are employed full-time by Purdue University.

2. Campus Environment. The study has emphasized the use of environmental information in assessing faculty perceptions of university goals. Baird (1980, p. 2) defined an institution's environment as "The interplay of its people, processes and things. Important aspects of a college's environment are the perceptions, expectations, satisfactions, and dissatisfactions of the people who make up the college community."

3. Real Goal is defined as how important the faculty view a goal as it is presently. "Real" is used interchangeably with the term, "present." Real goals are measured by "Is" ratings on the Institutional Goals Inventory.

4. Ideal Goal is defined as how important the faculty feel a goal should be. "Ideal" is used interchangeably with the term, "preferred." Ideal goals are measured by "Should Be" ratings on the Institutional Goals Inventory.

5. Discrepancy refers to the amount of gap between the mean "Is" and mean "Should Be" responses for the goal statements of the Institutional Goals Inventory.

Limitations of the Study

1. The study is limited to the Purdue University campuses at West Lafayette and Hammond, Indiana.

2. The study is further limited to samples of the faculty who hold regular appointments (rank of instructor or above) in the Schools of Engineering, Management and Technology; Humanities, Education, and Social Sciences; and Science and Nursing at Purdue University Calumet

and the Schools of Engineering; Management; Humanities, Social Science and Education; Science; and Technology at Purdue University West Lafayette.

3. The focus of the study is limited to perceptual data obtained from voluntary participants.

4. The study is limited to the extent that the Institutional Goals Inventory reliably measures faculty perceptions of institutional goals.

CHAPTER II

REVIEW OF RELATED LITERATURE

The professional literature reviewed in this chapter describes research studies relevant to this study of institutional goals in higher education. The chapter is divided into four major sections. The first section addresses faculty perceptions of institutional environments. In the second section, an introduction to institutional goal assessment is provided. Background information relevant to the goals and purposes of higher education is utilized in establishing the importance of analyzing institutional goals. The remaining two sections delineate previous research focusing on college and university goals. Section three is concerned with general approaches to the study of institutional goals. The final section describes studies which used the Institutional Goals Inventory (IGI) as the primary instrument for gathering data. Two categories of IGI studies are reviewed. First, several examples of multi-institutional research are provided to show how the IGI has been used in comparative studies of institutions by type. Then, case studies of single institutions are cited to illustrate comparison of the perceptions of various constituent groups.

Faculty Perceptions of Institutional Environments

Hartnett (1980) discussed reasons for obtaining faculty perceptions of campus environments, indicating that "by doing so we increase our knowledge about academic life and the effects of the academic organization on the performance and satisfaction of the faculty" (p. 115). He further stated, "by conducting inquiries into the faculty environment, we will inevitably understand more fully how environmental factors are related to scientific and scholarly productivity and teaching" (p. 115). An underlying assumption of the present study is that discrepancy in institutional goal perceptions--and inferred dissonance in the campus environment--affects faculty satisfaction and performance. This assumption has guided previous research efforts, although there exist few empirical studies of faculty perceptions of institutional environments per se. Much of the research dealing with faculty in higher education has concentrated on specific characteristics of faculty members. Recently, using interview techniques and survey instruments, researchers have devised methods for analyzing the various dimensions of the campus environment. Important characteristics of that environment include social and psychological factors such as relationships with peers, administrators and students, feelings about the degree of academic freedom afforded at the institution, degree of faculty participation in institutional governance, faculty morale, and the institutional response to varied behaviors, opinions, and lifestyles. The next section provides a review of studies which have addressed the sociopsychological environment of faculty in American colleges and universities.

Research Studies

Lazarsfeld and Thielens (1958) conducted a study now regarded as one of the earliest examples of an analysis of aspects of faculty environments. With the assistance of the Bureau of Applied Social Research at Columbia University, the researchers interviewed 2,451 social science faculty at 165 randomly selected American institutions of higher education. The purpose of the study was to assess the impact of the post-World War II era, the Cold War, and widespread concern for national security on the colleges and the faculty. During the interview process, the researchers attempted to determine the extent to which faculty directly experienced pressures resulting from a perceived decline in intellectual and academic freedom. Results of the study revealed that approximately half of the faculty surveyed reported increased pressure from at least one of four sources: alumni, community, politicians, and trustees. Analysis by type of institution revealed that faculty in nonreligious private schools and in public institutions perceived increases in pressures not perceived at traditional schools--namely, teachers colleges, Catholic and Protestant institutions. Size of the institution was another variable of importance, with larger institutions reporting the greatest increases in pressure. Respondents were asked to describe specific incidents on campus which they felt reflected these pressures, such as threats to their own academic freedom, threats to the academic freedom of their colleagues, pressure to conform, and any other episode of attack, accusation, or criticism against a professor or group of professors. Although the study was focused somewhat narrowly on a

specific topic, it did provide a wealth of information about faculty perceptions of their environments as manifest in an occupational apprehension index. For example, the interviews revealed that faculty felt a lack of trust in their students which led to constraint in their classes. Faculty reported as a major problem the "inflexible and ultraconservative student" who "approaches topics with such unshakeable conviction that classroom activity was impaired" (p. 205). In general, campus environments were described as restrictive, with an atmosphere of suspicion highlighted by experiences of pressure and strained relationships between members of the institutional community.

Hagstrom (1965) conducted 90 focused interviews with faculty from disciplines characterized as "exact sciences." The sample included faculty from five universities representing such fields as astronomy, experimental biology, chemistry, physics, and mathematics. The research explored the operation of social influences that lead to conformity to scientific norms within the informal organization of basic science. The interviews covered such topics as communication and goal conflicts experienced by faculty within collegial departments. Intradepartmental conflict was found to occur over such matters as hiring new faculty, access to students, research resources, and curricular matters. In describing their environments, the scientists reported several implicit pressures, particularly with regard to research and the selection of research problems. Some of the interviewees represented "deviant specialties," that is, new or emerging offshoots of some recognized discipline such as statisticians located in a mathematics department who insist on the independence of

statistics. Such individuals were described as pursuing "goals thought to be inappropriate to their discipline" (Hagstrom, 1965, p. 206). As a consequence, "formal pressures are exerted on those in the deviant specialty to induce them to select types of research problems felt to be more appropriate to the discipline" (Hagstrom, 1965, p. 207). Hagstrom made significant contributions concerning communication and social control in science. The responses of the faculty interviewed for the study also provided insight into the sociopsychological environment experienced by the faculty within departmental settings.

Blau (1973) presented a detailed analysis of the system of higher education in the United States, focusing on the formal organizational structure of colleges and universities and the effects of academic organization on academic work. His study analyzed conditions at a representative sample of four-year institutions which confer liberal arts degrees. Hartnett (1980) regarded the Blau study as a noteworthy example of research on the faculty environment. Blau contended that institutional bureaucracy created a rigidity essentially incompatible with scholarship and the ideals of academe. Using data from an earlier survey of 2,577 faculty members conducted by Parsons and Platt (1967), faculty perceptions of various environmental conditions were analyzed. Variables addressed included the institutional orientation toward research versus teaching, as well as faculty perceptions of the extent of their influence in institutional governance. The survey data indicated that faculty perceived that research was emphasized more than teaching and that a research orientation was both valued and rewarded more than instructional expertise. Such

differences were found to be a result of the academic stratification system and the resultant academic prestige existent in the colleges and universities. These differences also influenced faculty loyalty to their institutions, with public institutions and large institutions commanding less allegiance than private and small schools. Faculty with advanced degrees and faculty primarily involved in research also expressed less loyalty, whereas faculty primarily oriented toward undergraduate instruction expressed more loyalty to their institutions.

Another important dimension analyzed was the "colleague climate" in academic institutions--that is, the influence of the social environment on faculty attitudes and behavior. Results of this study supported the findings of Hagstrom that research attitudes and practices were influenced by peer pressures. As a sociologist, Blau was concerned with numerous dimensions of the social environment in academic institutions. His study depicted the university in an organizational context and provided useful insights into both public and private environmental domains from a faculty perspective. Another notable contribution of Blau's analysis (1973) was that it dispelled the then popular notion that the large multiuniversity was the most bureaucratic of all structures in higher education. On the contrary, multiuniversities were found to be less bureaucratic in many ways. Large institutions tend to have a disproportionately small administrative apparatus with authority much less centralized than in small institutions, and consequently, faculty perceived themselves as having a greater degree of control and participatory governance.

Studies Using Perceptual Instruments

With the development of a variety of perceptual measures designed specifically for environmental assessment, more detailed and varied analysis of faculty perceptions became possible. Using a questionnaire approach, well-known perceptual instruments including the College and University Environment Scales (CUES) (Pace, 1963, 1969), the Institutional Functioning Inventory (IFI) (Peterson, Centra, Hartnett, and Linn, 1970), and later the Institutional Goals Inventory (IGI) (Peterson and Uhl, 1977) made it possible to obtain empirical data relative to various aspects of the educational and psychological atmosphere on the campuses. Such environmental dimensions as scholarship, awareness, community, practicality, campus morale, quality of teaching, freedom, human diversity, democratic governance, advancing knowledge, innovation, and the intellectual/aesthetic climate became the objects of study.

CUES has been used in at least one thousand institutions in the United States (Pace, 1979, p. 155). The instrument consists of a series of statements to which respondents indicate whether the item does or does not describe the collegial climate. The current edition of CUES contains five basic, 20-item scales (Scholarship, Awareness, Community, Propriety, and Practicality), a 22-item Campus Morale scale, and an 11-item Quality of Teaching (faculty-student relationships) scale. Most of the studies reported in the literature have examined student responses to CUES. However, when faculty samples have been surveyed, there has consistently been a relatively high

degree of agreement with student rankings. Feldman and Newcomb (1970, p. 157) indicate that the rank-correlation between students and faculty on the five basic CUES scales is high, typically in the .80s or .90s. Pace (1966) compared CUES responses of faculty and students at 16 colleges and universities. In general, the differences between the two groups were small. The exception to this was the Scholarship scale. Here, large differences were found at most of the institutions. Faculty perceived a stronger academic atmosphere than students. Faculty scores on the Awareness, Practicality, Community, and Propriety scales tended to be higher than student scores, but were not significantly different.

Wuest and Jones (1980) critiqued a series of environmental studies conducted at a private, non-denominational university. Using the College Student Questionnaire (Peterson, 1968) and CUES, perceptual data were obtained from samples of students and faculty. The CUES was administered six times during a five-year period, with results demonstrating a high degree of reliability for the instrument. In the first testing, students were stratified according to their classifications as entering freshman, second semester sophomores, and upperclassmen. Samples were drawn from three distinct academic schools, Engineering, Business, and Arts and Sciences, as well as from specific residence halls and fraternities. Comparison of CUES data revealed general consensus among the students from the three colleges, the fraternities, and the residence halls in their views of the university environment. When compared with the profiles of students at Purdue, Swarthmore, and UCLA, the students rated their

institution much lower, especially on the Scholarship, Awareness, and Propriety dimensions. Concerned by the data, a second CUES study was conducted, this time to include a focus on how faculty members perceived the university environment. As in other studies, faculty ratings were generally similar to student respondents, except the faculty rating of Community was lower, and their perceptions of Scholarship and Propriety were higher than the student ratings. An additional unique element of the second administration was that the faculty and student respondent groups were each separated into two experimental subgroups. One group completed CUES following the standard directions to respond to the items by giving their actual perceptions of what is true at the institution. The other group was asked to respond to the items as they felt would characterize an ideal university. Analysis of the real and ideal perceptions revealed an almost identical pattern among student and faculty views of an ideal university. Comparison of the real versus ideal ratings of students and faculty showed wide discrepancy on the Scholarship, Awareness, Community, and Propriety scales. The only scale not showing much variance for either the faculty or the students was Practicality.

Wuest and Jones (1980) noted that at the time of the study, such instruments as the IFI and IGI, which now provide a much finer analysis of the environment, had not been published. They recommend that "for a real-ideal study today, the IGI could be used instead" (Wuest and Jones, 1980, p. 189). The present study employs the IGI in this manner. The instrument will be described in detail in subsequent sections of this chapter.

The Institutional Functioning Inventory (IFI) (Peterson, et al., 1970) is a leading instrument for assessing faculty environments. It consists of 132 items comprising 11 scales as follows: Intellectual/Aesthetic Extracurriculum, Freedom, Human Diversity, Concern for the Improvement of Society, Concern for Undergraduate Learning, Democratic Governance, Meeting Local Needs, Self-Study and Planning, Concern for Advancing Knowledge, Concern for Innovation, and Intellectual Esprit. Although it can be used to survey all campus constituents, the most common use of the IFI is for studying faculty perceptions of campus conditions. Students are asked to respond only to the first 72 items comprising six scales. More than 3,000 faculty members at 67 colleges and universities participated in the validation of the IFI. Participating institutions also had the option of surveying administrators and student groups. Seventeen colleges submitted surveys for students, faculty, and administrators. Results of the survey were reported by Peterson, Centra, Hartnett, and Linn (1970). Responses of the administrator, faculty, and student groups were compared to determine the extent of agreement between the groups in their responses to the first six IFI scales. By design, students were asked to respond only to the first six scales: Intellectual/Aesthetic Extracurriculum, Freedom, Human Diversity, Concern for the Improvement of Society, Concern for Undergraduate Learning, and Democratic Governance. Multicorrelational analysis revealed a general consensus between the groups in their perceptions. However, differences were noted on the Freedom and Democratic Governance scales. Administrators and faculty tended to agree, with a correlation of .91

on Freedom and .76 on Democratic Governance. However, the mean responses of students were much less on the Democratic Governance scale, correlating only .20 with administrator responses and .30 with faculty. Likewise, students tended to have somewhat different responses on the Freedom scale. Comparison of faculty and administrators on the remaining scales revealed generally high agreement except for the Concern for Innovation scale. Another variable affecting faculty responses was the type of institution in which they were employed. Results confirmed that their responses generally reflected the character, emphases, and unique ethos of their institutions, with many profiles very predictable in terms of what is generally known about the institutions. Analysis of IFI profiles for selected institutions revealed that faculty at an armed-service academy scored low on Freedom, Democratic Governance, Improvement of Society, and Meeting Local Needs. They scored high on the Institutional Esprit and Self-Study and Planning scales. In contrast, liberal arts college faculty scored high on Freedom, Undergraduate Learning, Democratic Governance, and Innovation. Faculty at a church-related college scored low on Freedom and Human Diversity, while faculty at a public community college scored especially high on Meeting Local Needs. Faculty at a large, public university rated Research as a high priority and Undergraduate Learning as a very low priority. They tended to agree with the perceptions of administrators and students, except for a notable difference in student views on the Democratic Governance scale. Pace (1979) reported that faculty at private institutions generally had the highest scores on the Freedom and

Concern for Advancing Knowledge scales. Private liberal arts college faculty had the highest scores on Concern for Undergraduate Learning.

In a later study, Hartnett and Centra (1974) administered the IFI to students, faculty, and administrators at 13 institutions. As in the earlier study, there were generally high correlations among the responses of the three groups. However, administrators responded more favorably than students and faculty on every scale. In fact, there was substantial disagreement in their mean perceptions regarding faculty morale, the extent of faculty participation in institutional governance, and the extent to which the institution attracts a diverse faculty and student body (cited in Baird, Hartnett, and Associates, 1980, p. 122).

Pace (1979, p. 154) notes that the various aspects of the campus environment measured by the 11 scales of the IFI overlap substantially with goal inventories such as the IGI and the well-known goals questionnaire developed by Gross and Grambsch (1974). IFI results are highly congruent with results from the goal inventories.

Feldman and Newcomb (1970) asserted that faculty and students represent distinctive cultures on the campuses, "that is, distinctive shared sets of understandings about the environment and distinctive shared sets of actions congruent with those understandings" (p. 229). Faculty and students were found to differ in their perceptions, opinions, and attitudes, particularly with regard to institutional goals. While students valued vocational training, social development, extracurricular activities, and development of personal philosophies and lifestyles, faculty emphasized academic achievement, intellectual

and moral development, understanding social, political, and economic problems and world issues, and developing skills necessary for effective citizenship. The present study explores the goal dimension of the campus environment as perceived by faculty. The remaining sections of this chapter will describe research efforts addressing institutional goals in higher education.

Introduction to Institutional Goal Assessment

The study of institutional goals in higher education is inherently related to basic concepts of organizational psychology. By definition, organizations are "social units (or human groupings) deliberately constructed and reconstructed to seek specific goals" (Parsons, 1960, p. 17). Or, as Katz and Kahn (1966) have stated, the organization is a collection of groups of people, or subsystems, each with defined roles related to the organizational goals.

Like any organization, the American college or university is a mini-social system with unique purposes and features. The behavior and roles of the various members of the university community are determined to a large extent by the goals, both formal and operational, of the institution. According to Miller (1979),

> The distinctive feature of organizations that sets them apart from other kinds of social systems is the primacy of goal attainment relative to all other problems. Therefore, every postsecondary institution should know where it is going, what human and material resources are needed to get there, and how well it is progressing toward where it wants to go (p. 12).

Broadly speaking, organizational goals are contrasted with personal goals or motives consciously or unconsciously held by individual members of the university community. Organizational goals

reflect the desired outputs or end conditions for which the institution exists. Peterson and Uhl (1975) conceptualize the institutional goal as "a statement of continuing intent," emphasizing that goals represent ideal conditions an institution strives to achieve or maximize (p. 5).

Goals provide direction, motivation, and basic operational parameters for the organization and determine, to a large extent, the collective efforts of the campus constituents. Goals reflect the organizational structure of the institution, both determining and being determined by the basic academic structure and institutional typology.

Clearly, the need for goal setting activities among institutions of higher education continues to be a topic of concern. As illustrated so well by Rudolph (1962), the history of American higher education is replete with examples of the remarkable resiliency of institutions in adapting to change. From their beginnings as elitist institutions designed to meet the needs of the aristocracy, American colleges evolved, responding to changing cultural, idealogical, and social climates in American society. The debate and ensuing rhetoric regarding the purposes of higher education accompanied this evolution. The changing purposes and ideals traced throughout the history of the university have culminated in what are now regarded as its most basic purposes: teaching, public service, and research (Millett, 1968, p. 48). Wolff (1969, p. 3), in a radical critique of the principles and purposes of higher education, depicted these aims as "the university as a sanctuary of scholarship, the university as a

training camp for the professions, and the university as a social service station."

The literature confirms that higher education has indeed concerned itself with articulating its purposes through organizational self-study and the establishment of institutional goals. Two categories of efforts are apparent. First, there is emphasis on defining the general purposes of higher education in this country. Second, there are examples of specific empirical studies regarding institutional goals.

As early as 1969, the American Academy of Arts and Sciences initiated a comprehensive study of higher education in the United States. The Academy established the Assembly on University Goals and Governance to undertake this wide-ranging analysis of issues affecting the nation's colleges and universities. In a publication entitled, A First Report (1971), the Assembly presented 85 theses concerning the goals and structure of higher education. The report was directed to four-year institutions with a primary purpose of encouraging critical review and constructive change. It included nine general themes relevant to the basic purposes and functions of American higher education summarized as follows:

1. Learning: The central mission - The foremost purpose of colleges and universities is learning, the central goal to which the activities and governance of the institution are directed.

2. Knowledge as a basis for educational reform - Educational reform must be based upon knowledge gained from institutional self study.

3. Admissions and attendance: extending choice - Colleges and universities should be open to persons who have the ability and desire to attend.

4. Experimentation and flexibility in undergraduate and graduate education - Curricular innovation should be encouraged to meet both the intellectual and career/professional needs of persons in the contemporary American society.

5. Diversification and differentiation - The variety and diversity of institutions, and the subsequent alternatives they afford students, should be preserved and extended.

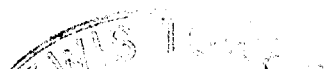
6. Preserving the private and public systems - Private institutions should be preserved and strengthened to maximize choices for students.

7. Enhancing the professoriate - Upgrading the art of teaching, creating educational environments conducive to learning for both teachers and students, and developing codes of responsibility among faculty are encouraged.

8. The presidency: Governance by delegation and accountability - Universities need a strong but accountable executive authority, with an organizational structure that facilitates communication and provides for input and review.

9. Self-help - In addressing financial concerns, institutions must cooperate in developing new procedures and sharing resources.

What stood out as so significant about this report was that it called for colleges and universities to undertake studies aimed at



goal clarification. In doing so, the Assembly appropriately summarized its position: "One thing is clear. If the colleges and universities are to improve themselves, they need to be more self-conscious about themselves, more understanding of what they have been and better informed about what is happening to them, and what their strengths and weaknesses are" (1971, p. 33). The work of the Assembly on University Goals and Governance was much like that of the Carnegie Commission on Higher Education which also called for both a clarification of the purposes of higher education as well as articulation of institutional goals by individual campuses.

Goal Assessment Research in Higher Education

Gross and Grambsch (1968, 1974) made significant contributions in the area of college and university goal assessment. Studies they conducted in 1964 and in 1971 are among the earliest projects undertaken to systematically and empirically study organizational goals in the university setting. To accomplish this, they developed a 47-item questionnaire consisting of statements of goal intentions broadly classified into four categories of "output" goals and four categories of "support" goals. The distinction between output and support goals represented the first attempt to differentiate institutional goals according to a specific dichotomy. Output goals were conceptualized as "goals of the university which, immediately or in the future, are reflected in some product, service, skill or orientation which will affect (and is intended to affect) society" (Gross & Grambsch, 1968, p. 13). In contrast, support goals were viewed as maintenance

activities fundamental to the organization. Parsons (1961) delineated as "functional imperatives" those processes and conditions within an organization that are necessary for the survival of the organization itself. In the Gross and Grambsch studies, support goals were subdivided into categories reflecting the Parsonian functional imperatives Adaptation, Management, Motivation, and Position.

Using a five-point Likert scale ranging from "of no importance" to "of absolutely top importance," respondents were asked to assess whether a particular goal was important at their respective institutions and whether the same goal should be strongly emphasized. The 1964 study focused on determining where administrators and faculty at 68 PhD-granting, nondenominational universities disagreed on goal definitions. A primary purpose of the study was to relate goal conflict to the academic power structure of the university. A secondary purpose was to compare the goal perceptions of faculty and administrators.

In terms of perceived goals, faculty and administrators who responded to the 1964 survey identified seven top goals, i.e., goals whose means fell within one standard deviation of the entire distribution. These were:

1. Protect the faculty's right to academic freedom.
2. Increase or maintain the prestige of the university.
3. Maintain top quality in those programs thought to be especially important.
4. Ensure the continued confidence and hence support of those who contribute substantially to the finances and other material resource needs of the university.
5. Keep up to date and responsive.
6. Train students in methods of scholarship and/or scientific research and/or creative endeavor.
7. Carry on pure research (Gross & Grambsch, 1968, pp. 29-30).

The four lowest ranking goals were:

1. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.
2. Keep the university from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character."
3. Involve students in the government of the university.
4. Emphasize undergraduate instruction even at the expense of the graduate program (Gross & Grambsch, 1968, p. 30).

Gross and Grambsch (1968) summarized the overall findings concerning the perceptions of current goal emphasis: "In general, we may say that American universities emphasize the faculty's academic freedom, concern themselves primarily with goals relating to pure research, and with maintaining or enhancing the university's position, and manifest relatively little interest in the student beyond developing his scholarly abilities" (p. 31).

The authors also addressed the issue of goal congruence, analyzing the discrepancies between the perceived and preferred goals identified by the respondents. Five goal areas were described as not being emphasized enough, while eight were reported as receiving too much emphasis. Goals which faculty and administrators felt should receive more emphasis were:

1. Develop loyalty on the part of the faculty and staff to the university rather than only to their own jobs or professional concerns.
2. Make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of the university.
3. Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history.
4. Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically.
5. Produce a student who has had his intellect cultivated to the maximum. (Gross & Grambsch, 1968, p.34)

The goals which faculty and administrators felt were overemphasized were:

1. Provide a full round of student activities.
2. Orient ourselves to satisfaction of the special needs and problems of the immediate geographical region.
3. Keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.
4. Ensure the favorable appraisal of those who validate the quality of the programs offered.
5. Prepare students specifically for useful careers.
6. Carry on applied research.
7. Encourage students to go into graduate work.
8. Ensure the continued confidence and hence support of those who contribute substantially to the finances and other material resource needs of the university.
(Gross & Grambsch, 1968, p. 35)

Based upon the 1964 results, Gross and Grambsch (1968) indicated, "In general, there is considerable congruence between the ideal and the actual and, by inference, a high degree of satisfaction among faculty and administrators that goals are receiving the proper emphasis" (p. 110).

In 1971, Gross and Grambsch replicated the study, distributing their survey to the same 68 universities studied in 1964. Surprisingly, there was little change in the perceived and preferred goals between the 1964 and 1971 samples. A comparison of the rank orders of the goals showed little difference and only two noticeable changes. The top five perceived goals from the 1971 study were (a) Protect academic freedom, (b) Ensure the confidence of the contributors, (c) Maintain top quality in important programs, (d) Increase or maintain prestige, and (e) Train students for scholarship/research. (Gross & Grambsch, 1974, p. 47)

The lowest ranking perceived goals were (a) Cultivate students' tastes, (b) Preserve the institutional character, (c) Develop faculty

loyalty to the institution, (d) Emphasize undergraduate instruction, (e) Accept good students only, (f) Keep harmony, (g) Develop students' character, (h) Educate to utmost high school graduates, and (i) Provide special adult training. (Gross & Grambsch, 1974, p. 49)

Perceived versus preferred discrepancies revealed nine goals which respondents felt were underemphasized and nine goals they felt were overemphasized. Underemphasized goals were: (a) Develop students' character, (b) Reward for contribution to the institution, (c) Develop faculty loyalty to the institution, (d) Develop pride in the university, (e) Affect students with great ideas, (f) Produce well-rounded students, (g) Develop students' objectivity, (h) Cultivate students' intellect, and (i) Prepare students for citizenship. Goals overemphasized were: (a) Ensure favor of validating bodies, (b) Prepare students for useful careers, (c) Encourage graduate work, (d) Ensure confidence of contributors, (e) Provide student activities, (f) Carry on pure research, (g) Carry on applied research, (h) Provide community cultural leadership, and (i) Give faculty maximum opportunity to pursue careers (Gross & Grambsch, 1974, p. 55).

