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TWO-YEAR COLLEGE FACULTY: A COMPARATIVE STUDY

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TWO-YEAR COLLEGE FACULTY:
A COMPARATIVE STUDY

BY

JOHN VAN HOEWYK

A dissertation submitted to the Graduate
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Abstract

TWO-YEAR COLLEGE FACULTY: A COMPARATIVE STUDY

by

JOHN VAN HOEWYK

Advisor: Professor Edgar Borgatta

The focus of the study is two-fold. First, to determine the effects of a group of professional orientation and achievement characteristics on the acquisition of institutional rewards and the development of professionally related attitudes and perceptions among two-year college faculty. And second, whether significant changes in effects of these characteristics occurred over a six-year period. The professional orientation and achievement characteristics include the possession of the Ph.D., number of publications in scholarly or academic journals, expression of a teaching or research orientation, the generation of research funding and extent of professional experience, which is measured as time since receiving highest degree. A hypothesis of a changing faculty composition and thereby associated professional characteristics is proposed based on statistics indicating that the greatest opportunities for academics in the last decade were found to be at junior/community colleges.

The data for the study are drawn from the 1969 and 1975 Carnegie Commission on Higher Education's surveys of American faculty. A brief descriptive comparison of two- and four-

year faculty on selected sociological and demographic characteristics is provided. The effects of professional orientation and achievement in the acquisition of institutional rewards is considered. Publications and the possession of the Ph.d are found to play a significant role in rank and salary achievement among two-year college faculty suggesting that despite the ostensibly different expectations of faculty at two-year colleges, rewards are to some degree based on "academic" achievement and not solely on a teaching and student orientation. In the acquisition of rank particularly, the two-year colleges have, and have as far back as 1969, employed many of the measures of achievement used to evaluate faculty at four-year institutions. This departs from prior description of how two-year college faculty are evaluated and rewarded.

Professional orientation and achievement are not found to be significant contributors to five indices of workplace satisfaction, in either 1969 or 1975, among two-year college faculty. Yet, while not statistically significant, the possession of the Ph.D. was in 1975, although again not statistically significant, is a detriment to the implementation of programs compatible with the junior/community college philosophy. The inconsistent role of the other professional orientation and achievement characteristics in the development of job related satisfaction and educational attitudes diverges from prior research findings. The literature has argued that a research/scholarship orientation has a critical effect on job satisfaction and the development of an education philosophy.

Finally, in the investigation of political attitudes, two-year faculty, while more conservative on both general as well as campus specific issues, indicate a greater degree of militancy on the issue of faculty unionism than four-year college faculty exhibit. Yet, professional orientation and achievement demonstrate little effect in the determination of political attitudes among two-year college faculty, particularly on campus specific issues.

It is concluded that the exigencies of the labor market did not affect two-year college faculties in the direction anticipated. Little change between 1969 and 1975 in the role of the professional orientation and achievement characteristics is observed.

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CHAPTER I

INTRODUCTION

Research Problem

The two-year college movement, an educational concept native to America, has defined policies and put forth goals clearly differentiating it from four-year colleges and universities. Three distinctive features of the junior or community college are: first, non-selective admission procedures or, as they are often called, an "open-door" policy. It is at the junior or community college level that the low ability or inadequately trained student may acquire a post-secondary education. Secondly, junior colleges, historically, were established to provide interim education for those who could not enter senior colleges immediately after high school (Medsker and Tillery 1971). While a good portion of contemporary programs continue to help two-year college students transfer to four-year colleges, two-year colleges today have taken on the additional responsibility of developing unique non-academic educational programs. That is, many two-year schools, rather than merely duplicating lower level courses of four-year schools, offer programs aimed at the development of vocational and occupational skills. These programs include engineering technologies, health and recreational services, skilled trades, forestry, business, and the applied and graphic arts. The vocationally oriented programs of the two-year school have led to the

observation that "the comprehensive two-year college, with its willingness to offer courses of less than collegiate level... (is) the salvation of low ability students" (Block et al. 1965). A third task charged to the community or junior college is the provision of education to enhance personal and vocational competency. Adults, in fact, represent over one-half of the community college student body (Medsker and Tillery 1971). Adult education programs permit the two-year college to play a significant role in the academic and vocational growth of the community in which it is located.

Thus, the purported mission of the community or junior college clearly differentiates it from its four-year counterpart. The two-year school serves the older, less able (academically) and non-academically oriented student, providing an education often vocationally oriented, and aimed toward enhancing the student's life chances. In this context, Medsker and Tillery (1971) write that the junior college has "evolved naturally from the egalitarian premise that each individual should be allowed to develop to the limit of his capabilities."*

Junior colleges, with goals and purposes differently defined from those of four-year institutions, are accordingly in need of faculty with a compatible orientation. Junior college faculty must possess, in addition to a sensitivity to

*Egalitarianism, as the underlying principle of two-year colleges, is not wholly accepted by some observers of community colleges. See Chapter Two.

the specialized task of the two-year college, a strong teaching orientation if the ostensible goals of the two-year school are to be achieved (Clark 1960). However, a strong teaching orientation in itself does not seem sufficient. Given that one of the tasks outlined by the community college movement is to provide post-high school education to low ability and inadequately trained students, a strong teaching orientation must be coupled with a non-traditional approach toward post-secondary education: that is, an approach that goes beyond the subject matter orientation of senior colleges and is more student focused (Brick 1964, Jencks and Riesman 1968, Morris 1927). Yet evidence suggests that faculty attitudes are at variance with the two-year college ideology.

In an unpublished 1967 study, reported in Medsker and Tillery (1971), the authors claim that only half of the two-year college faculty surveyed believe that remediation, certainly a major task of the community college, is essential to a college program. Moreover, one-fifth of the surveyed junior college faculty felt that remediation was inappropriate. Another study reports that 43 percent of two-year college faculty believed admission standards at their institution were too low, a position that conflicts directly with the basic "open door" policy of the two-year college (Medsker 1960). Further, two-year college observers report, faculty with advanced degrees, Ph.D's or their equivalents, are often oriented toward the better students. Thus while the community

college movement believes itself to be offering innovative educational experiences, a sizable portion of its faculty are primarily interested in more traditional academic programs and students who eventually transfer to four-year colleges and universities (Clark 1960, Gleazer 1968, Jencks and Riesman 1968). The gulf between the two-year college's mission and the manner in which it operates appears to be a consequence of the tension between two diverse faculty roles, that of scholar or academician on the one hand and that of teacher on the other. The ambiguity associated with faculty roles at two-year colleges is a long standing problem. A survey, conducted in 1941, of junior college administrators cited misgivings about the placement of academics at the two-year college. The study argued, among other things, that academics have insufficient understanding of the junior college and its purposes and goals (Brick 1964). However, it may not be so much a lack of understanding as much as incomplete acceptance, by academically trained faculty, of the two-year college philosophy.

Medsker (1960) believes reference theory may go some way toward explaining faculty support or non-support of the basic premises of the community college. It is important, according to Medsker, to determine the professional group upon which junior college faculty reference themselves. Gouldner (1958), applying concepts developed by Robert Merton (1949), has provided a typology of organization members and their relationship to the organization that has some bearing on this issue. Gouldner, in a study of

college faculty, has identified two orientations of faculty relative to their institution and their profession. Accordingly, faculty as members of an organization (the school) may be defined as "locals" and "cosmopolitans." "Cosmopolitans" comprise those who are low on loyalty to their employing organization, but high on commitment to their specialized skill or profession, and are oriented toward an outward reference group, fellow professionals. "Locals," in contrast, exhibit loyalty to the organization and low commitment to their profession and are oriented toward an inner reference group, other members of the organization.

In line with this formulation, it might be expected that faculty aspiring to four-year colleges or recently arriving from graduate school, particularly those with advanced degrees, are more likely to possess a concept of higher education paralleling that of senior colleges. Moreover, in an effort to maintain a professional self-image, the outwardly oriented faculty member may attempt to duplicate the intellectual and professional environment of the four-year college or university. Chief, but not sole, indicator of a professional orientation is the personal placement of greater emphasis on research and publications. This group of faculty, having an orientation to an outer reference group, specifically other members of their professional discipline, undoubtedly will express decreased support or loyalty to their present institution and its purported goals.

On the other hand, junior college faculty drawn from other sectors, secondary schools and applied fields, and arriving from business and industry, are more likely to support the basic purposes of the community college. This portion of the faculty more closely resembles Gouldner's description of "locals."

The Proposed Research

While other reports have provided sketches of the professional, social and attitudinal characteristics of junior or community college faculty, none have provided a comparative analysis of two-year and four-year faculty. Additionally, there is little information that reflects the changes in faculty structure at two-year colleges over time. This study proposes to do both. However, our chief interest is in determining the effects of professional characteristics on professional achievement and attitudinal development. As has been suggested above, the two-year college has voiced considerable concern about the role of the research scholarship oriented faculty in the development of its programs. We hope to determine the extent to which professional orientation acts as a determinant of such things as advancement within the institution, job related satisfaction, educational philosophy and campus political and social questions: in other words, whether these concerns are empirically based. Moreover, we hope to determine if these characteristics have differential effects among two-year and four-year faculty.

Attention is focused on two procedures of comparative analysis. First, utilizing the 1969 and 1975 Carnegie Commission on Higher Education surveys of American faculty, two-year college faculty are compared to four-year faculty to determine the variation, if any, among the two groups. Secondly, comparisons will be made, where possible, between respondents in the Commission's 1969 survey and its 1975 survey.

The first survey was conducted in the late 1960s, a time when American higher education was closing an era of expansion.* The years before the first survey witnessed astounding increases in the number of full-and part-time faculty. For the entire decade, 1960-1969, the number of full and part time faculty in all institutions increased by 97 percent. For the six-year period, 1964-1969, faculty increased by 48 percent (Grant and Lind 1975). Expansion in higher education brought about increased opportunities, allowing faculty a greater say in their own occupational and professional placement. That is, individuals had greater latitude in selecting and placing themselves with respect to two-year and four-year colleges. In a 1969 study of American graduate students, feelings of increased employment expectations are well documented. Among graduate students never expecting to obtain a doctorate, and thereby "less qualified for college or university teaching," 53 percent of the women and 73 percent of the men surveyed

*A description of the data follows.

planned to enter college or university teaching. Conversely, among doctoral students, 4 percent of the males and 12 percent of the females planned to enter junior college teaching (Feldman 1974).

By the middle of the last decade, however, opportunities within American academia had been greatly reduced. During the six-year period between the two Carnegie surveys the rate of increase in academia dropped to 12 percent, down from 48 percent reported during the six-years prior to the first survey (Grant and Lind 1975). Moreover, by the academic year 1968-69, the need for full time faculty due to increasing student enrollment began to slow down and in 1973-74 the projected need for new faculty due to increased enrollment decreased by 4,000 positions over the previous year, the largest approximated drop since 1968-69, and continued to decrease by an estimated 1,000 positions a year thereafter (Harris 1972).

Put differently, during the seven-year period 1962-68, 56 percent of the additional faculty needed resulted from expanding enrollments, while for the 1968-74 period new faculty anticipated because of increasing enrollments dropped to 38 percent. Obviously, fewer and fewer academic positions were created during the latter period. Unfortunately, faculty statistics are not available by institution type. However, during the period between the two surveys, 1969-1975, student enrollment figures showed the greatest increase at the two-year college level. During the six-year period, enrollment

at two-year institutions jumped from 1,528,429 to 2,198,294 for an increase of 43 percent. Senior colleges, during the same period, reported an increase of 17 percent, from 3,095,331 students to 3,628,260, while universities had an enrollment increase of 12 percent, 2,860,313 to 3,197,117 students (Grant and Lind 1976).

On the surface it would appear that junior colleges at the time of the last survey provided the greatest area of employment opportunity for faculty. Consequently, it is reasonable to believe, although not empirically demonstrable, that four-year college aspirants, due to the changing academic market place, may have settled for two-year college positions. Thus a comparison of two-year college faculty in the earlier survey with those in the latter survey may indicate a change in the staffing at the community colleges. Analysis of the data has revealed that the number of faculty members with doctorates at junior colleges had increased by 50 percent. Additionally, 64 percent of the Ph.D's at junior colleges surveyed in 1975 were recent doctorates, having received their degrees since 1968.

The questions that immediately arise are: does the placement of newer and perhaps "overqualified" faculty bring to the community or junior college a complex of attitudes, values and opinions more often exhibited on the four-year college campus? Moreover, do these faculty members place greater significance on their professional identity at the expense of an organizational identity? Gouldner has identified

some distinctions between "locals" and "cosmopolitans" that may have some consequences for the community college.

Cosmopolitans, according to Gouldner, prefer lighter teaching loads, freeing them for research and writing. Certainly reduced teaching loads conflict with the community college's strong teaching orientation. Further, they are committed to a strong department format at the expense of interdisciplinary education, the latter an approach more often found at the community college. Cosmopolitans exhibit greater dissatisfaction with their professional environment in terms of opportunities to share professional interests, and are more likely to search for intellectual stimulation outside the institutional environment. Since two-year college faculty are often required to be generalists in their teaching activities it is reasonable to expect this dissatisfaction to arise among "overqualified" two-year college faculty. Gouldner also writes that cosmopolitans, with an eye for opportunities elsewhere, are more willing to leave their present institutions. However, with reduced opportunities in the academic market place, it is not likely that many faculty will, in fact, leave.

While the data do not lend themselves to suitable analysis of institutional change, they may, however, be suggestive. Consequently other issues may be considered. For example, will the two-year college in some way be affected by the retention of outwardly oriented faculty? That is, does the infusion of faculty with a new orientation threaten the goals and functions of the two-year college, pushing

them closer to the four-year model? And, will the unique and specialized purpose of the two-year school disappear?

In an effort to provide a clearer picture of junior college faculty with respect to four-year college and university faculty, four broad areas will be investigated. First, a descriptive comparison of professional orientations among faculty will be provided. Publications, research and degrees confer status on the individual and are generally employed to rate and evaluate senior colleges and universities. Junior colleges, by orientation, place a great deal of emphasis on teaching at the expense of research and publications. However, if new faculty with a more academic or "cosmopolitan" orientation compose a significant portion of two-year college faculty there should be some pressure to maintain a "professional" self-image as defined by the standards of four-year college and university faculty. Central to such an image would be increased publication productivity. In the traditional sectors of higher education the granting of occupational rewards has been dependent for the most part on research and publication productivity. The further question then is: do rewards continue to be granted at the two-year college based on criteria different from those at four-year institutions or is the reward process beginning to approach the four-year college and university model? Accordingly, the process of rank, tenure and salary achievement will be investigated.

Secondly, we hope to develop some adequate measures of

faculty satisfaction with their present institution. The focus of our attention will be faculty provided ratings of their institutions as academic workplaces. Among the items employed to ascertain satisfaction levels will be evaluations of their institutions' cultural resources, student-faculty and faculty-faculty relationships, intellectualism of the institution, salaries and department reputations.

The third area of focus will be directed toward students and undergraduate education. This section will inquire about faculty attitudes toward the purposes and goals of undergraduate education. Do the faculty at two-year colleges believe the thrust of undergraduate education should be in a different direction than do their counterparts at senior colleges and universities? Or despite the ostensible differences between the philosophies of the junior and senior institutions are faculty fairly homogeneous in their attitudes regarding the form undergraduate education should take?

Finally, an attempt will be made to measure social and political attitudes: those of immediate concern, campus issues; and those external to the campus and more global. These four areas, it is believed will show some variation by institution type. But again our major focus will be directed toward the effects of professional orientation on the four areas.

In addition to these four areas, an opening section is included contrasting faculty at the two- and four-year institution on some basic sociological and demographic characteristics. Also, a sketch of the socio-economic background of faculty will be provided.

The Data

The data to be employed in this study were collected under the auspices of the Carnegie Commission on Higher Education. In 1969 and again in 1975, the Commission mailed survey questionnaires to faculty as well as graduate and undergraduate students located at a representative sample of American institutions of higher education. The 1975 faculty questionnaire contained a number of items found in the earlier instrument. In addition, new items were added that reflected issues that had emerged in American higher education since 1969.

The 1969 Survey

The 1969 faculty survey was administered by the Carnegie Commission in cooperation with the research office of the American Council of Education (ACE). ACE provided the Commission with a sample drawn on the entire universe of educational institutions in American higher education. For the first sample, 1,968 institutions were eligible for inclusion in the ACE sample.* A two-stage sampling procedure

*For a detailed discussion of the 1969 data see Trow (1975).

was utilized to achieve the representative sample of faculty. In the initial stage, institutions were stratified by 1) institution type, 2) size of enrollment (junior colleges only), and 3) per-student expenditures (four-year institutions only). The sample drawn for the 1969 survey (drawn in 1966) invited 371 institutions to participate of which 303 participated in the faculty survey. Of those finally selected each institution was requested to submit a list of faculty of which a 6/7 second-stage sample was drawn. After sampling, just over 100,000 questionnaires were sent to the sampled faculty. Faculty were defined as "any staff member who is in charge of courses: including visiting professors, visiting lecturers, and any lecturers, instructors, etc., whether 'acting' or not, who are responsible for the teaching of any course during the '68-69' academic year creditable towards a degree (associate, bachelor or higher)" (Trow 1975). Graduate students acting as assistants were excluded. Of the total number of questionnaires mailed to the faculty sixty thousand were returned for a response rate of 60 percent.

The 1975 Survey

The sample drawn for the 1975 survey, in addition to permitting the researcher "to generalize to the whole population of college and university teachers..." as it did in the 1969 survey, was also intended to "allow special analytical studies of sub-groups and special issues." The latter survey was additionally designed to study "the process

of systemic and institutional change" (Roizen et al. 1978).*

Two factors resulted in the modification of the original 1969 ACE sample. First, of the over three hundred institutions of higher education selected from the ACE sample and used in the 1969 survey, thirty had, by 1974 "dropped out of the research program, merged with other institutions or closed" (Roizen et al. 1978). Secondly, the Commission's research team determined that the sample used in 1969 suffered from the problems associated with over-use, for the sample had been used by ACE in 1972 in connection with another study. The decision to modify the sample did not however undermine the possibilities of assessing change over time.

The new sample was again drawn in two stages. The first stage, as in the earlier survey, consisted of drawing a sample of colleges and universities. The second stage was composed of drawing a sample of faculty from lists of names provided by the institutions selected in the first stage. To arrive at the pre-determined response target of 30,000, a faculty sample of 50,000 was drawn assuming a response rate of 60 percent. However, with additional adjustments, the sample was increased to 52,876. Of that total, 25,445 "non-blank" questionnaires were returned for a 48 percent response rate. After removing known undelivered questionnaires from the count the response rate was corrected to 51

*For a detailed discussion of the 1975 data, see Roizen et al. (1978).

percent. The study designers, assuming that more undelivered questionnaires existed than was known to them, argue that the actual response rate was, in fact, somewhat higher. The Commission research team contends that "the true response was not worse than the rate of 60 percent achieved in 1969" (Roizen et al. 1978).

While the sample from each survey is available for the present research, it was decided, for purposes of economy, that a smaller sample of each data set be employed to achieve the goals of the present research. Consequently, a 20 percent random sample was drawn of respondents employed at four-year institutions. To achieve a sufficient number of two-year faculty 2,000 junior/community college faculty were randomly selected for each data set.

CHAPTER 2

REVIEW OF THE LITERATURE

To acquire some understanding of the two-year college instructional staff as an occupational group and the issues central to their work roles requires a short discussion of the junior college from both a historical and an institutional perspective. Thus, we open this chapter with a brief historical overview of the junior college movement in America, followed by a review of the institutional role and function of the two-year college within higher education. Finally, a discussion of the junior college faculty relative to the profession of education is presented.

Historical Overview

At the turn of the twentieth century, calls from within American education for changes in the structure of higher education resulted in the emergence of the junior college. Two already existing educational institutions, one firmly entrenched and a major component of American higher education, the university, and the other, having just received wide scale acceptance, the high school, were key to the development of the two-year college. The educational philosophy and associated needs of certain American universities, most notably the University of Chicago, exerted pressures from the top of the educational hierarchy, while the need for an expanded post-secondary education beyond the 12th year of high school exerted pressure from the bottom.

The most influential agitators among university educators for two-year colleges, were the presidents of two major mid-western universities, William Rainey Harper of the University of Chicago and Henry Tappan of the University of Michigan. These educators, "liberals" in the context of American educational history, were convinced that the university should devote the majority of its attention to "specialized instruction in the subject matter disciplines," while encouraging and supporting research. Upper division work, graduate studies and faculty research were, accordingly, the proper focus of the university. Moreover, because the university saw as one of its prime functions the dissemination of "advanced knowledge," "the selection of students for study at the university (should take) on greater significance" (Fields 1969). However, the last third of the 19th century experienced large population increases and concomitant increases in the number of individuals attending institutions of higher education. While the population doubled during the period, enrollments in higher education multiplied four and a half times. The impact was such that the university for the first time experienced large class sizes, as well as the problem of vast numbers of students arriving at the university unprepared for university studies, particularly the intensive and specialized work of the junior and senior years. Students, these educators reasoned, should be admitted to the university only when they were "ready for specialization and capable of preparing for a career as

scholar, researcher or professional worker" (Fields 1969). One's general and liberal education, the first two-years of university studies, it was argued, should be completed by time of arrival at the university. Lower division work should become the charge of a separate institution.

At the University of Chicago in 1892, President Harper was able to establish two major divisions, "the Academic College," and the "University College," the first concerned with the freshman and sophomore years and the second the upper years. In 1896 the names were changed to "Junior College" and "Senior College." Additionally, Harper was able to influence a few secondary schools to undertake lower division work by adding one or two years of post secondary work. Thus high schools offered programs through the 14th year. Some success was also had in persuading several four-year colleges to relinquish upper division work and devote attention solely to the first two-years of higher education.

In the development of the junior college, the importance of university experiments with upper and lower divisions is matched in significance by the upward extension of the high school. By the latter part of the 19th century, the high school had been established as the standard form of secondary education, attracting large numbers of students. The wide scale utilization of high schools affected higher education in at least two ways. First, it allowed the university to upgrade its admission standards, establishing the high school diploma as a basic requirement. Secondly, and more important to

the development of the junior college, was the rise of interest in post-secondary education, a product of the increasing number of people experiencing secondary education at this time.

However, colleges were often remote, both geographically and financially, from these new consumers of education. Where opportunities for college work did exist, students continued at the high school beyond the 12th grade level, eventuating the emergence of the public junior college out of the 13th and 14th years of high school.

California was the first state to make a commitment to public junior colleges. In 1907, the state legislature passed a measure authorizing high schools to provide post graduate services, which up to this point some had been doing informally. The law provided that the board of trustees of any city, district, joint union or county high school could prescribe post graduate courses for its graduates or those of other high schools. The course of study was to approximate the first two-years of study at four-year institutions. Initially then, public two-year colleges were part of the local public secondary school system. Public junior colleges as independent institutions came about in California after 1921 legislation called for the creation of junior college districts. Each district had its own budget, board of trustees and operating procedures.

In addition to providing the first major legislative

developments in the junior college movement, California was also instrumental in introducing the dual purpose junior college. Fresno Junior College, the first of California's many public two-year schools, from the outset included a program of courses in agriculture. Similarly, other California colleges offered specialized instruction in response to the needs and demands of their communities. For example, Fullerton Junior College, situated in the middle of California's petroleum industry, offered courses in oil refining. Schools located in agricultural and farming areas provided training in citriculture, dairy farming and other relevant specialities.

By the second decade of the twentieth century, legal support for public junior colleges had been established in Missouri, Minnesota, Kansas, and Oklahoma, as well as Arizona, Iowa and Texas.

In the nineteen thirties and forties, two major historical events, the great depression and World War II, stimulated and gave legitimacy to the terminal function of the two-year public college. While legal provisions for programs other than transfer work existed prior to the depression, it was not until federal recovery funds intended to educate and retrain personnel were made available that comprehensive community colleges were able to fulfill their vocational and technical roles. Moreover, the war years required unprecedented numbers of trained men and women to meet the new emergency, thus continuing the

junior college's role in providing occupational training.

