

AN OPINION LEADER PERSPECTIVE ON
HIGHER EDUCATION DURING THE PAST
TWENTY YEARS: 1965-1985

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(ABSTRACT)

This study centered on the content analysis of articles in journals of higher education as a means of obtaining an opinion leader perspective on the development of colleges and universities over the past twenty years. Journals used in the study were selected based on results obtained from a questionnaire sent to board members of the American Association of Community and Junior Colleges, the Association of American Colleges, and the American Association for Higher Education. Content analysis was then conducted on all the articles appearing in these journals over the past twenty years. Trends based on changes in the proportion of column inches devoted to topics featured in these articles formed the basis for inferences about changing levels of interest in the most important factors influencing the colleges and universities of that period.

Findings of this study suggested the past twenty years as a period of increased competition and rising government control when primary topics of concern included government funding and influence, student welfare and access, institutional survival and autonomy, and curricular cohesion and comprehensiveness. Within the curriculum the early seventies marked a focus on innovation and specialization challenged during the next ten years by a renewed interest in liberal arts. Within the institution, concern for student welfare, administration/governance, and mission

development received competition from growing concern about funding, institutional autonomy, and student access. Therefore, this study revealed the past twenty years as a time when increasing concern about survival and autonomy somewhat eroded the focus on these important functions within the institutional.

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TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	xi
CHAPTER I. INTRODUCTION.....	1
Introductory Statement.....	1
Statement of the Problem.....	5
Purpose Statement.....	5
Research Question.....	5
Methods.....	5
Content Analysis.....	7
Sample Selection.....	8
Unitization and Recording.....	10
Data Reduction and Analysis.....	11
Document Analysis.....	12
Limitations of the Study.....	13
Significance of the Study.....	14
Definitions.....	15
CHAPTER II. REVIEW OF RELATED RESEARCH.....	19
Introductory Statement.....	19
Procedure for Conducting the Literature Review.....	23
Opinion Leader Interest.....	25
Government Funding and Influence.....	26
Federal Funding and Influence....	30
State Funding and Influence.....	38
Student Influence.....	43
Career Orientation and Declining Skills.....	46
Student Activism.....	49
Institutional Change and Influence....	52
Students and Faculty as Internal Sources of Influence.....	59
Governance.....	60

TABLE OF CONTENTS (Continued)

	Page
Student Influence on Governance.....	61
Faculty Influence on Governance.....	62
Curriculum.....	64
Faculty Influence on the Curriculum.....	66
Students as an Internal Source of Influence on the Curriculum.....	67
CHAPTER III. DESCRIPTION OF THE METHOD USED IN CONDUCTING THE STUDY.....	70
Introduction.....	70
Sample Selection.....	73
Rules for Selecting Journals for the Sample.....	76
Unitization and Recording.....	82
Finding the Proportions of Column Inches.....	91
Category Development.....	92
Government Funding and Influence.....	92
Students.....	94
Institutional Change and Influence.....	95
Administration/Governance....	99
Curriculum.....	100
Data Reduction and Analysis.....	104
Reliability.....	106
Ensuring Reliability in the Study.	106
Checking the Reliability of the Study.....	107
Extrapolation from the Data to Opinion Leader Interest.....	113
CHAPTER IV. FINDINGS OF THE STUDY.....	
Preparation for the Analysis of Categories and Their Components.....	115
Journals Selected for Analysis....	115
Categorizing Articles.....	115
Checking the Reliability of the Final Categories.....	116
Trends of Interest.....	116
Proportions Based on the Total within the Category....	118

TABLE OF CONTENTS (Continued)

	Page
Proportions Based on Category Inches within the Journal.....	118
Proportions Based on the Total for the Entire Study...	120
Internal and External Evidence for Validation.....	123
The Analysis of Categories and Components.....	125
Curriculum - Category I.....	125
Liberal Arts.....	127
Instruction.....	130
Career Education.....	132
Curricular Composition and Innovation.....	134
Community Education.....	136
Administration/Governance - Category II.....	140
Faculty.....	143
Governance.....	143
Budget and Development.....	146
Students - Category III.....	149
Student Welfare.....	151
Student Access.....	154
Black Students.....	156
Women Students.....	158
Institutional Change and Influence Category IV.....	160
Mission.....	162
Inter-Institutional Influence and Accountability.....	165
Two-Year Institutions.....	168
Liberal Arts Colleges.....	170
Cooperative Arrangements.....	172
Government Funding and Influence Category V.....	175
Summary of Findings.....	180
CHAPTER V. CONCLUSION.....	183
Introduction.....	183
Selecting Journals for the Sample.	183
The Content Analysis of Articles..	183
Trends as the Basis for Inferences	184
The Validation Necessary for Inferences.....	184

TABLE OF CONTENTS (Continued)

	Page
Conclusions.....	188
Methods Used.....	188
Journals in the Sample.....	189
Implications.....	191
Curriculum.....	191
Administration/Governance.....	191
Students.....	192
Institutional Change and Influence	192
Government Funding and Influence..	193
Implications for the Future.....	195
Recommendations for Further Study.....	197
BIBLIOGRAPHY.....	199
APPENDIX A The List of Periodicals From Which Journals for the Sample were Selected.....	214
APPENDIX B Potential Respondents to the Sample Selection Survey.....	216
APPENDIX C Sample Selection Survey Questionnaire.....	221
APPENDIX D Top Ten Journals Selected Total Scores and Mean Scores.....	227
APPENDIX E Sample of a Card Filled With Data.....	229
APPENDIX F Example Tables of Contents.....	231
APPENDIX G Example of an Article Analyzed in this Study.....	234
APPENDIX H Example of a Card Pertaining to "Students"	240
APPENDIX I Reliability Check Instruction Sheet and Answer Sheets.....	242
APPENDIX J Coefficient of Concordance.....	256
APPENDIX K Values Reflecting Journal Evidence.....	259
VITA.....	270

LIST OF TABLES

Table	Page
1	Rankings of Journals by Usefulness and by Proportion of Subscribers who Read it Regularly.. 22
2	The Biggest Challenges 258 College Presidents Forsee this Year..... 27
3	Tuitions & Fees: 1965-1984..... 29
4	Major Student Aid Programs; 1970-1985..... 37
5	Sources of Funding for Higher Education; 1960-1985..... 39
6	258 Presidents Rate the Political Climate for Higher Education..... 41
7	Degree-Credit Enrollment in Higher Education By Age & Enrollment Status: 1960-1985..... 44
8	Percent of Female and Black High School Graduates Enrolled in Higher Education: 1960-1982..... 47
9	ACT & SAT Score Averages for College-Bound Seniors 1965-1985..... 50
10	Degree Credit Enrollment: Totals and Proportions Public and Private Colleges and Universities 1965-1985..... 55
11	Earned Degrees Conferred by Field of Study 1965-1981..... 69
12	Sample Selection Survey Board Member Response..... 77
13	Patterns of Response to Sample Selection Survey Number of Responses by Institutional Type..... 79
14	Top Ten Journals Overall..... 81
15	Journals Selected for the Sample Types of Journals They Were Chosen to Represent... 83
16	Facsimile of a Card on Which Data Were Recorded... 85
17	Main Categories The Clowes & Towles Study/This Study..... 87
18	An Example of How an Item was Recorded..... 90
19	Number of Column Inches per Page According to the Journal From Which the Page Came. 93
20	The Development of Student Access, Black Students and Student Welfare Components Within Students..... 96
21	"Governance": The Effect of Column Inches From Doubly Assigned Articles..... 103

LIST OF TABLES (Continued)

	Page
22 Liberal Arts: The Effect of Column Inches From Doubly Assigned Articles.....	105
23 The Sample of Issues Selected for the Reliability Check.....	108
24 Rater Entries Classified by Category.....	110
25 Reliability Check of The Five Main Categories: Rankings and Sums of Ranks Developed in Computing the Coefficient of Concordance.....	112
26 Components Within the Main Categories.....	117
27 Components Within Curriculum; Overall Trends.....	119
28 Components Within Curriculum: Evidence From the Journals.....	121
29 Categories and Components Trends Discovered in the Study.....	186

LIST OF FIGURES

Figure	Page
1 Total Column Inches Proportions per Main Category: 1965-1985.....	124
2 Proportion for Curriculum: 1965-1985.....	126
3 Components Within Curriculum Overall Trends: 1965-1985.....	128
4 Liberal Arts Trend of Opinion Leader Interest: 1965-1985.....	129
5 Instruction Trend of Opinion Leader Interest: 1965-1985.....	131
6 Career Education Trend of Opinion Leader Interest: 1965-1985.....	133
7 Curricular Composition and Innovation Trend of Opinion Leader Interest: 1965-1985.....	135
8 Community Education Trend of Opinion Leader Interest: 1965-1985.....	137
9 Proportion for Administration/Governance 1965-1985.....	141
10 Components Within Administration/Governance 1965-1985.....	142
11 Faculty Trend of Opinion Leader Interest: 1965-1985.....	144
12 Governance Trend of Opinion Leader Interest: 1965-1985.....	145
13 Budget and Development Trend of Opinion Leader Interest: 1965-1985.....	147
14 Proportion for Students: 1965-1985.....	150
15 Components Within Students: 1965-1985.....	152
16 Student Welfare Trend of Opinion Leader Interest: 1965-1985.....	153
17 Student Access Trend of Opinion Leader Interest: 1965-1985.....	155
18 Black Students Trend of Opinion Leader Interest: 1965-1985.....	157
19 Women Students Trend of Opinion Leader Interest: 1965-1985.....	159
20 Proportion for Institutional Change and Influence 1965-1985.....	161
21 Components Within Institutional Change and Influence: 1965-1985.....	163

LIST OF FIGURES (Continued)

	Page
22	Mission Trend of Opinion Leader Interest: 1965-1985..... 164
23	Inter-Institutional Influence and Accountability Trend of Opinion Leader Interest: 1965-1985..... 166
24	Two-Year Institutions Trend of Opinion Leader Interest: 1965-1985..... 169
25	Liberal Arts Colleges Trend of Opinion Leader Interest: 1965-1985..... 171
26	Cooperative Arrangements Trend of Opinion Leader Interest: 1965-1985..... 173
27	Proportion for Government Funding and Influence 1965-1985..... 177
28	Federal Funding and Influence State Funding and Influence Trends of Opinion Leader Interest: 1965-1985..... 179

CHAPTER I INTRODUCTION

Introductory Statement

Currently a lack of consensus exists regarding whether the seventies and early eighties comprised a period of ascendancy or decline in higher education (Carnegie Council, 1980). Viewed from a negative perspective, this period may be typified as a time when colleges and universities suffered losses in funding, enrollment, focus, and prestige; with many institutions failing to survive at all. For example, many institutions are viewed as having been in dire need of funds, with the federal government carrying most of the burden and the state governments largely failing to do their part (Carnegie Council, 1980). Moreover, as declining enrollments met declines in funding, colleges and universities were said to have adopted a marketplace mentality, especially as the pool of baby boom children passed beyond typical college age (Carnegie Foundation, 1979; Kerr, 1972; Riesman, 1980; Rudolph, 1977).

Conrad & Wyer (1980) and the Carnegie Foundation (1977) related how, with the approach of the eighties, this period of student consumerism may have caused some institutions to over-extend their curricula to the point of losing their focus. These influences were said to have had a particularly strong impact on private institutions, many of which lost their traditional liberal programs while others went out of business altogether (Pfnister, 1984). This more negative perspective was encapsulated in the report by the American Association of Colleges which noted "evidence of decline and devaluation (of the undergraduate degree) . . . everywhere" (Ashley & Zigli, 1985).