The work of Gross and Grambsch demonstrated that universities as organizations could indeed be characterized in terms of their goals. They further demonstrated that perceived goals could be compared with preferred goals to provide measures of goal congruence and incongruence. They showed that the structure, affiliation and organizational characteristics of the college or university were important variables affecting the relative importance of various goals.

Another national study was sponsored by the Bureau of Applied Social Research at Columbia University. Nash (1968) surveyed the academic deans at all U.S. colleges and universities. A 64-item questionnaire consisting of goal statements was distributed to respondents who were asked to indicate the degree to which they felt their institutions emphasized each goal. In analyzing the data using factor analysis, the researchers identified five general categories of institutional goal emphasis. Peterson & Uhl (1977) summarized these general goal domains as "Orientation toward Research and Instruction, Orientation toward Instrumental Training, Orientation toward Social Development of Students, Democratic Orientation (participatory campus governance), and Orientation toward Development of Resources (physical expansion)" (p. 9).

The Nash study was significant in that it dealt with goals in terms of scales. Further, it demonstrated that institutional typology was a key factor in determining the goal emphases among various colleges and universities.

In a national study of teaching faculty in higher education, Bayer (1973) surveyed 42,000 instructional staff at 301 colleges and universities. One of the questions asked related to institutional goals. In analyzing the data by type of institution, Bayer found that four-year college and university faculty emphasized academic development in a specific discipline, with priority on the development of cognitive skills of students. Their counterparts in two-year institutions emphasized vocational preparation and training skilled manpower for the local community.

In the fall of 1975, Maynard (1976) used the Gross and Grambsch questionnaire to gather data concerning the goal perceptions of 42 administrators and 170 faculty at Marshall University, a state institution located in West Virginia. The purpose of the study was to assess the congruity of perceived and preferred responses to the 47 goal statements. Like the Gross and Grambsch study, Maynard found that administrators and faculty tended to be congruent in their perceptions of both perceived and preferred goals. However, for 45 of the 47 goal statements, there was discrepancy in the present and preferred ratings of the faculty. Only the goals "keep cost down" and "emphasize undergraduate education" were rated by the faculty as receiving adequate emphasis at Marshall. Maynard (1976, p. 109) noted that for 44 of the 45 goals, the preferred rating was higher than the present rating, indicating the faculty desired increased emphasis on the goals. For the goal "preserve institutional character," the faculty desired less emphasis. Among administrators, there was discrepancy between present and preferred ratings on 39 of the goal statements. The seven goals the administrators felt were appropriately emphasized were "prepare students for useful careers," "ensure confidence of contributors," "ensure favor of validating agencies," "accept good students only," "keep cost down," "keep harmony," "emphasize undergraduate education," and "provide student activities" (Maynard, 1976, p. 70).

Faculty responses were also analyzed according to various demographic characteristics including sex, tenure status, discipline, rank, degree level, age, length of employment, and salary level.

Maynard (1976) found that the sex of the subject had very little effect on the goal perceptions and preferences of the faculty. One major difference noted was that for the goal, "keep cost down," females perceived less emphasis than males, for both perceived and preferred response formats. Tenure status did not generally affect the perceived importance of goals at Marshall, but it did have some effect on their preferred ratings for four support goals including "rewarding faculty contributions to the institution," "encouraging graduate work," and "ensuring efficient goal attainment" (Maynard, 1976, p. 112). Another demographic variable was college affiliation. Here few significant differences occurred. Faculty in the College of Arts and Sciences perceived the goals "accept good students only," "reward for contribution to the institution," and "protect students' right to inquiry" as receiving less emphasis than their counterparts in the College of Education and in the College of Business and Applied Sciences perceived them. Faculty in Education felt the goal "develop faculty loyalty to the institution" was emphasized less. College affiliation did not generally affect faculty goal preferences either. The academic rank of the faculty respondents did not generally affect their ratings of present goal emphasis and only minimally affected their ratings on four support goals. Likewise, few differences were noted among faculty stratified by degree level. Master's degree faculty tended to be more concerned with students, and they perceived a stronger emphasis on undergraduate instruction than faculty who held doctorates. Length of employment at Marshall had no effect on faculty members' perceived or preferred ratings of output goals, but it did

affect support goal ratings. In particular, incongruence was noted in three management-related goals, with faculty employed from four-to-six years perceiving less emphasis than faculty employed longer than six years or less than four years. An interesting finding was that first-year employees consistently indicated a preference for less emphasis on the goals than did all other faculty. Age of the respondents did not generally affect their perceptions of the present goal emphasis at Marshall. Likewise, there was little effect on their preferred goals. Faculty fifty years of age or older preferred more emphasis on the goals, "affect students with great ideas," "ensure confidence of contributors," "educate to utmost high school graduates," and "encourage graduate work" (Maynard, 1976, p. 119). Faculty between the ages of thirty and thirty-nine desired greater emphasis on the goals "cultivate students' intellect" and "protect academic freedom." Finally, faculty respondents grouped by salary level tended to be congruent in their perceived ratings. In terms of preferred ratings, however, differences were revealed. Notably, the highest paid faculty (over $20,000) preferred that goals related to student development receive less emphasis.

In general, the goals perceived as most important at Marshall University, in rank order, were to "ensure the favor of validating agencies," "provide community cultural leadership," "keep cost down," "prepare students for useful careers," "ensure confidence of contributors," "provide student activities," "preserve institutional character," "protect academic freedom," "satisfy area needs," and "provide special adult training" (Maynard, 1976, p. 121). The top ten

preferred goals were to "protect academic freedom," "maintain top quality in all programs," "keep up to date," "train students for scholarship/research," "produce well-rounded students," "reward for contribution to the institution," "disseminate new ideas," "ensure sufficient goal attainment," "develop students objectivity," and "involve faculty in university government" (Maynard, 1976, p. 122).

Research using the Institutional Goals Inventory (IGI)

The work of Gross and Grambsch provided the basis for subsequent developments in the area of institutional goals research. Most notably, the basic format of the Gross and Grambsch questionnaire was used in the development of the Institutional Goals Inventory, a single comprehensive instrument used in studying and prioritizing goals of the many types of higher education institutions. Published by the Educational Testing Service (1972), the instrument was the result of a three-year effort by members of a task force chaired by Norman P. Uhl. The current IGI consists of 90 goal statements which comprise 20 scales or goal areas. Subjects respond to each statement according to a five-point scale where a rating of 1 indicates of no importance/not applicable, 2 signifies low importance, 3 denotes medium importance, 4 high, and 5 extremely high importance. Two responses are given for each statement. First, the respondent rates the item according to how important the goal is currently perceived and then according to how important the goal should be at the institution. The 20 scales consist of 13 outcome goals and 7 process goals. This dichotomy parallels the output and support classifications of Gross and Grambsch.

The IGI is now the leading instrument for assessing college and university goals. Since its development, numerous studies have been conducted using the IGI or selected items from the inventory. Like many of the environmental assessment techniques noted in Chapter I, many of the studies were case studies of single institutions focusing on comparison of the data among such subgroups as students, faculty, administrators, the outside community, trustees, and persons identified as leaders of these subgroups. Other studies were multi-institutional, comparative studies of institutional goals among several colleges and universities. Following is a review of previous research in these categories.

Multi-institutional Studies

The earliest use of the IGI occurred in 1970. Under the sponsorship of the Regional Education Laboratory for the Carolinas and Virginia, a preliminary edition of the IGI was administered to samples of students, faculty, administrators, alumni, trustees, and members of the local community. Five institutions were studied including North Carolina Central University, North Carolina State University, Furman University, Lynchburg College, and Old Dominion University. Using a Delphi technique, the questionnaire was administered three times to the same participants. On each subsequent administration, the respondents were provided data concerning the results of the previous administration. Results of the study showed that with repeated administration of the instrument, following the Delphi procedure, convergence of opinion about institutional goals did occur both within and between constitutent groups. In addition to demonstrating the Delphi

influence, the study revealed the differential patterns of goal perceptions among the constituent groups at the five institutions.

Another study was conducted by Peterson and Morstain in early 1971. A modified version of the preliminary IGI was administered to students and faculty at ten colleges and universities in California, Oregon, and Washington. In a format like the Gross and Grambsch survey, respondents were asked to rate 110 goal statements on a five-point scale, giving their perceptions of how important the goal is and how important it should be at their respective institutions. Data from the ten campuses revealed similar "Is" perceptions of students and faculty, but significant variations in the "Should Be" results. Faculty members tended to emphasize goals of academic development and intellectual orientation, whereas student profiles revealed an emphasis on vocational preparation and socially-oriented goals. In examining data from the individual institutions, differences were noted according to institutional typology. At a California liberal arts college for women, little difference between the "Is" and "Should Be" ratings of the faculty was noted. However, the student responses showed a tendency for larger discrepancy in the "Is" versus "Should Be" ratings. A comparison of faculty and student "Should Be" ratings demonstrated the potential conflict between the two groups regarding college goals. In general, the students expressed a desire for less emphasis on purely academic work, a more socially active role for the college, and opportunities for vocational training--all contrary to the highly intellectual/academic attitudes of the faculty concerning the goal emphases of the college (Peterson, 1971, pp. 7-8).

At another institution in the study, a large state university in the Northwest, a comparative analysis of students, faculty, and administrator responses showed considerable agreement on "Should Be" profiles. Students tended to emphasize noncognitive, student development goals, whereas faculty scored low in this area. Administrators scored high on the accountability goal, with faculty rating this goal low. Faculty also scored lower than the others on socially-oriented goals.

A junior college in California was also part of the sample. Peterson (1971) summarized the responses of the faculty, indicating that from an "Is" standpoint, faculty respondents perceived their college as emphasizing goals consistent with the mission of the public junior college. However, their "Should Be" discrepancies were noted in goals related to teaching, vocational preparation, public service, and social egalitarianism, revealing a feeling that the institution should strive for greater emphasis on goal areas "consistent with the public junior college ethos" (Peterson, 1971, p. 8). Respondents also indicated a desire for greater emphasis on community, innovation, the intellectual environment, evaluation, and accountability.

Three state colleges were among the ten institutions in the sample. The combined results from these three institutions revealed notably similar "Is" scores between students and faculty. From the "Is" perspective, both groups scored lower than the total ten college sample, especially on output goals, indicating a tendency for the faculty and students to perceive their institutions as not placing emphasis on any particular IGI goals. In terms of the "Should Be"

profile, the faculty and students in the state universities were similar to the total ten-campus norm. "Is" versus "Should Be" discrepancies were large.

Perhaps the best known ETS project using the IGI was a survey of constituent groups at 116 California colleges and universities conducted for the California Legislature. Peterson (1973) administered the IGI to a sample of approximately 24,000 individuals including students, faculty, administrators, trustees, college presidents or chancellors, and community members. Institutions surveyed included 23 private colleges and universities, 69 community colleges, 8 campuses of the University of California, and 16 campuses of the California State Universities and Colleges. The study showed that the perceptions of the different constituencies associated with each institution differed on both the "Is" and "Should Be" ratings. Likewise, there were differences in goal ratings among institutions according to their type and affiliation. The California study provided the basis for the reliability, validity, and comparative data related to the IGI.

All groups at all institutions surveyed agreed about the importance of the goals Intellectual Orientation and Community, while they tended to give lower ratings to the Social Criticism/Activism, Public Service, and Social Egalitarianism scales. In general, the constituencies perceived the "Is" situation below the "Should Be" situation. That is, they tended to feel that the various goal areas should receive more emphasis than they were presently receiving.

Another trend observed was a tendency for faculty at four-year institutions to emphasize traditional goals of academic development and research. As in previous studies, presidents had a generally more positive view of their campuses than the other groups. Within the community colleges, the most important goals were related to local needs, vocational training, and open admission philosophies. In contrast, these goals were ranked very low at the University of California. Here, the faculty tended to emphasize Research, Advanced Training, and Freedom, just as Gross and Grambsch found among the major, highly research-oriented universities. Community college and private school groups tended to agree about their respective preferred goals. Four-year, private college faculty emphasized Individual Personal Development, Community, Intellectual Orientation, Humanism/Altruism, and Traditional Religiousness.

Analysis of faculty responses at all institutions indicated that the faculty desired greater emphasis on the following goals: Academic Development, Intellectual Orientation, Individual Personal Development, Freedom, Democratic Governance, Community, and Intellectual/Aesthetic Environment. Students indicated a desire for greater emphasis on Social Criticism/Activism, scoring higher in this category than every other group. Faculty in the state colleges and university system perceived less emphasis on Innovation, Intellectual/Aesthetic Environment, and Community when compared to their counterparts at other colleges.

The study generally supported the findings of Gross and Grambsch that each type of institution would have unique,

distinguishing goal emphases that tend to correspond to the institutional mission. It lends validity to the statement by Pace (1979) that "various segments of higher education--the universities, the state colleges, the community colleges, and the private four-year colleges--are indeed different from one another, and this differentiation in the relative importance of various goals is clearly evident. There are, moreover, specific organizational or institutional characteristics associated with different goal emphases" (p. 153).

Bushnell (1973) conducted a national study of the goals of community colleges. Using 26 items from the IGI, with a modified response format, he surveyed faculty, students, and presidents at 92 two-year institutions, public and private. In general, the groups tended to agree on the goals of their institutions. Major differences included a tendency for the presidents to give greater preference to community-related activities. Faculty placed the greatest emphasis on student development goals, while students preferred an emphasis on goals related to financial aid and egalitarian practices such as open door admissions.

In a more recent study of community college goals, the Community College Goals Inventory (CCGI), a modified version of the IGI designed specifically for use in community colleges, was field tested by the Educational Testing Service. Approximately 1,500 faculty, administrators, and trustees, 3000 students, and 200 community members representing 18 community colleges participated in the study. The results of the study were reported by Cross (1981).

It was not surprising that all groups gave high "Is" and "Should Be" ratings to the goals Vocational/Technical Preparation and General Education, considered to be "kingpins of community college education" (Cross, 1981, p. 115). Likewise, all groups indicated high "Should Be" preferences for the goals Intellectual Orientation and Developmental/Remedial Preparation. This was especially evident in the responses of faculty, where wide discrepancy between "Is" and "Should Be" ratings existed on the Intellectual Orientation scale. For faculty, administrators, and trustees, there was wide "Is"/"Should Be" discrepancy on the Developmental/Remedial Education goal. All three groups felt that the goal should receive greater emphasis. Faculty ranked it fifth among "Should Be" goals and tenth among "Is" goals. Administrators ranked it third among "Should Be" goals and twelfth among "Is" goals. Trustees ranked it sixth among "Should Be" goals and eleventh among "Is" goals. Cross (1981) described the issue of remediation as "one of the major dissatisfactions in the community college" (p. 117).

In general, the lowest ranking goals among all groups were Social Criticism, Cultural/Aesthetic Awareness, Freedom, Humanism/Altruism, Community Services, and Innovation. In comparing "Should Be" perceptions of the groups, the data revealed that students emphasized the goals Personal Development and Counseling and Advising, whereas administrators emphasized Effective Management, and trustees emphasized Accountability. All groups expressed a desire for greater emphasis on College Community. From the "Should Be" perspective, the faculty

ranked this goal as number one priority. However, they perceived substantial discrepancy in current emphasis, ranking it 18th from an "Is" frame of reference. The scores of the other constituent groups also revealed wide discrepancy between the morale as they perceived it on the campuses and as they felt it should be. Following is a summary of the faculty perceptions of the twenty goal areas in rank order:

"Is" Perceptions		"Should Be" Perceptions	
Rank	Goal Area	Rank	Goal Area
1	General Education	1	College Community
2	Vocational/Technical Prep.	2.5	General Education
3	Accessibility	2.5	Intellectual Orientation
4	Lifelong Learning	4	Vocational/Technical Prep.
5	Counseling and Advising	5	Developmental/Rem. Prep.
6	Student Services	6	Faculty/Staff Development
7	Accountability	7	Personal Development
8	Freedom	8	Effective Management
9	Intellectual Orientation	9	Counseling and Advising
10	Developmental/Remedial Prep.	10	Lifelong Learning
11	Personal Development	11	Intellectual Environment
12	Effective Management	12	Accessibility
13	Faculty/Staff Development	13	Innovation
14	Community Services	14	Accountability
15	Intellectual Environment	15	Humanism/Altruism
16	Humanism/Altruism	16	Student Services
17	Innovation	17	Freedom
18	College Community	18	Community Services
19	Cultural/Aesthetic Awareness	19	Cult./Aesthetic Awareness
20	Social Criticism	20	Social Criticism

(Cross, 1981, p. 115)

In 1977, Douglas administered the IGI to students, faculty, administrative staff, trustees, legislators, and members of citizen advisory committees at the four colleges in the Nebraska State College System: Chadron State College, Kearney State, Wayne State, and Peru State. Responses of the constituents at each institution were analyzed separately. In addition, a total group analysis of the present and preferred goals of the four colleges was presented. At each

separate institution, significant discrepancies between the actual and ideal goal perceptions of the respondents were noted for all 20 goal areas. Likewise, the aggregate results for the total sample showed that respondents perceived discrepancies between the actual and desired emphasis on each of the 20 scales. The greatest amount of discrepancy was noted in the goal areas Individual Personal Development, Vocational Preparation, Community, Traditional Religiousness, Off-Campus Learning, and Humanism/Altruism. Participants described Individual Personal Development as the most preferred goal while Traditional Religiousness was rated as the least preferred goal.

During the 1975-76 academic year, Mossman (1976) surveyed the faculty of the Yavapai (Arizona) Community College system. The IGI was administered to instructors at two campuses located in Prescott and Clarkdale. The study sought to determine whether significant differences existed in the perceived and preferred goals of the faculty and whether selected demographic characteristics such as age, sex, marital status, discipline, years of experience, and degree level affected these differences in any way. Analysis of discrepancy scores revealed significant differences on all 20 IGI goal areas. Analysis of subgroups stratified by demographic characteristics revealed differences based upon marital status, full-time and part-time status, and discipline membership only. Other characteristics did not appear to significantly affect goal perceptions among the faculty.

In terms of outcome goals, unmarried respondents tended to have higher "Should Be" means and lower "Is" means than the married group. Likewise, their discrepancy scores were higher than the scores of the

married group. The highest "Should Be" ratings for married faculty were for the Vocational Preparation (4.02), Intellectual Orientation (3.95), and Individual Personal Development (3.93) scales, whereas the single group rated Individual Personal Development (4.33), Intellectual Orientation (4.18), and Vocational Preparation (4.06) highest. Differences between the married and unmarried groups were noted for 7 of the 13 outcome goal areas, significant at the .05 level. They were Social Egalitarianism, Academic Development, Meeting Local Needs, Individual Personal Development, Humanism/Altruism, Intellectual Orientation, and Traditional Religiousness. On the process goals, the unmarried group again had higher discrepancy scores than the married group. Statistically significant differences between the two groups were found on the Off-campus Learning, Community, Intellectual/Aesthetic Environment, and Innovation goal areas.

Analysis by full-time versus part-time employment status showed that full-time faculty tended to have higher "Should Be" means, lower "Is" means, and greater discrepancy scores, perhaps revealing a more critical attitude toward institutional goals. On the outcome goals, full-time respondents placed greatest emphasis on Vocational Preparation (4.12), Intellectual Orientation (4.09), and Individual Personal Development (4.07), whereas part-time faculty ranked Individual Personal Development (3.97), Vocational Preparation (3.96), and Intellectual Orientation (3.93) highest. The process goals rated highest by the full-time faculty according to "Should Be" means were Community (4.34), Democratic Governance (4.18), and Intellectual/Aesthetic Environment (3.88), compared with the part-time group whose top three

ratings were Community (3.95), Intellectual/Aesthetic Environment (3.55), and Democratic Governance (3.48). In general, goal areas showing the greatest degree of variance between the full-time and part-time faculty groups were Public Service, Social Criticism/Activism, Democratic Governance, Community, Innovation, and Intellectual/Aesthetic Environment. Mossman (1976) concluded, "It appears that full-time faculty affiliate more with the concepts of public services in attempting to alter cooperatively humanity's overall social condition than do part-time faculty" (p. 117).

Finally, comparison of the respondents teaching in the divisions of Allied Health, Applied Sciences and Technology, Business, Fine Arts, Liberal Arts, and Science/Mathematics revealed several differences among the groups on six process goals. The Liberal Arts group indicated a preference for Community (4.32), Democratic Governance (4.14), and Freedom (3.88) goals, while Business faculty assigned the lowest corresponding scores to these goals. Allied Health faculty rated Community (4.18), Innovation (3.70), and Off-campus Learning (3.18) the highest. Of all groups, Applied Sciences/Technology faculty gave the highest "Should Be" rating to Accountability/Efficiency (3.77), while Fine Arts respondents preferred the goal Intellectual/Aesthetic Environment. In contrast, Intellectual/Aesthetic Environment was rated lowest by Applied Sciences/Technology faculty. On the Off-campus Learning scale, Allied Health faculty had the highest rating (3.18) and Science/Mathematics faculty the lowest preferred rating (2.00) of all divisions. All six groups rated Community as the number one preferred process goal.

Studies of Single Institutions

The IGI has also been used in institutional self-study projects to identify goal perceptions and sources of dissonance in those perceptions among the various campus constituencies within single institutions. Following are examples of such efforts.

Millikin University. Jones (1979) distributed the IGI to students, faculty, and staff at Millikin University, a private institution located in Decatur, Illinois. The purpose of the study was to describe the goal perceptions of the constituent groups and to note whether there were significant differences between their perceived and preferred goal ratings for the university. Twenty-two randomly selected full-time students were surveyed in addition to all 89 full-time faculty, all 35 administrators, and 25 members of the Board of Trustees. In general, the three groups tended to agree on the current goals of the university. All ranked Academic Development and Accountability/Efficiency as the most important goal areas. Off-Campus Learning and Public Service were rated as least important. In terms of preferred importance, the groups also agreed that Community should be emphasized, while the goal areas Research, Off-Campus Learning, Public Service, and Traditional Religiousness should receive the least emphasis. The greatest discrepancies between present and preferred emphasis for all groups occurred in the Community, Intellectual Orientation, and Individual Personal Development goal areas. Jones concluded that the constituents perceived the goals emphasized at Millikin to be similar to those emphasized at other private colleges.

At the same time, they indicated a desire for more emphasis on Community, Vocational Preparation and Democratic Governance, goals traditionally associated with state institutions and community colleges.

University of Oklahoma. In 1973, two studies were conducted at the University of Oklahoma. In an attempt to characterize faculty perceptions of institutional goals at a multipurpose state university, Lockwood (1973) collected data using the IGI. Results showed that there tended to be agreement with respect to the present goal areas, but dissonance was found regarding 12 of the 20 preferred goals. Analysis by discipline membership revealed tendencies toward differing perceptions of various goal areas, although the ten discipline groups did not differ systematically on any single goal area. Again, most difference was related to preferred, not perceived goals. This supports the trend in previous research for constituents to generally perceive current goal emphasis with some degree of congruence, while indicating wide discrepancy in terms of preferred goals. The Lockwood study revealed the greatest amount of dissonance in the goal areas Meeting Local Needs, Accountability/Efficiency, Advanced Training, and Community.

Lindeman (1973) surveyed University of Oklahoma administrators and faculty in an attempt to determine the relationship between goal perceptions and faculty attitudes toward collective negotiations. The IGI and a modified version of the Institutional Functioning Inventory, another ETS perceptual instrument, were administered to three sample groups: administrators, faculty who had positive attitudes toward collective bargaining, and faculty who had negative attitudes toward

collective bargaining. Differences were noted between the goal and functioning perceptions of the faculty with positive attitudes and the perceptions of the other two groups.

