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GOALS AND VALUES OF A SMALL, PRIVATE LIBERAL ARTS COLLEGE

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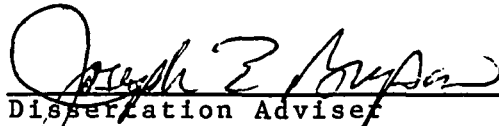
by

William Harvey Bolding

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1984

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BOLDING, WILLIAM H., Ed.D. The Impact of Campus
Constituencies on the Institutional Goals and Values of a
Small Private Liberal Arts College. (1984). Directed by
Dr. Dwight F. Clark and Joseph W. Bryson.

The purpose of this study was to identify areas of

conflict and congruency among various institutional

constituencies relating to the stated goals and mission of a

college. The study was conducted at a small, private liberal

arts college with 1300 students and 100 faculty members.

Other constituencies identified in the study included

professional staff, support staff, and trustees.

A questionnaire adapted from Gross and Grambsch was

distributed to all constituencies for them to rate all stated

institutional goals on "is" and "should be" continuums of

importance. Also included in the questionnaire were the

Rokeach value sets. The participants were to rank two sets of

eighteen values in order of personal importance.

Three primary conclusions were reached by this research.

1. The defined procedure was effective in identifying

    support for the institution's stated goals.

    Moreover, the procedure provided an easy way to

    identify potential areas of conflict among

    constituencies.

2. Campus constituencies do reflect distinctive value sets which impact on their perceptions of the importance of the institution's mission and goals.

3. Students' value structures as well as their perspectives on the institution's mission were affected by those constituencies with whom they come in closest contact.

ACKNOWLEDGEMENTS

In grateful appreciation for the life and teaching of

Dr. Dwight F. Clark, gentleman, friend, mentor, and scholar:

1932-1984.

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CHAPTER I

INTRODUCTION

The purpose of this study was to identify areas of con-
flict and incongruency among various institutional constitu-
encies relating to the stated goals and mission of a college.
The research focused on the implementation of a single insti-
tution's stated goals and how effective and relevant those
goals were to specific and significant constituencies on the
campus.

Essential to the implementation of all the goals of an
institution and inherent in any mission is the transmission
of values. Usually these values are rarely or vaguely iden-
tified. This research also focused on value profiles of
major constituencies in order to identify value systems which
were being disseminated to the students and which might aid
or hinder the implementation of the institution's stated
mission.

Therefore, the study carried a double focus. The first
was to identify and study the goals and values which have
significant impact on the mission and image of a private
institution of higher education. The second centered on the
development of a procedure and testing instrument which

adequately reflects perceptions of institutional goals and values by various campus constituencies.

Significance of the Problem

The study of the impact of campus constituencies on institutional goals and values has several significant ramifications for the higher education administrator. Administrators have always recognized that a major responsibility of their position is management of conflict within the organization. A study of the differences of perceptions of various campus groups to institutional goals and value structures can provide vital information for the chief executive to manage differences before they become conflicts.

This research also has a direct bearing on the unique mission and needs of the small, private liberal arts college. The survival of these institutions may well depend on how they identify and implement their distinction from the less costly public institutions. When a student elects to go to a private institution, that college must show that it has a particular product which is worth the price.

Furthermore, a study of this sort can amplify a subtle but dramatic shift in the role and nature of higher education. Philosophically, educational theorists are beginning to express what has innately been known for years that education is more than a classroom experience. Many people within

campus organizations have vital roles as educators and can no longer be considered merely support services for the faculty. A study of the impact of all campus constituencies on an institution's educational mission can only reinforce these changes.

The results of these changes can be expected to have some traumatic effects on the structure of higher education in the years to come. These changes can be expected to be more difficult for the smaller, private institutions as they will include alterations in organizational structure as well as reallocation of scarce resources.

Basic Assumptions

A few basic assumptions have been made which underlie the principles and nature of this study. These assumptions by their nature are generally recognized by scholars yet are necessary to reaffirm in order to approach the study with a central focus.

1. All institutions transmit values.

It is no longer reasonable to question whether the transmission or teaching of values is a legitimate role of college or university. All institutions, and education is probably the strongest institution other than the family, transmit values by the way their representatives or agents express themselves, and by the way they organize and reflect

what is 'good' or 'bad.' The transmission of values is
inevitable. The questions today are what values the institu-
tion is transmitting and what values do the institution wants
to transmit.

2. All institutions have goals.

Whether all goals are stated or not is a critical issue
but one not directly addressed in this study. All institu-
tions have stated goals which express institutional direction
and purpose. Any evaluation of the effectiveness of an
institution must be against the standards established by
these stated goals. If the stated goals are not being ef-
fectively implemented, either the goals and direction of the
institution should be changed or resources should be reallo-
cated and directed to implement the stated mission.

3. All campus constituencies impact on the institu-
tions' goals, values, and mission.

All agents of a college (faculty, staff, administrators)
transmit values and should be working toward the implementa-
tion of the college's mission. Since the primary beneficiary
of the college is the current student, those employees who
have the most direct contact with students should have the
greatest responsibility and potential for implementing the
mission. Often the people carrying this responsibility are

the coaches, counselors, secretaries, and other 'non-academic' personnel.

    4. The greater the conflict in goals and values, the
less efficient the institution will be in
transmitting its mission.

If the different constituencies of a campus hold
sharply different perceptions of the institution's goals or
carry different sets of values, the consumer (students) will
receive mixed and confusing messages as to what is expected
of them. The greater the agreement on these issues, the
clearer the students are as to what is expected and what is
to be achieved.

    5. Total support for an institution's mission or a
common value system among all constituencies is
unrealistic and possibly undesirable.

Institutions which demand total allegiance to their
mission are often those which have been the most effective in
implementing their statements of purpose. Many evangelical
Christian colleges are very efficient in producing the type
of graduates with the type of value system that they had
contracted to produce. However, such consistency can carry
other characteristics which are defined by many as detrimen-
tal. It can be argued that such single-mindedness of mission
and values discourages academic freedom and independence of

thought. These are two essential goals the entire educa-
tional system supports and which should be essential to any
effective goal implementation.

The Problem

The existence of conflict in some goals and values can
be anticipated among constituencies in any institution. Some
conflicts may be both desirable and healthy. However, before
an administration can manage the direction and effective
level of mission implementation, these conflicts must be
identified. The administrator's task is to decide which
goals and values require greater congruency.

The effectiveness of this study depends on the answers
to several questions pertaining to the evaluation of goals,
the impact of values and goal implementation, and the impact
of campus constituencies upon student perspectives.

Can an adequate and utilitarian procedure be developed
which reflects the institutional community's support for
stated goals? Such an evaluation would not only examine
constituent support but also identify constituent conflict.
Many procedures have been developed to help identify institu-
tional goals, but none of these has attempted to include the
total community. Assessment tools have been developed to
evaluate stated goals in quantifiable terms if the goals were
established with that assessment function in mind. Such

assessment tools in education have proven to be controversial and complicated.

Do campus constituencies reflect distinctive value sets which impact on their perspective of the institution's mission and goals? If the constituencies have distinctive value sets and unique perspectives of the institution's mission, then the effective implementation of the institution's goals will be related to the values of the individuals it attracts. If the constituencies which are charged with the responsibility of implementing the institution's mission are not supportive of those goals due to their values, then there are implications related to faculty and staff recruitment and retention.

Are student value structures and institutional goal perspectives affected by those constituencies with whom they come into closest contact? Though students may be attracted to an institution by its stated goals, any changes in those perceptions or value sets may be attributed to the faculty and staff.

Within an educational institution there is a strong potential for conflicts in goals and values due to the great diversity in the nature of the constituency. Not only are there differences in levels of education between constituencies, but there are striking differences in levels of

maturity and personal development. The four years of an undergraduate education are among the most formidable years of an individual's personal and cognitive development. It is to be anticipated that the values for freshmen would be different from those of seniors as well as different from other constituencies. However, it would also be expected that student values would become more like the values of the constituencies which have the greatest influence over them during their college experience.

The evaluative process should not only reflect the need of the institution's mission to be altered or changed but also examine the conceptual and theoretical roles of the constituencies. Is the role of educator broader than the traditional concept of the faculty? If so, then the educational functions of other campus constituencies must be recognized as an integral part of the educational mission of the institution.

History of the Problem

The role of private higher education in the United States has always been into a critical element in the American educational system. Many scholars have seen the great diversity in higher education as the cornerstone of a strong educational system. The extensive public education system has provided Americans with unsurpassed opportunities

for higher education. The nonpublic colleges and univer-
sities have provided the academic competitiveness, innovative
freedom, and distinctive missions which have complemented the
public schools and created the most effective higher educa-
tional system in the world.

That effectiveness is being seriously threatened by a
variety of educational trends complicated by fiscal crises
and a continued loss of the most critical resource of all--
students. All of these forces have begun to dissolve the
diversity of public and nonpublic colleges and the
distinctiveness among institutions--their missions, values
and identity.

The process of changing differentiations among institu-
tions and between public and nonpublic colleges has been
slow, deliberate, and multivectored. The institutional mis-
sion began in a uniquely American way--happenstance--and has
since been formalized through an increasingly complex system
of federal and state laws, funding, and recruitment. These
evolutionary processes can be loosely identified as an inde-
pendent system of higher education, nonpublic and govern-
mental relationships, and the institutional support systems.
Together, these vectors reflect the trends toward a movement
which deemphasizes diversity and distinctiveness and loses

the advantages of complementary public and nonpublic systems of higher education.

Evolution of the Independent College.

The United States is the most pluralistic society in the world. The nation's strength and much of its frustration has been derived from the multiple cultures that landed upon these shores. All waves of immigrants have recognized the need to be 'American' but the need to maintain the values and identity of their own heritage has also been critical.

Since education is the most important means of transmitting culture and values and since schools are the most influential force for socialization outside of the home, it is only natural that the schools would be the center both for acquiring American culture and for preserving the distinctivessness of heritage, values, ethnicity, and religion. Since these purposes could and did often come into conflict, the necessity of an educational option outside state control was necessary.

The distinction between public and private colleges could best be placed on a continuum with few schools sitting at either extreme. Though it is tempting to relate this to the complexities of contemporary society and new methods of creative financing, the issue is no more complex today than it was over a hundred years ago. Following the American

revolution each of the existing colleges in this country was an amalgam of private, state, and church support. Furthermore, each had been initiated by individuals or organizations that wished to preserve their own unique cultural perspectives.

At the 17th-century founding of Harvard, Yale, William and Mary, Kings College (now Columbia) and others, there was no concept of public versus private education. Those colleges were established to serve their respective churches and colonies. When it was felt that Harvard had strayed from "God's Way", becoming less ecclesiastical and more secular in its orientation, the impetus was given to establish Yale.[1] Other groups began to realize that existing schools did not meet their needs; therefore, they founded their own colleges. Yet, all of these institutions received funding from the state or colonial governments and included state officers on their governing boards.

In 1819 the first critical issue of control was raised in the case of Dartmouth v. Woodward.[2] Having recognized the stated purpose of the college--to serve the needs of the

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[1]Edwin Oviatt, The Beginning of Yale (1701-1726) (New Haven, 1916), pp. 347-348.

[2]The Trustees of Dartmouth College v. Woodward, 4 Wheat (U.S.) 518 (1819).

state through the education of its children, the state, in a
bid to control the curriculum (specifically, to provide more
agricultural programming), tried to take greater control.
Even though the college was incorporated under the English
monarchy, New Hampshire felt that the very act of incorpora-
tion was adequate to permit the exercise of state control.
The court ruled that Dartmouth was independent of state
control--that incorporation was a contractual relationship
rather than a delegation of state authority.

This action by itself did not establish the concept of
public vs. nonpublic education. By 1845 and the founding of
the University of Michigan, a constitutional state univer-
sity, the distinction between public and private institutions
was still vague. In fact, there were more similarities
between Michigan and Harvard than between Michigan and other
state schools or between Harvard and Yale.

In 1862 the 1st Morrill Act made a giant stride toward a
differentiation between public and nonpublic schools. This
act was stimulated by the same issues involved with Dartmouth
v. Woodward. Many people felt that increased state control
was needed in order to make institutional curriculum more
responsible to the public's needs.

Still the distinction was not clear. Colgate and Yale
were designated by their states to receive the Morrill grant

funds.[3] Harvard and most of the nonstate schools were still receiving state support and state officials still sat on their governing boards.[4]

It was a proposal in 1873, however, that really began to reassess the status of nonpublic education. When President Grant proposed a national university, considerable emotional debate was generated.

The opposition to a national university was led by President Eliot of Harvard. Harvard had always had difficulty deriving adequate funds from the Massachusetts legislature. Each year the appropriations bill was a political issue requiring much time and energy and often resulting in frustration and anxiety for Harvard. In addition to this issue, President Eliot was fearful of federal or state control. His knowledge of the centralized education of many European countries (especially Prussia) contributed to this fear.[5]

By 1876 the debate had strengthened and become more emotional. President Eliot called for an independent

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[3]Frederick Rudolph, The American College and University (New York: Vintage Books, 1962), p. 253.

[4]John S. Whitehead, The Separation of College and State (New Haven: Yale University Press, 1973), p. 238.

[5]Ibid., p. 231.

educational system free from the political manipulations of the state. President Grant asked for a constitutional amendment prohibiting the teaching of religion in the state controlled schools.

By 1898, Harvard was able to declare its independence of the state, having achieved an $11 million endowment. President Grant had lost his battle for a constitutional amendment but was able to influence every new state's constitution from that time on to exclude religion from the curriculum and olassroom.[6]

Though the recognition of distinctive public and non-public higher education systems was recognized by 1900, it has been left up to the courts to define and refine the relationship between the state and private institutions. Today the concept of nonpublic education has been translated into law but that law is constantly changing. Whereas at one time the separation was nonexistent, an almost absolute separation has evolved and is currently being renegotiated.

Much of the current flux in state-private college relationships rests on another philosophical concept, which could not evolve until there was a distinct separation of private and state controlled schools. This philosophy is

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[6]Ibid.

based on the assumption that the strength of American higher education is due to its diversity. It is conceptualized that the private higher education institutions are valuable national resources and as such need to be preserved. In the light of contemporary economics, the continuation of the strong private college may rely on increased public support. Of approximately 3300 colleges and universities in America, over 1700 are private, of which 250 are Roman Catholic, 800 are Protestant and 650 are nondenominationally independent.[7]

The Evolvement of Nonpublic and Governmental Relationships

Many influences shape and influence nonpublic higher education. Today, none of these influences is as critical as the relationship between the private institution and the state and federal governments. Court decisions have delineated the relationships of the institution to the state, the institution to its students, control of financial resources, liabilities toward its constituents and community, desegregation, and—to a lesser degree—curriculum.

As defined by the courts, the relationship between the institution and the state greatly influences its relationship

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[7]Michael M. Myers, Fact Book on Higher Education in the South (Atlanta, Ga: Southern Regional Education Board, 1982), p. 19.

with its students, its financial resources, and its legal
standing in a court of law.

The separation of public and nonpublic higher education
has greatly influenced private higher education. Most early
colleges were founded for the preparation of ministers and
teachers. By 1900 that sectarian nature had made the private
colleges independent of the states and, conversely, the state
from giving them any financial support. Several landmark
court cases have, however, influenced that relationship in
the last thirty years and have had a major effect on the
institutions.

In 1947 the Everson case established a "wall of
separation and concern" between secular and sectarian
education.[8] By 1963, however, in the Abbington case, much of
that wall had begun to dissolve.[9] A tripartite test was
devised to evaluate the sectarian nature of any state
support to a school.

1. Did the act have a secular purpose?

2. Did it advance or inhibit education?

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[8]Everson v. Board of Education, 330 U.S. 1 (1947).

[9]Abington School Dist. v. Schempp (PA), 374 U.S. 203,
10 L.Ed (2d) 844, 83 SC 1560 (1963).

3. Did it excessively entangle the state and religion?[10]

In a Maryland case in which state support was given to several private colleges the tripartite test was used to determine if the sectarian schools were "pervasively" sec- tarian.[11] To establish this idea was to say that schools could carry a secular purpose apart from their sectarian nature. To determine this, several areas were examined in- cluding alumnae, stated purpose, rules and regulations (e.g., required chapel), curriculum, faculty, and staff admissions requirements. The effect was that many schools began to drop mandatory chapel, broaden goal statements, and carry more of a secular image.

The application of case law to higher education has begun to define the extent of the wall of separation that Thomas Jefferson felt was needed between church and state. That wall is neither as high nor as rigid as many people would prefer. For those who support public education the competition for limited financial resources compels a strict interpretation of the First Amendment. For those supporting private, sectarian institutions, the interpretation often

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[10]Ibid.

[11]Horace Mann League et al. v. Board of Public Works of Maryland 242 Md. 645, 220 A.2d 51 (1966).

includes the flexibility of a separation of secular and
sectarian roles. It is the latter interpretation that the
courts are more frequently relying upon.

In Lemon v. Kurtzman (1971) the United States Supreme
Court established a tripartite test to determine whether or
not there is a violation of the separation of church and
state concept. This test examines each institution as to
whether the proposed aid supports primarily a secular or
sectarian purpose. The three-part test asks the following:

1. Does a statue authorizing such aid have a secular
    purpose?

2. Is the aid extended only to the "secular side", or
    is the primary effect of the aid other than the
    advancement of religion?

3. Does the statute authorizing the aid excessively
    entangle the state in the affairs of the church?[12]

This approach was a substantial change from the previous
court decision in 1965 in Horace Mann League v. Board of
Public Works.[13] In that case appropriations by the State of
Maryland were made for construction of buildings on four
church-related campuses. The Court at that time ruled that

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[12]Lemon v. Kurtzmann, 91 SC 2105 (1971).

[13]Horace Mann League.

it was the degree of sectarian involvement of each institu-
tion--not the secular nature of the program--which consti-
tuted the legality of the appropriation.

The Lemon case seemed to take the Court out of the very
difficult position of having to rule on the sectarian nature
of each institution. However, the case established the
validity of the argument that a church-related institution
could divide its secular and sectarian roles. The mere fact
that a college is church related does not in itself preclude
it from secular grants or aid.

A 1976 case involving Maryland state grants to provide
support for any private institutions of higher learning
within the state (Roemer v. Board of Public Works of
Maryland) also applied the Lemon reasoning.[14] These grants
were available to any private institution within the state
provided the following criteria were met:

1. It was accredited by the State Department of
   Education.

2. It was established prior to July 1, 1970.

3. It maintains one or more associate of arts or
   baccalaureate degree programs.

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[14]Roemer v. Board of Public Works of Maryland, 96 S.Ct.
2337, 49 L.Ed. 2d 179, U.S. S.Ct. 1976.

4. It refrains from awarding only seminarian or
    theological degrees.[15]

In <u>Americans United v. Rogers</u> (1976), a Missouri statute
which provided direct aid to students for nonreligious study
at the institution of their choice was also upheld by
applying the Lemon test.[16]

Lemon has also been used to approve direct student aid
for students attending private colleges in North Carolina,
Tennessee, Arkansas, and Alabama.[17] Each was challenged on
the basis of the First Amendment and each was found to be
constitutionally permissible. In California a direct subsidy
to private medical schools was declared unconstitutional
based on the provisions of the state constitution.[18]

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[15]Ibid.

[16]Americans United v. Rogers, 538 S.W. 2d 711 S.C. of
Missouri (1976).

[17]See: Smith v. Board of Governors of University of
North Carolina, 429 F.Supp. 871. U.S. Dist. Ct. W.D. North
Carolina, Charlotte Division (1977).
   Americans United for Separation of Church and State v.
Blanton, 433 F.Supp. 97 U.S. Dist. Ct., M.D. Tennessee,
Nashville Division (1977).
   Lendall v. Cook, 432 F.Supp. 971, U.S. Dist. Ct., E.D.
Arkansas, W.D. (1977).
   Alabama Education Association v. James, 373 So. 2d. 1076
S.Ct. Alabama (1979).

[18]Board of Trustees of Leland Stanford v. Cory, 145 Cal.
Rptr. 136. Ct. of Appeal, 3d Dist. (1978).

As noted earlier, the state aid programs to private colleges have received almost all litigation. The federal government has actively and directly supported private church-related colleges for many years. The G.I. Bill of Rights, initiated in 1944, provided grants to students and to institutions training teachers in higher education.[19] In 1964, an amendment to the National Defense Education Act (NDEA) restricted the use of these funds by prohibiting training for the ministry but did not affect any other programs of a sectarian college. Later amendments also set up grants to improve guidance and counseling and to set up institutions for advanced study. These programs were also available to sectarian institutions without restrictions.