In the years immediately following the war, public two-year colleges continued to expand. Medsker and Tillery (1971) attribute this expansion to two factors. First, an expanding job market based on a "broad area of industrial technology" required continuous training of individuals to man new technological positions. Similarly, returning soldiers, having attended vocational schools in the service, now desired further training, hoping to turn military trades into marketable skills on the civilian labor market. The second factor, the enactment of the G.I. Bill, making higher education financially feasible for a large portion of the returning servicemen, swelled the enrollments at all types of learning institutions. The community college found itself absorbing the spill over from four-year institutions. The war is further cited by Medsker and Tillery (1971) as responsible for stimulating the curiosity and interest of both veterans and the public alike about the recently rediscovered world around them. This new penchant to learn about the world and its ways drew people to the public community colleges.

Pressures for new admissions continued into the nineteen fifties and sixties. The coming of age of the post war baby boom children along with the influx of returning Korean and Viet Nam veterans pushed higher education, including two-year schools, into a new period of

expansion. Enrollment statistics for the latter part of the sixties and the early seventies along with projected figures for the eighties indicate that the student body of the community college has and will continue to increase at a rate greater than that of the four-year institution.

Historically then, the first impulses for the formation of junior colleges came from the established and prestigious universities of America. These institutions looked to the junior college to relieve the pressures of increasing university enrollments. Two-year colleges, it was hoped, would help preserve the university's policy of selectivity in recruitment of students and maintain its narrowly defined mission of research and dissemination of "advanced knowledge." In short, the university hoped to remain the province of an academic elite. While the university saw the junior college as an instrument to preserve its exclusivity, the introduction of mass secondary education and a corresponding demand for higher education put structural pressure on American education to make some post-secondary education more accessible. The two-year college, the extension of high school, seemed to adequately serve this function without placing demands on the upper reaches of higher education. Two contradictory themes: the maintenance of exclusivity and equality of opportunity have been the underlying themes in the junior college movement from its beginning.

Institutional Role and Function

The two antithetical orientations, exclusivity and equality have also served as a basis for nearly all institutional analysis of the two-year college. To supporters, the junior college is an example of America's commitment to equality of opportunity. Democracy and egalitarianism are the basic themes of the movement. Higher education, employing a variety of approaches, must be made available to all members of society, allowing them to maximize their talents and skills. To community college detractors, the two-year college is an expression of false promises and sleight of hand educational practices. The latent function of the two-year college, according to critics, is to reduce pressure placed on four-year institutions for accessibility by what traditionally have been considered "unprepared students," while maintaining the illusion of equal opportunity in higher education.

Proponents most often point to the two-year comprehensive community college as illustrative of the democratic currents in the junior college movement. The public community college, founded nearly 80 years ago, is viewed as the natural extension of public education beyond the 12th grade. From this perspective, the goal of the community college is to provide societal members with an opportunity to optimize their skills and talents, affording greater access to economic rewards. Accordingly, the two-year college has been charged with the responsibility

of bringing higher education to students drawn from diverse social backgrounds, a mission, Medsker (1960) notes, that is derived from "the growing belief (in this country) that educational opportunities beyond high school must be equalized." Thus, the community college fulfills simultaneously the personal needs of the individual as well as the society's need for an enlightened and trained citizenry.

A society that places a premium on higher education, community college defenders argue, logically must also ensure that the barriers to education (financial and social) are sufficiently removed to prevent the emergence of an educational elite. The removal of those barriers may be achieved through low-cost and easily accessible education as provided by the two-year public college. Easy accessibility is necessary, backers urge, for while some high school graduates may lack the necessary credentials to pursue education at four-year academic institutions, they may in fact possess talents worth pursuing to improve their life chances.

Again, part and parcel of the notion of developing the individual to his fullest is the presumed basic American desire for social mobility, which according to one author is "deep and inherent" in all Americans. The public two-year college provides just those opportunities for mobility. Additionally, the community college, Medsker argues, provides

a place in education for those unfamiliar with a tradition of higher education, the first generation college student, as well as an environment in which "late bloomers" may develop reaping the rewards of post-secondary education. Moreover, the two-year college can provide appropriate surroundings for young people from lower status groups who qualify for four-year institutions, but may be reluctant to move into a conventional four-year institution. The public community college is thus viewed by supporters as a half-way house, easing non-traditional college students into higher education.

To critical observers, the community college's promises of equality of opportunity are somewhat misleading. Karabel (1973) argues that the current wide spread utilization of two-year colleges, particularly the community college, represents the furthering of the process of "educational inflation," specifically, a process aimed at keeping higher education out of the reaches of lower status groups.

Noting the similarities between the expansion of the community college, currently, and the expansion of the high school at the beginning of the 20th century, Karabel asserts, that although the educational system in both cases expanded, permitting a diverse segment of the population to participate, there was then and is now no "narrowing in the relative differences between social groups or changes in the underlying opportunity structure." Once lower economic

groups attain access to a specific level of education, educational escalation is pushed further up one level.

With each expansion, under the banner of democratization of education, an accompanying process of tracking develops. Tracking channels individuals according to their "class origins and their occupational destinations." Prior to mass secondary education, high school programs were uniform, providing training for entry into white collar positions. With a massive influx of students, high school curricula became primarily terminal in nature (Trow 1961). Consequently, children of lower income groups were, for the most part, shunted into terminal programs, while off-spring of higher status parents continued to be directed into college preparatory courses. A similar process has occurred with the universalization of higher education. Students from lower social origins are channeled into schools featuring terminal and vocational programs, in which less prestigious degrees are awarded. The two-year college, it is argued, directs working and lower middle class students away from four-year institutions and into middle-level technical occupations.

As has already been suggested, the introduction of the non-selective two-year college, espousing equality of opportunity in reality serves to relieve the pressure for admission to four-year institutions by segments of the society new to higher education. Patricia Cross (1971) calls these recent aspirants of post secondary education "new students." New students are primarily lower socio-

economic group members, females, and ethnic and racial minorities. For the most part they lack the high school credentials generally possessed by the "traditional college student." During the period of community college expansion, Karable notes, four-year colleges and universities on the whole were able to maintain their selective standards, and in some cases were even able to increase selectivity. The maintenance of selectivity was possible because those demanding access to higher education were absorbed by the two-year public college. Accordingly, Christopher Jencks and David Reisman (1968) write "that while community colleges attack the flounders, state universities are getting more and more students with high academic aptitudes, impressive diligence and interest in mastering the mysteries their professors now command." "The net effect of educational inflation," for Karabel, "is to vitiate the social impact of extending educational opportunities to a higher level."

Karabel concludes that while there is already disproportionate representation of lower status students at community colleges (often the first in their families to experience higher education), the relationship between placement at a community college and lower social class membership is likely to continue. Ultimately, the community college will become "more distinct from the rest of higher education both in class composition and curriculum."

Further, Jencks and Reisman argue, because faculty

attention is focused toward those students outsiders find worthy (potential transfers), students central to the ideology of the community college (vocational and technical are neglected. "Under these circumstances," they write, "the community college 'open door' policy is valuable for the handful of 'late bloomers' who do better academic work than their high school record implied they would." Taking this into account, along with the dismal statistics of student completion rates, they concluded as does Karabel, that the community college aids and abets the process of educational inflation, permitting universities and four-year colleges to maintain their exclusiveness. Thus, the community college is not an alternative educational approach, but rather a safety valve releasing pressure that otherwise might be disruptive to traditional higher education.

Burton Clark (1960), addressing the theme of democracy in higher education points to the "inconsistency between encouragement to achieve and the reality of limited opportunities." Popular interpretation of equality of opportunity leads to the belief in unlimited access to some form of college. Students, parents and public officials espouse the doctrine of college as both a "necessity and a right." However, education is guided by a counter set of interests, principally the maintenance of "standards." Standards dictate that certain levels of quality in students, faculty, and curriculum must be preserved. College officials

regard low standards and poor students as a detriment to attracting resources and establishing academic status for their institutions. The conflict between widely accessible higher education and a desire for high performance levels leads to failure for many "open door" students. Clark argues that the reconciliation of these disparties is a principle function of the community college. Students lacking promise who enter two-year colleges in hopes of eventually transferring to four-year colleges are subtly reoriented away from the transfer program and into vocational and technical courses. Clark refers to the process as the "cooling out" function of the community college. While failure is a product of structural conditions, it is generally perceived by the student as a personal failure, leading them to believe they were afforded the opportunity of higher education, but were unable to make good on it. It is critical for the community college, Clark (1960) notes, to maintain the covert aspect of this process, for exposure of the cooling out process would also serve to reveal the disjuncture between equality of opportunity and the maintenance of standards.

Karabel (1973) writing subsequent to Clark, notes that while Clark perceives the disjuncture as a conflict between academic standards and the policy of open admissions, there is a failure on Clark's part, to recognize that "standards serve to exclude the poor and minorities from the university." "Academic standards," Karabel argues, "far

from being the quintessential expression of an objective ivory tower concept, justify the university as a means of distributing privilege and legitimating inequality."

Samuel Bowles and Herbert Ginitis (1961) offer a more radical analysis of the two-year college. Employing a Marxist model, they relate the process of stratification in higher education to the expansion of the American corporate structure. Corporate expansion has brought about the integration of large segments of workers into the wage labor system. The reduction, in relative numbers, of self-employed workers and entrepreneurs, coupled with consistent increases in the number of wage earners, has produced changes in the quality of white collar labor "similar to those which blue collar workers experienced in a previous era." An important change has been the fragmentation of white collar skills. Arguing that the expansion of the higher education system is a response to this changing occupational structure, the authors note that on the whole colleges have become training grounds for middle-level and technical workers, departing from their original task of training an economic elite. The growth of the two-year college, they assert, is an attempt to "create a class stratification within higher education parallel to the hierarchical relationship of the production in modern corporations." Concurring with Karabel, Bowles and Ginitis state that the two-year school allows for the expansion of the number of students in higher education without undermining the elite

status and function of the established schools. Higher education is organized from the top down, with Ivy League and certain state universities at the top, followed by less prestigious state universities and colleges, and finally community colleges at the bottom.

In considering this arrangement, Bowles and Ginitis write, "this system reflects both the social status of the families of the students and the hierarchy of work relationships into which each type of student will move after graduation."

It is noted that the community college, in structure and actual operating practice is closer to the secondary school than it is to the university. That is rigid course requirements, direct supervision and structured programs are standard fare at the two-year college. For Bowles and Ginitis, this environment is consistent with the task assigned the community college, "processing large numbers of students to attain that particular combination of technical competence and social acquiescence required in the skilled but powerless upper-middle positions in the occupational hierarchy of the corporate capitalist economy.

The Two-Year College Position as an Occupational Role

As a consequence of the particular historical development of the two-year college and the continuing debate over its function within higher education, the community college's instructional staff has had some difficulty in establishing

a unique occupational identity. What has emerged is an occupational role that is at times similar in requirements and duties to that of senior college and university faculty and at other times significantly different from that of the four-year faculty. Key to the failure to establish an identity appears to be the two-year college's ambiguous position as an institution in American education.

Morris (1927), an early proponent of the junior college movement, characterized junior college education as "unique in itself," and accordingly argues that two-year instruction is "not to be confused with a simplified collegiate education on the one hand nor on the other hand with a sort of glorified high school education." This conscious effort to disengage junior college instruction from both higher education and secondary education reiterates an early and continuing concern of the two-year college movement, the proper institutional position of the junior college in the educational hierarchy, that is, the two-year college's need to carve out and develop functions, goals and programs that belong uniquely on the junior college level. Educators have debated this problem since the outset of the junior college movement. Early leaders placed the community college in the secondary sector, while more recent leaders place it within higher education (Cohen 1973). We have already noted that Harper recruited both high schools and colleges for his original junior colleges. Park (Cohen 1973) indicates that the problem of institutional placement still exists and is mostly

a result of the lack of standardization of programs among two-year colleges.

The junior college's ambiguous position is also reflected in early discussions of the training felt to be appropriate for two-year college teaching. Emerging from these discussions are studied attempts to mold training programs clearly distinct from other sectors in education. The junior college movement from the beginning expressed a degree of defensiveness on the issue of PhD trained faculty. Describing the training of junior college teachers, Morris observed, that the junior college teacher "is the type whose ability and training (has) carried him through the basic fields of thought and endeavor which our higher institutions reward with the degree of Doctor of Philosophy. While many (two-year faculty) do not hold the degree because of the time spent upon the science of instruction in preparation for service in the teaching field, rather than in research, it is a great advantage for the junior college teacher to have had teaching experience" (Morris 1972). Nevertheless, Morris is quick to point out that while teaching orientation is essential, it should not be confused with the role occupied by secondary educators: "Too much of our secondary school training in the past has been concerned with the acquisition of information, rather than with the determination of basic and fundamental facts upon which the thinking individual can logically arrive at a decision for himself."

The self consciousness of the junior college teacher

when compared with his four-year counterpart is further indicated by Morris' remark that "teacher(s) in both high school and junior college have had very definite training in the art and practice of instruction which is not required of the university professor."

The question of training, particularly the possession of the PhD has continued to be an issue. Clark (1960a) asserts that the PhD is viewed with "suspicion" among two year staffs. The two-year college, according to Clark, encourage its faculty to continue their education as far as a master's degree. However, beyond that "lies the danger of the academician." Holders of doctorates are thought to be uninterested in two-year college programs and in possession of values and attitudes more characteristic of faculties at senior colleges. The PhD is also perceived to be oriented toward the better students and not at all toward students in terminal and vocational programs.

"Freedom from PhD fixation," Jencks and Reisman (1968), suggest provides an opportunity for innovation, enabling two-year faculty to "reach students whom more conventional academics leave untouched." However, this occurs infrequently. It is argued that while community colleges do not demand a doctorate as a basic credential, they do insist on enough academic credentials to prohibit the employment of "gifted amateurs" from other occupations. Accreditation appears to be a holdover from the two-year college's secondary school heritage. Further, working conditions, salaries and social

status at the community college, on the whole, remain low, serving to limit the attractiveness of the community college to the "unusually talented individual." Also, because programs of instruction at the two-year college are quite rigid they "often (preclude) the development of new learning styles, providing a conventional vision of knowledge and how it should be acquired" (Jencks and Reisman 1968). Jencks and Reisman liken the relationship between community colleges and four-year institutions to colonial enterprises. Two-year colleges emphasize standards and approximate programs of study at four-year institutions to ease the movement of transfer students into university and senior colleges, thereby, limiting their ability to develop unique educational programs of their own.

Accordingly, teaching is the primary orientation of the junior college staff, while research and writing are discouraged. On the whole, the typical community college, Clark (1960) argues, reflects a public school emphasis on instruction and counseling and not on scholarship. "The basic requirement of the instructor is his ability to understand and manage the unselected aggregate of students." In fact, poor junior college instructors are often characterized by junior college administrators, Clark claims, as "warped scholars instead of teachers."

The tension between the role of scholar and that of teacher has long been a central issue within the two-year college movement. A survey of junior college administrators

conducted by Koos in 1941 listed the main shortcomings found among young instructors recently arriving from graduate schools. Among the areas of concern cited were: over specialization, too much emphasis on content matter, and lack of a suitable balance of subject matter and professional training.

Instructors were also regarded as incapable of properly relating subject matter to the "problems of everyday life," as well as having insufficient understanding of the junior college and its purposes and goals. The administrators asserted that recent graduate school arrivals were too research oriented, and not sufficiently committed to teaching. Attitudes of condescension toward the junior college, the administrators believed, were also prevalent among the new faculty (Brick 1964).

The persistence of these misgivings about the academic at the two-year college led Koos to conclude that the kind of training most appropriate for teaching at the junior college level required new programs, for "neither the master nor the doctorate program is well geared to the ... need for teachers in junior colleges, particularly teachers of academic subjects" (Brick 1964).

Koos' study, sponsored by the American Association of Junior Colleges, suggested that for potential junior college instructors, the last two-years of undergraduate work and the first year of graduate work be reorganized into a unified three year program leading to a master's degree. The substance of these programs would include preparation in academic

and professional areas. Courses would be offered to "help (the teacher) understand and believe in the purposes of the junior college as an educational institution" (Brick 1964). Training would also focus on adult education and community work. And again, central to the program should be the theme of teacher preparation and not research. On the whole, Koos' proposal reiterated the junior college's mission as one of transmitting knowledge and training, and not the discovery of knowledge.

Other studies of junior college faculty report that the number of teachers coming directly from graduate schools is rising. Gleazer (1968) reporting on a study conducted in California repeats the original authors concern over this trend. "Intensive experience with teachers of this caliber suggest that they are making and will make significant contributions to junior college education. Nevertheless, their interests are frequently devoted more to teaching transfer students of high ability than to teaching the more typical junior college student."

A further obstacle to the development of special preparatory courses in junior college instruction has been the trend away from certification of teachers by state boards of education. The setting aside of certification requirements has produced a mixed response among junior college administrators. While they are favorable to the reduction of official requirements, the result has been that fewer students at universities and colleges are enrolling in courses concerned

with community college teaching. Consequently, the junior college's need for individuals with an appreciation of the two-year college philosophy as well as those with specialized training for a unique student body are not met. Nonetheless, the last two decades have witnessed some increase in the number of courses or sequence programs in junior college teaching offered at universities and colleges in this country. For example, in 1954, twenty-four institutions had such offerings, by 1970 a full 200 colleges and universities "were interested in establishing preparatory programs for junior college instruction" (Cohen 1971). Yet, institutionalized preparatory programs for two-year college instructors had by 1971 touched few among the junior college faculty (Cohen 1973).

Even in the face of increased junior college faculty preparatory programs, Cohen somewhat dispairingly writes that they all have similar course and practice components, "they include work in programmed instruction..., specification of instructional goals and objects, the sociological characteristics of junior college communities, and interdisciplinary curriculum." For the most part he is not encouraged by the existing programs: "the frequent calls for special preparation sequences have been answered by superficial changes" (Cohen 1971). Calls for more sweeping changes have resulted in proposals for the establishment of separate institutions for junior college teaching (Singer 1968, Cohen 1970). Specialized programs leading to Doctorates of Arts also have been suggested and introduced experimentally (Durnham 1969, Carnegie Quarterly

1970).

One concludes that at the heart of most issues pertinent to the junior college movement and particularly to the level and quality of junior college instruction is the inability of the movement to adequately define its mission and place in American education. From the outset, educators struggled over the question of whether the two-year college was part of this country's secondary or higher education system. Most writers lament that educational institutions are unable to produce adequately trained instructors, yet the definition, focus and central role of the junior college instructor have not been clearly delineated. There appears to be a tension between the formulation of the community college instructor as more than a high school teacher and less than or different from the academic instructor found at the university. It is consistently agreed that there is a need to instill properly the junior college philosophy in those contemplating junior college careers. The emphasis on propagandizing the institutional staff seems to indicate the movement's failure to legitimize its cause and take an acceptable place within higher education. Additional evidence of its failure to carve a unique place in education is revealed by the large number of staff members at the community college who would prefer teaching at four-year institutions (Medsker 1960, Medsker and Tillery 1973). An investigation of the career paths of junior college instructors further indicates the two-year college's unclear role in the structure of higher

education. Few staff members make conscious decisions to teach at this level, but rather arrive at the two-year college by default. When conscious decisions are made about two-year positions they are perceived as stepping stones toward a further end (Friedman 1967).

The fact that the junior college, as an institution, occupies a somewhat undefined position in higher education appears to have a deleterious effect on the instructional staff's attempt to claim a unique place within the educational profession.

In light of the statistics presented in the introduction suggesting that positions in the two-year colleges are likely to expand while those at senior colleges are likely to shrink coupled with the flooding of the market place with PhD's, the probability of the two-year college developing a specially tailored faculty seems unrealistic. In other words, with the market crowded with academically trained individuals, there is an increasing possibility that those initially aspiring to senior college and university positions are likely to accept positions at junior colleges. Thus, the attempt by junior college leaders to develop unique programs of training will be severely set back. These programs never received wide scale acceptance in any case. Consequently, the reservation expressed by leaders throughout the history of the community college movement concerning academic faculty will re-emerge with even greater fervor now that there is an expectation of

increasing numbers of academically trained faculty at two-year colleges.

In summary, we would like to reiterate the study's theme. Has the period between the two surveys witnessed a change in the values and attitudinal composition of junior college faculty? Are they more consistent with the occupational role of the four-year instructor than that of the hereto defined, albeit tenuous, occupational role of the community faculty member? Furthermore, while there is considerable concern about the placement of scholarship and research oriented faculty at two-year schools, we hope to determine the true impact of these orientations on issues critical not only to the two-year college, but also to its faculty. But first we would like to provide a basic description of American faculty.

CHAPTER 3

TWO-YEAR AND FOUR-YEAR FACULTY: SOME BASIC COMPARISONS

This chapter provides a description of American faculty on several social dimensions. Attention is directed toward delineating several statuses, both ascribed and achieved, occupied by American academics. The analysis in no way attempts to be inclusive, but rather is made in an effort to present a broad picture of faculty distributions on basic sociological and demographic variables. Our goal is to highlight some of the differences and similarities found among university and senior college faculty when contrasted with two-year college faculty.

The first portion of our analysis will focus on the distribution of major demographic variables at each institution type. The simple question is: are the ascribed statuses of sex, race and age differently distributed among faculty at universities, colleges and junior colleges? Secondly, we will provide a brief sketch of the social origins of our sample. Three key variables have been selected for investigation: parental occupational achievement, parental educational achievement, and religious background. Finally, we present the distribution of academic degrees awarded and salary distributions at the various institutions.

Sex, Race and Age

That men run the institutions of higher education in America is a notion well integrated into the psyche of our

society. Popular media with their well defined caricatures routinely portray the "college professor" as an overly tweeded, slightly confused, middle-aged male. Women in education, on the other hand, are relegated by popular imagery to the role of the dowdy elementary or secondary school teacher. These notions of men and women in education, of course, are far from accurate, for women do participate in higher education. However, it is true that men overwhelmingly hold more positions at American colleges and universities than do women. In 1975, men occupied well over three times as many positions as did women (Table 3.1).

The proportion of women in academia is inversely related to institutional type. The higher the institution in the educational hierarchy, the smaller the proportion of female faculty, assuming universities occupy the top position and junior colleges are the bottom. Females have received the greatest acceptance at junior colleges. In 1975, the relative number of female faculty at two-year colleges was 100 percent greater than their proportion at universities. Nonetheless, only one out of every three members of a junior college faculty were women. The higher percentage of women at community colleges may be an artifact of the recruiting methods employed at that level. Junior college faculty are often drawn from the secondary school sector, where undoubtedly there are a greater number of women. Friedman (1967), in a case study, reports that "most recruits to the (junior college were) taken directly from high school teaching posts." Further, "over the years

TABLE 3.1
SEX BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
MALES	86.5	83.4	77.9	76.8	75.6	67.8
FEMALES	13.5	16.6	22.1	23.2	24.4	32.2
	(8534)	(2377)	(2709)	(1970)	(1935)	(1955)

about half the high schoolers recruited have been women." Similar findings are reported by Gleazer (1968) and Cohen (1971).

Between 1969 and 1975 the representation of females on the faculties of American higher education increased, if only slightly. Undoubtedly the impetus behind the increased proportion of females has been the women's movement in general, and affirmative action programs aimed at increasing female employment specifically. Yet on the whole, the gains can be described as modest at best.

Another focus of affirmative action during the same period has been minority opportunities in employment. Race, like sex, has been, in recent years, a central consideration in many employment decisions. If American higher education can be described as being a male preserve, the characterization must be qualified to read a white male preserve. In 1969, whites occupied well over nine out of every ten positions in colleges and universities in this country (Table 3.2). In the following six years, those figures did not change in any substantial manner. By the middle of the next decade, the greatest proportion of non-whites employed in higher education was found at the junior college level. In fact, junior colleges made the greatest effort, between the two surveys, in increasing their minority representation. Two-year colleges, in 1969, had the smallest proportion of non-white faculty, (2 percent); by 1975 the proportion of non-whites increased to 7.2 percent, greater

TABLE 3.2
RACE BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
WHITE	96.8	94.1	95.1	93.4	98.0	92.9
NON-WHITE	3.2 (8555)	5.9 (2379)	4.9 (2714)	6.6 (1958)	2.0 (1950)	7.1 (1955)

than at both universities and senior colleges. However, when compared to the distribution of whites and non-whites for the general population, it remains apparent that the representation of non-whites in academia is disproportionately small, even at community colleges. In 1970, the U.S. census reported that non-whites represented 12.6 percent of the population of the United States (U.S. Bureau of Census 1979).