Though fairly optimistic about this era, David Riesman (1980) also defined it in terms of this marketplace mentality, with specific reference to the role of student consumerism driving it. Riesman defined college marketing as follows:

A careful survey of that distinctive segment of students a college is currently serving, whether it is adequately serving their needs as well as their wants, and whether there are enough such students likely to be available in the future so that the college can stay on course and maintain its traditional program. (p. 105)

He also described student consumerism as a major problem that colleges and universities experienced during this period in seeking to stay on course and maintain their traditional programs. Riesman described student consumerism on two levels: 1) the influence of students the institution seeks to attract and retain, and 2) the influence of students within the institution who seek alteration of the curriculum. Riesman noted that postsecondary institutions of this period possessed great flexibility for responding to the needs and wants of students whom they sought to attract and retain. As a result, colleges and universities enriched the curriculum by providing increased access through learning-by-extension, adult education, and other such offerings designed to attract and retain individuals lacking the time or transportation to attend full time on campus. Yet another result of increased access was what Riesman described as the overzealousness of student (i.e., consumer) advocates who attacked standardized tests such as the College Boards on the grounds of racial bias. Justifying the need for such tests in attaining the proper match between student and college, Riesman depicted such attacks as efforts toward removing any barriers, however valid, between colleges and potential students of this era. As

these efforts to increase access contributed to grade and diploma inflation, many institutions - especially unselective private colleges - "completely abandoned any requirements, either at point of entry or at graduation, that would keep away students who could possibly be attracted to remain" (1980, p. 108).

Riesman also described the consumerism of students within the institution seeking alteration of the curriculum. He cited the civil rights movements and the growth of black nationalism as the starting point for these internal pressures toward curricular expansion (p. 149). Bolstered by the success of these movements in adding black studies to the curriculum, other student groups such as women and hispanics had their own programs added as well. These internal pressures for alteration arose in a social setting framed on the one hand by student litigations against colleges, and on the other hand, by increased federal efforts "to protect student interests by regulating institutions" (Riesman, 1980, p. xii). Within this environment, students used federal regulations (e.g., Affirmative Action and Title IX) to provide access to college while using the courts to demand changes within the curriculum. The curricular expansion these students sought apparently had both a positive and negative impact upon colleges and universities of this era. As an example of positive impact, Riesman noted how black studies fostered study in related fields such as Islamic studies while also providing a point of contact where black students might develop a social commitment to the institution. From a more negative perspective, Riesman also suggested that such programs could become provincial as they sought relevance for their students instead of requiring them to expend the efforts necessary to broaden their knowledge and

understanding.

On the other hand, commentators such as the Carnegie Council presented yet a more positive viewpoint in their call for a "new perspective" (1980, p. 10) on this crucial time in the history of colleges and universities in this country. The Carnegie Council noted, for example, that changes in funding patterns may have consisted largely of a shift from private to public sources, rather than changes that might impact on actual costs per student. The Council also indicated that most institutions (59 percent) gained in enrollment during the seventies while only a few (29 percent) lost enrollment (p. 10). Likewise, they suggested that some institutions - the community college in particular - had maintained a clear focus in their orientation toward the student market. Even private colleges, the institution said to have suffered the most during this period, enjoyed a 16 percent increase in enrollment during the seventies (p. 10). Finally, among American institutions (e.g., television news, medicine, the military, the press), colleges and universities in this country attained a relatively high level of prestige toward the end of the decade (Carnegie Council, 1980).

Ashley & Zigli (1985), the Carnegie Council (1980), and Riesman (1980) offered a span of perspectives on higher education during the past two decades. Ashley & Zigli seemed the most negative; the Carnegie Council, the most positive; and Riesman, somewhere in between. Nonetheless, they all seemed to focus on funding, enrollment, and other factors originating within the social environment and affecting institutions of higher education.

STATEMENT OF THE PROBLEM

These differing perspectives indicate a lack of consensus as to what was taking place during the past two decades both within the society and within the colleges and universities themselves. This lack of consensus indicates the need for an exploratory study that might provide a starting point for the systematic description of this period in terms of factors both internal and external to institutions of higher education which influenced their development during this period.

PURPOSE STATEMENT

This study examined articles representing the interest of opinion leaders in higher education during these past two decades as a means of describing factors both internal and external to colleges and universities that may have influenced their development during this period.

RESEARCH QUESTION

The following question guided the research:

What were the primary interest of opinion leaders in higher education during the past two decades as revealed through the content analysis of articles from selected journals in higher education?

METHODS

The methodology of this study was based on the content analysis (Krippendorff, 1980) of selected journals representing the interests of opinion leaders - that small

segment of authors and researchers whose articles appear in these journals and serve as platforms from which these individuals may exert influence over postsecondary education. As authors and researchers these individuals could be seen as opinion leaders, quick to adopt new approaches and capable of influencing others through their articles (Black, 1982; Coleman, Katz, & Menzel, 1966; Rogers & Shoemaker, 1971). Granted, these articles may or may not have reflected the interests of the greater segment of professors and administrators who did not contribute articles to these journals during the period covered by the study. Nonetheless, the scope and prestige of the journals in the sample suggested that the interests of opinion leaders contributing to journals in higher education might provide the proper focus for this study that sought to describe the factors influencing colleges and universities during the past twenty years.

Two studies (Alfred & Lowery, 1984; Clowes & Towles, 1985) offered a similar focus on the interests of opinion leaders in the community college. The Clowes & Towles study (1985) focused on the interests of opinion leaders who influence other individuals by publishing articles in the Community & Junior College Journal. Likewise, the Alfred & Lowery study featured the interests of opinion leaders participating in forums of the national convention of the American Association of Community and Junior Colleges. In both cases, the focus was on the interests of a limited portion of opinion leaders in the community college. In comparison, the present study sought a broader focus by dealing with the interests of opinion leaders as discovered through the analysis of articles in journals representing several different segments of higher education.

Content Analysis

Krippendorff defined content analysis as "a research technique for making replicable and valid inferences from data to their context" (1980, p. 21). It is a research technique in that it presupposes the use of specialized procedures for processing scientific data; the data are the information-bearing units that emerge in the interaction between reality and the researcher as the researcher groups the data into categories related to the context that (s)he seeks to describe. Content analysis is typically used to provide knowledge about events that "take place in a distant location, about objects that may have existed in the past, or about ideas in other people's minds" (Krippendorff, p. 22). In this study, interest suggested "ideas" that could not be directly observed: i.e., the context toward which inferences (extrapolations) would be made. These extrapolations from journal articles to the interests of opinion leaders were made replicable (reliable) as the researcher specified the steps made in developing the data and assigning them to categories so that another researcher analyzing the same content would arrive at the same results.

The researcher established validity by specifying in advance the kind of evidence needed to validate the results of the study. In the present study, categories and trends of interest were subjected to validation from sources both within the study and outside of it as well. The purpose of validation within the study was to ensure that any topic category recorded would reflect opinion leader interest as expressed in all of the journals and not just one journal in which that topic might receive special attention. Outside of the study, sources from the literature excluding journals within the sample served as points of validation for trends of interest expressed in the findings.

The logic for using content analysis in this study was similar to that expressed by John Naisbitt in establishing trends for making inferences:

Why are we so confident that content analysis is an effective way to monitor social change? Simply stated, because the news hole in a newspaper is a closed system. For economic reasons, the amount of space devoted to news in a newspaper does not change significantly over time. So when something new is introduced, something else or a combination of things must be omitted. You cannot add unless you subtract. It is the principle of forced choice in a closed system. (1982, p. xxv)

Likewise in a journal, the amount of space devoted to articles would not seem to change significantly over time. For one interest to gain additional column space, some other interest(s) must decrease proportionally. Thus the content analysis of journal articles seemed a valid approach to the exploration and description of opinion leader interest in higher education during the sixties, seventies, and early eighties. The content analysis of journal articles served as the focal point for this study, which proceeded in this manner:

- Sample Selection
 - Unitization and Recording
 - Data Reduction and Analysis
 - Extrapolation from the Data to Opinion Leader Interest
- (Adapted from Krippendorff, 1980)

Sample Selection

The sample of journals was based on Smart's adaptation (1978) of the Carnegie Commission typology of colleges and universities (1978, pp. 128-149). According to Smart (1978), colleges and universities in this country may be classified according to five major clusters or types, all designed around categories developed by the Carnegie Commission (1977):

Type I: Comprehensive Institutions--composed of Comprehensive Universities and Colleges I and II and comprised of colleges that offer a comprehensive undergraduate curriculum and at least one graduate-professional program. It includes 21 percent of all institutions listed in the Carnegie Commission typology and 39 percent of the total postsecondary enrollment.

Type II: Major Research Institutions--composed of Research Universities I and II. This cluster is comprised of the leading universities in terms of federal support of research and the awarding of doctoral degrees. It includes 4 percent of all institutions and 20 percent of the total postsecondary enrollment.

Type III: Restricted-Scope Research Institutions--composed of Doctoral Granting Universities II and Liberal Arts Colleges I. This cluster is comprised of relatively small public (e.g., Miami of Ohio) and private (e.g., Texas Christian University) doctoral-granting universities as well as the more selective liberal arts colleges (e.g., Amherst College). It includes 7 percent of all institutions and 6 percent of the total postsecondary enrollment.

Type IV: Liberal Arts Colleges--composed of Liberal Arts Colleges II. This cluster is comprised of the less selective liberal arts colleges and includes 24 percent of all institutions and 6 percent of the total postsecondary enrollment.

Type V: Two-year Institutions--composed of Two-Year Colleges and Institutes. This cluster includes 44 percent of all institutions and 29 percent of the total postsecondary enrollment. (Smart, 1978, pp. 414-415)

Among the clusters or categories in the Smart typology, the concept faculty incentives (motivating interests) served as the distinguishing characteristic. Smart's focus on motivating interests seemed to offer a logical backdrop for this study which centered on the interests of opinion leaders in higher education. Although this study did not attempt to draw a connection between the interests of faculty and those of opinion leaders, this study was seen as a starting point for later studies that might attempt to establish a relation between these two spheres of interest within higher education. Since this study included journals

representing these five major types of institutions, it was determined to have adequately covered the interests of leaders who sought to influence the opinions of other individuals by contributing to journals in higher education during the period covered by the study. To determine which journals to include in the sample, a questionnaire was developed based on an a priori list of periodicals that was sent to board members of representative organizations in higher education, including the American Association of Community and Junior Colleges, the Association of American Colleges, and the American Association for Higher Education.

Unitization and Recording

Within the sample, the individual articles in each journal comprised the primary units of analysis for the study. During the recording phase, each article was assigned a category designating which aspect of opinion leader interest it covered. Additionally, each article was assigned a value reflecting the number of column inches it comprised. For each category, opinion leader interest was measured in terms of proportion of column inches. For the main categories, leadership interest was expressed as the proportion of column inches devoted to a particular category for a particular period of time. For example, because the category "Students" received .14 of the total column inches for 1965-1970, and "Government Funding and Influence" received only .12, the inference would be that opinion leader interest in "Students" was higher for that period than it was for "Government Funding and Influence." For comparisons regarding components within categories, the proportions were based on the total for a given category within a given period. For example, the component "Liberal

Arts" received .22 of the total column inches devoted to "Curriculum" during 1975-1980. For discussion of proportions pertaining to categories, the grand total was seen as a suitable frame of reference; however, the proportion of column inches within the category was seen as a better context within which to discuss opinion leader interest in terms of the components within the categories (for further discussion, see Chapter III, Methods).