The Higher Education Facilities Act of 1963 provided additional federal funds for the construction of buildings. The only restriction for sectarian schools was that the facilities constructed with federal funds could not be used for "sectarian instruction or as a place for religious worship or for a department of divinity."[20] The Higher Education Act of 1965 added to this federal program by. providing funds for community service and continuing

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[19]U.S. June 22, 1944, c. 268, 58 Stat. 284.

[20]U.S. Code 1970 Title 20, para. 701 et. seg. Dec. 16, 1963, P.L. 88-204, 77 Stat. 363.

education programs and grants for acquisition of library

materials as well as establishing fellowships for teachers

and work study grants.[21] As in 1963, the only limitations

for sectarian schools were any direct use for worship or

preparation for the ministry.

The reason the federal government has been free to do

what the courts have held the states cannot do is due to the

Fourteenth Amendment and a process of logic rather than

of law. Indeed, prior to 1968, few suits were possible

against the federal government on the basis of a taxpayer's

objecting to the way his or her taxes were being spent. The

courts had held that any single taxpayer's interest in

federal expenditures was so minute that no one held

sufficient standing in the courts to challenge such acts. A

court case (Flast v. Cohen) in 1968 reexamined that principle

and now gives a citizen the right to challenge.[22] It may,

however, be too little too late for a successful challenge

against federal aid to church-related colleges. The history

and practice are firmly established.

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[21]U.S. Code 1976 Title 20, para. 1001 et seg. Nov. 8, 1965, P.L. 89-329, 79 Stat. 1219.

[22]Flast v. Cohen, 392 U.S. 83 (1968).

The federal argument that there was a basic and
undeniable difference between higher education and primary
and secondary schools has over the years been accepted de
facto and by 1971, de jure. Prior to the adoption of the
Higher Education Act of 1963, the Secretary of Health,
Education and Welfare was requested by the Senate to study
the issue of aid to private, church-related colleges. The
memorandum prepared pointed out that

> attendance of college students is wholly volun-
> tary and these older students, being more mature,
> can understand the significance of secretarian
> teaching.[23]

The memorandum concluded that two different
constitutional standards exist and the standards as applied
to primary and secondary sectarian education were not
appropriate for higher education.

As inconsistent and illogical as this argument may seem,
in 1971 the Supreme Court basically reinforced this logic.
On the same day the Court ruled that salary supplements paid
to teachers in secular subjects in primary and secondary
sectarian schools was unconstitutional (Lemon v. Kurtzman)
the Court also found that the Higher Education Facilities Act
of 1963 for grants to church related colleges was not

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[23]Constitutionality of Federal Aid to Education in Its
Various Aspects, Documents No. 29, 87th Cong., 1st Sess.
Washington, D. C., G.P.O., 1961) p. 6.

unconstitutional (<u>Tilton v. Richarson</u>). The Court noted:

> There are generally significant differ
> ences between the religious aspects of church
> related institutions of higher learning and
> parochial elementary and secondary schools.
> The "affirmative, if not dominant policy" of
> the instruction in precollege churchschools
> is "to assure future adherents to a particular
> faith by having control of their total
> education at an early age." . . . There is
> substance to the contention that college
> students are less susceptible to religious
> indoctrination.[24]

The relationship, then, between church related colleges

and the individual states is heavily influenced by prior

litigation, the Fourteenth Amendment and the individual state

constitutions. The Federal government's, relationship with

church-related schools is based upon a long history of direct

assistance and a clear delineation between secular and sec-

tarian functions of the college programs.

The legal relationship between the student and the

private institution is very much different than that between

the student and a public institution. The distinction is

critical, for the public college or university, which as an

arm and creation of the state, is bound by the same limits

and restrictions of the state. Consequently, the public

institution must secure and insure the constitutional rights

of its

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[24]Tilton v. Richardson, 91 S.Ct. 2091 (1971).

students. Those rights set forth in the Constitution and the
Amendments are designed to prevent the infringement of the
government, either state or federal, on the rights of its
citizens. Students at a public institution can sue the
school if their rights of due process, speech, assembly or
religion have been infringed upon. Such rights, since they
constitute a contract between the government and its citi-
zens, are not relevant to private, nonpublic institutions.
In law, the private corporate school is treated as a private
individual and the relationship between student and institu-
tion is that of a contract between two individuals. Even
though the public schools also work under a contract with its
students for services, a contract between a governmental
agency and the individual student still remains. Though that
difference may seem to be legal semantics, it has created a
major difference in the legal standing of students.

The legal relationship between a private institution and
its students can follow several theories: in loco parentis,
fiduciary, and contractual.[25] Most frequently there is a
combination of all theories within any single relationship.

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[25]D. Parker Young and Donald Gehring, The College
Student and the Courts, (Asheville, N.C.: College
Administration Publications, 1977), p. 1-1.

The contractual theory, however, is by far the most common and popular in court arguments. This theory holds that students agree to abide by rules, regulations and standards set down and published by the college and in return the college will offer a degree to those who meet the stated standards.[26]

The courts have been very reluctant to interfere with the relationship between the student and the institution. In 1934, the Supreme Court noted (in <u>Hamilton vs. Regents of the University of California</u>) that college administrators possessed inherent authority to establish standards for internal organization and governance of the institution.[27] The courts have, however, held institutions to their own stated requirements both those in print and those orally agreed upon between school officials and students.[28] This being the foundation of contract law, both the institution and the student are bound by that agreement.

The concept of <u>in loco parentis</u> is based on the college's assumption of the role and jurisdiction of the

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[26]Ibid.

[27]Hamilton v. Regents of the University of California, 293 U.S. 245, 55 S.Ct. 197, 79 L.Ed. 343 (1934).

[28]Krawez v. Stans, 306 F.Supp. 1230 U.S. Dist. Ct. E.D. New York, (1969).

parent. The college in turn has the full rights of a parent to regulate and punish the student as the institution should see fit. This relationship is solely at the discretion of the institution.

The lowering of the legal age of majority in most states has effectively eliminated in loco parentis as a concept of legal standing in public colleges. However, it is still a viable concept for many sectarian colleges whose definition transcends the legal age of majority and whose basis of reasoning is the contractual relationship. If a student accepts admittance to a school which assumes the role of in loco parentis, then the student is bound to that relationship contractually.

The constitutionality of the relationship between students and private institutions has in recent years become an issue, due in large part to the increase in federal and state financial support. Though the courts have been reluctant to interfere with the private college - student relationships, recent court rulings have included the government in the contractual relationship. This, of course, will have the final effect of eliminating any significant differences between public and nonpublic institutions. The recent decision of the Supreme Court relating to Bob Jones University may have a

profound affect on all private colleges.[29] In this case, the

Court ruled that tax exemption alone is sufficient to bring

private colleges under federal and state regulations. Many

of the significant differences between public and private

education may well be eliminated. It is still too soon to

assess the impact of this decision.

Another court case also emphasized the easing of the

distinctions between public and private institutions. In the

Grove City College v. Bell case, the Supreme Court ruled that

the institution which receives no direct government funding

is regarded as a recipient of federal financial assistance if

any of the students receives direct government funds through

BEOG or any similar programs.[30] This court decision required

the institution to submit an Assurance of Compliance to Title

IX program requirements. Even though the school admitted to

complying to the standards of the act, it refused to submit

the required assurance since they had not received any direct

federal funding and as such did not regard themselves as

under federal jurisdiction.

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[29]Bob Jones University v. United States, 103 S.Ct. 2017.
U.S. S.Ct., (1983).

[30]Grove City College v. Bell, 104 S.Ct. 1211. U.S.
S.Ct., (1984).

Together these cases show a strong trend toward a return

to the alliance between the state (federal government, in

this case) and private colleges not unlike what was evident

in America prior to 1800.

Evolution of Institutional Support - Students and Costs

The bottom line for higher education in the 1980's and

1990's is simple: fewer students and higher costs. For many

nonpublic institutions these trends may be threatening.

In 1974, the National Council of Independent Colleges

and Universities published a Task Force Report, National

Policy for Private Higher Education.[31] The report noted that

growth in higher education had been at the expense of the

private institutions. In 1950, about half of all students

enrolled in higher education were in private institutions,

but by 1973 the figure had dropped to 24 percent nationally.

As a result of this attrition in students, the financial

stability of private colleges and universities has also

weakened.

Howard Bowen and John Minter presented annual reports in

1975 and 1976 on Financial and Educational Trends in the

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[31]The International Encyclopedia of Higher Education,
Vol. 7, (San Francisco, CA: Jossey-Bass, 1977), pp. 3370-3371.

Private Sector of American Higher Education.[32] Though they

cautioned against a too pessimistic evaluation of private

institutions, they also addressed the reality of the trend

away from nonpublic education.

> Despite its acknowledged achievements, the
> private sector is widely belived to be in serious
> jeopardy. There are many reports that it faces
> increasing competition from hundreds of new public
> institutions; that it has had to raise tuitions
> substantially year after year so that the tuition
> gap between private and public institutions has
> widened; that its income from gifts and endowments
> has not kept pace with rising costs; and that the
> pool of available students is contracting. It is
> often asserted that these circumstances threaten, to
> destroy some private colleges and universities, to
> drive some into the public sector, and to weaken
> most.[33]

They recognized that there was still a high demand for

private education even with tuitions far beyond those found

in the public sector. As of 1976 few institutions had been

threatened with closing their doors, and though faced with

some financial stringency, few had yet to face drastic

retrenchment. However, the competition for students had

intensified and the task of maintaining enrollments had

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[32](Washington, D.C.: Association of American Colleges,
1976), p. 1-3.

[33]Ibid., p. 1.

become increasingly onerous. As many as one-fourth of
private institutions appeared to be in distress.[34]

Statistically, these concerns seem to be born out in the
1980's and appear to be establishing a dominant trend for the
1990's and into the 21st century. The trend toward public
and away from private higher education is dramatic between
1960 and 1970. The percentage of public college enrollment
beyond 1970 rose from 59 percent (1960) to 75 percent (1970)
and to 78 percent (1980) and reflects more than just the
establishment of new public colleges, especially the movement
toward community colleges.[35]

Of course, the heart of the issue is the dramatic "baby-
boom" following World War II and the Korean War. Those
babies are now grown and, taken with a lower birth rate, will
have a long-term stabilizing affect on the population of the
United States. The competition for students can only be
expected to get tighter.

Another factor increasing the competition for students
is the number of colleges and universities now operating.
Despite several well known closings of institutions due pri-
marily to financial trouble, new institutions are beginning

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[34]Ibid., p. 2.

[35]Myers, Fact Book on Higher Education, p. 19.

each year (See Table 1). Since 1950 there has been an in-
crease of over 75 percent in the number of institutions.
Part of this increase is the opening of branch campuses but
much of it is also in community colleges, regional univer-
sities and private colleges. There has been more than 54
percent increase in private colleges since 1950.

Table 1

Institutions of Higher Education, By Control
1950 - 1980

Institutions of Higher Education					
Year	Total	Public	%	Private	%
1950	1859	638	34	1221	66
1960	2040	721	35	1319	65
1970	2573	1101	43	1472	57
1980	3270	1510	46	1760	54

Source: Fact Book For Academic Administrators (Washington,
D.C.: American Council on Education, 1981), p. 110.

Of course, the most notable increase is in the public

sector and the knowledge that 78 percent of the students are

in 46 percent of the institutions. Such a disproportionate distribution will only increase the competition between the public and private sectors. However, the most critical competition may well be among the private institutions.

The projections for private college enrollments (Table 2) can only add to that struggle for survival. Fewer students and a continued trend to establish new institutions will make survival even more difficult.

This forecast sees the range of possibilities from a 15 percent decrease in enrollment to a 16 percent increase. However, those are the extremes. The intermediate and most likely projection calls for a modest 6 percent <u>decrease</u> in enrollment. Such modesty, however, must be viewed in terms of fiscal crises and viability of institutional missions and goals.

It is the fiscal issues which seem to press squarely on the missions and goals of an institution. The costs of education have required that many schools reevaluate their missions in line with viable constituencies. For the private institution unsubsidized by state funds, the cost of education to the student must balance with the expenditures and yet remain competitive.

Table 2

Total Enrollment in Private 4-Year Institutions:
50 States and D.C., Fall 1970 to 1990

(In thousands)

Year (fall)	Total	Men Full-time	Men Part-time	Women Full-time	Women Part-time
1970	2,032	921	327	582	202
1971	2,024	918	310	596	200
1972	2,029	904	305	609	210
1973	2,060	890	319	623	229
1974	2,117	902	325	641	248
1975	2,217	943	332	667	274
1976	2,227	921	322	699	286
1977	2,297	925	329	734	309
1978	2,320	919	327	755	319
1979	2,373	924	329	785	336
1980	2,442	936	333	816	357

Projections

Year	Low Totals	Intermediate Totals	High Totals
1981	2,328	2,484	2,526
1982	2,314	2,511	2,583
1983	2,290	2,475	2,634

Table 2 (continued)

Year	Low Totals	Intermediate Totals	High Totals
1984	2,249	2,426	2,663
1985	2,205	2,372	2,688
1986	2,158	2,347	2,708
1987	2,125	2,326	2,731
1988	2,104	2,316	2,766
1989	2,087	2,309	2,805
1990	2,065	2,293	2,836

Source: Yearbook of Higher Education (15th ed.), (Chicago: Marquis Professional Publications, 1983) Fifteen Edition, pp. 679-680.

Percentage increases can be deceiving as the public rates are so much lower than the private costs. (See Table 3.) Yet, even with that disparity, between 1977 and 1981 (years of comparable data) there was a 41.4 percent increase in fees in the public sector nationally and a 64.4 percent increase in the private sector.

With costs beginning to rise beyond the reach of most students, private schools are faced with selecting potential students by their ability to pay. In a buyer's market with fewer available students, any further limitation is critical.

Most private schools have had to compensate for this increase in costs by making more financial aid available. Much of this activity has been due to efforts of the national and state governments to increase student aid programs. Yet, even the federal government in recent years has curtailed student aid in an attempt to cure its own budgetary woes.

Table 3

Estimated Undergraduate Tuition and Fees
U.S., 1974 - 1981

| | U.S.[1] | |
Year	Public	Private
1974	448	$1,954
1975	469	2,084
1976	528	2,189
1977	582	2,362
1978	614	2,562
1979	662	3,014
1980	720	3,384
1981	823	3,883

Source: Yearbook of Higher Education (15th ed.), (Chicago: Marquis Professional Publications, 1983-84).

In summary, fewer students, rising costs, and an in-
crease in the diffential between public and private education
are placing the private institutions at a marked disadvantage
in competition with the public sector as well as within
itself. Survival for many of these institutions and for
private higher education as we know it may well rest with how
those institutions are able to define their unique roles and
provide a service unavailable in the public sector. This
paper centers on the study of the mission and values that a
particular institution's and its constituencies carry. These
issues are critical to the implementation of that unique
mission which is ultimately transmitted to the student body.

CHAPTER II

REVIEW OF THE LITERATURE

There has been considerable research into institutional goals and values from a wide variety of sources. These areas of study have been viewed critically by psychologists, sociologists, philosophers, business administrators, anthropologists, and educators. Each of these disciplines has contributed a unique perspective to the concepts of 'goals' and 'values' while adding to the information and understanding of these critical issues.

The difficulty in working in research is the inability to identify and quantify theoretical concepts. Though goals are functional statements to describe an organization's or individual's intended direction, values are far less substantive. Values are ideas, concepts and assumptions. Goals are the verbalization of values into purpose. For researchers, then, the substantive identification of values has been the challenge and the frustration.

Consequently, an examination of the literature relating to goals and values must pull from many diverse disciplines; it will also reflect the ways scholars have attempted to add substance to theoretical concepts.

Goals

> Something toward which effort or movement is
> directed, an end or objective.[1]

Much time and energy have been applied to defining

institutional goals in terms of contemporary management

theory. In recent years, "management by objective" (MBO) has

been an important concept in educational organization. With

MBO, measurable goals are established in order to facilitate

program and personnel evaluation.[2] Theory Z expanded insti-

tutional goals to meet the personal needs of employees and

thus personalize the corporate goals.[3]

The fundamental concept of institutional goals may be

applied to independent colleges and universities. What is

the school seeking to achieve? What outputs, outcomes, re-

sults, or ends are being sought, and what measure of their

successful completion is anticipated? The answer to these

critical questions can define the uniqueness of an institu-

tion and its particular educational niche. They can also

answer the question of why a student should consider a

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[1]The American College Dictionary (New York: Random
House, 1955).

[2]C. P. Heaton, Management By Objectives in Higher
Education (Durham, N.C.: Case Printing Co., 1975), p. 4.

[3]William Ouchi, Theory Z, Reading, Mass.: Addison-
Wesley, 1981.

private liberal arts college in preference to a lower cost
public institution.

Any complex organization has multiple goals. Even the
smallest of the independent colleges can be compared to a
complex organization. The students, faculty, administration,
trustees, alumnae, and those whose sponsorship and resources
created and sustain the institution, all have a stake in the
goals of the institution.[4] This can frequently mean that
each constituency and many subunits have their own sets of
goals which may or may not be compatible with those of the
institution.

Consequently, a major concern for most schools in recent
years has been the inability to identify, communicate, and
evaluate institutional goals. If no one knows what the goals
of an institution may be or how effectively they are
implemented, the organization is likely to function
inefficiently and ineffectively. Administration (management)
and leadership must be goal directed in order to answer the
basic question of institutional purpose.[5]

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[4]Morris Keeton "The Constituencies and Their Claims", in
Governing Academic Organizations ed. by Gary L. Riley and J.
Victor Baldridge (Berkley, Calif.: McCutchan, 1977), p. 194.

[5]Barry M. Richman and Richard N. Farmer Leadership,
Goals, and Power in Higher Education (San Francisco:
Jossey-Bass, 1974) p. 90.

Institutional goals are not new. Every college was originally established upon the supposition that it was providing a new and unique service which was needed and currently unmet. Harvard was established in 1636 with the admonition that "every one shall consider the Mayne End of his life and Studies to know God and Jesus Christ, which is Eternal life."[6] By 1701, many people so feared that Harvard had abandoned its founding principles that a new college (Yale) was needed "wherein youth may be instructed in the arts and sciences, who through the blessing of Almighty God, may be fitted for public employment, both in Church and civil State."[7]

Today, neither of these schools reflects these original statements of purpose nor presents them in its college catalogue. Goals that are referred to are very general and academically centered. This is very much in keeping with the often stated secular purposes of higher education: teaching, research, and public service.[8] Yet, even these general

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[6]S. S. Brubacher and W. Rudy, Higher Education in Transition: A History of American Colleges and Universities, 1636-1968 (New York: Harper and Row, 1968) p. 48.

[7]Ibid.

[8]C. Robert Pace, "New Concepts in Institutional Goals for Students," in The Liberal Arts College's Responsibility for the Individual Student ed. Earl J. McGrath (New York: Teachers College Press, 1966), p. 38.

educational objectives are not comprehensive as they reflect only the goals for the institution but not necessarily the goals for students. Student-centered goals would reflect learning, discovery, and social responsibility.[9]

A particular institution's goals, however, can seldom be conveniently packaged in such generalities even if the institutional and student-centered goals are combined. Yet, between 1636 and 1984 much has been lost in defining the goals, purposes, missions, and intentions of higher education institutions. This is often reflected in the complaints of students, faculty, and administration that the institutions are becoming more impersonal and lacking in individuality, commitment, and participation.[10] It is also reflected in the accusation that there is a growing lack of diversity among institutions.[11]

As a response to the concerns of institutional mission and diversity, several studies have been conducted which examine goals for institutions of higher education including those by Gross and Grambsch Gross (1971), Baldridge (1959 and 1971), Peterson and Uhl (1973), March and Cohen (1974), Nash

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[9]Ibid.

[10]Ibid.

[11]Robert Birnbaum, <u>Maintaining Diversity in Higher Education</u> (San Francisco: Jossey Bass, 1983), p. 3..

(1968), Danforth Foundation (1969), Bushnell (1973), Bayer (1973), Pace (1962), Chickering (1968), and Martin (1969).

Each of these studies has contributed information about institutional goals, how they are perceived, and how effectively they are implemented. It is the perception of goals, however, which is essentially addressed by each of these studies.

The time span of these studies covers mostly 1968-1974. This was an era of great reflection on national goals and objectives. The examination of the vital institutions of this nation also included the critical and controversial examination of the role of higher education. That era of campus unrest is reflected in the considerable research and writing regarding institutional goals and roles. Since then, less emphasis has been placed on such research and less has been written. The critical issues of contemporary higher education may yet ignite a new wave of institutional introspection.