University of Minnesota. Ebert (1976) conducted a study of institutional goal perceptions of faculty, administrators, and Regents at the University of Minnesota. Samples were drawn from five campuses consisting of the Twin Cities Campus, Duluth, Morris, Crookston, and Waseca. A primary intent of the study was to determine whether differences existed in the goal perceptions of the three groups and whether there were differences in faculty perceptions according to discipline membership. Three hundred twenty-nine faculty were sampled and 179 responded. Faculty respondents were stratified into four classification groups according to specific teaching and research interests. The academic departments at the University of Minnesota were then grouped into three broadly classified disciplines: Arts/Humanities, Natural Sciences, and Social Sciences/Psychology. A fourth classification, Agriculture, was also included because of its relevance to the land-grant tradition of the University. The samples were randomly selected with no regard to campus affiliation. Results of the data analysis revealed significant differences between the faculty, administrators, and board members on 12 of the 20 IGI goal areas: Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Meeting Local Needs, Public Service, Social Egalitarianism, Freedom, Democratic Governance, Community, Innovation, and Accountability/ Efficiency. Analysis of the faculty responses according to discipline revealed significant differences in seven outcome and three process

goal areas. The outcome goal areas found to differ at the .05 level of significance were Individual Personal Development, Cultural/Aesthetic Awareness, Traditional Religiousness, Vocational Preparation, Advanced Training, Social Egalitarianism, and Social Criticism/Activism. The process goals found to differ at the .01 probability level were Freedom, Democratic Governance, and Accountability/Efficiency. A very significant result of this research was that it illustrated how stratification of responses of the faculty at the University of Minnesota by disciplinary affiliation tended to enhance disagreement on institutional goals. The research demonstrated that the differences within the faculty could be masked by viewing the faculty as a single entity. Results showed that faculty with common disciplinary affiliation tended to have common perceptions of institutional goals. For the outcome goal areas, the disciplinary groups differed most on the Social Egalitarianism goal area. The Social Science/Psychology group assigned the highest mean rating (3.02) to this goal, whereas the Natural Sciences group gave it the lowest rating (2.39). The Arts/Humanities (2.79) and the Agricultural Sciences (2.74) groups tended to respond most like the total faculty group (2.71) on this scale. Similar differences were revealed on the Social Criticism/Activism scale, with the Arts/Humanities (3.15) and Social Sciences/Psychology (3.16) respondents assigning higher ratings than the Natural Sciences (2.83) and Agricultural Sciences (2.68) groups, as well as the total faculty group (2.84). In general, Natural Sciences faculty tended to assign the lowest score ratings of the four groups. In contrast, Arts/Humanities faculty tended to assign high

scores to most goal areas. An interesting finding was a high degree of similarity between the mean responses of the Arts/Humanities and Agricultural Sciences faculties. Not surprising was the tendency for the Arts/Humanities faculty to place greater emphasis (3.40) on the Cultural/Aesthetic Awareness scale than did the Social Sciences/Psychology (3.06), Natural Sciences (3.05), Agricultural Sciences (2.84), and total faculty (3.06) groups.

Ebert's study revealed that, as a whole, the faculty at the University of Minnesota placed greatest emphasis on the goals Intellectual Orientation, Advanced Training, Research, Community, Academic Development, and Intellectual/Aesthetic Environment, and least emphasis on Traditional Religiousness, Off-campus Learning, Social Egalitarianism, and Social Criticism/Activism. A rank ordering of the goal preferences by means for the total faculty is as follows:

Rank	Goal Area	Mean
1	Intellectual Orientation	4.14
2	Advanced Training	3.99
3.5	Research	3.93
3.5	Community	3.93
5.5	Academic Development	3.86
5.5	Intellectual/Aesthetic Environment	3.86
7	Freedom	3.75
8	Democratic Governance	3.56
9	Vocational Preparation	3.43
10	Individual Personal Development	3.41
11	Innovation	3.32
12	Meeting Local Needs	3.25
13	Public Service	3.24
14.5	Accountability/Efficiency	3.09
14.5	Humanism/Altruism	3.09
16	Cultural/Aesthetic Awareness	3.06
17	Social Criticism/Activism	2.84
18	Social Egalitarianism	2.71
19	Off-Campus Learning	2.48
20	Traditional Religiousness	1.40

(Ebert, 1976, pp. 135-6)

In another study in Minnesota, Thorp (1979) used the IGI to survey the goal perceptions of students, faculty, administrators, civil service staff, and local community members at the University of Minnesota Morris Campus (UMM), a four-year liberal arts campus of the University of Minnesota. The data were compared with IGI data from a 1975 study of constituent groups at Southwest State University (SSU), a four-year state institution under supervision of the Minnesota State University Board. Analysis of the data for UMM revealed a tendency for the five constituent groups to agree in their ratings of present goals at the campus. The goal areas rated as most emphasized were Academic Development, Intellectual Orientation, Freedom, Democratic Governance, Community, Intellectual/Aesthetic Environment, and Accountability/Efficiency. Faculty, administrators, and students tended to give less favorable ratings than the civil service staff and community groups. In terms of preferred goals, there was less agreement among the constituent groups. The total groups rated Academic Development, Intellectual Orientation, Individual Personal Development, Freedom, Democratic Governance, Community, and Intellectual/Aesthetic Environment as the goal areas that should be emphasized at UMM. Analysis of discrepancy scores between the "Is" and "Should Be" responses revealed that constituents desired a greater emphasis on Intellectual Orientation, Community, and Intellectual/Aesthetic Environment. These three areas were the only areas of consensus among all five groups. Otherwise, opinions varied widely as to the preferred goals of the campus. Comparison of the data from UMM with the results of a 1975 study at SSU showed that the constituents from the two institutions possessed

very similar perceptions of goals presently emphasized. The institutions were in agreement on eight goal areas: Academic Development, Cultural Aesthetic Awareness, Freedom, Intellectual/Aesthetic Environment, Innovation, and Accountability/Efficiency. The two institutions differed on the Democratic Governance, Community, Vocational Preparation, and Meeting Local Needs goal areas, with the first two being emphasized at UMM and the latter two emphasized at SSU. In their perceptions of preferred goals, the constituents at each institution tended to agree on the importance of process goals while presenting a differing rating of outcome goals. UMM groups indicated preference for Humanism/Altruism and Cultural/Aesthetic Awareness. Their counterparts at SSU perceived Vocational Preparation and Meeting Local Needs as needing more emphasis.

A comparison of the perceptions of the faculty members at each institution revealed agreement on seven goal areas: Academic Development, Intellectual Orientation, Individual Personal Development, Cultural/Aesthetic Awareness, Freedom, Innovation, and Accountability/Efficiency. The faculty perceived an emphasis on process goals at UMM and outcome goals at SSU. Likewise, faculty ratings of preferred goals were similar. They agreed in their desire for greater emphasis on Academic Development, Intellectual Orientation, Individual Personal Development, Freedom, Democratic Governance, Community, Intellectual/Aesthetic Environment, and Innovation. The faculty at each institution differed in their desire for emphasis on the Humanism/Altruism and Cultural/Aesthetic Awareness scales at UMM and the Vocational Preparation, and Meeting Local Needs scales at SSU. Thorp concluded

that the faculty groups appeared to understand and endorse the missions of their respective institutions (p. 135).

University of Maryland. Clement (1981) analyzed the goal perceptions of Maryland State Legislators and students, faculty, administrators, and members of the Board of Regents at the University of Maryland. The IGI was used to assess present and preferred goal areas and to identify areas of dissonance between the perceived and ideal university goals. In addition, a locally developed instrument was used to measure the respondents' satisfaction with the learning environment and their perceptions of involvement in the determination of institutional goals, policies, and procedures. Data from the administration of the IGI revealed that the constituent groups differed in their perceptions of both current and preferred goals. The groups also differed in their degree of satisfaction with the learning environment and in their perceived involvement in the determination of institutional goals. However, no significant correlations were found between these perceptions and areas of goal discrepancy on the IGI scales.

In terms of faculty responses to the IGI, differences were noted between the perceived and preferred goals on all 20 goal areas. Areas of greatest "Is"/"Should Be" dissonance were the Intellectual Orientation, Community, Intellectual/Aesthetic Environment, Individual Personal Development, and Democratic Governance scales. The mean "Is" and "Should Be" ratings of the faculty were rank ordered and compared, revealing several areas of great difference. Most notably, differing rankings were noted in the following goal areas:

Goal Area	"Is" Ranking	"Should Be" Ranking
Intellectual Orientation	9	1
Individual Personal Development	15	9
Democratic Governance	14	8
Community	12	2
Intellectual/Aesthetic Environment	11	6
Vocational Preparation	5	10
Meeting Local Needs	7	14
Social Egalitarianism	10	18
Accountability/Efficiency	4	11

(Clement, 1981, p. 77).

Fordham University. Flaherty (1978) conducted a study of institutional goals at Fordham University, an urban, Jesuit institution located in the Bronx, New York. The constituent groups surveyed included students, lay and religious faculty, administrators, and trustees. The IGI was used to assess the perceived and preferred goal perceptions of the respondents. There was general agreement among the groups that most goal areas should receive greater emphasis at Fordham. The IGI goal areas identified as in greatest need of improvement were: Intellectual Orientation, Individual Personal Development, Community, and Intellectual/Aesthetic Environment. In addition, local goal items related to the quality of the graduates of the university and university practices concerning hiring, salaries, due process, and financial aid policies were identified as needing improvement. As in earlier studies, responses of the trustees indicated the highest degree of satisfaction with university goals. Students and religious faculty tended to exhibit the greatest amount of dissatisfaction with institutional goals. The study also revealed a tendency for lay faculty to respond most negatively with respect to the traditional Catholic/Jesuit goal dimensions of the institution.

Purdue University Calumet. In 1976, Purdue University Calumet, a state-supported regional campus of Purdue University, established a mission study committee to conduct an institutional self-study and develop a comprehensive mission statement for the campus. As part of the self-study process, the IGI was administered to samples of students, faculty, administrators, and alumni. In addition to an analysis of the responses from the total group, data from the constituent groups were compared. Data analysis included a summary of "Is" responses, a summary of "Should Be" responses, and a summary of the discrepancies between the "Is" and "Should Be" scores for each of the 20 IGI goal areas. Group means were rank ordered, revealing the goal priorities of each individual group as well as the priorities of the total sample. The data revealed that constituent groups tended to agree in their perceptions of both current and future goals.

Rank ordering of the goal areas by "Is" means for the total group revealed that the goal areas of greatest emphasis at Purdue Calumet were Academic Development, Vocational Preparation, Intellectual Orientation, Freedom, Accountability/Efficiency, Advanced Training, Community, and Meeting Local Needs. Following is a summary of the goal areas in rank order showing the mean and standard deviation for each scale:

Rank	Goal Area	Mean	Standard Deviation
1	Academic Development	3.32	.89
2	Vocational Preparation	2.98	.88
3	Intellectual Orientation	2.94	.90
4	Freedom	2.93	.99
5	Accountability/Efficiency	2.92	.96
6.5	Advanced Training	2.87	.95

Rank	Goal Area	Mean	Standard Deviation
6.5	Community	2.87	.90
8	Meeting Local Needs	2.84	.88
9	Democratic Governance	2.72	.88
10	Social Egalitarianism	2.65	.91
11	Individual Personal Development	2.59	.94
12	Intellectual/Aesthetic Environment	2.55	.88
13	Innovation	2.52	.83
14	Public Service	2.50	.87
15	Research	2.49	.89
16	Cultural/Aesthetic Awareness	2.36	.86
17	Social Criticism/Activism	2.29	.82
18	Humanism/Altruism	2.26	.88
19	Off-Campus Learning	2.07	.85
20	Traditional Religiousness	1.49	.75

Rank ordering of the goal areas by "Should Be" means for the total group revealed that the six goal areas most preferred were Vocational Preparation, Intellectual Orientation, Community, Individual Personal Development, Academic Development, and Advanced Training. Following is a summary of the goal areas in order showing the mean and standard deviation for each scale:

Rank	Goal Area	Mean	Standard Deviation
1	Vocational Preparation	4.08	.86
2	Intellectual Orientation	4.06	.81
3	Community	4.03	.83
4	Individual Personal Development	3.93	.94
5	Academic Development	3.91	.85
6	Advanced Training	3.79	.97
7	Intellectual/Aesthetic Environment	3.74	.93
8	Democratic Governance	3.70	.95
9	Meeting Local Needs	3.64	.96
10	Accountability/Efficiency	3.61	.94
11	Innovation	3.57	.99
12	Freedom	3.54	1.13
13	Public Service	3.37	1.07
14	Research	3.31	1.01
15	Humanism/Altruism	3.22	1.13
16	Social Egalitarianism	3.16	1.19
17	Social Criticism/Activism	3.06	1.12
18	Off-Campus Learning	3.00	1.20
19	Cultural/Aesthetic Awareness	2.99	1.02
20	Traditional Religiousness	1.95	1.13

Finally, goal areas were rank ordered by discrepancies, revealing that the total group perceived dissonance between the present and preferred emphasis of goals, particularly in the Individual Personal Development, Intellectual/Aesthetic Environment, Community, Intellectual Orientation, Vocational Preparation, and Innovation goal areas. Respondents felt that these areas should receive more emphasis at the campus than they were presently receiving. The table below summarizes the goal areas in rank order as perceived by the total group:

Rank	Goal Area	"Is" Mean	"Should Be" Mean	Discrepancy
1	Individual Personal Development	2.59	3.93	+ 1.34
2	Intellectual/Aesthetic Environment	2.55	3.74	+ 1.19
3	Community	2.87	4.03	+ 1.16
4	Intellectual Orientation	2.94	4.06	+ 1.12
5	Vocational Preparation	2.98	4.08	+ 1.10
6	Innovation	2.52	3.57	+ 1.05
7	Democratic Governance	2.72	3.70	+ .98
8	Humanism/Altruism	2.26	3.22	+ .96
9	Off-Campus Learning	2.07	3.00	+ .93
10	Advanced Training	2.87	3.79	+ .92
11	Public Service	2.50	3.37	+ .87
12	Research	2.49	3.31	+ .82
13	Meeting Local Needs	2.84	3.64	+ .80
14	Social Criticism/Activism	2.29	3.06	+ .77
15	Accountability/Efficiency	2.92	3.61	+ .69
16	Cultural/Aesthetic Awareness	2.36	2.99	+ .63
17	Freedom	2.93	3.54	+ .61
18	Academic Development	3.32	3.91	+ .59
19	Social Egalitarianism	2.65	3.16	+ .51
20	Traditional Religiousness	1.49	1.95	+ .46

The faculty respondents rated Academic Development, Accountability/Efficiency, Vocational Preparation, Intellectual Orientation, Community, and Freedom as the goal areas they perceived as receiving the greatest emphasis at the campus. The goal areas they felt should be emphasized were Intellectual Orientation, Community, Academic Development, Individual Personal Development, Vocational Preparation,

Intellectual/Aesthetic Environment, and Democratic Governance. In general, the faculty perceived the greatest amount of discrepancy between present and preferred emphasis in the goal areas of Intellectual Orientation, Intellectual/Aesthetic Environment, Community, Individual Personal Development, Innovation, Democratic Governance, and Humanism/Altruism. Following is a summary of the faculty responses to the 20 goal areas, ranked according to the degree of discrepancy:

Goal Area	"Is" Mean	"Should Be" Mean	Discrepancy
Intellectual Orientation	2.83	4.38	+ 1.55
Intellectual/Aesthetic Environment	2.32	3.82	+ 1.50
Community	2.81	4.21	+ 1.40
Individual Personal Development	2.69	3.93	+ 1.24
Innovation	2.36	3.57	+ 1.21
Democratic Governance	2.71	3.76	+ 1.05
Humanism/Altruism	2.21	3.21	+ 1.00
Research	2.14	3.09	+ .95
Public Service	2.43	3.30	+ .87
Meeting Local Needs	2.75	3.58	+ .83
Vocational Preparation	3.01	3.84	+ .83
Off-Campus Learning	1.77	2.57	+ .80
Social Criticism/Activism	2.07	2.86	+ .79
Cultural/Aesthetic Awareness	2.36	3.12	+ .76
Academic Development	3.37	4.07	+ .70
Freedom	2.80	3.50	+ .70
Advanced Training	2.56	3.24	+ .68
Social Egalitarianism	2.64	3.09	+ .45
Accountability/Learning	3.13	3.53	+ .40
Traditional Religiousness	1.20	1.36	+ .16

Summary

The review of the literature has confirmed the necessity for determining the goals of institutions of higher education. To date, research has primarily compared the perceptions of constituent groups within a given institution, and between institutions of similar type. Much has been learned as a result of such inquiry. However,

much remains to be accomplished in this regard. The multicampus organization presents a very special setting for analysis, particularly with respect to the goal perceptions of faculty. Peterson and Uhl (1977) described public institutions as especially challenging entities for goal analysis, indicating, "Perhaps the most difficult of all is the problem of determining institutional goals within a multicampus system, in which a superauthority has the responsibility to set guidelines, to coordinate, and to plan. Somehow, internal campus preferences and aspirations must be meshed with systemwide purposes and plans" (p. 3). Peterson (1971), in Toward Institutional Goal-Consciousness, reinforced this concern with the question, "Should all campuses in a system be similar or 'comparable,' or should each strive for distinctiveness?" (p. 29).

There is a need for additional research directed toward such questions. The present study aids in the understanding of institutional goals as perceived by the faculty at two campuses of a state university.

CHAPTER III

METHOD

The major purpose of the study was to provide a detailed analysis of faculty perceptions of the institutional environments and goals at two different locations of a multicampus, state university. The study focused on both intracampus and intercampus comparison. Using a field survey approach, perceptual data were obtained to determine if significant differences exist in how the faculty at each campus perceive their own environment and goals and how they perceive the goals of the other campus.

Selection of the Population

The study sought to explore perceptions of faculty members in higher education within a multicampus structure. The population consisted of all academic employees of Purdue University, West Lafayette, Indiana and of Purdue University Calumet, Hammond, Indiana, who are employed on a full-time basis. The two campuses are the largest of four campuses governed by the Purdue University Board of Trustees. The total population consisted of 2,353 faculty members, of which 2,147 were located in West Lafayette and 206 at Calumet. The study was endorsed by the Chancellor of Purdue University Calumet (see Appendix B) who in turn secured the approval of the Acting President

and the School Deans at West Lafayette. A description of each campus studied appears in Appendix C.

Selection of the Samples

A random sample of 350 full-time employees holding academic rank in the School of Engineering, the School of Humanities, Social Science and Education, the School of Management, the School of Science, and the School of Technology was drawn at West Lafayette. Because there are not comparable academic programs at Calumet, the Schools of Pharmacy and Agriculture were excluded. Sample size for West Lafayette was determined by using calculations by Krejcie and Morgan (1970), using the .05 confidence level.

Because of the relatively small size of the faculty at Calumet, the entire population of 206 full-time academic staff holding appointments in the School of Engineering, Management and Technology, the School of Humanities, Education and Social Sciences, and the School of Science and Nursing, was surveyed.

Selection of the Instrument

Because the study emphasized assessment of institutional environments and goals, the primary mechanism for gathering data was the Institutional Goals Inventory (IGI), a perceptual instrument developed by Peterson and Uhl and published by the Educational Testing Service (1972). The IGI is an instrument classified as a perceptual technique for assessing attitudes toward institutional goals. Although it is not described as an environmental measure per se, the

IGI does provide data as to how the various constituents within the institution perceive the environment as it relates to goals.

Thus, the present study was undertaken with the belief that the IGI does characterize faculty perceptions of the institutional environment, particularly via the "Is" ratings and the "Is" versus "Should Be" discrepancies. "Is" ratings have been described by the IGI authors as perceptions of present reality. The study has combined an interest in the global concept of environment with concern for the specific goal dimension of the environment. The IGI has not been used previously for intercampus comparison in the sense of asking faculty to respond according to how they perceive their peer campus. This represents a unique aspect of the study.

The Institutional Goals Inventory

The IGI is a 90-item questionnaire consisting of statements concerning existing ("Is") and preferred ("Should Be") goals in institutions of higher education (see Appendix D). A five-point Likert scale is used as the means of responding to the goal statements. Subjects are asked to respond to each statement in two ways: first, by indicating how important they feel the goal is presently; then by rating how important they feel that the goal should be. Twenty goal areas are derived from the responses, with four statements comprising each goal area (see Appendix E). Ten of the statements are classified as miscellaneous and do not relate to any single goal area.

IGI results are presented in the form of means and standard deviations for each of the 20 "Is" and "Should Be" goal areas. The

goal areas may also be ranked according to discrepancies between mean "Is" and "Should Be" responses. Likewise, each item can be analyzed on the basis of "Is" versus "Should Be" discrepancies.

Goal area means are derived by summing and averaging the four goal statements which comprise each scale. Thus, the range of raw scores on each scale is 4 to 20. ETS, in scoring the IGI, reports goal area means as the average of the individual means for the four statements which comprise each scale. The range becomes 1.0 to 5.0 for interpretation according to the five-point response format. The present study has used the five-point format since it lends itself more readily to the comparison of the results with the findings of previous research.

As stated in the technical manual (Peterson and Uhl, 1977), the validity and reliability of the instrument for group comparisons have been established using data from several institutions. In terms of reliability, internal consistency was measured using coefficient alphas for each scale on both "Is" and "Should Be" response categories. The median of all alpha coefficients, reported for samples of faculty, administration, members of the community, and university trustees, was .88 for "Is" and .87 for "Should Be" response categories. As indicated in the manual, "the reliabilities of the goal areas are of sufficient magnitude for group comparisons and interpretations" (p. 56). The IGI was validated relative to content, criterion-related, and construct validity. Validation procedures included using correlations between faculty "Is" ratings and published institutional data in higher education institutions in California,

differences between "Is" and "Should Be" goals across four types of institutions in the California study, and comparison of scores of respondents from the study with "expert" predictions. Multigoal-multigroup matrix analysis was also used to assess convergent and discriminant validity (i.e., to show that the IGI correlates "with variables with which it should theoretically correlate (convergent validity)..." and does "not correlate with variables from which it should differ (discriminant validity)" (Peterson and Uhl, 1977, p. 59). According to the manual, "These varied procedures have provided support for the validity of the IGI. However, one goal area, Accountability/Efficiency, seems to hold different meanings for different groups, and therefore, should be interpreted with caution" (Peterson & Uhl, 1977, p. 74).

Although the IGI yields 20 goal areas, the study examined only 19 of those areas. The Traditional Religiousness scale was eliminated because it was not relevant or applicable to the two state-supported institutions studied. The scales measured by the instrument are divided into two categories referred to as outcome goals, or substantive objectives of the institution, and process goals. Peterson and Uhl (1977) defined the process and outcome goals measured by the Institutional Goals Inventory. Those relevant to the study are summarized by Peterson and Uhl (1977) as follows:

Outcome Goals

1. Academic Development has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

2. Intellectual Orientation relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

3. Individual Personal Development means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.

4. Humanism/Altruism reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

5. Cultural/Aesthetic Awareness entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

6. Vocational Preparation means offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

7. Advanced Training can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

8. Research involves doing contract studies for external agencies conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

9. Meeting Local Needs is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

10. Public Service means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

11. Social Egalitarianism has to do with open admissions and suitable education for all admitted, providing educational

experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

12. Social Criticism/Activism means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Process Goals

13. Freedom is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

14. Democratic Governance means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

15. Community is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

16. Intellectual/Aesthetic Environment means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

17. Innovation is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

18. Off-Campus Learning includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

19. Accountability/Efficiency is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (pp. 6-8)

Intercampus Questionnaire

In addition to the IGI, a 24-item questionnaire using selected scales from the IGI was administered to assess intercampus perceptions (see Appendix F). In adapting the IGI for intercampus assessment, a panel of experts, consisting of the researcher and five faculty and staff from Purdue Calumet, selected because of their knowledge of the West Lafayette campus, reviewed the IGI and chose items they felt could be adapted for intercampus assessment. The items selected by each person were tabulated to determine the consensus choices. In doing so, it was observed that most of the consensus items comprised IGI scales. It was then determined that comparison of scales versus individual items would yield more meaningful information subject to statistical analysis. With this in mind, the following scales were selected to comprise the intercampus assessment instrument:

1. Academic Development
2. Intellectual Orientation
3. Vocational Preparation
4. Social Egalitarianism
5. Democratic Governance
6. Community

The scales were selected on the basis of consensus choice of the panel as well as their apparent relevance to the multicampus structure under

investigation. Permission to use the 24 items was obtained from the Educational Testing Service (see Appendix G).

Finally, to assist in describing the samples, demographic questions related to academic rank, discipline, age, and school affiliation were included and appear on the last page of the IGI booklet. Other demographic items, including sex and number of years employed at Purdue, were obtained from the rosters provided by the personnel office.

To facilitate intercampus comparison by school, a coding scheme was established to group respondents at each campus into their corresponding schools. The six-digit survey number was established such that column 1 signified the respondent's campus (1 = West Lafayette, 2 = Calumet), column 2 denoted the West Lafayette school code, column 3 denoted the corresponding Calumet school code, and columns 4, 5, and 6 indicated the actual survey number. (1-350 at West Lafayette and 1-206 at Calumet).

Data Collection

Data were collected during the 1983 Spring Semester. Copies of the IGI and the 24-item adapted survey were mailed to the faculty offices along with a cover letter describing the purpose of the study and providing instructions for completing each instrument. The cover letter sent to Purdue Calumet faculty was signed by the Chancellor of their campus. The cover letters sent to the faculty at West Lafayette were signed by the West Lafayette academic deans and/or the Purdue Calumet Dean of Students. Copies of the cover letters and follow-up

letters are included in Appendix H and I. With the assistance of personnel and payroll offices at Calumet and West Lafayette, mailing labels were generated using the selection criteria outlined in the sample specifications above. Three different communications were made with the subjects, all via campus mail.

Initial contact was made on March 22, 1983. Subjects were asked to complete the surveys and return them by April 6, 1983. Included with the IGI materials was a return envelope addressed to the Purdue Calumet Dean of Students. In order to facilitate the data collection, the Dean of Students at Calumet was named as Project Coordinator to whom survey materials would be returned. A follow-up letter was sent to all subjects who did not return the instruments by the April 6th deadline. A second follow-up letter was sent giving a final return date of June 6, 1983.

To identify unreturned questionnaires and thereby accommodate the follow-up, the survey materials were precoded with an identification number assigned by the researcher. Subjects were assured of complete confidentiality. Participation was totally voluntary, and participants were informed that only aggregate scores were of interest to the study. They were also advised that a copy of the results of the research would be sent to them once data analysis had been completed.

