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ABSTRACT

The community college, its faculty, philosophy, compensatory education programs, occupational education programs, human and health services, and evaluation of occupational programs are the subjects of the six papers that comprise this book. The papers are: (1) Pennsylvania Community College Faculty: Career Patterns and Educational Issues, by Robert A. Patterson--preorganizational career patterns of the faculty in Pennsylvania community colleges are identified, and the relationship between career patterns and faculty attitudes toward educational issues is investigated; (2) Goals and Ambivalence: Faculty Values and the Community College Philosophy, by Karen L. Bloom, Angelo C. Gillie, and Larry L. Leslie--discusses the extent to which 2-year college faculty members support the mission of their institutions, or if they do not, why not; (3) Compensatory Education in Two-year Colleges, by James Morrison and Reynolds Ferrante--explains the norm of contest mobility and relates it to the concept of the public, comprehensive 2-year community college; (4) Occupational Education in Community Colleges: Today and in 1980, by Lewis R. Fibel--provides an overview of the problems and possibilities of occupational education in the community college now and in the future; (5) Statewide Planning for Delivery of Human and Health Services, by S. V. Martorana--reviews a rapidly growing area with problems common to many community colleges and postsecondary programs; and (6) Strategies for Evaluation of Postsecondary Occupational Programs, by Leland L. Medsker--discusses approaches and techniques for evaluating vocational programs, problems related thereto, and future directions. (DB)

Insights into Higher Education: Selected Writings of CSHE, 1969-73

Volume II: Community College and Postsecondary Occupational Education

Center for the Study of Higher Education

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Contents

Foreword: The Dilemma of Understanding

In their examination of academic institutes and centers, Ikenberry and Friedman refer to those worlds beyond the academic department as the organizational entity best able to "coordinate the talents of several professionals in accomplishing a single task or goal."

From its founding in 1969, the PSU Center for The Study of Higher Education has had one main task or goal—increased understanding of higher education. Its director has said: "Colleges and universities . . . have never been well understood by those who support them, i.e., the larger society. Indeed they are not always well understood by their own constituencies—students, administrators, faculty, or alumni. If they had been understood they might not be under attack."

If this is truly the state of the art, if, as has been suggested, higher education is suffering from crises of confidence (Dressel), breakdowns in belief and loyalty (Clark), and is headed toward becoming, in Kerr's terms, a quasi-public utility, then any attempt to increase understanding of these changes seems a proper concern of the Center. If pressures on higher education are increasingly external, perhaps the answers can be suggested from inside the academy itself. To this end the PSU Center has studied higher education and disseminated its findings in a continuing series of publications—reports, conference papers, and monographs—over its four-year life. A compilation such as this attempts to cull some of the thinking of Center staff on a variety of issues as well as purview one Center's areas of study.

Center personnel and professionals who have contributed papers to Center publications and conferences in the last four years have addressed themselves to several areas where the university is undergoing major shifts. This monograph collects some of their thinking on community college and postsecondary occupational education.

The original place and date of publication are indicated at the bottom of the first page of each paper.

Papers are presented as originally published except for minor editing.

Introduction

Two-year college education is a rapidly evolving segment of postsecondary education, pertinent to the immediate needs of ever-widening segments of the nation's population. In many ways and for many reasons four-year colleges and universities have failed or been unable to respond to the demands for compensatory education, retraining and updating of skills, continuing and adult education, and the needs of the increasing numbers of "new learners." These needs have been filled by the community college, junior college, technical institute, etc. These institutions and staff seek to understand their role in society.

This monograph includes two pages investigating the career patterns and faculty values of some Pennsylvania community college faculty. Two papers, one by Patterson, another by Bloom, Gillie, and Leslie, both indicate that the faculty are experiencing almost as many identity crises as their students in adapting to and defining their educational and social roles in these institutions. Their ambivalence is detrimental to the achievement of community college goals which both papers identify as:

1. Commitment to comprehensive curricula (transfer, general, occupational, part-time, and evening).
2. Service to students with wide ranges of interests, ages, and abilities.
3. Flexibility in serving the needs of the community.
4. Excellence in teaching rather than the pursuit of knowledge that characterizes the university.

Turning to another aspect of the community college, Morrison and Ferrante deal with compensatory educational programs, reviewing some of the past and present programs for the disadvantaged at a number of two-year colleges as they relate to Turner's sponsored vs. contest mobility.

In the next paper, Lewis Fibel gives an overview of the problems and possibilities of occupational education in the community college today and in 1980. One primary problem he notes is the lack of systematic data collection and concise analysis about occupational education in the community college. In addition, he discusses several of the "goals" of the community college such as its open door aspect

and seems to indicate his approval of a market model when he notes that all the goals and functions are "carried out by others, and there should ensue a healthy competition to determine which will ultimately operate most effectively and economically."

In an attempt to do what Fibel suggests, Martorana has reviewed one particular area of occupational education and community service—health care and human services—a rapidly growing area with problems common to many other community college and postsecondary programs. His eight points include:

1. The location of training for human service personnel, i.e., must all education and training of human and health care personnel take place only where there can be close conjunction with the practice of these services?
2. The need for a sharper clarification of what is meant by "Area Health Education Center."
3. The reconciliation of training for health service personnel with other education demands.
4. The need for sound, reliable data on manpower requirements for educational planning.
5. The difficulty which the growing bureaucracy at the federal governmental level presents to college and state level planners.
6. The need for careful student recruitment in the health fields.
7. The potential impact of expanding credentialing.
8. The need to recognize and provide for an ample supply of competent faculty to staff the programs proposed in a statewide plan for human and health care services.

Both Fibel and Martorana comment on the need for more appreciation and implementation of the "career ladder" concept in the community college. Martorana notes the difficulty of finding actual career fields where this ladder concept is operational. In addition, he notes drawbacks to the definition given to the career ladder and the need to redefine it.

Like Fibel, Medsker has looked at the whole world of postsecondary occupational programs. His paper traces several strategies for evaluation. He has attempted to put a vast educational world beyond the high school into some perspective and to understand one critical need in this age of accountability and input-output analysis;

i.e., how to evaluate educational systems. He indicates the need for a systems approach and the continued need for an imaginative look at evaluation.

PENNSYLVANIA COMMUNITY COLLEGE FACULTY: CAREER PATTERNS AND EDUCATIONAL ISSUES*

Robert A. Patterson

Introduction to the Study

Organizational behavior is a function of interactions among at least three sets of variables: (a) social, institutional, and individual *values;* (b) institutional goals and *role expectations;* and (c) *individual needs and perceptions* of the work environment.

One problem confronting the administrator in institutions of higher education is to understand the perceptual base upon which institutional members act as they carry out their various tasks and role assignments. This problem is especially critical in newly emerging institutions with specifically stated goals, which are composed of faculty with a variety of occupational backgrounds.

The purpose of the present study is to examine a part of this larger problem by identifying the preorganizational career patterns of community college faculty in Pennsylvania and investigating the relationship between identified career patterns and faculty attitudes toward progressive and traditional educational issues. In this way, important insights into institutional and faculty goal conflicts and consistencies can be gained.

The College

Over the last fifty years, an egalitarian philosophy of higher education has developed in the United States. Throughout these years, attempts have been made to make the educational content of post-high school education more responsive to the changing social order. John W. Gardner aptly summarized the democratic intentions motivating these attempts:

> The traditional democratic invitation to each individual to achieve the best that is in him requires that we provide each individual with the particular kind of ed-

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*Originally CSHE Monograph No. 2, May 1971.

> ucation which will benefit him. The good society is not one that ignores individual differences but one that deals with them wisely and humanely. Our kind of society demands the maximum development of individual potentialities at every level of ability.[1]

The comprehensive community junior college has attempted to fulfill this country's desire to make higher education more responsive to social needs and to allow all individuals who wish an education beyond high school the opportunity to pursue that desire. In fact, the comprehensive community college is America's creation, designed to allow all citizens to make the most of their abilities. Its institutional goals have been designed to encompass educational objectives that recognize the limitations and needs of students and guard against forcing students to conform to some educational mold.

The President's Commission on Higher Education in 1947 described the community college by stating:

> Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of the community.[2]

In describing the community college, Fields outlines five fundamental characteristics identifying the uniqueness of the institution:

a. *Democratic.* Low tuition, nonselective admission policies; geographically accessible; popularized education for the largest number of people.

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[1]John W. Gardner, *Excellence* (New York: Harper & Row, 1961), pp. 75-76.

[2]The President's Commission on Higher Education, *Higher Education for American Democracy*, vol. 1, pp. 67-68.

b. *Comprehensive.* A wide range of students with varying abilities, aptitudes and interests; a comprehensive curriculum to meet the broad needs of such students.

c. *Community centered.* Locally supported and controlled; local resources utilized for educational purposes; services to improve the general level of the community.

d. *Dedicated to life-long education.* Educational programs for individuals of all ages and educational needs.

e. *Adaptable.* To individual differences among students; differences in communities; and the changing needs of society.[3]

Thus, the educational mission of the community college is not confined to the traditional functions of the four-year college or university. The curriculum has been designed to include transfer and two-year terminal programs, general education courses for all students and interested citizens, community service projects, and a program for the proper guidance and counseling of all students. The true nature of the community college curriculum exemplifies an interchange of educational programs and services designed to support and improve the general welfare of the community.

The Faculty

Since the curriculum has been designed to appeal to all ages of students from various socioeconomic backgrounds with diverse abilities, community colleges may often be more heterogeneous than the typical four-year institution. In light of this, the need arises for faculty who are pragmatically willing to take students from where they are and exert every effort to lift them to acceptable levels of performance. Therefore, institutional leaders often feel that a special kind of person is needed.

In addition to a thorough knowledge of the subject matter, faculty members in community colleges should place within their responsibilities and obligations a vital interest in the overall development of students, including an awareness and sympathetic understanding of the kinds of developmental problems students face in a com-

[3]Ralph R. Fields, *The Community College Movement* (New York: McGraw-Hill, 1962), pp. 63-95.

plex and changing society. This interest should promote an eagerness to communicate with students in the classroom as well as through student organizations and cocurricular activities.

Ideally, the community college teacher should be an educator with a student-centered orientation—one who sees education as a developmental process through mutual student-faculty interaction; one who is deeply concerned with the quality of classroom instruction; one who seeks to develop social awareness through the material being studied; and one who is committed to the educational objectives of the institution.

The Problem

Within the community college, the teaching faculty is the professional core from which institutional objectives are achieved. In an attempt to provide personnel who emulate desired faculty characteristics and who understand the democratic mission of the college, universities organized courses and higher education programs emphasizing the two-year college. By 1969, 100 programs of one kind or another were offered in various institutions.[4] These attempts, however, do not begin to meet the growing demand for instructors to fill the rapidly expanding networks of community colleges.

In the academic year 1969-70, a total of 2,250,000 students were enrolled in two-year colleges—a 15 percent increase over the 1968-1969 academic year.[5] Additionally, the Carnegie Commission predicts that community college enrollment will continue to grow rapidly throughout the 1970s.[6]

Because of this rapid growth, the supply of properly trained faculty is falling far behind the demand. Conservative estimates indi-

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[4]Win Kelly and Leslie Weber, *Teaching in the Community/Junior College* (New York: Appleton-Century-Crofts, 1970), p. 49.

[5]The *Chronicle of Higher Education*, February 16, 1970, p. 2.

[6]The Carnegie Commission on Higher Education, *The Open-Door Colleges* (New York: McGraw-Hill, 1970).

cate a need for at least 100,000 additional instructors by 1975.[7] According to a research study reported in the *Phi Delta Kappan*, 426 administrators estimated their faculty needs for the 1969-70 academic year well into the thousands. In the area of technological subjects, a need for 1.496 full-time instructors and 700 part-time instructors was projected. The number of general subject instructors required was even greater, yielding an aggregate need for 2,488 full-time and 699 part-time instructors.[8] Certainly, the present oversupply of doctorates in some academic areas will relieve this shortage somewhat, but the direct and immediate results of this surplus are as yet unclear.