Gross and Grambsch published a landmark study of institutional goals in higher education in 1968. They sent questionnaires regarding perceived and preferred goals to

administrators and a sample of the faculty at sixty-eight

nondenominational Ph.D. - granting universities.[12]

> The questionnaires contained a list of forty-seven
> goals, including four categories of output goals
> (student-expressive, student-instrumental,
> research, and direct service) and four categories
> of support goals (adaption, management, motivation,
> and position). Each respondent was asked to state
> the relative degree to which each goal on the list
> was important (strongly emphasized) at his or her
> institution, and perceived goal rankings were
> derived from their responses. Respondents were
> also asked the relative degree to which they
> thought a goal should be important and preferred
> goal rankings were derived from these responses.[13]

A few important issues were raised from this study. The

first is the strong influence of faculty interest in faculty

career betterment.[14] Of the top seven perceived and

preferred goals, only one was directly student related.

Eighteen of the forty-seven goal statements referred directly

to students.

<div align="center">

Gross and Grambsch Goals Survey (1968)
Preferred Goals

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1. Protect the faculty's right to academic freedom
2. Increase or maintain the prestige of the
   university

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[12]E. Gross and P. V. Grambsch, University Goals and Academic Power. (Washington, D.C.: American Council on Education, 1968).

[13]Richman and Farmer, p. 96.

[14]Ibid, p. 98-99.

3. Maintain top quality in those programs felt to
    be especially important
4. Ensure the continued confidence and hence
    support of those who contribute substantially
5. Keep up-to-date and responsive
6. Train students in methods of scholarship,
    scientific research, and creative behavior
7. Carry on pure research[15]

Faculty and administrators reflected a strong tendency away from student-centered goals. There was very little difference between "Is" and "Preferred" goals in 1968 and even less in 1974.[16]

The second issue raised was a slight but distinctive difference in goals of public and private institutions.

> Gross and Grambsch's 1964 study clearly
> suggests why so many private universities and
> colleges in particular are in serious trouble
> today. They found that private schools emphasize
> preserving institutional character, conducting pure
> research, protecting academic freedom, providing
> faculty with maximum opportunity to pursue their
> careers in a manner satisfactory to them, gaining
> institutional prestige, accommodating only students
> of high potential, and other elitist goals more
> than public universities do. Public institutions
> give more emphasis to preparation of students for
> useful careers, applied research, extension and
> special adult training programs, cultural
> leadership in the community local needs and
> problems, acceptance of all qualified high school
> graduates, student government and activities,
> undergraduate education, external validating
> bodies, faculty contributions to the institution

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[15]Richard E. Peterson, and Norman P. Uhl, _Formulating College and University Goals: A Guide for Using the IGI_ (Princeton, NJ: Educational Testing Service, 1975), p. 9.

[16]Richman and Farmer, p. 98.

(not only to fields or disciplines), harmony among
different parts of the university, and low costs
(though this was ranked low). However the most
prestigious public universities often take on some
of the goals of private universities, and some of
the less prestigious private schools resemble
public universities with regard to goals and
priorities. There tends to be less conflict
between the perceived and preferred goals of the
public than the private schools, however.[17]

Richman and Farmer also note that the 1974 study

reflects greater diversity between public and private insti-

tutions.[18]

The most critical issue raised, however, was that of

goals identification. Gross and Grambsch had developed a

testing instrument and research method to inquire about the

relative influence of goals. Althuogh, their method of re-

search has been used many times since 1968, this testing

procedure has some limitations.

First, only "faculty" and "administrators" were sur-

veyed. It was left to the individuals to define themselves

as either faculty or administration. The administrators were

primarily academic departmental administrators and the chief

administrative officers of the institutions. Few if any

student development professionals would be included in such a

study. In fact, in 1968 there were few student development

[17]Ibid.

[18]Ibid, p. 99.

professionals. Most student affairs positions were being
filled by individuals with primarily academic qualifications
and experience. This may be one reason so few goals were
student-centered.

Secondly, the type of institution surveyed would also
influence a lack of diversity. The "sixty-eight non-denom-
inational, Ph.D.-granting universities" describe a very
specific field which is unique to itself. It would be ex-
pected that non-denominational universities would place less
emphasis on the development of values and more emphasis
on research. This, indeed was reflected in the research.

Futhermore, the authors designed the field of selection
of goals. Institutional participants were not requested to
evaluate their particular institution's goals, but to select
from a prescribed field those goals they felt were being
emphasized or the goals they preferred. Such a survey be-
comes more of a personal--not an institutional--preference.
This is reflected in the high degree of faculty-centered
goals being preferred.

Many of these variables are also present in the other
studies in institutional goals.

A group from the Bureau of Applied Social Research of
Columbia University conducted a similar goal survey in 1968.
Nash established a field of 64 goal statements and sent an

evaluation form to the academic dean of every college in the
country. The deans would indicate how much emphasis their
schools placed on each goal. The significant result of this
survey was that different goals existed for different types
of institutions.[19]

J. Victor Baldridge focused his research attention on
New York University during its critical financial problems of
the late sixties. While researching a political model of
university governance, he also analyzed the results of a 1959
faculty survey of university goals.

The goals selected for evaluation by the faculty may
well reflect the unique role of a 'multiveristy' in an urban
environment. However, the goals are stated in a general
manner and pay less attention to the students intellectual or
personal development or their preparation students for useful
careers.[20]

However, Baldridge's concern was not the specific goals
the faculty perceived to be important. Baldridge was
interested in faculty 'subcultures' that evolved around the

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[19]Richard E. Peterson and Norman P. Uhl, Institutional
Goals Inventory, (Princeton, N.J.: Educational Testing
Service, 1977), p. 9.

[20]Richman and Farmer, p. 101.

multiple issues that were reflected by those goals. These issues are critical in each higher educational institution.

First is the split between teaching and research. Second is the deep chasm between pure and applied orientations. The third area of concern is intense disciplinary specialization.[21] All of these issues contribute to many conflicts on the college and university campuses. Such conflicts tend to increase as resources get scarcer and priorities must be established.[22]

The Project on Student Development in 1968 conducted an analysis of college goals at 13 colleges. All faculty and administrators ranked 25 stated characteristics of graduates in terms of "importance for the graduates of your institution." They were asked to represent the objectives of their institution by indicating the two most desirable charcteristics, the two least desirable, and then the five next most desirable and the five least so.[23]

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[21]J. Victor Baldridge, Power and Conflict in the University: Research in the Sociology of Complex Organizations (New York: John Wiley & Sons, Inc., 1971), pp. 120-121.

[22]Richman and Farmer, p. 102.

[23]A. Chickering, Education and Identity (San Francisco: Jossey-Bass, 1968), p. 25.

TABLE 4

N.Y.U. FACULTY'S RANKING OF IMPORTANCE OF VARIOUS
UNIVERSITY GOALS
(from 1959 Faculty Senate Survey)[24]

Goal	Mean Average on 9 Point Scale
1. The teaching of graduate students	8.3
2. The teaching of undergraduates	8.1
3. Advancement of knowledge by research	8.0
4. Maintenance of conditions in this university that are attractive to excellent scholars	8.0
5. Enhancement of the reputation of this university as a center of higher learning	7.8
6. Maintenance of a scholarly atmosphere within this university	7.6
7. Preservation of the cultural heritage	6.8
8. Application of knowledge to life situations	6.0
9. Solution of problems of great national and international concern	5.6

N=569

The critical issue raised by Chickering was that the
uniqueness of institutions could be defined by the dis-
tinctiveness of their goals and objectives. Chickering was
able to identify four basic patterns of these institutions:

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[24]Baldridge, p. 119.

Christ-Centered, Intellectual-Social, Personal-Social, and Professional-Vocational.[25]

Chickering also noted from his research that clear and salient objectives make for internally consistent policies, programs, and practices.[26] These salient institutional goals and objectives help the faculty members establish their routine behavior consistent with the institutional direction. Students are able to keep a perspective of why they are at a particular institution. Administrators can construct the developmental programming with an acknowledged direction and with the expectation of institutional support. Unfortunately, Chickering also noted that such salient objectives are rare at most institutions.

> At most colleges, process has taken over, leaving purpose to shift for itself. Objectives rarely surface when questions of policy and practice are raised. It is seldom asked whether the conditions for living and learning as they are encountered by the particular students who attend actually enable the desired development. Apparently the only person concerned about objectives is the catalog writer - he raises a question every two or three years when it's time for revision. Consciousness of purpose has been supplanted by deference to tradition and authority as uncritical acceptance of current practice. Innovation and experimentation--the shibboleths and panaceas of the 1960's--are often undertaken

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[25]Ibid.

[26]Ibid, p. 160.

or borrowed with no apparent thought to
institutional objectives.[27]

A study by the Danforth Foundation also centered on the
goals of private institutions. In this the Gross and
Grambsch questionnaire was revised to be more specific and
applicable to independent colleges. The form was adminis-
tered to administrators, a 20 percent sample of faculty, and
100 students at each of 14 private liberal arts colleges.[28]

From this study, it was found that great interest was
placed on teaching and student-oriented activities with
little emphasis on research and research-related activi-
ties.[29] This is in direct contrast to the original Gross and
Grambsch studies which had little or no student-centered
orientation or goals.

In other results of the study, significant agreement was
found among administrators, faculty and students on most
matters. There were, however, marked differences between
perceived and preferred goals. For instance, "to ensure
confidence of contributors" was viewed as the most important

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[27]Ibid, p. 158.

[28]Danforth Foundation. "A Report: College Goals and
Governance," in Danforth News and Notes (St. Louis: Nov.
1969).

[29]Ibid.

of the perceived goals by faculty and students and ranked 22

and 36, respectively as a preferred goal.[30]

Though the Gross and Grambsch testing instrument was

revised to address the issues of private liberal arts

colleges, the procedure still reflects a bias away from

student development professionals and begins with a general,

preconceived set of goal statements.

In other goal-related studies, C. Robert Pace published

a study in 1972 of American Protestant colleges. He noted

the critical role of the Protestant college in the growth of

higher education in America and the role of religious revi-

valism in the establishment of new colleges.[31]

The Pace study also noted a difference in educational

objectives offered by church-related institutions. The alum-

ni of private colleges showed marked differences from those

of other colleges and universities in their perceptions of

such educational outcomes as appreciation of religion, moral

and ethical standards, citizenship, understanding and in-

terest in the style and quality of civic political life,

tolerance of other people and their values, social develop-

ment, experience and skill in relating to other people,

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[30]Ibid.

[31]C. Robert Pace, Education and Evangelism: A Profile
of Protestant Colleges, (New York: McGraw-Hill, 1972) p. 11.

broadened literary acquaintance and appreciation, and
awareness of different philosophies, cultures, and ways of
life.[32]

Cohen and Marsh completed a study in 1974 on the
leadership issues of college presidents. In surveying the
opinions of thirty-one university and college presidents they
identified twenty-three who would be considered clearly
successful based on the specific criteria that were for
presidential and institutional success.[33] These conditions
were quiet campuses, growth, quality of the faculty, educa-
tional programs, respect of faculty, respect of the commun-
ity, respect of students, financial positions, and quality of
students.[34] The goal systems at the institutions of the 23
successful chief executives were not viewed as significant in
defining presidential success. This was not surprising,
because a major finding of the overall study was that univer-
sity and college goals systems are ambiguous.[35]

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[32]Ibid, pp. 49-53.

[33]M. Cohen, and J. Marsh, Leadership and Ambiguity:
The American College President, (New York: McGraw-Hill,
1974) Chapter 4.

[34]Richman, p. 108.

[35]Ibid.

W. B. Martin through a questionnaire in institutional
character at eight colleges and universities came to some
interesting conclusions regarding institutional goals.
Generally, there was little concern regarding institutional
goals as was reflected in the Cohen and Marsh study.
However, there was a substantial difference between newer,
innovative colleges and older, more conventional institu-
tions.[36]

At the newer colleges 73 percent of the faculty respon-
dents and only 6 percent from the older universities reported
that institutional goals were discussed at length prior to
employment. Some of the reasons that institutional goals,
generally, were not of major importance include the
following:

1. Preoccupation with professional associations and
   identities among the faculty

2. Preoccupation with day-to-day problems and
   pressures

3. A feeling of futility about ever achieving real
   closure on the campus regarding institutional
   goals.[37]

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[36]W. B. Martin, Conformity: Standards and Change in
Higher Education (San Francisco: Jossey-Bass, 1969).

[37]Ibid.

These findings are consistent with the observations of Chickering.

Peterson, 1973 (Institutional Goals Inventory)

Perhaps the most comprehensive study and most dominant research instrument for institutional goals was developed by Richard E. Peterson in 1973.[38] Peterson's study of the goals of 116 higher education institutions in California has had a significant impact on the discussion of institutional goals in higher education.

Peterson applied the Institutional Goals Inventory (IGI) which had first been used by Uhl in a study of college and university goals in Virginia and North Carolina in 1971. Peterson had revised the inventory in 1971 and applied it to 1300 faculty and students at ten west coast colleges. It was the revised inventory that Peterson used for his statewide study in California in 1973.

Like the other goal inventories and studies, the IGI surveys the _perceptions_ of various constituencies as to the goal of their institution. The preselected goals were divided into twenty "goal areas" and two general categories, outcome goals and process goals. The goals were each defined in four general goal statements.

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[38]Peterson and Uhl.

The unique methodology applied, however, was the use of the "should" and "is" ratings. Each goal statement was rated twice. The first was how important "is" the goal to the institution at the present time. The second rating was how important "should" that goal be to the institution. The comparisons of these ratings and composites of all constituencies can give, theoretically, the perceived and the preferred goals of an institution--or, as this study was designed to reflect, state educational goals.

Though much of the same methodology was used by Gross and Grambsch in 1968, Peterson was able to develop an easily used and scored instrument for evaluating institutional goals. The IGI published by the Educational Testing Service has been widely used since the Peterson study throughout the country and, as such, has been an invaluable source of comparable data.

Values

Values are so intangible that most definitions are exceedingly broad or theoretically detailed. Yet values are generally understood as the perception of good inherent ideas, concepts, or policies. From the writings of sociologists, philosophers and managers a basic conceptual framework for values begins to emerge.

Values rely upon an action. Values are the standard by which behavior is evaluated.[39] Without the behavior, no assessment or evaluation can be made. The action need not, necessarily, be a current or past event. Values can also be defined in terms of preferred events--anticipated goals or actions which people seek.[40]

Values are also very personal and individualistic. Values represent what an individual considers important.[41] All persons, theoretically, choose their values after examination of alternatives. In fact, the acculturation process in America transmits an explicitly expressed system of ideals in reference to human interrelationships.[42] Yet, all persons perceive and choose values which become very personal and individualistic.

Values are important to each individual as they provide a service. They guide and give parameters to decision making. Without values each decision a person must make would have to be evaluated in terms of all possible

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[39]Chickering, p. 123.

[40]Michael Silver, Values Education. (Washington, D.C.: National Education Association, 1976), p. 13.

[41]Chickering, p. 49.

[42]Gunnar Myrdal, An American Dilemma (New York: Harper and Brothers, 1944) p. 1.

alternatives. Values define what is right, good, beautiful,
effective, or just, and therefore worth having, worth doing,
or worth striving to attain.[43] Values serve as the standards
for the evaluation of alternatives which precedes decision
making.

Louis Raths, Merrill Harmin, and Sidney Simon define
values as a result of a process. Operationally, a value is
described as a belief, attitude, purpose, feeling or goal
that is:

1. Chosen freely
2. Chosen from alternatives
3. Chosen after thoughtful consideration of the
   consequences of each alternative
4. Prized
5. Publicly affirmed willingly
6. Acted upon
7. Is recurring[44]

Others have examined values and defined them on the
basis of their commonalities rather than their diversity.
The clustering and classifying of values under common areas
of interest has helped many researchers study the intensity,
direction, and influence of values. The clustering of values
into predefined sets has permitted values to be tested,

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[43]Silver, p. 15.

[44]Louis Raths, Merrill Harmin, and Sidney B. Simon,
Values and Teaching. (Columbus, Ohio: Charles E. Merrill,
1966), p. 30.

evaluated, and tracked far better than would be possible
previously.

The Allport-Vernon Study of Values in 1931 adapted E.
Spranger's six value types into a viable assessment tool.[45]
Spranger identified six "types of men" which included:
Theoretical, Economic, Aesthetic, Social, Political and
Religious.[46]

Harold Lasswell defined values in terms of universal
needs and wants which are evident in every person's life.[47]
All values, needs, desires and wants of humans can be classi-
fied under one of these classifications: Respect, Wealth,
Power, Enlightenment, Skill, Rectitude, Well Being and Af-
fection.[48]

Melton Rokeach in 1967 initiated a value survey based on
the universality of basic values.

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[45]Kenneth A. Feldman and Theodore M. Newcomb, The Impact
of College on Students (San Francisco: Jossey-Bass, 1969),
p. 7.

[46]Edward Spranger, Types of Men (Halle, Germany: Wiley,
1970).

[47]Harold Lasswell, The World Revolution of Our Time
(Stanford, Calif.: Stanford Univ. Press, 1951), p 3.

[48]Robert H. Arnspiger, "Education in Human Values"
School and Community, 57 (May 1972): 16-17.

> Human beings the world over seem to share the same
> small group of values, although they often disagree
> about which ones are the most important.[49]

For Rokeach, then, it was the relationship among values

which defined individual value systems. Rokeach divided

thirty-six basic values into two distinct categories--

eighteen apply to desired states of human existence (terminal

values) and eighteen apply to means or desired modes of

behavior (instrumental values):

Terminal Values	Intrumental Values
A comfortable life	Ambitious
An exciting life	Broadminded
A sense of accomplishment	Capable
A world at peace	Cheerful
A world of beauty	Clean
Equality	Courageous
Family security	Forgiving
Freedom	Helpful
Happiness	Honest
Inner Harmony	Imaginative
Mature love	Independent
National security	Intelligent
Pleasure	Logical
Salvation	Loving
Self-respect	Obedient
Social recognition	Polite
(approval)	Responsible
True friendship	Self-controlled[50]
Wisdom	

For Rokeach the diversity of individuals (or groups,

organizations, institutions, societies and cultures) is not

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[49]Melton Rokeach, The Nature of Human Values (New York:
The Free Press), 1973, p. 8.

[50]Silver, pp. 13-14.

dependent upon what values are shared but in the way values are organized to form hierarchies or priorities.[51] The uniqueness of Rokeach's approach is the adaptability of a value concept which transcends the individual. For Rokeach, clusters of individuals into societies, institutions, or cultures also possess distinctive value systems.[52] Though cultural values have long been recognized and the transmission of values researched, Rokeach provided a systematic assessment process that allows for standard value observation across cultures, institutions, and individuals.

Institutional values could then be conceptualized in terms of individual values.

> If individual values are socially shared cognitive representations of personal needs and the means of satisfying them, then institutional values are socially shared cognitive representations of institutional goals and demands.[53]

The relationship between individual values, institutional values, and effects of either on the other has been a basic function of higher education since the founding of Harvard. The very concept of liberal education was the

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[51]Milton Rokeach, "From Individual to Institutional Values" Understanding Human Values (New York: Free Press, 1979), p. 49.

[52]Ibid.

[53]Ibid, p. 50.

transmission of value sets. Bernard Murchland noted that a
liberal education is a perfecting process that shapes "human
sensibility toward desirable and rationally justified.
patterns of action."[54] A college institution was an
enterprise dedicated to the transmission of ethics and
values--in the guise of "classical" education.

For whatever reason, the institutional values of the
early colleges began to be altered, and new institutions were
created in response. Diversity of institutions was heavily
influenced by the diversity in institutional values. There
is a reasonably good consensus among sociologists that the
most distinctive property or defining characteristic of a
social institution is its values.[55] That distinctiveness
began to dissolve as the role of public higher education
began to be defined. The concept of in loco parentis was
abandoned, and a reluctance emerged to teach or influence
values in students.

By the 1960's many colleges could no longer presume to
know what values or standards should be transmitted. Among
many scholars, the emergence and development of science had a
pervasive effect on how the campus environment was. perceived.

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[54]Bernard Murchland, "The Eclipse of the Liberal Arts,"
Change 8 Oct. (1976) 22-26, 62.

[55]Rokeach, Understanding Human Values, p. 51.

> Revealed or dogmatic truth and values became
> suspect and reliance was placed instead on what
> could be believed or logically proved on the basis
> of observation and experimentation.[56]

The scientific movement on campus did not eliminate the transmission of values, but it did replace basically religious values with a new set of secular values. These new values were rooted in an openness for alternative ideas, skepticism of the unproven, respect for the search for truth, and thoroughness of scholarship.[57] The new values were as subject to transferal as the earlier moral values and as legitimate. The implication evolved, however, that values had no legitimate place in institutions concerned primarily with knowledge that is acquired through science and learned cognitively.[58]

The reemergence of value education in the 1970's and 1980's has been spurred on by the reexamination of the value of values in the administration of any institution. In a study of the major, successful businesses in this country, Peters and Waterman found a critical role for values in business administration.