Two-year colleges are overwhelmingly controlled by the public sector. Thus, it is somewhat surprising to discover the degree to which non-whites are underrepresented at junior colleges, for publicly controlled institutions are generally in the forefront of social change, not necessarily out of a sense of social consciousness but as a manifestation of practical concerns. That is, federal and state governments exercise some control, through funding, and consequently are influential in bringing them into line with government guidelines regarding racial as well as sexual imbalances.

The distribution of age across all types of institutions of higher education was remarkably similar in 1975 (Table 3.3). Over 70 percent of all educators were under fifty years of age, and the single largest group was the 30-39 year old cohort. In 1975, the two-year college had the largest proportion of those under 30 years of age. Ten percent of its staff were under thirty. This was down from the proportion reported in 1969. However, Table 3.3. does reflect a general pattern of aging of faculty at all institutions. In 1969 at all institutions, approximately 23 percent of faculty

TABLE 3.3
AGE BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
60 Plus	7.5	11.1	7.3	9.2	5.6	9.7
50-59	15.4	19.7	16.0	18.7	17.6	20.1
40-49	28.0	29.0	25.5	28.0	32.4	27.3
30-39	35.3	35.2	34.6	37.1	29.5	33.1
lt 30	13.9 (8559)	5.0 (2429)	16.5 (2713)	6.8 (2003)	15.9 (1955)	10.0 (1998)

were over 50; six years later nearly 30 percent were. This trend is undoubtedly a product of shrinking employment opportunities in higher education making it increasingly difficult not only for the younger and less experienced academics to acquire positions at colleges and universities, but also to retain them.

In sum, opportunities for minority and female academics are somewhat better, although still quite limited at two-year colleges. Two-year schools, however, do seem to be making a greater effort to increase the representation of minorities at their institutions. Additionally, at junior colleges a slightly larger proportion of faculty are under 30. In general, the popular notion of the "college professor" may have to undergo some alterations if it is to be brought into line with the present findings. While it is true that the "professor" is most likely to be male, and white, he is however also likely to be younger than commonly believed, for again over 70 percent are under 50 years of age.

Parental Occupation, Parental Education and Religion

Medsker (1960) reports that the socio-economic background of two-year college faculty is primarily middle class. Using parental occupational and educational achievement as separate indicators of SES, our data reveal similar findings.

At all levels of higher education in 1969 as well as 1975, faculty members were overwhelmingly offspring of

professional and white collar workers (Table 3.4). The largest representation of educators from blue collar backgrounds are on the junior college level. Over the six-year period, the proportion of faculty with working or blue collar backgrounds at two-year colleges increased slightly. Thirty-three percent of the two-year faculty, in 1969, were drawn from the lower classes, compared to nearly 38 percent in 1975.

Social class, as indicated by parental occupational achievement, shows a relationship to institutional location of faculty. That is, a larger portion of university faculty are drawn from families from the upper reaches of the occupational structure than is true of two-year college faculty.

The "professions" category of Table 3.4A includes, in addition to the traditional professions, the teaching profession, both at the university-college level and the secondary-elementary level. Father-child occupational socialization--the transmission of occupational status across generations--is a rare phenomenon among members of our sample. Less than ten percent of American faculty followed the career choice of their father. Table 3.4B indicates that university and four-year college faculty had a slightly larger representation of individuals with educators as fathers than did two-year college faculty. In 1969 nearly eight percent of the university faculty indicated that their fathers were of the teaching profession,

TABLE 3.4A

<u>FATHER'S OCCUPATION BY INSTITUTION</u>						
	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
Professions	24.9	25.5	23.1	20.9	15.1	14.3
White Collar	54.7	52.5	51.0	48.7	51.4	48.0
Blue Collar/ Armed Forces	20.4 (8541)	21.9 (2291)	25.9 (2713)	30.3 (1862)	33.5 (1943)	37.6 (1850)

TABLE 3.4B

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
College/ University	4.6	4.6	3.8	3.8	2.0	1.3
Elementary/ Secondary	3.3 (8541)	4.3 (2291)	3.4 (2713)	4.3 (1862)	2.7 (1943)	3.2 (1850)

while only 4.7 percent of the junior college faculty did. Similar statistics are revealed for the 1975 data.

On the whole, at universities and colleges, (including two-year colleges), the distribution of faculty according to parental occupational achievement has remained relatively constant over the two time periods. Greater accessibility by the lower reaches of the stratification hierarchy to higher education is however, beginning to make an impact on the composition of American academia. This is revealed by an increasing number of faculty with blue collar backgrounds.

A further parental social characteristic often related to individual achievement is the educational attainment of the father (Blau and Duncan 1967, Sewall and Hauser 1975). Junior college faculty, according to our data, have made the greatest advances over their parental generation in educational achievement. In both surveys, almost 70 percent of the two-year faculty report their fathers attained a high school degree or less (Table 3.5).

The investigation of parental occupational and educational achievement reveals that individuals holding positions in American universities possess a family background in which high achievement in both education and occupation is exhibited. Community college faculty, on the other hand, exhibit a family background of lesser achievement and consequently may have over-come larger hurdles to achieve their present positions than faculty at other institutions. Moreover, it has been

TABLE 3.5

FATHER'S EDUCATIONAL ATTAINMENT BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
High School or Less	56.3	51.3	59.3	59.1	70.6	67.8
Some College	13.0	14.1	12.1	13.4	12.4	13.7
College Graduate	11.1	13.5	10.3	10.2	6.5	7.4
Post Graduate	19.6 (8438)	21.0 (2348)	18.4 (2652)	17.4 (1738)	10.5 (1916)	11.1 (1909)

argued that the recruitment process at two-year colleges often takes on a different form from that at four-year institutions (Friedman 1967). Community college faculty are frequently drawn from the secondary school sector. Teaching at the elementary and secondary level has traditionally been the mechanism employed by the lower and lower-middle classes to move upward into the "professional" ranks (Clark 1962). Thus, placement in a community college, requiring lesser credentials, is often the capstone of a high school teacher's career, and provides access to a position in higher education for lower status groups.

Steinberg (1974) has pointed out that the common conception of "Jewish prominence" in academia and "Catholic anti-intellectualism" as measured by religious representation in American higher education has some validity. He however does note that while Jews are overrepresented vis-a-vis the national distribution of the population by religious background, their total number in higher education reflects a small portion of the total pool of college faculty. Additionally, Steinberg argues, Catholics are not nearly as underrepresented as is often believed. These arguments were based on his analysis of the 1969 Carnegie data.

The 1975 data reveal little variation from Steinberg's 1969 findings. During the six-year interval between the two surveys, there was no major shift in the representation of the various religions at American universities and

colleges (Table 3.6). Steinberg has reported that the prominence of Jews in academia is the product of their concentration at quality universities. Further, he predicted that the proportion of Jews and Catholics in academia would increase. While the proportion of Jews at universities and senior colleges did not change much since 1969, their relative numbers have increased at junior colleges (Table 3.7). The representation of Jewish educators at two-year colleges increased over 50 percent since the end of the nineteen sixties. Yet, Jews still represent less than ten percent of the entire community college faculty, but are approaching the proportion found at senior colleges.

The investigation of the social origins of American academics indicated that junior/community college faculty are composed of individuals more often drawn from families with lesser occupational and educational achievement than their senior college and university counterparts. Protestantism is still the dominant religious background of faculty as it is in the general population. Jewish representation, through, is on the rise at two-year institutions. Similar increases in Jews at universities and senior colleges are not clearly evident.

Academic Degree and Basic Institutional Salary

The status and prestige of an institution is often based on the number of PhDs a school can boast. If in-

TABLE 3.6

RELIGION RAISED IN:

	<u>GENERAL POPULATION*</u>	<u>AMERICAN FACULTY</u>	
		<u>1969</u>	<u>1975</u>
Protestant	62.2	<u>66.0</u>	<u>61.0</u>
Catholic	25.7	18.5	19.7
Jew	3.2	8.7	9.3
Other	1.3	3.6	4.3
None	2.7	3.2	5.6

*Data reported in Steinberg (1974).

TABLE 3.7

RELIGION RAISED IN BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
Protestant	65.7	62.2	63.7	58.2	67.7	62.5
Catholic	14.5	15.7	21.2	23.3	21.7	21.2
Jew	10.9	11.2	7.9	8.7	3.5	7.6
Other	3.9	3.6	3.0	4.7	3.5	4.9
None/NA	5.0 (8532)	7.3 (2376)	4.1 (2708)	5.1 (1960)	3.7 (1948)	3.9 (1947)

stitutional status is truly a product of the degrees held by its faculty, it is clear that a good portion of the two-year college's marginality in higher education results from the large percentage of "underqualified" faculty it employs. However, it should also be remembered that community colleges are often "suspicious" of PhDs and may consciously avoid employing them (Jencks and Reisman 1968, Clark 1960b).

In the latter survey, fewer than one out of every ten faculty members at the two-year college possessed a PhD (Table 3.8). Moreover, doctorates of all kinds accounted for a little over 13 percent of the credentials held by community college faculty. Compared to colleges and universities, the junior colleges fared poorly in this area. The master's degree is the modal degree for the two-year faculty. Interestingly, the proportion of EdDs at the junior college level is no larger than at any other institution. In fact, the smallest proportion of EdDs are found at this level. Since the junior college by its own definition is a teaching institution, one would think that the relative number of EdDs, primarily a teaching degree, would be greater on the community college campus. Such is not the case.

During the period under consideration, all levels of higher education did undergo a process of "upgrading." The percentage of PhDs on all campuses did increase: junior colleges have shown the largest increase of doctorates

TABLE 3.8

ACADEMIC DEGREE BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
PhD	56.4	58.7	44.4	51.5	5.0	8.5
EdD/Other	6.7	6.0	8.7	10.8	3.1	4.7
Masters	18.4	13.4	33.3	26.2	61.8	57.6
BA or less	4.3	2.1	5.1	4.1	16.5	15.6
Other/Prof. Degree	14.2 (8313)	14.5 (2365)	8.5 (2613)	7.4 (1962)	13.6 (1832)	13.6 (1916)

(PhD, EdD and other doctorates) 61 percent, although admittedly the total percentage is still quite small. Though the number of higher graduate degrees has grown on two-year campuses, the percentage of faculty with bachelor's degrees remains sizable when compared with the proportion of PhDs.

Finally, let us turn to basic institutional salaries. Obviously any comparison of basic institutional salaries across time frames would be difficult to interpret. The prevailing economic conditions during the six year period so greatly affected the salary scales at colleges and universities, as in all employment sectors, that attempting to partition out the effects of inflation from institutional attempts to upgrade basic salary structures would be nearly impossible. What might be worthwhile is to compare salaries across institutions at each point in time.

In both 1975 and 1969, the distribution of salaries indicated that on the whole, university faculty were better compensated (Table 3.9). This can be illustrated by the proportion of faculty earning \$14,000 and more. In 1967 the proportion of university faculty earning \$14,000 or over was nearly twice the proportion of senior college faculty and nearly three times that of the proportion of two-year college faculty. By the mid-seventies, university faculty remained out front in salaries. However, the relative number of two-year faculty earning \$14,000 or more surpassed the proportion of senior college faculty at that

TABLE 3.9

INSTITUTIONAL SALARY BY INSTITUTION

	University Faculty		4-Year College Faculty		2-Year College Faculty	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
LT \$10,000	21.2	3.5	40.8	8.5	42.0	13.9
10-13,999	34.9	17.6	36.6	32.5	42.1	33.8
14-19,000	29.6	37.0	18.4	29.1	15.0	37.6
20,000 or More	14.3 (8519)	41.9 (2379)	4.2 (2693)	19.9 (1951)	.8 (1941)	14.6 (1957)

pay level, 52 percent compared to 49 percent. Seventy-eight percent of university faculty were at that level.

Table 3.10, considering basic institutional salaries by academic rank in 1975, further indicates that junior colleges are competitive with four-year colleges. In fact, the two-year college salary scale at all ranks apart from full professor appears to be somewhat better than that of senior colleges and fairly competitive with university scales, again with the one exception. For example, the proportion of associate professors earning \$20,000 or more is larger for community college faculty (39 percent), than for university associate professors (28 percent). It is at the full professor rank that a larger proportion of the senior college and university faculty earn \$20,000 or above.

Table 3.11, which reports the 1969 salary distributions by rank, suggests that two-year colleges even then were competitive with senior colleges, again up to the rank of full professor. Interestingly, at the lower rank, in 1969, two-year colleges reported a substantially larger proportion of instructors and lecturers who earned in excess of \$10,000. Forty-one percent of the lower level community college faculty earned above \$10,000, while only 25 percent of university lecturers and instructors had. By 1975 the two were comparable, although lower-ranked junior/community college faculty were still slightly better paid proportionately than were lower ranked senior college faculty.

TABLE 3.10

1975 INSTITUTIONAL SALARY BY RANK BY INSTITUTION

	LT \$10,000			\$10,000-13,999		
	University Faculty	4 Year College Faculty	2-Year College Faculty	University Faculty	4-Year College Faculty	2-Year College Faculty
Lecturer/ Instructor	26.1	39.9	27.8	46.6	42.4	42.2
Assistant Professor	1.1	5.1	4.6	41.0	59.6	42.6
Associate Professor	0.5	1.0	0.4	6.6	21.7	14.0
Full Professor	0.1	1.2	2.4	0.3	3.8	8.2
	\$14,000-19,999			\$20,000 OR MORE		
	University Faculty	4-Year College Faculty	2-Year College Faculty	University Faculty	4-Year College Faculty	2-Year College Faculty
Lecturer/ Instructor	20.6	16.2	27.7	6.7	1.5	2.3
Assistant Professor	45.0	31.2	46.9	12.8	4.1	5.9
Associate Professor	64.6	63.5	46.6	28.3	13.6	39.0
Full Professor	16.6	38.0	42.4	82.9	57.0	46.5

TABLE 3.11

1969 INSTITUTIONAL SALARY BY RANK BY INSTITUTION

	LT \$10,000			\$10,000-13,999		
	University Faculty	4-Year College Faculty	2-Year College Faculty	University Faculty	4-Year College Faculty	2-Year College Faculty
Lecturer/ Instructor	74.5	88.2	58.8	18.4	10.1	32.3
Assistant Professor	24.1	54.6	52.6	59.7	41.9	47.4
Associate Professor	3.3	15.2	16.0	49.5	64.9	68.0
Full Professor	0.9	3.8	12.4	9.0	28.4	38.1
	\$14,000-19,999			\$20,000 OR MORE		
	University Faculty	4-Year College Faculty	2-Year College Faculty	University Faculty	4-Year College Faculty	2-Year College Faculty
Lecturer/ Instructor	5.0	1.5	8.8	2.1	0.2	0.1
Assistant Professor	13.3	3.3	0	2.9	0.2	0
Associate Professor	40.0	17.8	16.0	7.2	2.1	0
Full Professor	51.8	53.1	46.9	38.4	14.6	2.7

Based on these findings, one could question the often expressed belief that two-year college faculty are generally underpaid compared to their four-year counterparts (Jencks and Reisman 1968).

CHAPTER 4

PROFESSIONAL ORIENTATION AND INSTITUTIONAL REWARDS

Most professional groups establish measures that permit them to evaluate levels of achievement of their members. Measures of achievement are the basis on which professional rewards are often granted. Within the academic community, particularly at senior colleges and universities, research productivity, along with teaching effectiveness and service to the academic community, have been considered significant measures of occupational achievement (Caplow and McGee 1958). However, of the three, research and the advancement of knowledge is thought to be the academic's major and most valued occupational goal. Chronicles of one's research activities in scholarly journals and books are quite often used as objective measures of professional contributions and are believed to play a critical role in the extension of professional rewards. Academic promotions, the awarding of tenure, and salary levels are said to be related to research and publication productivity. Moreover, publications serve to enhance the scholar's reputation and increase his recognition beyond the locale of his institution. Consequently, research and the resultant publications have come to be key factors in the career patterns of academics.

Observers of the two-year college have argued that the extension of rewards at junior/community colleges have not exhibited a similar pattern. The two-year college with its major focus on teaching has discouraged research and pub-

lications in favor of more student oriented activities. In fact, as we have already noted, critics point out that two-year college faculty who express research and scholarship interests are often looked upon with "suspicion" (Clark 1960). Our data confirm that teaching is a major orientation of junior college faculty (Table 4.1). The literature would also suggest that, for the most part, teaching effectiveness and service to the college community are the primary measures of professional achievement of two-year faculty. Consequently, the number of publications among community college faculty pales in relation to faculty publications at other types of institutions of higher education (Table 4.2).

If the general hypothesis of a changing faculty composition has some validity, levels of publication production and the process of rewards at the community college should now show some similarity to those of four-year institutions. Table 4.3A suggests that for the 1975 community college sample, the most recent degree-earners and youngest in professional experience are more productive in terms of publications than were their 1969 counterparts. In 1975, nearly 30 percent of the most recent degree earners had one or more publications, while only 19 percent of recent degree-earners in 1969 report authorship of a scholarly article. A possible explanation for the increased rates would suggest that they reflect the adoption by the professionally younger junior college faculty of a set of occupational norms similar to those generally espoused by

TABLE 4.1
PROFESSIONAL ORIENTATION OF FACULTY
AT TWO-YEAR AND FOUR-YEAR INSTITUTIONS

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
PROFESSIONAL ORIENTATION				
Heavily into Research	.7	.4	5.5	5.4
Both Lean Toward Research	3.8	4.9	26.9	29.3
Both Lean Toward Teaching	18.4	23.5	36.6	36.9
Heavily into Teaching	77.1 (1928)	71.2 (1969)	31.0 (11887)	28.3 (4437)

TABLE 4.2

NUMBER OF ARTICLES PUBLISHED BY FACULTY
AT TWO-YEAR AND FOUR-YEAR INSTITUTIONS

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
NUMBER OF PUBLICATIONS				
None	75.1	67.3	30.1	23.3
1 - 4	21.2	27.5	30.9	33.3
5 - 10	2.4	4.0	13.5	15.3
> 10	1.4 (1920)	1.2 (1968)	25.5 (11887)	28.1 (4437)

TABLE 4.3A

NUMBER OF ARTICLES PUBLISHED BY FACULTY AT TWO-YEAR INSTITUTIONS BY YEARS SINCE RECEIVING HIGHEST DEGREE

	1969			1975		
	YEARS SINCE HIGHEST DEGREE			YEARS SINCE HIGHEST DEGREE		
PUBLI- CATIONS	1-5 Yrs	6-15 Yrs	> 15 Yrs	1-5 Yrs	6-15 Yrs	> 15 Yrs
None	80.7	72.9	69.9	70.8	67.5	62.6
1 - 4	17.7	23.4	23.2	26.2	27.5	29.8
5 - 10	1.3	1.9	4.7	3.0	3.1	6.0
> 10	.2 (690)	1.9 (689)	2.2 (509)	0 (607)	1.8 (803)	1.6 (487)

TABLE 4.3B

NUMBER OF ARTICLES PUBLISHED BY FACULTY AT FOUR-YEAR INSTITUTIONS BY YEARS SINCE RECEIVING HIGHEST DEGREE

	1969			1975		
	YEARS SINCE HIGHEST DEGREE			YEARS SINCE HIGHEST DEGREE		
PUBLI- CATIONS	1-5 Yrs	6-15 Yrs	> 15 Yrs	1-5 Yrs	6-15 Yrs	> 15 Yrs
None	42.6	22.9	17.4	35.2	20.3	13.9
1 - 4	39.3	29.4	23.8	43.3	32.3	24.0
5 - 10	11.2	17.5	12.9	13.5	17.3	15.0
> 10	6.8 (3945)	30.2 (3871)	46.0 (3175)	8.0 (1326)	30.1 (1698)	47.1 (1231)

their colleagues at four-year institutions.

However, while there may be a changing definition of the occupational role, as delineated by the community colleges themselves, a shift in the two-year institution's definition of achievement must occur if publications and research are to play a significant role in the extension of rewards. If this is the case, we then can expect to see some effect of publications, directly or indirectly, on the promotion, tenure and salary process at junior/community colleges. If faculty are not rewarded for productivity in the area of research and publication, one would wonder why they persist in these areas in the face of their small relevance to career mobility.

Within the traditional academic community, the university, the importance of publications as a critical element in career mobility is widely accepted. The sociological literature, although not unequivocal, does provide sufficient support for this. Ferber (1974) argues that scholarly productivity is a prime factor in the awarding of promotions. Katz (1973) has called the effect of publications on the salary process "paramount." Lewis et al. (1979), while providing additional support for the role of productivity in rank attainment, also asserts that "the publication of books and articles accounts for significant, though small, differences in salary..." Of course the effect of publications is indirectly critical to salary through the promotion process. This is strongly implied by Ferber's (1974) additional finding that

productivity "does not bear heavily on salary differences within a particular rank."

The present section attempts to discern the patterns of academic rewards as they are granted at junior/community colleges. Again comparisons will be made between the patterns exhibited in 1969 and 1975, as well as contrasts with the promotion, tenure and salary process at four-year colleges and universities. Our starting point is an attempt to posit a model of scholarly productivity as measured by the number of articles published in professional or academic journals. Then, utilizing our productivity model, we will make a further attempt to uncover its relationship to the promotion, tenure and salary processes.

Our model of publications will employ four predictor variables. As a whole they represent levels of professional achievement and orientation. Each in some manner suggest the tension between the teaching non-academic role, so closely associated with the two-year institution and the scholarly research role more characteristic of the four-year institution. The variables give definition and focus to the occupational role complex of the faculty. These four variables along with a number of others will be central to the remaining analyses done in this study. Clearly, the discussion in the literature emphasizes, and perhaps to some degree overstates, the critical role played by the professional orientation of faculty at two-year schools in the determination of various attitudes and job-related behavior

patterns. The four variables are as follows:

PHD The possession of the PhD or its equivalent.

Academic degrees in general are measures of professional training. The doctorate for the most part implies training that is research oriented. Thus, PhD is expected to be related to research and, more precisely, publications.

YRSHD Years since receiving highest degree. YRSHD reflects professional experience and measures the accumulation of occupational skills beyond the more formal training of a degree program.

TEACHO This variable is the respondent's self-characterization of being either research oriented or teaching oriented. The item was posed as a four point forced choice question. The response options ranged from (1) heavily into research to (4) heavily into teaching (See Table 4.1). While one orientation may not necessarily exclude some involvement in the other, it is expected that one's orientation will have some influence in the determination of productivity in regard to publications. We have already noted the emphasis placed on teaching in favor of research by junior college authorities. At times in our discussion we will invert this variable and employ it to emphasize a research orientation.

RESSUP Indicates whether the respondent received research support, public or private, in the year immediately prior to each survey. The awarding of research support is considered a measure of the respondent's ability to generate interest in

his research area. Moreover, the ability to acquire funding often allows one to pursue professional interests despite location in an environment not encouraging research activity.

The dependent variable PUB reflects responses to the question: "How many articles have you published in academic or professional journals?" The responses were collected in a grouped format and collapsed in the following manner:

Coded Value

1	None
2	1 - 2
3	3 - 4
4	5 - 10
5	11 - 20
6	More than 20

Our analysis will employ multiple regression. Regression equations for two-year and four-year faculty are presented in parallel form. That is, two regression equations are presented for the junior college faculty, one for each sample year. And two equations are presented for a combined sample of senior college and university faculty. In total, four equations are offered. Because some of the data employed were collected in collapsed form, only standardized coefficients are reported. The variable YRSHD, along with the already mentioned PUB, was not formulated in their natural metric. YRSHD was reorganized into five year units.