Data Reduction and Analysis

As the various categories were developed, care was taken to note the relations among them. Then data reduction took place as the categories were collapsed into broader categories related to opinion leader interest. When all the data had been placed into separate categories, the reliability of the categories was checked by two raters other than the researcher. At this time, the researcher determined the total number of articles and column inches comprised by each topic category. These values enabled the researcher to determine the proportion of available space devoted to each category over the period covered by the study.

Extrapolation from Data to Opinion Leader Interest

The validity of making extrapolations from these relationships was based on how representative the sample was, how reliable the categories were, and whether sources of validation could be found both within the data and within the literature. Thus even after a representative sample had been selected and categories carefully crafted, extrapolations to opinion leader interest first had to be based on data beyond that developed through content analysis; it had to be supported by evidence from sources in

the literature excluding journals within the samples.

Document Analysis

In this study, the exploration of opinion leader interest in higher education during the past twenty years was based on the content analysis (Krippendorff, 1980) of all articles from selected journals in higher education that covered the period between 1965 and 1985. Krippendorff recommended content analysis as a means for analyzing documents such as newspapers, speeches, and journal articles. Along with Glaser and Strauss (1967), Michael Patton (1980) suggested that document analysis could be useful in providing data for the exploration and discovery of important relationships within a particular social setting. Other options included interview and observation. Nonetheless, document analysis appeared to be the proper approach for a study such as this one focusing on the exploration and identification of opinion leader interest in higher education. First, since the period covered in the study occurred in the past, actions and events reflecting opinion leader interest could no longer be directly observed, and interview data might be distorted by personal bias; however, opinion leader interest could be studied by means of content analysis. In contrast, interview data could be distorted by "reactivity of the interviewee to the interviewer" (Patton, 1980, pp. 157-159). In his study of academic reform, Hefferlin (1971) mentioned, for example, the tendency of interviewees to refer to themselves in a positive light while seeing others negatively as obstacles to progress. This tendency for interviewees to relate either what they want the interviewer to hear or what they think the interviewer wants to hear comprises such a potential source of personal bias. Interviewees are also

said to vary in their ability to express or explain past events clearly; and in the knowledge they have of the question at hand (Hannish, 1983). Finally, interviewees are likely to forget important items of information that occurred as long as twenty years ago. In contrast, documents such as journal articles are likely to retain the same form they had when first published. In light of limitations for interview and observation in a study of events occurring in recent history, document analysis seemed the most appropriate means for exploring and describing opinion leader interest during the past twenty years.

LIMITATIONS

These are three limitations to this study:

1. Each journal used in this study may contain a particular bias of its own, thus increasing the potential for error.
2. Many months, or even years, may separate the moment an opinion leader obtains a topic for publication as a journal article from the date when the article is actually published. This lag time may increase the difficulty in determining whether articles pertaining to a specific topic reflect interest during the period of publication or during a time when events of an earlier period motivated opinion leaders to write articles for publication.
3. Articles in journals of higher education reflect the interests of a small, select group of leaders in higher education -

those who publish in these journals. Thus the question remains as to how well these articles reflect the interests of leadership in higher education as a whole.

SIGNIFICANCE

The significance of this study arose from its potential for exploring the past twenty years from the perspective of opinion leader interest, and describing the period on this basis. Cohen & Brawer (1982) suggested that the interests of leaders may be a factor in the shaping of mission, especially in the area of curriculum development. The study neither confirmed nor denied such claims of a connection between opinion leader interest and mission development. Nonetheless, in approaching the past twenty years on this basis, this researcher sought to prepare the way for later studies focusing on participant interest as a factor connected with mission development. Ensuing studies, for example, might focus on faculty interest, student interest, and personnel interest - as the interests of leaders who do not publish articles in journals of higher education.

Likewise, this study was considered significant in that it covered the past twenty years in higher education - a period worthy of study in its own right. First, this was a period of great activity in higher education. The Carnegie Council referred to the seventies as the "best decade in all of history, in terms of institutional progress, except for the 1960's" (1980, p. 13). Whether or not one agrees with this assessment, it is hard to deny the presence of great activity during this period. Secondly, as mentioned before, some disagreement exists over whether the outcomes of this activity were positive or negative. This study was

significant partly to the extent that it might provide a framework within which to assess the outcomes of the recent activity in higher education. For example, commentators such as Alfred & Lowery (1984), Cameron (1984), and Clowes & Towles (1985) suggested that institutions of higher education could be studied in terms of adaptation to changes within the environment. The categories developed in both the Alfred & Lowery study (1984) and the Clowes & Towles study (1985) might be seen as factors within the external environment (e.g., "external governance," "contemporary events"), while others indicated processes internal to the institution (e.g., "curriculum," "internal governance"). Such categories within this study might offer a framework within which to study the relations among factors within the external environment in terms of their influence on processes within the institution.

A clearer picture of this period could also serve as a starting point for studies focusing on the future. As stated by the Carnegie Council (1980, p. 14), "To get more accurate images of the future we need more accurate perceptions of the recent past." While focusing on the immediate past, the present study was also intended to inform investigations of the future by exploring this era from the perspective of opinion leader interest, specifically in terms of changes both within society and within institutions of higher education during the past twenty years.

DEFINITIONS

Category Inches

Within each of the five main categories in the study, category inches consisted of the total column inches devoted

to that category during a particular period in the study. For each topic, the level of opinion leader interest was based on the proportion that a component within a main category received within the total category inches for a given period. For example, during 1965-1970, "Liberal Arts" - a component within "Curriculum" - received 3,263 column inches, .09 of the total (32,357) category inches.

Opinion Leader

For purposes of this study, opinion leaders have been defined as that group of authors and researchers who used journal articles as instruments of influence over higher education during the past twenty years. Black (1982) defined opinion leaders as individuals early to make up their minds on issues and events of the day and ready to offer both information and advice to other members of their social or professional group. While this study did not stress the role of opinion leaders themselves, it did focus on journal articles as representative of opinion leader interest and, therefore, as reflective of the issues and events characterizing the past two decades in higher education.

Opinion Leader Interest

In this study opinion leader interest was the term used to represent the body of articles published over the past twenty years in journals of higher education. Interest was measured in terms of trends marking changes in the proportion of category inches devoted to a particular topic over the four periods in the study. For example, findings of this study indicated that, between 1965-1970 and 1970-1975, opinion leader interest in governance increased from .43 to .51, then declined to .42 in 1980-1985 (See

Figure 12 below). This inference of increasing and then declining interest in governance might suggest shifting concern about a process internal to the institution; trends pertaining to topics such as students and government funding and influence suggested interest in factors external to the institution that may have influenced its development over the past twenty years. The analysis of trends pertaining to topics suggesting factors external and processes internal to colleges and universities over the past twenty years resulted in an opinion leader perspective on higher education during the years 1965-1985.

Trends

In this study, opinion leader interest was expressed as the proportion of category inches devoted to a particular topic during a particular period in the study. Over the entire study, opinion leader interest was expressed as trends comprised of changes in the proportion of category inches devoted to specific topics over the four periods covered by the study. Within these trends, the focus of analysis was on changes in the proportion of column inches for each individual topic.

Before trends developed in the study could be considered as reflecting changes in opinion leader interest, they had to meet the following criteria: 1) they had to reflect a change in proportion greater than 20%, and 2) they had to receive validation from evidence both internal and external to the content analysis. For example, a trend suggesting a change of 100%, from .15 in one period to .30 in a later period would be considered reflective of changing interest, whereas a trend with a change of 9%, for example, from .55 in one period to .50 in a later period would be considered reflective of stable interest.

Since the focus in this study was on changing interest, trends reflecting stable interest did not required validation, while trends that suggested changing interest required validation. Internal to the content analysis, trends of changing interest had first to receive validation from similar trends developed within two or more of the five journals in the sample. For example, the trend of increased interest overall in "Student Access" received support from trends within three of the five journals in the sample (see Appendix J). Externally, this trend received validation from sources within the literature in higher education (see Findings, Chapter IV). Each of the nineteen components developed in the study contained an overall trend suggesting either increased, decreased or stable interest in the topic it represented. Moreover, each component except "Career Education" contained at least one internal trend between individual (adjacent) periods in the study that formed the basis for inferences of either stable or changing opinion leader interest.

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CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTORY STATEMENT

The past twenty years in higher education have been described as a period of "considerable change" (Carnegie Foundation, 1979, p. xii). This change was described in terms of growth (Bowen, 1982), because enrollment doubled (See Table 7 below), and funding increased fivefold (See Table 5 below) and the number of large institutions increased dramatically (Carnegie Council, 1980; Eiden, 1976). Change was also reflected in the ascendancy of comprehensive institutions during this period - especially public technical schools, community colleges, and comprehensive universities. Enrollment increases in public institutions were in contrast to declines in proportion of total enrollment attending liberal arts colleges (Ihlanfeldt, 1980). Disagreement exists as to whether these changes have been primarily positive or negative. From the more negative perspective, Ashley & Zigli (1985), the Carnegie Foundation (1979), and Conrad & Wyer (1980) described what they perceived as the erosion of liberal education during this period. Riesman (1980) offered a more positive perspective in his portrayal of student consumerism as both a positive and negative influence on change during this period. Distinctly positive in perspective was the Carnegie Council's description of this period as one of the best in the history of higher education (p. 10). These commentators represent a range of perspectives on the changes taking place in higher education during the past twenty years.

The purpose of this study is to provide an opinion leader perspective on change as it relates to factors influencing institutional development during this period. This chapter is a review of the literature supporting the study and suggesting strong opinion leader interest in factors both external and internal to the institution. Externally, the funding-based factors of influence from the state and federal government apparently magnified student market influence by contributing to the growth of institutions - particularly in the public sector - but at the cost of decreased institutional autonomy. Internal factors included growing student and faculty influence upon governance and curriculum.

This chapter begins with a definition of opinion leader interest, followed by the description of external factors including government funding and influence, student market influence, and institutional change and influence. The chapter ends with the description of students and faculty as primary internal sources of influence upon governance and curriculum. These concepts were developed earlier as main categories in a pilot study that centered on the content analysis of all articles appearing in Change Magazine, the Journal of Higher Education, Liberal Education, and the Community and Junior College Journal during the years between 1970 and 1985. Together these topics offer a view of external and internal factors influencing change in higher education during the past twenty years.

One main purpose of the literature review was to provide an external point of validation for inferences regarding trends of opinion leader interest uncovered in the content analysis of the following journals:

Change Magazine

Educational Record

Journal of Higher Education

Academe (Formerly AAUP Bulletin)

Community and Junior College Journal

The selection of these journals was based on the results obtained from a questionnaire sent to board members of leading organizations in higher education (for further discussion, see Chapter III, Description of the Method used in Conducting the Study).

As noted by Krippendorff (1980), inferences from data developed through content analysis must be supported by validation through sources outside of the content analysis. In this study these external sources included the U.S. Census Bureau and the literature covering higher education over the past twenty years - but only those sources not appearing as articles in the journals selected within the sample. Excluding articles from journals within the sample placed limitations on the literature review, since a significant portion of the literature normally included in a study such as this one may not be used. For example, a study of education publications conducted by The Chronicle of Higher Education (1984) included all of the journals in the sample among the top fifteen education publications in terms of usefulness (p. 41) and the proportion of subscribers who read these journals regularly (p. 40). Further analysis revealed that, among the publications so listed, no journal included in the sample for this study scored lower than eighth (see Table 1).