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[56]Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum (San Francisco: Jossey-Bass, 1977), p. 238.

[57]Ibid.

[58]Ibid, p. 239.

> The rational model (of management) causes us to
> denigrate the importance of values. We have
> observed few, if any, bold new company directions
> that have come from goal precision or rational
> analysis. While it is true that the good companies
> have superb analytic skills, we believe that their
> major decisions are shaped more by their values
> than by their dexterity with numbers.[59]

Peters and Waterman also wrote that other business researchers were noting the importance of values. In an observation that reflects as effectively on colleges as corporations, Thomas Watson noted that any organizations in order to survive and achieve success, must have a sound set of beliefs on which it premises all its policies and actions.[60] Watson also theorized:

> Next, I believe that the most important single
> factor in corporate success is faithful adherence
> to those beliefs.[61]

Richard L. Morrill, former President of Salem College, wrote of the reemergence of moral education. He summarized what he saw as the current turn toward values, moral education, and ethics by reflecting what he saw as four essential goals for liberal education:

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[59]Thomas J. Peters, and Robert H. Waterman, _In Search of Excellence_ (New York: Harper and Row, 1981), p. 51.

[60]Thomas Watson, Jr. _A Business and Its Beliefs_, New York: McGraw-Hill, 1963, p. 4-6.

[61]Ibid.

1. introduce normative inquiry into higher
    learning, in order to supplement the typically
    narrow and value-free methodology of
    contemporary academic disciplines;

2. revitalize liberal education, especially the
    humanities, and restore the integrative focus
    that has been lost;

3. provide students with an effective and rigorous
    preparation for dealing adequately with
    critical human choices;

4. provide an education that affects both conduct
    and thought, the formation of character as well
    as the development of intellect.[62]

More recent research has also reaffirmed the impact of

values and value transmission from colleges to students. The

role of values in maintaining institutional diversity and the

personal changes in values of students during their under-

graduate education have been noted frequently.

Robert Birnbaum completed a study of the changes in

higher education institutions from 1960 to 1980. His basic

findings made significant news in much of the academic world

with headlines such as "Colleges to be 'More and More Alike'

By the Year 2000."[63] He surveyed approximately 30 percent of

the colleges in the country and found that there was a de-

cline in diversity during the study period. His research

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[62]Robert L. Morrill, Teaching Values in College (San
Francisco: Jossey-Bass, 1980), p. 7.

[63]Malcolm G. Scully, "New Threats to Diversity," The
Chronicle of Higher Education (5 Oct. 1983): 1.

concluded that the values of institutional constituencies were, indeed, a source of diversity but whose ephemeral nature prevented testing to evaluate how significant that influence may be.[64]

A 1978 update of a 1968 survey of values of American college students also contributed important data to the discussion of institutional diversity. The Polyphasic Values Inventory (PVI) was used at four different colleges (Baylor University, Boston College, University of Northern Colorado, and Wheaton College), and the results indicated that distinctive value systems exist at different schools.[65] Such studies as this raise more questions than they answer. Were students with certain values attracted to a particular college? Were the students' values altered because of any actions by the colleges?

Feldman and Newcomb compiled a summary of research related to the impact of college on students. They reviewed the evidence and reached their own value related conclusions.

- Freshman-to-senior changes in several
  characteristics have been occurring with
  considerable uniformity in most American colleges
  and universities.

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[64]Ibid.

[65]J. B. Kayne, and S. R. Houston, "Values of American College Students" Journal of Experimental Education, 1981, 49 (Summer) p. 199-206.

- The degree and nature of different colleges'
  impacts vary with their student inputs--that is,
  entering students' characteristics, which differ
  among types of colleges in patterned ways.

- The maintenance of existing values or attitudes
  which, apart from certain kinds of college
  experience, might have been weakened or reversed,
  is an important kind of impact.

- The conditions for campuswide impacts appear to
  have been most frequently provided in small
  residential, four-year colleges.

- Attitudes (values) held by students on leaving
  college tend to persist thereafter.

- Whatever the characteristics of an individual
  that selectively propel him toward particular
  educational settings. . .are apt to be reinforced
  and extended by the experiences incurred in those
  selected settings.[66]

Students do not enter college void of any value sets.

They bring with them 18 years of accumulated acculturation.

The initial decision to go (or not to go) to a particular

college is part of the sorting process, the students are

drawn to schools that reflect their basic value structures.

The role of the institution may be to reinforce and secure

those values rather than to initiate any dramatic change.[67]

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[66]Feldman and Newman, pp. 326-333.

[67]Ibid, p. 333.

CHAPTER III

METHODOLOGY

The purpose of this study is to examine the impact of the stated goals as reflected by all constituencies of the college. By examining the constituencies responses to the college's stated goals, it is possible to identify areas of goal conflicts as well as areas of goal congruence.

By comparing the value statements of the various constituencies, it is also possible to examine the value bases from which goal statements are directed and motivated. The nature and consistency of the value structures should be reflected in the goal statements. The transmission of values should be reflected in the goals and objectives of the college. If the value structure among constituencies is different from the goal directives, the motivation for goal implementation will be in conflict.

After identifying the various constituent profiles of goal support and value bases, areas of conflict will be evident. A better understanding of the goal and value conflicts can lead to an institution's being able to formulate specific action plans to clarify its institutional mission.

Selection of Institution

In selecting an institution for study several critical
issues are taken into consideration. One major consideration
is accessibility; the institution must be available for
study. Additionally, the institution should not be authori-
tarian to the extent any discussion of goal or value con-
flicts might be discouraged or eliminated.

Secondly, if the goal and value conflicts among con-
stituencies are to be examined, a selected institution should
have minimal external issues such as fiscal problems which
might influence administrative decision making. An institu-
tion which is in critical financial distress may find that
issue having an overriding and dominating affect on the goals
and values of the school. Other issues which might have an
affect on institutional goals or values include problems with
accreditation, institutional control, dominant donors, or
major schisms between faculty and administration.

Davidson College in Davidson, North Carolina, was se-
lected for study because of its accessibiity to study by the
researcher and because of its fiscal and enrollment stabil-
ity.

Davidson College was founded in 1837 by the Concord
Presbytery of the Presbyterian Church. Currently, Davidson
College is recognized as one of the leading liberal arts

colleges in the nation. A recent assessment of American

colleges by U.S. News and World Report[1] rated Davidson ninth

nationally among small, liberal arts colleges.

Scholastically, Davidson is among the "highly selective"

colleges in the South. Average SAT scores for the freshmen

class average over 1200.

The history of the Davidson College Statement of Purpose

or goals is relatively short. In 1838, the charter for the

college proposed "To educate youth of all classes without

regard to the distinction of denominations, and thereby to

promote the more general diffusion of knowledge and virtue."

This statement of purpose was the central stated goal of

the college until 1964. Until 1932 it was reflected in the

college catalogue in an historical sketch of the college. In

1932 under the heading of "Introduction to Davidson", the

original statement of purpose was incorporated into a brief

explanation of Davison's role as a college of liberal

education.

In 1964, the first "statement of purpose" was listed in

the college catalogue, and has had few alterations since. It

first departed from previous directives by not including the

original proposal statement of the charter and by putting

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[1]"Exclusive National Survey: Rating the Colleges," U.S. News and World Report, November 28, 1983.

more emphasis on the Presbyterian, sectarian ties with the college. The non-denominational impact of the original char- ter statement was reduced to one sentence: "The primary loyalty of the college extends beyond the bounds of denomina- tion to the Christian community as a whole, through which medium it would seek to serve the world."

The current statement of purpose was first included in the college catalogue in 1974. (See Appendix A.) It varies from the 1964 Statement of Purpose primarily in relation to the college's change to coeducation. The statement's term- inology was amended to include women in the student body and faculty.

One notable exception was a change in 1975 which excluded the following sentence: "The selection of students must be based upon merit rather than upon economic status, social standing or ethnic background." Other than a minor language change for the concluding sentence of the statement, there have been no other changes since 1964.

Other aspects of the college have also been remarkably stable. Since 1950, there has been a slow but steady growth in the student body. Most of that growth was during the transition to coeducation in the early 1970's when a decision was made to increase the student body by approximately one third. The endowment, budget, and tuition have reflected

increases, none of which are unreasonable for a fiscally
sound institution.

Selection of Constituencies

In selection of the constitutencies for study, a
broader approach has been taken than in previous goal survey
studies. Those constituencies which have an impact on or a
vested interest in the mission and goals of the institution
have been identified. Previous studies have not included
many of the lower-level administrators and staff as they are
not primary decision makers.

Using these broad criteria, the following constituencies
were identified.

Students

Davidson has an on-campus enrollment of approximately
1300 students in four classes of approximately equal size.
The student body is basically homogeneous: less than one
percent are international students, and four percent are
Black.

The trustees have established a policy that no more than
40 percent of the student body may be female; currently, that
is the male/female ratio.

TABLE 5

Profile of Davidson College Enrollment, Endowment,
Budget, and Tuition 1950-1984

Year	Enrollment	Endowment	Budget	Tuition*
1950	868	$ 2,750,000	$ 897,000	$ 1,015
1955	838	4,391,000	1,357,000	1,115
1960	935	6,536,000	2,041,000	1,465
1965	992	10,679,000	3,229,000	2,000
1970	1019	16,106,000	5,230,000	2,830
1975	1254	18,652,000	7,770,000	4,120
1980	1347	24,726,000	12,601,000	6,200
1984	1365	NA	NA	6,295

*for incoming freshmen

There are no graduate students at Davidson and few fifth year students. Approximately 82 percent of the students live in college-owned housing; 70 percent of the students are from states other than North Carolina, and 40 percent are on some form of financial aid.

Faculty

Of the 112 full-time faculty at Davidson, 67 percent are
tenured and all others are on tenure tracks, visiting, or on
short-term status. Temporary positions were not included in
this study. A major concern of the institution has been to
maintain a 13:1 student faculty ratio which has been done
for several years. Approximately 15 percent of the faculty
are also Davidson alumni.

Professional Staff

The professional staff of the college is defined by this
study as salaried (as opposed to hourly) staff. These staff
members have no classroom responsibility and as such have not
been frequently surveyed in previous studies. They are also
frequently referred to as administrative staff, a team which
tends to separate them further from the educational function
of the faculty.

The professional staff, however, has a critical role in
education and in the implementation of institutional mission.
Perhaps more important for the private or sectarian school,
the professional staff implements institutional missions
outside the classroom. Though this has long been considered
a primary role of student affairs, it is still widely held
that all administrative roles are in support of the classroom
experience. Only in recent years has the principal role of

the professional staff been to implement institutional
missions and not to be solely faculty support.

The shift in role definition is much more than simply a
shift in emphasis. Whereas the role of campus housing had
been to provide a secure academic environment which allows
the student to study and prepare for classes, the role is now
to provide an opportunity and an environment which will
enhance the student's personal growth and development as
defined by the institution's mission. The professional staff
has a validity of mission which if not independent of is at
least codependent on the faculty's mission. In line with
current developmental theory, neither faculty nor staff can
claim the exclusive role of "educator".

The problem begins to develop when limited resources or
space are available to an institution. The allocation of
those resources creates considerable competition between
offices, faculty, and staff. Each has a valid cause or
mission to defend.

Of course, not all professional staff personnel are in
the educator's role as many never come into direct contact
with the students. For the purpose of this research, the
professional staff has been divided into three distinct
areas: Student Development, Coaching, and Administrative
Support staffs.

The Student Development staff includes all professional staff members whose job responsibilities include direct contact with students. At Davidson this includes the counselors, and the infirmary, student activities and housing staffs. All of these come under the supervision of the Dean of Students. In addition, there are admissions and financial aid counselors, and the staffs of the registrar, security and the comptroller's offices, which come in direct and daily contact with students.

Coaches also come into direct student contact and probably have as much influence on the personal development and mission implementation as any other staff person. They have been separated for this study due to a general belief on many campuses that the athletic departments have goals and missions apart from the rest of the institution. As such they are perceived to be in conflict with all other divisions of the institution.

The administrative support staff has been defined as those professionals whose jobs do not require direct student contact. These include those who staff the development, physical plant, alumnae, library and computer services offices. Since these offices have little direct student contact outside of giving directions or assistance, it can be

expected that they would have less direct impact on developmental or educational goals of the institution.

Support Staff

The general support staff of the institution, including secretaries, receptionists, clerks, and others whose jobs are clearly in support of various institutional functions, also have a vital role in the transmission of institutional values. These individuals often have more direct and substantive contacts with students than the professional or academic staff to whom they are responsible. It is, therefore, important to have a high level of support for the institutional goals from this constituency if they are to be reflected to the students. This is a group whose support is always taken for granted or felt to be unimportant.

Trustees

The trustees are the policy-setting and governing board of the institution. It is generally assumed that their values and goals are reflected in those of the institution. Davidson has a 49-member Board of Trustees which meets several times during the year and carries out several vital functions, including approval of the budget and thereby the allocation of resources in support of institutional goals.

The Questionnaire

The questionnaire was designed on the principle of two well established research methods. The first is the Gross and Grambsch "is---should" testing for perceived and preferred goals. Unlike Gross and Grambsch, however, only previously stated institutional goals were used. These goals were derived from the Statement of Purpose of Davidson College (see Appendix A). The goal statements were then placed in a phrase which would indicate the purpose of that goal. For instance, the Statement of Purpose states:

> Davidson College is an institution of higher
> learning established by the Presbyterians of North
> Carolina in 1837. Since its founding the ties
> which bind the College to the Presbyterian Church
> have remained close and strong. It is the desire
> of all concerned that this vital relationship be
> continued in the future. . . .

This goal was reflected in the survey by the phrase: to maintain a close and strong relationship between the college and the Presbyterian Church. There were nineteen goal statements identified in the Statement of Purpose which were adapted to the questionnaire. Wherever possible, the same language was used. A copy of the questionnaire and goal statements can be found in Appendix B.

The second area of testing was the perception of values. Value testing is still in its philosophic infancy and many varied tests are available. Rokeach's test of terminal and

instrumental values has been frequently used and quoted and

as such has the benefit of considerable previous research.

His test consists of the individual ranking in order of

personal preference two lists of general value statements.

The test leaves to the individual the responsibility of

defining those values in anything but the broadest terms.

One difficulty in examining nineteen goal statements and

evaluating them in both perceived and preferred modes and

rank ordering two eighteen-item lists of vague value state-

ments was to define the tasks adequately. Another, and by

far more difficult task was to find the individuals who would

be motivated enough to take the time and effort necessary to

complete the test.

The survey, printed on 8 1/2 x 14 paper which was color

coded by constituency, began with a brief explanation of the

research.

> This survey is conducted as research for a
> doctoral degree in Higher Education Administration.
> The research is designed to examine the
> relationship between personal values and support of
> various institutional goals as well as a reflection
> of how effectively the institution has implemented
> its stated goals. Individual responses are
> strictly confidential. Survey results, however,
> will be available to the college community upon
> request.

The name of the researcher was omitted in order to

eliminate any possible biases due to the researcher's posi-

tion with the college (Director of Housing and Residence Life).

The periodic institutional self-study procedure had just begun for Davidson and the Self-Study Committee had been appointed. As is typical of such studies, the governing committee was predominantly faculty. The research for this study was presented to the Self-Study Committee with an offer to share any of the cumulative information as well as to survey any areas of concern to the committee. The committee felt that it was not adequately organized to begin seeking its own research but agreed to cooperate and share any pertinent information for this project.

The two sections of the survey, goals and values, were explained as briefly as possible. The goals survey explanation stressed the difference between preferred and perceived responses without using those specific words.

> This is an abbreviated goal inventory of various statements of possible institutional goals. Respond to each question twice. First: How important is this goal at Davidson at this time? Then: In your judgement, how important should the goal be at Davidson?

The value survey was designed to emphasize the personal response to the value statements rather than an institutional response to the values.

> Listed below are two sets of 18 values. Study the lists carefully and rank the values in order of importance to YOU, as guiding principles in YOUR

life. Use the numbers from 1 to 18 in ranking each
set, placing a 1 next to the value that you deem to
be the most important, a 2 next to the value that
is second in importance, and so forth. Check back
over the rankings as you finish to insure that the
end result is a representation of the <u>relative</u>
importance of each value.

In designing the questionnaire, the goals survey was
listed first as this was felt to be the more critical section
of research. It was also feared that, faced with the tedious
and time-consuming ranking of values, many respondents would
get discouraged or tired and not complete the questionnaire.

Following the surveys, a minimum of personal data was
requested. Though the surveys were color coded by constit-
uency, respondents were asked to define their current rela-
tionship with Davidson as either administrator, alumnus,
faculty, professional staff, student, support staff, or trus-
tee.

Respondents were asked how many years they had been
associated with Davidson and in what capacity--student, fa-
culty/staff/administrator, or trustee. If the respondents
were or had been a Davidson student, their class of gradua-
tion was requested. The sex of the respondent was requested
in order to check any differences due to gender.

A code "For Office Use Only" was presented beside the
personal data marked "A" through "K". The subconstituencies
would be noted on this form as the survey was distributed.

Thus, those distributed to the Athletic Department had a "C" slashed by a thin line. This provided an easy way to keep track of the numbers of questionnaires returned from each constituency.

Pretest

A pretest of the survey was administered in February, 1984, to four faculty members, four professional staff members, and six students. From this pretest several points were made:

1. The test took 22 minutes on the average to complete. The range was from 18 to 35 minutes, a considerable amount of time for all respondents during their daily routines.

2. All respondents "enjoyed" doing the goals survey and needed little motivation other than their own need to reflect on the school's policies.

3. Few respondents realized the goals were directly from the Statement of Purpose. They found some of the wording vague and unclear.

4. Few enjoyed ranking the values. The task was felt to be tedious and arbitrary.

5. One female respondent pointed out that the question of gender along with other personal questions com-promised her confidentiality since there are so

few women on the faculty, Board of Trustees, or

administration.

Due to the pretest, several changes were made in the

questionnaire, the planned distribution, and the utilization

of the data:

1. In the explanation of the goals survey, the lowest

    response (1) was changed from "of no importance" to

    "of no importance or not appropriate."

2. In the values survey, the words "you" and "your"

    were capitalized in order to give greater emphasis

    to the personal response that was requested.

3. The question regarding gender was omitted.

Data Collection

The survey was initiated in March after the beginning of

the Spring term. Data collection for the student constit-

uency began the surveying process. A general distribution

was made to all students living in campus housing where

approximately 83 percent of the students live. The percentage

of each class, however, varies. One hundred percent of the

Freshmen live on campus but only about 75 percent of the

Juniors. This is due primarily to the number of students who

take their Junior year abroad, at other campuses, or who

leave during the Spring Term for college-sponsored trips to

Europe and Mexico. Approximately 40 percent of the students

on campus are women which is the same as the ratio in the total enrollment.

The surveys were distributed to each room with the directive at the top of each survey to return the completed form to designated envelopes on the bathroom doors. The common bathrooms are the primary distribution points for much of the campus information network. It was hoped that posting manila envelopes on each of the fifty-three bathroom doors that are well marked would serve as a reminder to students as well as a convenience in returning the form.

For faculty and staff, individual surveys were placed in the campus mail boxes or given to them directly with instructions to return the surveys to the faculty/administrative mail room where a large, well-marked box was placed both as a reminder and a convenience.

Trustees were surveyed by mail following the end of school. A cover letter was written explaining the research project, and the survey and a self-addressed, stamped envelope for the return of the questionnaire were enclosed.

The faculty and staff were told who was doing the survey in hopes that it would increase the response rate since they knew the researcher. The trustees were sent the cover letter on the office stationary in hopes that the official

connection to the college would encourage their response even though to the researcher was unfamiliar to them.

It was further hoped that personalizing the distribution of the survey and relying on personal acquaintances would yield a return rate from the faculty of at least 50 percent. The goal for staff, however, was 75 percent since these constituencies were seldom surveyed in this regard. Because their number was smaller than that of the faculty, a larger participation was desirable for a balancing of constitutent views, though this was not a statistical requirement.

It was expected that the responses would be proportionate to the total population in regard to gender, age, and time at Davidson.

CHAPTER IV

ANALYSIS OF THE DATA

The survey was administered in three phases: first, to students, second, to faculty and staff, and last to trustees.

The students were surveyed over a seven day period in early April 1984 as planned. During the spring term the on-campus population was 1244.

There is some skewing of the class profiles since only students living on campus were surveyed. Consequently, there was a wide variation of response rate by class.

In late April, 1984, the faculty and staff were surveyed as outlined in the previous chapter. This was a difficult time for many staff and faculty members since it was close to the end of the school year. However, postponement would have meant a delay of at least six months. It was considered important that all constituencies be surveyed at the same time in order to eliminate any differences in current issues or conflicts.