Faculty members are now being recruited for community colleges from all levels of education as well as from outside the educational community. A study by Edinger of 589 new junior college faculty in California in the fall of 1957 found that 46 percent were recruited from high schools and 11 percent from four-year institutions.[9] Koos points out that three-fifths of all those participating in two separate studies reported their "last previous position" to be high school teaching and one-eighth had previous experience in college or university teaching.[10]

Medsker found that more than 64 percent of the respondents in his national study had once taught at either the secondary or elementary school level.[11] Reports from Florida show that in 1964-65, of every 100 new community college teachers, 36 came from university graduate schools, 14 from colleges and universities, 27 from high

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[7] Roger H. Garrison, *Junior College Faculty: Issues and Problems* (Washington, D.C.: American Association of Junior Colleges, 1967), p. 5.

[8] "Recruiting Problems in Booming Junior Colleges," *Phi Delta Kappan* 51 (February 1970): 334-35.

[9] Lamar B. Johnson, *Problems of Preparing Junior College Teachers*. Report of the Statewide Conference on the Preparation of Junior College Teachers (Sacramento: State Department of Education, 1958).

[10] Leonard V. Koos, "Junior College Teachers' Background of Experience," *Junior College Journal* 18 (April 1958): 457-69.

[11] Leland Medsker, *The Junior College: Progress and Prospect* (New York: Harper & Row, 1961), p. 172.

schools, 10 from business occupations, and the remainder from miscellaneous sources.[12] The National Education Association showed that 30 percent of new junior college teachers came directly from public schools, 17 percent from college and university teaching, 24 percent from graduate schools and 11 percent from business occupations.[13]

This variance in the career backgrounds of community college faculty members indicates that a type of wholesale recruitment procedures has developed due to the rapid growth of these institutions with the single intent of filling vacancies, according to Bill Priest, past president of the American Association of Junior Colleges.[14] This trend often results in the recruitment of personnel who do not understand or support the mission of the two-year college, and it has led Blocker to conclude that faculty with various career backgrounds may display attitudes toward educational issues that do not always coincide with the role expectations set forth for community college faculty.[15]

This study has been designed to explore this issue. The basic assumption is that community college faculty may express attitudes toward education that have been influenced by the organizational values and role expectations of their previous positions.[16] Consequently, their perceptions and attitudes toward the community college faculty

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[12]Edmund J. Gleazer, Jr., *This is the Community College* (New York: Houghton-Mifflin, 1968), p. 114.

[13]National Education Association, "Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65," Research Report, 1965-R4 Higher Education Series, Washington, D.C., April 1965, pp. 43-45.

[14]Bill Priest, "On the Threshold of Greatness," *Junior College Journal* 37 (September 1966): 7.

[15]Clyde E. Blocker, *et al.*, *The Two Year College: A Social Synthesis* (Englewood Cliffs, New Jersey: Prentice-Hall, 1965), p. 134.

[16]For a more detailed report of this research problem, see Robert A. Patterson, "An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Teachers and Their Attitudes Toward Educational Issues," (Doctoral dissertation, The Pennsylvania State University, September 1970).

may be a distracting rather than contributing force to institutional effectiveness. The identification of the source of this distracting force is the matter under study here.[17] Thus, the primary objective of this study is twofold: to identify and classify the preorganizational career patterns of community college teachers;[18] and to investigate the relationship between the identified preorganizational career patterns and faculty attitudes toward progressive and traditional educational issues.

Framework for the Investigation

The basic conceptual notion behind the investigation is that an individual's past occupational career experiences will influence his expectations, perceptions, and attitudes toward a cognitive object that is related to his present occupational role. In this case the cognitive object is "attitudes toward educational issues." The thrust for pursuing this concept was gleaned from the writings of Kerlinger,[19] Blocker,[20] and Medsker.[21]

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[17]"Preorganizational career patterns" is a characterization of an individual's work experiences over some period of time and before entrance into present teaching position.

[18]"Attitudes toward educational issues" represent the dimensions of Kerlinger's Education Scale VII. Progressive attitudes are characterized by statements indicating an emphasis on problem solving, education as growth, students' interests and needs, equality and warmth in interpersonal relations, internal discipline and liberal social beliefs that emphasize education as an instrument of social change. Traditional attitudes are characterized by statements indicating an emphasis on subject matter for its own sake, impersonal superior-inferior relationships based on hierarchy, external discipline, and conservative social beliefs and preserving the status quo.

[19]Fred N. Kerlinger, "The Attitude Structure of the Individual: A Q-Study of the Educational Attitudes of Professors and Laymen," *Genetic Psychology Monographs* 53 (1956): 238-39; "Progressivism and Traditionalism: Basic Factors of Educational Attitudes," *Journal of Social Psychology* 48 (1958): 111-35.

[20]Clyde E. Blocker, *et al., The Two-Year College: A Social Synthesis* (Englewood Cliffs, N. J.: Prentice-Hall, 1965), pp. 134-36.

[21]Medsker, *The Junior College*, pp. 169-205.

Kerlinger found that occupational roles and role expectations are potent forces in influencing attitude and attitude structure. He hypothesized that individuals having the same or similar occupational or professional roles will hold similar attitudes toward education or educational issues. To test this notion, he used education professors, liberal arts professors, and people outside the university setting, and measured their attitudes in terms of the philosophical themes of progressivism and traditionalism. The connection between occupational roles and attitudes toward education was well supported by his findings.[22]

Kerlinger's research has an appropriate conceptual base to guide a study of community college faculty. First, his use of occupational roles as a frame of reference can be adapted to community college faculty since they are recruited from higher and lower educational levels as well as from business or industrial positions. Second, the progressive-traditional theme seems to be alive in the community college. For example, Blocker states that community colleges have faculty members who represent a conservative academic point of view and are interested in serving the academically skilled student. Then there are those who come to the institution with a liberal point of view who are challenged by the academically deficient student and willing to break the restrictions of a curriculum handed down from a four-year college. From Blocker's analysis, it seems evident that progressive and traditional attitudes are very much present among community college faculty in the forms of the defenders of the established educational order, and those who see the need for new approaches to meet new educational needs.[23]

Medsker in his study of the attitudes of faculty members toward their role in the two-year college presents a reference group theory. According to this theory, faculty may not necessarily identify directly or primarily with the particular group of which they are a member. Specifically, faculty members may identify themselves with groups outside the college and may more readily adhere to the views of another group to which they aspire to belong.[24] Medsker says:

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[22]Kerlinger, "Attitude Structure," pp. 238-239.
[23]Blocker, *The Two-Year College.*
[24]Ibid., pp. 173-74.

> The attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges and universities. Another possibility is that the relatively new and inexperienced teacher in the junior college will retain a close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and procedures. Still another possibility is that junior college teachers who once taught in high school may retain that perspective after they transfer to junior college teaching. A junior college teacher may have many reference points; he may see himself through several different projections, each one of which may influence his thinking about the junior college.[25]

Paramount to the notions of both Kerlinger and Medsker is the socialization process. "Socialization" refers to the adoption and internalization by individuals of values, beliefs, and ways of perceiving the world that are shared by a group—in other words, the process of internalizing organizational roles.[26] When an individual makes an occupational choice he internalizes the values, attitudes, and behavior patterns characteristic of the actual occupational incumbents.

Rosenberg supports this premise by stating that an individual's work tends to affect his life by requiring him to play certain occupational roles. The individual who makes an occupational choice also commits himself to certain patterns of thought and behavior for years to come. In many cases, if the role is sufficiently internalized, it may influence his entire personality structure.[27]

In summary, Kerlinger feels that if individuals are grouped according to similar occupational roles and placed into a common working environment, the effect of the socialization process will cause them to hold similar views toward a cognitive object that is related to the profession. Similarly, Medsker believes that the socialization process causes people to develop a frame of reference toward their professional roles and that this internalized frame of reference may be carried over into their next place of employment.

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[25]Ibid., pp. 173-74.

[26]Edward E. Jones and Harold B. Gerard, *Foundations of Social Psychology* (New York: John Wiley & Sons, 1967), p. 76.

[27]Morris Rosenberg, *Occupations and Values* (Glencoe, Illinois: The Free Press, 1957), p. 13.

Career Patterns and Attitudes

Preorganizational career patterns were identified by developing a typology construct with six preorganizational career classifications: Public School (PS), Junior College (JC), Four-Year College (CO), Graduate Study (GS), Business or Industry (B & I), and Other Employment (OE).

The term "career pattern" is a developmentally oriented characterization of the work histories of individuals or groups of individuals over some period of time.[28] Hughes states that in a highly structured society a career has two aspects, the objective and the subjective. Objectively, an individual goes through a series of successions, offices, and organizational work roles. These series of work roles represent a person's career history. The subjective or internal aspects of a person's career reflect his perception of his work life, identity, and image of self. It includes the values and aspirations that interplay in every phase of an individual's career history. Thus in Hughes' terms, a career pattern can be identified as a constructed combination of the objective career history and subjective career outlook.[29]

Two questions were appropriately designed in order to elicit responses relating to career patterns. The first elicited information on the subject's objective career history. All respondents were asked to list chronologically all full-time jobs held and the number of years spent in each job using the six preorganizational classifications—public school teaching, teaching in another junior college, teaching in a four-year college, full-time graduate study, business or industrial work, and other employment. The second question was designed to evoke a subjective feeling about which employment experience most influenced the individual's attitudes toward educational issues. Given the same six preorganizational job classifications, the subjects were given the following instructions:

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[28]Charles H. Morris, "Career Patterns of Teachers," *The Teacher's Role in American Society*, Fourteenth Yearbook of the John Dewey Society (New York: Harper Brothers, 1957), p. 247.

[29]Everett C. Hughes, *Men and Their Work* (Glencoe, Illinois: The Free Press, 1958), pp. 13-65.

> Thinking over your previous work experiences, which one of the positions checked in question one do you feel had the most influence on forming your present opinions toward educational issues similar to the ones asked in this section? Place an X in front of the *one* position in your opinion which was the most influential in forming your present opinions toward education.[30]

The rationale for analyzing a respondent's career pattern was based on two considerations: first, which work experience had had the most influence on forming his attitudes toward education, and second, whether his full-time work experiences represented a "pure" history or a "mixed" history. Thus all respondents were placed in one of the six classifications according to their expressed subjective feeling and, based on their objective work history, given a pure or mixed career pattern.

It is important to note that when analyzing a respondent's work history, the researcher classified the respondent "pure" or "mixed" according to the number of different kinds of jobs held. For example, if an individual showed a history of work experiences in three different high schools, his career pattern was considered "pure" because his experience remained in one occupational area. On the other hand, if an individual taught in college, worked in industry, and then went back into teaching in a community college, he was classified as having a "mixed" career pattern. It is also important to emphasize that all respondents were initially placed into a career pattern classification according to the work experience they said most influenced their attitudes. The evaluation of each respondent's work history was a judgment made by the researcher in order to refine the classifications for purposes of analysis.

When relating the concept of attitudes to community college faculty, it is important to note that attitudes have specific social referents or specific classes[31] and they are learned through interac-

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[30]The career pattern questions appear in Part I-B of the questionnaire in Appendix B.

[31]Theodore Newcomb, *Social Psychology* (New York: The Dryden Press, 1950), p. 117.

tion with social objects and social events or situations.[32] In the course of an individual's experience with an object, he formulates a set of evaluative concepts or beliefs. These then become relevant to the goal-striving of the individual and determine what further beliefs may be formed regarding the object.[33]

The specific social referent considered in this study is attitude toward educational issues, specifically those of progressivism and traditionalism. In relation to this, Kerlinger contends that the more one studies education, educators, and patrons of education, the more one becomes convinced of a basic division in thinking that is best expressed in the notions of progressivism and traditionalism. The educator who is progressive emphasizes the importance of problem solving and sees education as a developmental process. The approach favors equality and warmth in interpersonal relations and takes into consideration students' interests and needs. Faculty holding this viewpoint tend to have liberal social beliefs and see education as an instrument for social change.[34]

The traditional educator places an emphasis on the importance of learning subject matter for its own sake. This approach places importance on superior-inferior relationships with considerable importance attached to the hierarchical nature of student-faculty relationships. Faculty holding this viewpoint tend to be conservative in their social beliefs and educate to preserve the status quo.[35]

Thus the attitudes of community college faculty toward progressive and traditional educational issues are formulated through interaction with social objects, events and situations in the everyday environment of the individual. According to Shaw and Wright, attitudes are the end product of the socialization process and they significantly influence a man's response to cultural products, other persons, and social situations.[36]

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[32]M. Sherif and C. Sherif, *An Outline of Social Psychology* (New York: Harper & Row, 1956), p. 539.