Data Analysis

IGI responses were transferred to coding sheets and subsequently keypunched for card input. The card file was processed using the Statistical Package for the Social Sciences, Version VIII, subprogram

T-TEST (Hull and Nie, 1981). Each variable was described in terms of a frequency distribution, a cumulative frequency distribution, measures of central tendency, and measures of dispersion. Missing variables were coded as zeroes and recoded as the median value so that the IGI perceptions would be compatible with the scoring procedures detailed in the IGI manual. Adjustment using the median value was made in lieu of rejecting the entire questionnaire, and only in cases where there were isolated (one or two) missing responses. Instruments with excessive blank responses were discarded. In total, six surveys were rejected as not usable, approximately 2%. If respondents did not answer the items comprising the Traditional Religiousness scale, the instrument was not discarded since that scale was eliminated from the study. The complete data were used to generate 20 "Is" goal perceptions of the respondents' campuses, 20 "Should Be" perceptions of the respondents' campuses, six "Is" perceptions of the peer campus, and six "Should Be" perceptions of the peer campus. The data file was stored in card format on disk file on a CDC Cyber 170/730 at Southern Illinois University at Edwardsville, site of the Mid-Illinois Computer Consortium (MICC).

Eight research hypotheses, stated in the null form in Chapter I, were tested using the SPSS subprogram, T-TEST. The t-test for independence was selected as the statistical procedure of choice since it allowed for individual testings of the null hypotheses, one for each IGI goal area. For each procedure, the null hypothesis was tested at a p-level of less than one in twenty ($p < .05$).

For Hypotheses One through Four, 19 IGI goal area scores were used as the independent variables. For Hypotheses Five through Eight, the six goal areas measured by the 24-item, intercampus version were the independent variables. Except for these noted differences in the number of independent variables, identical procedures were used to test the hypotheses. Goal area discrepancy scores were determined by calculating the absolute difference between "Is" and "Should Be" means for each variable. Rank order data were also compiled for each campus using the "Is" and "Should Be" means of each goal area. A comparison of the ranked data for the campuses was obtained by calculating rank differences for each goal area and by subsequently computing a Spearman correlation coefficient.

Summary

The Institutional Goals Inventory, a standardized instrument published by the Educational Testing Service (1972), was administered in the Spring, 1983, to a random sample of full-time faculty at Purdue University West Lafayette and to the total population of full-time faculty at Purdue University Calumet. In addition to the IGI, a locally developed survey consisting of a subset of 24 IGI items comprising six goal areas was also administered. Eight research hypotheses were investigated. Statistical analysis of the data was accomplished using the t-test for independence. Rank order data were also analyzed using the Spearman correlation procedure. Results of the analysis are presented in Chapter IV.

CHAPTER IV

RESULTS

The preceding chapters outlined the research problem and methodology employed in addressing the problem. Chapter IV presents the results of the data collection and analysis.

Sample

A total of 556 individuals at the two campuses were invited to participate in the study. Of the 556 faculty initially contacted, responses were received from 286, or 51%. Of the 350 West Lafayette faculty sampled, 190 responded, yielding a response rate of 54%. Of the 206 Calumet faculty sampled, 96, or 47%, responded. This response rate falls within the normal 40 to 60 percent return rate for survey research as defined by Awad (1979).

Of the total responses received from the faculties at the two campuses, 278, or 97%, of the questionnaires were usable. Subjects were asked to respond to both the 90-item IGI as well as the 24-item intercampus version of the instrument. One hundred sixty-five of the West Lafayette subjects returned both, while 19 returned the IGI but did not complete the 24-item survey. From the Calumet sample, 92 of the respondents submitted both instruments, while 2 subjects returned the IGI without the 24-item questionnaire. Thus, for data analysis

purposes, sample size for the full 90-item IGI was 184 for the West Lafayette faculty and 94 for the Calumet faculty. For the 24-item survey adapted to measure intercampus perceptions, the sample size was 165 at West Lafayette and 92 at Calumet.

The response distribution for the two campuses studied is depicted in Table 1. A summary of the demographic characteristics of the respondents in each sample is provided in Table 2. The schools with the higher percentage of respondents were Humanities, Social Sciences and Education at West Lafayette and Humanities, Education and Social Sciences at Calumet. The majority of the respondents were males with greater than six years experience at Purdue. The largest percentage held the rank of associate professor.

Hypotheses

The study examined eight research hypotheses, as detailed in Chapter I. Presented in this chapter are the findings resulting from the testing of the eight null hypotheses.

Hypothesis One:

> There are no significant differences between the real and ideal institutional goals as perceived by the Purdue University Calumet faculty for their own campus as measured by 19 scales of the Institutional Goals Inventory.

Hypothesis One was concerned with analyzing the degree of congruence between the real and ideal goals of the Calumet campus as perceived by the Purdue Calumet faculty. The hypothesis was tested by comparing the mean "Is" responses with the mean "Should Be" responses for each of the 19 IGI goal areas. First, goal area discrepancy scores were computed by calculating the differences between the mean

Table 1

Survey Response Summary

	Calumet Faculty		West Lafayette Faculty		Total	
	N	%	N	%	N	%
Sampled	206	100	350	100	556	100
Received	96	47	190	54	286	51
Refused	0	0	19	5	19	3

Table 2

Demographic Characteristics of the Respondents

Characteristic	Campus				
	Calumet		West Lafayette		Total
	N	%	N	%	N
School Affiliation					
Engineering, Management, and Technology	26	28			26
Engineering			41	22	41
Humanities, Education, and Social Sciences	39	41			39
Humanities, Social Sciences and Education			53	29	53
Management			14	8	14
Science and Nursing	29	31			29
Science			30	16	30
Technology			46	25	46
Academic Rank					
Professor/Professor Emeritus	22	23	62	33	84
Associate Professor	46	49	51	28	97
Assistant Professor	26	28	42	23	68
Instructor	0	0	29	16	29

(table continues)

Table 2 Continued

Characteristic	Campus				
	Calumet		West Lafayette		Total
	N	%	%	N	
Academic Discipline					
Biological Sciences	3	3	9	5	12
Physical Sciences	6	6	20	11	26
Mathematics	8	8	6	3	14
Social Sciences	11	12	24	13	35
Humanities	11	12	15	8	26
Fine and Performing Arts	2	2	3	2	5
Education	18	19	19	10	37
Business/Management	6	6	11	6	17
Engineering	11	12	46	25	57
Other	18	19	31	17	49
Age Range					
60 or over	9	9	16	9	25
50-59	31	33	50	27	81
40-49	36	38	46	25	82
30-39	16	17	57	31	73
20-29	2	2	15	8	17

(table continues)

Table 2 Continued

Characteristic	Campus				
	Calumet		West Lafayette		Total
	N	%	N	%	N
Sex					
Female	30	32	25	14	55
Male	64	68	159	86	223
Years at Purdue					
More than 20	10	11	41	22	51
16-20	18	19	29	16	47
11-15	35	37	27	15	62
6-10	9	9	22	12	31
5 or less	22	23	65	35	87
Average Number of Years	12.80		12.75		

"Should Be" and the mean "Is" responses. Goal area discrepancies are reported as positive or negative values with a positive difference denoting that the "Should Be" mean is greater than the "Is" mean and vice versa.

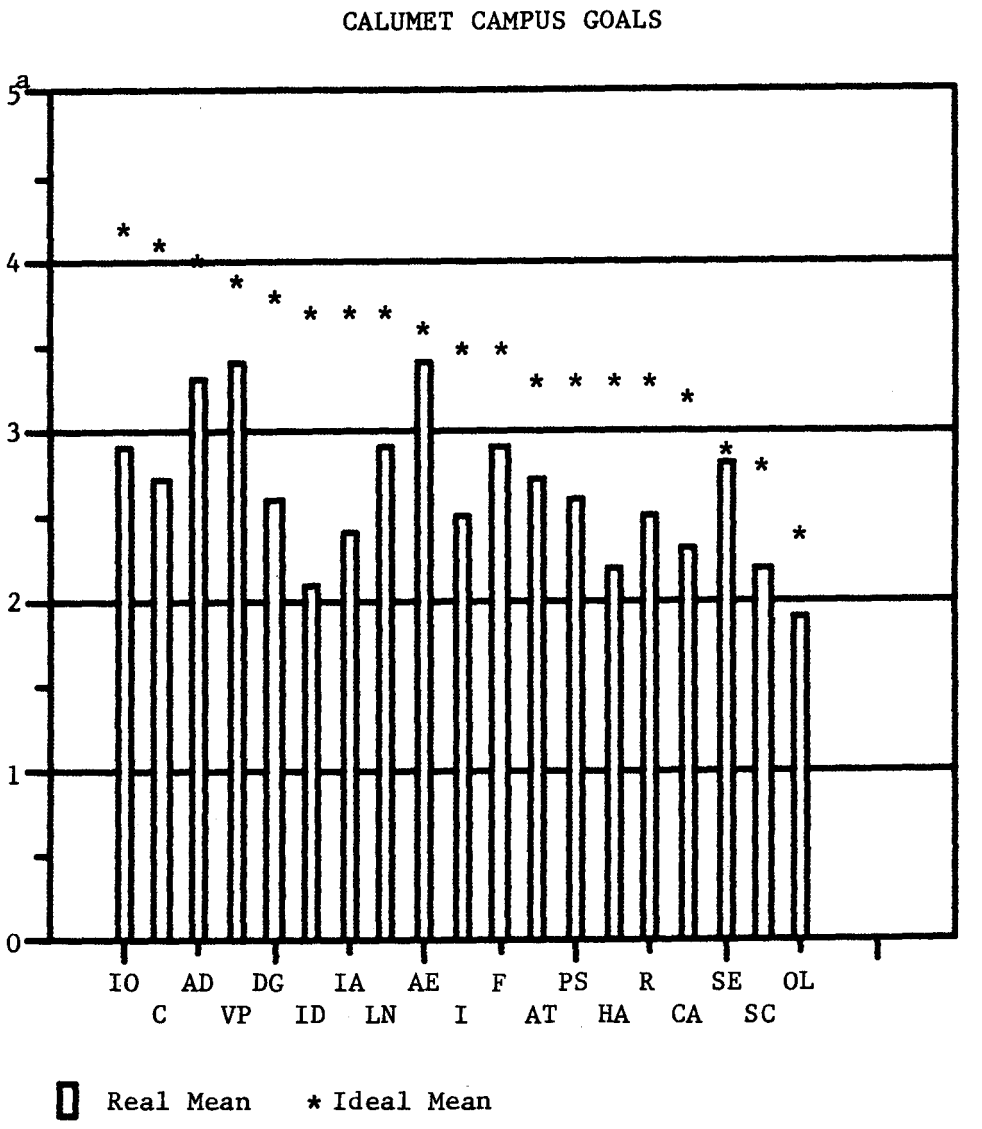
In the case of the Purdue University Calumet faculty, all discrepancy scores were positive; thus, the "Should Be" means exceeded the "Is" means in all cases. Discrepancy scores ranged from a high of 1.39 on the Community scale to a low of 0.13 on the Social Egalitarianism scale. The median discrepancy was 0.75 for the Meeting Local Needs goal area.

The top six goal areas in terms of degree of discrepancy were Community (+1.39), Intellectual Orientation (+1.30), Democratic Governance (+1.26), Intellectual/Aesthetic Environment (+1.26), Humanism/Altruism (+1.07), and Innovation (+1.02). These are the goals which the Purdue University Calumet faculty believe should receive greater emphasis than they currently receive at their campus.

In Figure 1, the goal area "Is" and "Should Be" means are graphically depicted to illustrate the degree of discrepancy between the faculty perceptions of the current reality at Purdue Calumet and their perceptions of how they feel things should be at the campus. Goal areas are rank ordered from highest to lowest based upon "Should Be" means.

To test the first null hypothesis that, for the Calumet faculty, their IGI "Is" and "Should Be" means are equal, t-tests were performed on the means for each goal area. Nineteen univariate t-tests were generated, one for each IGI goal area of concern in this

Figure 1. Purdue University Calumet Faculty Perceptions of Real and Ideal Institutional Goals.



[a]Means range from 1 to 5 with 1 = Of No Importance
2 = Of Low Importance
3 = Of Medium Importance
4 = Of High Importance
5 = Of Extremely High Importance

(figure continues)

Figure 1 Continued. Key to Figure 1 Goal Areas.

IO = Intellectual Orientation

C = Community

AD = Academic Development

VP = Vocational Preparation

DG = Democratic Governance

ID = Individual Personal Development

IA = Intellectual/Aesthetic Environment

LN = Meeting Local Needs

AE = Accountability/Efficiency

I = Innovation

F = Freedom

AT = Advanced Training

PS = Public Service

HA = Humanism/Altruism

R = Research

CA = Cultural/Aesthetic Awareness

SE = Social Egalitarianism

SC = Social Criticism/Activism

OL = Off-Campus Learning

study (see Table 3). Statistically significant differences were found between 17 of the 19 goal area means. Based upon the obtained t-values, the null hypothesis was rejected at the specified probability level of $< .05$. In fact, the calculated t-values for the 17 statistically significant goal areas had p-levels of $< .001$.

The means, standard deviations, discrepancy scores, and t-values for the "Is" and "Should Be" profiles of the Purdue University Calumet faculty are reported in Table 3. Goal areas are listed in order from highest to lowest based upon discrepancy scores.

In summary, in 17 of the 19 independent testings of Hypothesis One, statistically significant differences were found. Thus, the null hypothesis was rejected. In rating their real an ideal campus goals, the Purdue Calumet faculty perceived the greatest amount of dissonance in the Community goal area. They would especially like to see an increase in emphasis on this goal area. They are also particularly concerned with the lack of emphasis on Intellectual Orientation, Democratic Governance, and Intellectual/Aesthetic Environment. They feel that their campus does adequately emphasize Accountability/ Efficiency and slightly overemphasizes Social Egalitarianism.

Hypothesis Two:

> There are no significant differences between the real and ideal institutional goals as perceived by the Purdue West Lafayette faculty for their own campus as measured by 19 scales of the Institutional Goals Inventory.

The second null hypothesis focused on the perceptions of the Purdue West Lafayette faculty and whether there were significant differences between their perceptions of the current degree of

Table 3

Comparison of Purdue Calumet Faculty Perceptions of Their Real and Ideal Campus Goals

Institutional Goals Inventory Goal Area	"Is" M	"Is" SD	"Should Be" M	"Should Be" SD	Discrepancy Score	t-Value
Community	2.72	0.87	4.11	0.74	1.39	11.58*
Intellectual Orientation	2.93	0.79	4.23	0.71	1.30	11.82*
Democratic Governance	2.55	0.85	3.81	0.93	1.26	9.69*
Intellectual/Aesthetic Environment	2.43	0.80	3.69	0.92	1.26	9.69*
Humanism/Altruism	2.21	0.73	3.28	0.99	1.07	8.23*
Innovation	2.51	0.77	3.53	0.95	1.02	7.85*
Individual Personal Development	2.11	0.75	3.70	0.92	0.99	8.25*
Cultural/Aesthetic Awareness	2.26	0.78	3.15	0.98	0.89	6.85*
Research	2.51	0.89	3.28	1.02	0.77	5.50*
Meeting Local Needs	2.91	0.82	3.66	0.90	0.75	5.77*
Academic Development	3.27	0.80	4.01	0.73	0.74	6.73*
Public Service	2.57	0.74	3.30	0.95	0.73	6.08*

(table continues)

Table 3 Continued

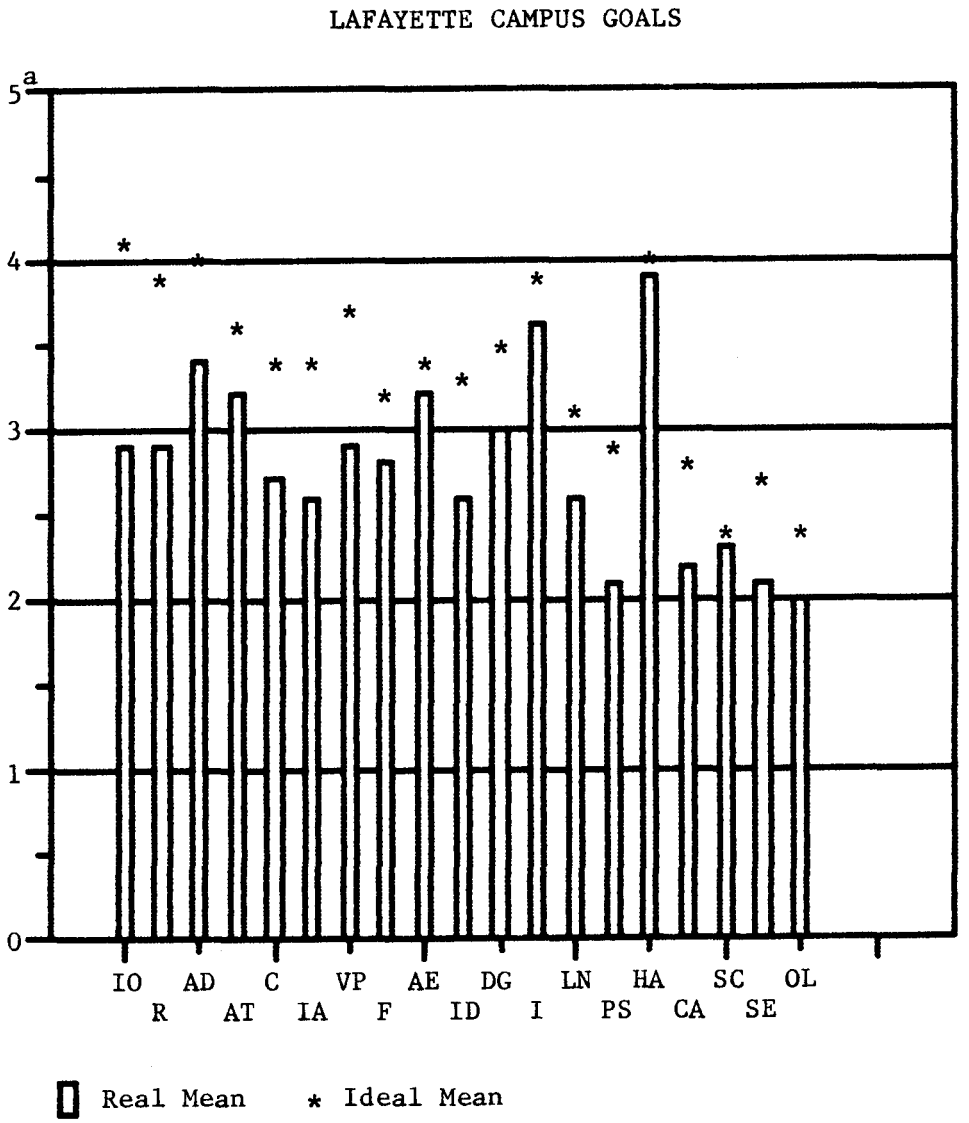
Institutional Goals Inventory Goal Area	"Is" M	"Is" SD	"Should Be" M	"Should Be" SD	Discrepancy Score	t-Value
Advanced Training	2.69	0.94	3.31	1.09	0.62	4.13*
Social Criticism/Activism	2.22	0.76	2.84	1.06	0.62	4.43*
Freedom	2.86	0.94	3.47	1.11	0.61	4.07*
Vocational Preparation	3.35	0.80	3.92	0.89	0.57	4.75*
Off-Campus Learning	1.87	0.79	2.40	1.04	0.53	3.79*
Accountability/Efficiency	3.44	0.97	3.58	0.84	0.14	1.08
Social Egalitarianism	2.77	0.85	2.90	1.11	0.13	0.93

* Significant at .05 level or below

emphasis on goal areas and their preferred emphasis. Again, the null hypothesis was tested through comparison of the mean "Is" and "Should Be" responses on the 19 IGI goal areas. Discrepancy scores were computed to illustrate the general magnitude of disagreement regarding the real and ideal goals of the campus. For all 19 goal areas, "Should Be" means exceeded "Is" means; thus, discrepancy scores are reported as positive values. The discrepancy scores for the West Lafayette faculty ranged from a high of +1.20 on the Intellectual Orientation scale to a low of +0.09 on the Social Egalitarianism scale. The median discrepancy was +0.54 on the Social Criticism/Activism scale. The top five goal areas according to degree of discrepancy were Intellectual Orientation (+1.20), Community (+0.93), Humanism/Altruism (+0.86), Individual Personal Development (+0.78), and Intellectual/Aesthetic Environment (+0.78). Figure 2 depicts the degree of discrepancy between goal area "Is" and "Should Be" means of the West Lafayette faculty. Goal areas are rank ordered from highest to lowest based upon "Should Be" means.

To test the second hypothesis that, for the West Lafayette faculty, their IGI "Is" and "Should Be" means are equal, t-tests were performed on the means for each IGI goal area (see Table 4). Based upon 19 independent testings using the t-test, statistically significant differences between the "Is" and "Should Be" means were found for 17 goal areas. Thus, the null hypothesis was rejected at a probability level of .05 or less. In 16 of the 17 cases, the t-values had p-levels of $< .001$. For the goal areas Research and Social Egalitarianism, no differences were noted.

Figure 2. Purdue University West Lafayette Faculty Perceptions of Real and Ideal Institutional Goals.



[a]Means range from 1 to 5 with 1 = Of No Importance
2 = Of Low Importance
3 = Of Medium Importance
4 = Of High Importance
5 = Of Extremely High Importance

(figure continues)

Figure 2 Continued. Key to Figure 2 Goal Areas.

IO = Intellectual Orientation

R = Research

AD = Academic Development

AT = Advanced Training

C = Community

IA = Intellectual/Aesthetic Environment

VP = Vocational Preparation

F = Freedom

AE = Accountability/Efficiency

ID = Individual Personal Development

DG = Democratic Governance

I = Innovation

LN = Meeting Local Needs

PS = Public Service

HA = Humanism/Altruism

CA = Cultural/Aesthetic Awareness

SC = Social Criticism/Activism

SE = Social Egalitarianism

OL = Off-Campus Learning

Table 4

Comparison of Purdue West Lafayette Faculty Perceptions of Their Real and Ideal Campus Goals

Institutional Goals Inventory Goal Area	"Is" M	"Is" SD	"Should Be" M	"Should Be" SD	Discrepancy Score	t-Value
Intellectual Orientation	2.94	0.90	4.14	0.77	1.20	13.33*
Community	2.93	0.90	3.86	0.87	0.93	10.33*
Humanism/Altruism	2.08	0.86	2.94	1.16	0.86	7.82*
Individual Personal Development	2.63	0.85	3.41	1.03	0.78	7.80*
Intellectual/Aesthetic Environment	2.94	0.92	3.72	0.92	0.78	7.80*
Democratic Governance	2.70	0.81	3.38	1.03	0.68	6.80*
Cultural/Aesthetic Awareness	2.19	0.91	2.84	1.11	0.65	5.91*
Innovation	2.61	0.82	3.26	0.98	0.65	7.22*
Academic Development	3.35	0.94	3.97	0.82	0.62	6.89*
Social Criticism/Activism	2.14	0.82	2.68	1.13	0.54	5.40*
Freedom	3.02	0.97	3.51	1.13	0.49	4.45*

(table continues)

Table 4 Continued

Institutional Goals Inventory Goal Area	"Is" M	"Is" SD	"Should Be" M	"Should Be" SD	Discrepancy Score	t-Value
Public Service	2.63	0.91	3.10	1.04	0.47	4.70*
Vocational Preparation	3.16	1.07	3.56	1.03	0.40	3.64*
Meeting Local Needs	2.76	0.97	3.15	1.08	0.39	3.55*
Off-Campus Learning	2.03	0.82	2.37	1.07	0.34	3.40*
Accountability/Efficiency	3.16	0.95	3.44	1.00	0.28	2.80*
Advanced Training	3.61	1.03	3.86	0.99	0.25	2.27*
Research	3.86	0.98	4.00	0.97	0.14	1.40
Social Egalitarianism	2.34	0.90	2.43	1.11	0.09	0.82

* Significant at .05 level or below.

The means, standard deviations, discrepancy scores, and t-values for the "Is" and "Should Be" profiles of the West Lafayette faculty are reported in Table 4. Goal areas are listed from highest to lowest according to discrepancy scores.

In summary, in 17 of the 19 independent testings of Hypothesis Two, statistically significant differences were found. Thus, the null hypothesis was rejected. In assessing the real and ideal goals of the campus, West Lafayette faculty were especially concerned with the goal areas Intellectual Orientation and Community. They desire a greater emphasis than currently exists in these areas.

Hypothesis Three:

> There are no significant differences between the real institutional goals as perceived by the Calumet and West Lafayette faculties for their own respective campuses as measured by 19 scales of the Institutional Goals Inventory.

The third null hypothesis projected no significant differences in the perceptions of the Calumet and West Lafayette faculties regarding the institutional goals currently emphasized at their respective campuses. This hypothesis was tested by comparing the mean "Is" response profiles of the two groups for the 19 IGI goal areas. First, the absolute difference between the means of the two faculty profiles was calculated to produce discrepancy scores. Here, discrepancies were reported as positive or negative values, with a positive score indicating the West Lafayette mean was greater than the Calumet mean and vice versa. The goals showing the greatest degree of discrepancy between the "Is" responses of the two faculties were Research (+1.35), Advanced Training (+1.34), Intellectual/Aesthetic Environment (+0.51),

Social Egalitarianism (-0.43), and Accountability/Efficiency (-0.28). The "Is" ratings for the Calumet and West Lafayette faculties are depicted in Figure 3. To test the third null hypothesis, 19 univariate t-tests were calculated (see Table 5). Statistically significant differences were noted for the following "Is" goal areas: Advanced Training, Research, Social Egalitarianism, Intellectual/Aesthetic Environment, and Accountability/Efficiency. Thus, the null hypothesis was rejected.

Five real goal areas were found to most differentiate the two campuses. Research, Advanced Training, and Intellectual/Aesthetic Environment more strongly characterized the West Lafayette campus, while Social Egalitarianism and Accountability/Efficiency were perceived as receiving greater emphasis at Calumet.