TABLE 1

Rankings of Journals
By Usefulness
By Proportion of Subscribers Who Read it Regularly

PUBLICATION	RANKING/ USEFULNESS	RANKING/PROPORTION OF SUBSCRIBERS WHO READ IT REGULARLY
<u>The Chronicle of Higher Education*</u>	1	1
<u>Academe</u>	6	4
<u>American School & University Magazine</u>	10	10
<u>Change Magazine</u>	4	2
<u>College Services Administration</u>	14	14
<u>Community & Junior College Journal</u>	3	8
<u>Educational Record</u>	7	6
<u>Electronic Education</u>	10	15
<u>Harvard Educational Review</u>	5	9
<u>Higher Education and National Affairs</u>	4	7
<u>Higher Education Daily</u>	8	12
<u>Instructional Innovator</u>	9	13
<u>Journal of Higher Education</u>	6	3
<u>NACUBO Business Officer</u>	2	5
<u>Technical Horizons in Education Journal</u>	11	11

The Chronicle of Higher Education, 1984.

*The Chronicle of Higher Education was not considered for inclusion in the sample because, as employees, its writers were practicing formal influence that appeared as a result of their position with the journal.

As suggested by the Chronicle study, articles within the sample of journals for this study currently receive a great deal of attention and respect. Moreover, these journals contained much of the literature covering higher education over the past twenty years. Therefore, excluding these journals from the literature review placed significant limitations on the procedures for conducting it.

Procedure for Conducting the Literature Review

In all areas covered in the literature review, the researcher started with texts which defined the concepts comprising the major areas covered in the study. Once having discovered these concepts and the sources revealed in the bibliographies contained in these texts, the researcher then analyzed the journal literature covering each area, being careful to avoid articles from journals contained within the sample. For the discussion of opinion leader interest, Medical Innovation by Coleman, Katz, & Menzel (1966) joined Shoemaker's Communication of Innovation as starting points for a review that included citations from many other sources among texts and articles. U.S. Census Bureau abstracts, editions 102, 105 and 106 were used in the review of "Government Funding and Influence," "Students," "Institutional Change and Influence," and "Curriculum." Throughout the review, the researcher used the main categories from the pilot study (above) as guiding concepts. For "Students" as well as "Government Funding and Influence," Riesman's On Higher Education served as a starting point. From there the researcher proceeded to other texts and articles covering student characteristics and influence. The Educational Index offered sources regarding the students of the late sixties and early seventies; for the eighties, texts by Arthur Levine (1978)

and David Riesman (1980) were used in conjunction with articles by Patricia Cross (1979; 1980) and The Chronicle of Higher Education. For "Government Funding and Influence," the researcher started with articles from The Chronicle as the point of access to description of present relations between higher education and the state and federal government. Discovering that much of the discussion centered on measures related to the Higher Education Act of 1965 and the Education Amendments of 1972, the researcher then used the Education Index to find articles from non-sample journals addressing attitudes toward the federal and state governments. Birnbaum's Maintaining Diversity in Higher Education (1983) joined the Carnegie Council's Three Thousand Futures (1980) as starting points for review of the literature regarding "Institutional Change and Influence." The analysis of these texts revealed diversity, autonomy, and access as important concepts to explore through analysis of the journal literature. Not immediately encountering suitable texts addressing "Governance," the researcher used Cameron's "Organizational Adaptation in Higher Education" (1984) as a starting point. Since this article appeared in the Journal of Higher Education, one of the periodicals in the sample, the article itself could not be used as a source; however, the bibliography did yield some sources relating to adaptation. For student and faculty influence on governance, the Education Index offered sources from journals not included in the sample. For "Curriculum," the Carnegie Foundation's Missions of the College Curriculum (1979) served as a point of departure, along with Rudolph's "The Power of Professors" (1984). Although the Rudolph article could not be used in the review (it appeared in Change Magazine, a journal

within the sample), it provided a definition of professionalism - an important concept in the discussion of faculty influence on the curriculum. From this beginning in sources published in the late seventies and early eighties, the researcher worked backward in time using journal articles and monographs addressing the influence of students and faculty upon the curriculum.

In conducting the literature review, the researcher examined each major topic covered in the study by first analyzing available texts covering the subject and then proceeding to the journal literature dealing with it. Throughout the review, care was taken to encompass the entire period covered by the study while covering the topics to the greatest extent possible in spite of the fact that a significant portion of the journal literature covering these topics was contained in journals within the sample and were, therefore, inadmissible as sources within the literature review.

Opinion Leader Interest

Black (1982) defined opinion leaders as individuals early to make up their minds on issues of the day and ready to offer information and advice on those issues to other members of their social or professional group. Black shared with Rogers & Shoemaker (1971) a perception of influence as a determining characteristic of opinion leaders. As stated by Black, "The term 'opinion leaders' strongly suggests influence" (p. 170). Rogers & Shoemaker saw opinion leaders as individuals capable of influencing "other people's attitudes or overt behavior in a desired way with relative frequency" (p. 35). They noted that opinion leaders typically practice informal influence that is not a function of formal prestige or status in the social or professional

system (p. 35). In this study, the term opinion leaders was defined as that small segment of authors and researchers whose articles appeared in journals of higher education during the years between 1965 and 1985. These articles were viewed as platforms from which opinion leaders have sought to exercise informal influence over higher education. In reflecting opinion leader interest, these articles comprised the focus of analysis in this study.

Government Funding and Influence

Recently The Chronicle of Higher Education (1985, September, 4) conducted a survey in which they asked 258 college presidents to list the eight "biggest challenges" that they foresaw for the school year 1985-1986. As reflected in Table 2, finances (funding) turned out to be the number one concern.

Apparently, concern for funding was nothing new to higher education. By the early seventies, the "growing financial crisis" was becoming a major concern (Bowen, 1971; see also Newman, 1973). Data from the U.S. Census Bureau (1985) further suggested that inflation was a major concern during the sixties and seventies. Based on a 1967 price index, (U.S. Census Bureau, 1985) prices paid by colleges and universities since 1965 have increased over 200 percent, from 91 percent of the index in 1965 to 309 percent in 1983 - an average annual increase of 7.23 percent (p. 154). During the early seventies, Bowen (1971) expressed concern that increasing public support might contribute to decreases in private philanthropy, referring to this phenomenon as "a lapse in public support" (p. 279). Data from the U.S. Census Bureau (1984, p.167) suggested that such

TABLE 2

The Biggest Challenges 258 College Presidents
Foresee this Year

Finances.....	38 Percent
Enrollment and Retention....	27 Percent
Academic Quality.....	14 Percent
Facilities.....	5 Percent
Campus Morale.....	4 Percent
Faculty Problems.....	4 Percent
Governance.....	4 Percent
Planning.....	4 Percent

(Jacobson, 1985, September 4, p. 3)

fears may have been well founded, since voluntary funding per student declined from \$2,730 to \$2,104 (1967 dollars in both cases) in the period between 1965 and 1983. The analysis of data from the U.S. Census Bureau (1984, p. 167) supported this concern - since tuition and fees maintained a yearly growth rate of at least 6 percent during the period between 1965 and 1980, increasing to 10 percent between 1980 and 1985 (see Table 3). The author of the article in School and Society (1972) also expressed dismay over what was perceived as "the tuition gap" (p. 194) between public and private institutions. During the late seventies, the Carnegie Council (1977) noted continued concern over this widening gap in tuition. U.S. Census Bureau data (Table 3) suggested that this tuition gap did exist and has widened consistently over the past twenty years. During this period, yearly tuition and fees per student have risen over \$700 at the public institution, from an average of \$243 in 1965 to \$940 in 1985. In the private institution, growth in amount of tuition and fees has increased even more, from \$1088 in 1965 to \$5,270 in 1985. Between 1965 and 1980 tuition and fees in public institutions have maintained an average yearly growth rate of approximately 6 percent, accelerating to 10 percent between 1980 and 1985. In private institutions, increases have been steadier and steeper (see Table 3). Commentators stressed the importance of keeping tuition and fees low to provide access for as many qualified students as possible (Bowen, 1971; Carnegie Council, 1977; School & Society, 1972). Since 1965, federal and state support for higher education has helped keep tuitions and fees from rising even more, thus providing access for many students who, otherwise, could not afford college. Fields (1985, September 4) noted that state

TABLE 3

Tuitions & Fees: 1965-1984

	1965	1970	1975	1980	1985
Public Institutions	243	323	423	583	940
Yearly Growth Rate, By Proportions	-	.07	.06	.08	.12
Private Institutions	1,088	1,533	2,117	3,130	5,270
Yearly Growth Rate, By Proportions	-	.08	.08	.10	.14

U.S. Census Bureau, 1985, p. 155
Jacobson, 1985, p. 2
See also Evans, 1985, pp. 1, 16

governments provide about two-thirds of all operating support for higher education, while the federal government provides 80 percent of all student aid - a significant portion of higher education costs.

Federal Funding and Influence

Clark Kerr referred to the period since World War II as the federal era in higher education (Jacobson, 1985, September 4). Martin (1971) noted how, during the sixties, the federal government "asserted a national interest and authority in education which had been reserved exclusively to the state and local governments" (p. 282). Ihlanfeldt (1980) charted the development of federal legislation in higher education during the sixties and early seventies:

The Higher Education Facilities Act of 1963 provided funds for the physical expansion of higher education at very low interest rates. The Educational Opportunity Act of 1964 served as a stimulus for public focus on creating access to higher education for the economically disadvantaged. And the Higher Education Act of 1965 . . . reinforced and expanded the concept of educational opportunity (p. 4)

Federal influence on higher education between 1965 and 1985 might be viewed in terms of the Higher Education Act of 1965 and the 1972 Amendments to this act. The Higher Education Act of 1965 marked an unprecedented level of federal involvement in higher education, while the Amendments of 1972 marked an additional increase in the level of support, plus a change in primary type of support - from aid directly to institutions to aid to students. During the sixties Federal measures in support of higher education shared a focus on funding the institutions directly. Nonetheless, some commentators noted that this type of support was inappropriate in the light of what they

saw as three national priorities:

- 1) Institutional diversity to include both public and private institutions;
- 2) Increased access, especially for women, minorities, and adults who had encountered special difficulties in attaining a college education;
- 3) Institutional autonomy.

Federal Aid: U.S. Support for Higher Education, 1972, p. 193.

Leaders in higher education were concerned about maintaining the dual system of public and private institutions (Bowen, 1971). Basing their claims on the need for diversity within higher education, some commentators suggested that the seventies might comprise a period of decline for private institutions. This is how Young (1971) described the economic difficulties of private institutions during the early seventies:

The plight of private colleges and universities in the United States is becoming more acute. Many reasons have been advanced to explain the difficulties, but one reason seems to stand out beyond all others, namely, the lack of adequate financial resources. (p. 60)

Newman (1970) and Mayhew (1970) described this problem more in terms of enrollment, while Bowen (1971) noted that private institutions lacking the proper combination of efficiency and effectiveness were facing a bleak future. These concerns for the welfare of private colleges and universities framed the basis for arguments that the federal government make special efforts toward maintaining a dual system of higher education. However, federal support of private institutions was complicated by the close association that many private colleges and universities maintained with religious organizations (Davis (1972).

Citing many cases regarding the issue of government support for private institutions, Young (1971) noted that

such aid could be appropriate as long as it were held to be for a public purpose not in violation of Constitutional demands for separation of church and state. Davis (1972) explained how, during the sixties, the federal government had approached institutional aid to privates primarily through categorical grants aimed at patently secular activities; these grants were further validated by exclusion clauses that prevented institutions from using these grants for religious purposes.