[33]Marvin E. Shaw and Jack M. Wright, *Scales for the Measurement of Attitudes* (New York: McGraw-Hill, 1967), pp. 1-11.

[34]Fred N. Kerlinger, "Progressivism and Traditionalism."

[35]Ibid.

[36]Shaw and Wright, *Scales for Measurement.*

Research Methodology

Kerlinger's Education Scale VII (ESVII), a 30-item, Likert-type scale with 15 progressive items and 15 traditional items, was used as the measurement inventory in this study.[37] Kerlinger's main objective for developing ESVII was to construct a relatively short but reliable instrument containing items that were "pure" measures of progressivism and traditionalism.[38] He administered ESVII to 620 teachers and graduate students in New York (N = 289) and Indiana (N = 322), and the respective reliability measures for the two groups were:[39]

	Progressive Subscale	Traditional Subscale
New York	.79	.78
Indiana	.76	.69

Kerlinger then conducted a factor analysis of ESVII. Of the 15 progressive items, 14 loaded substantially (>.40) on one factor; of the 15 traditional items, 11 loaded (>.40) on one factor. Therefore, Kerlinger states, the statistical evidence concludes a basic two-factor structure as predicted.[40]

Three reliability coefficients were computed from the Pennsylvania population—stratified reliabilities for the progressive and traditional items, and a nonstratified reliability for the total scale. The stratified reliabilities for the progressive and traditional items were .85 and .84, respectively; the total scale reliability was .85. A factor

[37]The Education Scale VII appears in Part I of the questionnaire in Appendix B.

[38]Fred N. Kerlinger, "Manual for Education Scale VII, New York, pp. 3-4. (Mimeographed).

[39]Kerlinger states that judging from later evidence there seemed to have been something idiosyncratic about the Indiana sample. The reliabilities obtained from other studies were all substantially .80 or greater.

[40]Fred N. Kerlinger and Elazar J. Pedhzar, "Attitudes and Perceptions of Desirable Traits and Behaviors of Teachers," Project No. 5-0330, Contract No. OE.5-10-024, Office of Education, United States Department of Health, Education, and Welfare, Washington, D.C., 1967, pp. 62-63.

analysis extracted five factors and, of these, two were clearly dominant. Of the 15 progressive items, 14 loaded substantially (>.38) on one factor. Of the 15 traditional items, 9 loaded substantially (>.38) on one factor. Factor one represents the progressive items, and factor two, the traditional items.

In summary, the statistical analysis of Kerlinger's Education Scale VII with the Pennsylvania community college faculty population supported his previous research findings. The reliability coefficients were sufficiently high enough to use in a group testing situation. Therefore, it was concluded that ESVII appeared to be a reliable and factorially valid instrument for the purposes of this study.

The research population was taken from 10 of the 12 community colleges in Pennsylvania (see Appendix A). The individuals studied consisted of all full-time faculty who were teaching in some phase of the comprehensive curriculum. Administrators and faculty with administrative responsibility were not included in the population.

The original research population totaled 951 full-time community college teachers. Of these, 612 or 64 percent responded to the mailed questionnaire and 547 or 58 percent of the returns were usable. Each individual institution showed a response rate of over 50 percent except for one college that totaled a 47 percent return. Because of the uncertainty of minimum cell sizes—that is, numbers of respondents in each of the career categories—and the expectations of less than a 100 percent questionnaire return, no sampling was done.

Since only 64 percent of the total population responded to the questionnaire, an effort was made to compare the nature of respondents to nonrespondents through a follow-up study of randomly selected nonrespondents. A t-test was conducted in order to determine if the mean scores of the two groups were statistically different at the .05 level of confidence. The two groups were also compared on selected biographical characteristics.

The group mean of the nonrespondent sample did not differ significantly at the .05 level from the primary group in attitudes toward educational issues. A comparative analysis of the selected biographical characteristics also showed the nature of the two groups to be very similar. (See Tables 1 and 2 for a summary of the analysis.) Hence, it was concluded that there was good justification for generalizing the results derived from the primary population.

Hypotheses and Questions

The relationship between preorganizational career patterns of community college faculty and their attitudes toward educational issues was statistically measured through the following hypotheses:

Hypothesis 1: There is no statistically significant difference between the "subjective" preorganizational career pattern classifications of community college faculty and their attitudes toward educational issues.

Hypothesis 2: There is no statistically significant difference between the "objective" career history or the number of jobs held (pure or mixed) by community college faculty and their attitudes toward educational issues.

Hypothesis 3: There is no statistically significant interaction between pure and mixed categories and career pattern classifications of community college faculty and their attitudes toward educational issues.

TABLE 1

COMPARATIVE ANALYSIS OF ESVII MEANS AND STANDARD DEVIATIONS BETWEEN RESPONDENT AND NONRESPONDENT GROUPS

Group	Mean	Standard Deviation
Respondent Group N = 547	116.59	14.37
Nonrespondent Group N = 32	114.03	13.25

In relation to the biographical information collected, no empirical corollary hypotheses were offered, but two research questions were asked:

Question 1: Is there a significant relationship between selected biographical characteristics of community college faculty and their attitudes toward educational issues?

TABLE 2

COMPARATIVE ANALYSIS OF BIOGRAPHICAL CHARACTERISTICS BETWEEN RESPONDENT AND NONRESPONDENT GROUPS

Characteristic	Respondent Group (N = 547) (percent)	Nonrespondent Group (N = 32) (percent)
Sex—Male	78	75
Age—Below 35	47	47
Married	78	81
Children—One to three	55	55
Religion—Protestant	55	59
Politics—Conservative	44	56
Father's Education—High School or less	73	78
Mother's Education—High School or less	77	72
Community—Grew up in 50,000 or less	70	72
Academic Field—Non-Science or Technical	52	41
Curriculum—Transfer Program	42	38
Rank—Instructor or Assistant	80	84
Years of Service—Three years or less	78	75
Tenure—Yes	14	19

Question 2: Can selected biographical characteristics be used as predictors of faculty attitudes toward educational issues?

The following variables were selected for analysis: age, sex, marital status, number of children, religious and political persuasion, father's occupation and education, mother's education, size of childhood community, academic field, teaching curriculum, salary, degree, and professional memberships. A factorial analysis of variance program designed to handle multiple classifications with unequal cases was used to test the statistical significance of the null hypotheses,[41] which were tested at the .05 and .01 level of significance. An omega square index was used for predicting the power of the relationship between the faculty attitudes and career pattern variables. When the analysis of variance found significant differences between treatment group means, a multiple comparisons among means program was used to discover which groups were significantly different.[42]

A Pearson product-moment correlation program was used to test the linear relationship between the biographical variables and attitudes toward educational issues.[43] The research questions were tested at the .01 level of significance and significant correlation coefficients were used to discover the best individual predictor variable of faculty attitudes toward educational issues. Multiple correlation and step-up regression procedures were used to identify combinations of biographical variables that were the best predictors of the same faculty attitudes.[44] The analysis revealed coefficients of determination for predicting the power of the relationship between the dependent and demographic variables. Finally, an analysis of covariance program was used to investigate the effects of the highest correlated demographic variables on the major independent variable, faculty career patterns.[45]

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[41] Nancy C. Daubert, ANOVUM Program, Computation Center, The Pennsylvania State University, 1969.

[42] Richard L. Kohr, CMCMP Program, Center for Cooperative Research with Schools, The Pennsylvania State University, 1969.

[43] Richard Stein, PPMCR Program, Computation Center, The Pennsylvania State University, 1970.

[44] Richard Stein, VPREG Program, Computation Center, The Pennsylvania State University, 1968.

[45] Richard Craig, COV Program, Computation Center, The Pennsylvania State University, 1963.

The Findings

It may be remembered that in this study all respondents were placed in a career pattern classification according to their preorganizational career experience that had the most influence on forming their attitudes toward the educational issues. Over 50 percent of the community college faculty fell into two classifications—Public School, 36 percent, and Business or Industry, 21 percent. Faculty responses to the remaining four classifications showed the following order: Graduate Study, 16 percent; Junior College, 13 percent; Other Employment, 8 percent; and Four-Year College, 6 percent.

Within the six career pattern classifications, all respondents were categorized "pure" or "mixed" according to the number of different kinds of jobs held before entrance into their present positions. The analysis showed that across the six career pattern classifications, 54 percent of the faculty fell into the "mixed" category and 46 percent into the "pure" category. Also within each individual career pattern classification there was a higher proportion of "mixed" career experiences. Table 3 presents the complete career pattern analysis.

Career Patterns

Hypothesis 1: There are no statistically significant differences between the "subjective" preorganizational career pattern classifications of community college faculty and their attitudes toward educational issues.

Attitude group mean scores[46] were computed for the six career pattern groups. A one-way analysis of variance between the six career pattern mean scores revealed an F-ratio that was significant at the .01 level of confidence. (See analysis of variance summary, Table 5.) The group means are presented in Table 4.

The statistical relationship between the dependent variable—attitudes toward educational issues—and the independent variable—faculty career patterns—was estimated by calculation of the omega square value. In this instance, the calculation showed that six percent of the variance in the faculty attitudes variable was accounted for by

[46] All scores represent standard scores with a population mean of 50 and a standard deviation of 10.

TABLE 3

ANALYSIS OF PREORGANIZATIONAL CAREER PATTERNS

Career Pattern Classifications	Faculty with Pure Career Patterns		Faculty with Mixed Career Patterns		Combined Faculty Career Patterns	
	N	%	N	%	N	%
Public School	91 =	37	108 =	37	199 =	36
Junior College	33 =	13	40 =	14	73 =	13
Four-Year College	16 =	06	19 =	06	35 =	06
Graduate Study	41 =	16	48 =	16	89 =	16
Business or Industry	50 =	20	58 =	20	108 =	21
Other Employment	20 =	08	23 =	07	43 =	08
TOTAL	251	100	296	100	547	100

the career patterns variable.[47] Therefore, it was implied that although a significant variation did exist between the attitudes of community college faculty in the six career pattern groups the predictive power of the association was modest, but approximated typical educational research findings.[48]

In order to discover which groups were significantly different, Dunn's test of multiple comparison between group mean scores was performed at the .01 level of significance. The test of comparison between group means showed that attitudes of community college faculty with the Graduate Study career pattern were significantly more progressive than faculty with either the Business or Industry,

[47]The omega square (ω^2) analysis was performed from the information contained in the analysis of variance summary Table 5.

$$\omega^2 = \frac{\text{SS between} - (J-1)\,\text{MS within}}{\text{SS total} + \text{MS within}}$$

[48]Omega square values below 5 percent are in the majority in educational psychology research.

or Public School career patterns. Also, the attitudes of community college faculty with the Four-Year College career pattern were significantly more progressive than faculty with a career pattern representing Business or Industry. Therefore, in three cases the null hypothesis was rejected.

Hypothesis 2: There is no statistically significant difference between the "objective" career history or the number of jobs held (pure or mixed) by community college faculty and their attitudes toward educational issues.

Attitude group mean scores were computed for the pure and mixed career pattern categories. A t-test was then conducted to measure attitude differences between the two groups. The analysis showed that the mean differences for the pure and mixed career pattern groups was not significant at the .05 level of confidence. (See analysis of variance summary Table 5.) Therefore, in this case the null hypothesis was retained. The attitudes of community college faculty toward the educational issues do not vary when considering number of jobs held.

Hypothesis 3: There is no statistically significant interaction between pure and mixed categories and career pattern classifications of community college faculty and their attitudes toward educational issues.