Publications

Table 4.4 displays the equations for publications regressed on the four professional orientation and achievement variables. Among the two-year faculty, the entire set of predictor variables in either sample year indicates an explained variance that never exceeds 33 percent of that of the four-year institution model. As determinants of publications, the professional variables as a whole play a greater role at four-year institutions.

The table also reveals that during the six-years, no striking changes occurred in the two-year faculty model. For the most part the relationships have remained consistent. However, while PhD's contribution in the publication process has remained relatively uniform at both institutions, the more critical finding is that its influence is nearly identical among two- and four-year faculty, net of the other variables. If the research and scholarship role is limited to a few individuals with specialized training at the two-year college could we not expect to find a larger relationship between PhD and publications? For their part the other variables should also reveal larger relationships. Yet, while the direction of the relationships are similar at two- and four-year institutions, the magnitudes among the four-year faculty are larger, particularly for YRSHD and TEACHO.

"Teachers," regardless of institution, show a lesser propensity to publish, net of the other variables. The

TABLE 4.4

REGRESSION: PUBLICATIONS REGRESSED ON
PROFESSIONAL ORIENTATION

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
PHD	.2617*	.2997*	.2775*	.2815*
YRSHD	.1139*	.1623*	.3881*	.3490*
TEACHO	-.1507*	-.1524*	-.3042*	-.3846*
RESSUP	.0634	.0950*	.1755	.1557*
R ²	.116	.141	.440	.467
N	439/1956	423/1968	7850/11331	2407/4437

*Significant at .05

liability of a teaching orientation illustrates a polarization among faculty at all institutions. The role of the teacher and researcher do not appear to be integrated dynamics of the same occupational role complex. Scholarly or academic involvement, as measured by publications, appears to be the domain of a segment of the academic community and not an endeavor shared by all. Polarization between teacher and researcher is even more marked at the four-year institutions and appears to be increasing.

RESSUP, the remaining professional orientation variable, increased its contribution in 1975 among two-year faculty and achieved statistical significance.

At the community college, as at four-year institutions, productivity in the area of publications is positively related to PhD while negatively related to a propensity towards teaching. A teaching orientation is a greater liability at four-year institutions. Professional experience, as indicated by YRSHD, makes a larger contribution, comparatively, among university and senior college faculty.

The articulation of the predictor variables in terms of the consistency of their contributions suggest stability in the process of publications as it operates at the two-year institutions. While there exist parallel processes at the two- and four-year institutions, the data does not

support an argument positing that the process of publications has or is converging into a single process applicable to all faculty regardless of institutional location. This is supported by the variation in the size of the BETAs of the professional variables among two- and four-year faculty.

Rank

As noted earlier, it is argued that within the academic community publication productivity as a measure of achievement is a critical factor in the academic reward system. To discover the relationship between publications and academic rank we have taken rank and regressed it onto publications, and then rank on publications and professional orientation. The number of articles published (PUB) becomes an independent variable in the new equation. Further, the percent of weekly time devoted to administrative work is considered. The latter variable, which includes departmental and institutional administrative work, may to some degree be representative of service to the academic community, or more precisely to the institution. Katz (1973) has written that service is often cited by department chairmen as an important consideration in the promotion process. He further notes that there are returns, although not spectacular, in terms of salary, to service work, a relationship that we will explore further on. Thus, the new equations are composed of the four previous professional orientation variables plus the number of

publications in a scholarly or professional journal, and the percent of weekly time devoted to administrative work.

The new equations are presented in Table 4.5. Panel A displays the standardized coefficients of RANK regressed on the single variable PUB. Among two-year faculty the contribution of PUB in the promotion process has increased by 47 percent since 1969. In 1969, the variance attributable to PUB was just under 6 percent; by 1975 it was a little over 8 percent. In contrast, the variance attributable to PUB decreased slightly in the same period at four-year institutions. At the zero order level, then, PUB at two-year institutions is an increasing determinant of promotion.

In Panel B of Table 4.5, the articulation of PUB and the professional orientation variables are presented. PUB remains significantly related to RANK at two-year schools. The additive contribution of the professional orientation variables has by and large remained constant. In both sampled years, the additive affect has been approximately ten percent to the explained variance among two-year faculty.

Of the professional orientation variables, RESSUP exhibits a changing effect in the promotion process at two-year institutions. In 1975, an inverse relationship is expressed; earlier in 1969, its direct contribution was positively related to RANK, net of the other variables.

TABLE 4.5

REGRESSION: RANK REGRESSED ON PUBLICATIONS,
PROFESSIONAL ORIENTATION AND ADMINISTRATIVE INVOLVEMENT

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PUB	.2394*	.2910*	.5550*	.5106*
R ²	.057	.084	.308	.260
<u>B</u>				
PUB	.1377*	.2178*	.2860*	.2915*
PHD	.1871*	.2272*	.3340*	.3593*
YRSHD	.2202*	.2288*	.4397*	.4509*
TEACHO	.1020	.0830	.0496*	.1211*
RESSUP	.0814	-.0570	.0097	-.0037
R ²	.135	.184	.520	.506
<u>C</u>				
PUB	.1183*	.2043*	.2635*	.2776*
PHD	.1707*	.2227*	.3227*	.3534*
YRSHD	.2103*	.2315*	.4223*	.4414*
TEACHO	.1050*	.0826	.0280*	.1021*
RESSUP	.0616	-.0647	.0126	-.0026
ADM	.2401*	.1780*	.1704*	.1503*
R ²	.192	.216	.548	.528
N	429/1956	423/1968	7850/11331	4437/2407

*Significant at .05

On the other hand, the direct effect of PHD increased slightly. The remaining two variables, TEACHO and YRSHD, show similar effects in 1969 and 1975.

Panel C, the last panel of the table, reports the equations once ADM is introduced. Aside from a single exception, the direct effect of the other variables is unchanged by the inclusion of administrative involvement. The exception is the variance drawn from PUB in 1969. But notice that in 1975, the effect of PUB at two-year colleges once all variables were introduced is approximate to that found in the four-year model in both 1969 and 1975. The full form equation suggests that the process of rank attainment at the two-year college has undergone change since 1969. Publications, thought to be a significant indicator of professional achievement among four-year faculty and consequently related to the granting of professional rewards, have come to play a larger influencing role in the determination of rank at two-year colleges.

Incidentally, the table also reveals that the influence of ADM has decreased, albeit slightly. The diminishing effect of ADM provides additional support that the institution itself has redefined the criteria utilized in the granting of professional rewards, at least in terms of rank. It would seem that more benefits accrue in 1975 to those faculty at community colleges whose focus is outward toward the larger academic community than

did in the past, at least if publications are significant measures of outward orientation.

Tenure

Of the rewards granted within academia, tenure for faculty is often perceived as a critical attainment. It confers peer acceptance as well as symbolizing collegial approval and recognition of one's professional role performance. The awarding of tenure is closely linked with the rank process, in that tenure is often awarded upon or after the attainment of a particular rank. Instructors rarely possess tenure and full professors are rarely without tenure. Consequently, tenure will be statistically related to rank. This is the case in our model, which now includes rank as an independent variable (Table 4.6).

Panel B of Table 4.6 displays the relationships when tenure is regressed onto RANK and PUB. The direct effect of PUB among junior/community college faculty on TENURE is somewhat similar to that among four-year faculty. In 1969, at both types of institutions, PUB makes a positive contribution to the awarding of TENURE. However, six-years later PUB, net of RANK, was negatively related to tenure at both institutions. However, quite clearly, the direct effects of PUB on tenure is small and not statistically significant at the junior/community college.

Panel C displays the equations once the professional orientation variables are introduced. The negative

TABLE 4.6

REGRESSION: TENURE REGRESSED ON RANK, PUBLICATIONS,
PROFESSIONAL ORIENTAION AND ADMINISTRATIVE INVOLVEMENT

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
RANK	.2761*	.3987*	.6971*	.6847*
R ²	.076	.159	.485	.468
<u>B</u>				
RANK	.2684*	.4101*	.6800*	.7134*
PUB	.0380*	-.0392	.0370	-.0561
R ²	.077	.160	.486	.471
<u>C</u>				
RANK	.2155*	.3977*	.6192	.6731*
PUB	.0329	-.0241	.0632*	-.0042
PHD	.0543	-.0447	-.0438*	-.0361*
YRSHD	.1552*	.0710*	.1366*	.0760*
TEACHO	.0874	.0141	.0761*	.0631*
RESSUP	-.0122	-.0337	.0086	-.0288
R ²	.110	.169	.513	.484

TABLE 4.6 (continued)

REGRESSION: TENURE REGRESSED ON RANK,
PUBLICATIONS, PROFESSIONAL ORIENTATION AND
ADMINISTRATIVE INVOLVEMENT

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>D</u>				
RANK	.1991*	.4071*	.6127*	.6788*
PUB	.0303*	-.0232	.0626*	-.0041
PHB	.0532	-.0458	-.0429*	-.0374*
YRSHD	.1563*	.0681*	.1375*	.0746*
TEACHO	.0898	.0135	.0740*	.0648*
RESSUP	-.0158	-.0313	.0090	-.0283
ADM	.0605	-.0435	.0191*	-.0190
R ²	.113	.173	.514	.487
N	439/1956	423/1968	7850/11331	4437/2407

*Significant at .05

relationship in 1975 between PUB and tenure persists. Further, PHD at both institution types in 1975 is also inversely related to tenure. While PUB acts as a detriment in the attainment of tenure at two-year colleges, TEACHO, which has been construed as symbolic of an antithetical occupational role orientation, has practically no direct effect in 1975 on the acquisition of tenure at two-year schools. TEACHO at four-year schools, on the other hand, shows a consistent positive relationship with tenure.

Finally, the last panel reveals the direct effects of administrative involvement, net of the other variables. In 1969, ADM played a positive role in tenure acquisition, while in 1975 it had a negative effect among two-year faculty. This finding combined with the previous finding of ADM's diminishing effect on RANK and thereby indirectly on tenure, further suggests that the role of service to the academic community at the two-year college must be reconsidered in further discussions of the acquisition of academic rewards.

Salary

Data for respondent's institutional salary was collected in a collapsed format in both survey administrations. Because the discrete categories were not comparable between the 1969 and 1975 surveys, the salary

groupings were recoded to provide uniformity across samples. The variable salary, as a consequence, represents four broad ranges:

1. Less than \$10,000
2. \$10,000 - 13,999
3. \$14,000 - 19,999
4. \$20,000 or more

The reformulation of the respondent's salaries poses some restrictions on our analysis. Due to the loss of variation, a detailed description of the relationships between predictor variables and salary is limited. While this grouping is short of ideal for use in an analysis employing correlations, we believe that the groupings are sufficient. Moreover, we believe that conceptually the categories have some sociological significance. At the time of the questionnaire administration each category signified a major economic plateau within the academic profession. However, the results of the analysis are suggestive at best.

The first two panels of Table 4.7 detail the relationship of salary with tenure and with tenure and rank respectively. As one would expect, the zero order correlations between tenure and salary is substantial at both two- and four-year institutions. With the addition of RANK into the equation, however, markedly different patterns emerge. Nearly all of the variance originally attributed to tenure was drawn away by rank in the four-year institution model. Among two-year staff, on the other hand, TENURE and RANK acted as independent direct contributors to income

TABLE 4.7

REGRESSION: SALARY REGRESSED ON TENURE,
RANK, PUBLICATIONS, PROFESSIONAL ORIENTATION
AND ADMINISTRATIVE INVOLVEMENT

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
TENURE	.4246*	.4506*	.4658*	.4502*
R ²	.180	.203	.217	.202
<u>B</u>				
TENURE	.3654*	.2742*	-.0028	-.0066
RANK	.2141*	.4425*	.6722*	.6670*
R ²	.222	.367	.449	.439
<u>C</u>				
TENURE	.3612*	.2782*	-.0157	.0121
RANK	.1938*	.4134*	.5086*	.5313*
PUB	.1059*	.0942*	.3109*	.2405*
R ²	.223	.375	.516	.481

TABLE 4.7 (continued)

REGRESSION: SALARY REGRESSED ON TENURE, RANK

PUBLICATIONS, PROFESSIONAL ORIENTATION AND

ADMINISTRATIVE INVOLVEMENT

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>D</u>				
TENURE	.3279*	.2707*	-.0328*	.0037
RANK	.1458*	.3884*	.4854*	.5135*
PUB	.0804	.0779	.2628*	.2147*
PHD	.0939	.0284	.0177	-.0215
YRSHD	.1690*	.1121*	.1003*	.0761*
TEACHO	.0294	-.0126	.0382*	.0247
RESSUP	-.0130	.0175	.0655*	.0269
R ²	.266	.387	.527	.487
<u>E</u>				
TENURE	.3195*	.2767*	-.0387*	.0084*
RANK	.1108*	.3600*	.4333*	.4693*
PUB	.0747	.0747	.2574*	.2139*
PHD	.0920	.0315	-.0102	-.0119
YESHD	.1728*	.1194*	.1089*	.0855*
TEACHO	.0356	-.0109	-.0558*	-.0374
RESSUP	.0212	.0111	.0688*	.0279
ADM	.1358*	.1203*	.1644*	.1374*
R ²	.238	.400	.551	.503
N	439/1956	423/1968	7850/11331	2407/4437

*Significant at .05

acquisition.

Panel C describes the direct effect of PUB on salary, net of TENURE and RANK. The returns of PUB are undeniably larger at four-year institutions, yet the returns in the latter sample year decreased. The direct contribution of PUB at junior/community colleges, however, were nearly similar in 1975 and 1969, and significantly related to salary. Obviously, rewards in terms of compensation are predicated to some degree on publication productivity, not only at four-year institutions, as was expected, but also at two-year institutions.

Among the professional orientation variables (Panel D), PHD showed a diminishing contribution to salary acquisition at two-year institutions while TEACHO had no direct effect in 1975. Returns to ADM (Panel E) have remained consistent at the two-year colleges and approached the direct effects of administrative involvement reported for four-year faculty.

In conclusion, at the two-year college, RANK and TENURE make the largest contribution to salary. The role of ADM and PUB has remained consistent over the six years. PHD, on the other hand, decreased its direct contribution to salary attainment.

Summary

It is commonly accepted that research publications are major measures of professional achievement among faculty at

senior colleges and universities. The literature has demonstrated that publication productivity provides significant returns in terms of promotions and salary. On the other hand, rewards at the two-year colleges were understood to be offered on the basis of different criteria. Teaching effectiveness and orientation toward students, measures closely aligned with the purported philosophy of the junior college movement, were thought to be measures of professional achievement. Thus, a different system of evaluation was said to be employed at the community college, a system which deemphasized research and scholarly work in favor of teaching and service to the institution.

While rates of publications among junior college faculty were shown to be relatively low compared to other faculty, the most recent degree earners in 1975 were shown to be more productive than their counterparts in 1969. It is plausible that rates of publications among junior college faculty will in the future begin to approach the rates of senior college and university faculty. An elaboration of the publication process revealed that among two-year faculty those who characterized themselves to be mainly oriented towards teaching were less likely to author publications, implying that the research role and teaching role were not simultaneously performed, but rather were executed one at the expense of the other. Other factors contributing to the publication process were the possession of the PhD and years of experience. The analysis further indicated

that the publication process at community colleges in 1975 paralleled but did not duplicate the process as it was articulated at the senior institutions.

Since junior/community college faculty appear to be adopting some of the occupational role behavior of their counterparts at four-year schools, the question of whether two-year schools reward faculty for that role performance in a manner similar to that of the four-year college and universities was investigated. The role of publications in the promotion process appears to be increasing at the community college. Between 1969 and 1975, the return for PUB increased 47 percent. At the same time, the return of involvement in administrative work diminished. The promotion process was found in 1975 to be approaching the process as it exists at four-year institutions. It would appear, at least relative to rank, the rewards system of the community college is showing signs of deviating from the professed philosophy of the community college movement. Scholarship and academic orientation have come to establish themselves as considerations in the extension of rewards.

Publications indicated a slight liability, albeit not significant statistically, in the awarding of tenure in 1975, net of the other variables. However, the increased relationship of rank with tenure suggests that PUB has a greater positive indirect effect through RANK on tenure. The direct contribution of publications in the salary process

remained consistent in 1975. Additionally, tenure and rank were found to be highly correlated to salary at the two-year institution while only rank was at four-year institutions.

On the whole, the granting of professional awards at the two-year college parallels the process as it is found among the senior institutions. Moreover, the promotion process with its increasing similarity with that of the four-year colleges and universities would indicate that the academic at the junior/community college is far from the pariah that the literature would have us believe.

In the next chapter we will attempt to discern the academic's perception of the suitability of the two-year college as a work place. Specifically, among two-year college faculty, is an academic orientation meaningfully related to level of job-related satisfaction?

CHAPTER 5

PROFESSIONAL ORIENTATION AND WORK SATISFACTION

All along we have noted the historical tension between the academic and teaching function at two-year colleges. Further, in Gouldner's (1958) description of cosmopolitanism vs. localism, the two antithetical role orientations faculty in general may hold, a similar polarization is argued. The cosmopolitan is presented as the faculty member who is low on orientation toward the employing institution and its goals and values. The localite, on the other hand, is high on orientation to the institution. The teaching function may be considered an institutionally related function, while research and publications are related to a larger community beyond the institutions.

The audience to which the cosmopolitan addresses himself professionally, and from which he derives some degree of his identity is the professional speciality in which he has been trained (i.e., psychology, sociology, etc.). Identification with and recognition from a "professional reference group" is achieved through academic and scholarly interchanges that manifest themselves in the form of research, publications and attendance at meetings of fellow academics (Goldberg 1976). It is recognition from and prestige accorded by the professional reference group that provides the greatest amount of satisfaction for the outwardly oriented academic. For the "localite," institutional recognition is the major occupational focus.

In the introduction we described the characteristics of the cosmopolitan and how they may apply to a portion of the junior college faculty. To reiterate, the cosmopolitan is research oriented, prefers fewer teaching assignments, is committed to a strong department format and is generally dissatisfied with institutional opportunities to share "professional" interests. Intellectual interest are fulfilled outside the institution. While membership in the larger academic community undoubtedly leads to a degree of psychic satisfaction, location in an institutional environment that provides only minimal support for the more "professionally" oriented must inevitably generate frustration and dissatisfaction.

The previous chapter's findings indicate that having an outward orientation as measured by our professional orientation and achievement variables no longer acts as a detriment in the rewards process at the two-year schools. The number of publications among two-year faculty has increased and the returns for those publications in terms of promotion have increased. However, the direct returns in the form of tenure and salary were either not clearly established or not of the magnitude witnessed in the promotion process.

Nonetheless, we did postulate that a changing set of criteria were being employed in the evaluation of two-year college faculty. While an orientation considered more compatible with four-year institutions seems to be decreasing

as a detriment in the rewards process at junior colleges, the question that emerges is: are there, as has been suggested by others, still differentials in the effects of those orientations in terms of occupational satisfaction (Clark 1960)? One would presume, that in the past at least, the possession of an orientation that is at variance with the general goals and philosophy of the junior college would contribute in some degree to levels of work related dissatisfaction. However, if more recently, the outwardly oriented faculty member receives a greater measure of recognition for achievements not directly associated with the institution, the professional orientation variables should play a different role than they did in the past in the understanding of workplace satisfaction of faculty. That is, those training characteristics and professional predispositions that are reflective of a more academic and research oriented tradition should not act as detriments to levels of employment satisfaction. Or put simply, the scholarly oriented faculty may have found in recent times a more compatible niche at the two-year college. Accordingly, our analysis now turns to uncovering the relationship between workplace satisfaction and the professional orientation variables.

A number of questions in the Carnegie surveys were employed to develop an understanding of the levels of satisfaction of faculty with the workplace. The questions selected for inclusion were suggested by Gouldner's (1958)

description of cosmopolitans and locals. Only those items appearing in both surveys were chosen. Factor analysis was performed on the data to determine if any underlying structures existed in the collection of items. Separate analysis were performed for the 1969 and 1975 data. The results of the analysis indicated that there existed in both sample years five distinct factors*

The five areas in which satisfaction levels were measured are described below, followed by the questions employed in the index construction.

RELSAT. The initial factor is the respondent's rating of the quality of informal relationships at his institution. Certainly an important aspect of any work situation is the presence of satisfactory relationships with those sharing the workplace, particularly the major objects of the work function, students and colleagues. Gouldner argues that cosmopolitans, while they may be integrated into the formal structure of the organization, exhibit lesser integration into the informal structure. That is, they are not close to students or other faculty. Accordingly, levels of satisfaction relevant to the informal structure should reflect that lack of integration.

Q. How would you rate.....?

A. Faculty/student relations (in dept.)

*See Appendix A for results of factor analysis

B. Personal relations among faculty (in dept.)

Response categories: Excellent, Good, Fair, and Poor.

INTELSAT. The second factor was composed of a single question. Evaluations of the intellectualism of the department is central to the typology of cosmopolitans-locals. As previously mentioned, the outwardly oriented, it is asserted, exhibit higher levels of dissatisfaction than do locals with the intellectual opportunities on the local campus.

Q. How would you rate.....?

The intellectual environment (in dept.)

Response categories: Excellent, Good, Fair and Poor.

COMPSAT. Satisfaction concerning both the general levels of compensation at the institution as well as the respondents own institutional salary comprise the index COMPSAT. Cosmopolitans, ever on the look out for better opportunities elsewhere, are expected to express dissatisfaction with present institutional levels of compensation. Locals, on the other hand, are apt to express less dissatisfaction with compensation even when recognizing their relative deprivation vis-a-vis other institutions. For the local, other institutionally related characteristics atone for inferior compensation. For example, "It is a good place for young faculty to learn teaching."

Q. How would you rate.....?

A. Faculty salary levels?

B. Your own salary

Response categories: Excellent, Good, Fair, and Poor.

WKLDSAT. The last measure of satisfaction addresses itself to the conditions under which faculty labor. Assessments of teaching loads and student-teacher ratios make up the final factor. The teaching responsibility is seen as a burden by cosmopolitans, hindering the more "productive" work of research and writing.

Q. How would you rate.....?

A. Ratio of teaching faculty to students (at institution)

B. Teaching load (at institution)

Response categories: Excellent, Good, Fair, and Poor.

ADMSAT. The third factor centers on respondents' evaluation of the administration of their institution. "Empire Builders," a type of cosmopolitan identified by Gouldner, are said to be dedicated to the strong department format. Further, they are more apt to perceive that power is concentrated in the hands of the administration, a situation that threatens the integrity of their department.

Q. How would you rate.....?

A. The administration

B. The effectiveness of your campus senate or faculty council

Response categories: Excellent, Good, Fair, and Poor.

As a group, the two-year faculty generally exhibit greater levels of work related satisfaction than do four-year college faculty (Table 5.1). In 1969 two-year college faculty reported higher mean levels of satisfaction on three of the five indices. When considering WKLDSAT and INTELSAT, the junior college faculty on the average reported lower levels of satisfaction. In 1975 two-year faculty were again on the average more satisfied with the conditions under which they performed their teaching function. But they no longer expressed greater levels of satisfaction than their four-year counterparts with informal relations at their campus. Evaluations of their departments general intellectual environment continued to be lower among the junior/ community college faculty by the mid 1970s.

At both institutions faculty indicated in 1975 compared to 1969 lower levels of work related satisfaction on 4 of the 5 indices. The entire sample on the average agreed that conditions related to teaching had improved in the six years between the surveys.