Yet some commentators felt that these measures did not go far enough in supporting private institutions. They sought an approach that would alleviate the plight of private institutions without violating the separation of church and state. As prescribed by the Carnegie Commission (Federal Aid: U.S. Support for Higher Education, 1972), incentives in the form of student aid should comprise the bulk of federal support.

Other commentators expressed their view that direct aid to institutions failed to provide a sufficient level of student access, especially for the disadvantaged (The Association of American Colleges, 1969; Brodinsky, 1973; Keeton, 1971). From the federal government point of view, these concerns for increasing student access while maintaining institutional autonomy and diversity seemingly pointed to the need for increased incentives in the form of aid directly to students. But rather than replacing direct aid to institutions, the federal government used student aid to supplement direct aid. As described by Brodinsky (1973):

Authorized by the Education Amendments of 1972 were grants for construction of academic facilities, for instructional equipment, for college libraries; other grants could be used to bolster every phase of an institution's activity. In addition, no less than nine different types of student assistance were authorized. Among these nine, the shining promise was in the concept of

the basic opportunity grant for college students, favored by the Nixon administration with seeming zeal. This was the grant the White House declared would offer equal educational opportunity for all American youths, who want and are qualified, to attend a postsecondary institution. (p. 679)

The Carnegie Commission (1972) voiced the fear that direct aid carried with it the prospect of increased federal influence and decreased institutional control: "In particular, we are against any formula which would strongly influence academic policy in any single direction in an effort to obtain Federal funds" (Federal Aid: U.S. Support for Higher Education, p. 193). Thus the focus apparently shifted toward "incentives" which would provide support without the federal control that direct aid to institutions had suggested. Newman (1973) offered this overview of incentives as an alternative to excessive federal control.

In the evolution of the organization of higher education, there are often choices between policies that depend on central direction, and policies that depend on the use of incentives. The incentive concept is an ancient and honorable one in higher education, dating all the way to the original land grant act. The Federal government provided resources but did not attempt to establish federal universities or even, in today's jargon, "guidelines" for the type of university needed. Modern counterparts include such programs as the G.I. Bill--an incentive both to serving in the armed forces and to returning to college following service, and the competitive grant system in research--which provides incentives both for choice of field and for excellence. (pp. 22-23)

Events following approval of the 1972 Amendments suggested that these measures had a significant impact on higher education, especially in terms of access, diversity, and institutional autonomy. For example, Stadtman (1980) noted that access increased during the seventies in terms of overall enrollment. Levine (1980) described how the student market became increasingly diverse as larger numbers of

women and minorities - especially those over 22 - started attending college. As for institutional diversity, the Carnegie Council (1980) noted that private colleges increased in total enrollment during the seventies although they lost in proportion of enrollment within all institutions of higher education. Nonetheless, institutional autonomy seemed to have been circumscribed somewhat by the increasing power of the government in support of the student consumer. Over the years between 1965 and 1985, total federal support for higher education grew from approximately \$2.7-billion to \$17-billion, with student aid increasing from \$1.3-billion in 1965 to \$12.2-billion in 1985 (See Table 5, below). With that support came increased federal influence, especially on behalf of the student consumer (Riesman, 1980).

Contrary to earlier suggestions that a change from institutional aid to student aid might conserve institutional autonomy (Newman, 1973), this increased federal involvement was viewed more recently as decreasing institutional autonomy. Fields (1985, October 16) described the court's role in determining whether educational institutions had followed Affirmative Action Guidelines for the hiring of women and minorities. Biemiller (1985, August 7) reported how the court might force Georgetown University to grant official recognition of two homosexual groups, in spite of the university's disapproval. Palmer (1985, October 16) described a case in which the Court ruled that the University of Michigan's Medical School must schedule a retest for a student in spite of the school's previous decision not to allow a retest for this student.

In all of these cases, federal authority was backed up by federal funding and the threat of its withdrawal if federal guidelines were not met. The Grove City case

illustrates how a small private college, in particular, may suffer the consequences of not following these guidelines - in this instance, the Title IX provisions under the 1972 amendments to the Higher Education Act of 1965. The college maintained that Title IX directives were "program-specific," as described by Fields (1983, March 2):

The Grove City case arose in 1976 when the Department of Education threatened to bar the college's students from receiving financial aid unless the college signed an "assurance form" promising to obey Title IX.

The college refused, saying that it did not accept direct federal aid and should not be considered a recipient of federal assistance simply because its students received money from the government. (p. 1)

Nonetheless, the court ruled against Grove City College, stating that "Title IX of the Education Amendments of 1972 applies even when the federal aid received by an institution is indirect or is not earmarked for specific purposes" (Fields, 1982, September 1, p. 1). Thus while the 1972 amendments may have increased the role of student consumers in deciding which programs should prevail, the federal government kept a strong hand in determining how these programs should be run.

In spite of the increased government influence and the restriction it placed on institutional autonomy, concern has surfaced over the prospect that the federal government may reduce its role in support of higher education. Wilson (1985, July 31, p. 16) and Evans (1985, August 7, p. 1) expressed alarm over administration proposals to cut Trio, Upward Bound, and other such programs aimed at aiding minorities. Fields (1985, October 6, p. 17) noted administrative attempts to remove quotas supporting Affirmative Action programs. Evans (1985, November 6, p. 27) described a lack of administrative support of

Affirmative Action policies and programs. Wilson (1985, August 7, p. 17) described efforts toward reducing support for "developing colleges," most of which catered primarily to minorities. Palmer (1985, August 14, p. 22) reported that the administration was proposing to cut student aid (See also Fields, 1985, September 4). These proposals to cut federal support of higher education came at a time when the federal government provided 80% of all student aid (Fields, 1985, September 4). Table 4 shows how federal student aid programs have grown since 1970 with each of them increasing by at least 100%. Between 1965 and 1980, the proportion of funds devoted to loans decreased from .79 to .67 in 1985. Between 1980 and 1985, the proportion of total student aid devoted to loans increased from .62 to .67, suggesting an increased dependence on loans. Along with the potential for decreases in federal support, this increasing dependence on loans comprised a recent concern regarding federal funding patterns in higher education. As noted by Newman (1985, September 18), "The rapidly increasing dependence on loans is alarming and must end" (p. 17).

Nonetheless, federal influence during the past twenty years resulted in increased access while maintaining diversity in the form of growth in total enrollment at private colleges. These gains apparently came, however, at the price of decreased institutional autonomy. Commentators such as Newman (1973) and the Carnegie Commission (1972), who saw student aid as a means for the federal government to support higher education without exercising undue influence, may have been surprised at how effectively the federal government used its support as a tool for exerting its will over colleges and universities in this country.

TABLE 4

Major Student Aid Programs: 1970-1985

(Dollars in millions)

	1970	1975	1980	1985
		<u>Grants</u>		
Pell Grants	N/A	\$357	\$2,500	\$3,000
Supplemental Education Opportunity Grants	\$113	\$200	\$336	\$374
College Work-Study	\$173	\$295	\$601	\$664
SUBTOTAL:	\$286	\$852	\$3,400	\$4,100
PROPORTION OF TOTAL STUDENT AID	.21	.33	.39	.33
		<u>Loans</u>		
Guaranteed Student Loans	\$811	\$1,300	\$4,840	\$7,500
National Direct Student	\$246	\$440	\$650	\$585
SUBTOTAL:	\$1,100	\$1,700	\$5,500	\$8,100
PROPORTION OF TOTAL STUDENT AID:	.79	.67	.62	.67

U.S. Census Bureau, 1984, p. 166.

State Funding and Influence

Over the past twenty years, this increasing federal influence was said to have comprised only part of an overall pattern of increasing government influence in which the state government apparently increased its influence at least as much as the federal government did. According to Clark Kerr, the federal era in higher education ended in the mid-eighties (Jacobson, 1985, September 4, p. 3). Moreover, evidence exists suggesting that the end of federal dominance in higher education has been approaching throughout the past twenty-five years. As noted by Chambers (1968), state support of programs grew from \$1.4-billion in 1959 to \$4.4-billion in 1967. Since then state support of programs increased to almost \$31-billion for the school year 1985-1986 (Evangelauf, 1985, October 30, p. 14). U.S. Census Bureau figures (1981) indicated that, between 1960 and 1981, state expenditures for higher education increased steadily from 24% of the total higher education budget to 31%. This is in comparison with federal funding levels during the same period, which fell from 21% to 15% during the same period (see Table 5 below). Funding from private sources declined more steadily during this period, from 11% in 1965 to 6% in 1975; at that point it began a trend of slight increase that continued through the early eighties (Desruisseaux, 1985, October 16 & November 6).

Moreover, the political climate appears right for a shift from federal to state dominance of higher education. A recent survey by the Chronical of Higher Education (1985, September 4) indicated that college presidents rated state-level government higher than the federal government in

TABLE 5

Sources of Funding for Higher Education: 1960-1985

(Dollars in millions)

	1965	1970	1975	1980	1985
TOTAL;	12,734	21,515	35,687	58,520	
Tuition & Fees	2,670	4,420	7,233	11,930	23,013 (est.)
Proportion:	.21	.21	.20	.20	N/A
Federal Government	2,654	2,682	4,991	8,479	17,000
Proportion:	.21	.13	.14	.15	N/A
State Government	2,984	5,788	10,857	20,106	30,747
Proportion:	.23	.27	.30	.34	N/A
Private Sources	1,400	1,780	2,160	3,800	N/A
Proportion:	.11	.08	.06	.07	N/A
Other Funds Revenues	3,026	6,845	10,446	14,205	N/A
Proportion:	.24	.32	.29	.24	N/A

N/A = Not Available

Sources: U.S. Census Bureau, 1984, p. 161.
 U.S. Census Bureau, 1981, p. 155.
 U.S. Census Bureau, 1984, p. 167.
 Evangelauf, 1985, October 30, p. 1.
 Jacobson, 1985, September 4, p. 1.

terms of attitude toward higher education. The author noted that a total of 46% of the college presidents rated the climate at the state level either good or excellent, whereas only 8% rated the climate at the federal level good or excellent (see Table 6). Jaschik 1985, August 14, p. 1) reported that, particularly in industrial states, quality higher education was seen as an important boost to the economy, especially for attracting high-tech industries. Evangelauf (1985, October 30) cited this concern for economic development as a major reason why 49 of the 50 states reported increased funding levels over the previous two years (p. 1).

Jacobson (1985, September 4) noted that concern existed regarding the diminution of federal support. Kerr suggested that the states should take over an increasing proportion of the support in years to come. As he said, "The ball is in the states' court now" (Jacobson, 1985, September 4). In the two preceding years, state spending for higher education rose 19% (Evangelauf, 1985, October 30). Where the federal government focused on student aid, the states sought to bolster state economies by strengthening institutions of higher education, particularly at the undergraduate level (Fields, 1985, September 4). States were concerned with issues such as the reform of teacher education, the question of whether remedial courses should be taught in high school or in college, and evaluation - testing undergraduates to determine whether education was improving their intellectual skills (Fields, 1985, September 4, p. 61). Fields also stated that, as the federal role in student aid diminished, the states might be expected to increase their role in providing access for those students who, otherwise, might be unable to attend.