A two-by-six factorial analysis of variance was conducted between the mean scores of the pure and mixed categories and the six career pattern groups.[49] The analysis computed an F-ratio that was not significant at the .05 level of confidence. (See analysis of variance summary Table 5.) The factorial analysis of variance indicated that variation in attitudes did not exist when the number of jobs held was combined with a person's career pattern classification. Therefore, in this case the null hypothesis was retained.

[49]Since the career pattern groups were of unequal cases, the statistical program performed a Bertlett's test of homogeneity of variance. The results showed that any differences among the groups was a function of the treatment effects rather than of population differences based on sampling. With 11 degrees of freedom, the chi square was 10.960 and the probability equaled .4465.

TABLE 4

MEANS AND STANDARD DEVIATIONS
OF CAREER PATTERN GROUPS ON ESVII*

Career Pattern	N	Mean Score	Standard Deviation
Graduate Study	89	54.6	10.4
Four-Year College	35	52.8	8.5
Other Employment	43	50.5	10.6
Junior College	73	50.3	10.0
Public School	199	49.2	9.6
Business or Industry	108	46.2	8.9

*Scores are reported as standard scores with a mean of 50 and a standard deviation of 10.

TABLE 5

ANALYSIS OF VARIANCE SUMMARY TABLE

Source of Variation	Sum of Squares	Mean Squares	df	*F*-Ratio
Pure-Mixed Categories	24.34	24.34	1	0.265[a]
Career Pattern Classifications	2697.99	539.59	5	5.870[b]
Interaction	913.08	182.61	5	1.987[a]
Error	49177.40	91.92	535	

[a]Not significant
[b]Signiticant at .01

Biographical Characteristics

Research Question 1: Is there a significant relationship between other selected biographical characteristics of community college faculty and their attitudes toward educational issues?

In order to measure the relationship between the selected biographical variables and the dependent variable, zero order correlations were computed at the .01 level of significance. A coefficient of ±.110 was required. (The low correlation required for significance is, of course, a function of the large sample size and should be interpreted accordingly.) The analysis showed that for 10 of the 15 variables there was a significant relationship at the .01 level.

According to the analysis, a faculty member with progressive attitudes toward educational issues can be characterized as follows: a young female with a small family; non-Protestant with liberal political views and a father with a high degree of education; most likely teaching in the social sciences or humanities rather than the sciences or technical areas; in a college-transfer program as opposed to a vocational-technical program; with an advanced degree and belonging to one or more professional organizations related to higher education such as the American Association of University Professors, The American Association of Higher Education, the National Faculty Association for Community Junior Colleges or the American Federation of Teachers. (For correlation coefficients see Table 6.)

Research Question 2: Can selected biographical variables be used as predictors of faculty attitudes toward educational issues?

As discussed above, of the 15 biographical variables, 10 correlated statistically significant at the .01 level and had coefficients that ranged from −.113 to .330. The variable of academic field ($r = .330$) had the highest correlation with the faculty attitude variable. The amount of variance accounted for by this correlation was 10.8 percent ($r^2 = .108$) of the variance. This indicated that a faculty member's academic field was the strongest predictor of attitudes toward the educational issues.

The variable age ($r = -.295$) had the next highest correlation with the dependent variable. The amount of variance accounted for

TABLE 6

ZERO-ORDER CORRELATION COEFFICIENTS BETWEEN SELECT BIOGRAPHICAL VARIABLES AND ATTITUDES TOWARD EDUCATIONAL ISSUES

Variable	Correlation Coefficient
Academic Field	.330*
Age	−.295*
Degree	.208*
Teaching Curriculum	−.233*
Political Persuasion	.200*
Father's Education	.147*
Professional Membership	−.145*
Religious Persuasion	−.137*
Sex	.121*
Number of Children	−.113*
Marital Status	−.104
Mother's Education	.095
Childhood Community	.041
Ranks	.022
Salary	.014

*Correlation coefficient significant at the .01 level (r = ±.110).

by this correlation was 8.7 percent (r^2 = .087) of the variance. In general, the eight remaining significant variables were of less value in predicting faculty attitudes toward educational issues. (The coefficients of determination for the 10 significant variables are presented in Table 7.)

A multiple regression analysis was also performed to discover if the predictive power of all 15 biographical variables—including the five not found significant—could be improved by considering them together. The highest correlated biographical variable with the faculty

TABLE 7

CORRELATION COEFFICIENTS AND COEFFICIENTS OF DETERMINATION BETWEEN SIGNIFICANT BIOGRAPHICAL VARIABLES AND ATTITUDES TOWARD EDUCATIONAL ISSUES

Variable	Correlation Coefficient	Coefficient of Determination
Academic Field	.330	.108
Age	−.295	.087
Degree	.268	.071
Teaching Curriculum	−.233	.054
Political Persuasion	.200	.040
Father's Education	.147	.021
Professional Affiliation	−.145	.021
Religious Persuasion	−.137	.018
Sex	.121	.014
Number of Children	−.113	.012

attitude variable and the first to enter the regression equation was a faculty member's academic field. The correlation coefficient was .33 and the fraction of explained variance amounted to 10 percent. Of the remaining 14 variables, 6 entered the regression analysis: age, degree, professional membership, sex, politics, and father's education. For these six variables plus academic field, the multiple correlation coefficient was .48, which accounted for 23 percent of the variance.

The regression analysis terminated after the seventh step because the addition of the remaining variables failed to significantly increase the multiple correlation coefficient. From these findings, it was concluded that the biographical variables were limited in their collective ability to predict community college faculty attitudes toward educational issues. Table 8 presents a summary of the findings.

The correlational findings associated with the secondary research questions motivated one additional analysis. Of the 15 bio-

TABLE 8

MULTIPLE REGRESSION CORRELATION COEFFICIENTS AND COEFFICIENTS OF DETERMINATION BETWEEN SELECTED BIOGRAPHICAL VARIABLES AND ATTITUDES TOWARD EDUCATIONAL ISSUES

Biographical Variables	Correlation Coefficient (r)	Coefficient of Determination (r^2)
Academic Field	.33	.10
Age	.40	.16
Degree	.43	.18
Professional Affiliation	.44	.20
Sex	.46	.21
Politics	.47	.22
Father's Education	.48	.23

graphical variables, academic field and age had the highest correlation with faculty attitudes toward educational issues. It was also noted that there were distinct differences in the academic fields and ages of two career pattern groups. Community college faculty in the Graduate Study career groups who were the most progressive in their attitudes proved to be the youngest group of faculty with 54 percent below 30. Sixty-six percent of them also taught in the social sciences, humanities and related areas. Faculty in the Business or Industry career groups who were the most traditional in their attitude pattern had 53 percent above 39 years or age and were the oldest group of faculty. Sixty-five percent taught in the vocational, natural science and related areas. Because of these findings it was advisable to investigate the independence of these two variables from the major independent variables—preorganizational career patterns of community college faculty. The question was asked: Are faculty attitudes toward educational issues influenced by career patterns or do a person's academic field and age confound the relationship between career patterns and faculty attitudes?

TABLE 9

ANALYSIS OF COVARIANCE SUMMARY
FOR ACADEMIC FIELD AND CAREER PATTERNS

Source of Variation	Sum of Squares	Mean Squares	df	*F*-Ratio
Between Groups	2304.18	460.83	5	5.39*
Within Groups	46141.23	85.44	540	
Total	48445.41		545	

*Significant at .01.

TABLE 10

ANALYSIS OF COVARIANCE SUMMARY
FOR AGE AND CAREER PATTERNS

Source of Variation	Sum of Squares	Mean Squares	df	*F*-Ratio
Between Groups	2258.80	451.76	5	5.12*
Within Groups	47470.75	88.07	540	
Total	49729.55		545	

*Significant at .01.

An analysis of covariance program disclosed that the academic field and age were independent of career patterns. The analysis produced *F*-ratios that were significant at the .01 level. The *F*-ratio for the covariance analysis with academic field was 5.39. An omega square index showed that when academic field was held constant, career pattern accounted for four percent of the variance in the academic field variable. The *F*-ratio for the covariance analysis with age was 5.12, and again an omega square index showed that the career pattern variable accounted for only four percent of the variance in the age variable. The analysis of covariance summaries is presented in Tables 9 and 10.

Thus, the analysis of covariance revealed that the variables academic field and age were not confounding the relationship between the career patterns and faculty attitudes. The results from these findings give added support to the major and earlier findings of this investigation that preorganizational career patterns of community college faculty are significant but limited predictors of attitudes toward progressive and traditional educational issues.

Career Patterns and Attitudes—A Significant Relationship

In the past few years, there have been many efforts to describe community college administrators, faculty, and students with demographic data and with select criteria relating to the educational mission of the community college. Although it is important to have descriptive information about the nature of community college administrators, faculty, and students and to know their attitudes toward specific institutional roles, it seems to be of equal importance to have an understanding of the axiological base (values toward educational issues) from which they approach their professional duties.

As stated in the introduction to this study, one problem confronting the collegiate administrator is a general lack of knowledge about the perceptual base upon which faculty members act as they carry out their role assignments. Community colleges are especially sensitive to this problem.

Because of their educational mission toward the development of a comprehensive curriculum and the demand to fill vacancies in a dynamically expanding system of new institutions, community colleges must recruit faculty from all levels of the education profession as well as from business and industry. This diversity in recruitment has generated considerable concern among community college leaders who believe that previous work experiences exert a major influence on personal attitude patterns. Consequently, the attitudes toward educational issues that faculty members bring with them into the community college may be as diverse as their career experiences. If the community college is to be successful in helping faculty translate their philosophy, objectives, and programs into meaningful action, a clearer understanding of the existing attitude patterns of faculty with various career experiences is needed.

This study approached the issue by identifying the prior career experiences that faculty felt had the greatest influence on forming their attitudes toward education. The study then set out to determine the relationship between the identified career experiences and attitudes toward educational issues.

Analysis of preorganizational career experiences showed that 57 percent of the community college faculty in Pennsylvania fell into two of six classifications—36 percent in the Public School classification and 21 percent in the Business or Industry classification. Faculty responses to the remaining four career classifications show the following order: Graduate Study, 16 percent; Junior College, 13 percent; Other Employment, 8 percent; and Four-Year College, 6 percent.

It is interesting to note that the career experiences of the Pennsylvania community college faculty proved to be as diverse as those in other states, with the majority of faculty having a high school teaching background, and a low percentage coming from college and university teaching careers. (The social-psychological reasons why high school teachers are more inclined to move toward the community college teaching environment than faculty from four-year collegiate institutions are discussed by Norman L. Friedman[50] in his interesting study of the career stages and role decisions of community college teachers.)

Statistical analysis between the preorganizational career experiences of Pennsylvania community college faculty and their attitudes toward progressive and traditional educational issues showed significant differences. Faculty with different career experiences did exhibit different attitudes toward educational issues.

Community college faculty who felt their Graduate Study career experience[51] had the greatest influence on forming their attitudes toward educational issues were significantly more progressive in their attitudes than faculty with Public School or Business or In-

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[50]Norman L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," *Sociology of Education* (December 1965): 231-45.

[51]Full-time graduate study was treated as a career experience since it is considered as a necessary step to the collegiate teaching profession and since some faculty had never held a previous assignment.

dustry career experiences. Also, faculty with Four-Year College career experiences were significantly more progressive in their attitudes than faculty members with a Business or Industry career experience. All findings were statistically significant at the .01 level.

The investigation found that 10 other faculty characteristics also correlated significantly with attitudes including academic field, age, degree, teaching curriculum, political persuasion, father's education, professional membership, religious persuasion, sex, and number of children. Interpretation showed that community college faculty who were young, female, with small families, of a non-Protestant religious persuasion and with liberal political views tended to be more progressive in their attitudes toward the educational issues. They were also from families with well-educated fathers, had pursued graduate work, taught social sciences or humanities courses in the college transfer program, and belonged to a national higher education organization.

Although these 10 faculty characteristics correlated significantly with attitudes, further statistical analysis showed that faculty career experiences proved to be the best and most significant single predictor of these attitudes. These findings added support to and reinforced the notion that an individual's previous employment experience is a powerful factor in developing attitudes that will carry over into a new working environment.