In the analysis of the determinants of faculty satisfaction, we have added a second set of predictor variables to be used in conjunction with the professional achievement and orientation variables. A reasonable expectation would be that an individual's estimation of the suitability of the workplace might be somewhat related to the extent to which he or she is involved in that institution's functioning on a formal basis. The second set of variables reflect certain organizational

TABLE 5.1

MEAN SCORES OF TWO-YEAR AND FOUR-YEAR FACULTY
ON JOB SATISFACTION SCALES

	<u>TWO-YEAR</u> <u>INSTITUTION FACULTY</u>		<u>FOUR-YEAR</u> <u>INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
RELSAT	6.13 (1.30)	4.80 (1.47)	5.98 (1.43)	4.99 (1.49)
INTELSAT	2.40 (.76)	2.33 (.78)	2.64 (.80)	2.55 (.84)
WKLDSAT	4.70 (1.46)	6.17 (1.35)	5.22 (1.46)	5.90 (1.43)
COMPSAT	5.13 (1.40)	4.93 (1.60)	5.03 (1.37)	4.52 (1.50)
ADMSAT	4.77 (1.51)	4.22 (1.44)	4.74 (1.45)	4.10 (1.44)

NOTE: Standard Deviations in Parentheses.

statuses a faculty member may hold. The variables RANK, TENURE and ADM described earlier, are measures of the individual's integration into the formal structure of the institution. The organizational status variables also indicate levels of power and prestige accrued by faculty. The greater the structural integration as well as accrued power and prestige the greater the likelihood that a convergence of institutional and individual orientations will occur. This convergence might mitigate the effects of professional orientation on job related satisfaction. For example, while the PHD may feel a certain dissatisfaction with the two-year college, achievement through promotion and tenure may negate the effect of the PHD status. The professional orientation variable set has also been expanded. In addition to PHD, YRSHD, TEACHO, and RESSUP, we have added the number of faculty publications (PUB).

Informal Relationships

Table 5.2 displays the equations for RELSAT regressed on professional orientation and organizational status. As determinants of the substance of collegial and student relationships, the predictor variables account for only a small proportion of levels of satisfaction related to this area. This is evidenced by the coefficients of determination (R^2). Of the four equations, the most variance accounted for by the model was a little over three percent, that being for the 1969 full form two-year faculty equation (Panel B). A similar

TABLE 5.2

REGRESSION: RELSAT REGRESSED ON PROFESSIONAL
ORIENTATION AND ORGANIZATIONAL STATUS

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	-.0095	-.0539	.0404*	.0294
YRSHD	.0394	.0562	.0651*	.0733*
PUB	.0068	.0067	.0524	.0247
TEACHO	.1291*	.0530	.0878*	-.0103
RESSUP	-.0305	-.0893	.0469*	.0439*
R ²	.020	.019	.015	.012
<u>B</u>				
PHD	.0264	-.0556	.0107	.0450
YRSHD	.0167	.0521	.0159	.0981*
PUB	.0074	-.0010	.0175	.0383
TEACHO	-.1201*	.0514	.0715*	-.0020
RESSUP	.0396	-.0895	.0470*	.0425*
RANK	-.0332	.0085	.0554	-.0185
TENURE	-.0602	.0165	.0381*	-.0436
ADM	-.0732	.0381	.0748*	.0021
R ²	.032	.021	.026	.014
N	317/1933	347/1939	7772/11336	2324/4350

*Significant at .05

pattern was uncovered for the other measures of job related satisfaction.

Comparison of the four equations, because of the size of the relationships, makes it difficult to positively delineate any clear patterns, either across time or across institutions. However, the findings may be suggestive. A detailed inspection of the table hints at some trends worth noting. TEACHO, RESSUP and PHD, in particular, behave in an interesting manner.

In 1975, TEACHO, while maintaining a positive effect in comparison to 1969 among two-year faculty, does reveal a smaller relationship with the dependent RELSAT. A similar pattern is exhibited in the four-year model, where TEACHO negatively affects RELSAT in the latter sample year. The degree of integration of "teachers" into the informal structure seems to be waning at all institutions. If we invert this variable, recall that the other end of the scale is "heavily into research," it would indicate that those research oriented at two-year colleges, while interpersonally less alienated in the latter sample than was indicated in 1969, nonetheless remain "outsiders." Further, RESSUP, presumably also attesting to a research commitment is also negatively associated at the two-year college with satisfaction with informal relationships, net of the other variables in 1975. Note that the negative relationship between RESSUP and RELSAT has increased over the six years. Consistent with these trends is the role of PHD, a variable that we interpret as

research training. Making no direct contribution in 1969, PHD in 1975 is a contributor to dissatisfaction with the informal structure at the two-year school.

The introduction of the organizational status variables reveals no dramatic changes in the direct contribution of the professional orientation variables in the two-year model. The role of the three professional variables of interest in the latter two-year model make it impossible to argue that in terms of informal relationship the junior/community college is more welcoming to the academically oriented. In fact, if anything, it suggests that the academically trained and oriented continue to be alienated from their colleagues and students.

Intellectualism

Among two-year college faculty, estimates of departmental intellectualism is negatively related in 1975 to two of the five professional orientation variables, net of the other variables (Table 5.3). Of the two, PUB, provides a sharp contrast with the four-year model. PUB at the junior/community college is negatively related to intellectual satisfaction while positively related at senior colleges and universities. This leads to two alternative interpretations about PUB's operation among the two-year faculty. The most straightforward would be that those faculty at two-year colleges tied into a larger network of scholars outside the local institution are frustrated with a lack of similar opportunities to

TABLE 5.3

REGRESSION: INTELSAT REGRESSED ON PROFESSIONAL ORIENTATION AND ORGANIZATIONAL STATUS				
	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	-.0528	-.0492	-.0345*	-.0866
YRSHD	.1172*	.0814	.1265*	.0979*
PUB	.0022	-.0571	.1270*	.1127*
TEACHO	.1031	.0252	.0461*	.0400
RESSUP	.0181	.0989	.0363*	.1546*
R ²	.029	.023	.051	.058
<u>B</u>				
PHD	-.0633	-.0428	-.0312*	-.0740*
YRSHD	.0950	.0873	.1258*	.1161*
PUB	-.0062	-.0542	.1231*	.1225*
TEACHO	.0925	.0272	.0376*	.0440
RESSUP	.0154	.0959	.0873*	.1537*
RANK	-.0278	-.0383	-.0292	-.0246
TENURE	.1288*	.0226	.0143	-.0215
ADM	.0525	.0500	.0664	.0163
R ²	.047	.026	.055	.060
N	317/1933	347/1939	7772/11336	2324/4345

* Significant at .05

exchange and share ideas at the local level. On the other hand, the casual order may be reversed. That is, intellectual dissatisfaction with the junior college environment serves as an impetus, driving individuals to make connections with fellow scholars in the larger academic community, publication being a mechanism to that end.

PHD is the second variable of interest negatively related to INTELSAT. Between the two surveys, PHD's negative influence has remained constant among two-year college faculty. At four-year institutions, an increasing negative trend is revealed. While PUB and PHD, two indicators of an academic orientation, express an inverse relationship to INTELSAT, RESSUP among junior/community college faculty indicates an increasing positive trend. At both institutions the ability to find support to pursue one's intellectual interests appears to some extent to help in overcoming dissatisfaction, if it exists. One is undoubtedly less likely to perceive the environment negatively in the realm of intellectualism, if opportunities to continue work in the area of one's interest exist even when no direct institutional encouragement is provided.

Panel B of Table 5.3, presenting the articulation of all variables, reveals no major restructuring of the direct effects of professional orientation and achievement.

The expectation that the two-year institution would in 1975 reveal itself to be a more satisfying environment for the academically oriented was not born out when INTELSAT was

employed as a measure of job related satisfaction. The negative contribution of PUB and PHD to perceived intellectual compatibility with the junior/community college tends to suggest otherwise. However, RESSUP's positive contribution confounds the documentation of any clear trend.

Workload

Our third measure of job related satisfaction is WKLDSAT. More precisely, the index focuses on teaching responsibility through faculty evaluations of the conditions under which they perform that function. At two-year colleges in 1969, PHD indicates no direct effect on WKLDSAT, net of the other variables (Table 5.4, Panel A). Yet in 1975, it is a detriment to WKLDSAT. The largest change, however, at the junior college level among the professional variables is the contribution attributable to RESSUP. There was a 45 percent reduction in the influence of RESSUP. By comparison, RESSUP exhibited at four-year institutions similar relationships in both sample years.

The second panel of Table 5.4, the articulation of the organizational status variables, continues to indicate PHD's negative association with WKLDSAT in 1975. Notice that the relationship shows an increasing differentiation with the introduction of RANK, TENURE and ADM among four-year faculty. Yet among two-year faculty, PHD is not confounded by the organization variables, revealing similar coefficients in Panel B as were indicated in Panel A. The role of PHD and

TABLE 5.4

REGRESSION: WKLDSAT REGRESSED ON PROFESSIONAL
ORIENTATION AND ORGANIZATIONAL STATUS

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	-.0120	-.0593	.0517*	-.0047
YRSHD	.0467*	.0174	.0729*	.0573
PUB	-.0100	.0154	.0442*	.0227
TEACHO	.0567	.0667	-.0323*	.0700*
RESSUP	.0953	.0226	.0601*	.0557*
R ²	.014	.009	.024	.009
<u>B</u>				
PHD	-.0167	-.0576	.0591*	-.0421
YRSHD	.0469	.0206	.0912*	.0099
PUB	-.0101	.0163	.0534*	-.0091
TEACHO	.0570	.0676	-.0302*	-.0547*
RESSUP	.0949	.0210	.0612*	.0562*
RANK	-.0359	-.0077	-.0050	.1017*
TENURE	.0303	-.0074	-.0453*	.0000
ADM	.0383	.0159	.0243*	.0236
R ²	.016	.009	.026	.016
N	317/1933	347/1939	7772/11336	2324/4350

Significant at .05

RESSUP are contrary to the general hypothesis of an increasing positive association between professional orientation and satisfaction.

Compensation

Table 5.5 represents our model when considering COMPSAT. In Chapter Three we documented empirically the improving salary structures at the two-year colleges between 1969 and 1975 relative to senior colleges and universities. In fact, we saw that at many ranks, two-year faculty did as well or better than their counterparts at other institutions. The preceding table of means (page 100) nevertheless indicates that junior community college faculty were, on the average, less satisfied with compensation levels in 1975 than in 1969.

If we once again view TEACHO from its inverse perspective in conjunction with RESSUP, we see that satisfaction with salary is negatively related in 1975 to a general research involvement among two-year college faculty. Although dissatisfaction of those "research oriented" is decreasing, those acquiring research funding indicate the development of a negative relationship with COMPSAT.

Another variable of interest in Table 5.5 is PHD. PHD showed a slight increase at the two-year college in 1975, while at senior institutions PHD had a diminishing effect on satisfaction with compensation levels. However, with the inclusion of the second set of variables a confounding effect

TABLE 5.5
REGRESSION: COMPSAT REGRESSED ON PROFESSIONAL
ORIENTATION AND ORGANIZATIONAL STATUS

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	.0229	.0448	.1109*	.0162
YRSHD	.0613	.1323*	.1579*	.1518*
PUB	.0633	.0587	.0515*	.0812*
TEACHO	.0747	.0383	.0052	.0156
RESSUP	.0186	-.0432	.0652*	.0362
R ²	.014	.028	.057	.040
<u>B</u>				
PHD	.0050	-.0040	.0675*	-.0437
YRSHD	.0299	.0690	.1075*	.0819*
PUB	.0501	.0113	.0168	.0305
TEACHO	.0592	.0170	-.0058	-.0069
RESSUP	.0137	-.0251	.0656*	.0357
RANK	.0207	.1724*	.1357*	.1896*
TENURE	.1259*	.1472	-.0398	-.0500
ADM	.0309	.0008	.0681*	.0540*
R ²	.032	.090	.071	.059
N	317/1933	347/1939	7772/11336	2324/4350

*Significant at .05

is uncovered. In the full-form equation, PHD as a determinant of COMPSAT is nearly non-existent among two-year faculty in both 1969 and 1975. Among four-year faculty, PHD in 1975 is negatively associated with COMPSAT once organizational status is controlled.

Relative to COMPSAT, the organizational status variables, unlike their function in the previous equations, make a noticeable contribution to satisfaction, particularly at two-year colleges in 1975. This is demonstrated by comparing the coefficient of determination. Note that the percentage of the total explained variance attributable to organizational status in 1975 is 68 percent. A comparable contribution was not uncovered in the four-year model.

Administration

The last measure to be considered is faculty evaluations of their institution's administrative and governing bodies. The levels of relationships displayed in Table 5.6 for the most part continue to be weak and the variance attributable to the equations are equally as small. This is consistent with prior outcomes in the investigation of job related satisfaction.

The effect of PHD as a determinant of ADMSAT is consistent with the role it has expressed with other measures of satisfaction at two-year colleges. In 1975 PHD is inversely related with ADMSAT, reversing the positive relationship revealed in 1969. In general, possession of the

TABLE 5.6

REGRESSION: ADMSAT REGRESSED ON PROFESSIONAL
ORIENTATION AND ORGANIZATIONAL STATUS

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	-.0097	-.0423	-.0153	-.0285
YRSHD	.0981	.0844	.1308*	.1384*
PUB	-.0361	-.0621	.0270	-.0473
TEACHO	.0566	-.1120	.0658*	.0553*
RESSUP	.1054	.0487	.0241*	.0856*
R ²	.024	.014	.024	.028
<u>B</u>				
PHD	-.0086	.0421	-.0213	-.0284
YRSHD	.0958	.0907	.1135*	.1398*
PUB	.0350	-.0621	.0128	-.0497
TEACHO	.0554	-.0096	.0540*	.0510*
RESSUP	.1072	.0457	.0247*	.0835*
RANK	-.0293	.0063	-.0159	.0027
TENURE	.0420	.0459	.0436*	-.0149
ADM	.0050	.0188	.0631*	.0482*
R ²	.026	.017	.023	.031
N	317/1933	347/1939	7772/11336	2324/4337

*Significant at 05

doctorate acts as a determinant to faculty satisfaction with various aspects of the two-year college, the exception being its effect on COMPSAT, where it had no direct effect once organizational variables were controlled.

Further, the professional orientation variable PUB continued to express a negative effect on levels of satisfaction related to institutional authority structures. These two variables, thought to be characteristics associated with an "outward" orientation, are the largest detriments to ADMSAT. Yet, the role of RESSUP, once again, as it has in two of the four previous measures of satisfaction, confounds the notion that the more research and academically oriented are likely to express dissatisfaction with the professional environment of the two-year school. In 1975, as in 1969, the ability to generate research funding was positively associated with satisfaction with authority structures at the institution. This furthers an already apparent finding that the professional orientation variables as a group generally indicate no consistent pattern of relationship with levels of job related satisfaction. Of course the exception has been the constant positive effect of YRSHD.

Summary

It was expected that the professional orientation variables, symbolic of a cosmopolitan orientation, would in 1969 act as detriments to levels of job related satisfaction among junior/community college faculty. It was further hypothesized

that the professional orientation variables by 1975 would either be positively associated or at least reveal negative relationships of a lesser magnitude than were expressed in 1969 to job related satisfaction. These expectations were derived from three sources: first, from descriptions of the two-year college professional environment in the literature; second, from our knowledge of changing structures at two-year colleges as indicated by the previous chapters findings; and third, from statistics indicating increasing opportunities for academics at two-year colleges.

Our hypotheses, then, argued that in the past (indicated by the 1969 sample), junior/community colleges were less responsive to the more academically oriented. This would be indicated by a changing relationship between professional orientation and achievement and levels of job related satisfaction.

The subsequent analysis found little support for our hypothesis. Generally speaking, the relationships between the professional variables and the various measures demonstrated no clear trends. Two of the professional variables, YRSHD and PHD, did indicate some consistency across measures. YRSHD, among all subsamples, expressed a positive relationship with all measures in both 1969 and 1975. In four of the five measures in 1975, PHD was negatively associated in the two-year subsample. This finding, of course, is contrary to the expected finding that PHD along with the other professional variables would be positively associated to job related

satisfaction in the latter sample. If anything, PHDs, on the average, are more likely to express job related dissatisfaction at two-year colleges. Incidentally, PHD in the four-year sample also expressed a negative relationship to three of the measures.

The remaining professional orientation variables, PUB, TEACHO and RESSUP revealed no consistent patterns across the various measures of satisfaction. For example, RESSUP, negatively associated with a single measure in 1969, increased that negative relationship in 1975. Among the measures in which it was positively related in 1969, RESSUP's positive relationship increased in one, decreased in another, inverted in the third, and remained constant in the fourth.

The relationships uncovered were on the whole of a low magnitude. Also, few statistically significant relationships were encountered. Even ignoring the relatively weak relationships and the absence of statistical significance, the effect of the professional variables appears aside from PHD and YRSHD, to be idiosyncratic to the particular satisfaction measure employed. The arguments thus put forth by Gouldner concerning professional orientation and reference groups and their effects on levels of satisfaction are questioned. Gouldner's (1958) original study utilized data gathered at a single institution and thus might not be generalizable to a larger population. A condition which he acknowledged. Moreover, subsequent investigation of the cosmopolitan-local typology have shed a different perspective on the theoretical

underpinning. Goldberg (1976) has argued that individuals may hold both orientations simultaneously, which could account for this study's inability to uncover any clear trends among professional orientation and levels of satisfaction associated with the cosmopolitan-local typology.

CHAPTER 6
PROFESSIONAL ORIENTATION AND ATTITUDES
TOWARDS UNDERGRADUATE EDUCATION

In Chapter Two we pointed out that the role of the two-year college in the scheme of American higher education is perceived by its proponents to be one of a specialized mission. The junior college movement at its inception attempted to carve out a unique domain in response to an emerging need for new post-secondary educational opportunities. In the early decades of the twentieth century, senior colleges and especially universities faced with increasing numbers of "unprepared students" struggled to maintain their traditionally defined institutional roles of research and scholarship. With students drawn from a wider segment of society seeking post-secondary education, universities were neither prepared for nor particularly amenable to restructuring curricula to remove the pressure for more student-centered and teaching-oriented programs. Consequently, leaders from major universities played a direct role in the creation of a new educational institution, the two-year college. Concurrently during this period, often referred to as the "democratization" of higher education, courses of study inculcating vocational and occupational skills began to be regarded as legitimate components of post-secondary education, even though not appropriate for university programs. From this differing responsibility, the leaders of the junior/community college movement strove to develop an educational

philosophy that diverged from that of the four-year institution. Innovation was to be the underlying premise and the improvement of the students' life chances its major goal.

Essential to making the junior/community college a viable component of higher education in terms of its ostensible goals was the creation of a faculty which appreciated the divergent role of the two-year school. It was, and still is, the hope of junior/community college leaders that two-year staffs would develop professional and educational value orientations that would be compatible with the junior college philosophy. Young Park (1971) stresses the need for a junior/community college "institutional personality." This is conceptualized as the sharing by faculty of a common but still distinct two-year orientation that manifests itself in a unique professional and educational environment. However, Park as well as others report that the formation of such a value system among two-year college faculty is not wide spread. In fact, the junior college movement, as we have reported earlier, has never achieved any large amount of success in creating a staff that reflects the ostensible aims and goals of the junior college movement (Brick 1964, Medsker 1960). Moreover, the future for development of a philosophically compatible faculty is not promising. For the basis of this contention, we again refer to Chapter Four's findings that the rewards process at two-year colleges is beginning to approach that of four-year institutions. The greater emphasis placed on research and publication

activity for faculty would seem to divert from the primacy of teaching as the main function of the junior/community college. Furthermore, it may be postulated that the general educational attitudes held by faculty may to some extent be related to professional orientation. Thus, consideration of the professional orientation variables employed in the previous chapters could be critical to the understanding of faculty attitudes towards undergraduate education. It has already been argued that the academically trained faculty favor transfer students over terminal students (Jencks and Riesman 1968).

Our present analysis hopes to determine if the effects of the professional orientation variables are changing. If the role of these characteristics among two-year faculty is becoming larger in the delineation of attitudes and is moving toward the four-year model, it would be reasonable to propose that other social processes that may have acted as suppressors on the orientation variables are weakening or disappearing at two-year schools. An example would be a trend suggesting similarity of impact of possession of the PHD at two- and four-year institutions in the 1975 sample. In such a case, one could speculate that the overall environment at the two-year school no longer confound the attitudes and orientations developed during professional socialization as characterized by doctoral training. Recall that Burton Clark (1960A) states that the PHD's academic orientation was intentionally stifled at junior colleges.

And Koos (in Brick 1964) and Gleazer (1968) write that research-oriented faculty are problematic in the development of successful two-year college staffs. The finding in Chapter Four of an increasing relationship between certain professional orientation variables and reward achievement, particular publications and rank, suggest that those possessing these characteristics are advancing in the hierarchy of the two-year institution and will undoubtedly in time play a larger role in the formulation of institutional policy. Thus if educational philosophy is related to professional orientation, the spectre of a shift in two-year colleges' educational priorities is plausible.

In substantive terms, this chapter is concerned with faculty attitudes and beliefs towards the form, shape and orientation of undergraduate education. Of some interest are the questions: are the attitudes held by junior/community college faculty consistent with the two-year college philosophy? And, do two-year college staffs have an approach toward undergraduate education markedly different from that of their counterparts at four-year institutions? But our primary interest is changing patterns or trends in the differential effects of professional orientation and achievement on educational philosophy.

To develop adequate measures of attitudes toward undergraduate education, we once again searched the Carnegie surveys. Items addressing themselves to various aspects of undergraduate education were selected and factor analyzed.

Again, separate analyses for the 1969 and 1975 data were undertaken. We reiterate that only items appearing in both surveys were selected. The results of the analysis indicated the existence in 1969 and 1975 of three distinct factors. However, the structure of one factor changed somewhat over the six-years. This is discussed further on. Indices were constructed from the three factors and are as follows:*

NON-STRUCT Index one is composed of two items that we believe indicate the respondents' attitude toward the degree of academic structure essential in undergraduate education. The two items comprising the measure question the role of grades and elective courses in providing quality undergraduate education. The advocacy of a structured educational program is consistent with the traditional understanding of a university education. The abolition of grades and a greater emphasis on choice in course selection, on the other hand, are educational concepts that came to the fore in the 1960s and were thought to be, if not innovative, at least major attempts to alter the form of higher education.

Q. Undergraduate education in America would improve if:

All courses were elective

Grades were abolished

Response Categories: Strongly Agree, Agree with
Reservations, Disagree with Reservations,
and Strongly Disagree.

STDNEEDS The second measure focuses on how sensitive under-

*See Appendix B for results of factor analysis.

graduate education should be to the content as well as the context of the student's life. While the index created from the second factor is composed of two items, the factor analysis performed on the 1969 data revealed a third item to be associated with the factor. However, this item did not load strongly in 1975 and thus was not included in the index constructed for the two time periods.

Q. Undergraduate education in America would improve if:

Course work were more relevant to contemporary
life and problems

More attention were paid to the emotional
growth of students

Response Categories: Strongly Agree, Agree with
Reservations, Disagree with Reservations, and
Strongly Disagree.

LIBARTS The last measure indicates the perceived importance of liberal Arts in an undergraduate education.

Q. Undergraduate education in America would improve if:

There were less emphasis on specialized
training and more on broad liberal education

Response Categories: Strongly Agree, Agree with
Reservations, Disagree with Reservations, and
Strongly Disagree.

Relative to the Junior/community college movement and its philosophy, the three indices would appear to address some of the concerns of the movement. It has often been

expressed that the two-year college movement perceives itself as a unique institution that offers a different sort of education to a group of students who do not necessarily always fit the mold of "traditional college students." Accordingly, the two-year college staff's approach toward undergraduate education, if they accept the philosophy, should to some degree vary from that of their four-year counterparts.

If there is truly a concern among the junior/community college staff for innovation, then there also should be less reluctance to disregarding some of the more time-honored standards of higher education, of which grades and required courses are examples. The two-year college was envisioned from the outset as a place in which those with a desire for post-secondary education yet without the standard credentials could fulfill those dreams, and that those dreams would be met in any manner in which knowledge could be imparted. Therefore it is postulated that the junior/community college faculty are more likely to perceive less need for structure in the educational environment and indicate a positive relationship to the index.

The second measure, which is concerned with the role of undergraduate education in meeting the personal needs of the student, should also be positively related to the challenge set forth by the community college movement. Again, it is felt that one of the two-year college's primary

functions is to address the educational needs of a diverse body of students and accordingly tailor itself to those conditions (Cross 1971).