The means, standard deviations, discrepancy scores, and t-values for the "Is" profiles of the two faculties are reported in Table 5.

Hypothesis Four:

> There are no significant differences between the ideal institutional goals as perceived by the Calumet and West Lafayette faculties for their own respective campuses as measured by 19 scales of the Institutional Goals Inventory.

Hypothesis Four compared the perceptions of the Calumet and West Lafayette faculties regarding which goals should be emphasized at their own campuses. The null hypothesis was tested by considering the goal area means for each group on the "Should Be" response format. Differences between the means were reported as discrepancy scores, calculated by determining the absolute difference between the means. Again, discrepancies were reported as positive or negative values,

Figure 3. Comparison of Purdue Calumet and West Lafayette Faculty "Is" Profiles.

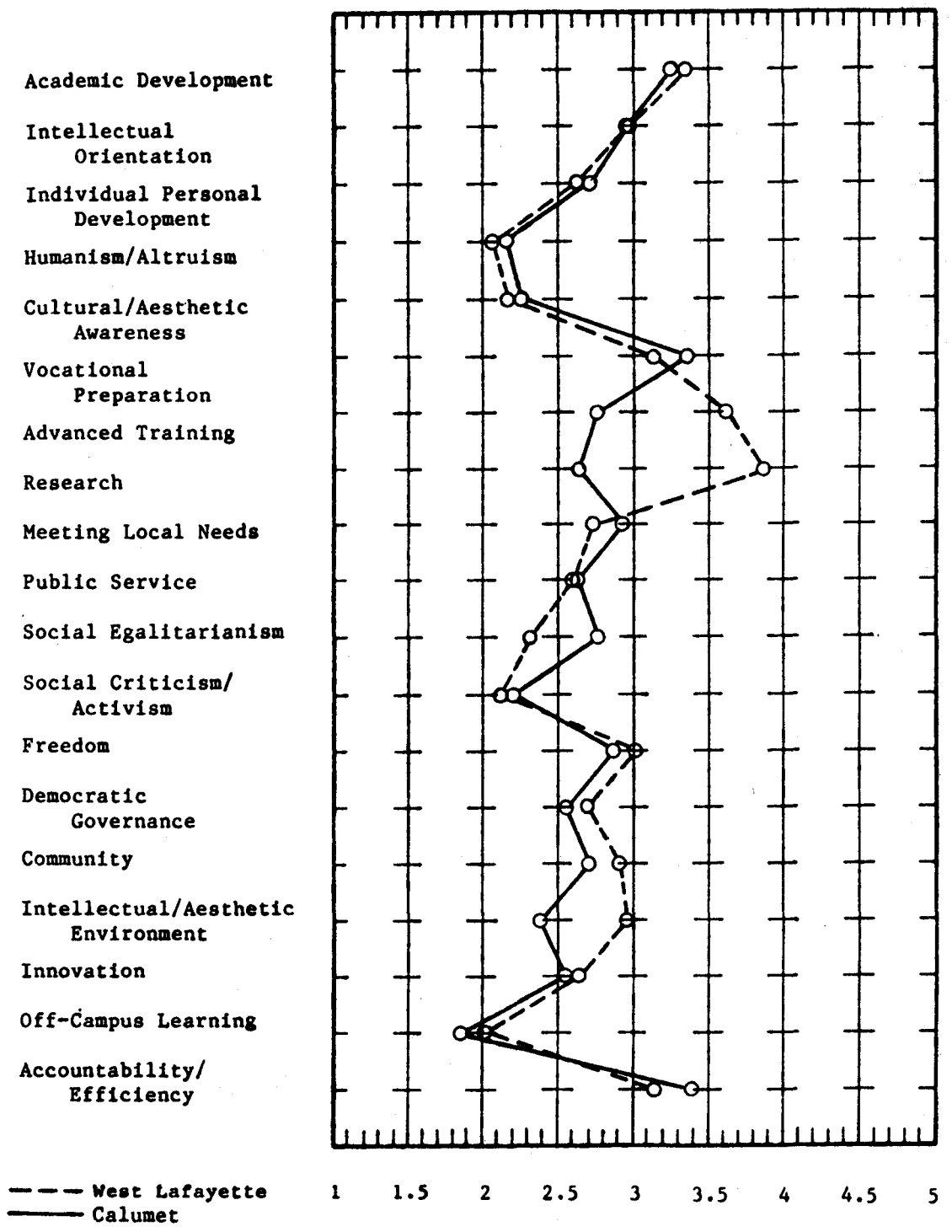


Table 5

Comparison of Purdue Calumet Faculty Perceptions of Their Own Real Campus Goals with Purdue West Lafayette Faculty Perceptions of Their Own Real Campus Goals

Institutional Goals Inventory Goal Area	Calumet M	Calumet SD	West Lafayette M	West Lafayette SD	Discrepancy Score	t-Value
Research	2.51	0.89	3.86	0.98	1.35	11.25*
Advanced Training	2.69	0.94	3.61	1.03	1.34	10.31*
Intellectual/Aesthetic Environment	2.43	0.80	2.94	0.92	0.51	4.64*
Social Egalitarianism	2.77	0.85	2.34	0.90	-0.43	- 3.91*
Accountability/Efficiency	3.44	0.97	3.16	0.95	-0.28	- 2.33*
Community	2.72	0.87	2.93	0.90	0.21	1.91
Vocational Preparation	3.35	0.80	3.16	1.07	-0.19	- 1.46
Freedom	2.86	0.94	3.02	0.97	0.16	1.33
Off-Campus Learning	1.87	0.79	2.03	0.82	0.16	1.60
Democratic Governance	2.55	0.85	2.70	0.87	0.15	1.36
Meeting Local Needs	2.91	0.82	2.76	0.97	-0.15	- 1.25

(table continues)

Table 5 Continued

Institutional Goals Inventory Goal Area	Calumet M	Calumet SD	West Lafayette M	West Lafayette SD	Discrepancy Score	t-Value
Humanism/Altruism	2.21	0.73	2.08	0.86	-0.13	- 1.30
Innovation	2.51	0.77	2.61	0.82	0.10	1.00
Academic Development	3.27	0.80	3.35	0.94	0.08	0.73
Individual Personal Development	2.71	0.75	2.63	0.85	-0.08	0.80
Social Criticism/Activism	2.22	0.76	2.14	0.82	-0.08	- 0.80
Public Service	2.57	0.74	2.63	0.91	0.06	0.55
Cultural/Aesthetic Awareness	2.26	0.78	2.19	0.91	-0.07	- 0.64
Intellectual Orientation	2.93	0.79	2.94	0.90	0.01	0.09

*Significant at .05 level or below

with a positive score indicating the West Lafayette mean was larger than the Purdue Calumet mean.

The top five goal areas in terms of discrepancy between the "Should Be" responses of the groups were Research (+0.72), Advanced Training (+0.55), Meeting Local Needs (-0.51), Social Egalitarianism (-0.47), and Democratic Governance (-0.43). Figure 4 illustrates the comparison of the "Should Be" profiles of the two respondent groups.

To test Hypothesis Four, that the "Should Be" means of the Calumet and West Lafayette faculties were equal, 19 independent t-tests were generated, one for each goal area of concern (see Table 6). This procedure produced statistically significant differences in 11 "Should Be" goal areas: Research, Advanced Training, Meeting Local Needs, Democratic Governance, Social Egalitarianism, Humanism/Altruism, Vocational Preparation, Community, Innovation, Individual Personal Development, and Cultural/Aesthetic Awareness. Thus, the null hypothesis was rejected.

As with their real goal ratings, there were five ideal goals which most differentiated the two faculties. While West Lafayette faculty found the goal areas Research and Advanced Training most desirable, the Calumet faculty gave higher ratings to the ideal goals Meeting Local Needs, Democratic Governance, and Social Egalitarianism.

The means, standard deviations, discrepancy scores, and t-values for the "Should Be" profiles of the two faculties are reported in Table 6.

Figure 4. Comparison of Purdue Calumet and West Lafayette Faculty "Should Be" Profiles.

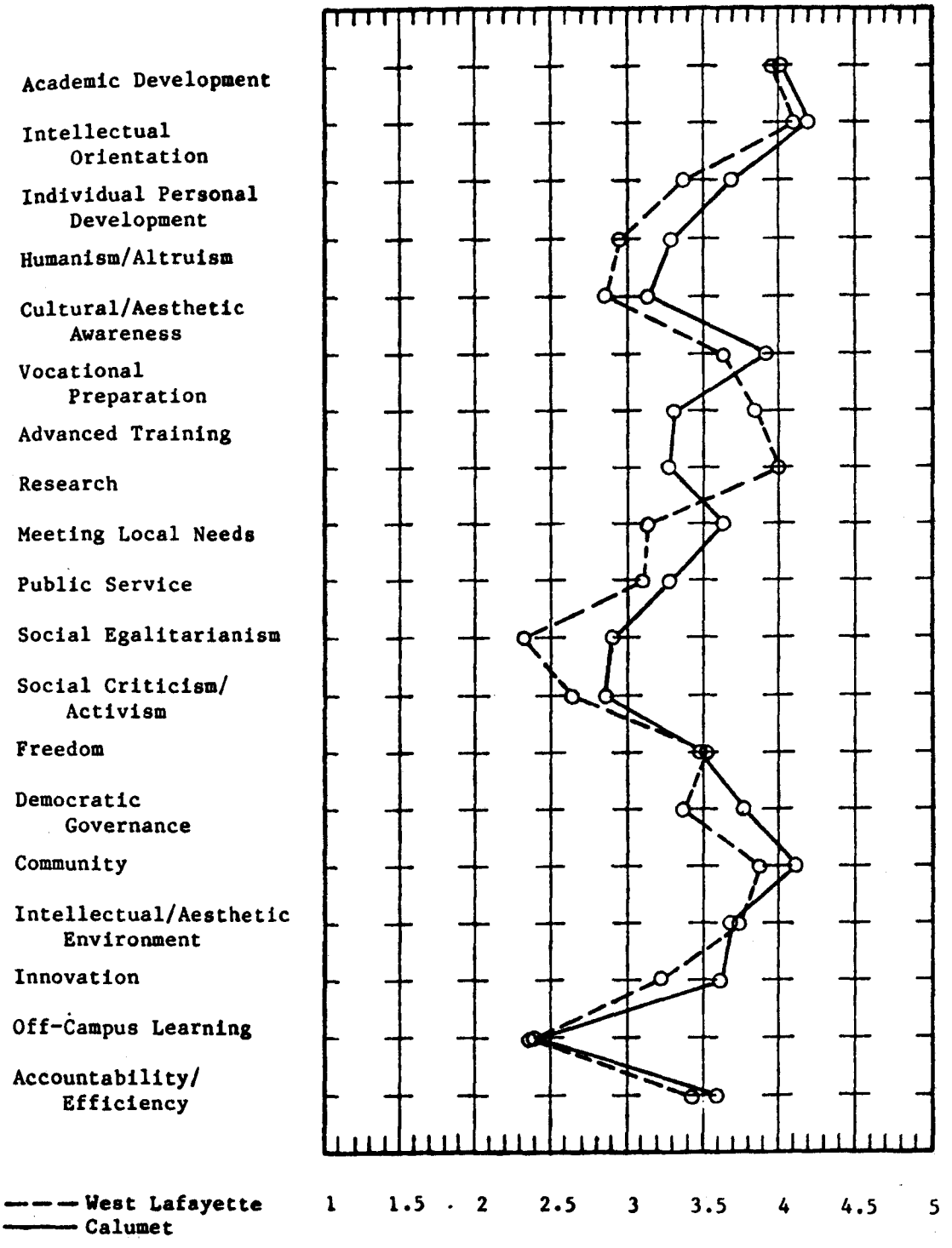


Table 6

Comparison of Purdue Calumet Faculty Perceptions of Their Own Ideal Campus Goals With Purdue West Lafayette Faculty Perceptions of Their Own Ideal Campus Goals

Institutional Goals Inventory Goal Area	Calumet M	Calumet SD	West Lafayette M	West Lafayette SD	Discrepancy Score	t-Value
Research	3.28	1.02	4.00	0.97	0.72	5.54*
Advanced Training	3.31	1.07	3.86	0.99	0.55	4.23*
Meeting Local Needs	3.66	0.90	3.15	1.08	-0.51	-3.92*
Social Egalitarianism	2.90	1.11	2.43	1.11	-0.47	-3.36*
Democratic Governance	3.81	0.93	3.38	1.03	-0.43	-3.31*
Vocational Preparation	3.92	0.89	3.56	1.03	-0.36	-2.77*
Humanism/Altruism	3.28	0.99	2.94	1.16	-0.34	-2.43*
Cultural/Aesthetic Awareness	3.15	0.98	2.84	1.11	-0.31	-2.21*
Individual Personal Development	3.70	0.92	3.41	1.03	-0.29	-0.29*
Innovation	3.53	0.95	3.26	0.98	-0.27	-2.25*
Community	4.11	0.74	3.86	0.87	-0.25	-2.27*

(table continues)

Table 6 Continued

Institutional Goals Inventory Goal Area	Calumet M	Calumet SD	West Lafayette M	West Lafayette SD	Discrepancy Score	t-Value
Public Service	3.30	0.95	3.10	1.04	-0.20	-1.54
Social Criticism/Activism	2.84	1.06	2.68	1.13	-0.16	-1.14
Accountability/Efficiency	3.58	0.84	3.44	1.00	-0.14	-1.17
Intellectual Orientation	4.23	0.71	4.14	0.77	-0.09	-0.90
Academic Development	4.01	0.73	3.97	0.82	-0.04	-0.40
Freedom	3.47	1.11	3.51	1.13	0.04	0.29
Intellectual/Aesthetic Environment	3.69	0.92	3.72	0.92	0.03	0.25
Off-Campus Learning	2.40	1.04	2.37	1.07	-0.03	-0.23

*Significant at .05 level or below

Hypothesis Five:

> There are no significant differences between the real institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue Calumet on six selected scales of the Institutional Goals Inventory.

Hypothesis Five was concerned with determining the degree of agreement or disagreement between the Purdue Calumet and Purdue West Lafayette faculties regarding institutional goals presently emphasized at Purdue Calumet. Six selected goal areas were the focus of this intercampus comparison. They were Academic Development, Intellectual Orientation, Vocational Preparation, Social Egalitariansim, Democratic Governance, and Community. The hypothesis was tested by comparing the mean "Is" responses of the Purdue Calumet faculty on the selected IGI scales with the mean "Is" responses of the West Lafayette faculty as measured by the 24-item questionnaire. Discrepancy scores were also calculated to show the absolute difference between the Purdue Calumet and Purdue West Lafayette means. A positive discrepancy score signified that the West Lafayette mean was greater than the Calumet mean.

Based upon six independent testings, univariate t-tests were generated for each goal area (see Table 7). Statistically significant differences were found for the Democratic Governance scale and for the Community scale. For the remaining four goal areas, Academic Development, Intellectual Orientation, Vocational Preparation, and Social Egalitarianism, no significant differences were noted. The null hypothesis, that there were no significant differences between the means on the six scales, was rejected.

Table 7

Comparison of Purdue Calumet and West Lafayette Real Goal Ratings of Purdue Calumet

Institutional Goals Inventory Goal Area	Calumet M	Calumet SD	West Lafayette M	West Lafayette SD	Discrepancy Score	t-Value
Democratic Governance	2.55	0.85	2.80	0.60	0.25	2.50*
Community	2.72	0.87	2.96	0.72	0.24	2.40*
Academic Development	3.27	0.80	3.11	0.82	-0.16	-1.45
Social Egalitarianism	2.77	0.85	2.86	0.83	0.09	0.82
Vocational Preparation	3.35	0.80	3.29	0.81	-0.06	-0.55
Intellectual Orientation	2.93	0.79	2.88	0.71	-0.05	-0.50

*Significant at .05 level or below

In summary, comparison of the "Is" ratings of the two faculties revealed statistically significant differences in their perceptions of the Calumet Campus on the Democratic Governance and Community goal areas. The West Lafayette faculty perceived these goal areas to be receiving greater emphasis at Calumet than the Calumet faculty felt the goals were presently receiving at their campus.

Table 7 summarizes the means, standard deviations, discrepancy scores, and t-values of the two faculties rating Purdue Calumet.

Hypothesis Six:

> There are no significant differences between the ideal institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue Calumet on six selected scales of the Institutional Goals Inventory.

Hypothesis Six analyzed the extent of agreement or disagreement between the Purdue Calumet and Purdue West Lafayette faculties regarding the degree of emphasis the six selected goal areas should receive at Purdue Calumet. The mean "Should Be" responses of the West Lafayette faculty, derived from the 24-item questionnaire, were compared with mean "Should Be" responses of the Calumet faculty on the IGI for the six goal areas. First, discrepancy scores were determined by calculating the differences between the means, with a positive discrepancy value denoting that the West Lafayette mean was larger than the Calumet mean.

Univariate t-tests were then calculated for each goal area (see Table 8). Significant differences were found for the Academic Development, Intellectual Orientation, Democratic Governance, and Community goal areas. For the Vocational Preparation and Social Egalitarianism

Table 8

Comparison of Purdue Calumet and West Lafayette Ideal Goal Ratings of Purdue Calumet

Institutional Goals Inventory Goal Area	Calumet M	Calumet SD	West Lafayette M	West Lafayette SD	Discrepancy Score	t-Value
Democratic Governance	3.81	0.93	3.22	0.90	-0.59	-4.92*
Community	4.11	0.74	3.79	0.77	-0.32	-3.20*
Intellectual Orientation	4.23	0.71	3.92	0.76	-0.31	-3.10*
Academic Development	4.01	0.73	3.79	0.83	-0.22	-2.20*
Vocational Preparation	3.92	0.89	3.76	0.81	-0.16	-1.45
Social Egalitarianism	2.90	1.11	2.88	1.02	-0.02	-0.14

*Significant at .05 level or below

scales, differences were not statistically significant. The null hypothesis, that the means of the two faculties rating the Calumet campus on the six scales were equal, was rejected.

In summary, comparison of the means on a one-by-one basis revealed statistically significant differences on four of the six scales. Thus, the null hypothesis was rejected. In rating the ideal goals of the Calumet campus, the Calumet faculty perceived the goal area Democratic Governance to be more important than their West Lafayette counterparts perceived it. Calumet faculty were also more concerned with emphasizing Community at their campus.

Table 8 summarizes the means, standard deviations, discrepancy scores, and t-values for the two faculties rating Purdue Calumet.

Hypothesis Seven:

> There are no significant differences between the real institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue West Lafayette on six selected scales of the Institutional Goals Inventory.

Hypothesis Seven was concerned with determining the degree of agreement or disagreement between the Purdue Calumet and Purdue West Lafayette faculties regarding institutional goals presently emphasized at Purdue West Lafayette. The hypothesis was tested by comparing the mean "Is" responses of the West Lafayette faculty on the IGI scales Academic Development, Intellectual Orientation, Vocational Preparation, Social Egalitarianism, Democratic Governance, and Community, with the mean "Is" responses of the Calumet faculty on the same scales as measured by the 24-item questionnaire. First, discrepancy scores were calculated, with a positive score denoting that the West

Lafayette mean was larger than the Calumet mean. To test the null hypothesis, that there were no significant differences between the "Should Be" means on the six selected scales, six independent tests were conducted using univariate t-tests (see Table 9). No significant differences were found between the two faculties on the Vocational Preparation scale, the Social Egalitarianism scale, the Democratic Governance scale, and the Community scale. Statistically significant differences were noted for the Academic Development scale and the Intellectual Orientation scale. Thus, the null hypothesis was rejected. In rating the real goals of the West Lafayette campus, Calumet faculty tended to give higher ratings than the West Lafayette faculty. Calumet faculty were generally less critical in their perceptions of West Lafayette, especially in their ratings of Intellectual Orientation and Academic Development. They felt these goal areas more strongly characterized the West Lafayette campus than did the West Lafayette faculty.

Table 9 summarizes the means, standard deviations, discrepancy scores, and t-values for the faculty ratings of Purdue West Lafayette.

Hypothesis Eight

> There are no significant differences between the ideal institutional goals as perceived by the Calumet and West Lafayette faculties rating Purdue West Lafayette on six selected scales of the Institutional Goals Inventory.

Hypothesis Eight compared the perceptions of the Purdue West Lafayette and Purdue Calumet faculties concerning the degree of emphasis the six selected goal areas should receive at Purdue West Lafayette. The mean "Should Be" responses of the Calumet faculty

Table 9

Comparison of Purdue Calumet and West Lafayette Real Goal Ratings of Purdue West Lafayette

Institutional Goals Inventory Goal Area	West Lafayette M	West Lafayette SD	Calumet M	Calumet SD	Discrepancy Score	t-Value
Intellectual Orientation	2.94	0.90	3.30	0.76	-0.36	-3.27*
Academic Development	3.35	0.94	3.63	0.87	-0.28	-2.33*
Social Egalitarianism	2.34	0.90	2.50	0.86	-0.16	-1.45
Vocational Preparation	3.16	1.07	3.29	0.94	-0.13	-1.00
Democratic Governance	2.70	0.87	2.72	0.77	-0.02	-0.18
Community	2.93	0.90	2.93	0.74	0.00	0.00

*Significant at .05 level or below

rating Purdue West Lafayette on the 24-item questionnaire were compared with the mean "Should Be" responses of the West Lafayette faculty rating their own campus on the IGI. Discrepancy scores were obtained by calculating the difference between the means. The null hypothesis was then tested using the t-test. Six independent tests were conducted, one for each goal area under consideration (see Table 10). This method produced statistically significant results for two goal areas. These were the Social Egalitarianism scale and the Democratic Governance scale. No significant differences were found on the following scales: Academic Development, Intellectual Orientation, Vocational Preparation, and Community. The null hypothesis, that there were no significant differences between the means on the six scales, was rejected. In rating the West Lafayette campus, the Calumet faculty felt that the goal areas Social Egalitarianism and Democratic Governance should receive greater emphasis than the West Lafayette faculty felt they should receive.

Table 10 provides the means, standard deviations, discrepancy scores, and t-values for the two faculties rating Purdue West Lafayette.

Additional Analyses

In addition to testing the eight null hypotheses, the IGI profiles of the faculty at each campus were rank ordered for comparison purposes.

Table 10

Comparison of Purdue Calumet and West Lafayette Ideal Goal Ratings of Purdue West Lafayette

Institutional Goals Inventory Goal Area	West Lafayette M	West Lafayette SD	Calumet M	Calumet SD	Discrepancy Score	t-Value
Social Egalitarianism	2.53	1.11	2.86	1.13	-0.43	3.07*
Democratic Governance	3.38	1.03	3.78	0.83	-0.40	3.33*
Vocational Preparation	3.56	1.03	3.79	0.97	-0.23	1.77
Community	3.86	0.87	4.07	0.71	-0.21	1.91
Academic Development	3.97	0.82	4.14	0.70	-0.17	1.70
Intellectual Orientation	4.14	0.77	4.22	0.66	-0.08	0.89

*Significant at .05 level or below

Present Goal Emphasis: Real Goals

Table 11 presents the "Is" responses of the Purdue Calumet and Purdue West Lafayette faculties rank ordered by means, along with the rank difference for each IGI goal area. Comparison by rank revealed several notable similarities and differences.

The perceptions of the Purdue University Calumet faculty regarding the goals currently emphasized at the Calumet campus are reflected in the composite means for the "Is" ratings on the IGI. According to the faculty, the goals most emphasized at Purdue University Calumet are Accountability/Efficiency, Vocational Preparation, and Academic Development. The means for these goal areas fell into the "of medium importance" category. The West Lafayette faculty perceived Research to be the goal most emphasized at their campus, followed by Advanced Training, Academic Development, Accountability/Efficiency, and Vocational Preparation. The composite means for these goal areas also fell into the "of medium importance" category.

A review of the rank differences revealed six goal areas with identical ranks at the two campuses. They were: Academic Development (rank = 3), Freedom (rank = 6), Cultural/Aesthetic Awareness (rank = 16), Social Criticism/Activism (rank = 18), and Off-Campus Learning (rank = 19). Community, Democratic Governance, Public Service, and Innovation were also ranked similarly, differing only by .5 to 1.5. The goal areas of greatest difference were Research (rank difference = 12.5), Advanced Training (rank difference = 8), Social Egalitarianism (rank difference = 8), Intellectual/Aesthetic Environment (rank difference = 7.5), and Meeting Local Needs (rank difference = 5).

Table 11

Rank Order Comparison of Purdue Calumet and West Lafayette Faculty Perceptions of Real Goals of Their Respective Campuses

	Calumet		Lafayette		
Institutional Goals Inventory Goal Area	Real Mean	Rank	Real Mean	Rank	Rank Difference
Research	2.51	13.5	3.86	1	12.5
Advanced Training	2.69	10	3.61	2	8
Social Egalitarianism	2.77	7	2.34	15	8
Intellectual/Aesthetic Environment	2.43	15	2.94	7.5	7.5
Meeting Local Needs	2.91	5	2.76	10	5
Accountability/Efficiency	3.44	1	3.16	4.5	3.5
Intellectual Orientation	2.93	4	2.94	7.5	3.5
Individual Personal Development	2.71	9	2.63	12.5	3.5
Vocational Preparation	3.35	2	3.16	4.5	2.5
Public Service	2.57	11	2.63	12.5	1.5

(table continues)

Table 11 Continued

Institutional Goals Inventory Goal Area	Calumet Real Mean	Calumet Rank	Lafayette Real Mean	Lafayette Rank	Rank Difference
Community	2.72	8	2.93	9	1
Democratic Governance	2.55	12	2.70	11	1
Innovation	2.51	13.5	2.61	14	.5
Academic Development	3.27	3	3.35	3	0
Cultural/Aesthetic Awareness	2.26	16	2.19	16	0
Freedom	2.86	6	3.02	6	0
Humanism/Altruism	2.21	18	2.08	18	0
Off-Campus Learning	1.87	19	2.03	19	0
Social Criticism/Activism	2.22	17	2.14	17	0

rho = .6371 $p < .01$

A Spearman rank correlation coefficient was computed using the rank order data in Table 11. The value of the statistic was rho = .6371 ($p < .01$). Except for the noted differences in the five goal areas cited above, the rank order of the two distributions approached an isomorphic pattern. That is, there was a high degree of correlation between the relative ranks of the "Is" perceptions of the two samples: West Lafayette faculty rating the West Lafayette campus and Calumet faculty rating the Calumet campus.