Since community college faculty with certain career experiences seem to express significantly different attitudes toward educational issues, what practical use can be derived from the findings? Over the last fifty years, community colleges have made attempts to develop a comprehensive curriculum projecting a progressive approach to education. The curricular fields of study were designed to appeal to students with diverse abilities, interests, and needs from various socioeconomic backgrounds. Recognizing that the typical collegiate homogenity of students was not present, community colleges felt that the best faculty member was one who was pragmatically willing to take students from where they were and to help them achieve acceptable levels of performance. Consequently, this type of faculty member needed to have a vital interest in the usefulness of creating a classroom atmosphere designed for personal as well as academic development. The community college therefore projected faculty role

expectations that placed a premium on the importance and need to approach subject matter from a developmental point of view.

From the findings of this study, it appears that faculty members in the Graduate Study and Four-Year College career pattern groups expressed attitudes toward educational issues that had the strongest congruence with faculty role expectations set forth by the community college. These faculty members agreed with issues that reflected upon education as a growth and problem-solving process based on the interest and needs of students, and they expressed concern for interpersonal relations and change through mutual interaction. Yet, faculty in these two groups represented only 22 percent of the population.

Faculty in the Public School and Business or Industry career groups were significantly more traditional in their responses to the educational issues. They felt the mastery of academic material to be more important than the pragmatic problem-solving approach. Their view of education tended to be more narrow with a lack of interest in personal development. The hierarchical position of the teacher was also thought more important than mutual respect and interaction. Faculty in these two groups represented 57 percent of the population.

As stated earlier, community college administrators are concerned about the consistency between educational attitudes of faculty and educational objectives of the institution, since these attitudes could prove to be a distracting rather than contributing force to the achievement of objectives.

In this study, community college faculty were asked to respond to issues that represented a personal commitment to broad educational ideas, ideas that would pervade a teacher's classroom behavior no matter what kind of a school he found himself in. The significance rests in the way faculty members responded to issues that related to the nature of teaching: The manner in which subject matter should be presented, the attention given to the needs and interests of students, and the role of education in today's society. All have a direct influence on the achievement of the progressive educational aims and objectives of the community college. Yet, the kinds of faculty members holding progressive philosophies on these questions could quite possibly not be in the majority in a given institution. There may be a conflict between the actual teaching taking place in classrooms and the learning environment community colleges desire.

Careful selection of faculty is most important to the educational mission of community colleges according to a report by the Pennsylvania Department of Education,[52] and the findings of this study add a note of support for this statement. Since career experiences of faculty proved to be the best predictor of educational attitudes, community college leaders must begin to show a greater concern for recruitment of progressively minded faculty.

This may not be an easy task. The career change from public school teaching to community college teaching is a natural step up the ladder of professional advancement. Consequently, the personnel from public schools tend to gravitate toward community colleges. The same holds true for people from the business and industrial areas. If they want to enter the teaching profession, the needs of the comprehensive curriculum allow them to find appropriate positions. In other words, there is a natural career movement for people from these two areas to seek out the community colleges in order to enter the collegiate world of teaching. Because of this, and what has been found about their expressed attitudes toward education, the community colleges must begin to show a certain degree of caution in recruitment in the years ahead and efforts should be made to improve the career patterns mix of the community college faculty. Community colleges must begin to actively seek out the kinds of faculty characterized by the stated philosophy of the community college.

Thus, the future calls for community college administrators to develop closer contacts with the sources of potential faculty members. They must begin to seek out the new instructor who sees teaching as his main objective. Community colleges must also make known to the graduate schools the kinds of faculty they are seeking. With the present overproduction of Ph.D.s, the graduate schools themselves already have seen the need to change their emphasis from research preparation to greater emphasis on classroom instruction. The same holds true for many faculty in four-year colleges and universities. Traditionally, faculty from four-year institutions have looked unfavorably upon the two-year college as a step down in professional develop-

52Elwood A. Shoemaker, ed., "Report on Selected Data—Historical and Statistical—Related to the Development of Community Colleges in Pennsylvania (Harrisburg, Pennsylvania: Department of Education, 1969).

ment. Again, the present state of the academic marketplace may cause this attitude to become a myth of the past.

In the final analysis, community colleges must increase their efforts to actively recruit faculty members from graduate schools and four-year institutions, and rely less on recruits from the immediate area. In this way, their institutional objectives can best be achieved with faculty recruits who display educational attitudes congruent with the colleges' stated educational mission.

In summary, community college faculty members are seen as the prime movers for achievement of institutional goals and there is little doubt that the objectives of the community colleges in Pennsylvania, as well as other states, will be reflected and achieved through improved instruction. The findings from this investigation have pointed out that there is more to the achievement of educational goals than a mere agreement that they are appropriate to the educational needs of the times. The commitment must come alive through the basic philosophies and life styles of the faculty who attend to the classrooms.

APPENDIX A:

Pennsylvania Community Colleges

Participating Colleges:

Bucks County Community College
Swamp Road
Newtown, Pennsylvania 18940

Butler County Community College
College Drive, Oak Hills
Butler, Pennsylvania 16001

Community College of Allegheny County
711 Allegheny Building
Pittsburgh, Pennsylvania 15219

Community College of Beaver County
609-615 Third Avenue
Freedom, Pennsylvania 15042

Community College of Delaware County
Baltimore Pike and Thornton Road
Media, Pennsylvania 19063

Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110

Lehigh County Community College
2370 Main Street
Schnecksville, Pennsylvania 18078

Luzerne County Community College
19-21 North River Street
Wilkes-Barre, Pennsylvania 18702

Northampton County Area Community College
3825 Green Pond Road
Bethlehem, Pennsylvania 18017

Williamsport Area Community College
1005 West Third Street
Williamsport, Pennsylvania 17701

Nonparticipating Colleges:

Community College of Philadelphia
34 South Eleventh Street
Philadelphia, Pennsylvania 19107

Montgomery County Community College
612 Fayette Street
Conshohocken, Pennsylvania 19428

APPENDIX B:

The Community College Faculty in Pennsylvania
October 1969
A Research Questionnaire

Instructions: Given below are thirty statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions.

Please circle the response to the right of the statement which best describes your reaction to the statement.

Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly
AVS	AS	A	D	DS	DVS

Example: Education is in a time of stress.	AVS	(AS)	A	D	DS	DVS
1. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	AVS	AS	A	D	DS	DVS
2. The curriculum consists of subject matter to be learned and skills to be acquired.	AVS	AS	A	D	DS	DVS
3. The learning of proper attitudes is often more important than the learning of subject matter.	AVS	AS	A	D	DS	DVS
4. It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.	AVS	AS	A	D	DS	DVS
5. The true view of education is arranging learning so that the child gradually builds up a storehouse of knowledge that he can use in the future.	AVS	AS	A	D	DS	DVS
6. What is needed in the modern classroom is a revival of the authority of the teacher.	AVS	AS	A	D	DS	DVS
7. Teachers should keep in mind that pupils have to be made to work.	AVS	AS	A	D	DS	DVS
8. Schools of today are neglecting the three Rs.	AVS	AS	A	D	DS	DVS
9. Standards of work should not be the same for all pupils; they should vary with the pupil.	AVS	AS	A	D	DS	DVS

10.	The goals of education should be dictated by children's interests and needs, as well as by the demands of society.	AVS	AS	A	D	DS	DVS
11.	Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.	AVS	AS	A	D	DS	DVS
12.	Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.	AVS	AS	A	D	DS	DVS
13.	Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.	AVS	AS	A	D	DS	DVS
14.	Learning experiences organized around life experiences rather than around subjects are desirable in our schools.	AVS	AS	A	D	DS	DVS
15.	We should fit the curriculum to the child and not the child to the curriculum.	AVS	AS	A	D	DS	DVS
16.	Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum.	AVS	AS	A	D	DS	DVS
17.	Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.	AVS	AS	A	D	DS	DVS
18.	The healthy interaction of pupils one with another is just as important in school as the learning of subject matter.	AVS	AS	A	D	DS	DVS
19.	The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.	AVS	AS	A	D	DS	DVS
20.	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	AVS	AS	A	D	DS	DVS
21.	True discipline springs from interest, motivation, and involvement in live problems.	AVS	AS	A	D	DS	DVS

22.	Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.	AVS	AS	A	D	DS	DVS
23.	Education and educational institutions must be sources of new social ideas.	AVS	AS	A	D	DS	DVS
24.	Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.	AVS	AS	A	D	DS	DVS
25.	One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.	AVS	AS	A	D	DS	DVS
26.	Teachers should encourage pupils to study and criticize our own and other economic systems and practices.	AVS	AS	A	D	DS	DVS
27.	Children need and should have more supervision and discipline than they usually get.	AVS	AS	A	D	DS	DVS
28.	Schools should teach children dependence on higher moral values.	AVS	AS	A	D	DS	DVS
29.	The public school should take an active part in stimulating social change.	AVS	AS	A	D	DS	DVS
30.	Learning is experimental; the child should be taught to test alternatives before accepting any of them.	AVS	AS	A	D	DS	DVS

PART I-B

1. Using the descriptive classifications below, consider all previous full-time jobs (excluding part-time work and summer graduate study) you have held since receiving your baccalaureate degree.

   a. In the first column, write the number of years position was held.

   b. In the second column, rank the position 1st, 2nd, 3rd, etc., from the first held since receiving your baccalaureate degree to the last one previous to joining the staff of your present institution.

   c. If none of the classifications suit your major career background please check OTHER and describe.

   The following example is provided as a guide:

Position	Number of Years	Order
Teaching in High School	8 yrs.	2nd
Teaching in Another Two-Year College	–	–
Teaching in a Four-Year College	–	–
Graduate Student (only if full-time for a year or more)	1 yr.	3rd
Worked in Business or Industry	–	–
Full-time Housewife	4 yrs.	1st
Other (Oescribe): _____	–	–

Your Response	Your Response	Your Response
POSITION		
Teaching in High School	_____	_____
Teaching in Another Two-Year College	_____	_____
Teaching in a Four-Year College	_____	_____
Graduate Student (only if full-time for a year or more)	_____	_____
Worked in Business or Industry	_____	_____
Military Service	_____	_____
Full-time Housewife	_____	_____
Other (Oescribe): _____		
_____	_____	_____

BE SURE YOU HAVE AT LEAST ONE RESPONSE
IN EACH OF THE TWO COLUMNS

2. Thinking over your previous work experience, which one of the positions checked above do you feel had the most influence on forming your present opinions toward educational issues similar to the ones asked above? Place an X in front of the one position in your opinion which was the most influential in forming your present opinoins toward education.

_____ Teaching in High School
_____ Teaching in Another Two-Year College
_____ Teaching in a Four-Year College
_____ Graduate Student (only if full-time for a year or more)
_____ Working in Business or Industry
_____ Military Service
_____ Full-time Housewife
_____ Other (Describe): _____

PART II

BIOGRAPHICAL AND CAREER INFORMATION

For each item please check (√) the response which correctly describes you, or answer the question asked. Please respond to all items.

Example: I enjoy college teaching.