Eighty-eight faculty members were selected for the survey. Faculty with less than one year's experience on campus as well as visiting faculty were not included. Appendix C reflects the survey response of the student, faculty, and staff constituencies.

The faculty and staff return rates were predictable due to the time of year and the length and complexity of the survey. As noted in Appendix C, the usable responses were fewer than the total response. The surveys were not used for evaluation of goals unless both "is" and "should be" scores were given for a goal. A few surveys were rating goals on only one criterion when both were needed for evaluation. Surveys were used if they skipped specific goals.

Value surveys were used only if they ranked either or both sets from 1 to 18.

To survey the trustees, the researcher contacted the office of the President of the college, which provided, forty-eight names and addresses of the trustees. Surveys were mailed to them at the end of May, and all returns were in by the end of June.

Though a high or 100% response rate is always desirable, the response to the study survey met preconceived expectations and goals. Since the study focused on areas of incongruencies or possible conflicts between constituencies, the survey response could be considered adequate if any strong or significant differences appeared in the survey results.

The survey results were divided into several categories. The goals and values surveys were evaluated separately and then compared for any similarities which might indicate

relationships between value development and transmission and

stated institutional goals. The primary focus was to examine

the five primary constituencies: students, professional

staff, faculty, support staff, and trustees. However, se-

veral of these constituencies were also subdivided in order

to understand possible differences between groups.

Evaluation of Goals

The goal statements on the survey were stated and

numbered as follows:

1. To maintain a close and strong relationship between the college and the Presbyterian church. . .
2. To develop primary loyalty beyond the bounds of denomination. . .
3. To recognize God as the source of all truth. . .
4. To acknowledge Jesus Christ as the central fact of history giving purpose, order and value to the whole life. . .
5. To provide higher education within a Christian context. . .
6. To place emphasis on the teaching responsibility of all professors. . .
7. To ensure the personal relationship between students and teachers. . .
8. To seek students and faculty of the highest caliber. . .
9. To seek students loyal to the ideals of the college. . .
10. To seek students with a promise of future usefulness. . .
11. To seek faculty of genuine spirituality. . .
12. To provide teachers with the time and opportunity for creative scholarship
13. To develop persons of humane instincts. . .
14. To develop persons of Christian character. . .
15. To require physical education and provide competitive athletics. . .
16. To encourage varied social and cultural activities. . .

17. To establish a worshipping studying community. . .
18. To be genuinely Christian. . .
19. To make religious services and activities an integral part of the college program. . .

As noted earlier, each of these statements was taken directly from the college's Statement of Purpose. Each re-spondent was asked to rate each statements twice: how important the goal is at Davidson as well as how important the goal should be. Each response was scored from 1 (of no importance or not appropriate) to 5 (of extremely high importance). Since these are all stated goals of the institution, the assumption can be made that each has been defined as an important goal at some point in time. The responses were personal reactions to the relevance of the statements to the individual.

Appendix D reflects the mean rankings of the "is" and "should be" goal statements for each of the primary constituencies. This initial ranking indicates some possible relationships and potential conflicts regarding goals. The mean of all "is" statements ranged from a 3.19 for students to a 3.64 for trustees. The trustees who defined the aims and goals of the institution could be expected to find a stronger relevance to those stated goals than students. However, the support staff with a mean of 3.22 and the professional staff and faculty with identical means of 3.33 also

indicated some question as to the general relevance of stated

goals or the effective implementation of those goals.

Without exception the means of the "should be" goal

statements were higher than the "is" statements. They ranged

from 3.37 for the faculty to a 3.86 for the support staff.

The faculty difference of .04 between "is" and "should be"

means would seem to indicate a low degree of relevance of the

goals to them. The greater difference of .64 of the support

staff would indicate a stronger relevance of the goals but

also a strong feeling that the institution is not adequately

implementing those goals.

Appendix D also provides the same breakdown of goal

rankings by subdivisions of students, professional staff, and

faculty. Table 6 and Table 7 then examine the correlations

of these rankings between constituencies. By examining the

correlations and the rankings, a pattern begins to evolve as

to areas of possible conflict.

For making comparisons, a rho value was calculated with

the Spearman formula for correlation of rank. The rho value

can vary from a -1.00 to a +1.00. Though there has been much

disagreement as to what value would constitute a significant

correlation between two rankings, for the purpose of this

research, the strictest interpretation of a meaningful

correlation has been used. A correlation of .800 or more can

TABLE 6

Intercorrelations (rho) Between the Goals Rankings of
Five Major Constituencies

	Students	Profes-sional Staff	Faculty	Support Staff	Trustees
Students		.833	.869	.588	.363
Professional Staff	.805		.793	.727	.483
Faculty	.786	.830		.527	.231
Support Staff	.861	.968	.821		.811
Trustee	.595	.821	.733	.807	

*Correlations below the diagonal are for the "Is" statements;
correlations above the diagonal are for the "Should be"
statements.

M = .803/.615   Is/Should

$$r = 1- \frac{6 \quad (R_1 - R_2)^2}{N \quad (N^2 - 1)}$$

be considered strong. A strong correlation would indicate

few if any areas of potential stress between constituencies.

A strong correlation of "is" statements would reflect a

similar perspective as to the current ranking of institutional goals.

A correlation between .600 and .800 would indicate a correlation with the possibility of dissonance between constituencies. Though there are great similarities between the rank ordering of institutional goals, there is a greater potential for outliers to exist. Outliers are those statements which are evaluated with substantial differences by constituencies. For example, there were many strong similarities between the rankings of the student services professional staff and the professional staff in athletics. The correlation of "should be" statements, however, was only .635. This is due in part to the importance the student services staff placed on Goal #6 (emphasis on the teaching responsibility of all professors) and the relative unimportance given that goal by the athletic staff. Such an outlier can be a potential area of conflict between often similar constituencies.

Correlations below .600 can be considered as warning signs of significant differences between the perceptions of constituencies. These major differences would include more than an occasional outlier and may well reflect more subtle differences in the perceptions of an institution's mission.

The role of correlations is perhaps better used in examining the relationships among constituencies than relying upon an absolute value. When correlations range from .202 to .935 a reasonable assumption can be made as to the relative strength of relationships among constituencies and how those relationships compare to others.

There was a much higher correlation of "is" goal statements among all constituencies than "should be" statements. The mean "is" correlation was .803 compared to a mean of only .578 among "should be" statements.

The greatest difference in correlations of major constituencies with regard to "is" statements involved the trustees. The trustees showed only a .595 correlation with students which would indicate that those two constituencies have a strong difference in perception as to what value the institution currently places on specific goal statements. This is also reflected in Appendix D where the mean of the rating of student "is" statements was only 3.19 -- much lower than the mean of 3.64 that the trustees had. The trustees had the highest mean of all of the primary constituencies reflecting a considerable difference between students and trustees as to how they evaluated current efforts to implement the institution's goals.

Among the primary constituencies (Table 6) the correlation of "is" statements among constituent groups reflected a high degree of agreement. Seven of the ten correlation coefficients were strong and two were of moderate strength. Only one, the relationship between trustees and students mentioned above, seems to be of significant concern.

The correlation between trustees and faculty was also of concern with .733, the second lowest correlation. The mean of all of the trustee related correlations was only .739, which would indicate a general potential for disparity. Of course, the trustees are the only constituent group which is not on campus and as such may not have as clear a view or perspective of how institutional goals are currently being implemented or stressed.

As constituencies were examined by subdivisions (Table 7), it became clear that the trustees are not the only constituent group to have consistently low rho valuations. Of thirteen coefficients below .600, nine were related to the athletic staff, which had no strong coefficients and only one of marginal consideration (.611). All others with all other constituencies were of critical concern. This strong reflection would indicate a staff more isolated from the current impact of the institution's stated goals than the trustees

TABLE 7

Intercorrelations Between the Goal Rankings by the Divisions of Constituencies*

| | Students | | | | Professional Staff | | | Faculty | | | |
	C of '84	C of '85	C of '86	C of '87	Student Services	Athletic	Administrative Support	Liberal Arts	Sciences	Support Staff	Trustees
C. of '84		.833	.779	.911	.830	.561	.433	.928	.775	.642	.447
C. of '85	.805		.706	.689	.661	.428	.557	.768	.558	.472	.412
C. of '86	.872	.821		.867	.849	.542	.505	.681	.400	.456	.333
C. of '87	.909	.872	.975		.772	.460	.481	.793	.716	.546	.356
Student Services	.837	.935	.828	.888		.635	.625	.837	.758	.739	.502
Athletic	.463	.611	.433	.400	.461		.325	.499	.528	.411	.218
Support Services	.603	.787	.406	.657	.778	.582		.426	.626	.811	.781
Liberal Arts	.793	.795	.844	.877	.777	.202	.592		.735	.567	.272
Sciences	.765	.856	.725	.789	.882	.334	.724	.819		.809	.400
Support Staff	.861	.968	.865	.921	.919	.540	.739	.804	.835		.811
Trustees	.595	.821	.567	.639	.682	.411	.717	.711	.805	.807	

*Correlations below the diagonal are for the "is" statements; correlations above the diagonal are for the "should" statements.

who are not on campus and must create their perspectives from
only occassional campus visits and distant communication.

The strength of some relationships was also of impor-
tance. There was a strong sense of agreement among most
constituencies regarding "is" goal statements. Perhaps of
greater reflection was the high degree of correlation with
and among students. This would tend to suggest that among
all constituencies, the students were able to give the most
consistent evaluation of how an institution is implementing
its stated goals and missions. This may be reasonable inso-
far as the students are the consumers of the institutional
service and as such can evaluate the product they are re-
ceiving. If the institution sells itself on a statement of
mission (e.g., a church-related college), the students will
have a better perception as to whether the school has met its
commitment to them or has met their expectations.

Among the correlations for the "should be" statements,
the degree of agreement dropped sharply. The mean of "should
be" correlations was only .578 compared to the .803 of "is"
statements. This indicates a strong disagreement among the
constituents as to what the goals of the institution should
be. Once again the trustees showed the lowest coefficients
with the other constituents. The exception to this pattern
was a high rho between trustees and support staff of .811.

This was complemented by a closer study of Table 7 which indicated that the rankings of the administrative services staff also had a strong relationship with support staff and a good though not strong relationship with the trustees.

Once again the athletic staff had very little correlation with any other constituency which would indicate a remoteness or unawareness of the institution's stated mission. Of twenty-seven rho values below .600, nine were related to the athletic staff, seven others were related to the trustees, five to administrative services, and four to support staff.

The strength of relationships for "should be" statements did not indicate any strong trends as was noted in the "is" statements. There seemed to be little agreement where agreement would be expected. Among the faculty there was only a .735 rho between science and liberal arts. The professional staff had a mean rho of only .528 but that was due largely to a low .325 between athletic and administrative staffs. Only the students had a strong mean -- .806.

The relationship between the "is" and "should be" goal statements is also of great importance as it reflects how the constituency (or an individual) feels that the institution is implementing important goals. It reflects a perspective as to how relevant stated goals or missions may be. For

example, if a survey notes that a goal "is" important but "should be" very important then it reflects that in that constituency's perspective the institution has not adequately implemented that mission statement. If, on the contrary, the "should be" is of less importance than the "is", then the relevance of that mission may be questioned for that constituency.

After examining the results, it is obvious that there are some striking differences between constituencies. To identify where those differences may be and to what extent they exist, it is important to identify the goals of most importance to each group. Since a lack of relevance is as critical as a recognition of need, Tables 8 and 9 reflect differences in rankings of each goal statement between "is" and "should be". This process begins to define the significance of each goal statement to each constituency.

As noted earlier in Appendix D, the difference of the mean scores for each primary constituency varied from .64 for the support staff to .04 for faculty. This would indicate on first glance that the faculty was relatively satisfied with the implementation of the institution's goals and the support staff perceived the institution to be too lax in the implementation of its mission.

Upon examining the differences of each goal statement, a clearer picture begins to emerge. The range of differences for faculty was 1.46 and for support staff 1.33. Consequently, the faculty seemed to be more highly critical of the institutional goal statements.

As a method of identifying those goals of greater importance to the constituency, standard deviation from the mean was utilized. Those goals whose differences exceeded one, two or three standard deviations from the mean were seen to carry the most importance to that constituency. As such, critical issues emerged as areas of potential conflict.

For students the statement "to encourage varied social and cultural activities" was their most critical area of concern. From their perspective not enough attention had been paid to this goal. Though the professional staff also felt this to be an important issue, the other constituencies gave it relative unimportance. If in the decision making process, scarce resources are to be allocated and the other constuencies can find no need to act further on this goal, then a conflict of interest can be expected.

This goal for students can be described as critical as it is more than two standard deviations from the mean. Those statements which are only standard deviation can be described as 'important issues'. Six other critical issues are found

TABLE 8

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Ranking of Differences of Mean "Is - Should be" Goal
Statements of the Five Major Constituencies

Students		Professional Staff		Faculty		Support Staff		Trustees	
Goal	SD	Goal	SD	Goal	SD	Goal	SD	Goal	SD
16	1.41**	11	.85*	12	.97**	4	1.28**	19	.87**
6	.79*	13	.78*	2	.93**	18	1.07*	11	.78*
2	.79*	16	.65	8	.45*	3	1.04*	4	.67*
13	.72*	7	.64	6	.18	14	.90	17	.60
7	.57	6	.63	13	.18	19	.90	14	.56
3	.42	18	.60	10	.16	6	.84	3	.55
8	.37	14	.59	11	.10	11	.84	5	.52
4	.35	10	.54	18	.08	17	.81	9	.52
12	.33	8	.51	3	.08	13	.69	18	.52
18	.28	5	.51	16	.03	5	.64	7	.40
15	.23	15	.48	7	-.05	7	.50	1	.36
5	.18	3	.44	14	-.05	16	.49	6	.32
19	.07	19	.37	4	-.09	2	.45	13	.28
17	.05	12	.36	19	-.21	1	.44	10	.20
10	.04	4	.34	5	-.26	12	.40	16	.20
11	-.01	2	.27*	17	-.31	10	.31	2	.17*
14	-.01	17	.24*	9	-.44*	8	.28	8	.16*
9	-.02	9	.18*	15	-.46*	9	.28	12	.16*
1	-.24*	1	.14*	1	-.49*	15	-.05**	15	.04*

SD	.38		.19		.39		.32		.23
M	.33		.48		.04		.59		.41

* > + 1 SD from the Mean
** > $\pm$ 2. SD from the Mean

SD = $\quad 2 (X - X)^2/N$

TABLE 9

Ranking of Differences of Mean "Is - Should be" Goal Statements by the Division of Constituencies

Students								Professional Staff						Faculty			
C of '84		C of '85		C of '86		C of '87		Student Services		Athletic		Administrative Support		Liberal Arts		Sciences	
Goal	SD	Goal	SD	Goal	SD	Goal	SD	Goal	SD	Goal	SD	Goal	SD	Goal	SD	Goal	SD
6	1.14*	2	1.13**	6	.80*	9	1.06**	13	1.29**	15	1.63**	5	1.08*	2	1.09**	12	1.10**
13	1.13*	16	.93*	2	.74*	16	.96*	11	.96*	7	1.25*	11	1.08*	12	.93*	18	.78*
16	1.09*	6	.77*	16	.73*	3	.70	14	.91*	16	1.25*	17	.83*	13	.66*	8	.66*
12	.76	13	.69*	13	.71*	2	.69	16	.86	5	.57	14	.69	8	.38	2	.64
2	.66	7	.53	7	.68*	4	.69	6	.85	13	.50	8	.62	10	.24	13	.60
7	.55	15	.32	15	.47	14	.67	18	.76	8	.38	6	.62	18	.21	19	.50
4	.39	8	.30	12	.40	18	.65	12	.71	17	.38	18	.58	14	.17	11	.40
8	.33	14	.24	8	.39	13	.63	7	.62	18	.25	19	.47	6	.14	6	.30
14	.27	3	.23	3	.32	6	.59	3	.53	11	.13	4	.46	16	.07	3	.30
16	.23	17	.14	14	.19	7	.56	17	.53	6	.13	2	.46	3	.07	4	.20
18	.11	18	.01	5	.18	8	.44	8	.45	4	.12	7	.46	7	.03	17	.20
5	.05	19	-.04	10	.14	12	.44	5	.43	12	.00	10	.39	11	-.03	5	.20
3	.00	4	-.05	4	.13	5	.41	19	.38	3	.00	9	.38	4	-.23	16	.10
15	-.01	5	-.08	18	.07	11	.35	10	.33	1	-.12	15	.35	15	-.26	14	.10
11	-.14	10	-.09	19	-.09*	19	.35	2	.30	14	-.12	13	.23	5	-.38	10	.00
19	-.14	1	.23*	17	-.15*	17	.33	4	.29	10	-.13	1	.15*	17	-.42*	7	.00
9	-.22	11	-.23*	9	-.16*	15	.20*	9	.19*	2	-.38*	3	.00*	19	-.43*	9	.00
17	-.33*	9	-.28*	1	-.20*	1	.18*	1	.19*	19	-.38*	16	.00	9	-.52*	1	-.20*
1	-.99**	12	-.43*	11	-.25*	10	.09*	15	-.05*	9	-.62*	12	.00*	1	-.57*	15	-.70**
SD	.53		.42		.34		.23		.32		.57		.31		.45		.39
M	.26		.20		.27		.52		.55		.25		.47		.06		.27

* > ± 1 SD from the Mean; ** > ± 2 SD from the Mean; *** > ± 3 SD from the Mean

in Table 8. For faculty, two of these issues are "to provide
teachers with the time and opportunity for creative scholar-
ship" or research and "to develop primary loyalty beyond the
bounds of denomination."

For faculty the issue of research is volatile in terms
of who stands with or against them. The trustees gave
research an importantly low priority. If there are any mixed
messages going to faculty as to the nature of their role it
may well lie in the area of research. Indeed, the students
considered the teaching responsibility of the faculty to be an
important issue second only to the social concerns noted
above. It was far more important to the students for the
faculty to be teaching oriented than research centered.

The faculty also noted the critical importance of the
nondenominational loyalty of the college. Even though the
college acknowledges its church relatedness, the faculty
reflected a critical importance in a nondenominational
approach. And, indeed, the faculty reflected that "a close
and strong relationship between the college and the
Presbyterian Church" needed to be deemphasized.

Again this emphasis was in direct conflict with the
trustees whose critical concern was "to make religious
services and activities an integral part of the college
program."

For the support staff, two areas of critical concern emerged. The first was a need to place greater emphasis on the acknowledgement of "Jesus Christ as the central fact of history giving purpose, order and value to the whole life." This was an important concern for the trustees but not for any other constituency.

The support staff also felt that too much emphasis was placed on physical education and competitive athletics. This was also an important con   with faculty and trustees. Though it was the least important of all issues listed by the trustees, the difference was relatively insignificant.

Other areas of importance and potential conflict were observed as well (see Table 8):

Goal #13--"To develop persons of humane instincts"

This was an important concern for students and professional staff but given no significant importance by any other groups.

Goal #1--"To maintain a close and strong relationship between the college and Presbyterian Church"

Students and faculty felt this had been overemphasized. For professional staff it was important because it had a very. low priority. For none of the constituents was this an important issue to be emphasized more.

Goal #11--"To seek faculty of genuine spirituality"

This was important to professional staff and trustees.
Students, however, believe it needs to be deemphasized.

Goal #7--"To insure personal relationships between students
and teachers"

While an important concern of professional staff and a
high concern of students, this issue was not important to
faculty. The faculty noted it needs to be deemphasized.

Goal #8--"To seek students and faculty of the highest
caliber"

The question of selectivity was seen in Appendix D as
the number-one priority of most constituencies for both "is"
and "should be" rankings. The only exception was the faculty
who rated it second on their "is" rankings. The difference
seems to be that other constituencies are happy with the
current level of selectivity, and the faculty want some
degree of greater selectivity of students and new faculty.

Goal #31--"To recognize God as the source of all truth"; Goal
#18--"To be genuinely Christian"

These statements were important to the support staff but
of no great significance to any other constituency.

When the divisions of the constituencies were broken out
(Table 9), most of the important and critical issues were the
same. However, some further explanation of a constituency's
profile is available.

For students there was a strong similarity across class
distinctions. For all classes, the importance of greater

emphasis on varied social and cultural activities was promi-
nent. There was also a trend to move away from the denomina-
tional ties of the college. From freshman to senior years,
more emphasis was given to the goal of nondenomination and
more importance was given to deemphasizing the relationship
between the college and the church.

The only other area of critical concern was a high
ranking of Goal #9 ("to seek students loyal to the ideals of
the college.") by the Class of '87. This was an issue of
opposite concern for the other classes which felt that this
goal was overemphasized and of little or no relevance. This
also was not of importance to any other constituency. The
faculty feels strongly that the question of loyalty was
overly stressed and needed to be deemphasized.