A major characteristic setting the two-year college apart from four-year institutions is the broad spectrum of educational opportunities offered by the community college. Two-year college curricula range from transfer programs, duplicating the first two-years of senior institutions, to programs that are vocationally and technically oriented. The four-year college and university, in contrast, has a philosophy, though changing, embedded in the more traditional concept of the university. Education according to this orientation is more liberal or classically oriented. Clearly, the philosophy of the two-year college would mitigate the placing of the liberal arts program in a paramount position among its educational programs. Thus we hypothesize a negative relationship between community college faculty and the Libart index.

How do the two faculty subsamples compare on the three educational attitude measures? Table 6.1 provides a) the mean scores on the attitudinal scales and b) the zero order correlations between the three indices and employment at a two-year school. The institutional variable was coded in dummy form (employment at a four-year institution = 0, employment at two-year institution = 1). The relationships expressed in panel B are in the predicted direction, in-

TABLE 6.1

A MEAN SCORES OF TWO-YEAR AND FOUR-YEAR FACULTY
ON EDUCATIONAL ATTITUDES

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
NONSTRUCT	3.95 (1.61)	3.35 (1.41)	3.79 (1.60)	3.19 (1.43)
STDNEED	6.09 (1.30)	5.80 (1.37)	5.66 (1.47)	5.24 (1.49)
LIBARTS	2.46 (0.91)	2.36 (0.92)	2.63 (0.87)	2.51 (0.875)

NOTE: STANDARD DEVIATIONS IN PARENTHESES

B CORRELATION: EMPLOYMENT AT TWO-YEAR INSTITUTION
AND EDUCATIONAL ATTITUDES

	<u>1969</u>	<u>1975</u>
NONSTRUCT	.0353*	.0544*
STDNEED	.1048*	.1742*
LIBARTS	-.0693*	-.0777*

*Significant at .05

dicating conformity by the two-year staff to the basic junior/community college philosophy as measured by our scales. The strength of the relationship between STDNEED and place of employment increased over the six years, suggesting a divergence rather than convergence of educational philosophy among two- and four-year faculty on this particular measure. Generally speaking, it would appear that there does exist a unique philosophy shared by two-year faculty that differs from that of their four-year counterparts.

Is this unique philosophy an artifact of the differing professional characteristics of faculty at the respective institutions? Table 6.2 reports that Betas for institution once we consider professional orientation and achievement. Of the three measures, LIBARTS is the only measure to remain significantly related to institution once the professional variables are controlled. Faculty training, orientation, achievement and experience play a critical role in the development of attitudes toward structured education and students personal needs. The perceived significance of liberal arts, in contrast, while affected by the professional variables, is further determined by institutional location, suggesting that the philosophy of the two-year movement has been perhaps accepted by the two-year staff. Thus, in relation to the place of liberal arts, the development of an "institutional personality" is hinted at.

Now let us turn to a more detailed analysis of the pro-

TABLE 6.2

REGRESSION: EDUCATIONAL ATTITUDES REGRESSED ON
INSTITUTION OF EMPLOYMENT AND PROFESSIONAL ORIENTATION

	<u>NONSTRUCT</u>		<u>STDNEED</u>		<u>LIBARTS</u>	
	<u>1969</u>	<u>1975</u>	<u>1968</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
INSTIT	-.0096	-.0265	.0123	.0210	-.1021	-.0782*
PHD	-.0567*	-.0725*	-.1122*	-.1512*	.0578*	.1045*
YRSHD	-.1286*	-.0725*	-.0832*	-.1058*	.0028	.0351
PUB	-.0430*	-.0454*	.0000	.0515*	-.0583*	-.0734*
TEACHO	-.0107	.0352	.1604*	.1340*	.0159	-.0079
RESSUP	-.0508*	-.0450*	.0116	.0065	-.1389*	-.1182*
R ²	.030	.024	.058	.092	.031	.028

*Significant at .05

fessional orientation and achievement variables, their differential effects on educational attitudes. As in the previous chapter, we also intend to consider the organizational status of the faculty. In this section we would further like to introduce a third set of variables. The third set is simply academic discipline. It has been argued that professional socialization differs according to area of specialty and thereby affects normative orientation. Academic discipline has been cited, for example, as instrumental in the formation of political and social attitudes (Lipset and Ladd 1972, Ladd and Lipset 1972). The variation in perspective is considered the consequence of particular factors associated with each academic discipline. For example, disciplines may vary in the manner in which they approach a problem intellectually and thus the nature of the solutions may differ. The physical scientist employs rigorous scientific standards, while those in the humanities rely on more impressionistic methods. Further, the objects of specialized training often vary among disciplines--human vs. non-human, abstract vs. applied--again affecting problem orientation and resolution. Additionally, each discipline attracts individuals with vary predispositions. In the area of political and social attitudes, the social sciences appeals far more than the natural sciences to those who would combine an academic career with a concern for social problems (Ladd and Lipset 1972). In all, the approach taken toward intellectual problems could reflect

predispositions based on intellectual training. Attitudes concerning a particular sphere, in this case educational philosophy, may not necessarily be the outcome of experiences solely within that sphere, but rather could spill over from other experiences. Thus type of academic training could possibly play a critical role in the construction of perspectives on how best to carry out undergraduate education.*

Structure in Education

Table 6.3 begins our analysis of the differential effects of the variables at the two- and four-year colleges. We observe in the table the regression equations for the dependent NON-STRUCT. Of the five professional variables (Panel A), PHD, YRSHD, and PUB reveal a consistent association with NON-STRUCT at all institutions in both time periods. The three variables are negatively associated with NON-STRUCT. Also notice that the coefficients for the three variables in the 1975 sample are, in strength of relationship, somewhat similar among two- and four-year faculty. In short, those characteristics contribute to an individual's belief that undergraduate

*For the purpose of analysis, the academic disciplines have been reorganized into 9 dummy variables: ENGNR (Engineering), HUM (Humanities), HSCI (Health Sciences), PHYSICI (Physical Sciences), SOCSCI (Social Sciences), BIO (Biological Sciences), EDUC (Education), BUS (Business Administration), and PROF (Professions). See appendix C for listing of sub-fields included in each dummy variable.

TABLE 6.3

REGRESSION: NON-STRUCT REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	-.0208	-.0510	.0549*	-.0643*
YRSHD	-.1287*	-.0616	-.1278*	.0726*
PUB	-.0146	-.0402	-.0468*	-.0390
TEACHO	-.0584	-.0257	-.0043	.0535*
RESSUP	-.0125	.0868	-.0453*	-.0569*
R ²	.021	.017	.031	.028
<u>B</u>				
PHD	-.0089	-.0306	-.0309	-.0340
YRSHD	-.1152*	-.0429	-.1028*	-.0310
PUB	-.0065	-.0223	-.0324	-.0110
TEACHO	-.0517	-.0186	-.0023	-.0718*
RESSUP	-.0079	.0826	-.0443*	-.0571*
RANK	-.0809	-.0856	-.0399*	-.0652*
TENURE	.0167	.0013	-.0239	-.0244
ADM	.0238	-.0034	.0197	-.0469
R ²	.026	.023	.032	.035

TABLE 6.3 (continued)

REGRESSION: NON-STRUCT REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACUTLY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>C</u>				
PHD	-.0314	-.0327	-.0518*	-.0430
YRSHD	-.1033	-.0423	-.1023*	-.0177
PUB	-.0002	-.0058	-.0125	.0216
TEACHO	-.0379	-.0126	-.0140	.0619*
RESSUP	.0085	.0938	-.0159	-.0226
RANK	-.0858	-.0892	-.0307	-.0711*
TENURE	.0203	-.0026	-.0302	-.0208
ADM	.0315	.0249	.0077	.0614*
ENGNR	-.0160	-.0361	-.0866*	-.0722*
HUM	.1305	.0838	.0449*	.0301
HSCI	.0051	.0095	-.0169	-.0121
PHYSCI	-.0422	-.0466	-.0523*	-.0836*
SOCSCI	.1083	.0486	.0580	-.0458
BIO	.0127	-.0449	-.0303	-.0425
EDUC	-.0150	.1189	.0922*	.1048*
BUS	-.0333	-.0182	-.0377*	-.0400
PROF	-.0107	.0181	-.0171	-.0469*
R ²	.058	.051	.060	.066
N	317/1950	333/1958	772/11066	2324/4360

*Significant at .05

education should be formalized and in keeping with the more traditional notion of higher education. Two of the three variables represent professional characteristics and achievement (PUB, PHD) thought to adversely affect the development of a successful two-year staff member. The third variable YRSHD is in our mind symbolic of professional experience or simply professional age. However, to some degree there may be convergence in this variable with historical trends in educational philosophy; those undergoing formal training in an earlier period may adhere to an educational philosophy representative of that era, and therefore possibly be more conservative in nature. Consequently a negative association resulted with the presumed more modern philosophy indicated by the measures of educational philosophy.

Where the professional orientation variables diverge between the two- and four-year models is in the influence of TEACHO and RESSUP. At senior institutions, between the two time periods, TEACHO is transformed, indicating a slight negative coefficient in 1969, but a positive coefficient in 1975. Among the two-year faculty, an decreasing negative trend is observed. The sharpest divergence is revealed by RESSUP. In 1969 among two-year faculty, a negative although slight relationship is indicated, but by 1975 a positive coefficient is witnessed. Among the four-year faculty a consistent negative relationship is seen.

As a group it is clear in 1975 that at four-year institutions, a professional orientation expressive of a

research/scholarship interest (viewing TEACHO from its inverted perspective) is consistent with a conservative orientation toward the degree of structure believed essential to providing adequate undergraduate education. Such a broad statement is not applicable to the two-year college faculty, primarily because of the role of RESSUP which reveals a "non-traditional" relationship to NON-STRUCT in 1975.

Yet the role of PHD and PUB that indicate an increasing negative trend, and are similar in magnitude to the coefficients expressed among the four-year college faculty, would portend a continuing problem for the community college in maintaining its integrity as a unique type of institution of higher education.

Panels B and C display the inclusion of the organizational status variables and discipline. Interestingly, in Panel B, while some variance is drawn from the professional variables, though not negating our prior interpretations, the organizational status variable RANK shows a negative coefficient at all institutions. One would expect such a finding among the four-year faculty, for it was presumed that those more integrated into the organization would be more closely aligned with the philosophy of the institution. Nonetheless, we also presumed that the two-year philosophy would be more favorable to a less

academically structured education, and thus we would have anticipated RANK to be positively related to NON-STRUCT. This is clearly not the case.

In the full-form equation, the professional orientation variable PUB in 1975 among two-year institutions indicates a non-existent influence on NON-STRUCT. Of the remaining professional variables some variance is also drawn away, except for RESSUP, whose coefficient has slightly increased.

Student Needs

When considering our second measure of educational philosophy, the variables PHD, YRSHD and PUB again in 1975 reveal similar patterns at two- and four-year institutions (Table 6.4). All are negatively related to STDNEEDS. Over the six-years two of the three relationships increased among two-year faculty, while all three increased their direct effect among four-year staffs. As with our prior measure, the three would appear to be at variance with the two-year educational philosophy. RESSUP and TEACHO show a divergent influence at two- and four-year institutions, again similar to their effect on the previous measure, TEACHO has no practical effect on the formation of attitudes toward the role of undergraduate education at two-year colleges in 1969 and 1975. At four-year colleges and universities, TEACHO, on the other hand, plays a significant part in the development of those attitudes. An interpretation suggests that at four-year institutions where

TABLE 6.4

REGRESSION: STDNEED REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	.0040	-.0661	-.1121*	-.1524*
YRSHD	-.0836	-.0796	.0788*	-.1068
PUB	-.0221	-.0457	.0001	-.0330
TEACHO	.0013	-.0108	.1689*	.1675*
RESSUP	-.0009	.1202*	.0182	-.0050
R ²	.007	.029	.055	.888
<u>B</u>				
PHD	.0146	-.0377	-.0993*	-.1328*
YRSHD	-.0690	-.0451	-.0560	-.0766
PUB	-.0168	-.0197	.0098	-.0192
TEACHO	.0104	.0008	.1668*	.1720
RESSUP	-.0002	.1096*	.0201	-.0071
RANK	-.0821	-.1217	.0331	-.0302
TENURE	.0025	-.0371	-.0349	-.0528
ADM	.0728	-.0374	-.0595*	-.0551
R ²	.016	.045	.059	.093

TABLE 6.4 (continued)

REGRESSION: STDNEED REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>C</u>				
PHD	.0062	-.0313	-.0924*	-.0947*
YRSHD	-.0680	-.0433	-.0518*	-.0497*
PUB	-.0151	-.0070	-.0073	.0431
TEACHO	.0218	-.0015	.1416*	.1318*
RESSUP	.0219	.1042	.0110	-.0152
RANK	-.0680	-.1138	-.0210	-.0435
TENURE	.0040	-.0290	-.0384*	-.0345
ADM	.0672	.0268	.0400*	.0327
ENGNR	-.0889	-.0323	-.0853*	-.1318*
HUM	.0392	-.0343	.1012*	-.1483*
HSCI	.0213	.0541	.0157	-.0082
PHYSCI	-.0859	-.0321	-.0525*	-.0811*
SOCSCI	.0230	-.0108	-.0095	-.0499
BIO	.0101	-.0055	-.0039	-.0685*
EDUC	-.0134	.0609	.1072*	.0945*
BUS	-.0383	.0511	-.0121	-.0038
PROF	-.0168	.0042	-.0189	-.0464
R ²	.036	.058	.089	.137
N	317/1950	333/1958	772/11066	2324/4360

*Significant at .05

there is a clear distinction between the teaching and research function, correlative orientations are more crystallized in the attitudinal systems of individuals involved in those respective functions.

"Teachers," with a larger professional investment and identification with students, will exhibit a greater concern for individual student needs. "Researchers," on the other hand, having professional objectives unrelated to students, are not likely to exhibit an orientation concerned with student needs. The split focus environment of the senior institution allows for the development of different attitudinal orientations toward students. At two-year colleges with a single focus on teaching, no distinctive orientation relevant to students emerges between "teachers" and "researchers." Because of the primacy of teaching and thus of students, both share a single orientation toward students; hence the absence of a relationship.

The last professional orientation variable, RESSUP indicates a significant positive relationship with STDNEED in 1975 among two-year faculty, while exhibiting practically no association with the dependent variable in 1969 and none at senior colleges and universities. This shift in relationships at two-year colleges is similar to the trend exhibited in both 1969 and 1975 for RESSUP with the previous dependent NON-STRUCT.

With the inclusion of the organization status variables, RANK once again expresses a negative association with the dependent, indicating a divergence from the presumed indicator of two-year philosophy. The last panel reveals little change in the direct effects of the professional variables with the introduction of discipline.

Liberal Arts

Just a cursory look at Table 6.5 reveals that the most significant professional orientation characteristic among the two-year faculty relevant to the perceived importance of liberal art is the possession of the PHD. Moreover, the influence of the doctoral degree is greater at two-year colleges than at four-year institutions. At both, the PHD is a proponent of the liberal arts curriculum, net of the other variables. Consequently, those at two-year schools holding doctorates are clearly at odds with the more diffuse educational orientation of the two-year movement.

The relationships exhibited by the other variables among the junior college faculty are relatively small in 1975 and in comparison to the earlier sample, no major trends are worth noting. At the four-year colleges, however, the articulation of the professional variables is more meaningful. This is illustrated by the 1975 equation in which two of the five variables are statistically significant.

The direct effects of PHD on LIBARTS persists among all faculty, and with the introduction of the organizational

TABLE 6.5

REGRESSION: LIBART REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	.0979	.1149*	.0573*	.0937*
YRSHD	-.0119	.0025	.0007	.0564*
PUB	.0275	-.0001	-.0705*	-.1000*
TEACHO	-.0328	-.0064	.0250	-.0137
RESSUP	-.0503	.0276	-.1169*	-.1206*
R ²	.015	.014	.025	.027
<u>B</u>				
PHD	.0996	.0996	.0794*	.1006
YRSHD	-.0091	-.0179	.0379*	.0692
PUB	.0300	-.0112	-.0467*	-.0936
TEACHO	-.0326	-.0138	.0328*	-.0090
RESSUP	-.0481	.0371	-.1161*	-.1216*
RANK	.0263	.0612	-.0446*	-.0002
TENURE	-.0323	.0399	-.0402*	-.0335
ADM	-.0513	-.0787	-.0101	.0016
R ²	.019	.025	.028	.028

TABLE 6.5 (continued)

REGRESSION: LIBART REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATION STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>C</u>				
PHD	.0551	.0583	.0724*	.0880*
YRSHD	.0139	-.0265	.0266	.0501
PUB	.0327	-.0201	-.0201	-.0361
TEACHO	-.0117	.0133	.0551*	.0361
RESSUP	-.0218	.0969*	-.0680	-.0479
RANK	.0068	.0510	-.0406*	.0089
TENURE	-.0370	.0165	-.0394*	-.0409
ADM	-.0278	-.0600	-.0047	.0118
ENGNR	-.0115	.0186	-.1052	-.0329
HUM	.2928*	.4883*	.1646*	.3064*
HSCI	.0192	.0204	.0220	.0886*
PHYSCI	.0424	.0872	-.0427	.0498
SOCSCI	.1386*	.1937*	.1041*	.2123*
BIO	.0925	.1099	.0149	.0664*
EDUC	.0036	.0916	-.0464	.0510
BUS	.0600	.0058	-.0331	-.0328
PROF	.0044	-.0741	.0150	-.1013
R ²	.116	.206	.086	.112
N	317/1950	333/1958	7772/11066	2324/4360

* Significant at .05

variables, little variance is drawn from PHD. However, type of specialized academic training affects one's orientation toward undergraduate education, whether it be concentrated and focused toward a specific content area or broader and more encompassing in scope. In 1975, the inclusion of discipline accounted for nearly 88 percent of the explained variance in the two-year faculty model. Moreover, Panel C indicates that PHD shares some variance with academic discipline among the two-year subsample. For example, the variance attributable to PHD in 1975 among two-year faculty is reduced 61 percent once discipline is introduced. Similar reductions are not indicated for the four-year models.

Summary

Based on the argument that junior/community colleges are institutions with a different mission we reported the need expressed by leaders for faculty with different educational orientations from those of their four-year counterparts. Comparisons of zero order correlations between faculty location and the three constructed indices of attitudes toward undergraduate education indicated that statistically significant relationships exist between the indices and the type of institution employed at. The relationships were in the expected direction.

In one of the relationships, there was an increase over the six-years suggesting that educational philosophy

among two- and four-year faculty was on a divergent path. However, when the relationships were controlled by the introduction of the professional variables, only the relationship between type of institution and LIBARTS remained significant, indicating professional experiences and achievement contribute to the development of STDNEED and NON-STRUCT mitigating the influence of institutional location. The inculcation of an institutional specific philosophy was not wholly apparent.

We then turned our focus toward exploring the differential effects of the professional achievement and orientation variables on educational attitudes at two- and four-year colleges. While the influence of these variables were generally speaking small, it became clear that PHD, particularly in 1975, acted as a detriment in the development of a specific two-year philosophy. Across all three indices the doctorate in 1975 revealed associations that were counter to the expressed philosophy of the junior/community college, net of the other variables. These relationships paralleled the associations uncovered between PHD and the dependent variables at four-year schools. In two of the three equations, the role of PHD was nearly as larger as or larger than its influence at four-year colleges and universities.

CHAPTER 7

PROFESSIONAL ORIENTATION AND POLITICAL ATTITUDES

The literature of political sociology is replete with analyses of the relationship between an individual's political attitudes and his location in the occupational structure. Lipset (1960) has investigated, among other things, the attraction of working and lower class individuals to authoritarian political parties, while also detailing the adoption of liberal causes by intellectuals. Kornhauser (1960) argues that the nature of one's occupational setting is influential in the appeal of mass social and political movements. Isolation, the lack of social attachment to associations, a community or larger society, by work groups are cited as structurally conducive to the adoption of mass social philosophies. For these reasons, freelance intellectuals are more susceptible to the call of extreme social and political movements.

While the occupational group's structural location reveals a distinct pattern to political philosophy, an individual's particular location within an occupation appears also to have an impact on political and social orientation. Lazarsfeld and Theilens (1958), in their classic study of American academics in the fifties, report that among social scientists, the more distinguished the professor the greater likelihood of adherence to a liberal philosophy. In a similar

vein, a study cited by Lipset reports that sociologists in non-academic positions were found to be more religious and thereby more conservative than those who are members of university faculties.

Moreover, when an occupational group is charged with more than one task there are likely to be differing political orientations associated with the work role performed. The differing orientations may be based on primary involvement with one or more of the defined tasks. Ladd and Lipset (1975) have described three functions of the intellectual within the academic setting and defined the impact of each on the individual's social and political value system. The research function is believed to predispose one toward a liberal political perspective, while teaching and professional consultation are cited as having an underlying dimension tending toward conservatism.

Key to successful performance in research is an environment that minimizes the constraints generally imposed by prior belief systems, while simultaneously encouraging free, broad and creative thinking. The creation of knowledge, art and literature necessitates the exploration of perspectives and ideas in a setting unfettered by the established past. When enhanced by such an environment, Ladd and Lipset write, the research function, as performed by the modern academic comes closest to the historically defined role of the free intellectual. Critical thinking, important in research, can give rise to a generalized critical

orientation. When directed toward society, this critical orientation is likely to challenge the social order and the nature of its arrangements. In sum, it is argued that the research function fosters and encourages a more radical political and social perspective. Most often this radicalism manifests itself as a leftist political orientation.

On the other hand, teaching or the responsibility for socialization has a basic conservative strain. As transmitters, rather than developers, of knowledge, "teachers," Ladd and Lipset declare, "teach people to be loyal to the state." Despite the extremism of the statement, socialization does require the greater or lesser acceptance of the status quo and consequently strives towards maintaining continuity, whether it be continuity of a political system, a body of knowledge or a general system of beliefs and attitudes.

Similarly, the role of the advisor or professional consultant assumes to some degree the efficacy of the status quo and a commitment to the continuity of an established order. This is particularly true when the consultant's clients are government bodies or industry. These institutions are often integrally associated with the existing order. To perform the task assigned, the academic consultant, it is argued, must share a conceptual framework with the client in addressing the assigned problem. Some consensus, then, on the basic strategy to

be employed must be agreed upon. This line of reasoning would suggest that the academic consultant, to some degree, poses a closer identification with the existing political and social order than is likely to be necessary in the research function.

The thrust of Ladd and Lipset's argument points to the inherently conflicting functions relative to the molding of political and social attitudes of the academic occupational role. Furthermore, since various institutions emphasize differing functions, it is reasonable to hypothesize that political perspectives of academics may vary by the type of institution in which the academic is located. It could be argued that the junior/community college, whose ostensible primary function is that of teaching would recruit, attract or predispose individuals to a more conservative political and social philosophy. Conversely, senior colleges, and particularly universities, with their greater emphasis on research, provide an atmosphere that is conducive to a liberal perspective.

In an attempt to investigate these arguments we have developed four measures that we believe represent distinct social and political attitudes. Further, we will employ the measures to continue our analysis of the differing effects of professional status on attitude development among two- and four-year faculty. Three of the four measures are based on scales developed by Ladd and Lipset (1975). In their study, The Divided Academy,

a factor analysis of the 1969 Carnegie faculty data produced five scales measuring political attitudes. The five measures, in addition to a general liberal-conservative scale, included measures covering campus-oriented issues: the role of students in the institutions' academic operations, faculty attitudes towards support for Black faculty and students, faculty governance--whether power was equally shared among all faculty, and the appropriateness of student activism on campus.

Hoping to duplicate the five scales, we employed in our own factor analysis all of the Ladd and Lipset items which reappeared in the 1975 survey. Unfortunately, some items were abandoned by the Carnegie researchers in the latter survey. Further, we selected some additional variables that addressed themselves to questions concerning the rights of faculty to strike and organize themselves into an occupational interest group.