____ 1. Yes
____ 2. No

1. Are you a full-time employee at this community college?
   ____ 1. Yes
   ____ 2. No

2. Are you a member of the administrative staff? If yes, how much time do you devote to administrative duties?
   ____ 1. 1/4 time
   ____ 2. 1/2 time
   ____ 3. 3/4 time
   ____ 4. full-time

3. Age
   ____ 1. 20-24 years
   ____ 2. 25-29 years
   ____ 3. 30-34 years
   ____ 4. 35-39 years
   ____ 5. 40-44 years
   ____ 6. 45-49 years
   ____ 7. 50 years or older

4. Sex
   ____ 1. Male
   ____ 2. Female

5. Marital status
   ____ 1. Single
   ____ 2. Divorced
   ____ 3. Widowed
   ____ 4. Married

6. Number of children
   ____ 1. No children
   ____ 2. One child
   ____ 3. Two children
   ____ 4. Three children
   ____ 5. Four children
   ____ 6. Five children
   ____ 7. Six or more children

7. Religious preference
   ____ 1. Jewish
   ____ 2. Catholic
   ____ 3. Protestant
   ____ 4. Other (State: _____)
   ____ 5. None

8. Political preference
   ____ 1. Republican
   ____ 2. Independent
   ____ 3. Democrat
   ____ 4. Socialist
   ____ 5. Other (State: _____)

9. Birthplace
   ____ 1. Pennsylvania
   ____ 2. Other state (Specify: _____)
   ____ 3. Foreign country (Specify: _____)

10. Was your father born in the United States?
   ____ 1. Yes
   ____ 2. No
   ____ 3. Unknown

11. Was your mother born in the United States?
   ____ 1. Yes
   ____ 2. No
   ____ 3. Unknown

12. Did your father ever belong to a labor union?
   ____ 1. Yes
   ____ 2. No
   ____ 3. Unknown

13. What was your father's primary occupation?

14. Father's schooling (check highest level he attended)
   ____ 1. Grade school
   ____ 2. High school
   ____ 3. Junior college
   ____ 4. College
   ____ 5. Graduate school
   ____ 6. Other

15. Mother's schooling (check highest level she attended)
   ____ 1. Grade school
   ____ 2. High school
   ____ 3. Junior college
   ____ 4. College
   ____ 5. Graduate school
   ____ 6. Other

16. In which type community did you live while growing up?
   ____ 1. Rural
   ____ 2. Town (less than 10,000)
   ____ 3. Small city (10,000 to 49,999)
   ____ 4. Large city (50,000 to 1 million)
   ____ 5. Metropolitan (over 1 million)

17. In which academic area do you teach?
- ____ 1. Vocational-Technical
- ____ 2. Humanities and Fine Arts
- ____ 3. Social Sciences and Behavioral Sciences
- ____ 4. Education
- ____ 5. Business Administration
- ____ 6. Natural Sciences
- ____ 7. Other (State: _____)

18. The major portion of the courses you teach apply to what part of the curriculum?
- ____ 1. College transfer
- ____ 2. Vocational-Technical
- ____ 3. Both
- ____ 4. Other (State: _____)

19. How many years have you been employed by your current institution? This is the beginning of my:
- ____ 1. First year
- ____ 2. Second year
- ____ 3. Third year
- ____ 4. Fourth year
- ____ 5. Fifth year
- ____ 6. Sixth year or more

20. Do you have tenure status?
- ____ 1. Yes
- ____ 2. No

21. Rank as of 1968-69 academic year:
- ____ 1. None-college does not have academic rank
- ____ 2. Instructor
- ____ 3. Assistant Professor
- ____ 4. Associate Professor
- ____ 5. Professor
- ____ 6. Other (please specify)

22. What is your present salary range?
- ____ 1. Less than $7,000
- ____ 2. $7,000 to $7,999
- ____ 3. $8,000 to $8,999
- ____ 4. $9,000 to $9,999
- ____ 5. $10,000 to $10,999
- ____ 6. $11,000 to $11,999
- ____ 7. $12,000 to $12,999
- ____ 8. $13,000 or above

23. Check the organizations in which you currently hold membership.
- ____ 1. American Association of University Professors
- ____ 2. American Association of Higher Education
- ____ 3. National Education Association
- ____ 4. National Faculty Association for Community and Junior Colleges
- ____ 5. American Federation of Teachers
- ____ 6. United Federation of Teachers
- ____ 7. AFL-CIO
- ____ 8. State or local association representing faculty in collective negotiations (other than those listed above)
- ____ 9. Other (Specify: _____)

24. Check the organizations in which you held membership prior to assuming your present position.
    ____ 1. American Association of University Professors
    ____ 2. American Association of Higher Education
    ____ 3. National Education Association
    ____ 4. National Faculty Association for Community and Junior Colleges
    ____ 5. American Federation of Teachers
    ____ 6. United Federation of Teachers
    ____ 7. AFL-CIO
    ____ 8. State or local association representing faculty in collective negotiations (other than those listed above)
    ____ 9. Other (Specify: _____)

25. Would you join a local faculty organization engaged in collective negotiations?
    ____ 1. Yes
    ____ 2. No
    ____ 3. Uncertain

26. Please check the expression below which best describes your present attitude toward community junior college teaching as a career.
    ____ 1. Very dissatisfied
    ____ 2. Dissatisfied
    ____ 3. Indifferent
    ____ 4. Satisfied
    ____ 5. Very satisfied

27. Do you think you would again choose to work in a community junior college if you could remake your decision?
    ____ 1. Yes
    ____ 2. No
    ____ 3. Uncertain
    If not, which field would you choose?

28. In which type of educational institution were you awarded your baccalaureate degree? (If you attended a junior college, you will have two responses.)
    ____ 1. Junior College
    ____ 2. Private Four-Year Liberal Arts College
    ____ 3. Private University
    ____ 4. State-Related College
    ____ 5. State-Related University
    ____ 6. Other

29. Are you presently working toward an advanced degree?
    ____ 1. Yes
        ____ Bachelor's Degree
        ____ Master's Degree
        ____ Doctor's Degree
    ____ 2. No

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GOALS AND AMBIVALENCE: FACULTY VALUES AND THE COMMUNITY COLLEGE PHILOSOPHY*

Karen L. Bloom
Angelo C. Gillie
Larry L. Leslie

The Community's College

The two-year college** is the college of the community. It is the institution of higher education to which citizens point with pride as *their* institution. It had its beginnings in the mid-1800s, as a place where the more academically oriented youngsters could complete the freshmen and sophomore years of baccalaureate education while living at home. While in that stage of its historical development, the junior college was not a particularly distinctive institution, but rather sought to emulate nearby four-year colleges or universities. During the second and third quarters of the twentieth century, the two-year college came into its own as a major contributor to meeting increasing national demands upon higher education.[1] It was during this period, particularly since World War II and the "GI Bill," that the two-year college primarily came to serve local needs. The influence of two-year colleges has steadily grown stronger during the past two decades and so has the philosophy that sets it apart from both secondary schools and four-year colleges.

The transition of the community college from the "feeder school" role to its present distinctive, substantial role of serving the diverse educational needs of the community is reflected in the fact that there are presently about 1,100 such institutions serving about

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**The term two-year college is used in this paper as a generic title for those institutions which offer one- and two-year, postsecondary curricula. Often the terms "community college" and "junior college" are used interchangeably.

[1]Angelo C. Gillie, *Occupational Education in the Two-Year College* (University Park: Center for the Study of Higher Education, The Pennsylvania State University, 1970).

2.5 million students of varied backgrounds.[2] The institution's popularity is probably based upon economic as well as philosophic reasons: as the costs of higher education have risen, more students have been forced to economize by attending colleges near their homes; and legislators, members of congress, and members of local education boards have found these institutions to be relatively economical to operate, as well as egalitarian in philosophy. As a result they have come to support them rather generously.

The evolved ideological components of what is referred to here as the community college philosophy are broadly reflected in the literature.[3] The philosophy's principal features are a commitment to offering comprehensive curricula (transfer, general, occupational, part-time, and evening); serving students with wide ranges of interests, ages, and abilities; maintaining flexibility with respect to the needs of the community; and working toward excellence in teaching, rather than the pursuit of knowledge that characterizes the university. Whether community college education will successfully meet these comprehensive goals is obviously dependent upon a great number of factors. This investigation focuses upon one vital factor—the faculty.

Leaders of the community college movement have maintained that realization of goals is contingent upon the support of the faculty.

> It is considered imperative by the movement leadership that junior college faculty accept the philosophy and purpose as defined by the normative consensus because . . . their perceptions and attitudes will in-

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[2]William A. Harper, *1971 Junior College Directory* (Washington, D.C.: American Association of Junior Colleges and the Eric Clearinghouse for Junior Colleges with assistance from the Research Division, National Education Association, 1971).

[3]Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., *The Two-Year College: A Social Synthesis* (Englewood Cliffs: Prentice-Hall, 1956), pp. 135-136; Kenneth A. Brunner, "Historical Development of the Junior College Philosophy," *Junior College Journal* 40 (1970): 30-34; Leland L. Medsker, *The Junior College: Progress and Prospect* (New York: McGraw-Hill, 1960); Leland L. Medsker and Dale Tillery, *Breaking the Access Barrier: A Profile of Two-Year Colleges* (New York: McGraw-Hill, 1971); and Roger Yarrington, ed., *Junior Colleges: 50 States/50 Years* (Washington, D.C.: American Association of Junior Colleges, 1969).

evitably exert a major influence on the course of these institutions and their educational effectiveness.[4]

Or, to paraphrase a famous higher education quote, "The faculty *is* the institution."

It therefore follows that it is important to ascertain the extent to which two-year college faculty members support the mission of their institutions, and to the extent that they do not, why not? Such are the purposes of this paper.

The Empirical Evidence: A Picture of Ambivalence

Opinions and reports vary as to the extent of faculty support for the community college philosophy. Some observers have taken the position that two-year college teachers "are hearty in their endorsement of the philosophy of the junior college as a flexible institution."[5] Similarly, in a preliminary survey for the American Association of Junior Colleges, Garrison visited twenty community colleges of varying sizes and locations and interviewed over 500 instructors. He concluded that as a whole, faculties were excited by the challenges of teaching in such comprehensive institutions. Their major concern was not with opposition to community college goals, but with how to continue one's professional growth within the community college world.[6]

More common in community college literature, however, is the assertion that there are dichotomous points of view among faculty members concerning the goals of community college education. Whether the dichotomies are stated as "liberal vs. conservative,"[7] "realism vs. rationalism,"[8] "student-oriented vs. subject-

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[4]James L. Morrison, "The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community Junior College Concept by the Public Junior College Faculty" (Ph.D. diss., Florida State University, 1969), p. 19.

[5]K. Patricia Cross, "The Quiet Revolution," *The Research Reporter* 4 (1969): 1-4.

[6]Roger H. Garrison, *Junior College Faculty: Issues and Problems. A Preliminary National Appraisal* (Washington, D.C.: American Association of Junior Colleges, 1967).

[7]Blocker, et al., *The Two-Year College*, pp. 135-136.

[8]James W. Thornton, Jr., *The Community Junior College*, 2nd ed. (New York: John Wiley & Sons, 1966), pp. 4-7.

oriented,"[9] "establishment vs. academic faculty,"[10] or "community college philosophy vs. four-year college approach," the underlying question is the extent of faculty support for advertised goals of the community college. Do two-year college faculty members heartily endorse the community college philosophy as Cross would have us believe? Or does substantial opposition exist? Although this question has not been directly answered previously, some related evidence is available.

One index of the extent of faculty satisfaction with two-year college goals (i.e., the community college philosophy) is the willingness to remain in two-year college teaching positions. Although this index is limited because persons may support the community college philosophy while preferring another kind of institution for themselves, the index does provide an indication of sorts.

Results of several studies have indicated that a substantial portion of junior college teachers would prefer a different kind of position. Questionnaire responses from faculty members of Minnesota's institutions of higher education revealed that only 31 percent of junior college respondents were "very satisfied" with their careers as compared to 50 percent of the four-year college respondents. Two-thirds of the junior college sample would again choose a junior college teaching career, but 14 percent of the sample "felt that they would definitely choose some other field of work."[11] These findings are informative, and they indicate considerable faculty ambivalence. Personal institutional goal compatibility—the focus of this investigation—is, however, just one aspect of job satisfaction.

In a more closely related study, Medsker concluded from a national survey of two-year colleges that "the responses on prefer-

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[9]Earl Koile and Diane Wolfe Tatem, "The Student-Oriented Teacher," *Junior College Journal* 36 (1966): 24-26, and Norman L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," *Sociology of Education* 40 (1967): 231-245.

[10]Norman L. Friedman, "Comprehensiveness and Higher Education: A Sociologist's View of Public Junior College Trends," *AAUP Bulletin* 52 (1966): 417-423.

[11]Ruth E. Eckert and John E. Stecklein, "Career Motivations and Satisfactions of Junior College Teachers," *Junior College Journal* 30 (1959): 83-89.

ence do not reflect as high a degree of enthusiasm for the junior college on the part of its professional staff as would ordinarily be presumed."[12] Thirty-seven percent of the 3,282 respondents preferred that their institution become a four-year college, and 35 percent would send a competent son to a four-year college rather than to a junior college—presuming personal funds were sufficient. Fifty-two percent would prefer to teach in a senior college. These results indicate that the faculty questioned personally preferred four-year institutions to two-year colleges.