The range of scores for each class in Table 9 also
increased each year as was reflected in the increase of the
standard deviation from .23 to .34 to .42 to .53. This would
indicate increasingly critical students as they get older and
more experienced with the campus. By their senior year, they
have had the opportunity to experience the impact of most if
not all of the goal statements.

This trend could also be explained as the longer the
students are on campus, the more they are influenced by
faculty and staff. If this is true, then the correlations of

Table 7 should also increase. This was not entirely the case, however. Between the freshman and senior classes the correlations increased on the "should be" ratings for all constituencies except administrative support. But for the "is" ratings the correlations with these constituencies de-creased.

For the professional staff, Table 9 reflects the disparity which was noted earlier in Table 8. The athletic staff had issues which were, at best, contradictory to other constituencies. Of critical importance to them was an increase in physical education and competitive athletics as might well be expected. This issue is also very critical to faculty who feel strongly that athletics has been overemphasized (-.26 for liberal arts and a critical -.70 for science faculty).

Student services staff felt strongest about the need to develop persons of humane instincts. The developmental approach of these positions would be expected to be reflected in developmental goal statements. As with the faculty, how-ever, the student services staff felt that athletics had been overly emphasized.

Both liberal arts and science faculty noted the importance of providing time for research and scholarship.

For the liberal arts faculty the move away from a church related institution was very important.

Summary

Table 10 has divided the goal statements into general areas of concern in order to summarize some of the most obvious areas of differences between constituencies. What was indicated as a critical concern for many groups were goals involving the church-college relationship. Nine of the stated goals were specifically church or religion related. When these goal ratings are averaged, a clearer picture emerges as to how the constituencies respond to this issue. Two obvious conclusions can be made:

1. Faculty do not have a strong commitment to a church-related institution and feel that the current emphasis on these mission statements should be reassessed downward.

2. Support staff and trustees feel the strongest as to the importance of the church-related goals and feel that it is not being adequately addressed at this time.

These conclusions are not as absolute for all individual goal statements but are adequate general observations. When the goal statements are combined into eight more specific areas, it is easier to see the areas of constituent concern.

TABLE 10

General Goal Statements with "Is" and "Should be" Means and Differences

	Students			Professional Staff			Faculty			Support Staff			Trustees		
	Is	Should		Is	Should		Is	Should		Is	Should		Is	Should	
All Church/Religious Related Goals	2.87	3.04	(.17)	3.05	3.44	(.39)	3.00	2.87	(-.13)	2.92	3.81	(.89)	3.47	4.08	(.61)
A Close Church/College Relationship	2.61	2.10	-.51	2.65	2.59	-.07	2.76	2.05	-.71	2.58	2.58	—	2.79	2.89	.10
A Close Student/Faculty Relationship	3.72	4.40	.68	3.73	4.36	.63	3.98	4.05	.07	3.50	4.17	.67	4.02	4.38	.36
A High Selectivity of Faculty and Students	3.90	4.03	.13	3.84	4.22	.38	3.78	3.84	.06	3.76	4.05	.29	3.95	4.24	.29
An Emphasis on the Development of Values	3.25	3.80	.55	3.34	4.03	.68	3.43	3.50	.07	3.35	4.14	.79	3.98	4.30	.32
Acceptance of Christianity	2.74	3.13	.39	3.22	3.61	.39	2.85	2.83	-.02	2.91	4.07	1.16	3.71	4.32	.61
Development of the Extracurricular Environment	3.04	3.86	.82	3.31	3.88	.57	3.67	3.48	-.19	3.27	3.49	.22	3.56	3.68	.12
Establish a Religious Environment	2.66	2.72	.06	2.76	3.02	.26	2.81	2.54	-.27	2.64	3.49	.85	2.95	3.68	.73
Christian Education	2.98	3.13	.15	3.08	3.74	.66	3.08	3.05	-.03	2.98	3.83	.85	3.44	4.04	.60

A Close Church-College Relationship. Goals #1 and 2
address whether the school should maintain close Presbyterian
ties or reach beyond the bounds of denominationalism. By
taking the coefficient value of Goal #2 and combining it with
Goal #1, a reflection can be made as to those groups that
feel strongly about the need for a close Presbyterian rela-
tionship to the school. This issue was not strongly sup-
ported by any constituency. Though the trustees felt a small
commitment to that Presbyterian relationship, other con-
stituencies felt strongly that it should not be pursued
beyond current levels or should be strongly deemphasized.

A Close Student-Faculty Relationship. Both Goal #6 and
Goal #7 directly address this issue and are rated high by all
constituencies except with the athletic staff which places a
low priority on the teaching responsibility of all professors
(16th out of 19).

As noted earlier the faculty seemed concerned as to the
nature of their role. Are they to be research or teaching
oriented? If there is a limited resource of time to be
allocated, how should a member of the faculty spend that
effort?

Though all constituencies recognized the importance of
this goal, there was a significant difference in the percep-
tion as to how effective the current level of implementation

is. The faculty felt this area was already strongly empha-
sized and saw little need to increase any attentiveness to
teaching or personal relationships with students.

Other constituencies, however, felt that much more em-
phasis needed to be placed in these areas and that the cur-
rent levels of implementation are not adequate. For
students, and for professional and support staffs the dif-
ferences between "is" and "should be" goals were remarkably
similar (.68, .63, .67 respectively). Compared to the fa-
culty's .07, this would indicate a strong potential for
conflict. This conflict can be expected to be felt more
strongly by the faculty who may feel an inability to meet the
expectations of students and staffs and still perform their
research and creative scholarship.

A High Selectivity of Faculty and Students. Goals #8,
#9, and #10 address the selection of students and faculty.
That selection should be based upon faculty and students of
the highest caliber (#8) and on students who are loyal to the
ideals of the college (#9) and who have a promise of future
usefulness (#10).

For this goal the constituents were in considerable
accord. Only the faculty rated these goals less than "of
high importance" but even then gave it a rating of 3.84. In
terms of priority, the Class of '87 ranked these three

statements #9, #8, and #10. All other constituencies ranked
the order #8, #10, and #9.

The various groups did not seem uncomfortable with the
present level of selectivity of students and faculty. The
differences between "is" and "should be" statements ranged
from .06 to .38, all of which are below the median of change
for their rankings. This would indicate low potential for
conflict between groups.

An Emphasis on the Development of Values. Two develop-
mental goal statements stress the development of persons with
humane instincts (#13) and Christian character (#14).

The surprising reflection of these data was the reluc-
tance of the faculty and the professional staff to give a
high importance to the value development of students when
they are probably the primary teachers and role models for
value transmission. The students recognized the importance
of value development as well as the need to do more to com-
plement this objective.

Both the support staff and trustees saw this as a goal
of high importance but differed as to the current quality of
value development. The support staff was considerably more
critical of the current response to this mission.

Acceptance of Christianity. The recognition of God as
the source of all truth (#3) and of acknowledgement of Jesus

Christ as the central fact of history (#4) were goals fairly low in importance to students, faculty, and professional staff.

The students considered this mission to be of medium importance (3.13) but also felt that currently very little had been done to address this goal.

The faculty agreed that the current priority given this mission was low but that even then it could still be deemphasized more.

The support staff was highly critical of current implementation of this mission and along with the trustees felt this was an objective of high importance. The disparity between these constituencies and the faculty and students was significant enough to anticipate conflict.

Development of the Extracurricular Environment. The availability of competitive athletics (#15) and varied social and cultural activities (#16) have the potential for conflict through the allocation of scarce resources of time and money. The primary area of concern with these goals was between the faculty and the students.

The perception of current levels of institutional development of these goals varies as widely as their desired (should be) rankings. The students saw a strong need (.82)

to place more effort in this area and the faculty felt a

strong need (-.19) to deemphasize these goals.

: The support staff and trustees gave little support to

this mission while the professional staff strongly supported

the student's perspective. This may well be the most

critical issue since feelings on both sides run so high

conflicts over financial resources and the use of student

time are highly probable.

Establishment of a Religious Environment. Goal state-

ments #17 and #19 seek to establish a worshipping, studying

community and to include religious services and activities as

an integral part of the college program.

Trustees and support staff would prefer to see more done

to implement this mission which does not carry particularly

high importance. Compulsory chapel was eliminated ten years

ago, and the prospect of any formal religious activity did

not meet with approval from faculty, students, or professional

staff. Despite the very low importance currently given these

goals by all constituencies, the faculty still felt they were

overemphasized.

Obviously, any attempt to create more formal religious

services or worshipping environment would meet strong

opposition from most groups on campus.

<u>Development of Christian Education</u>. Providing education

within the context of Christianity (#5) is at the center of

the mission for Christian church related institutions. To do

this the institutions seek to be as genuinely Christian (#18)

as possible. This is frequently done by attracting a faculty

of some degree of spirituality (#11).

As would be expected the trustees felt this was a mis-

sion of high importance and were supported in that perception

by the support staff. Yet, the trustees had a somewhat

elevated evaluation of how that mission is currently being

implemented.

While the trustees evaluated current importance of this

mission at 3.44, all other constituents were surprisingly in

agreement (with a range of .1); their current level was at

3.03. Once again the faculty felt that the mission had

questionable relevance and could be deemphasized some more.

Obviously from these data, the dominant issue for this

institution was the relevance, importance, and the purpose of

being a church-related college. With much of the college's

mission defined in terms of this relationship, the relevance

of the mission must be questioned. At this point it is

important to note that areas of critical concern and

potential conflict can be identified and supported by

statistical data through an analysis of institutionally stated goals.

Traditionally, trustees define, and faculty and staff implement institutional goals. Those stated goals and mission statements are the ingredients of a contract between the institution and the student. The students as well as all other constituents have a vested interest in the relevance and the implementation of the institution's stated intentions. If the faculty or staff do not support the institution's mission the implementation of that mission will be impacted. The implications of the data above indicate that the mission as defined has been impacted by the perceptions and preferences of the faculty and staff and has generally not met the expectations of the students.

As noted earlier, a vital function of the mission of a private, nonpublic institution and specifically church-related colleges is the development and transmission of a value structure. The second part of this research project has been a study of the impact of the identified constituent groups on the transmission of values.

Evaluation of Values

The question was asked: do campus constituencies reflect distinctive value sets? The results of this survey did identify specific value preferences of the different

constituencies. During the discussion of goal evaluations, the lack of support for value development by the faculty and professional staff was noted. Yet, despite a reluctance to deliberately teach or transmit values, the hypothesis of the research claims that transmission will continue to take place.

Appendix E lists the environmental and personal values which each person was asked to rank order. Included in that Appendix is the letter code used in subsequent tables and discussions as well as a listing of the number of first-place and last-place selections for each value statement. With a list of eighteen values it may have been difficult to decide between #4 and #14. However, there was a higher level of confidence between what might be of highest and lowest priority.

These results give a strong reflection of the disparity with religious goals discussed earlier. For students 'Salvation' received the greatest number of first-place and last-place selections. This was also true for the professional staff while, as expected, the faculty gave "Salvation" many more last places and the trustees and support staff heavily favored it.

Another observation of environmental goals is the very low status given to values of a "a comfortable life", "social

recognition", and "pleasure" by all constituencies. This possibly could be the Calvinistic influence on the institutional-church relationship. If that is the case, then it would be expected that the trustees as the definers of the institutional values, would have had lower ratings for these values and higher ratings for "salvation". As Table 10 shows this was indeed the situation. "Salvation" was the highest ranked value for the trustees and the other three values were #16, #17, and #18. "Salvation" is not rated nearly as high by the other constituents but all constituents ranked "a comfortable life", "social recognition" and "pleasure" almost as equally low.

Among personal values there was a lot less disparity. None was as significantly divided as "salvation" was, and several had strong indications of mutual support, includeding "honest", "loving", "responsible", and "independent". Likewise, a few values such as 'obedient' and 'clean' were strongly rejected by all.

At this institution a heavy emphasis is placed on a strong honor code. Students sign pledges to respect the honor code, and faculty provide self scheduled and unmonitored final exams. For this college, the strong honor code is a critical value. This is reflected in Table 11 as all constituents placed honor as the number one personal value.

Table 11 ranks the environmental and personal values by constituent preference. When the top three values of each were designated as of primary importance, a profile of constituent and institutional value sets began to evolve.

The environmental values with highest support was that of "self respect". It was listed among the top three of all but the trustee group which placed it at 4th.

The second most popular value statement was "family security" which was supported most strongly by those constituents with family responsibilities. The third value statement was 'wisdom' which both students and trustees rated in the top three and the other constituents each placed sixth.

Several constituencies, however, did have stronger feelings for one or two values that were not shared by others. For students that issue was their overwhelmingly first-choice support of 'true friendship'. This was consistent with their strong preference for the social development goals mentioned earlier and stressed the non-curricular developmental needs perceived by students. Only the professional staff listed 'true friendship' in their second set of three. The other constituencies rated it lower.

For the professional staff a value of 'inner harmony' was of primary importance (rated second) and though not among

TABLE 11

The Ranking of Environmental and Personal Values from the Most Important to the
Least Important by the Five Major Constituencies

	Student		Professional Staff		Faculty		Support Staff		Trustees	
	Environment	Personal	Environment	Personal	Environment	Personal	Environment	Personal	Environment	Personal
Most Important	Q*	I	O	I	O	I	G	I	R	I
	O	N	J*	Q	C*	Q	O	Q	N*	N
	R	Q	D	N	H*	*L	D	N	G	Q
	H*	G	G*	H	G*	*N	N*	H	O*	H
	J*	B	Q*	B	J*	C	J*	C	C*	C.
	I	H	R*	C	R*	K	R*	G	H*	G
	G*	K	F	G	D*	B	H*	K	Q*	F
	F	F	K	K	Q*	F	Q*	F	D*	*L
	K	D	I	R	F	J	I	B	J*	B
	D*	C	H*	F	K	H	K	D	K	J
	N*	R	C*	D	I	G	F	A	B	A
	C*	A	B	A	B	R	C*	R	F	K
	B	*L	E	J	E	M	L	P	I	R
	E	J	N*	*L	P	A	E	*L	L	D
	A	P	A	M	N*	D	B	E	E	P
	M	M	P	P	A	P	A	M	P	M
	P	O	L	E	M	E	M	J	A	O
Least Important	L	E	M	O	L	O	P	O	M	E

the primary values of the other constituencies it was well supported.

 For the faculty a "sense of accomplishment" and "freedom" were primary values which were not strongly supported by other constituencies. They were in eighth and seventh place overall for all constituencies. It could be suggested that these are values which for this group are important enough to affect decision making. The sense of freedom as "independence, free choice" could well have been reflected in the strong faculty response to the church-college relationship.

That relationship was reflected by the trustees' placing "salvation" as their second strongest value. "Salvation" was rated very low by students, faculty, and professional staff (7th, 15th, and 14th) and would indicate the existence of conflict potential.

Among personal values there was a strong unanimity of the top three values: "honest", "responsible", and "loving".

Though the order varied between "responsible" and "loving" all constituencies were in agreement except for one small change. The faculty placed "loving" fourth and "intellectual" third.

Impact of Values on Goals

For the faculty, "intellectual" value, as defined as "intelligent, reflective", was of primary importance and was poorly supported by other members of the community. This value is similar to the response the constituents had to the goal related to "creative scholarship"; the concept of scholarly research is a form of intellectualizing. So for the faculty this supported their response to the importance of research. For them it was not only an institutional goal or mission but also strongly supported as a personal value.

Table 12 is a good reflection of other similarities between goals and values. The correlations between constitutencies are very similar in terms of important or critical relationships. For comparison purposes there is a similarity between environmental values and "should be" goals. Each relates to how the participants view how the world (environment) around them should be. The personal values and "is" statements examine those values which the participants have control over at this time. These are the values which hold true for how they perceive themselves just as the "is" statements are how they perceive the present situations.

Using these comparisons it is seen that both Table 6 and Table 12 have higher means below the diagonals than above

which is to be expected as it is easier to assess oneself or a current situation than to project how others or the environment should be. Beyond that, many of the strongest relationships were maintained.

Below the diagonal, trustees found their strongest relationship in both tables with the professional staff. This was also true with the support staff.

The high correlation of science and liberal arts faculty with environmental values (.901) and a continued strong correlation between support staff and trustees (.811) would indicate that these constituencies have unique and different value sets. The correlations between these primary constituencies show a consistently low correlation with the faculty whether dealing with environmental values or 'should be' goal statements.

Above the diagonal there were also many similarities between goals and values. The trustees found their strongest correlation with the support staff (even with identical rho's of .811). The professional staff also had their strongest relationship with the students. The trustees were also the lowest correlation for students, professional staff and faculty.

This relationship between goals and values indicates a strong dependency on how constituents perceive an

TABLE 12

Intercorrelations (rho) Between the Value Rankings of the
Five Major Constituencies*

	Students	Professional Staff	Faculty	Support Staff	Trustee
Students		.837	.760	.725	.680
Professional Staff	.939		.810	.806	.616
Faculty	.713	.756		.667	.711
Support Staff	.924	.939	.689		.811
Trustee	.849	.877	.838	.855	

*Correlations below the diagonal are for Personal Values;
correlations above the diagonal are for the Envrionmental Values

M = .838/.742

institution's mission. For an institution to implement its stated mission effectively, the faculty and staff must have values compatible with the institution's goals. An incompatibility of goals and values will create a redirectioning of goals.

Transmission of Values

The question was asked: are student value structures and institutional goal perspectives affected by those constituencies with whom they come into closest contact?

Table 13 examines value correlations by divisions of the primary constituencies. The clearest observation is the strong correlation among all classes of students. The important correlations, however, are how the other constituencies relate to students over the four years. If the hypothesis is correct that faculty and staff transmit their values to students then those correlations will grow stronger between the Class of '87 and the Class of '84.

For personal values, the student services staff has the highest correlations for all four classes and these increased with each class. The science faculty had the lowest correlations with students which was as low as .598 for the Class of '87. Yet, like the professional staff the rho values increased to a level of .765 for the Class of '85 and dropped back slightly for the Class of '84. All constituencies

increased rho values between the freshman and senior years.
Only four, however, are strong correlations of over .800:
student services, administrative support, support staff, and
trustees. The student services and support staffs also had
the highest rho values for the "is" statements.

Though not definitive, a strong trend exists among per-
sonal value correlations that student values are influenced
over the four-year period by the values of the other con-
stituencies.

For environmental values, the trend of influence is also
strong between students and student services, administrative
support, and both liberal arts and science faculty. For
athletic and support staffs and trustees, the trend is the
reverse with correlation coefficients decreasing between
freshman and senior years. This is a much stronger
indication that the faculty along with student services and
the administrative support staff have an influence over the
development of environmental values of students.

The student services staff had the highest· level of
correlation with students on environmental and personal
values. This can be understood as this staff has the closest
contact with students during issues involving value
development and are the most effective implementers of value

TABLE 13

Intercorrrelations (rho) Between the Value Rankings by the Divisions of
Constituencies*

| | Students | | | | Professional Staff | | | Faculty | | | |
| | | | | | Student | | Administrative | Liberal | | Support | |
	C of '84	C of '85	C of '86	C of '87	Services	Athletic	Support	Arts	Sciences	Staff	Trustees
C. of '84		.918	.871	.832	.844	.704	.796	.783	.825	.666	.722
C. of '85	.967		.785	.801	.905	.686	.741	.797	.797	.767	.709
C. of '86	.967	.959		.862	.808	.705	.719	.752	.747	.686	.628
C. of '87	.928	.926	.940		.841	.728	.721	.617	.729	.822	.763
Student Services	.967	.957	.946	.915		.709	.787	.778	.742	.873	.748
Athletic	.724	.761	.783	.701	.784		.620	.763	.819	.684	.593
Support Services	.877	.872	.861	.781	.882	.849		.751	.793	.744	.796
Liberal Arts	.779	.765	.779	.632	.827	.761	.761		.901	.651	.696
Sciences	.736	.763	.653	.598	.771	.639	.707	.818		.738	.760
Support Staff	.915	.901	.917	.893	.924	.839	.884	.750	.626		.811
Trustees	.903	.893	.836	.800	.920	.690	.870	.794	.771	.855	

*Correlations below the diagonal are for Personal values;
  Correlations above the diagonal are for Envrlonmental values.

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development. In either case the basic hypothesis was af-

firmed that the values are trasmitted.

Though the faculty correlations are lower than those of

student services, the results are more dramatic. There was

an increase of .96 for the science faculty between the

freshman and senior years with the senior correlation being

above .800.

Table 14 gives a closer examination of the value

rankings of the divisions of the constituencies. When the

changes of environmental and personal values between freshmen

and senior years are examined, areas of influence by faculty

and staff can be identified.