The factor analysis of the questions drawn from the two samples enabled us to develop three scales essentially similar, we believe, in content area to those of Ladd and Lipset. That is in both 1969 and 1975 sample, the same items revealed relatively high factor loadings, and grouped into similar patterns. A measure derived from the clustering of the right to strike and organize questions was also developed.*

*See Appendix D for results of factor analysis.

The four scales developed are as follows: the Liberal-Conservative scale (LIBCON). Like the scale developed by Ladd and Lipset, LIBCON provides an indication of the academic's orientation toward broad political and social issues.

Q. Undergraduates known to use marijuana regularly should be suspended or dismissed

Q. Student demonstrations have no place on college campuses

Q. Marijuana should be legalized

Response categories: Strongly Agree, Agree with Reservations, Disagree with Reservations, and Strongly Disagree.

Q. How would you characterize yourself politically at the present time?

Response categories: Left, Liberal, Middle of the Road, Moderately Conservative, Strongly Conservative

The remaining measures, in contrast, are more specific to the campus community. The second scale, The Student Role index (STDROLE), essentially reflects the respondent's definition of the appropriate place of students in the academic operations of the institution.

What role do you believe undergraduates should play in decisions on.....

Q. Faculty appointments and promotions.*

*In 1975 this question appeared as two questions. The scores for each were added together and divided by two.

Q. Undergraduate admissions policy

Q. Provisions and content of courses

Response categories: Control, Voting Power on Committees, Formal Consultation, Informal Consultation, and Little or No Role.

Faculty Governance (FACGOV), the next index, addresses itself to the preceived distribution of power among the faculty and whether power is democratically or autocratically administered.

Q. Do you feel that the administration of your department is:

Response Categories: Very Autocratic, Somewhat Autocratic, Somewhat Democratic, and Very Democratic

Q. Junior faculty member have too little say in the running of my department

Q. A small group of senior professors have a disproportionate power in decision-making in this institution

Response Categories: Strongly Agree, Agree with Reservations, Disagree with Reservation, and Strongly Disagree

The final measure, the faculty Organizing index (FACORG) taps the degree of militancy of our respondents in regard to the rights of academics to organize and use trade union tactics in protecting or enhancing their professional position. The question of labor union tactics is particularly interesting in that it is often

interpreted as a challenge to the conceptualization of the academic as a member of the professional community.

Q. Faculty members should be more militant in defending their interests

Q. Collective bargaining by faculty members has no place in a college or university

Response Categories: Strongly Agree, Agree with Reservation, Disagree with Reservation, and Strongly Disagree.

Q. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for faculty members?

Response Categories: Definitely Yes, Probable Yes, Probable No, and Definitely No

We were unable to duplicate a measure from the 1975 data for the Black support and campus activism. The items appearing in both surveys comprising the Black support index loaded on two distinct factors, rather than one in the 1975 survey to construct an analogous scale.

Are there differences in political orientation between two- and four-year faculty? Table 7.1 sheds some light on the question. The first panel of the table presents the mean scores of two- and four-year faculty on the four measures. Except for FACGOV, the scales are coded in such a manner that the upper end represents a conservative orientation. In the case of Faculty Governance, scores on the upper end indicate that the

TABLE 7.1

MEAN SCORES OF TWO-YEAR AND FOUR-YEAR FACULTY
ON POLITICAL ATTITUDES

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
LIBCON	9.45 (3.16)	10.34 (3.19)	11.06 (3.22)	11.76 (3.09)
FACORG	7.92 (2.46)	8.74 (2.38)	7.61 (2.36)	8.27 (2.45)
FACGOV	5.86 (2.29)	5.95 (2.24)	6.56 (2.44)	6.48 (2.35)
STDROLE	6.13 (2.44)	6.61 (2.42)	6.51 (2.40)	6.89 (2.39)

Note: Standard deviations in parentheses

B CORRELATION: EMPLOYMENT AT TWO-YEAR INSTITUTION
AND POLITICAL ATTITUDES

	<u>1969</u>	<u>1975</u>
LIBCOM	-.1750*	-.2083*
FACORG	.0460*	.0887*
FACGOV	-.1022*	-.1042*
STDROLE	-.0572*	-.0538*

*Significant at .05

respondent perceives power to be concentrated among a few and autocratically administered, while low scores indicate a perception of power that is more or less equally distributed among faculty. In other words, a score at the upper end represents the perception that power is unequally distributed and we assume in need of change, while the lower end indicates a belief in the existence of power equity and without need of alteration.

The largest differences among the faculty subsamples were found on the LIBCON scale. Faculty at senior colleges and universities tended, on the average, in both time frames, to be more liberal than did junior/community college faculty. On the whole, over the six year period, all faculty did tend to become more liberal. Undoubtedly, much of this shift towards liberalism can be attributed to the society's general adoption of a more liberal posture. Yet, while the four-year faculty and the community college faculty did reveal a more liberal shift on the LIBCON scale by 1975, the community college faculty made a slightly larger change in mean score over the six year period than did their senior institution counterparts.

Community college faculty were in both 1969 and 1975, more militant in the use of organizing tactics to promote their own interests than were faculty at four-year institutions. The senior college and university faculty did disclose a greater receptivity to the use of militant tactics in 1975 than in 1969. Four-year faculty, while becoming more enamored with traditional union-type methods, did not

increase their attraction to the extent that community college faculty did. The mean difference between four-year faculty and those at two-year colleges increased slightly in 1975. Labor union methods in the pursuit and protection of occupational interests would appear to be the converse of behavior generally attributed to professional groups (Greenwood 1972; Goode 1957). The employment of union-type strategies may be understood to mean that academics believe the rights and privileges accorded to them in the past based on expertise and competence, are threatened and can presently only be safeguarded through collective action. Yet, in the fact of their more liberal attitudes on the other scales, the four-year faculty's reticence relative to that of junior/ community college faculty to adopt union tactics suggests the persistence of a more traditional notion of academia, one embedded in the historical concept of the free intellectual.

On the two remaining scales, community college faculty were less likely as a group to perceive power to be located within the hands of a few and not equally distributed among the faculty as a whole. This suggests that the two-year college faculty view their department as operating, more or less, in a democratic manner, and it is assumed without need of change. As for extending power to students, the junior college faculty are less likely to believe students should play critical roles in the academic operations of their institutions. Aside from issues centering around

union-type organizing then, two-year college faculty were found on the whole to be more conservative than their senior college and university counterparts.

The relationship between political attitudes and employment at a two-year or four-year institution can be viewed differently in Panel B of Table 7.1. The table reports the correlation between employment at a two-year institution and each political measure. Again, the institution variable was coded in dummy form (employment at a four-year institution = 0, employment at a two-year institution =1).

The coefficients between employment at a two-year college and the political scales are all significant. Further, the variance in two measures attributable to employment at a two-year institution increased between the two surveys. Attitudes on LIBCON and FACORG are diverging between the two- and four-year faculty. On the remaining two scales the magnitude of the relationships remained constant.

Table 7.2 extends the correlation-based analysis. It has been argued that certain professional characteristics are instrumental in the formation of political attitudes, particular by research and publications. Lazarsfeld and Theilens (1958) note a clear relationship between scholarly productivity and propensity to vote democratic. Ladd and Lipset (1972) report that productive sociologists are clearly more left in political stance than those less

TABLE 7.2

REGRESSION: POLITICAL ATTITUDES REGRESSED ON
INSTITUTION OF EMPLOYMENT AND PROFESSIONAL ORIENTATION

	<u>LIBCON</u>		<u>FACORG</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
INSTIT	-.1119*	-.1300*	.0526*	.0868*
PHD	.0614*	.0577*	.0189	.0457
YRSHD	-.1851*	-.1698*	-.1552*	-.1278*
PUB	.0138	.0300	-.0424*	-.0531*
TEACHO	-.1624*	-.1331*	-.1106*	-.0578
RESSUP	-.0613*	-.0714	-.0901*	-.1090*
R ²	.098	.097	.046	.045

	<u>FACGOV</u>		<u>STDROLE</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
INSTIT	-.1412*	-.1247*	-.0781*	-.1038*
PHD	-.1582*	-.1248*	-.0143	-.0542*
YRSHD	-.1959*	-.1753*	-.1860*	-.1812*
PUB	.0272	.0155	.0060	.0220
TEACHO	-.0811*	-.1154*	.0191	.0723*
RESSUP	-.0555*	-.0456*	-.0184	.0006
R ²	.066	.055	.039	.037

*Significant at .05

involved with research. The possession of research grants has also been found to be associated with political orientation. As amounts of research funds grew, radicalism tended to increase (Ladd and Lipset 1972). The table presents the political measures regressed on institution of employment and the professional achievement and orientation variables. With the introduction of the professional variables the BETA coefficients for institution of employment remain significant. The inability of the professional variables to reduce the relationships between institution and the scales suggests that the institution has an effect on political orientation beyond the influence of the professional variables. Or at the least, that differences between junior and senior institution faculty in political orientation do not result solely from the differing professional characteristics held by the respective faculties.

Incidentally, the three variables that most clearly are indicative of research and publication involvement do not fully support the findings in the literature. PUB had no significant effect in three of the four measures and was inversely related to FACORG, the fourth. RESSUP is negatively related with the political measures, which is contrary to Lipset's findings of a positive association between radicalism and research funding. TEACHO (or rather its converse, research orientation) more clearly than the others adheres to prior research findings.

Let us now shift our focus to the analysis of the differential effects of the professional variables. Organizational status and academic discipline will again be simultaneously considered. The literature suggests the utility of the two additional sets of variables in determining an individual's political and social attitudes.

Tenure, rank and administrative involvement have been cited as having an association with political orientation. Gouldner and Sprehe (1965) found that conservatism was positively related with rank, and Spaulding and Turner (1968) report that academics of higher ranks are disproportionately Republican party members. However, rank and liberalism among social scientists were reported to be positively related (Lazerfeld and Theilens 1958). In a study of sociologists, those involved in administrative work were less likely to be signers of a petition opposing the Viet Nam war than were researchers (Walum 1970). Downing and Salome (1968) found tenured faculty were more likely to express opposition to that war than non-tenured faculty.

As noted earlier, academic disciplines often attract individuals with differing political predispositions. The case of the social scientists combining an academic career and a concern for social problems was cited (Ladd and Lipset 1972). Variations in political orientation can be explained to the degree to which an academic discipline views itself as engaged in social criticism, rather than the application

of knowledge for practical problems of the business community (Spaulding and Turner 1968). Further, those fields that find themselves scrutinized by the public in terms of values, competency and truth of findings develop a greater sense of estrangement from society, contributing to a critical political orientation (Pinner 1962). Again the social scientist fits the description. On the other hand, natural scientists and those in vocationally oriented fields, which receive a wider degree of legitimacy from society and from business and government are said to reflect more conservative attitudes.

Liberal-Conservatism

The role of the professional variables are not statistically significant determinants of a general political orientation at two-year colleges (Table 7.3). At four-year colleges, by comparison, four of the five variables are statistically significant. The magnitude of the relationships at either institution did not change between 1969 and 1975. Clearly, the largest determinant of political orientation among the professional variables at either campus is YRSHD. Certainly, there is, as we alluded to in the previous chapter, an overlap in this variable with certain historical influences. That is YRSHD must to some degree reflect age-related political values. The older and the more experienced tend toward conservatism.

Though there is an absence of statistical significance

TABLE 7.3

REGRESSION: LIBCON REGESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	.0593	.0808	.0644*	.0450*
YRSHD	-.1566*	-.1660*	-.1904	-.1753*
PUB	.0474	.0401	.0016	.0013
TEACHO	-.0356	-.0002	-.1703*	-.1764
RESSUP	-.0084	-.0391	-.0506*	-.0659*
R ²	.032	.039	.077	.068
<u>B</u>				
PHD	.0680	.0787	.0842*	.0971*
YRSHD	-.1471*	-.1699*	-.1466*	-.1065*
PUB	.0562	.0397	.0263	.0448
TEACHO	-.0332	-.0013	-.1568*	-.1559*
RESSUP	-.0013	-.0368	-.0496*	-.0673*
RANK	-.0126	.0120	-.0104	-.1287*
TENURE	.0182	.0040	-.0889*	-.0269
ADM	-.0724	-.0331	-.0272*	-.0078
R ²	.039	.030	.084	.077

TABLE 7.3 (continued)

REGRESSION: LIBCON REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>C</u>				
PHD	.0248	.0425	.0479*	.0674
YRSHD	-.1142	-.1731*	-.1452*	-.1180*
PUB	.0606	.0291	.0720	.0990*
TEACHO	-.0167	.0230	-.1254*	-.1073*
RESSUP	.0171	.0021	.0033	.0073
RANK	-.0421	-.0088	-.0210	-.1190*
TENURE	.0129	-.0075	-.0873*	-.0366
ADM	-.0485	-.0255	-.0176*	.0002
ENGNR	.0614	.0109	.0094	.0397
HUM	.3290*	.3459*	.2369*	.2613*
HSCI	.0253	-.0005	.0315*	.0696*
PHYSCI	.0370	.0654	.0412*	.0805*
SOCSCI	.1954*	.2435*	.2373*	.2891*
BIO	.1097	.1063	.0112	.0553*
EDUC	.0225	.1229	-.0016	.0741
BUS	-.0224	-.0260	-.0180	-.0459
PROF	.0109	.0942	.0540*	.1120*
R ²	.150	.156	.159	.154
N	317/1939	347/1968	7772/11366	2324/4360

* Significant at .05

at two-year schools, the relationship in sign coefficients of the professional variables to LIBCON is similar among two- and four-year faculty. However, there are obvious differences in effects at the two-and four-year campuses. The most evident difference can be found by comparing the variable TEACHO. At the four-year institution the expression of a teaching orientation reveals a significant negative relationship, holding the other variables constant, with liberality, thus supporting Ladd and Lipset's assertion that the teaching function has an underlying conservative strain, at least at senior colleges and universities. At two-year colleges, TEACHO has little effect, particularly in 1975, and clearly is not significant.

Earlier, when a similar finding was uncovered relevant to the development of educational attitudes we speculated that the single focus of the two-year college may account for the finding of no relationship to the dependent variable. A similar explanation may be offered in relationship to LIBCON. If the two tasks, teaching and research, have differing impacts on political philosophy as has been suggested, it is understandable that at an institution where significant segments of the faculty are primarily involved in one or the other task, a different value orientation may emerge, particularly where the institution encourages bipolarization of faculty interests. But at institutions where all are expected to be significantly involved in one of the tasks, teaching, there is likely to be no divergent development of attitudes consistent with one or the other task. Simply put, at two-year colleges, if one has some research interests, one is still expected to also be heavily involved in the teaching function. The institution's environ-

ment, stressing teaching, and primary involvement with teaching mitigates whatever relationship exists between task specialization and political philosophy.

Rank, tenure and administrative involvement have by and large no additive effect in the prediction of political orientation as measured by LIBCON (Table 7.3, Panel B). This is illustrated by the minimal changes in the coefficients of determination (R^2). Moreover, the organizational status variables appear to share little variance with professional orientation. This can be seen by comparing the BETAs for the professional variables in Panel A with those in Panel B. Aside from PHD at four-year schools, the BETAs are nearly identical.

There is some alteration in the direct effects of the professional variables with the simultaneous articulation of organizational status and academic speciality. The changes are plainly visible in the four-year school model and to a lesser degree in the two-year model. The direct effects of PHD and RESSUP are reduced with the addition of academic discipline among senior institution faculty. RESSUP is no longer significant. Also at the senior institutions, PUB reaches significance with the inclusion of discipline. At two-year colleges PHD reveals a lessening of influence, net of organization and discipline and the other professional variables. Academic discipline plainly is the largest contributor to the explained variance in the model.

Faculty Unionism

We now turn our attention toward the role of the predictors as determinants of attitudes toward political issues and problems specific to the campus community. Faculty position on the use of trade union-type strategies in the protection of interests is considered first. We have already indicated that two-year faculty as a group are more militant.

The professional variables among four-year faculty indicate a stable pattern of contribution to the formation of attitudes towards unionism (Table 7.4). Professional achievement and orientation, aside from PHD, is on the average negatively related to support for strikes, collective bargaining and union militancy at four-year colleges and universities. Once again we see the confounding display of the variables RESSUP and TEACHO. Research-oriented faculty are favorably disposed toward faculty organizing, while those who have had success in acquiring funding for research are on the average opposed to unionism, net of the other variables.

While consistency characterized the four-year model, the influence of the professional variables among the junior/community college faculty is a changing one. The professional variables at the two-year college in 1969 roughly displayed the pattern indicated for the four-year sub-sample in both surveys. Four of the five professional variables are negatively related, net of the other variables, to FACORG. Although non-significant, PHD is a larger

TABLE 7.4
REGRESSION: FACORG REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	.0565	.0661	.0184	.0276
YRSHD	-.1257*	-.0658	-.1577*	-.1658*
PUB	-.0186	.0477	-.0497*	-.0730*
TEACHO	-.0404	.0380	-.1175*	-.0898*
RESSUP	-.0885	-.0419	-.0926*	-.1159*
R ²	.029	.014	.048	.055
<u>B</u>				
PHD	.0508	.0361	.0470*	.0602
YRSHD	-.1383*	-.1126*	-.1125*	-.1275*
PUB	-.0208	.0221	-.0164	-.0437
TEACHO	-.0475	.0230	.1022*	-.0743
RESSUP	-.0872	-.0252	-.0928*	-.1158*
RANK	.0402	.1178	-.0552*	-.1011*
TENURE	.0211	.1149	-.0335	.0289
ADM	-.0571	-.0822	-.0713*	-.0587*
R ²	.033	.049	.057	.065

TABLE 7.4 (continued)

REGRESSION: FACORG REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>C</u>				
PHD	.0172	.0146	.0190	.0458
YRSHD	-.1122	-.1151*	-.1176*	-.1274*
PUB	-.0191	.0125	.0194	-.0033
TEACHO	-.0343	.0371	-.0872*	-.0573*
RESSUP	-.0691	-.0039	-.0513	-.0709*
RANK	.0152	.1043	-.0512*	-.1008*
TENURE	.0123	.1070	-.0376*	.0251
ADM	-.0388	-.0775	-.0696	-.0621*
ENGNR	.0273	.0219	-.0687*	-.0390*
HUM	.2334*	.1927*	.1347*	.1111*
HSCI	-.0326	-.0162	-.0148	.0076
PHYSCI	.0593	.0409	-.0265*	.0139
SOCSCI	.1308*	.1336*	.1227*	.1179*
BIO	.0898	.0744	-.0033*	-.0228
EDUC	.0544	.0728	.0045	.0612
BUS	-.0139	-.0199	-.0348*	-.0616*
PROF	-.0475	.0629	-.0045	-.0242
R ²	.092	.086	.098	.095
N	317/1939	347/1968	7772/11366	2324/4360

* Significant at .05

positive contributor among two-year faculty than among four-year faculty.

By the mid-seventies the situation at two-year colleges had changed. Two of the professional variables changed signs in 1975, while a reduction of the BETA is witnessed for a third variable, RESSUP. PHD is the only variable that indicates a consistent relationship, net of the other variables. Further, professional experience no longer works to mitigate against unionism to the extent it did in the past. This is evidenced by the reduction in the BETA of YRSHD and its failure to reach statistical significance.

Nonetheless, with the introduction in successive steps of organizational status and academic discipline, YRSHD increases in influence and does attain significance in 1975, whereas, PHD is no longer influential in the determination of FACORG in 1969 and 1975.

Student Participation in Academic Affairs

As we have noted, the literature suggests that professional orientation and achievement has some role in the development of general political perspective. This was to some extent supported by our findings on LIBCON. One could infer that these general orientations become more finely honed on specific issues, particularly issues that are central in one's daily life. The participation of students in the academic operations of the university was an issue of considerable campus debate in the past two decades. Proponents were generally aligned with other liberal-radical

TABLE 7.5
REGRESSION: STDROLE REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	.0163	-.0035	-.0125	-.0623*
YRSHD	-.1424*	-.1504*	-.1941*	-.1851*
PUB	.0301	.0163	-.0161	.0210
TEACHO	-.0142	.0206	.0246*	.0775*
RESSUP	.0061	.1152*	-.0039	-.0072
R ²	.021	.037	.041	.040
<u>B</u>				
PHD	.0205	.0084	.0046	-.0511*
YRSHD	-.1351*	-.1214*	-.1595*	-.1683*
PUB	.0342	.0263	.0024	.0285
TEACHO	-.0109	.0266	.0284*	.0793*
RESSUP	.0083	.1084*	.0021	-.0079
RANK	-.0158	-.0483	-.0267	-.0176
TENURE	-.0169	-.0451	-.0647*	-.0304
ADM	-.0105	.0429	.0356*	.0376
R ²	.022	.044	.045	.042

TABLE 7.5 (Continued)

REGRESSION: STDROLE REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

<u>C</u>	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
PHD	-.0030	-.0005	-.0148	-.0309
YRSHD	-.1170	-.1300*	-.1576*	-.1604*
PUB	.0376	.0241	.0129	.0345
TEACHO	.0017	.0317	.0361*	.0784*
RESSUP	.0197	.1255*	.0253*	.0180
RANK	-.0320	-.0490	-.0238	-.0195
TENURE	-.0189	-.0402	-.0500*	-.0233
ADM	.0037	.0362	.0314*	.0274
ENGNR	.0264	-.0907	-.0463	-.1081*
HUM	.1838*	.0412	.1082*	.0120
HSCI	.0304	-.0239	.0235	.0355
PHYSCI	.0229	.0133	.0336*	-.0569
SOCSCI	.1113	.0439	.1414**	.0510
BIO	.0432	-.0558	.0232	-.0231
EDUC	.0089	.0272	.0627*	.0539
BUS	-.0382	-.0343	-.0257*	-.0835*
PROF	.0215	.0175	-.0384	-.0052
R ²	.057	.063	.074	.072
N	317/1939	347/1968	7772/11366	2323/4360

* Significant at .05

causes. Thus, by logic, it is plausible that professional orientation would also be associated with STDROLE. Yet, on the whole no clear pattern of the sort is discernible. Relative to student involvement there is little if any effect of professional orientation aside from YRSHD (Table 7.5). As both two- and four-year institutions, faculty on the average express opposition toward enlarging the student involvement in the affairs of the institution with increasing professional experience.

One would expect that there be some overlap between academic advancement and experience when considering the determinants of STDROLE. There would be a shared amount of variance. However, the findings suggest that the professional experience is not confounded by organizational status, for the magnitude of the direct effect of YRSHD on STDROLE persists, net of organizational status and the other professional variables.

A similar persistence of YRSHD is demonstrated with the introduction of academic specialty. Moreover, in considering student involvement, discipline does not act as a determinant to the degree it did in FACORG and certainly not to the extent witnessed in the development of LIBCON.

Faculty Power Distribution

As contributors to perception of power distribution

among faculty, the professional variables reveal consistent relationships over the six-years at the four-year schools (Table 7.6). Again, a similar situation is not uncovered at the two-year colleges. Only YRSHD and TEACHO reveal some consistency among the two-year faculty. The divergent influence of the professional variables among the subsamples is illustrated by PHD and RESSUP in 1975. On the average, PHDs at senior institutions perceive power to be democratically administered (recall the upper end of the scale indicated a perception of power unequally distributed), while at two-year colleges in 1975 there is effectively no relationship between PHD and FACGOV, net of the other variables. In the 1969 data, PHD was inversely related to FACGOV. RESSUP in 1975 is positively associated at two-year schools while a significant negative effect is witnessed at four-year colleges and universities.

Additionally, publishers at four-year schools express dissatisfaction with the manner which power is employed in their department and institution. With the introduction of the organizational status, the positive relationship of PUB at four-year institutions is increased, achieving significance in both 1969 and 1975. At two-year colleges PUB is slightly strengthened with the inclusion of organizational status and suggests likewise the dissatisfaction of publishers with power distribution.