TABLE 6
258 Presidents Rate the Political Climate for Higher
Education

At the federal level:	At the state level;
Excellent: 1%	Excellent: 5%
Good: 7%	Good: 41%
Fair: 52%	Fair: 40%
Poor: 38%	Poor: 13%

Jacobson, 1985, September 4, p. 3

By the mid eighties, the states provided about two-thirds of the operating budget of colleges and universities in this country (Fields, 1985, September 4). This support carried with it a great deal of influence often manifested in terms of efficiency and accountability. Lukenbill & McCabe (1978) indicated that states were becoming increasingly concerned about the quality of higher education taking place within their boundaries. Ihlanfeldt (1980) noted the example of Illinois in which the public sector of higher education was guided by a Resource Allocation and Management Plan (RAMP) designed to assess current and future needs of the system and the institutions comprising it. Jaschik (1985, August 7) described increasing state involvement in faculty development as a means of improving instruction. Peebles (1985, November 6, p. 1) reported that, at that time, 24 states had statewide admission requirements, with 11 of them allowing their state universities and colleges to set higher standards, and 16 of these states considering more stringent standards statewide. Coupled with this concern for quality, however, was a concern for maintaining institutional autonomy to the greatest extent possible. Thomas H. Kean, Governor of New Jersey and chairman of the Education Commission of the States, framed the matter in these terms: "Improvement in higher education takes place, in my view, within individual colleges" (1985, September 11, p. 128; see also Evangelauf & Desruisseaux, 1985, November 6; Fields, 1985, September 4; Jaschik, 1985, August 7 & October 23).

Over the past twenty years in higher education, rising government influence mirrored declining institutional autonomy as the federal government sought increased rights for the student consumer, and states promoted academic standards and undergraduate education. Within the government sector, the states have gradually taken on an

increasing role in shaping higher education policies while the role of the federal government has declined, in comparison. Thus, whereas institutional autonomy over the past twenty years may have focused more on the cooperation between institutions and the federal government, autonomy in the future may depend more on the cooperation between institutions and the state government.

Student Influence

The past twenty years in higher education have been marked by increasing diversity among students (Cross, 1980) and the increasing power of the student market (Riesman, 1980). In 1969 Wrenn projected that students of the near future would be "increasingly varied and . . . composed of many cultures and subcultures" (p. 606). Evidently this prediction proved accurate, as government funding and influence helped make a college education feasible to students of low socio-economic status who, heretofore, would not have sought admission. These "new students" and "nontraditional students" (Cross, 1980) helped make the student population more varied in terms of age, enrollment status, race, sex, skill, and career orientation. Many of these students were adults working full time who, therefore, could attend only part-time. Data from The U.S. Bureau of the Census (1981 & 1984) revealed that the proportion of college and university students over 24 years old increased from .21 in 1960 to .43 in 1985, while the proportion of students 18 and 19 years old decreased from .30 in 1970 to .20 in 1985. Meanwhile, part-time enrollment increased from .32 in 1970 to .44 in 1985 (See Table 7). Evangelauf (1985, October 30) suggested that increasingly aggressive recruitment of both high school students and adults had

TABLE 7

Degree-Credit Enrollment in Higher Education
By Age & Enrollment Status: 1960-1985

(In thousands)

	1960	1970	1975	1980	1985
Total	3,789	8,581	11,185	12,097	12,247
Persons:					
18 & 19 years	N/A	.30	.25	.25	.20
18 to 24 years	79	.69	.61	.60	.55
25 years & over	21	.28	.37	.38	.43
Part-Time All Age Groups	N/A	.32	.39	.41	.44

U.S Bureau of the Census, 1984, pp. 160 & 162.

*The figures for 1985 are from The Chronicle of Higher Education, September 4, 1985, p. 2.

N/A = Not available.

offset declining enrollment among 18-year-olds.

During the past twenty years, the increasing proportion of women and minority students also helped make the student population increasingly varied. Bowen (1982) characterized the years between 1950 and 1980 as the period when women and minorities - "submerged groups," in his terms - achieved increased personal freedom, including access to higher education (pp. 47-52). Riesman (1980) suggested that the movements for the rights of women and minorities had a significant impact on colleges and universities during the past twenty years of consumerism in higher education. He cited the civil rights movements and the growth of black nationalism as the "starting point" of later movements such as those in support of women's rights (p. 149). Bowen (1982) emphasized his belief that, between 1950 and 1980, "the widening and deepening of higher education" provided great benefit to members of submerged groups (p. 52).

At least in terms of access for blacks during this period, the nation apparently made progress, as indicated by U.S. Census data indicating that the median school years completed by blacks over 25 years in age grew from 6.8 in 1950 to 12.0 in 1980 (1981, p. 141). Writing in 1980, Ihlanfeldt offered that the number of minorities enrolling in higher education would probably increase (p. 8). More recently, commentators have suggested that access may have lessened somewhat, especially for blacks. Jacobson (1985, September 4) indicated that black enrollment declined since 1976 and 1985. Evans (1985, August 7) suggested that the Reagan Administration's antipathy toward Affirmative Action mandates may have contributed to this decline.

Data from the U.S. Bureau of the Census suggested that enrollment for blacks had been declining since the

mid-seventies, whereas enrollment for women had maintained consistent growth. After a surge in growth during the sixties, enrollment among women high school graduates maintained steady growth up through 1982, whereas enrollment among black high school graduates held steady only until 1975 when enrollment declined from .32 to .28 in 1982 (See Table 8). These figures seemed to support Jacobson's contention (1985, September 4) that black enrollment had declined since 1976. Fields (1985, September 4) listed access for all students as a main issue presently confronting the states in their support of higher education. In light of the prospects for decreasing support from the federal government, these decreases in enrollment among blacks suggested an area where the states might address particular attention.

Career Orientation and Declining Skills

With their declining skills and increasing career orientation (Levine, 1980; Carnegie Foundation, 1979) students currently enrolled further contributed to the variety of student within the population. In this regard, these students were somewhat different from those projected in 1969 by Wrenn:

I am reasonably convinced that more students will come to college to learn about life rather than to prepare to earn a living. The financial security felt by most young people--that is, the absence of poverty and economic insecurity in their home life--will mean that students will be looking for education that will be relevant to their concern for living a total life which has personal significance (his emphasis).
(p. 607)

In terms of career orientation, the new student of the eighties seems more like the "good student," as described by Leon Botstein:

TABLE 8

Percent of Female and Black High School Graduates
Enrolled in Higher Education: 1960-1982

YEAR	FEMALES	BLACKS
1960	.18	.18
1970	.26	.26
1975	.29	.32
1980	.30	.28
1982	.32	.28

U.S. Bureau of the Census, 1984, p. 160

To be a good student is now almost exclusively to be an incipient professional or an apprentice to a faculty member. Motivation is tied exclusively to the usefulness of an area of study for future career or social display. (1979, p. 36)

Jacobson (1985, September 4) echoed this belief about the career orientation of today's students: "Career-conscious students . . . continue to demand solid professional preparation, particularly in such fields as business, engineering, and computer science" (p. 2; see also Cohen & Brawer, 1982).

Along with their career orientation, these new students seemed to bring with them a lower skill level than typically expected of students prior to 1965. As stated by Lukenbill & McCabe (1978), "A highly publicized fact of higher education is that an increasing number of students enter college with severe deficiencies in basic communication and computational skills" (p. 43). The Carnegie Foundation (1979) described the compensatory programs many colleges were developing to help students of such low skill levels survive in college. Nonetheless, Clowes (Evangelauf, 1985, April 17) explained how teachers could become frustrated in trying to teach such students, even in the community college where they had long been welcomed. The Carnegie Foundation (1979) stated that student skills, on the average, had been "declining for several years" (p. 209). In combination with data from the U.S. Bureau of the Census (1981, p. 156) and The Chronicle (Biemiller, 1985, October 2, p. 1), data provided by the Carnegie Foundation (p. 211) suggested how consistent this decline had been. Between 1965 and 1975, American College Testing (ACT) composite scores declined 1.6 points, from 19.9 to 18.3. Between 1965 and

1980, Scholastic Aptitude Test (SAT) verbal scores declined 36 points from 473 to 437, while the SAT mathematics scores dropped 23 points, as shown in Table 9.

Student Activism

With their career orientation and limited skills, these students were said to comprise a challenge to higher education (Carnegie Foundation, 1979). On the other hand, these students also seemed to lack the activism of their predecessors attending college during the sixties; thus the students of the seventies may also have caused less disruption (Carnegie Council, 1980; Levine, 1980). In the late sixties, however, student activists apparently caused a great deal of disruption (The President's Commission on Campus Unrest, 1970). William Haber (1969) described some of the main concerns of student activists during the late sixties:

- Their objection to the draft
 - Their involvement in the civil rights movement
 - Their objections to poverty in the midst of plenty
 - Their objections to the "military-industrial complex"
- (p. 139)

The items on this list shared an origin in the society outside of academia, in contrast with the President's Commission Report (1970) which placed a great deal of the responsibility on the universities themselves.

During the late sixties and early seventies many commentators expressed their belief that student activism would continue (Eddy, 1968). The President's Commission (1970) expressed a similar belief that the university must prepare itself for continued student

TABLE 9

ACT & SAT Score Averages for College-Bound Seniors:
1965-1985

Year	ACT Composite	SAT Verbal	SAT Mathematical
1965	19.9	473	496
1970	19.5	460	488
1975	18.3	437	473
1980	N/A	424	466
1985	N/A	430	475

U.S. Bureau of the Census, 1981, p. 156

Biemiller, 1985, October 2, p. 1

Carnegie Foundation, 1979, p. 211

violence: "It must face up to the fact that campus disruption will not cease in the foreseeable future" (p. 145). In contrast, other commentators were beginning to perceive a cessation of campus disruption as early as 1972, and with some justification. Whereas 9,000 protest demonstrations occurred during the school year 1969-1970, only 135 demonstrations occurred during 1970-1971 (Schick, 1972). Apparently this calming trend continued throughout the seventies. The Carnegie Council (1980) indicated that large-scale political activism "died in the summer of 1970 and has never been successfully resurrected" (p. 28). Levine (1980) reported on a study in which 586 colleges and university personnel directors were asked to describe how students on their campuses had changed since 1969-1970. Results of the study indicated that students were "less radical (on 58 percent of the campuses), less activist (on 57 percent of the campuses), and less hostile (on 40 percent of the campuses)" (p. 7). Riesman (1980) described how this perception may have stemmed from the difficulty of maintaining momentum in an age when many victories had been won and many faculty who, earlier, might have led such movements had wearied of the battle. Nonetheless, his concluding statement on this topic appeared to support the contention that student unrest would continue in some form:

In sum the notion that there are radical discontinuities in the outlook of students, coincident with decades, is largely fallacious. The great change is the overwhelming sense of powerlessness and the accompanying cynicism that prevail currently and make even more dramatic the continuing evidences that students who can afford the luxury of involvement are as capable of it as heretofore. (p. 321)

Levine (1980) described how the protest against South African divestment during the late seventies arose primarily

within large, highly selective research-oriented universities in the Northeast and along the Pacific Coast. Since then, divestment apparently spread as a motivation for protest. Interviews conducted for The Chronicle of Higher Education (Jacobson, 1985, September 4) with "dozens of academic leaders and government officials" revealed increasing intensity in student protests, with policies toward South Africa serving as the focus of attention (p. 2). Meyer (1985, September 4) listed divestment along with other issues which he termed "The Year's Hot Topics":

- Campaigns to ban Central Intelligence Agency recruiters from campuses.
- The status of members of minority groups on campuses.
- Campus-based research for President Reagan's Strategic Defense Initiative
- United States involvement in Nicaragua, El Salvador, and other Central American countries.
- The feared lowering of state and federal support levels for higher education. (p. 36)

In comparison with students of the late sixties and early seventies, students attending college after 1975 seemed likely to be older, less skilled, more career-oriented individuals of both sexes and various ages and races who attend part time. These students may also have appeared less active but perhaps less because of their passivity than because of the cynicism displayed by faculty members who would supply the leadership necessary for students to mount protests comparable in scale with those of the sixties.