Preferred Goal Emphasis: Ideal Goals

Table 12 presents the "Should Be" responses of the Purdue Calumet and Purdue West Lafayette faculties rank ordered by means, along with the rank differences for each IGI goal area. Again, several notable similarities and differences are revealed on the basis of the ranks.

At Purdue Calumet, the faculty indicated a preference for emphasis on Intellectual Orientation, Community, and Academic Development. The composite means for these top three preferred goal areas fell into the "of high importance" category. The top three goal preferences of the faculty at West Lafayette were Intellectual Orientation, Research, and Academic Development. Both faculties rated Intellectual Orientation as the most preferred goal area. Likewise, they had identical ratings for Academic Development (rank = 3), Accountability/Efficiency (rank = 9), Cultural/ Aesthetic Awareness (rank = 16), and Off-Campus Learning (rank = 19). Other goal areas with very similar ranks were Humanism/Altruism, Intellectual/Aesthetic Environment, Public Service, Social Egalitarianism, Social Criticism/

Table 12

Rank Order Comparison of Purdue Calumet and West Lafayette Faculty Perceptions of Ideal Goals of Their Respective Campuses

	Calumet		Lafayette		
Institutional Goals Inventory Goal Area	Ideal Mean	Rank	Ideal Mean	Rank	Rank Difference
Research	3.28	14.5	4.00	2	12.5
Advanced Training	3.31	12	3.86	4.5	7.5
Democratic Governance	3.81	5	3.38	11	6
Meeting Local Needs	3.66	8	3.15	13	5
Individual Personal Development	3.70	6	3.41	10	4
Freedom	3.47	11	3.51	8	3
Vocational Preparation	3.92	4	3.56	7	3
Community	4.11	2	3.86	4.5	2.5
Innovation	3.53	10	3.26	12	2
Intellectual/Aesthetic Environment	3.69	7	3.72	6	1

(table continues)

Table 12 Continued

Institutional Goals Inventory Goal Area	Calumet Ideal Mean	Calumet Rank	Lafayette Ideal Mean	Lafayette Rank	Rank Difference
Public Service	3.30	13	3.10	14	1
Social Criticism/Activism	2.84	18	2.68	17	1
Social Egalitarianism	2.90	17	2.43	18	1
Humanism/Altruism	3.28	14.5	2.94	15	.5
Academic Development	4.01	3	3.97	3	0
Accountability/Efficiency	3.58	9	3.44	9	0
Cultural/Aesthetic Awareness	3.15	16	2.84	16	0
Intellectual Orientation	4.23	1	4.14	1	0
Off-Campus Learning	2.40	19	2.37	19	0

rho = .7173 $p < .01$

Activism, Innovation, and Community. The rank differences for these goal means ranged from .5 to 2.5. The goal areas showing greatest differences between the faculties were Research (rank difference = 12.5), Advanced Training (rank difference = 7.5), Democratic Governance (rank difference = 6), Meeting Local Needs (rank difference = 5), and Individual Personal Development (rank difference = 4).

The value of the Spearman rank correlation coefficient, derived from the data in Table 12, was .7173 ($p < .01$). As with the "Is" profiles, there was a high degree of correlation between the relative ranks of the two "Should Be" distributions: West Lafayette faculty rating the West Lafayette campus and the Calumet faculty rating the Calumet campus.

Summary

Data were obtained from the administration of two survey instruments to two independent samples of faculty within a multi-campus state university. Data analysis focused primarily on the testing of eight null hypotheses pertaining to perceived and preferred university goals. The t-test was used as the univariate procedure for analyzing 19 goal areas as measured by the Institutional Goals Inventory. The results of the data analysis were presented in this chapter. Chapter V will present a summary and detailed discussion of the study with conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The rationale for this study, review of related literature, methodology, and data analysis were presented in Chapters I, II, III, and IV. Chapter V presents an overall summary of the research, a discussion of the results, conclusions, and recommendations for future research on college and university goals.

Summary

The major purpose of this study was to describe and compare the perceptions of full-time faculty concerning environmental characteristics and institutional goals within a multicampus, state university. Two hundred seventy-eight faculty respondents representing two Purdue University campuses at West Lafayette and Hammond, Indiana, participated in the study.

The study was concerned with both intracampus and intercampus perceptions and addressed five general research questions as follows:

1. What were the faculty perceptions of the real and ideal institutional goals of their own respective campuses?

2. Were there statistically significant differences between the real and ideal goal perceptions of the faculty for their own respective campuses?

3. Did the real and ideal goal perceptions of the Calumet faculty differ significantly from the real and ideal goal perceptions of the West Lafayette faculty?

4. How did the faculty respondents at each campus perceive selected real and ideal goals of the other campus?

5. Did statistically significant differences exist in the intercampus perceptions of real and ideal goals?

Perceptual data relative to intracampus assessment were obtained through the administration of the Institutional Goals Inventory (IGI), published by the Educational Testing Service (Peterson & Uhl, 1975; 1977). The IGI is a 90-item questionnaire consisting of statements regarding real ("Is" response format) and ideal ("Should Be" response format) goals in institutions of higher education. It yields "Is" means and corresponding "Should Be" means for 20 process and outcome goal areas. The Traditional Religiousness goal area was eliminated from this study since the setting was a public institution. For the purpose of measuring intercampus goal perceptions, an additional questionnaire consisting of a subset of 24 items from the IGI, comprising six selected scales, was developed and administered to the subjects.

Eight null hypotheses were formulated in relation to the research questions addressed. Univariate t-tests were used as the statistical procedure for testing the hypotheses. In addition, data analysis focused on determining the degree of discrepancy between the means in the two response formats. Finally, comparison of rank order data for the goal perceptions and preferences of the two faculties was

accomplished using the Spearman correlation procedure.

The following observations are derived from the analysis of the IGI data gathered for this study:

1. Statistically significant differences were found between the Calumet faculty perceptions of real and ideal goals for Purdue Calumet.

2. Statistically significant differences were found between the West Lafayette faculty perceptions of real and ideal goals for Purdue West Lafayette.

3. Statistically significant differences were found between the Calumet and West Lafayette faculties' perceptions of real goals of their own respective campuses.

4. Statistically significant differences were found between the Calumet and West Lafayette faculties' perceptions of ideal goals of their own respective campuses.

5. Statistically significant differences were found between selected real institutional goals of Purdue Calumet as perceived by the Calumet and West Lafayette faculties.

6. Statistically significant differences were found between selected ideal institutional goals of Purdue Calumet as perceived by the Calumet and West Lafayette faculties.

7. Statistically significant differences were found between selected real institutional goals of the West Lafayette campus as perceived by the Calumet and West Lafayette faculties.

8. Statistically significant differences were found between selected ideal institutional goals of the West Lafayette campus as perceived by the Calumet and West Lafayette faculties.

Discussion

In viewing the results of this study, this discussion considers the major findings regarding the faculty perceptions of the present importance of goals (i.e., real goals) at their campuses; the faculty ratings of preferred, or ideal, goals at their campuses; and the discrepancies between their real and ideal goal ratings, or the major areas of dissonance among the faculty perceptions. After discussion of the real goals, ideal goals, and discrepancy scores, a comparison of the intercampus goal perceptions is presented.

Real Goals

Considered individually as separate entities, distinct goal profiles were found to characterize each campus. For the Calumet respondents, the goals perceived to be receiving the greatest emphasis, based upon "Is" means, were Accountability/Efficiency, Vocational Preparation, and Academic Development. The Calumet faculty also viewed their campus as placing priority on the goal areas Intellectual Orientation, Meeting Local Needs, and Freedom. Goals perceived to be receiving the least emphasis were Cultural/Aesthetic Awareness, Social Criticism/Activism, Humanism/Altruism, and Off-Campus Learning. The West Lafayette respondents described their campus as emphasizing the goal areas Research, Advanced Training, and Academic Development. They also perceived Accountability/Efficiency, Vocational Preparation, and Freedom as receiving much emphasis at their campus. Like the Calumet faculty, they perceived the goals Cultural/Aesthetic Awareness, Social Criticism/Activism, Humanism/Altruism, and Off-Campus Learning as least important.

The results of this study are consistent with the findings of earlier research, such as Gross and Gambsch (1968, 1974), Nash (1968), and Peterson (1973), in that they demonstrate that institutional type and the unique characteristics of the university organization are key variables in influencing the relative importance of goal area perceptions. For example, the top three goal areas identified by the West Lafayette faculty were identical to the ratings of the University of California faculty in the ETS California Study (Peterson, 1973). Again, this was supportive of the Gross and Grambsch findings that among the major research-oriented universities, Research, Academic Freedom, and Academic Development were the highest priorities. In contrast, the profile of the Calumet faculty correlated in many ways with the response pattern of community college faculty reported by Cross (1981), Mossman (1976), and Peterson (1973). This is especially evident in their high rankings of the goal areas Vocational Preparation, Meeting Local Needs, and Social Egalitarianism. This perhaps reflects the commuter setting, undergraduate nature, and regional university philosophy of the Calumet campus. The Calumet faculty perceptions of goals currently emphasized at their campus were very similar to the faculty perceptions of the campus measured in 1976. In terms of the rank order of "Is" means, the top five goal areas as rated in 1976 were again perceived in a similar way in 1983. The bottom five goal areas were identical in both studies. Thus, there was a high degree of consistency in faculty perceptions of Purdue Calumet over a seven-year period of time. This perhaps reflects the stability in purpose, curricula, administrative structure, policies,

and overall operations that have characterized the campus environment during this time. Examination of employment data reveals very little turnover among the faculty as well. Seventy-five percent of the Calumet faculty in the 1983 study have been employed at the campus for over six years. In general, there have been few noticeable changes within the organization and an equilibrium appears to have been maintained.

Comparison of the real institutional goals for Calumet and West Lafayette revealed that the faculty at the two campuses perceived most goals in surprisingly similar ways. Although their respective environments differ along such dimensions as size, undergraduate versus graduate emphasis, and commuter versus residential setting, both Calumet and West Lafayette rated Vocational Preparation as receiving emphasis, a factor that could be related to their land grant origins and missions. Consistent with their land grant orientations, the campuses offer similar undergraduate, career-oriented programs and majors of a vocational nature. At both campuses, the faculty goal perceptions are synchronized with the primary purpose of Purdue University. This validates that, with respect to Vocational Preparation, the institution is apparently doing what it purports to do. Likewise, both perceived the Accountability/Efficiency and Academic Development goal areas as currently receiving emphasis at their campuses. These results are not surprising. Both campuses share a strong and influential centralized business component which emphasizes efficiency, cost-effectiveness, and accountability. The similar perception of Academic Development is related to the fact that, although Purdue Calumet is

academically autonomous from West Lafayette, both campuses require of students the selection of a specialized area of study and an in-depth knowledge of mathematics, as well as the physical and natural sciences. The academic departments maintain high standards of performance, and students with superior backgrounds and above-average ability tend to be most successful. The goal areas most differentiating the two campuses were Research, Advanced Training, Social Egalitarianism, Intellectual/Aesthetic Environment, and Meeting Local Needs. The West Lafayette campus, since its inception, has placed a high emphasis on research. Compatible with this emphasis is the development and maintenance of a strong and comprehensive graduate school. The campus is one of the leading universities in the United States in the procurement of grants and federal funds for conducting scientific research. An international reputation exists particularly with research conducted in the engineering, agricultural, and scientific fields. The Calumet campus has very limited graduate offerings, primarily in Education and Management. Faculty rewards at West Lafayette are based primarily on scientific research and publishing. Excellence in teaching is the primary criterion measure for faculty rewards at Calumet. Compared with West Lafayette, the Calumet campus places a higher emphasis on meeting the needs of the local community and social egalitarianism. The Calumet campus was established initially as an extension center to offer technological courses to meet the area's need during World War II for skilled craftsmen and technicians. Since that time, the campus has grown rapidly, yet it has remained a commuter institution drawing its

students from over 50 area high schools within a 30 mile radius of Hammond. Through its School of General Studies, the Calumet campus initiated an open door admissions policy in 1975. Conversely, the West Lafayette campus maintains relatively high admissions standards and attracts its students not only from the State of Indiana, but also from all states and most foreign countries. The remaining goal areas were perceived to be emphasized in similar fashion at both campuses, with rank differences ranging from 0 to 3.5. Again, the Calumet and West Lafayette faculties shared identical perceptions of the goal areas least emphasized at their campuses.

The real goal perceptions of the faculties as measured in this study support the notion that organizational and environmental characteristics of institutions manifest themselves in the goal perceptions of campus constituents. By inference, these characteristics may actually influence the perceptions. The similarities in structure, policy, and general purpose appear to be reflected in the similarities in goal perceptions among the two faculties, while the environmental differences are also reflected in differences in goal perceptions.

Ideal Goals

The ideal goals of the two campuses were explored by examining the goal preferences of each faculty group based upon "Should Be" means for the 19 IGI scales. The Purdue Calumet respondents rated as their most preferred goal areas Intellectual Orientation, Community, and Academic Development. They also indicated a preference for emphasis on Vocational Preparation and Democratic Governance. Their least preferred goals were Social Egalitarianism, Social Criticism/Activism,

and Off-Campus Learning. Again, their responses were very similar to the responses of community college faculty reported by Cross (1981). In particular, their desire for emphasis on Intellectual Orientation (that is, emphasis on teaching students methods of scholarly inquiry, problem-solving, self-directed learning, and fostering student intellectual skills), Community, and Vocational Preparation were similar to the opinions of community college faculty. These similarities may be a function of the fact that both Purdue University Calumet and community colleges are commuter institutions whose central missions are vocational in focus. Their desires for an increased emphasis on college community may strongly reflect the commuter nature of the institutions and the inherent lack of cohesiveness and overall communication which occur in these settings.

Another interesting parallel between Purdue Calumet faculty and community college faculty was their low "Should Be" rating of Social Egalitarianism relative to other goal areas. Community college faculty rated Accessibility, the CCGI counterpart of Social Egalitarianism, lower relative to other goals. They favored goals of Intellectual Orientation and Developmental-Remedial Preparation over emphasis on open access to higher education. There appeared to be shared opinion among Calumet and community college faculty that teaching intellectual skills and fostering intellectual values in students should be of primary importance over merely expanding access to the institutions through open admissions. For the faculty, the issues of egalitarianism and access have seemingly lost ground to more important goals which, according to Cross (1981), reflect a concern

with "teaching students who have already obtained access" (p. 116). Faculty, credentialed in specific disciplines of study at the masters/doctoral level, tend to prefer teaching qualified students in the specialty areas. There are generally few rewards for faculty for teaching remedial courses, especially with regard to salaries, promotion, and tenure. Often, there is competition among faculty to teach upper-level and graduate courses rather than courses with a remedial emphasis. Many faculty, who enter higher education with expectations of teaching college-level courses, reject the notion of teaching skill-building, high school-level courses to students whose probability of academic success is limited.

As with the real goals, comparison of the Calumet faculty perceptions of ideal goals as measured in 1983 and in 1976 revealed a high degree of consistency. Vocational Preparation, Intellectual Orientation, Community, and Academic Development, rated in the top five in 1976, were again rated in the top five in 1983. Two notable differences were that Advanced Training, which ranked 6th in 1976, dropped to 12th in 1983. This decline in emphasis on Advanced Training is probably related to the general decline in the graduate student population at Purdue University Calumet. University comparative enrollment summary reports indicate that the graduate enrollment at the campus has dropped nearly 50% since 1976. This can be attributed to the overall drop in the enrollment in teacher education majors, the largest graduate program at the Calumet campus. Democratic Governance, ranked 8th in 1976, rose to 5th in 1983. The faculty at Calumet express a desire to have a more responsive system

of campus governance, one that will involve all campus constituents--students, faculty, and administrators. They also express a desire to decentralize the decision-making process on the campus and to participate in decisions affecting their destiny. At Purdue Calumet, faculty powers delegated by the Board of Trustees are limited to setting dates for the academic calendar and to the academic arena of instruction, grading, and curriculum development. The administration retains and exercises most other authorities and powers, with selected advisory input from the faculty through a broad representative committee structure. Particulary, little, if any, input is solicited from the faculty in the budgetary and resources allocation process. Traditionally, Purdue University Calumet has chosen to retain most control and decision-making authority within a strong, centralized administrative structure. For all other goal areas, rank differences between 1976 and 1983 perceptions were 0-1.

The "Should Be" perceptions of the West Lafayette faculty were similar to the Calumet perceptions. They, too, rated Intellectual Orientation as the most preferred goal. They also rated Research, Academic Development, Community, and Advanced Training as goal areas that should receive high priority. Likewise, they rated Off-Campus Learning, Cultural/Aesthetic Awareness, Social Egalitarianism, and Social Criticism/Activism as least preferred. In most previous research, faculty expressed little regard for Off-Campus Learning, i.e., study on several campuses during undergraduate programs and awarding degrees for supervised study off-campus or on the basis of performance on an examination. This goal usually received low ratings

except in private colleges with sectarian control (Peterson & Uhl, 1977). For the Cultural/Aesthetic Awareness goal area, the low rating is not uncommon for an institution emphasizing engineering, technologies, and the sciences. This goal area, focusing on cultural sophistication and artistic appreciation, is found to be more characteristic of private institutions (Peterson & Uhl, 1977). The response pattern of the West Lafayette faculty was again similar to the University of California faculty in the California Study (Peterson, 1973) who rated Intellectual Orientation, Community, Academic Development, Advanced Training, and Research among their top goal preferences. Their ratings of Social Criticism/Activism, or the ideals of helping to bring about change in society, are typical of the current tendency for goals that dominated the campuses in the 1960s to be ranked low in the 1980s. Cross (1981) states that "the old idea that the academic community should serve as social critic is clearly rejected" (p. 120). American higher education, its students and faculty, have clearly changed since the idealistic, social change movements of the 1960s. A more pragmatic, career-oriented direction now dominates nearly all segments of the American higher education enterprise.

Goal Area Discrepancies

Perhaps the most meaningful treatment of IGI data lies in the analysis of discrepancy scores. Here, the true measure of congruence and dissonance is achieved. Hypotheses One and Two tested the "Is" versus "Should Be" goal ratings at each campus, with significant differences noted in both cases. At Calumet, the goal areas showing the

greatest degree of discrepancy were Community, Intellectual Orientation, Democratic Governance, Intellectual/Aesthetic Environment, Humanism/Altruism, and Innovation. According to the faculty, these goal areas are not receiving enough attention, since the "Should Be" means exceeded the "Is" means for these and all other goal areas. Likewise, the goal areas showing no noticeable dissonance at Calumet were Accountability/Efficiency and Social Egalitarianism. At West Lafayette, most goal areas were also "sins of omission," using the Gross and Grambsch terminology, or not sufficiently emphasized. The greatest discrepancy was noted in the Intellectual Orientation, Community, Humanism/Altruism, Individual Personal Development, and Intellectual/Aesthetic Environment scales. Only the goal areas Research and Social Egalitarianism showed no significant degree of incongruence.

Among the two campuses, the magnitude of discrepancy was greater at Calumet. For example, among the top six goal areas, discrepancy scores at Calumet ranged from 1.02 to 1.39 while at West Lafayette, the range was only .68 to 1.20. Discrepancy scores for the middle six goal areas at Calumet ranged from .73 to .99, whereas at West Lafayette, the range was .47 to .65. At the bottom of the continuum, discrepancy scores for the last seven goal areas ranged from .13 to .62 at Calumet and only .09 to .40 at West Lafayette. This may be a function of the age of the campuses, with West Lafayette perhaps more established than Calumet. The discrepancy scores for Calumet did decline in 1983 compared to the 1976 data. In any case, the discrepancy scores reveal that the faculty at Calumet perceive

their campus as having, on the average, a wider degree of variance and a greater amount of dissonance between real and ideal goals. While West Lafayette faculty feel there is room for improvement, they tend to view their campus as somewhat more congruent.

At both institutions, the faculty desire more emphasis on Community and Intellectual Orientation. The Community goal area is defined as "faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators" (Peterson & Uhl, 1975, p. 7). As Cross (1981) notes, this goal area is in some ways a measure of faculty morale. As previous research revealed, this desired climate of openness and trust is not found on American college campuses and has probably declined over the years (Cross, 1981, p. 120). The problems facing higher education in forthcoming years, as described in Chapter I, may further reduce morale on the campuses. The findings of the present study indicate that the Community goal should be of particular concern for Purdue.

The other major area of discrepancy, the desire for emphasis on Intellectual Orientation, is not unexpected. The faculty at Purdue, like the faculty in nearly all previous studies, strongly value the concept of teaching students intellectual and problem-solving skills. They, too, appear concerned for the Individual Personal Development of students which encompasses helping students to identify and achieve personal goals, a sense of self-worth, self-confidence, self-understanding, and developing open and trusting relationships with others.

The Purdue faculty also desire increased emphasis on Humanism/Altruism, or teaching students to respect diverse cultures, to be aware of important moral issues of the time, and to generally be concerned about the welfare of mankind. And, finally, they desire campus environments rich in intellectual and cultural activities. For the Calumet faculty, this goal may be difficult to reconcile due to the commuter nature of the campus. As Chickering (1974) demonstrated, residential environments like West Lafayette afford students the opportunity to "engage more fully with the academic program and associated intellectual activities, to more frequently participate in extracurricular activities, and more frequently attend cultural events and discuss political, religious, and social issues" (p. 53). Like many commuter campuses, Calumet has encountered a general lack of student participation in cultural, social, and athletic events. Many of its students are working, living at home, and trying to balance a wide range of roles and responsibilities. The experience at Calumet typifies Chickering's (1974) statement that, "in every area commuters are less involved than their resident peers" (p. 63).

Intercampus Perceptions

This study also explored the intercampus goal perceptions of the faculties. Six selected IGI goal areas including Academic Development, Intellectual Orientation, Vocational Preparation, Social Egalitarianism, Democratic Governance, and Community were examined.

Hypotheses Five and Six compared the Calumet and West Lafayette faculty perceptions of real and ideal goals for the Calumet campus. In general, the two faculties shared very similar perceptions of the

real goals of Purdue Calumet. They differed only in their perceptions of the goal areas Democratic Governance and Community. From an "Is" standpoint, the West Lafayette faculty viewed the Calumet campus more favorably with respect to these two process goals. They view the Calumet campus as being characterized by a stronger degree of decentralized decision-making and participatory governance, as well as a stronger sense of college community, than Calumet faculty feel exist at their own campus. This could reflect a tendency of the West Lafayette faculty to project their own situation to the situation at Calumet. In rating Democratic Governance at their own campus, West Lafayette faculty responses did not show as wide a range of discrepancy as Calumet faculty ratings of the Calumet campus. West Lafayette faculty may be incorrectly assuming that Democratic Governance at Calumet mirrors the West Lafayette emphasis.

Another interesting finding was that West Lafayette faculty viewed the Calumet campus as more inclined toward Social Egalitarianism, the goal area related to open admissions policies, remedial/developmental programs in basic skills, and educational opportunities for women and minorities. Although not statistically significant, the higher West Lafayette mean did signify a tendency for the West Lafayette faculty to view Calumet as an open admission institution. It appears that if open admission practices are to exist at Purdue, the West Lafayette faculty may be more comfortable with such practices being carried out at Calumet and other regional campuses. It is not surprising that West Lafayette faculty view the regional campuses in this manner. With finite resources available for

allocation at all campuses, the question of how much funding should be committed to remediation arises. Faculty may be especially concerned about the allocation of these finite resources. Often remedial programs are viewed as competing for monies which should be devoted to research, faculty development, faculty salaries, and enhancing the quality of the regular curricula.

The results for the ideal goals of Purdue Calumet showed statistically significant differences between the faculties on four of the goal areas. The faculties were in agreement in their "Should Be" ratings of the Vocational Preparation and Social Egalitarianism goal areas. For Academic Development, Intellectual Orientation, Democratic Governance, and Community, the Calumet faculty means were higher. The greatest degree of discrepancy occurred on the Democratic Governance scale, consistent with the results of the real goal comparison. The Calumet faculty endorse the concepts of Democratic Governance for their campus, but, as was noted in the discussion of real goals, they do not feel the goal is receiving as much emphasis as they would prefer. These feelings are not shared by their West Lafayette peers. Similar differences exist in their views of college community. The Calumet faculty feel a need for more emphasis here, while the West Lafayette faculty do not view it as an especially important area of concern for the Calumet campus.

The remaining two goal areas, Academic Development and Intellectual Orientation, were also viewed differently by the two faculties. Calumet faculty perceived them to be more important for their campus than West Lafayette respondents viewed them. These, and the other

noted differences, would confirm that the Calumet faculty--who have a much more direct investment in their campus goals--are more critical of both the real and ideal goals of Purdue Calumet.