If we considered this in light of the finding that

TABLE 7.6

REGRESSION: FACGOV REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>A</u>				
PHD	-.0633	-.0021	-.1555*	-.1473*
YRSHD	-.1295*	-.1162*	-.2017*	-.1940*
PUB	.0216	.0033	.0213	.0272
TEACHO	-.0786	-.1191*	-.0761	-.1043*
RESSUP	-.0082	.0853	-.0396*	-.0505*
R ²	.025	.040	.058	.054
<u>B</u>				
PHD	-.0461	.0317	-.0871	-.0482*
YRSHD	-.1062	-.0873	-.0964*	-.0554*
PUB	.0362	.0349	.0926*	.1122*
TEACHO	-.0614	-.1083	-.0517*	-.0591
RESSUP	.0008	-.1083	-.0517*	-.0591*
RANK	-.0334	-.1215	-.1551*	-.2079*
TENURE	-.0636	-.0119	-.0733*	-.1132*
ADM	-.0735	-.0572	-.0698*	-.0282
R ²	.038	.059	.089	.104

TABLE 7.6 (continued)

REGRESSION: FACGOV REGRESSED ON PROFESSIONAL
ORIENTATION, ORGANIZATIONAL STATUS AND DISCIPLINE

	<u>TWO-YEAR INSTITUTION FACULTY</u>		<u>FOUR-YEAR INSTITUTION FACULTY</u>	
	<u>1969</u>	<u>1975</u>	<u>1969</u>	<u>1975</u>
<u>C</u>				
PHD	-.0517	.0416	-.0629*	-.0079
YRSHD	-.1060	-.0873	-.0980*	-.0458
PUB	.0320	.0405	.0779*	.0971*
TEACHO	-.0527	-.1095*	-.0598*	-.0745*
RESSUP	.0136	.0675	-.0374*	-.0588
RANK	-.0286	-.1204	-.1519*	-.2183*
TENURE	-.0704	-.0007	-.0706*	-.1038*
ADM	-.0730	-.0693	-.0749	-.0354
ENGNR	-.0687	-.0042	-.0255	-.0506
HUM	.0082	-.0903	-.0082	-.0824*
HSCI	-.0115	-.0008	.0499*	.0237
PHYSCI	.0012	-.0418	-.0365*	-.0978*
SOCSCI	.0012	-.0292	-.0192	-.0907*
BIO	.0290	-.0454	-.0044	-.0624*
EDUC	-.0103	.0085	.0267*	-.0363
BUS	-.0354	-.0389	-.0385*	-.0402
PROF	.0445	-.0124	-.0180	.0476*
R ²	.046	.068	.096	.114
N	317/1939	347/1968	7772/11366	2324/4360

* Significant at .05

teachers are on the average more likely to perceive power to be democratically administered, or the reverse, that those involved in research perceive power to be unbalanced, one could argue that, while the researcher/scholar as indicated by PUB and TEACHO may be accorded recognition in the larger academic community, he does not perceive the accordance of a parallel amount of recognition and influence at his home institution. At the two-year college in 1975, even those researchers with financial support perceived inequality at their institution. The operation of TEACHO and RESSUP relative to FACORG is unusual. We have seen that in most instances RESSUP and those professing a research orientation often operate in a divergent manner when considering political attitudes, as well as in our other investigations.

Not so unusual, however, is that the organizational variables all tend to have a negative relationship to FACGOV (Panel B). As one becomes increasingly integrated within the organization one is less likely to perceive the organization as unfair. Undoubtedly, the greater one's involvement, the greater amount of power is accrued, resulting in a perception of a democratic power distribution in the institution.

Finally, with the inclusion of discipline, the prior direct effects of the professional variables are for the most part maintained. The noteworthy exception is PHD. In 1969 the effects of the doctorate are comparable at

two- and four-year school: both continued to be negatively related to FACORG in the fully-form equation. In 1975, at four-year institutions, the practical effect of PHD is zero, while at two-year schools there is a slight positive effect.

Summary

It was argued that academic tasks operated differentially in influencing the development of political and social attitudes. Ladd and Lipset asserted that academics could be viewed as having potential involvement in three major tasks: research, teaching and consultation. Teaching and consultation were believed to lead to a conservative political and social perspective. Research, it was argued in contrast predisposes individuals toward a more critical or liberal orientation.

Since community colleges were thought to be primarily teaching institutions, we hypothesized that faculty there would possess more conservative attitudes. This was the case for the most part. On three of the four political measures developed, junior/community college faculty demonstrated a more conservative orientation than did their four-year counterparts. Two-year college staffs, on the average, did nonetheless report a more liberal orientation on the measure of unionism.

Over the six years, all faculty on the average tended to become more liberal, yet the differences in mean scores

between two- and four-year faculty did not decrease. In fact, when attitude scores were correlated with place of employment, the coefficients in two of the measures increased over the six years, indicating an increasing relationship between place of employment and attitudes toward liberalism and unionism. On the remaining two measures, the coefficients remained constant over time.

When the relationships between institution of employment and attitudes were controlled by professional orientation, the relationships remained significant, suggesting that differences in attitudes were not wholly related to differences in professional orientation, but that some other institutionally related influence had an effect.

We then turned our attention to detailing the differential effects of the professional variables on attitudinal development. Among two-year faculty, the most critical variable, on the whole, was time since receiving highest degree. We argued that YRSHD may act as a surrogate for some other time-related variable, possibly age. In all cases YRSHD was discovered to be a conservative influence on political attitudes. No other variable among the professional orientation and achievement set had a uniform effect across political attitudes among two-year faculty.

Although among two-year faculty the professional

achievement and orientation variables showed similar influences on LIBCON, in terms of the sign of the coefficients, as they did with four-year faculty, the magnitudes of the relationships were not alike. Only PHD and the already discussed YRSHD proved to make comparable contributions. TEACHO demonstrated the largest differential effect. Among four-year faculty it was the most substantial determinant of LIBCON among the professional variables, but among two-year college faculty its influence was considerably less. PHD showed a larger positive influence among two-year faculty than among four-year faculty on the issue of the rights of faculty to organize. No influence, for the most part, was attributable to the professional variables in the determination of attitudes toward the role of students in the academic operations of the institution. On the perception of the distribution of power among faculty there was a suggestion, at both two- and four-year schools, that those involved in research activities were likely, on the average, to perceive power to be less than democratically administered at their campus.

In general, among the four-year faculty, the professional variables, over the six-years, showed parallel relationships, for little change in their contribution to political orientation was witnessed. The pattern revealed for the two-year faculty pointed out that, aside from YRSHD, professional orientation was neither consistently related nor had the same influence on political attitudes as it did among four-year faculty.

It is clear, then, that a different set of determinants operates among two-year faculty to influence political opinion, or at least that professional orientation as measured by our variables does not contribute to political orientation to the same extent at two-year colleges as is witnessed among four-year faculty.

CHAPTER 8

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The focus of this study was two fold. First, to determine the effects of a select group of professional orientation and achievement characteristics on the development of professionally related attitudes, perceptions and the acquisition of institutional rewards among two-year college faculty. And second, whether significant changes in effects of these characteristics occurred over a six-year time period. A hypothesis of a changing faculty composition and thereby associated professional characteristics was deduced from statistics that indicated that the greatest opportunities for academics in the last decade were to be found at junior/community colleges. We proposed that an outcome of increased opportunities might be the placement of academics who were more oriented in professional values and attitudes toward four-year institutions, but because of the constraints of the labor market were employed at two-year colleges. If this was the case there would be some consequences for the two-year college.

The literature has suggested that two- and four-year institutions had differing expectations of their faculties based on the differing goals and objectives of the two institutions. The two-year college insists that its

faculty be more student and teaching oriented, while de-emphasizing the role of research and scholarship. Four-year colleges and universities, in contrast, expect research and encourage publications from their faculty. Two-year leaders have cautioned against the employment of faculty who possess values and attitudes similar to four-year faculty. These attitudes are based in a research-scholarship orientation and divert from the primacy of teaching and students.

The professional orientation and achievement characteristics were believed to represent various aspects of the differing expectations of faculty. Specifically, they included the possession of the doctorate, number of publications in scholarly and academic journals, expression of a teaching or research orientation, the generation of research funding and extent of professional experience, which was measured as time since receiving highest degree. We reasoned that if there was a changing relationship between these characteristics and professionally-related attitudes and institutional reward acquisition, revision of the overall structure of the two-year college faculty might be indicated, jeopardizing the larger aims and objectives of the two-year college movement. The role of the professional characteristics among four-year faculty was also presented to provide comparison.

The data employed in the study were drawn from the

Carnegie Commission on Higher Education's surveys of American college and university faculty. The commission conducted two surveys, one in 1969 and another in 1975. These two points were the basis for analysis over time.

Prior to presenting the main analysis of the differential effects of professional orientation and achievement, we provided a brief descriptive comparison of two- and four-year faculty on selected sociological and demographic characteristics. It was found that the largest proportion on non-white and female faculty were located at two-year colleges. One out of every three faculty at two-year colleges was female in 1975. Moreover, junior/community colleges reported the largest increase among American institutions of higher education in non-white faculty between 1969 and 1975. While faculty at all institutions "aged" over the six years, the largest proportion of faculty under thirty years of age was at two-year colleges.

An investigation of family background showed that members of two-year staffs, on the whole, came from families of lesser occupational and educational achievement. For example, in 1975 approximately 68 percent of community college faculty reported father's educational attainment of 12 years or less, compared to 51 percent of university faculty.

An analysis of academic degrees held by American

faculty determined the Master's to be the modal degree at two-year colleges. In 1975 just under 14 percent of two-year college faculty possessed the PHD or its equivalent; this represented a proportional increase of 61 percent in doctorates over 1969. A comparison of basic institutional salaries suggested that two-year colleges, relative to four-year senior colleges in 1975, had comparable pay distributions. At universities, faculty were on the whole better compensated. However, when rank and salary were considered simultaneously, the two-year college was fairly competitive with university salaries at all ranks but full professor. The charge that two-year faculty are not as well compensated as other faculty is disputed.

The effects of professional orientation and achievement in the acquisition of institutional rewards was considered next. We paid particular attention to the role of publications. First, we detailed levels of research and publication involvement among two- and four-year faculty. A research and publications orientation, it was argued in the literature, was of little importance in the career patterns of the two-year faculty and thus should not be significant to rank, tenure and salary acquisition. As was expected, two-year college faculty were shown to have lesser involvement in research and publications than did four-year faculty. Yet the rate of publication among the two-year staff did increase during the six year interval between the two surveys. Moreover, the younger faculty,

in terms of professional experience; indicated greater publication productivity than their counterparts six years earlier. An elaboration of the publication process, through regression analysis, provided a more precise picture of the contributors to scholarly publications. In 1975, possession of the doctorate, extent of professional experience and success in generating research funding were significant contributors. Expressing a teaching orientation was a significant detriment to publication. Earlier in 1969, RESSUP was not significant. This paralleled the publication process as it existed among four-year faculty. Yet the total explained variance attributable to the four variables in determining rate of publications was more than three times larger among four-year faculty in both 1969 and 1975. The effects of the orientation and achievement characteristics remained constant over the six years among both two- and four-year faculty.

Publications and professional orientation were examined in relation to the attainment of certain institutional rewards. Publications played a significant role in rank and salary achievement. However, in terms of salary, once the other professional orientation and achievement characteristics are considered, the direct returns to publications are not statistically significant. Tenure was not directly affected by publications. But because rank was found to be significantly related to tenure and salary, publications can be said to play an indirect role in

tenure and salary attainment. Further, the role of publications in the achievement of rank increased slightly between 1969 and 1975. It was suggested that despite the different expectations of faculty at the two-year college, rewards are to some degree based on academic achievement, although not to the extent witnessed at four-year schools.

We next wondered what effect an academic orientation would have on faculty perceptions of the two-year college as a workplace. We hypothesized that an academic orientation would be related to dissatisfaction with various aspects of the institution to a larger extent in the earlier sample than in the latter sample. This was based on the assumption that the two-year college's antipathy toward research/scholarship focused faculty would result in a degree of faculty alienation and dissatisfaction. However, if the two-year college was a changing environment then the academic would be less alienated in 1975. Five measures of work related satisfaction were developed through factor analysis.

The measures of professional orientation and achievement were not found to be significant contributors to the five measures of workplace satisfaction, in either 1969 or 1975, among two-year faculty. Yet, while not statistically significant, the possession of the doctorate was in 1975 a near-consistent determinant of satisfaction.

In four of the five measures, the PHD was a detriment to levels of satisfaction, net of the other variables, among two-year faculty. This was contrary, of course, to our expectation that in 1975, the two-year school's environment would be more amenable to those with not only advanced academic training but other professional characteristics synonymous with research and scholarship. Interestingly, PhD was also negatively related to three of the five measures among the four-year faculty in 1975.

The unremitting calls by proponents of the two-year college for specialized faculty reflecting the teaching and student orientation of the two-year college movement led us to explore the role of academic orientation and training in the development of educational philosophy. Factor analysis was again employed in the construction of three measures of educational philosophy. Proponents have argued that the academic's orientation toward undergraduate education is often contrary to the educational aims of the junior/community college. The research-trained, it is asserted, were more compatible with orientation of four-year institution faculty.

Initially it appeared that two-year faculty shared a unique educational orientation differing from that of four-year institution faculty. Significant zero order correlations between the three measures and institution of employment (two-year/four-year) existed. But when

the professional orientation and achievement variables were considered the correlation coefficient of place of employment was non-significant in the analysis of two of the three measures of educational philosophy. Specifically, the importance of meeting student individual needs and personal growth, and the utility of a non-structured education were mitigated by academic orientation. The two-year faculty did, on the average, despite their training and achievement, continue to express opposition to emphasizing liberal arts at two-year colleges.

At attempt to dissect the role of the professional orientation and achievement characteristics among two- and four-year faculty suggested that PhD in 1975, although not statistically significant was a major detriment among the professional variables to the implementation of programs compatible with the junior/community college philosophy. In the latter sample year, the relationship of PhD, net of the other variables, was clearly counter to the expressed philosophy of the two-year movement in all three measures. Earlier, in 1969, PhD exhibited a relationship at odds with two of the three measures.

Thus, the caution often voiced by two-year college administrators concerning the placement of individuals at their institution who had advanced formal training was found to have some justification. The suspicion that PhDs are not totally committed to the educational objectives of

the two-year college finds some support in this research.

Finally, in the investigation of political attitudes, two-year faculty, while more conservative on both general as well as campus specific issues, did indicate a greater degree of militancy on the issue of faculty unionism than four-year faculty exhibited. When the role of the professional orientation variables was explored, time since receiving highest degree was a consistent determinant, net of the other variables, of political attitudes among two-year faculty. However, we speculated that YRSHD is a surrogate for some other time-related variable, probably age, and consequently reflects the general association between age and conservatism. Aside from PhD, which was positively related, though not significantly, to our measure of Liberalism, the professional orientation and achievement variables demonstrated little effect in determination of political attitudes, particularly on campus specific issues among two-year faculty.

The findings just summarized present a picture quite different from what we had anticipated. Our impression of two-year college faculty at the outset of this research was based primarily on our reading of the literature. Yet we expected that the realities of the academic labor market during the period between the two surveys would affect and alter the picture previous

authors had detailed. We hoped to document this change. What emerged, however, was evidence suggesting that previous descriptions were not totally accurate, even in 1969, and that the exigencies of the labor market had not affected or changed two-year faculties in the direction anticipated.

While comparisons of faculty on basic sociological and demographic variables revealed a staff at junior/community colleges much like that described by other authors, the investigation of institutional rewards challenged some notions implied in the literature.

The finding, of a significant direct relationship between certain professional orientation and achievement variables and rank suggests that the scholarly oriented, despite their "unsuitability" are rewarded directly (rank) and indirectly (tenure and salary) for this orientation. Principally, the finding that PUB and PHD are significant contributors to RANK argues that two-year colleges have, and have as far back as 1969, employed many of the measures of achievement used to evaluate faculty at four-year institutions.

If the junior/community college explicitly demands an orientation of its staff toward teaching and students, yet indicates implicitly through the mechanism of rewards that a scholarship-research orientation is also expected, it would seem a condition for strain among faculty has

been uncovered. Dual demands of this sort are not the general expectation for four-year faculty, of whom achievement in publications and research is a considerably greater expectation.

However, the exploration of job-related satisfaction provided little support for the notion of faculty strain. An alternative view might suggest that the explicit demands are not as crucial as one is led to believe. Moreover, if the institution increased the rewards associated with a scholarly focus, whether implicitly or explicitly, faculty might alter their primary orientation in that direction, abandoning even further the purported major focus of the two-year college. Such an increasing relationship was hinted at in this research.

While the professional characteristics had a larger effect on the acquisition of rewards than expected, they played a significantly smaller role in other areas. In the sphere of workplace satisfaction and educational philosophy, these characteristics were not determinants to the extent anticipated. The largest and most consistent contributor to these two areas among two-year faculty was the possession of the doctorate. On the average, the PhD affects satisfaction with workplace negatively, and contributes to the development of attitudes toward undergraduate education that are inconsistent with the objectives of the two-year college.

It is interesting to point out that the other variables used in the analysis such as PUB, RESSUP and TEACHO had no consistent effect on the various measures of satisfaction or educational philosophy. This is quite a departure from the descriptive materials offered in Chapter Two. In broad strokes, the literature clearly argued that a research/scholarship orientation was of a considerable threat to the success of the two-year college. Our findings suggest that research and scholarship play a small role in the production of individual attitudes about education and the expression of satisfaction among two-year faculty.

The literature has, however, correctly identified the strategic role of the PhD, and our findings support the fears of junior/community college leaders about their placement at two-year institutions. Although PhDs still represent a small proportion of the total two-year faculty (less than 14 percent), their proportional increase at two-year colleges since 1969 has been substantial (61 percent). Further, if we keep in mind the expanding opportunities at two-year colleges, an argument for a continuing increase of doctorates at two-year institutions is plausible. Moreover, the two-year schools themselves appear to encourage faculty to obtain the PhD. In the analysis of rewards, PhD was, along with PUB, significantly related to the acquisition of rank, and like PUB, also indirectly related to tenure and salary through rank.

This poses a problem for the junior/community college, for while the two-year college rewards a PhD, the doctorate was also found to be negatively related both to workplace satisfaction and, more crucially, to educational attitudes consistent with the two-year philosophy. The larger consequence is of an increasing proportion of staff members possessing professional views alien to those of the two-year college movement. And as these individuals accumulate institutional influence through promotions, it is conceivable they will affect the direction and scope of two-year college programs. It is possible that whatever unique educational offering the two-year school has had, in the future, it will diverge from the form envisioned by its founders and current proponents, possibly duplicating the four-year institutional model. If such is the case, what then will be the distinguishing characteristics of the two-year college and what will legitimize the maintenance of separate two- and four-year institutions? If two-year schools continue as institutions devoted to a particular group of students who vary in characteristics from the "traditional college student," there is no indication that a special faculty is in place or will be to provide a "different sort" of education suited for these students.

APPENDICES

APPENDIX A
FACTOR ANALYSIS: ¹
WORK SATISFACTION

1969

	I	II	III	IV	V
A	.832				
B	.627				
C		.749			
D			.739		
E			.563		
F				.718	
G				.784	
H					.598
I					.682
J*	-.442	-.087	-.081	-.203	.001

1. Varimax Rotation

(continued)

FACTOR ANALYSIS:
WORK SATISFACTION

	I	II	<u>1975</u> III	IV	V
A	.821				
B	.629				
C		.745			
D			.709		
E			.566		
F				.765	
G				.842	
H					.746
I					.593
J*			.655		

- A How would you rate personal relations among faculty in your department?
- B How would you rate faculty/student relations in your department?
- C How would you rate the intellectual environment at your institution?
- D How would you rate the administration (at your institution)?
- E How would you rate the effectiveness of your campus senate or faculty council?
- F How would you rate faculty salary levels?
- G How would you rate your own salary?
- H How would your rate ratio of teaching faculty to students (at your institution)?
- I How would you rate teaching loads (at your institution)?
- J Do you feel that the administration of your institution is: (Very Autocratic, Somewhat Autocratic, Somewhat Democratic or Very Democratic)?

* Item not included in the constructed index.

APPENDIX B

FACTOR ANALYSIS: 1
EDUCATIONAL ATTITUDES

1969

	I	II	III
A	.635		
B	.710		
C		.539	
D		.748	
E			.867
F*		.612	

1975

	I	II	III
A	.617		
B	.581		
C		.721	
D		.659	
E			.800
F*	-.344	.219	.0382

- A Undergraduate education in America would improve if all courses were elective.
- B Undergraduate education in America would improve if grades were abolished.
- C Undergraduate education in America would improve if course work were more relevant to contemporary life and problems.

1. Varimax Rotation

- D Undergraduate education in America would improve if more attention were paid to the emotional growth of students.
- E Undergraduate education in America would improve if there were less emphasis on specialized training and more on broad liberal education.
- F This institution should be more concerned about students' personal values.
- * Item not included in the constructed index.

APPENDIX C

RECODED ACADEMIC DICIPLINES

ENGNR Engineering

Aeronautical Engineering
Chemical Engineering
Civil Engineering
Mechanical Engineering
Mathematics-Statistics

HUM Humanities

Art
Drama and Speech
Music
Other Fine Arts
Geography
English
French
German
Spanish
Other Foreign Languages
History
Philosophy
Religion
Other Humanities

HSCI Health Sciences

Dentistry
Medicine
Nursing
Other Health Fields
Home Economics

PHYSCI Physical Sciences

Chemistry
Earth Science
Physics
General Physical Science

SOCSCI Social Sciences

Anthropology
Economics
Political Science
Sociology
Other Social Sciences
Social Work
Psychology

BIO Biological Sciences

Bacteriology
Biochemistry
Botany
Physiology
Zoology

EDUC Education

Elementary Education
Educational Administration
Educational Psychology
Foundations of Education
Other Educational Fields

BUS Business Administration

PROF Professions

Journalism
Law
Library Sciences

APPENDIX D
 FACTOR ANALYSIS: 1
 POLITICAL ATTITUDES

1969

	I	II	III	IV	V
A	-.754				
B	-.540				
C	.698				
D	.614				
E		.698			
F		.638			
G		.620			
H			.580		
I			.778		
J			.653		
K				.408	
L				-.589	
M				.663	
N*					.534
O*					.588
P*					.443
Q*					.504
R*					.451

1. Varimax Rotation

(continued)

FACTOR ANALYSIS:
POLITICAL ATTITUDES

	<u>1975</u>					
	I	II	III	IV	V	VI
A	-.532					
B	-.732					
C	.695					
D	.574					
E-1**		.748				
E-2**		.797				
F		.675				
G		.624				
H			.556			
I			.731			
J			.615			
K				.637		
L				-.630		
M				.696		
N*					.429	
O*					.498	
P*					.453	
Q*						.674
R*						.582

* Item not used in index construction.

** Items added together and divided by two to approximate item E 1969.

- A Undergraduates known to use marijuana regularly should be suspended or dismissed.
- B Student demonstrations have no place on college campuses.
- C Marijuana should be legalized.
- D How would you characterize yourself politically at the present time?
- E What role do you believe undergraduates should play in decisions on faculty appointments and promotions? (1969)
- E-1 What role do you believe undergraduates should play in decisions on faculty appointments? (1975)
- E-2 What role do you believe undergraduates should play in decisions on faculty promotions? (1975)
- F What role do you believe undergraduates should play in decisions on undergraduate admissions policy?
- G What role do you believe undergraduates should play in decisions on provisions and content of courses?
- H Do you feel that the administration of your institution is: (Very Autocratic, Somewhat Autocratic, Somewhat Democratic or Very Democratic)?
- I Junior Faculty have too little say in the running of my department.
- J A small group of senior professors have disproportionate power in decision-making in this institution.
- K Faculty members should be more militant in defending their interests.
- L Collective bargaining by faculty members has no place in a college or university.
- M Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for faculty members?
- N Any institution with a substantial number of Black students should offer a program of Black Studies if they wish it.
- O Any special academic program for Black students should be administered and controlled by Black people.
- P Where de facto segregation exists, Black people should be assured control over their own schools?

- Q More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission.
- R The normal academic requirements should be relaxed in appointing members of minority groups to faculty here.

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