Other investigations have yielded similar findings. Clark found that six out of ten of the teachers at San Jose Junior College would prefer to teach in a senior college.[13] Siehr's et al. survey of 429 junior colleges found that one-third of the 2,783 respondents planned to remain in junior college teaching. One-quarter of his sample openly aspired to senior college teaching.[14] In summary, these studies suggest that there is a substantial proportion of two-year college faculty who for some reason aspire to other positions.

The relationship of these findings to faculty acceptance of the community college philosophy appears to have been somewhat overstated by the investigators or by those who have cited their findings. Though none of these studies directly assesses the question of institutional-goal compatibility, they may seem to provide answers for it. *These studies generally indicate considerable ambivalence in faculty views.*

There are many reasons why an individual might prefer to teach in a four-year college and still agree with the goals of two-year institutions. Higher income, greater prestige, lighter teaching loads are only a few of the presumed advantages. One might desire these things for himself and yet strongly endorse the egalitarian objectives of the two-year college. Though Medsker's data appear to be related to faculty acceptance of the community college philosophy (certainly more so than the other surveys), again, one might heartily support the philosophy and still prefer that his institution become

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[12]Medsker, *Profile of Two-Year Colleges*, p. 176.

[13]Burton R. Clark, *The Open Door College: A Case Study* (New York: McGraw-Hill, 1960).

[14]H. E. Siehr, et al., *Problems of New Faculty Members in Community Colleges* (Washington, D.C.: American Association of Junior Colleges, 1963).

four-year. In other words, philosophic views are not synonomous with views on a specific matter. On the other hand, the findings of Siehr et al. might easily be explained away by reference to the phenomenon of personal goals readjustment, a process that most of us seem to undergo periodically. What we need to know is the extent of agreement with the community college philosophy among faculty members who are in fact teaching there.

The conclusion drawn from related research is that, although faculty views on the community college philosophy are important if not crucial to smoothly operating community colleges, the extent of faculty agreement with the philosophy has not been directly assessed. The next section of this paper reports the findings of an effort to gain such information.

Ambivalence on the Question of Goals: Findings in Pennsylvania

The effort described herein was an attempt to measure the extent of agreement with the community college philosophy among faculty members of three kinds of Pennsylvania colleges that offer two-year programs. The population of this study was limited to faculty from the community colleges, private junior colleges, and The Pennsylvania State University's Commonwealth Campuses, because most two-year college students in the state are enrolled in these types of institutions. (Appendix A describes these institutions in some detail.)

Questions of secondary interest involved the relative extent of agreement with the community college philosophy among faculty members, considering certain demographic variables and the various institutional types which they represented. Considering the missions of the various institutions, it was predicted that of the three kinds of institutions, community colleges would show the most favorable faculty attitudes toward the community college philosophy. Also the work of Patterson suggested that younger faculty members, vocational-technical faculty members, and those not holding doctorates would tend to show the most supportive attitudes.[15]

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[15] Robert A. Patterson, "An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Teachers and Their Attitudes Toward Educational Issues" (D.Ed. Diss., The Pennsylvania State University, 1970).

A mail questionnaire was designed to reflect the major components of the community college philosophy. (The instrument is located in Appendix B along with a discussion of related methodological questions.) A random sample of 100 faculty members was drawn from the total faculty in each of the three institutional categories. An 86 percent return was gained utilizing systematic follow-up techniques as set forth by Leslie.[16]

Faculty members, as a total group, showed a slightly positive reaction to the community college philosophy. Responding on a six-point Likert Scale, where 6.0 corresponds to strong agreement, 3.5 is neutral, and 1.0 indicates strong disagreement, the mean score for the entire group for all twenty-five items was 3.8. The total response, therefore, was clearly not strongly positive. On fifteen items faculty scores were significantly positive, and on six items faculty scores were significantly negative. (See the questionnaire in Appendix B.)

As theorized, community college faculty were somewhat more positive about the community college philosophy than were junior college and Commonwealth Campus faculty members. It should be noted, however, that the differences were small. The means on the one-to-six Likert Scale by college group were: community college faculty = 4.0, Commonwealth Campus faculty = 3.7, and junior college faculty = 3.7.

In order to increase the "interpretability" of the instrument, a factor analysis was performed on responses to twenty-two of the twenty-five items.* The factors** are described as follows:

Factor I: Standards (51.47 percent of the explainable variance)

Individuals obtaining high negative factor scores are those concerned with the standards of their institu-

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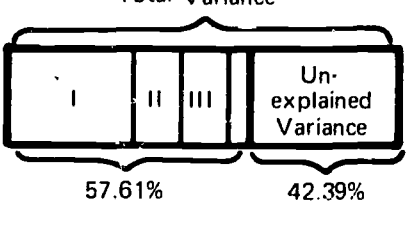
[16]Larry L. Leslie, "Obtaining Response Rates to Long Questionnaires," *Journal of Educational Research* 63 (1970): 345-350.

*Three items were eliminated after an item analysis.

**The three factors presented here account for 92.55 percent of the total explainable variance, which was 57.61 percent of all possible variance. In other words, these three factors account for 92.55 percent of 57.61 percent, or 53.32 percent of the total variance.



tion. They feel that two-year institutions are too much like high schools and that admissions and grading standards should be more competitive than they are. These respondents feel the faculty is too concerned with keeping students in school instead of weeding out poor students. They believe that the present student body detracts from the institution. There is a hint of this factor that the faculty it describes prefers academic curricula, academically oriented students, and feels that the vocational student only detracts from the school. In summation, the standards factor seems to describe the two-year college faculty that is somewhat oriented toward the senior college-university mode of higher education.

Factor II: Goals (20.52 percent of the explainable variance)

A high positive factor score describes the individual who feels that responsiveness to the needs of the community is a primary responsibility of the two-year college. This includes open admissions and "institutional offerings heavily balanced in favor of occupational programs" and the offering of "lower level skill curricula." There is an element of the "anti-academic" in this factor. Furthermore, there is some implication that faculty with a positive factor score oppose the inclusion of more academic curricula and feel that their institution should not be oriented toward the transfer student. A high positive factor score thus describes the faculty member who sees occupational program offerings and community service as important goals for the community college.

Factor III: Faculty Role (20.56 percent of the explainable variance)

A positive score here indicates an opposition to research and publishing as requirements to faculty promotion. Some anti-academic items contribute slightly to this factor. This factor may have been clearer had an item concerned with the importance of the quality of teaching performance in two-year colleges been included.

Again considering the entire sample, faculty members shared the community college philosophy in regard to Factors I (Standards) and III (Faculty Roles), although agreement was "with reservation" and they were ambivalent on Factor II (Goals).

Secondary to investigating the attitudes of two-year faculty in general, was an examination of the differences within the population. Faculty views on Factors I, II, and III were compared on the basis of institutional type, age, highest degree held, and faculty reference group. (See Appendix C for ANOVA Table.)

TABLE 1

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO INSTITUTIONAL TYPE

			Means*		
Type of Institution	N	%	Factor I Standards	Factor II Goals	Factor III Faculty Role
A. Commonwealth Campus	93	36.1	0.0447	−0.4247	−0.0268
B. Community Colleges	85	32.9	−0.0769	0.8140	0.0136
C. Private Junior Colleges	80	31.0	0.0298	−0.3711	0.0167

*Factor scores have been standardized to a total group mean of 0.0 and a standard deviation of 1.0. A positive mean factor score for a subgroup indicated that the subgroup attitude lies within the positive half of the distribution—i.e., the subgroup attitude is more positive toward the community college philosophy than the mean attitude of the total group.

As indicated in Table 1, community college faculty were more positive (i.e., above the mean) toward Factor II (Goals),* than were Commonwealth Campus faculty and faculty of private junior colleges —i.e., community college faculty members felt most strongly that service to the community was an appropriate goal for the two-year college. No significant differences among institutional type were found for factor scores on Factors I and III.

Table 2 presents the factor scores for the three age groups in the sample. It was found that the group of persons aged thirty or less was significantly less concerned with standards (Factor I) than were the older age groups. There were no significant differences among ages for Factors II and III.

**Refer to the description of factors for interpretation.

TABLE 2

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO AGE

Age	N	%	Means		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. 30 and under	76	29.5	0.2863	0.0104	−0.1305
B. 31-49	134	51.9	−0.0685	0.0271	0.0237
C. 50 and over	48	18.6	−0.2621	−0.0918	0.1405

Faculty members holding a doctorate were compared with persons in all other degree categories. It was found that holders of the doctorate degree were significantly more negative toward Factor II (Goals) than were the other four groups. Refer to Table III.

TABLE 3

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO DEGREE HELD

Degree Held	N	%	Means		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. No Degree	8	3.2	0.6237	−0.1899	0.0819
B. Associate	5	1.9	0.0900	−0.5391	0.0590
C. Bachelor's	29	11.2	−0.0397	0.1655	−0.0921
D. Master's	182	70.5	0.0662	0.0083	0.4304
E. Doctorate	34	13.2	−0.0936	−1.7288	0.0024

Faculty members identifying with vocational-technical education were compared with those identifying with liberal arts programs. Table 4 illustrates that faculty members citing vocational-technical faculty as their reference group were positive toward Factor II

TABLE 4

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO REFERENCE GROUP

Reference Group	N	%	Means		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. Vocational-Technical Faculty	79	30.6	−0.0626	0.4843	0.0611
B. Liberal Arts Faculty	136	52.7	0.1034	−0.4363	−0.0918
C. Neither	43	16.7	−0.2120	0.4903	0.1780

(Goals), whereas those identifying with liberal arts were negative. No other comparisons yielded significant differences.

In summary, teaching in a *community college, not holding a doctorate* and identifying with *vocational-technical education* all contributed to a positive attitude toward community service goals, while being *under 30* years of age, contributed to a "softer" attitude toward college standards. Hence, Patterson's findings were supported. It is interesting to note that no significant differences occurred in any of the treatments of Factor III (Faculty Role). All seemed to be in about equal agreement that degrees held and research published should not be a requisite to promotion in the two-year college system.

Summary

Most studies of this sort have examined differences within the two-year faculty population without considering the group as a whole. Other studies have skirted the primary question by assessing indirectly related evidence. Therefore, normative data regarding specific responses by the total faculty to acceptance of the community college philosophy has been lacking. This study attempted to answer the basic question of the extent of general faculty agreement with the community college philosophy before proceeding to an examination of faculty group differences.

Our survey of Pennsylvania two-year college faculties indicates reserved agreement with the community college philosophy. This agreement was most clearly revealed by responses to items composing the Standards Factor and the Faculty Role Factor. Thus it was indicated that faculty members are in slight agreement with leniency in admissions and grading standards and diversity in program offerings and are opposed to a research and publishing reward system for faculty.

On the basis of this research and accounts of related research in the literature, the investigators' general conclusion is that faculty are ambivalent in their support of their institutions. The empirical portion of this research reveals a lack of consensus among the two-year faculty members queried, relative to those aspects of the community college philosophy touched upon in the questionnaire. In those cases where the responses were supportive of the community college philosophy, they were only mildly so. This finding is consistent with the results of previous related research.