Hypotheses Seven and Eight compared the Calumet and West Lafayette faculty perceptions of real and ideal goals for the West Lafayette campus. Again, the two faculties tended to share similar perceptions of the real goals of Purdue West Lafayette. An interesting result was the tendency for Calumet faculty to rate the West Lafayette campus slightly higher than the West Lafayette rated their own campus. The only exception to this tendency was the Community goal area. Here, the means for both groups were equal. Significant differences were noted for the Academic Development and Intellectual Orientation scales. The statements comprising the Academic Development scale include helping students acquire depth of knowledge in at least one academic discipline; ensuring that students acquire basic knowledge in the humanities, social sciences, and natural sciences; preparing students for advanced academic work; and holding students throughout the institution to high standards of intellectual performance. The results suggest that the Calumet faculty view West Lafayette as having higher academic standards than they feel exist at their own campus. Likewise, for Intellectual Orientation, identified as a high priority at both campuses, the Calumet faculty feel the goal is more characteristic of the West Lafayette campus environment than the West Lafayette faculty view it. This reveals a tendency for the Calumet faculty to idealize the West Lafayette campus and perhaps to consciously or unconsciously view their campus in a subordinate role

relative to West Lafayette. That is, they tend to succumb to the historical image of West Lafayette as the "main" campus. Their goal perceptions may, thus, be influenced by their status as regional campus faculty.

With respect to ideal goals for West Lafayette, the faculties differed only in their ratings of Social Egalitarianism and Democratic Governance. The Calumet faculty feel that these goal areas should receive greater emphasis at West Lafayette than the West Lafayette faculty feel is necessary. Here the Social Egalitarianism goal area again emerges as a significant differentiating factor. The West Lafayette faculty view Calumet as more inclined toward Social Egalitarianism, yet Calumet faculty feel that West Lafayette needs to emphasize this goal more.

Conclusions

This study has provided descriptive data regarding faculty perceptions of their campus environments and goals. Four major conclusions are presented based upon the results of the study.

1. This study illustrates that there is some degree of homogeneity in the real and ideal goal perceptions of the Purdue Calumet and Purdue West Lafayette faculties. Purdue University and its regional campuses were established as land grant institutions with the commitment to provide technical and agricultural programs for the citizens of Indiana. This tradition is firmly rooted in the curricula of the campuses. The strongest and most emphasized academic programs are the pre-professional, technical, and engineering programs. Thus,

it is not surprising that the faculties rated Vocational Preparation among their highest real and ideal goals. The faculties also share a desire for emphasis on Intellectual Orientation, Academic Development, and Community goals. As academicians, the faculty at both campuses are highly concerned with goals related to their instructional roles. They place a high priority on teaching functions as reflected in their concern for Academic Development and Intellectual Orientation. These two goal areas focus on the acquistion of general and specialized knowledge, preparation for advanced study, maintenance of high academic standards, development of research and problem-solving skills, and a commitment to life-long learning. Clearly, the faculty value excellence in the classroom and a keen sensitivity to intellectual pursuits. The achievement of these goals depends to some extent on how well the institutions respond to the faculty concern for the Community goal area. Faculty morale is a key concern of the faculty at both campuses. The academic goals of the institution must be pursued within a campus climate which facilitates open and responsive channels of communication, encourages faculty commitment to the institution, and fosters a sense of trust among campus constituents.

2. There are several critical differences between the campuses. In their introduction to the IGI Guide, Peterson and Uhl (1977) delineated five broad dimensions of conflict over the general goals of higher education. They cited controversies related to academic learning versus vocational preparation, teaching versus research, personal or noncognitive development of students, quality

versus egalitarianism, and the desirability of public service activities. At Purdue, the faculty from both campuses do not view the vocational preparation, student personal development, and public service issues as sources of conflict. Their goal ratings confirm that they are comfortable with the degree of emphasis the campuses place on those goals. However, the teaching versus research and quality versus egalitarianism conflicts are critical differentiating factors among the Calumet and West Lafayette campuses. The data confirm that the faculty perceptions of the environments and goals of each institution reflect the unique characteristics of each campus. In particular, the campuses differ widely with respect to their teaching and research emphases. On one hand, West Lafayette is a major research-oriented university committed to providing advanced training and emphasizing the academic development of students. On the other hand, Calumet is a regional institution, primarily undergraduate, committed to serving the citizens of Northwest Indiana. Its faculty perceive it as responding to the needs of its local citizenry. Hence, the emphasis at Calumet is totally directed toward teaching, whereas the scope of functions at West Lafayette encompasses a strong research component. The quality versus egalitarian conflict is also an important area of difference between campuses. Calumet is unique in that it enrolls many of the "new students" as described by Cross (1971) and Chickering (1974). In response to the needs of such students, the campus has operationalized egalitarian principles in the form of open admission and remedial/ developmental programs. This,

however, is not fully endorsed by the Calumet faculty and is an apparent source of dissonance at the campus.

In addition to the above conflicts, other goal areas differentiate the campuses. Calumet faculty view an underemphasis on Democratic Governance, Community, and Freedom goal areas. As cited earlier, they are critical of their lack of input into decisions related to the welfare of the campus. They view negatively the dominance and control exercised by the senior administration. The strong centralized structure appears to also affect their perceptions of the degree of academic and personal freedom afforded both faculty and students. In this sense, they perceive a rather restrictive, inflexible atmosphere at Calumet. At West Lafayette, the primary area of dissonance in real and ideal goal perceptions was the Intellectual Orientation scale. Again, like most faculty in higher education, they strongly subscribe to the goal of instilling in students an enthusiastic attitude toward learning.

3. The tendency toward grouping and governing the campuses according to identical policies and procedures may need to be reexamined in light of the perceived environmental and goal-related differences. The institutions are administered by a single Board of Trustees and a system-wide president. As such, it is important for the administrators of the university to recognize that key differences exist and to consider these differences when formulating system-wide policies and in appropriating funding for the campuses. There are certain system-wide policies which do not meet the needs of the Calumet campus. For example, approximately 60% of the students at

Calumet are enrolled on a part-time basis, while the majority of West Lafayette students attend full-time. Yet, in determining academic standing, i.e., academic probation or suspension, a system-wide policy prevails. The policy bases probation/suspension status on either the semester or cumulative grade point average. It favors full-time students and discriminates against part-time students because of the use of the semester average. Another system-wide policy which does not fully meet the needs of Calumet is the grading policy. Calumet enrolls a limited number of students each term under the open door admission policy. These students are placed in noncredit, remedial, and development courses designed to build skills and increase their chances of success in college-level curricula. The campus needs a mechanism to assign weights to grades in remedial classes for the purpose of both calculating a grade point average and determining academic standing. Thus far, system-wide restrictions have not allowed Calumet to develop a meaningful system for handling this unique situation. Finally, the dominance of the West Lafayette business component has limited the Calumet campus in the collection of student activity and athletic fees. According to university policy, the mandatory activity and athletic fee is assessed of all students who enroll for nine or more credit hours in a semester. Part-time students with less than nine hours are not required to pay the fee. For Calumet, where the part-time population is higher, there is a loss of fee income due to the policy. A policy of assessing part-time students on a per-credit-hour basis would better serve the Calumet campus. These examples illustrate the problems that can arise when

policies and procedures are not responsive to unique environmental and goal-related characteristics of a specific campus.

4. The Calumet campus may be stymied in developing its own identity and, as a result, inhibited in fulfilling its mission of meeting the needs of its locale because it takes on the flavor of the "main" campus. Historically, there has been a tendency toward conformity to the dominant West Lafayette campus. As a regional campus of a major state university, Purdue Calumet has historically reflected the Purdue tradition in its organizational structure, as well as in its academic programs. The operation of Purdue Calumet as an integral part of Purdue University resulted in the design and organization of the institution according to the West Lafayette pattern. Faculty and administrative units at Calumet have traditionally followed the West Lafayette structure, even after academic autonomy was achieved in 1974. The campus began as an extension center and its ties to the main campus in West Lafayette remain strong. Even in the student services area, the influence of Purdue tradition is apparent. Despite serving a population comprised entirely of commuting students, Calumet student personnel units have been organized according to the residential pattern of West Lafayette. Likewise, the campus architecture is consistent with "standards" determined in West Lafayette. In addition, according to the 1974 document granting academic autonomy to Purdue Calumet, academic policies and procedures must be standardized throughout the system. This is to establish equivalency among departments having parallel courses at two or more campuses and also to ensure uniformity

among all campuses. One official academic record, maintained at West Lafayette, exists for the Purdue student regardless of which campus(es) the student attends.

The policies and practices of the West Lafayette campus are firmly entrenched in the academic regulations and business procedures of Calumet. Further, the curricular and organizational structures conform to the standards set by West Lafayette. The strict maintenance of uniformity can result in the establishment of regulations that are antagonistic to the commuter nature and unique mission of Purdue Calumet. Even the ideal goal perceptions of the Calumet faculty, as reported in this study, reflect a tendency to succumb to "main campus" expectations. A most important question which must be addressed is whether to maintain a balanced, homogeneous system or to foster the special characteristics and distinctive missions of each campus within the multicampus structure. In many respects, homogeneity prevails where heterogeneity may be in order. Ideally, the University should strive for a balanced, homogeneous system sensitive to the special characteristics of each campus.

The Calumet campus has enjoyed many benefits of being affiliated with the Purdue system. In many ways, it has attained and maintained a reputation and credibility based largely upon the Purdue tradition. It has also experienced the advantages of curricular leadership, both directly and indirectly, provided by the faculty from the older, more mature West Lafayette campus. At the same time, there are disadvantages to such a close association with the main campus. An unhealthy dependence may inhibit the Calumet campus from

establishing its own identity. Purdue should take a more critical look at its internal administrative structure and make every attempt to recognize and support the areas of individuality identified in this research.

Recommendations

Based upon the conclusions and the observations derived from this study, the following recommendations are made:

1. It is recommended that additional studies be undertaken to explore the multicampus structure, particularly faculty perceptions of campus environments and/or University goals. The IGI, the IFI, or a locally developed instrument could be used for this purpose.

2. Additional studies should attempt to include, if possible, all campuses within a multicampus structure. Although the populations at some institutions would be small, the descriptive data would be useful for comparison purposes. The data from all regional campuses might be combined to determine if there exists a "regional campus profile" which distinguishes these campuses from the "main" campus.

3. Research that would examine how organizational and environmental characteristics of institutions actually affect goal perceptions would be useful. Possibly, a correlational study might be designed to examine the relationship between selected institutional characteristics and faculty goal perceptions. It would be beneficial to explore whether the regional campus perceptions are more susceptible to influence and "molding."

4. The study might be redesigned to correlate faculty perceptions of their campus environments with other personal variables, such as attitudinal data.

5. Additional efforts should be directed toward measuring intercampus perceptions. Ideally, an appropriate instrument should be developed and/or, if a similar adaptation of the IGI is used, other goal areas should be included. Due to the length of the IGI, the present study addressed only six selected scales. Future studies might use the entire instrument and consider all scales by appropriately dividing the sample groups.

6. The study might be replicated, or a similar exploration of intercampus perceptions might be constructed, to include students and administrators as respondents. Other constituent groups such as alumni, key public or political officials, community members, citizen advisory committees, benefactors, and university trustees could be included as well.

7. The central administration of Purdue University should be provided the data from this study. Appropriate staff should examine the information and the campuses should direct efforts and resources toward reducing perceived discrepancies between what is and what should be. The questions raised in this chapter should be addressed in appropriate administrative forums. It may be especially important for both campuses to recognize the Community goal area as an indicator of faculty morale.

8. The Calumet campus should continue to clarify its egalitarian practices within the scope of its defined mission. Here, it is

particularly important that the administration recognize faculty perceptions of ideal goals, their desire for excellence and a scholarly/intellectual climate, and their desire for increased emphasis on Democratic Governance.

The IGI data from the study represent a starting point from which the university might examine the appropriateness of current practices and policies, particularly system-wide policies. In doing so, the administration may objectively address these and other issues in rationally approaching the delineation of system-wide goals. In the course of such deliberations, with the IGI data as a stimulus, the institution will more fully understand itself.

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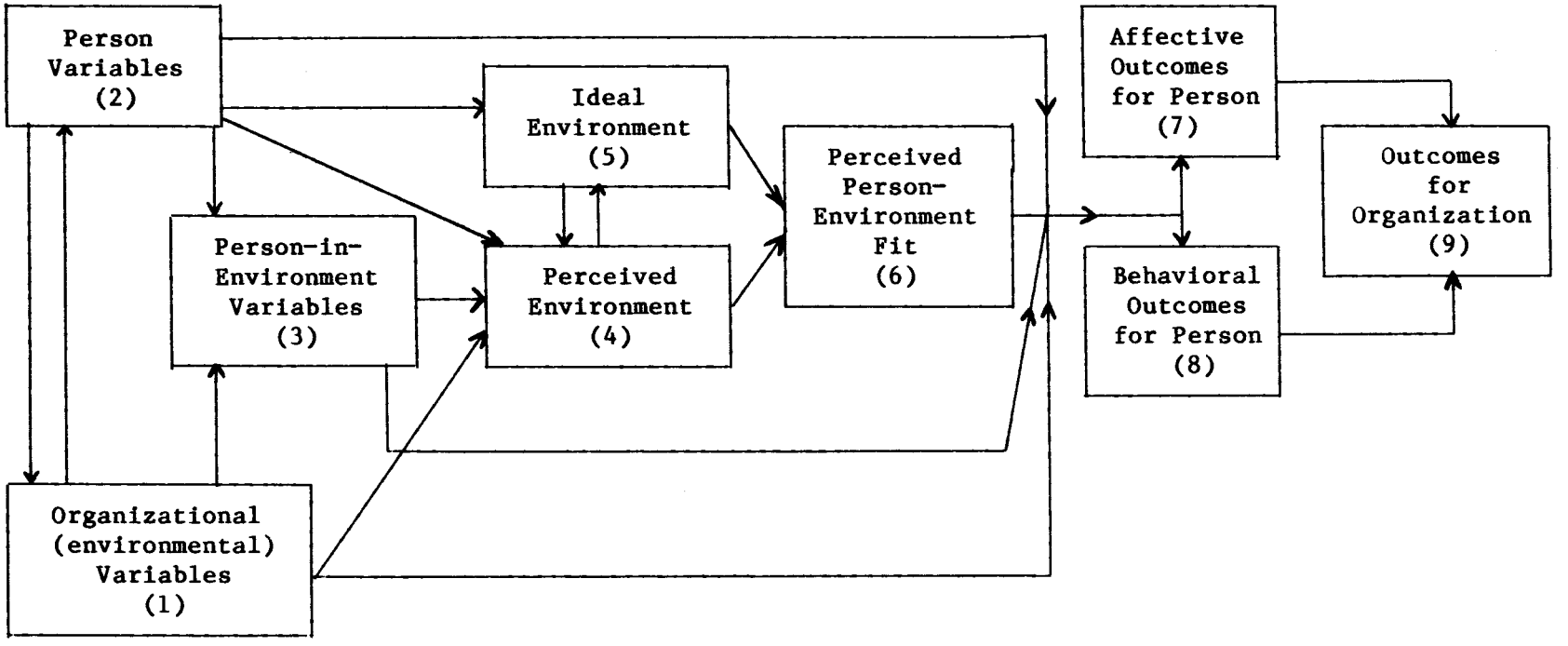
APPENDIX A

Appendix A. Schematic Model of Person-Environment Interaction Within an Organization



Note. From Redesigning campus environments (p. 10) (Adapted from Howe & Gavin, 1974) by L.A. Huebner, 1979, San Francisco: Jossey-Bass. Copyright 1979 by Jossey-Bass, Inc., Publishers. Adapted by permission.

APPENDIX B

PURDUE UNIVERSITY CALUMET

November 24, 1982

TO: Chancellor Combs

FROM: Sarah A. Crawford SAC

SUBJECT: Research Proposal

The purpose of this memorandum is to request your approval of a research project I wish to undertake during the Spring Semester 1983.

The proposed study involves collecting data at Purdue Calumet and at Purdue West Lafayette. I plan to administer the Institutional Goals Inventory to a sample of faculty members and administrators at each campus. I will use the results to study the multicampus structure and compare the two campuses along the goal dimensions measured by the I.G.I. This study will fulfill the requirements of the doctoral dissertation, which I hope to complete within the next year.

Before initiating the project, I would like your permission and any comments you might offer, as well as any assistance you can provide in obtaining the appropriate approval to survey the faculty and staff at West Lafayette.

SAC:dr

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

January 23, 1983

TO: Chancellor R. J. Combs

FROM: Sarah A. Crawford SAC

SUBJECT: Institutional Goals Study

I spoke with Betty Suddarth and Mark Miller regarding my proposed study and the collection of data at the West Lafayette campus. They felt that it would be best to have you obtain the necessary approvals at West Lafayette. I have enclosed a brief summary of the project. I would appreciate it if you would take a look at the proposal and do whatever you can to get it approved. I'm really not sure who to approach down there. I thought maybe the Provost would be the best person, but Mark suggested I ask you. He thought it might work out best for you to talk to John Hicks -- since he might be interested in the data. Mark also mentioned Don Brown as the person who handles the approval of research involving human subjects.

Please let me know what you think is the best course of action here.

Thanks!

SAC:dr

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

APPENDIX C

APPENDIX C

Description of Purdue University

Purdue University was founded under the provisions of the Morrill Federal Land Grant Act of 1862. A public University, Purdue was established by the Indiana General Assembly using funding provided by benefactor John Purdue and Tippecanoe County. In September, 1874, the first regular classes were held. Since that time, the University has emphasized the land grant philosophy, particularly in promoting agriculture and industry in the state of Indiana.

Now a major university, Purdue has a full-time faculty of over 3,000 and enrolls over 47,000 students at its main campus in West Lafayette and regional campuses in Fort Wayne, Hammond, and Westville. A ten-member Board of Trustees, appointed by the governor of Indiana, has full governance and control of the Purdue University system. The chief administrative officer is the President, an appointee of the Board of Trustees. Each regional campus has a chancellor as the senior administrative officer reporting to the President. The main campus at West Lafayette and the Calumet campus at Hammond were the focus of the study.

The main campus is located in West Lafayette, Indiana, across the Wabash River from Lafayette. It is 65 miles northwest of Indianapolis amd 126 miles southeast of Chicago. The population of the area, excluding the Purdue student population, is approximately 64,000. The West Lafayette campus has an enrollment of 32,500 students. A residential setting, the campus consists of 133 principal buildings on 647 acres. An additional 17,000 acres under University control are used primarily for agricultural research.

Students may be enrolled in the schools of Agriculture; Consumer and Family Sciences; Engineering; Health Sciences; Humanities, Social Sciences and Education; Management; Nursing; Pharmacy and Pharmacal Sciences; Science; Technology; and Veterinary Medicine. In addition to the degrees Associate in Agriculture, Associate of Science, and Associate in Applied Science, the University awards the Bachelor of Arts, Bachelor of Physical Education, Bachelor of Science, Bachelor of Science in Aeronautical and Astronautical Engineering, Agricultural Engineering, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering, Engineering, Environmental Health, Forestry, Industrial Education, Industrial Engineering, Industrial Management, Land Surveying, Mechanical Engineering, Metallurgical Engineering, Nuclear Engineering, and Pharmacy. Graduate degrees granted by the

University through the Graduate School include the Master of Arts, Master of Fine Arts, Master of Arts in Teaching, Education Specialist, Master of Science, Doctor of Philosophy, Doctor of Pharmacy, and Doctor of Veterinary Medicine.

Purdue Calumet is the largest of the regional campuses with an enrollment of 7,800 students. Located in Hammond, Indiana, it is a commuter campus serving the Calumet Region of Northwest Indiana, as well as a portion of adjacent Illinois and Chicago suburbs. Situated in the northwest part of Indiana on the southern shore of Lake Michigan, the Calumet Region is an urban, highly industrialized area abounding with such heavy industries as steel and oil. Major corporations such as U.S. Steel, Inland Steel, Jones & Laughlin, Bethlehem Steel, and Americal Oil Company dot the lakefront from Whiting to Burns Harbor.

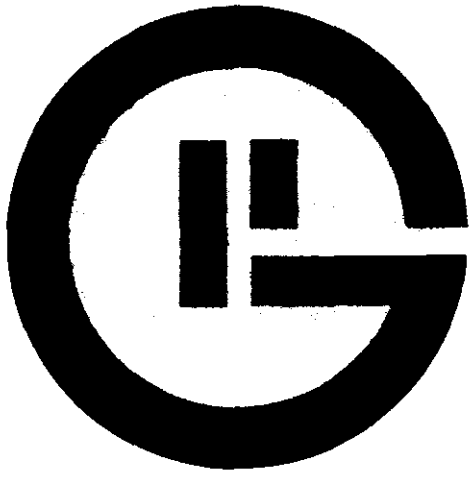
As the main geographic source for the students of Purdue University Calumet, the Region is comprised of Lake County and Porter County. The population consists primarily of blue-collar, middle-class, and underprivileged lower-class individuals, largely made up of middle European ethnic groups, Black Americans, and Hispanic minorities. The estimated population of the area is about 815,000. The population density is greatest in the cities of Gary, Hammond, and East Chicago. The student body at Purdue Calumet has traditionally been drawn from the central, eastern, and southern European ethnic groups. Most are white, second or third generation children of lower middle-class and blue-collar workers employed in the area's heavy industries.

Purdue Calumet was founded in 1946 as an extension center of Purdue University. Using space in physical facilities throughout the Calumet area, the University appointed resident faculty to teach regular undergraduate courses. In 1948, the University purchased 167 acres of land in the city of Hammond, and by 1951, the first campus building was occupied. At the present time, the physical plant includes two Engineering and Technology Buildings, a Science Building, a Student-Faculty-Library Center, two additional Classroom-Office Buildings, a large Shops and Stores Building, and a Physical Education-Recreation Building. The campus was granted academic autonomy at the undergraduate level on July 1, 1974. The Graduate programs at Purdue University Calumet are under the control of Purdue University (West Lafayette). Purdue University Calumet offers a wide variety of baccalaureate and associate degree programs. The institution also offers masters degrees in Biology, Education, Engineering, Management, and Nursing, along with a broad range of programs in the humanities and social sciences. Degrees are conferred in the School of Engineering, Management and Technology; the Graduate School; the School of Humanities, Education and Social Sciences; and the School of Science and Nursing.

The following statement, appearing in the 1983-85 University catalog (p. 5), illustrates the general purpose and function of the campus, which is to provide quality collegiate education to the citizens of Northwest Indiana:

> Purdue University Calumet espouses the spirit of the land-grant university tradition and is especially dedicated to the service of the people of Northwest Indiana within the charter given to Purdue University. At this time, its primary mission is three-fold: to provide its students with a liberal education that will prepare them for life or the professions; to provide career-oriented studies that lead to certificates, associate degrees, baccalaureate degrees, and masters degrees; and to provide programs that meet the professional, cultural, and general educational needs of the community.

APPENDIX D



To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities to reach clear, and often new, understandings about their goals. During the late 1960s there were new demands, especially from the students, for colleges and universities to assume new roles and serve new interests. Now, in the 1970s a widespread financial crisis is making it imperative for these institutions to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college and university communities delineate goals and establish priorities among them. The *Inventory* does not tell institutions what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of institutional goals.

The *Inventory* was designed to embrace possible goals of all types of higher education institutions—universities, church-related colleges, community colleges, and so forth. Most of the goal statements in the *Inventory* refer to what may be thought of as "output" or "outcome" goals—substantive objectives institutions may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, administrators, boards, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

NAME OF INSTITUTION: _____

page two

DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the examples below, you are asked to respond to each statement in two different ways:

First – How important *is* the goal at this institution at the present time?

Then – In your judgment, how important *should* the goal *be* at this institution?

EXAMPLES

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
A. to require a common core of learning experiences for all students...	is	○	○	○	○	●
	should be	○	○	●	○	○

In this example, the respondent believes the goal "to require a common core of learning experiences for all students" is presently of extremely high importance, but thinks that it should be of medium importance.

B. to give alumni a larger and more direct role in the work of the institution...	is	○	●	○	○	○
	should be	○	○	○	●	○

In this example, the respondent sees the goal "to give alumni a larger and more direct role in the work of the institution" as presently being of low importance, but thinks that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by blackening one oval after *is* and one oval after *should be*.
- Use any soft lead pencil. Do not use colored pencils or a pen–ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (✓) or X's.

- Additional Goal Statements (Local Option) (91-110): A section is included for additional goal statements of specific interest or concern. These statements will be supplied locally. If no statements are supplied, leave this section blank and go on to the Information Questions.
- Information Questions (111-117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be the most meaningful and useful to them. Respond to each question that applies.
- Subgroups and Supplementary Information Questions (118-124): If these sections are to be used instructions will be given locally for marking these items. If not, please leave them blank.