Institutional Change and Influence

During the past twenty years, a primary role of government was to provide funding, which increased access to

higher education - as mentioned above - and fostered growth, especially in public institutions. Government funding apparently contributed to a decrease in diversity among institutions as it increased institutional size and government control.

As mentioned before, some commentators (Bowen, 1971; Newman, 1973) saw increased federal aid to students as a means of safeguarding diversity by increasing access to private institutions. Nevertheless, some commentators during the early seventies recognized the difficulty of halting the movement toward institutional homogenization. This is how Mayhew (1970) described this movement:

An ideal of a democratic society is its diversity of institutions so that pluralism of belief may be accommodated. And while this value is proclaimed, in reality institutions seem to move toward a mean, becoming more like one another. (p. 267)

The "mean" described by Mayhew may be described in terms of comprehensiveness of offerings, size of institution, and source of control. In particular, Zammuto, Whetton, & Cameron (1983) noted that comprehensive two-year colleges enjoyed exceptional growth during this period, while the Carnegie Council (1980) noted similar growth within the comprehensive university. As mentioned before, the Education Amendments of 1972 brought about a revamped funding process that centered on student aid rather than on aid directly to the institutions themselves. In combination with state enrollment-driven funding patterns already in place (Riesman, 1980), this shift toward student-aid-based funding may have marked the government as a major source both of funding (as earlier) and of students (now becoming increasingly scarce). Moreover, this change took place in the midst of a postwar shift toward increased public control (Jacobson, 1985, September 4, p. 3). Eiden (1976, p. 38)

described this shift as part of the decreasing diversity arising after World War II when an increasing proportion of students enrolled in public institutions (from .56 in 1956 to .76 in 1976). Statistics from the U.S. Census (1981) and The Chronicle of Higher Education reflected this change over the past twenty years as the private proportion of the degree credit enrollment for private institutions slid from .34 in 1965 to .22 in 1985 (See Table 10 below).

Trow (1979) related how this combination of government influence and student consumer (market) influence may have meant decreased diversity among institutions of higher education during that period. Eiden (1976) noted that, between 1965 and 1976, the proportion of single-sex institutions declined, with the number of men's colleges decreasing by .49; the number of women's colleges by .54 (p. 38). Stadtman (1983) outlined the benefits of institutional diversity, primarily in terms of the desire within society to provide student access and institutional autonomy. Even during the early seventies when students were not viewed as being as diverse as they were during the early eighties, Newman (1973) saw the need to match student diversity with institutional diversity.

Thereafter, the heterogeneity of students was said to have increased even more with the approach of the eighties (Levine, 1980). Decreasing diversity would seem to suggest, then, a decrease in the capability to serve a variety of function (e.g., remediation, child care, specialized counseling) just at a time when an increasingly heterogeneous student population would suggest the need for such functions. Riesman (1980) noted that government interests might prevent institutions from having the internal diversity of private institutions.

TABLE 10

Degree Credit Enrollment: Totals and Proportions
Public and Private Colleges and Universities: 1965-1985

YEAR	TOTAL	PUBLIC	PRIVATE
1965	5,526,000	3,624,000 (.66)	1,902,000 (.34)
1970	7,920,000	5,800,000 (.73)	2,120,000 (.27)
1975	9,732,000	7,426,000 (.76)	2,306,000 (.24)
1980	12,097,000	9,457,000 (.78)	2,640,000 (.22)
1985	12,247,000	9,591,000 (.78)	2,656,000 (.22)

U.S. Bureau of the Census, 1981, p. 134

*Statistics for 1985 were obtained from Jacobson, 1985, September 4

Although colleges in the public sector compete with one another as well as with institutions in the private sector for students and for faculty, they are rarely given the entrepreneurial leeway that the private sector makes available in principle, even if rarely in practice. They are subject to an increasingly tight system of statewide controls which limit the programs they can offer and which, since they base funding on head-count formulas, tend to discourage innovation. (p. 199)

Though private institutions may provide diversity necessary for a heterogeneous student population, concern about their survival has existed throughout the past twenty years. Bowen (1971), Keeton (1971), Newman (1973) and Young (1971) recognized the special difficulties that private institutions had in attracting students and funding their programs. More recently, Martin (1981) and Weaver (1981) noted how some private colleges were forced by market conditions to convert from liberal arts colleges to comprehensive institutions. Offering that liberal arts colleges currently lacked character in the sense of a "disciplined, evident, enduring commitment to principle" (p. 298), Martin suggested that the liberal arts college might be caught between two models: the university with its "massive institutional services" and the community college with its "endless options for individuals" (p. 300). Thus, while losing their focus on liberal education, many institutions adopted one of these two models for comprehensives. Stressing the difficulty of survival for small private colleges, Stadtman (1980) pointed out that 129 private colleges and universities closed between 1970 and 1978 (p. 111). Noting the difficulty that privates had in competing for students and funds, the Association of Governing Boards of Universities and Colleges encouraged the creation or enhancement of state higher-education associations that would include both public and private

institutions (Peebles, 1985, October 23 p. 11).

In spite of their losses in proportion of enrollment during the seventies, private colleges and universities increased their total enrollment by almost .40 over the past twenty years (See Table 10 above). Thus, of itself, being private would not seem to be the kiss of death on an institution over the past twenty years. Size may be another factor related to survival. Eiden (1976) reported the increasing proportion of large institutions, a pattern that continued until at least the end of the decade (Carnegie Council, 1980). Stadtman (1980) suggested that size could be a factor in the survival of a private institution; Riesman (1980) noted the importance of size to any institution; Mayhew (1980) stressed the size of the constituency. In an age when the public sector was growing and many institutions were growing larger, colleges and universities facing the most difficulties seemed to be those that were small and private.

Evidently, the past two decades in higher education were periods of much competition, both among institutions of higher education, and between them and segments of business and government. An uncertain economic environment has forced institutions to compete for limited financial resources, while the decline in numbers of college-age individuals has meant increased competition for potential students who must decide whether to attend college or go directly onto the job market in business or government. Notwithstanding, this period also witnessed a rise in cooperative arrangements - among institutions of higher education, with the federal government, and with business corporations. By the mid-sixties, cooperative arrangements with the federal government had a long history. As described by Kerr (1972), these arrangements typically

involved research, and centered on three major concerns: defense, scientific and technological progress, and health (p. 54).

Consortia among institutions of higher education apparently developed more recently. As described by the Carnegie Foundation (1979):

Pioneered by the Claremont colleges in California and the Atlanta University System in Georgia, such cooperation may entail sharing library resources, allowing students to cross register for instruction, sharing faculty members, and jointly offering graduate programs. Some consortia of colleges are organized specifically for special purposes, such as sharing expensive facilities (computer centers, libraries, or special research laboratories, for example) or offering adult education. (p. 62)

Cooperation with business corporations appear to be increasing. Evangelauf (1985, November 6) noted that three-fourths of the nation's colleges have ties with business, while corporate giving to higher education neared \$1.5 billion during 1984. Corporations contributed \$696 million in 1980, which represented at least a 100% increase in the past four years. Nonetheless, concern does exist that colleges may be losing autonomy by establishing cooperative agreements with business and government (Jacobson, 1985, September 4). Reverend Theodore Hesburgh, President of Notre Dame, warned that colleges may damage their integrity by entering into "Faustian bargains" with business and government that might deflect universities from their emphasis on goals and values (Evangelauf, 1985, November 6, p. 24). Cooperation with business and government brought to the surface the difficulty of balancing fiscal realities against institutional autonomy. More than a decade earlier, Newman (1973) cautioned colleges against seeing cooperatives between colleges and universities as a solution to the main problems of higher

education. He illustrated his point with special emphasis on the risks run by the small institution seeking financial relief through a cooperative venture with a larger institution:

Do we really expect that a large multi-campus system, with all of the pressures with which it must contend from its own public campuses, can remember to deal differently with and preserve the independence of a local private university during the coordination process? I think not. Coordination, I am afraid, will only lead to domination. (p. 24)

This balance between survival and autonomy characterized cooperative initiatives over the past twenty years, beginning with cooperation with the federal government that focused on research, and branching out to inter-institutional consortia and cooperation with business and other levels of government. Over the past twenty years, the influence of government and student market apparently lessened institutional autonomy as it contributed to the growth of public control and increased size of institutions. These changes apparently characterized the flow of institutional development during this period.

Students and Faculty as Internal Sources of Influence

Faculty and students constituted primary internal sources of influence on changes in governance and curriculum during the years between 1965 and 1985. Riesman (1980) noted how students led the way toward increased involvement for both students and faculty. He described how the expanding role in governance for students and faculty resulted in increased concern for the rights of students and faculty. In contrast, within the curriculum, the student and faculty inclination toward career education may have

interfered with efforts toward strengthening liberal arts.

Governance

Governance in higher education over the past twenty years might be viewed in terms of adaptation to changes within the external environment. Newman (1973) emphasized the need for institutions to possess "an outward view to balance the focus on internal interests" (p. 14). In view of financial constraints during the early seventies, Bowen (1971) called for efforts toward "a selective combination" of belt-tightening and increased income. The Carnegie Council (1980) described the impact that such adaptations may have on an institution:

Some of the adaptations . . . can weaken the sense of community and common experience on campus: the introduction of part-time students, alternative schedules that keep people moving in and out like customers in a supermarket, less well-prepared students, more adult students, and efforts to retain reluctant students. (p. 114)

In his study of literacy development within the two-year college (1982), Richardson et al. described the effects of adaptation through increased access for individuals seeking developmental education. He related how faculty accustomed to teaching typical college-age high school graduates on a daytime schedule had difficulty in adjusting to the changes in schedule and methodology brought about by a sudden influx of adults seeking literacy training. Atwell & Sullins (1983) also described adaptation within the two-year college, specifically in terms of conserving curricular comprehensiveness. Weaver (1981) described how adaptive change may take place within the liberal arts college, noting the importance of retaining the commitment to instruction. Zammuto, Whetton, and Cameron (1983) suggested that, in comparison with other

institutions, large universities adapting to declining resources could make relatively minor adjustments. These commentators seemed to share a focus on the ability of an institution to adapt to changes within the environment without losing integrity, what Martin termed the "character" of the institution (p. 297).

Student Influence on Governance

Riesman (1980) differentiated between student market power - an external source of influence based on demographic distinctions such as age, number, and type of students; and student influence arising within the institution and centering on student influence in matters such as governance and curriculum (Chapter 9). In 1969 Wrenn predicted increased student involvement in governance. As he stated, "Youth will wish to participate increasingly in college policy making" (p. 606). Soon thereafter, the Carnegie Commission (1973) described the forms that such participation might take:

Some students continue to seek more participation through voting rights on committees and through formal consultation, although only a few really want control over academic life. This effort, rising and falling in intensity, is likely to continue into the indefinite future. (p. 1; see also Mayhew, 1970)

Ensuing events suggested that student influence developed in a pattern similar to that predicted by the Carnegie Commission (1973). Levine (1980) indicated that student participation and influence grew during the seventies (pp. 52-53), while chances for a clash between students and administration diminished as students became less activist (p. 7). Nonetheless, in 1985, student activism and influence appeared on the upswing. Stating that student protests during the spring of 1985 were "the

largest since the early 1970's," Meyer (1985, September 18, p. 35) described how student activism and influence led major universities to re-examine policies regarding protests. Jones (1985) noted the role of trustees in responding to such pressures of student groups seeking a voice in governance. Biemiller (1985, August 7) reported how one group of students got court backing to grant university recognition of homosexual groups on campus. The Associated Press (1985) described the pressure of such groups as a factor contributing to recent decisions of several universities and colleges to sell some of their stock in companies with ties to South Africa. Recent "uneasiness" notwithstanding (Jacobson, 1985, September 4), students over the past ten years have apparently funneled their influence away from the campus revolts of the late sixties and early seventies toward increasing involvement in normal administrative channels of departments and committees.