Among environmental values, a few value statements stand

out by the way they are altered over the four-year period.

There is a steady increase in the rankings for the values of

"freedom", "mature love", "a sense of accomplishment", and

"inner harmony". "Freedom" and "a sense of accomplishment"

were values of primary importance only for the faculty.

"Mature love" was of primary importance to the administrative

support staff and 'inner harmony was a strong if not primary

value for all constituencies and a primary value for the

professional staff.

There were three values that were of less importance in

the senior year than in the freshman year. Of these the

TABLE 14

The Ranking of Environmental and Personal Values by Divisions of Constituencies

Class of 1984		Class of 1985		Class of 1986		Class of 1987	
Environmental	Personal	Environmental	Personal	Environmental	Personal	Environmental	Personal
Q	I	Q	I	O	I	Q	I
R	Q	O	N	I	Q	R	N
O	N	H	Q	R	*G	G	Q
H	B	R	H	J	H	I	G
J	G	D	B	H	B	O	H
K	H	J	G	Q	N	H	B
C	F	F	K	G	K	N	K
G	C	K	F	F	F	J	D
I	K	G	C	K	C	D	F
F	D	C	J	C	D	F	R
D	A	I	D	N	A	K	A
B	L	N	A	B	R	C	L
N	J	B	R	D	J	B	C
L	R	E	L	M	L	A	P
E	M	L	P	E	M	E	J
A	P	A	M	A	P	M	M
M	O	M	O	P	O	L	O
P	E	P	E	L	E	P	E

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Table 14 (continued)

Student Affairs Staff		Athletics Staff		Administrative Support Staff		Liberal Arts Faculty	
Environmental	Personal	Environmental	Personal	Environmental	Personal	Environmental	Personal
R	I	J	I	O	Q	O	I
O	Q	G	Q	K**	**C	C	Q
D	N	Q	**H	R	N	H	**C
J	H	O	C	G	I	J	K
Q	B	C	K	C	H	G	F
G	G	D	N	J	B	R	H
H	C	I	M	Q	A	D	B
I	K	B	R	N	G	F	L
K	F	R	B	D	K	Q	G
F	L	H	G	H	R	K	J
N	D	F	A	I	F	I	N
C	R	S	F	F	J	B	M
E	J	N	D	E	D	E	R
B	A	K	J	A	L	P	A
L	M	E	P	P	M	N	D
P	P	M	L	B	P	M	P
M	E	P	E	M	O	A	E
A	O	L	O	L	E	L	O

Table 14 (continued)

Sciences Faculty

Environmental	Personal
C	I
O	Q
H	N
F	J
Q	K
J	C
D	L
I	B
K	F
R	H
N	M
F	D
B	G
E	A
A	R
P	P
L	O
M	E

*Areas of possible value conflicts other than those listed in Table 9.

greatest drop occurred to the value of "salvation" which was given low ranking by professional staff and faculty while heavily favored by support staff and trustees. "Happiness" was also a value which lost student support while being of low rank with most constituencies. However, "family secur-ity" also lost support among students, while strongly sup-ported by all other constituencies. This may be due more to the absence of the students from their own home environment than to the response of any pressure group.

Among personal values there were few shifts in values. Two, however, stand out as particular influences of faculty values. The value of "capable" increased while it is a primary value only for liberal arts faculty and administra-tive support staff. The value of "self-control" drops steadily for four years. "Self-control" is rated very low only by both divisions of the faculty.

CHAPTER V

CONCLUSION

The primary purpose of this study has been to examine
the impact of a college's primary constituencies on the
implementation of its stated goals and mission. This was
done by identifying constituent profiles defined by their
response to the institution's statement of goals and purpose.

A basic assumption was that an institution of higher
education is made up of a variety of distinctive constituen-
cies which must work together to achieve a mission. This
research has found that the primary constituencies identified
for study (students, professional staff, faculty, support
staff, and trustees) are distinctive in their responses to
the institution's goals. Consequently, when areas of con-
gruency and conflict among these constituencies were identi-
fied, it was possible to examine the effectiveness of goal
implementation as well as to predict areas of potential
conflict which may impede future implementation.

This study identified three primary questions for study:

1. Can an adequate and utilitarian procedure be
    developed which reflects the institutional
    community's support for stated goals?

2. Do campus constituencies reflect distinctive value
   sets which impact on their perspective of the
   institution's mission and goals?

3. Are student value structures and institutional goal
   perspectives affected by those constituencies with
   whom they come in closest contact?

The answers to all of these questions were found to be
"yes". However, the implications of these results create
several critical issues for the private colleges. Goals and
original statements of purpose or mission are not essential
or useful to an institution's survival unless they are also
relevant to the constituencies which are charged to implement
them.

Within this perspective, the study of institutional
goals and constituent values denotes some new and critical
directions for the private colleges. The first is the mar-
keting of the unique services offered by a particular insti-
tution. The second is a reorganization of an educational
philosophy which has become too centralized around faculty
and the classroom. Neither direction is new; it is a return
to the founding principles of most colleges. Neither direc-
tion is antagonistic to the principles and philosophy of
quality liberal arts education. Yet, both directions can be
expected to meet with much objection as they are perhaps the

most critical of educational issues - the distribution of

limited resources and the organization of campus power.

The examination of the survey results highlights these

issues and notes the impact of goals and values on institu-

tional direction and conflict.

Institutional Goals

The procedure that was developed to assess stated insti-

tutional goals was easy to administer, had a high degree of

participation, and permitted statistical review of returns.

The data related to goals showed a strong distinctiveness

between constituencies. These profiles were divided between

how these groups currently perceived the level of implementa-

tion of stated goals and what relevance they perceived the

goals had for them.

This procedure also permitted a close, critical examina-

tion of the studied institution's goals. when the "is"

statements were asssessed by all divisions of the constituen-

cies, several conclusions were drawn:

1. Students were in very strong agreement as to the

    current assessment of goals.

2. Student services and support staffs were in strong

    agreement with each other and with all classes of

    students.

3. The athletic staff had little perception of current
   goals with critically low correlations with all
   other constituencies.

As to how the goals "should be" stressed, there was
considerably less agreement among the five primary groups.
Of these groups the student/faculty and student/professional
staff correlations were strong as was the support staff/trus-
tee correlation. All other trustee correlations as well as
support staff/students and support staff/faculty correlations
are critically low. These low correlations denote a strong
disagreement over where the goals of the institution should
be directed.

As the "should be" statements were assessed by all
divisions of thef constituencies, some patterns become very
distinct. Despite the dramatic division between students-
professional staff-faculty and support staff-trustees, the
athletic staff still had no significant correlation with any
other constituency. Other observations and conclusions were
the following:

1. Students had a lower, but still strong, correlation
   on the "should be" statements than on the "is"
   statements.

2. The strongest correlation for trustees and the
   support staff was with each other.

3. The only strong correlations for the faculty were seniors/liberal arts faculty, student services/liberal arts faculty and support services/science faculty.

4. Student services and liberal arts faculty had the highest correlations with all students.

5. The trustees had critically low correlations with all constituencies except support and administrative support staffs. (Average .368)

6. Among the very lowest of correlations were those between faculty and trustees.

From these observations an indication that a serious split has developed between trustees who define the mission and goals of the institution and the faculty and student services staff who are primarily assigned the duty of implementing those goals. Students who are the consumers of the services advertised by the college are in general agreement with other on-campus constituencies as to the current status of stated goals but tend to support student services staff and liberal arts faculty as to how the goals should be stressed. The support staff seems to be more strongly aligned with the trustees primarily due to the level of agreement they share related to the religious affiliation and mission. And, lastly, the athletic staff seems to be

woefully unaware of the role and mission of the institution as their perceptions are totally unrelated to any others.

Conflict Potential

The following areas of potential conflict were derived from identifying the critical issues of each constituency and how the other constituencies respond to them.

1. The development of varied social and cultural activities was a critical issue for students and was strongly supported by the professional staff. The trustees and the faculty gave this issue very low priority.

2. The teaching responsibility of the faculty was an important issue for everyone. The students felt a need to give this significantly more emphasis than was currently done. The faculty saw less need for additional emphasis.

3. Much more emphasis needs to be placed on the development of values in the opinion of all but the faculty who gave it a low priority.

4. Having adequate time for scholarly research was a critical issue for faculty but of considerably less concern to all other constituencies.

5. The role of physical education and athletics was a critical but conflicting concern for several

constituencies. For the athletic staff much more

emphasis was needed. For the student services and

support staffs, faculty and trustees this was the

lowest rated and currently overrated goal statement.

The students were about halfway between these two

perceptions.

6. The denominational affiliation of the college had

little relevance to any constituency though was

somewhat better supported by the trustees.

7. The concept of religious affiliation was a primary

basis of conflict between faculty trustees and

support staff. For the faculty a move away from any

religious ties as well as a move toward

nondenomenational status was important. For the

trustees a greater emphasis on the religious mission

of the school was important. The students also

found little relevance in the religious mission of

the college and tended to agree with the faculty.

In this respect, the faculty was not wholly united.

The science faculty could see a role for religion

with education. The liberal arts faculty was much

stronger and emphatic in its feelings.

8. The students seek and anticipate a close personal

relationship with the faculty. This was not as

important for the faculty who rank that goal lower
than do any other constituencies.

The critical issue between faculty and students becomes
one of emphasis. For students, the faculty role should be
primarily that of a teacher who develops a close personal
relationship with the students. For the faculty, their role
is defined as that of a teacher who will develop close per-
sonal relationships if time is available after commitment to
scholarly research.

As for the impact of the constituents on the institu-
tionally stated goals, it was clear that there are unique and
definable profiles for each constituent group. There was a
wide range of support for the stated goals and a major var-
iance between the perspective of the policy makers (trustees)
and those designated to implement those policies (faculty and
professional staff). The results are that the consumer (stu-
dents) receive a product other than that which was intended
by the policy makers.

Impact of Values

The second area of examination with this research has
been the role and impact of values upon effective mission
implementation. The assumption and hypothesis was that
unique constituent profiles would be reflected by distinctive
value sets. These values relate to the perceptions the

constituents have of the institution's mission. If any
significant incongruency exists between value sets or between
constituents and the values reflected by the institution
through its stated goals, then problems and conflicts of goal
implementation could be anticipated.

Values were ranked on two scales. These rankings
created a value set against which an individual or a group of
individuals (constituencies) could measure everyday decisions
such as how to respond to stated institutional goals or how
to respond to each other.

From the data on values several conclusions were drawn.

1. Constituencies had unique value sets that were
    distinctive.

2. Value correlations between constituencies were very
    similar to correlations for goals.

3. The longer students were in school the higher was
    their correlation with faculty, administrative, and
    student services staffs. This was a strong reflec-
    tion of the influence these constituencies have with
    value development of students.

4. The longer students are on campus the more they
    reflect the more critical values of faculty and
    staff and deemphasize the values of trustees.

5. Critical values from constituencies were compatible
with goal perceptions. For students, "true
friendship" reflected the importance they placed on
social development goals. For faculty, "intelli-
gence" supported their strong support for scholarly
research. For trustees and support staff the im-
portance of "salvation" was reflected in their
strong support for the religious mission of the
institution. For the professional staff, the im-
portance of "inner harmony" was reflected in their
support of goals centering on personal development.

Perhaps the strongest conclusion of this study of values
is not a conclusion but a definition of direction. Much has
been written and implemented on college campuses related to
the teaching of values, which is indeed a viable academic
pursuit. Values as well as the cultures they evolve from can
be studied and analyzed, and knowledge of the nature and
manner of cultures can be learned. The transmission of
values, however, is much more experiential than academic.
Values are transmitted throughout the college experience but
specifically by those significant constituencies which have
direct and personal contact with the students. Moreover,
this transmission is made regardless of the intention of the
faculty or staff to participate in such a duty.

The college itself transmits values through the statement of mission and purpose it proposes to prospective students, through its rules and regulations, and through the very method it uses to administer itself. This study has only focused on the stated mission and goals. Other areas of value transmission should be open for future research.

Philosophical Perspective

Another focus also emerged from the study of institutional goals and values. For all institutions of higher education, specifically for private, nonpublic colleges, the concept of education and the role of educators is dramatically changing. For the private colleges, this shift may well be the key to survival.

Historically and traditionally, higher education has been defined as a classroom curriculum. The hidden curriculum or that part of the institution's mission which transcends a classroom experience has been recognized and studied but rarely implemented beyond its statement of purpose. Colleges, generally, have been established with the intention of providing distinctive services which usually have carried a particular socialization process. Over the years and particularly within the era of the disciplined sciences, most of those original distinctive qualities have faded. Today, most

private colleges are defined more by gradations of reputation rather than by a uniqueness of mission or purpose.

With increased competition for students and rising costs, the smaller colleges are having to compete in a buyer's market. To do so effectively requires the offering of a product that is unique and important.

This competition for students is not new, though it is now far more critical. For many years colleges have modified their classroom curriculums and service areas in order to attract the necessary number of students. Some small, private, liberal arts colleges initiated vocational and technical studies as their response answer to sagging enrollments.

The private college need not, however, be the big loser. By returning to the original reasons for incorporation or by redefining their missions in ways that are relevant to all constituencies, a quality education is available that can be competitive with other institutions. But the key remains to offer what is not available elsewhere.

Here are some of the critical attributes of a competitive college:

    1. The college must define its mission. It must offer a unique product that is not available elsewhere at a lower cost. This marketing approach does not relegate education to a cold, impersonal product.

It does begin to define, recognize and promote that which is evident in all institutions and people -- a unique personality.

2. The mission should be student-centered rather than knowledge-centered. Smaller private colleges have the special ability to stretch beyond the dissemination of information to the enhancement of the individual. The basic philosophy of a liberal arts education is the integration of knowledge into personal growth. By defining its mission in terms of directions of growth, the institution defines itself in ways that research or public sector colleges and universities cannot.

3. The college should be valued-centered. All institutions and all constituencies transmit values. The colleges must take a proactive position in the transmission of values that they consider to be important. ... ; is not solely the responsibility of the evangel. l, church-related institutions. All institutions need to recognize what values are, in fact, being transmitted and what values are in need of transmission.

4. The curriculum must be expanded beyond the classroom. It has long been recognized that much if

not most of the education a student receives in
college is outside the classroom. The college needs
to exert its mission and values throughout the
college experience. The traditional extra curricu-
lar programs need to be mainstreamed into a total
college program.

5. The concept of the educator must be expanded. Cur-
rently and traditionally the faculty have been the
recognized educators on the campus. The division
between faculty and staff is often antagonistic and
hostile. Within the last twenty years, however, a
new breed of professional educators have evolved
outside of the academic classroom. They should be
included in the mainstream of campus governance and
decision making which has been left almost exclu-
sively to the traditional faculty. Here the concern
is the reallocation of critically short resources
and reorganization of campus power. Those profes-
sional staff members who fulfill educators'
roles should share in the governing responsibilities
traditionally reserved for faculty. Other issues
include questions regarding comparable compensation
for faculty and staff, comparable faculty/student
and professional staff/student ratios, tenure

potential for staff educators, or the guarantee of
freedom from dismissal for the responsible
fulfillment of their professional positions.

6. New faculty and staff should be selected in accor-
dance with the mission and values of the institu-
tion. This means they should be honestly appraised
of these issues before their appointment. After
their arrival, a comprehensive orientation program
should be required which transmits the college's
mission and values. Most new faculty come from
universities and research institutions where they
have received their terminal degrees. The values
transmitted by those institutions are often very
different from those of a smaller college.

For the chief administrative officer, and on a college
campus that is generally the president, there are important
if somewhat obvious dilemmas. The faculty and staff play a
critical role in the value development of the students. As
such, it is of no small concern what values are being
transmitted and whether they are consistent with the mission
and goals of the institution. How can the college maintain a
distinctive mission of relevance and yet maintain the integ-
rity of the educational process?

This research has presented a process whereby an assessment of current goal and value perceptions can be evaluated in order to show where a mission may be strengthened or where possible conflicts may lie. Yet, it is still the duty of the president to define how best to utilize the resources of the institution -- both monetary and personal.

Futher Research

An essential part of the dynamics of any research is not the questions that are answered but the new qustions which are asked. This research has created more questions than answers. Continued research is necessary to be able to clarify the issues that have evolved with this study.

The purpose developed in this study for the evaluation of goals needs to be applied to a variety of institutions with varied missions and identities. Comparison of these data can help examine the hypothesis that institutions with strong identities and specific missions will be perceived to be more effective in implementing their goals. The hypothesis has also proposed that those institutions which are the most effective in goal implementation will also have less conflict among constituencies.

The roles and relationships of the various campus constituencies need to be more fully examined through research at all levels of higher education institutions. Do the same

contituencies carry the same value sets at various institutions? Are the relationships between constituencies, compatibility and conflicts, the same at different institutions? Both of these questions would impact directly on the shape and direction of administrative organization of the college campus.

More research and discussion needs to be initiated in regard to the professionalization of the nonfaculty, professional staff. The emerging role and impact of these staffs on the educational mission of the college need to be recognized and institutionalized. The effects of this evolution on the college campus will impact on the entire organizational structure of higher education. Research needs to examine the ramifications of these changes and help prepare the college communities for the conflicts, redistribution of resources, and reorganization of campus power and authority which must inevitably be addressed.

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APPENDIX A

DAVIDSON COLLEGE STATEMENT OF PURPOSE

Statement of Purpose

Davidson College is an institution of higher learning established by the Prebyterians of North Carolina in 1837. Since its founding the ties which bind the College to the Presbyterian Church have remained close and strong. It is the desire of all concerned that this vital relationship be continued in the future, to the mutual advantage of church and school. The primary loyalty of the College extends beyond the bounds of denomination to the Christian Community as whole, through which medium it would seek to serve the world.

Davidson recognizes God as the source of all truth. As a college committed to the historic Christian faith, it sees Jesus Christ as the central fact of history, giving purpose, order, and value to the whole life. Davidson is dedicated to the quest for truth and would set no limits to the adventures of the mind. Hence, it encourages teachers and students to explore the facts of the universe through the full and dedicated use of their intellectual powers. Faith and reason must work together in mutual respect if Davidson is to realize and maintain her vision of excellence in the field of Christian higher education.

In implementing its purpose to promote higher learning, Davidson has chosen to be a college, to maintain itself as a small community of learners, to emphasize the teaching responsibility of all professors, and to ensure the opportunity for personal relationships between students and teachers. It is vital that all students, freshmen as well as upperclassmen, know and study under mature and scholarly teachers who are able and eager to provide for each of them stimulus, instruction and guidance.

In meeting its responsibilities, the College must constantly endeavor to provide adequate physical facilities, and to increase its financial resources; but more important, it must seek persons of the highest caliber for student body and faculty alike. Davidson must always seek students of character, of general as well as academic ability, of loyalty to ideals of the College, and of promise for future usefulness. In the selection of teachers, it must seek individuals of genuine spirituality who are outstanding intellectually, who have the best training available in their fields of study, and whose interest in the students and in

teaching is unfeigned and profound. It must also provide
these teachers with the time and opportunity for creativ.e
scholarship which is fundamental to the best teaching.

Davidson is a college of liberal arts. As such. it
emphasize those studies, disciplines and activities which
liberate mankind physically, mentally and spiritually.
Although its curriculum prepares students adequately for
graduate study, Davidson's primary purpose is to develop
persons of humane instincts, of disciplined and creative
minds, and of Christian character for full lives of
leadership, of service, and of self-fulfillment. The College
requires physical education, provides for competitive
athletics, and encourages varied social and cultural
activities. It endeavors to teach students to think clearly
and accurately, to make relevant and valid judgments, to
discriminate among values, and to communicate freely with
others in the realm of ideas. Since this can be
significantly realized only on the basis of an appreciative
knowledge of the past and a working acquaintanceship with
current theory, Davidson concentrates upon the study of
history, literature, music and the arts, the physical,
natural and social sciences, languages, mathematics,
philosophy and religion.

As body and mind require exercise and nourishment for
healthy growth, so does the spirit. Davidson maintains,
therefore, that a college must be a worshipping as well as a
studying community, if it is to nurture the whole person and
is to be genuinely Christian. Hence, religious services and
activities, as well as courses in religion, form an integral
part of its program.

Davidson College posseses a priceless heritage
bequeathed by those who have given their lives and their
possessions for its welfare. To it much has been entrusted,
and of it much is required. In gratitude for what has been
accomplished, but in humble recognition that it has not fully
measured up to its own ideals either in learning or in life,
its trustees, its faculty, its students and its friends must
constantly rededicate themselves to their task. Only with
divine guidance and through ceaseless effort can Davidson
attain its goals and be what it ought to be.