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page three

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. to help students acquire depth of knowledge in at least one academic discipline...	is	○	○	○	○	○
	should be	○	○	○	○	○
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	○	○	○	○	○
	should be	○	○	○	○	○
3. to help students identify their own personal goals and develop means of achieving them...	is	○	○	○	○	○
	should be	○	○	○	○	○
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	○	○	○	○	○
	should be	○	○	○	○	○
5. to increase the desire and ability of students to undertake self-directed learning...	is	○	○	○	○	○
	should be	○	○	○	○	○
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is	○	○	○	○	○
	should be	○	○	○	○	○
7. to develop students' ability to synthesize knowledge from a variety of sources...	is	○	○	○	○	○
	should be	○	○	○	○	○
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	○	○	○	○	○
	should be	○	○	○	○	○
9. to hold students throughout the institution to high standards of intellectual performance...	is	○	○	○	○	○
	should be	○	○	○	○	○
10. to instill in students a life-long commitment to learning...	is	○	○	○	○	○
	should be	○	○	○	○	○
11. to help students achieve deeper levels of self-understanding...	is	○	○	○	○	○
	should be	○	○	○	○	○
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	○	○	○	○	○
	should be	○	○	○	○	○
13. to help students be open, honest, and trusting in their relationships with others...	is	○	○	○	○	○
	should be	○	○	○	○	○

page four

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time...	is					
	should be					
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is					
	should be					
16. to educate students in a particular religious heritage...	is					
	should be					
17. to help students understand and respect people from diverse backgrounds and cultures...	is					
	should be					
18. to require students to complete some course work in the humanities or arts...	is					
	should be					
19. to help students become aware of the potentialities of a full-time religious vocation...	is					
	should be					
20. to encourage students to become committed to working for world peace...	is					
	should be					
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is					
	should be					
22. to develop students' ability to understand and defend a theological position...	is					
	should be					
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	is					
	should be					
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	is					
	should be					
25. to help students develop a dedication to serving God in everyday life...	is					
	should be					
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is					
	should be					

page five

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	is	○	○	○	○	○
	should be	○	○	○	○	○
28. to perform contract research for government, business, or industry...	is	○	○	○	○	○
	should be	○	○	○	○	○
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is	○	○	○	○	○
	should be	○	○	○	○	○
30. to develop educational programs geared to new and emerging career fields...	is	○	○	○	○	○
	should be	○	○	○	○	○
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is	○	○	○	○	○
	should be	○	○	○	○	○
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...	is	○	○	○	○	○
	should be	○	○	○	○	○
33. to serve as a cultural center in the community served by the campus...	is	○	○	○	○	○
	should be	○	○	○	○	○
34. to conduct basic research in the natural sciences...	is	○	○	○	○	○
	should be	○	○	○	○	○
35. to conduct basic research in the social sciences...	is	○	○	○	○	○
	should be	○	○	○	○	○
36. to provide retraining opportunities for individuals whose job skills have become out of date...	is	○	○	○	○	○
	should be	○	○	○	○	○
37. to contribute, through research, to the general advancement of knowledge...	is	○	○	○	○	○
	should be	○	○	○	○	○
38. to assist students in deciding upon a vocational career...	is	○	○	○	○	○
	should be	○	○	○	○	○
39. to provide skilled manpower for local-area business, industry, and government...	is	○	○	○	○	○
	should be	○	○	○	○	○

page six

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities...	is	○	○	○	○	○
	should be	○	○	○	○	○
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is	○	○	○	○	○
	should be	○	○	○	○	○
42. to provide educational experiences relevant to the evolving interests of women in America...	is	○	○	○	○	○
	should be	○	○	○	○	○
43. to provide critical evaluation of prevailing practices and values in American society...	is	○	○	○	○	○
	should be	○	○	○	○	○
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is	○	○	○	○	○
	should be	○	○	○	○	○
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	○	○	○	○	○
	should be	○	○	○	○	○
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is	○	○	○	○	○
	should be	○	○	○	○	○
47. to work with governmental agencies in designing new social and environmental programs...	is	○	○	○	○	○
	should be	○	○	○	○	○
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	○	○	○	○	○
	should be	○	○	○	○	○
49. to help students learn how to bring about change in American society...	is	○	○	○	○	○
	should be	○	○	○	○	○
50. to focus resources of the institution on the solution of major social and environmental problems...	is	○	○	○	○	○
	should be	○	○	○	○	○
51. to be responsive to regional and national priorities when considering new educational programs for the institution...	is	○	○	○	○	○
	should be	○	○	○	○	○
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	○	○	○	○	○
	should be	○	○	○	○	○

page seven

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53. to be engaged, as an institution, in working for basic changes in American society...	is	○	○	○	○	○
	should be	○	○	○	○	○
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	○	○	○	○	○
	should be	○	○	○	○	○
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	○	○	○	○	○
	should be	○	○	○	○	○
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	○	○	○	○	○
	should be	○	○	○	○	○
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	○	○	○	○	○
	should be	○	○	○	○	○
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	○	○	○	○	○
	should be	○	○	○	○	○
59. to maintain a climate in which communication throughout the organizational structure is open and candid...	is	○	○	○	○	○
	should be	○	○	○	○	○
60. to place no restrictions on off-campus political activities by faculty or students...	is	○	○	○	○	○
	should be	○	○	○	○	○
61. to decentralize decision making on the campus to the greatest extent possible...	is	○	○	○	○	○
	should be	○	○	○	○	○
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	○	○	○	○	○
	should be	○	○	○	○	○
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	○	○	○	○	○
	should be	○	○	○	○	○
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	○	○	○	○	○
	should be	○	○	○	○	○
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	○	○	○	○	○
	should be	○	○	○	○	○

page eight

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	○	○	○	○	○
	should be	○	○	○	○	○
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	○	○	○	○	○
	should be	○	○	○	○	○
68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...	is	○	○	○	○	○
	should be	○	○	○	○	○
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	○	○	○	○	○
	should be	○	○	○	○	○
70. to experiment with different methods of evaluating and grading student performance...	is	○	○	○	○	○
	should be	○	○	○	○	○
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	○	○	○	○	○
	should be	○	○	○	○	○
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	○	○	○	○	○
	should be	○	○	○	○	○
73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is	○	○	○	○	○
	should be	○	○	○	○	○
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	○	○	○	○	○
	should be	○	○	○	○	○
75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is	○	○	○	○	○
	should be	○	○	○	○	○
76. to create an institution known widely as an intellectually exciting and stimulating place...	is	○	○	○	○	○
	should be	○	○	○	○	○
77. to create procedures by which curricular or instructional innovations may be readily initiated...	is	○	○	○	○	○
	should be	○	○	○	○	○
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is	○	○	○	○	○
	should be	○	○	○	○	○

page nine

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79. to apply cost criteria in deciding among alternative academic and non-academic programs...	is	○	○	○	○	○
	should be	○	○	○	○	○
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is	○	○	○	○	○
	should be	○	○	○	○	○
81. to regularly provide evidence that the institution is actually achieving its stated goals...	is	○	○	○	○	○
	should be	○	○	○	○	○
82. to carry on a broad and vigorous program of extracurricular activities and events for students...	is	○	○	○	○	○
	should be	○	○	○	○	○
83. to be concerned about the efficiency with which college operations are conducted...	is	○	○	○	○	○
	should be	○	○	○	○	○
84. to be organized for continuous short-, medium-, and long-range planning for the total institution...	is	○	○	○	○	○
	should be	○	○	○	○	○
85. to include local citizens in planning college programs that will affect the local community...	is	○	○	○	○	○
	should be	○	○	○	○	○
86. to excel in intercollegiate athletic competition...	is	○	○	○	○	○
	should be	○	○	○	○	○
87. to be accountable to funding sources for the effectiveness of college programs...	is	○	○	○	○	○
	should be	○	○	○	○	○
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is	○	○	○	○	○
	should be	○	○	○	○	○
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is	○	○	○	○	○
	should be	○	○	○	○	○
90. to achieve consensus among people on the campus about the goals of the institution...	is	○	○	○	○	○
	should be	○	○	○	○	○

- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
- If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

page ten

ADDITIONAL GOAL STATEMENTS
(Local Option)

If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be*.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	○	○	○	○	○
	should be	○	○	○	○	○
92.	is	○	○	○	○	○
	should be	○	○	○	○	○
93.	is	○	○	○	○	○
	should be	○	○	○	○	○
94.	is	○	○	○	○	○
	should be	○	○	○	○	○
95.	is	○	○	○	○	○
	should be	○	○	○	○	○
96.	is	○	○	○	○	○
	should be	○	○	○	○	○
97.	is	○	○	○	○	○
	should be	○	○	○	○	○
98.	is	○	○	○	○	○
	should be	○	○	○	○	○
99.	is	○	○	○	○	○
	should be	○	○	○	○	○
100.	is	○	○	○	○	○
	should be	○	○	○	○	○
101.	is	○	○	○	○	○
	should be	○	○	○	○	○
102.	is	○	○	○	○	○
	should be	○	○	○	○	○
103.	is	○	○	○	○	○
	should be	○	○	○	○	○
104.	is	○	○	○	○	○
	should be	○	○	○	○	○
105.	is	○	○	○	○	○
	should be	○	○	○	○	○
106.	is	○	○	○	○	○
	should be	○	○	○	○	○
107.	is	○	○	○	○	○
	should be	○	○	○	○	○
108.	is	○	○	○	○	○
	should be	○	○	○	○	○
109.	is	○	○	○	○	○
	should be	○	○	○	○	○
110.	is	○	○	○	○	○
	should be	○	○	○	○	○

Go on to last page.

page eleven

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- Faculty member
- Student
- Administrator
- Governing Board Member
- Alumna/Alumnus
- Member of off-campus community group
- Other _____

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- Biological sciences
- Physical sciences
- Mathematics
- Social sciences
- Humanities
- Fine arts, performing arts
- Education
- Business
- Engineering
- Other _____

113. Faculty: indicate academic rank.

- Instructor
- Assistant professor
- Associate professor
- Professor
- Other _____

114. Faculty: indicate current teaching arrangement.

- Full-time
- Part-time
- Evening only
- Off-campus – extension only, etc.
- Other _____

115. All respondents: indicate age at last birthday.

- Under 20
- 20 to 29
- 30 to 39
- 40 to 49
- 50 to 59
- 60 or over

116. Students: indicate class in college.

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Other _____

117. Students: indicate current enrollment status.

- Full-time, day
- Part-time, day
- Evening only
- Off-campus only – e.g., extension, correspondence, TV, etc.
- Other _____

118. SUBGROUPS—one response only.
Instructions will be given locally for gridding this subgroup item.
If instructions are not given, leave blank.

- One
- Two
- Three
- Four
- Five

SUPPLEMENTARY INFORMATION QUESTIONS.
If you have been provided with additional information questions, use this section for responding. Mark only one response to each question.

119.	120.	121.	122.	123.	124.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

THANK YOU

Comments and complaints regarding any aspect of the inventory are welcomed; please send them to:

Institutional Goals Inventory
ETS College and University Programs
Princeton, NJ 08541

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

January 30, 1984

Ms. Sarah A. Crawford
Registrar
Governors State University
Park Forest South, Illinois 60466

Dear Ms. Crawford:

Miss Nancy Beck has asked me to provide you with permission to have a copy of the Institutional Goals Inventory bound into your dissertation and reproduced by University Microfilms.

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Sincerely,

Dorothy H. Urban
Director, Copyright Office

DHU:kc
cc: Ms. Beck

APPENDIX E

APPENDIX E

Items Comprising IGI Goal Areas

Outcome Goals	Item Numbers
Academic Development	1, 4, 6, 9
Intellectual Orientation	2, 5, 7, 10
Individual Personal Development	3, 8, 11, 13
Humanism/Altruism	14, 17, 20, 23
Cultural/Aesthetic Awareness	15, 18, 21, 24
Vocational Preparation	26, 30, 36, 38
Advanced Training	27, 31, 32, 41
Research	28, 34, 35, 37
Meeting Local Needs	29, 33, 39, 40
Public Service	44, 47, 50, 51
Social Egalitarianism	42, 45, 48, 52
Social Criticism/Activism	43, 46, 49, 53
Process Goals	
Freedom	54, 57, 60, 63
Democratic Governance	55, 58, 61, 64
Community	56, 59, 62, 65
Intellectual/Aesthetic Environment	66, 69, 73, 76
Innovation	67, 70, 74, 77
Off-Campus Learning	68, 72, 75, 78
Accountability/Efficiency	79, 81, 83, 87

APPENDIX F

INSTITUTIONAL GOALS STUDY

Part II. PERCEPTIONS OF PURDUE UNIVERSITY CALUMET

You are now asked to respond to the attached goal statements as you perceive them for the CALUMET CAMPUS.

Remember, this is a perceptual survey, and there are no right or wrong answers. In some cases, you may not know exactly how things are at PURDUE CALUMET. Nevertheless, give your opinion as to how you feel about the goals (Is and Should Be) for that campus.

Use the same method for responding as you did in answering the IGI. That is, respond to each statement in two ways:

First--How important do you feel the goal IS at Purdue Calumet at the present time?

Then---In your opinion, how important SHOULD the goal at the Calumet campus?

+ Please respond to every statement by circling one number after IS and one number after SHOULD BE.

+ Mark your answers directly on the attached questionnaire.

+ In giving SHOULD BE responses, do not be restrained by your beliefs about whether the goal, realistically, can or will ever be attained at the campus.

E X A M P L E S

			of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
A.	To create a campus climate in which students spend much of their free time in cultural and intellectual activities...	is	1	2	3	(4)	5
		should be	1	2	(3)	4	5

+In this example, the respondent believes the goal, "To create a campus climate..." is presently of high (4) importance, but thinks that it should be of medium (3) importance.

B.	To provide academic advising in assisting students to meet their goals...	is	1	(2)	3	4	5
		should be	1	2	3	(4)	5

+In this example, the respondent sees the goal, "to provide academic advising..." as presently of low (2) importance, but thinks it should be of high importance (4).

INSTITUTIONAL GOALS STUDY

Part II. PERCEPTIONS OF PURDUE--WEST LAFAYETTE CAMPUS

You are now asked to respond to the attached goal statements as you perceive them for the WEST LAFAYETTE CAMPUS.

Remember, this is a perceptual survey, and there are no right or wrong answers. In some cases, you may not know exactly how things are at WEST LAFAYETTE. Nevertheless, give your opinion as to how you feel about the goals (Is and Should Be) for that campus.

Use the same method for responding as you did in answering the IGI. That is, respond to each statement in two ways:

First--How important do you feel the goal IS at West Lafayette at the present time?

Then---In your opinion, how important SHOULD the goal be at the West Lafayette campus?

+ Please respond to every statement by circling one number after IS and one number after SHOULD BE.

+ Mark your answers directly on the attached questionnaire.

+ In giving SHOULD BE responses, do not be restrained by your beliefs about whether the goal, realistically, can or will ever be attained at the campus.

E X A M P L E S

			of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
A.	To create a campus climate in which students spend much of their free time in cultural and intellectual activities...	is	1	2	3	(4)	5
		should be	1	2	(3)	4	5

+In this example, the respondent believes the goal "To create a campus climate..." is presently of high (4) importance, but thinks that it should be of medium (3) importance.

B.	To provide academic advising in assisting students to meet their goals...	is	1	(2)	3	4	5
		should be	1	2	3	(4)	5

+In this example, the respondent sees the goal, "to provide academic advising..." as presently of low (2) importance, but thinks it should be of high importance (4).

1.	to help students acquire depth of knowledge in at least one academic discipline...	is	1	2	3	4	5
		should be	1	2	3	4	5
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	1	2	3	4	5
		should be	1	2	3	4	5
3.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	1	2	3	4	5
		should be	1	2	3	4	5
4.	to provide educational experiences relevant to the evolving interests of women in America...	is	1	2	3	4	5
		should be	1	2	3	4	5
5.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	1	2	3	4	5
		should be	1	2	3	4	5
6.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	1	2	3	4	5
		should be	1	2	3	4	5
7.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	1	2	3	4	5
		should be	1	2	3	4	5
8.	to increase the desire and ability of students to undertake self-directed learning...	is	1	2	3	4	5
		should be	1	2	3	4	5
9.	to develop educational programs geared to new and emerging career fields...	is	1	2	3	4	5
		should be	1	2	3	4	5
10.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	1	2	3	4	5
		should be	1	2	3	4	5
11.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	1	2	3	4	5
		should be	1	2	3	4	5
12.	to maintain a climate in which communication throughout the organizational structure is open and candid...	is	1	2	3	4	5
		should be	1	2	3	4	5

13.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is	1	2	3	4	5
		should be	1	2	3	4	5
14.	to develop students' ability to synthesize knowledge from a variety of sources...	is	1	2	3	4	5
		should be	1	2	3	4	5
15.	to provide retraining opportunities for individuals whose job skills have become out of date...	is	1	2	3	4	5
		should be	1	2	3	4	5
16.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	1	2	3	4	5
		should be	1	2	3	4	5
17.	to decentralize decision making on the campus to the greatest extent possible...	is	1	2	3	4	5
		should be	1	2	3	4	5
18.	to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	1	2	3	4	5
		should be	1	2	3	4	5
19.	to hold students throughout the institution to high standards of intellectual performance...	is	1	2	3	4	5
		should be	1	2	3	4	5
20.	to instill in students a life-long commitment to learning...	is	1	2	3	4	5
		should be	1	2	3	4	5
21.	to assist students in deciding upon a vocational career...	is	1	2	3	4	5
		should be	1	2	3	4	5
22.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	1	2	3	4	5
		should be	1	2	3	4	5
23.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	1	2	3	4	5
		should be	1	2	3	4	5
24.	to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	1	2	3	4	5
		should be	1	2	3	4	5

APPENDIX G

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

March 11, 1983

Ms. Sarah A. Crawford
Registrar
Governors State University
Park Forest South, Illinois 60466

Dear Ms. Crawford:

Miss Nancy Beck has asked me to provide you with permission to reproduce and use 24 goal statements from the Institutional Goals Inventory. I understand you will be reproducing 400 copies and will administer the instrument to faculty members at Calumet and West Lafayette campuses of Purdue University as part of your dissertation research at Loyola University in Chicago.

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If these arrangements are satisfactory, please sign both copies of this letter and return one copy to me for our records.

Sincerely,

Helen C. Weidenmiller

Helen C. Weidenmiller
Rights and Permissions
Administrator

HCW/ls
cc: Miss Beck

ACCEPTED AND AGREED TO:

Sarah A. Crawford

Sarah A. Crawford

APPENDIX H

PURDUE UNIVERSITY CALUMET

March 22, 1983

TO: The Faculty

FROM: Richard J. Combs

RE: Institutional Goals Study

In 1976, an institutional goals study was conducted to assist the Mission Study Committee in completing its charge. In an effort to establish a current position concerning the goals of Purdue University Calumet and to assist the Academic Program Review and Planning Committee with its efforts, I have requested that a similar study be conducted. In addition, the data will provide the basis for the doctoral dissertation of Sarah A. Crawford, formerly our Associate Registrar and Coordinator of Institutional Research. As faculty members, your opinions and input are of particular value to us in identifying goals and in establishing priorities among the goals.

I am asking you to contribute your thinking about desired institutional goals for Purdue University Calumet by completing the Institutional Goals Inventory. Dr. Larry M. Crawford, Dean of Students, will be the project coordinator. In completing the instrument, keep in mind that your responses are entirely confidential. Only aggregate scores are reported, and in no case will individual responses be considered. Please read the enclosed directions and return the completed survey to Dean Crawford by the established deadline date.

Thank you for your cooperation and support.

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

March 23, 1983

TO: Selected Engineering Faculty

FROM: Larry M. Crawford
Dean of Students
Purdue University Calumet

RE: Intercampus Study

We are conducting an intercampus (West Lafayette and Calumet) study of faculty members' perceptions of Purdue and its goals. As part of the research, the Institutional Goals Inventory (IGI) is being distributed to selected faculty at each campus. You are invited to provide your assistance by responding to the enclosed questionnaire. Total response time should not exceed 30 to 40 minutes. Detailed instructions are provided.

Your responses are entirely confidential. The IGI is designed to report aggregate scores, and only group data is important to the research. The study should provide some very interesting perceptual data concerning Purdue and the preferred institutional goals identified by the faculty. The data will also provide the basis for a doctoral dissertation by Ms. Sarah Crawford at Loyola University of Chicago.

A summary of the results of the study will be sent to you once the data analysis has been completed.

Thank you for your assistance in completing the study.

LMC/pac

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

March 22, 1983

TO: Selected HSSE Faculty

FROM: Larry M. Crawford
Dean of Students
Purdue University Calumet

RE: Intercampus Study

We are conducting an intercampus (West Lafayette and Calumet) study of faculty members' perceptions of Purdue and its goals. As part of the research, the Institutional Goals Inventory (IGI) is being distributed to selected faculty at each campus. You are invited to provide your assistance by responding to the enclosed questionnaire. Total response time should not exceed 30 to 40 minutes. Detailed instructions are provided.

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A summary of the results of the study will be sent to you once the data analysis has been completed.

Thank you for your assistance in completing the study.

LMC/pac

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Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

TO: Selected Faculty

FROM: Gordon P. Wright, Associate Dean, School of Management and Krannert Graduate School of Management

RE: Intercampus Study

You have been selected to participate in an intercampus (West Lafayette and Calumet) study of faculty members' perceptions of institutional goals. You are invited to provide your assistance by responding to the enclosed questionnaires. Detailed instructions are provided. Total response time should not exceed 30 to 40 minutes.

Your responses to the survey are entirely confidential. The Institutional Goals Inventory is designed to report aggregate scores. Only mean/standard deviate-type information is important to the research, and individual responses will not be considered. The study should provide some very interesting data concerning Purdue and the preferred institutional goals identified by the faculty. The data will also provide the basis for a doctoral dissertation by Ms. Sarah Crawford at Loyola University of Chicago.

Once the data have been analyzed, the results of the study will be mailed to you. Please return the completed survey to the project coordinator, Dr. Larry M. Crawford, Dean of Students at Purdue University Calumet. A self-addressed envelope is enclosed for your convenience.

Thank you for your assistance in completing the survey.

Enclosures

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

March 23, 1983

TO: Selected Science Faculty

FROM: Larry M. Crawford
Dean of Students
Purdue University Calumet

RE: Intercampus Study

We are conducting an intercampus (West Lafayette and Calumet) study of faculty members' perceptions of Purdue and its goals. As part of the research, the Institutional Goals Inventory (IGI) is being distributed to selected faculty at each campus. You are invited to provide your assistance by responding to the enclosed questionnaire. Total response time should not exceed 30 to 40 minutes. Detailed instructions are provided.

Your responses are entirely confidential. The IGI is designed to report aggregate scores, and only group data is important to the research. The study should provide some very interesting perceptual data concerning Purdue and the preferred institutional goals identified by the faculty. The data will also provide the basis for a doctoral dissertation by Ms. Sarah Crawford at Loyola University of Chicago.

A summary of the results of the study will be sent to you once the data analysis has been completed.

Thank you for your assistance in completing the study.

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PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

MEMORANDUM

TO: Selected Faculty

FROM: George McNelly, Dean
School of Technology

RE: Intercampus Study

You have been selected to participate in an intercampus (West Lafayette and Calumet) study of faculty members' perceptions of institutional goals. You are invited to provide your assistance by responding to the enclosed questionnaires. Detailed instructions are provided. Total response time should not exceed 30 to 40 minutes.

Your responses to the survey are entirely confidential. The Institutional Goals Inventory is designed to report aggregate scores. Only mean/standard deviation-type information is important to the research, and individual responses will not be considered. The study should provide some very interesting data concerning Purdue and the preferred institutional goals identified by the faculty. The data will also provide the basis for a doctoral dissertation by Ms. Sarah Crawford at Loyola University of Chicago.

Once the data have been analyzed, the results of the study will be mailed to you. Please return the completed survey to the project coordinator, Dr. Larry M. Crawford, Dean of Students at Purdue University Calumet. A self-addressed envelope is enclosed for your convenience.

Thank you for your assistance in completing the survey.

Enclosures

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

APPENDIX I

PURDUE UNIVERSITY CALUMET

April 8, 1983

Dean Colleague:

We need your help!

Last month we distributed to you questionnaires concerning institutional goals at Purdue. As you recall from the cover letter, our study focuses on the goal preferences identified by the West Lafayette and Calumet campuses.

Since your perceptions are vital to the success of the study, we cannot overemphasize the importance of receiving your completed materials. Your responses will provide a profile of how the faculty, one of the primary constituent groups within the University, feel about Purdue and its goals. As a faculty member, only you can provide the data needed for the study.

We hope that you will find the survey interesting to answer and that you will return it, via campus mail, by April 20, 1983.

Should you have any questions about the study, feel free to call us on the SUVON line (8-718-367).

We appreciate your time and cooperation and look forward to receiving your completed questionnaires.

Sincerely,

Larry M. Crawford
Dean of Students and
Project Coordinator
Purdue University Calumet

LMC/pac

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

PURDUE UNIVERSITY CALUMET

April 21, 1983

TO: Selected Faculty
West Lafayette Campus

FROM: Larry M. Crawford, Dean of Students
Purdue University Calumet
Project Coordinator

RE: Intercampus Study

In the past month, we have corresponded with you regarding your participation in the Institutional Goals Study.

(If you have returned the questionnaires, please stop here. We thank you for taking time from your busy schedule and assisting us with the study.)

For those of you who have not found time to complete the survey questionnaires previously forwarded to you, we are extending the deadline date beyond the close of the semester to Friday, May 13, 1983. Receiving your completed materials is extremely important to the success of the study.

If for some reason, you misplaced (or discarded!) your questionnaires, please call my secretary, Ms. Pat Crane, for a replacement (SUVON line 8-718-367).

We appreciate your time and consideration and look forward to receiving your completed questionnaire.

P.S. Your responses are confidential; only group data is important to the research.

LMC/pac

PC OFFICE OF THE DEAN OF STUDENTS
Hammond, Indiana 46323
(219) 844-0520

APPROVAL SHEET

The dissertation submitted by Sarah A. Crawford has been read and approved by the following committee:

Dr. Terry E. Williams, Director
Assistant Professor, Counseling Psychology and Higher Education

Dr. Donald R. Hossler
Assistant Professor, Counseling Psychology and Higher Education

Dr. Gloria J. Lewis
Associate Professor, Counseling Psychology and Higher Education

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

April 17, 1984
Date

Jerry E. Williams
Director's Signature