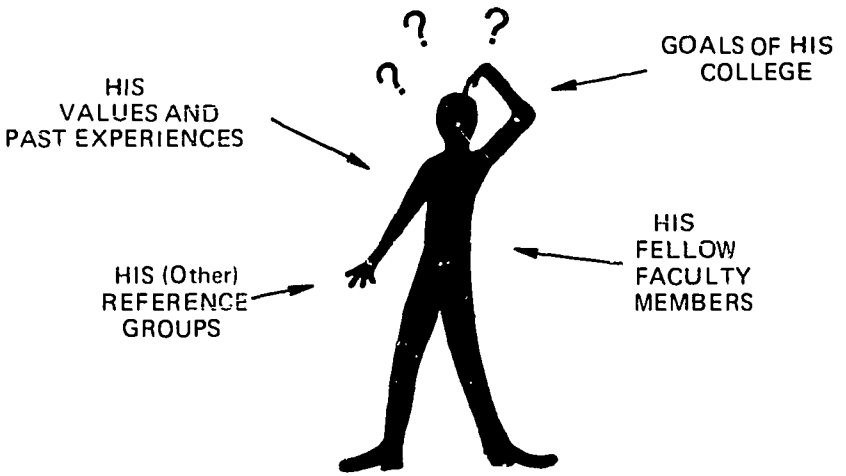
Sources of Ambivalence

Human beings as social animals experience distinct discomfort when they feel they are doing something they should not, or are not doing something they feel they should. The limits of "shoulds and should-nots" are matters of social and individual control that vary from situation to situation. In examining the milieu of the two-year college faculty member, it appears that the "shoulds and should-nots" are influenced by four major forces: his perceptions of the goals of his institution, his perceptions of the implications of the behaviors and attitudes of those faculty members with whom he associates daily, his perceptions of the behaviors and attitudes characteristic of members of his reference groups (including his own faculty), and the values and perspectives derived from his past experiences. The individual finds himself in a serious predicament when these four forces demand *different* behaviors of him. He experiences some degree of uncertainty about the nature of his role. "Conceptually, [role] conflict refers to expectations which are not simply different, but which are, in some way, incompatible and mutually

contradictory."[17] In this section the four forces of influence shall be examined for inconsistencies in the demands they place upon the two-year college teacher as he performs the tasks of his role.

Institutional Goals

Two-year colleges are organizations, and "organizations are social units which pursue specific goals; their very *raison d'etre* is the service of these goals."[18] Every individual member of the organization is expected to contribute to the achievement of organizational goals. The community college philosophy is an expression of the organizational goals of two-year colleges. Faculty members are expected to act in consonance with this philosophy; that is, they are expected to take part in activities which contribute to comprehensiveness in curricula and types of students served. However, the nature of the institutional goals themselves may cause confusion and faculty role conflict. For example, Dale Tillery has observed that the



[17]W. W. Charters, Jr., "The Social Background of Teaching," *Handbook of Research on Teaching*, ed. N. L. Gage (Chicago: Rand McNally, 1963), p. 795.

[18]Amitai Etzioni, *Modern Organizations* (Englewood Cliffs: Prentice-Hall, 1964), p. 5.

differential demands upon the teacher caused by attempting to serve a diverse student body can create difficulties in role definition.[19]

Daily Associations

In his daily activities the two-year college teacher will most likely be substantially influenced by his colleagues. This influence may be detrimental to the institution's goals. Morrison found that interaction with a faculty that is student-oriented increases the likelihood that student orientation will be seen as an integral part of the teaching role.[20] One would assume that the reverse is also possible—that association with a discipline-oriented faculty would increase discipline orientation. In this case a faculty member whose past education experiences inspired a discipline orientation would have his values reinforced by his peers, increasing the possibility of conflict with the goals of the comprehensive two-year college.

Reference Groups

All of us have personal goals, whether they are to maintain our current status or to "move ahead." One important determinant of our professional goals is membership in groups which project an image consistent with our image of ourselves. The question for consideration here is whether the two-year college teacher identifies with persons supportive of the community college mission. If not, he is likely to hold the points of view of some external reference group* to which he aspires. Thus attitudes among two-year college teachers will vary as the groups with which they identify differ. The extent of goal conflict will vary accordingly. Medsker suggests some possibilities:

> The attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges and universities. Another possibility is that the relatively new and inexperienced teacher in

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[19]Dale Tillery, "Academic Rank: Promise or Peril?" *Junior College Journal* 33 (1963): 6-9.

[20]Morrison, "Relationship of Socialization."

*A reference group is "any group with which a person psychologically identifies himself." Alfred R. Lindesmith and Anselm L. Strauss, *Social Psychology*, rev. ed. (New York: Holt, Rinehart & Winston, 1966), p. 241.

> the junior college will retain close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and procedures. Still another possibility is that junior college teachers who once taught in high school may retain that perspective after they transfer to junior college teaching. A junior college teacher may have many reference points. . . each one of which may influence his thinking about the junior college.[21]

It stands to reason that if an individual's reference group is an important part of his identity, he will not wish to offend the values of this group. His conception of the actual behaviors he should carry out daily—his role expectations—will be influenced in part by his perception of the expectations of his reference group. If the demands of his reference group are incompatible with the demands of his organization, again, the result is some degree of incongruence and conflict in role. For example, a two-year college English teacher identifying with traditional liberal arts faculties (reference group) might see his role (role expectation) as teaching a group of college-age youth with academic interests. He might perceive the goals of his institution as educating students who will later transfer to four-year colleges, and thus favor a selective admissions policy. In reality, however, he would be faced with a comprehensive institution with open admissions. Teaching future auto mechanics the rudiments of the English language might be just one result of institutional policy that would lead to role conflict for such a teacher.

Clark suggested that because of a "hidden" community college function, which he labeled "cooling out," any teacher, no matter what his past experiences, colleagues, or reference groups, will suffer some degree of role conflict.[22] The cooling out function requires the two-year college teacher "to help actively in identifying the true transfers and the latent terminal students and in pressuring the latter to recognize their status."[23] This has sometimes been done by passing only students who perform to some specified standard. Faculty members oriented toward scholarship would find difficulty in adapting their roles to students rather than to their disciplines, while

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[21] Medsker, *The Junior College*, pp. 173-174.
[22] Clark, *The Open Door College.*
[23] Ibid., p. 123.

student-oriented teachers would find awarding a substantial number of failing grades a difficult requirement of their role. In other words some role conflict, no matter what one's philosophical orientation, appears to be inevitable in many community colleges.

Previous Experiences

Other difficulties arise because of conflicts between institutional goals and the values and perspectives derived from personal past experiences. Two-year college teachers as a whole are educated people. Their values about education are usually based upon several years of study within discipline-oriented collegiate situations. Even faculty members who have had experience in the more "student-oriented" public schools tend to perceive the community college faculty role as being similar to liberal arts college and university faculty roles.[24] Those who teach in vocational-technical programs may be likely to perceive their role more as "college teacher" than as draftsman, mechanic, or body-and-fender man. The goals of two-year colleges require faculty members to reorient to a student-centered educational atmosphere which runs counter to most previous educational experiences, and often to their previously held roles. Role conflict results.

The educational values of two-year college teachers were examined by Medsker in a national survey of faculty agreement with some selected objectives of two-year college education. He found almost unanimous agreement that the first two years of traditional college education (97 percent) and terminal vocational programs (92 percent) were important goals of junior colleges. A minority opposed more extended objectives, such as remedial high school courses (28 percent), supplementary study in English and math (19 percent), vocational in-service classes for adults (20 percent), general education classes for adults (10 percent), and college support of public forums, plays, or concerts (13 percent). He found that transfer programs were rated as more important by teachers of academic subjects, and terminal programs were rated more highly by teachers of applied subjects. The transfer (academic) functions of two-year colleges were awarded the most support, probably because of the college

[24]Patterson, "An Investigation."

education backgrounds of most teachers.[25] One might infer from Medsker's data on the less popular functions that between one-tenth and one-third of two-year college teachers would suffer role conflict if they were asked to perform those functions considered to have no place in the two-year college.

In conclusion it seems that in examining the interaction of four major forces working to shape the roles of two-year college teachers, substantial reason for confusion and ambivalence towards the goals of community college education has been found. Such incongruence and conflict in teaching roles is undoubtedly detrimental to the achievement of the community college goals. The individual may continue to operate in some half-hearted way or he may move on if he can. "The underlying assumption here is that when a person feels great frustration and dissatisfaction because of goal incongruence, he will move to another institution, whereas in situations where he is not much troubled by goal incongruence, he will remain."[26] The problem facing community colleges, then, is to devise a means of reducing such incongruences between the desires of the faculty and the goals of the organization.

Toward Goal Compatibility

Based upon the method of sampling and the high rate of return, it can safely be assumed that these findings are representative of the entire faculty population of these three types of Pennsylvania institutions. Therefore, it appears that the "faculty philosophy" is at serious odds with the "community college philosophy." This is not to say that faculty members strongly oppose the purposes of their institutions; clearly their views are most accurately defined as ambivalent. It is difficult to imagine, however, that two-year colleges can establish and maintain institutional vitality of purpose with only reserved faculty support.

What are the implications of these findings? *First*, two-year colleges might well consider a review of their recruiting policies.

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[25] Medsker, *The Junior College.*

[26] Edward Gross and Paul V. Grambsch, *University Goals and Academic Power* (Washington, D.C.: American Council on Education, 1968), p. 37.

They may wish to seek out persons who understand and have internalized the mission of the two-year institution. The data from this study offer a few clues as to the kinds of persons who should be recruited, although the variation among faculty members according to demographic characteristics is fairly small compared to total differences of view. All other factors being equal, however, young faculty, vocational-technical faculty, and nondoctorate faculty are somewhat more likely to support the community college philosophy than their counterparts. At the risk of building stereotypes, it seems logical to assume that persons who have earned doctorates may tend to subscribe to a senior college or university philosophy; that teachers of academic subjects may tend to identify closely with their disciplines and as a result tend to emphasize intellectual development over personal development, whereas the teachers of "occupational" courses may be more likely to encourage individual development through practical achievements in the classroom and laboratory; that faculty beyond age thirty, who are perhaps more likely to have ego involvement with the institution, may be inclined to uphold those more prestigious aspects of two-year college education. (Of course, this may simply be a reflection of generational differences in values.)

Second, it is perhaps unreasonable or even undesirable to expect that all two-year college faculty members personally behave in such ways as to reflect completely all aspects of the community college philosophy. It would seem that some diversity in faculty behavior is desirable in a comprehensive type institution. For example, many persons expressed a deep commitment to teaching and an alienation from the research-publication syndrome, but a few expressed interest in the latter, and research and publishing *is* needed in the two-year college area. Many are temperamentally best suited to teaching the academically oriented student and experience difficulty (and disenchantment) when their classes are composed of occupational students. Such teachers can contribute to their institution in their own way. However, it is perhaps not unreasonable to expect faculty tolerance for goals at variance with their own, and thus for philosophical acceptance of the tasks that others must perform in a comprehensive institution.

Third, there should be some diversity in faculty philosophies among the three types of institutions because institutional purposes vary. All support goals related to the community college philosophy,

but each institution serves a somewhat unique clientele and purpose. The community colleges attempt to minister to a wide range of clients via their low tuitions and layered, diversified curricula. The junior colleges serve a more limited socioeconomic group by virtue of their high tuition, and the Commonwealth Campuses narrow their clientele by their more demanding entrance requirements. Therefore, it is desirable that the various institutions not be carbon copies of each other; diversity is a highly valued characteristic of American higher education.

Recognizing that diversity is a desirable feature of higher education and that not all institutions should mimic Harvard, it is important to develop a pluralistic attitude on the part of faculty members of two-year colleges. There are many worthy functions to be served by two-year colleges, and serving the traditional transfer student is only one. Pluralism demands tolerance for other missions and a pluralistic faculty is complementary to the pluralistic community college philosophy.

But how should faculty pluralism be established as an overriding philosophy? One means already suggested would be to change methods of selecting faculty, and this holds some promise. The alteration of recruiting practices, however, is not likely to produce conspicuously improved faculty attitudes. There is no simple way to identify promising faculty members; personalities are too complex. Some simple combination of demographic traits is not likely to yield the model two-year college faculty member. Instead, two-year institutions should investigate either the development of a sensitive, accurate screening instrument or a means of educating faculty to the purposes of the two-year college—in other words, the establishment of an institutionally supportive community college faculty role description.

Establishing the best mode for educating faculty to two-year college goals is a difficult task, but it would seem that this experience should ideally precede faculty appointment. Once faculty members are exposed to the biases of their faculty peers, the opportunity for attitude alteration may largely have passed. If, however, prospective two-year college faculty members were educated to the community college philosophy prior to employment, they might, to a great extent, self-select themselves. In any case, preparing institutions would