2

APPENDIX B

Survey of Institutional Goals and Values
Davidson College - 1984

(Adapted from Gross and Grambsch)

Survey of Institutional Goals and Values
Davidson College - 1984

. This survey is conducted as research for a doctoral
degree in Higher Education Administration. The research is
designed to examine the relationship between personal values
and support of various institutional goals as well as a
reflection of how effectively the institution has
implemented its stated goals. Individual responses are
strictly confidential. Survey results, however, will be
available to the college community upon request.

Thank you for your time and cooperation in this
research project. Your promopt and thoughtful response will
be gratefully appreciated.

_____

This is an abbreviated goal inventory of various statements
of possible institutional goals. Respond to each question
twice. First: How important is this goal at Davidson at
this time? Then: In your judgement, how important should
the goal be at Davidson?

Circle the appropriate response.
    1 = of no importance or not appropriate
    2 = of low importance
    3 = of medium importance
    4 = of high importance
    5 = of extremely high importance

_____

1. To maintain a close and   is 1 2 3 4 5
    strong relationship between   should be 1 2 3 4 5
    the college and the
    Presbyterian church. . .

_____

2. To develop primary loyalty   is 1 2 3 4 5
    beyond the bounds of   should be 1 2 3 4 5
    denomination. . .

_____

3.	To recognize God as the		is	1	2	3	4	5
	source of all truth. . .	should	be	1	2	3	4	5

4.	To acknowledge Jesus Christ		is	1	2	3	4	5
	as the central fact of history	should	be	1	2	3	4	5
	giving purpose, order and							
	value to the whole life. . .							

5.	To provide higher education		is	1	2	3	4	5
	within a Christian	should	be	1	2	3	4	5
	context. . .							

6.	To place emphasis on the		is	1	2	3	4	5
	teaching responsibility of	should	be	1	2	3	4	5
	all professors. . .							

7.	To ensure the personal		is	1	2	3	4	5
	relationship between students	should	be	1	2	3	4	5
	and teachers. . .							

8.	To seek students and faculty		is	1	2	3	4	5
	of the highest caliber. . .	should	be	1	2	3	4	5

9.	To seek students loyal to the		is	1	2	3	4	5
	ideals of the college. . .	should	be	1	2	3	4	5

10.	To seek students with a		is	1	2	3	4	5
	promise of future	should	be	1	2	3	4	5
	usefulness. . .							

11.	To seek faculty of genuine		is	1	2	3	4	5
	spirituality. . .	should	be	1	2	3	4	5

12.	To provide teachers with the		is	1	2	3	4	5
	time and opportunity for	should	be	1	2	3	4	5
	creative scholarship. . .							

| 13. | To develop persons of humane instincts. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

| 14. | To develop persons of Christian character. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

| 15. | To require physical education and provide competitive athletics. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

| 16. | To encourage varied social and cultural activities. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

| 17. | To establish a worshipping studying community. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

| 18. | To be genuinely Christain. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

| 19. | To make religious services and activities an integral part of the college program. . . | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |

Listed below are two sets of 18 values. Study the lists carefully and rank the values in order of importance to YOU, as guiding principles in YOUR life. Use the numbers 1 to 18 in ranking each set, placing a 1 next to the value you deem to be the most important, a 2 next to the value that is second in importance, and so forth. Check back over the rankings as you finish to insure that the end result is a representation of the relative importance of each value.

SET #1

_____	A comfortable life (a prosperous life)
_____	An exciting life (a stimulating, active life)
_____	A sense of accomplishment (lasting contribution)
_____	A world at peace (free of war and conflict)
_____	A world of beauty (beauty of nature and the arts)
_____	Equality (brotherhood, equal opportunity for all)
_____	Family security (taking care of loved ones)
_____	Freedom (independence, free choice)
_____	Happiness (contentedness)
_____	Inner harmony (freedom from inner conflict)
_____	Mature love (sexual and spiritual intimacy)
_____	National security (protection from attack)
_____	Pleasure (an enjoyable, leisurely life)
_____	Salvation (saved, eternal life)
_____	Self-respect (self-esteem)
_____	Social recognition (respect, admiration)
_____	True friendship (close companionship)
_____	Wisdom (a mature understanding of life)

SET #2

_____	Ambitious (hard working, aspiring)
_____	Broad-minded (open-minded)
_____	Capable (competent, effective)
_____	Cheerful (lighthearted, joyful)
_____	Clean (neat, tidy)
_____	Courageous (standing up for your beliefs)
_____	Forgiving (willing to pardon others)
_____	Helpful (working for the welfare of others)
_____	Honest (sincere, truthful)
_____	Imaginative (daring, creative)
_____	Independent (self-reliant, self-sufficient)
_____	Intellectual (intelligent, reflective)
_____	Logical (consistent, rational)
_____	Loving (affectionate, tender)
_____	Obedient (dutiful, respectful)
_____	Polite (courteous, well mannered)
_____	Responsible (dependable, reliable)
_____	Self-controlled (restrained, self-disciplined)

Personal Data:

- Your current relationship with Davidson is: (circle one)

     Administrator   Professional Staff   Trustee

     Alumnus   Student

     Faculty   Support Staff

- How many years have you been associated with Davidson?

     As a student   _____

     As a faculty/staff/administrator   _____

     As a trustee   _____

- If you were/are a Davidson student, what is your class?

     1984 _____   1986 _____   1988 _____

     1985 _____   1987 _____   Other _____

APPENDIX C

PROFILES OF SURVEY RESPONSES

Davidson's 1984 Student Population by Class and Response

Class	Size*	Response	Useable Response
1984	298	94	82 – 80
1985	267	79	75 – 71
1986	320	90	83 – 85
1987	359	152	137 – 132

*Sample size on campus for Spring Term 1984

Useable Survey Response to Goals and Values
by Constituency

Constituency	Goals Response*	Values Response Set #1	Set #2
Students	376	371	366
Professional Staff	41	41	41
Faculty	39	31	31
Support Staff	32	32	31
Trustees	22	21	20

*Maximum response. Responses varied by Goal.

1

APPENDIX D

"IS" AND "SHOULD BE" GOAL RANKINGS

The Mean Ranking of "Is" and "Should be" Goal Statements
by the Five Major Constituency Groups

Mean Score	Students Is	Students Should	Professional Staff Is	Professional Staff Should	Faculty Is	Faculty Should	Trustees Is	Trustees Should	Support Staff Is	Support Staff Should
4.5 – 5.0		8 (4.73)		8 (4.73)		8 (4.53)		8 (4.56)		
4.0 – 4.5	8 (4.19)	7 (4.42)	8 (4.22)	7 (4.44)	6 (4.14)	6 (4.32)	8 (4.40)	5 (4.48)	8 (4.13)	8 (4.41)
		6 (4.38)		13 (4.44)	8 (4.08)	12 (4.00)	6 (4.12)	6 (4.44)		6 (4.28)
		13 (4.22)		6 (4.28)			13 (4.12)	14 (4.40)		13 (4.25)
		16 (4.17)		10 (4.24)			10 (4.00)	3 (4.38)		10 (4.09)
				16 (4.02)				7 (4.32)		3 (4.07)
								4 (4.25)		7 (4.06)
								10 (4.20)		4 (4.06)
								13 (4.20)		14 (4.03)
								1 (4.16)		
3.5 – 4.0	7 (3.85)	10 (3.83)	7 (3.80)	12 (3.95)	7 (3.82)	13 (3.87)	5 (3.96)	9 (3.96)	10 (3.78)	5 (3.97)
	10 (3.79)	9 (3.70)	10 (3.80)	5 (3.85)	15 (3.72)	10 (3.87)	7 (3.92)	16 (3.88)	13 (3.56)	12 (3.81)
	9 (3.72)	2 (3.67)	13 (3.66)	11 (3.78)	10 (3.71)	7 (3.77)	14 (3.84)	18 (3.88)	7 (3.56)	16 (3.81)
	6 (3.59)	15 (3.54)	6 (3.65)	15 (3.73)	13 (3.69)	2 (3.73)	3 (3.83)	17 (3.84)		18 (3.81)
	13 (3.50)		12 (3.59)	9 (3.68)	16 (3.61)	16 (3.69)	1 (3.80)	11 (3.78)		11 (3.72)
				3 (3.66)	9 (3.55)		16 (3.68)	12 (3.72)		9 (3.66)
				14 (3.61)			4 (3.58)	19 (3.52)		1 (3.63)
				18 (3.60)			12 (3.56			19 (3.53)
				4 (3.56)						

Mean Score	Students Is	Students Should	Professional Staff Is	Professional Staff Should	Faculty Is	Faculty Should	Trustees Is	Trustees Should	Support Staff Is	Support Staff Should
3.0 – 3.5	15 (3.31)	12 (3.49)	9 (3.49)	1 (3.41)	5 (3.33)	15 (3.26)	9 (3.44)	15 (3.48)	6 (3.44)	2 (3.48)
	12 (3.16)	14 (3.38)	16 (3.37)	1 (3.41)	1 (3.31)	18 (3.14)	15 (3.44)	2 (3.39)	12 (3.41)	17 (3.45)
	1 (3.10)	3 (3.27)	5 (3.34)	2 (3.24)	14 (3.18)	14 (3.18)	18 (3.36)		9 (3.38)	15 (3.17)
	5 (3.05)	5 (3.28)	1 (3.27)	19 (3.10)	18 (3.06)	9 (3.11)	17 (3.24)		5 (3.33)	
	11 (3.03)	18 (3.15)	15 (3.25)	17 (3.03)	12 (3.03)	5 (3.07)	2 (3.22)		16 (3.32)	
		11 (3.02)	3 (3.22)		17 (3.00)		11 (3.00)		15 (3.22)	
			4 (3.22)						1 (3.19)	
			14 (3.02)						14 (3.13)	
									3 (3.03)	
									2 (3.03)	
2.5 – 3.0	14 (2.99)	4 (2.98)	18 (2.98)		4 (2.87)	11 (2.95)	19 (2.65)		11 (2.88)	
	2 (2.88)	17 (2.93)	2 (2.97)		11 (2.85)	3 (2.90)			4 (2.78)	
	17 (2.88)	1 (2.86)	11 (2.93)		3 (2.82)	1 (2.82)			18 (2.74)	
	18 (2.87)	19 (2.50)	17 (2.79)		2 (2.80)	4 (2.76)			17 (2.64)	
	3 (2.85)		19 (2.73)		19 (2.61)	17 (2.69)			19 (2.68)	
	16 (2.76)									
	4 (2.63)									
2.0 – 2.5	19 (2.43)					19 (2.39)				
Range	1.76	2.06	1.49	1.23	1.53	2.14	1.75	1.17	1.50	1.24

For Students by Class
Mean Ranking of "Is" and "Should Be" Goal Statements

Class of

1984		1985		1986		1987	
Is	Should	Is	Should	Is	Should	Is	Should
8 (4.23)	8 (4.56)	8 (4.27)	8 (4.57)	8 (4.10)	8 (4.49)	8 (4.17)	9 (4.80)
7 (3.75)	13 (4.59)	10 (3.97)	6 (4.46)	9 (3.74)	6 (4.44)	7 (3.93)	8 (4.61)
10 (3.65)	6 (4.42)	7 (3.93)	7 (4.46)	7 (3.73)	7 (4.41)	10 (3.84)	7 (4.49)
1 (3.59)	7 (4.30)	9 (3.80)	16 (4.22)	10 (3.67)	13 (4.15)	9 (3.74)	6 (4.33)
9 (3.57)	16 (4.15)	6 (3.69)	13 (4.20)	6 (3.65)	16 (4.10)	6 (3.74)	13 (4.19)
13 (3.46)	12 (3.78)	13 (3.51)	2 (3.93)	13 (3.43)	10 (3.81)	13 (3.56)	16 (4.18)
15 (3.35)	10 (3.65)	5 (3.41)	10 (3.88)	16 (3.37)	15 (3.67)	15 (3.39)	10 (3.93)
6 (3.28)	2 (3.65)	16 (3.29)	9 (3.52)	15 (3.20)	9 (3.58)	16 (3.38)	12 (3.78)
16 (3.06)	9 (3.35)	14 (3.23)	15 (3.52)	11 (3.13)	2 (3.57)	12 (3.34)	14 (3.68)
12 (3.02)	15 (3.34)	15 (3.20)	14 (3.47)	12 (3.00)	12 (3.40)	5 (3.02)	2 (3.59)
2 (2.99)	14 (3.04)	12 (3.19)	5 (3.33)	14 (2.98)	14 (3.17)	14 (3.01)	15 (3.59)
11 (2.96)	3 (3.00)	1 (3.11)	3 (3.23)	5 (2.91)	5 (3.09)	11 (2.98)	3 (3.50)
5 (2.91)	5 (2.96)	18 (3.07)	17 (3.14)	1 (2.84)	3 (3.05)	1 (2.95)	18 (3.48)
17 (2.84)	4 (2.94)	11 (3.06)	18 (3.08)	18 (2.84)	18 (2.91)	2 (2.90)	5 (3.43)
18 (2.78)	18 (2.89)	3 (3.00)	1 (2.88)	2 (2.83)	11 (2.88)	17 (2.87)	11 (3.33)
3 (2.77)	11 (2.82)	17 (3.00)	11 (2.83)	17 (2.82)	4 (2.69)	18 (2.83)	4 (3.33)
14 (2.77)	1 (2.60)	2 (2.80)	12 (2.76)	3 (2.73)	17 (2.67)	3 (2.80)	17 (3.20)
4 (2.55)	17 (2.53)	4 (2.78)	4 (2.73)	4 (2.56)	1 (2.64)	4 (2.64)	1 (3.13)
19 (2.43)	19 (2.29)	19 (2.44)	19 (2.40)	19 (2.36)	19 (2.27)	19 (2.46)	19 (2.81)

Mean Ranking of "Is" and "Should Be" Goal Statements

For Student Services, Athletics, and Administrative Support Staffs

Student Services N = 21		Athletics N = 8		Administrative Support N = 13	
Is	Should	Is	Should	Is	Should
8 (4.40)	8 (4.85)	8 (4.50)	8 (4.88)	8 (4.00)	8 (4.62)
7 (3.81)	13 (4.62)	10 (4.13)	8 (4.75)	7 (4.00)	6 (4.54)
10 (3.81)	6 (4.60)	13 (4.00)	13 (4.50)	6 (3.92)	7 (4.46)
6 (3.75)	7 (4.43)	12 (4.00)	15 (4.38)	10 (3.92)	10 (4.31)
15 (3.57)	10 (4.14)	9 (3.75)	16 (4.25)	13 (3.92)	13 (4.15)
12 (3.43)	12 (4.14)	7 (3.50)	10 (4.00)	3 (3.92)	4 (4.15)
9 (3.38)	16 (4.10)	3 (3.50)	12 (4.00)	4 (3.69)	5 (4.08)
13 (3.33)	11 (3.67)	18 (3.38)	5 (3.71)	16 (3.69)	11 (4.08)
16 (3.24)	5 (3.62)	4 (3.38)	18 (3.63)	9 (3.54)	14 (4.00)
5 (3.19)	14 (3.62)	11 (3.25)	3 (3.50)	1 (3.54)	3 (3.92)
1 (3.05)	9 (3.57)	1 (3.25)	4 (3.50)	12 (3.46)	9 (3.92)
4 (2.81)	15 (3.52)	5 (3.14)	11 (3.38)	15 (3.33)	18 (3.83)
3 (2.76)	18 (3.38)	19 (3.13)	17 (3.38)	14 (3.31)	17 (3.75)
2 (2.75)	3 (3.29)	16 (3.00)	9 (3.13)	2 (3.27)	2 (3.73)
11 (2.71)	1 (3.24)	17 (3.00)	1 (3.13)	18 (3.25)	16 (3.69)
14 (2.71)	4 (3.10)	6 (3.00)	6 (3.13)	19 (3.15)	1 (3.69)
18 (2.62)	2 (3.05)	14 (3.00)	2 (3.13)	5 (3.00)	15 (3.68)
17 (2.52)	17 (3.05)	15 (2.75)	14 (2.88)	11 (3.00)	19 (3.62)
19 (2.43)	19 (2.81)	2 (2.75)	19 (2.75)	17 (2.92)	12 (3.46)

Mean Ranking of "Is" and "Should Be" Goal Statements

For Liberal Arts and Science Faculties

Liberal Arts				Sciences	
Is	Should			Is	Should
6 (4.11)	8 (4.48)			6 (4.10)	8 (4.66)
8 (4.10)	13 (4.33)			8 (4.00)	6 (4.40)
7 (3.77)	6 (4.25)			10 (3.90)	13 (4.40)
16 (3.70)	12 (3.93)			15 (3.90)	12 (4.30)
13 (3.67)	10 (3.90)			13 (3.80)	10 (3.90)
10 (3.66)	2 (3.86)			7 (3.20)	7 (3.80)
15 (3.53)	7 (3.80)			9 (3.60)	5 (3.70)
5 (3.52)	16 (3.77)			5 (3.50)	9 (3.60)
9 (3.52)	14 (3.37)			1 (3.50)	4 (3.60)
1 (3.27)	15 (3.27)			4 (3.40)	3 (3.60)
14 (3.20)	5 (3.14)			16 (3.40)	18 (3.56)
17 (3.04)	9 (3.00)			3 (3.30)	16 (3.50)
12 (3.00)	18 (3.07)			12 (3.20)	2 (3.33)
11 (2.93)	11 (2.90)			14 (3.20)	1 (3.30)
18 (2.86)	3 (2.79)			17 (2.90)	14 (3.30)
4 (2.78)	1 (2.70)			18 (2.78)	15 (3.20)
19 (2.78)	17 (2.62)			2 (2.69)	17 (3.10)
2 (2.77)	4 (2.55)			11 (2.60)	11 (3.00)
3 (2.72)	19 (2.35)			19 (2.20)	19 (2.70)

APPENDIX E

RANKINGS OF VALUES

The Number of First and Last Place Rankings of Environmental and Personal
Values by the Five Major Constituencies

Students 1st	Students 18th	Professional Staff 1st	Professional Staff 18th	Faculty 1st	Faculty 18th	Support Staff 1st	Support Staff 18th	Trustee 1st	Trustee 18th	Environmental Values	Code
4	51	–	4	–	5	–	7	–	–	A Comfortable Life	A
7	8	–	1	1	1	–	2	–	2	An Exciting	B
22	–	2	1	6	–	1	–	2	–	A Sense of Accomplishment	C
33	13	6	–	4	1	4	–	2	1	A World of Peace	D
3	29	–	3	1	–	–	2	–	2	A World of Beauty	E
14	8	–	–	1	–	–	2	–	1	Equality	F
9	–	1	–	5	–	5	–	1	–	Family Security	G
26	1	–	–	1	–	–	–	–	–	Freedom	H
33	2	1	–	2	–	3	1	–	–	Happiness	I
20	1	5	–	5	–	1	–	–	1	Inner Harmony	J
11	7	1	2	–	–	–	1	–	1	Mature Love	K
–	62	–	11	–	10	–	3	–	–	National Security	L
1	30	–	8	–	3	–	4	–	7	Pleasure	M
115	76	13	8	2	9	13	1	12	2	Salvation	N
34	2	1	–	2	–	3	–	–	–	Self-Respect	O
–	76	–	3	–	1	–	8	–	4	Social Recognition	P
13	–	1	–	–	–	1	1	–	–	True Friendship	Q
26	5	10	–	1	1	1	–	4	–	Wisdom	R
371		41		31		32		21			

Code	Personal Values	Students		Professional Staff		Faculty		Support Staff		Trustee	
		1st	18th	1st	18th	1st	18th	1st	18th	1st	18th
A	Ambitious	9	29	–	5	1	3	1	2	1	1
B	Broad-minded	26	9	2	1	1	1	3	1	2	1
C	Capable	2	5	3	1	1	2	1	–	1	–
D	Cheerful	9	7	1	2	–	–	2	1	–	1
E	Clean	–	116	–	10	–	7	–	4	–	9
F	Courageous	9	3	–	–	1	–	–	–	2	–
G	Forgiving	13	4	1	1	2	1	2	–	1	–
H	Helpful	21	4	4	–	2	–	2	–	1	–
I	Honest	99	–	11	–	10	–	10	–	8	–
J	Imaginative	8	17	2	2	4	–	–	4	–	–
K	Independent	34	12	2	–	2	–	–	1	2	–
L	Intellectual	12	24	1	3	2	–	3	4	–	3
M	Logical	4	27	–	3	–	1	–	–	–	1
N	Loving	92	3	7	–	3	–	7	1	3	–
O	Obedient	4	87	–	12	–	16	–	12	–	2
P	Polite	1	8	–	–	–	–	–	1	–	–
Q	Responsible	19	–	3	–	2	–	–	–	1	–
R	Self-Controlled	4	11	4	1	–	–	–	–	–	2
		366		41		31		31		20	