Faculty Influence on Governance

Jencks & Riesman (1968) charted the rise of faculty influence in the university during the first six decades of this century. Yet Kampf (1969) offered that faculty power during the late sixties may have come as a by-product of the student movement, while Riesman (1980) suggested that, by 1968, "Students were already asserting their powers at the expense of institutions and of those faculty members who were not of their party" (p. xx). Apparently, faculty influence over governance remained low throughout the seventies, since a study by Baldrige et al. (1978) indicated that only 18% of faculty members considered themselves active in governance matters (Stadtman, 1980, p. 67; see also Evangelauf, 1985, April 17).

This concern over the lack of influence within governance may have contributed to the rise of collective bargaining, which some commentators saw as being almost inevitable. The Carnegie Commission (1973) reported that faculty were seriously considering collective bargaining in increasing dominance from the state government might compel faculty to form unions. Mayhew (1970) also predicted unionization "in all save a few elite institutions" (p. 275). By 1977, the Carnegie Council was listing the growth of faculty unions along with student consumerism as threats to the financial stability of higher education. By 1980, the Carnegie Council (1980) expressed agreement with Newman's (1973) belief that external factors such as financial restraint and government control could reduce the faculty's sense of self-determination, compelling many to embark upon collective bargaining as a means of gaining increased influence over governance.

Seemingly, neither increased influence nor job satisfaction followed the increased collective bargaining activity. Jacobson (1985, October 23) described the current sources of dissatisfaction among faculty. Jacobson indicated that faculty seemed more concerned about salary and job security than they were interested in their role in governance. Apparently Bowen's (1971) anticipated surplus of Ph.D.'s materialized, causing full-time and tenure-track positions to become increasingly scarce, and the security of even these positions to become threatened. Meanwhile, faculty continued to be troubled about their role in teaching, with special concern about the quality of students currently attending (Evangelauf, 1985, April 17).

Interestingly, whereas student efforts toward achieving influence were spotty, faculty consistently pursued collective bargaining as a primary avenue to influence.

Nonetheless, student influence has apparently grown somewhat while faculty influence has atrophied. This shift in influence may be attributed at least in part to government control on behalf of students. Along with other external factors such as declining resources and a surplus of Ph.D.'s, this increased government influence apparently decreased faculty autonomy.

Curriculum

According to Newman (Excerpts, 1985, September 18), the curriculum in higher education manifested a focus on "specialization and career" (p. 17). Evidently, Newman had long viewed excessive specialization as a problem within the curriculum. Terming it "professionalization," Newman earlier signaled excessive specialization as a major impediment to curricular reform during the early seventies (Brickman, 1971). Mayhew (1970) identified eight sources of pressure toward professionalization:

- Society's demands for highly trained manpower;
 - Expansion of scholarly disciplines;
 - Addition of new disciplines to attract faculty who are recent products of graduate schools;
 - Faculty pressure for more doctoral-level courses, even when such an effort would jeopardize the undergraduate mission;
 - Presidential predilections toward increased graduate offerings;
 - Availability of federal funds in support of increased graduate study;
 - The information explosion that makes it hard for an institution to assimilate knowledge into a unified curriculum.
- (pp. 269-270)

These earlier descriptions of professionalism focused on the university. More recently Weaver (1981) described its impact on the liberal arts college:

The most common organizing device of liberal arts curricula is by academic disciplines, categories

of knowledge fashioned by the interests of research professionalism rather than by the goals of undergraduate pedagogy. (p. 159)

Apparently, this professionalism has sometimes taken the form of increased comprehensiveness. Within the community college, Cohen & Brawer (1982) charted the rise of career education during the sixties while predicting its hegemony during the remainder of this century. Atwell & Sullins (1984) viewed comprehensiveness as important to the mission of the community college. Zammuto, Whetton, & Cameron (1983) described how increased comprehensiveness might aid universities in adapting to shifts in student interests in fields of study - noting, in contrast, how the liberal arts college could have difficulty in adjusting to such shifts without increasing comprehensiveness or merging with other institutions.

The literature offered several factors as contributing to this thrust toward specialization, with government and market comprising primary external sources of influence, and faculty and students as primary internal sources of influence. Noting the flow of resources as the primary determinant of academic change, Hefferlin (1971) identified the state government as a primary external source of influence on the curriculum. Mayhew (1970) described the influence of the federal government in its efforts toward increasing access. Evangelauf (1985, November 6) stressed the role of business in offering resources and, hence, increased external influence. The marketplace was another primary external source of resources - students in particular. Recent declines in the number of potential college students graduating from high school (See Student Influence, above) increased the power of the marketplace (Riesman, 1980). Coupled with federal efforts toward

increasing access, this decline meant that "new students" and "nontraditional students" would be attending college (Cross, 1980). Cross described the impact of these new and nontraditional students on the curriculum, particularly at the instructional level. As an external source of influence, this diversity of students may have suggested the need for comprehensiveness in the form of diverse offerings. Yet this comprehensiveness apparently came at the cost of weakening the liberal arts core (Conrad & Wyer, 1980).

Faculty Influence on The Curriculum

Within the institution, faculty influence, often termed professionalism, has been cited as a primary source of impetus toward increased comprehensiveness. Weaver (1981) described the form that professionalism took since World War II:

By the late 1940s and early 1950s, the department had become the point of intersection between disciplines and institutions, and the avenue of professional advance and recognition was outward from the department to national disciplinary associations, journals, and colleagues--far from students, class schedules, college committees, academic deans, and other irritating institutional demands with no professional payoffs. The proper role of the institution in this scheme of things (and one which institutions increasingly came to accept and encourage their reputations) was to support, honor, and compete for individuals whom disciplinary bodies had accorded professional recognition. (p. 154)

Eddy (1969) cited this orientation toward activities outside the institution as a factor contributing to student alienation during the late sixties. Richardson (1972) described the professionalism more directly in terms of students' reaction to a curriculum based on research.

More recently, Martin (1983) described the impact that professionalism has had on the liberal arts college during the twentieth century - moving the college from the "center

to the periphery of higher education" (p. 285). Conrad & Wyer (1980) marked professionalism as contributing to the decline of liberal education in all types of postsecondary institutions. Most recently, the Association of American Colleges described what they termed a "marketplace philosophy" leading to excessive comprehensiveness detrimental to the teaching of values (N.Y. Times News Service, 1985, February 12). All of these commentators cited faculty influence as professionalism, a primary factor contributing to increased comprehensiveness in the curriculum.

Students as an Internal Source of Influence
on the Curriculum

Student influence within the institution has also been cited as a primary influence on the curriculum during the past twenty years. Nonetheless, some question has existed over what students considered worthy of study. Whitaker (1969) suggested that students were primarily interested in relevance, the study of the present with little reference to the past. In 1969 Eddy noted how students viewed the lack of relevance within the university:

The greatest student discomfort in terms of lack of relevance is with the curriculum and methods of teaching. Many students feel that their teachers are out of touch with the major issues of the second half of the twentieth century. (p. 17)

In 1972, Schick listed specific areas where students had had an impact on the curriculum:

Afro-American Studies
Judaic Studies
Women's Studies
Environmental Studies
Urban Studies
(pp. 94-95)

Nonetheless, students apparently made their greatest impact through their vocational orientation. Evangelauf (1985, November 6) reported that the largest subject major nationwide was business and that, even at Harvard, the largest major was economics. U.S. Census Bureau Statistics indicated that, between 1975 and 1980, earned degrees in professional studies increased in 11 of 14 areas listed, whereas liberal studies decreased in 7 of 10 areas, with a total increase of 15% in professional studies and a decline of 16% in liberal studies (see Table 11 below). This focus on professional studies marked students as a primary internal source of influence on the curriculum. Sharing this interest in professional studies, faculty and students comprised a significant influence toward increased professionalism, and a formidable barrier confronting efforts toward strengthening liberal studies.

Throughout the past twenty years, rising government influence provided access for an increasingly diverse and career-oriented student population. While growth contributed to the size of institutions, the diversity of students contributed to diversity in the form of curricular comprehensiveness. Government influence may also have contributed to decreased diversity among institutions as the public sector grew and institutional autonomy decreased proportionally. Following the lead of students, faculty adopted a stance of greater involvement in governance. Nonetheless, working primarily through collective bargaining, faculty apparently made few gains toward increased influence within governance. However, faculty and students did retain dominance within the curriculum as departments continued to dictate the type and number of programs offered, primarily in terms of student and faculty preferences.

TABLE 11

Earned Degrees Conferred by Field of Study 1975-1981

PROFESSIONAL STUDIES - MOSTLY GROWTH			
Major	Total, 1975	Total, 1980	Percentage, Growth or Decline
Computer Information Sciences	5,000	11,200	+124.0
Law	400	700	+75.0
Communications	19,200	28,600	+49.0
Engineering	46,900	68,900	+46.9
Business & Management	133,800	186,700	+39.5
Public Affairs	28,200	37,600	+33.3
Agriculture	17,500	22,800	+30.3
Health Professions	49,100	63,900	+30.1
Theology	4,800	6,200	+29.2
Architecture	8,200	9,100	+11.0
Home Economics	16,800	18,400	+9.5
Military Science	300	300	No Change
Education	167,000	118,100	-29.3
Library Science	1,100	400	-63.6
Total for Professional Studies:	498,300	572,900	+15
LIBERAL STUDIES - MOSTLY DECLINE			
Mathematical Subjects	18,200	11,400	-37.4
Foreign Language	17,600	11,100	-36.9
Letters	57,600	40,600	-29.5
Social Science	135,700	103,900	-23.4
Psychology	51,000	42,000	-17.6
Area Studies	3,000	2,500	-16.7
Biological Studies	51,700	46,400	-10.3
Fine Arts	40,800	40,900	No Sig. Change
Physical Sciences	20,800	23,400	+12.5
Interdisciplinary Studies	28,200	34,500	-22.3
Total for Liberal Studies:	424,600	356,700	-16.0

Census Bureau, 1984, p. 169.

CHAPTER III
DESCRIPTION OF THE METHOD USED IN CONDUCTING THE STUDY

Introduction

The method used to conduct this study was based on the content analysis (Krippendorff, 1980) of selected journals representing the interests of opinion leaders in higher education. This study was divided into four stages:

- Sample Selection
- Unitization and Recording
- Data Reduction and Analysis
- Extrapolation from the Data
to opinion leader interest
(Adapted from Krippendorff, 1980)

A concern for both reliability and validity marked the entire study. In the sample selection stage, validity was a major consideration. Thus care was taken to include journals representing the interests of opinion leaders in all of higher education. To ensure the greatest possible coverage of institutions throughout higher education, Smart's (1978) model of five institutional types was selected. To determine which journals to include in the sample, a questionnaire was developed around a list of periodicals developed a priori and sent to board members of three representative organizations in higher education:

American Association of Community and Junior Colleges
Association of American Colleges
American Association for Higher Education.

Based on the analysis of findings from this questionnaire, the following journals were selected:

Change Magazine

Educational Record

Journal of Higher Education

Academe (Formerly AAUP Bulletin)

Community and Junior College Journal

The validity of articles from these journals as representing opinion leader interest was further validated by a Chronicle of Higher Education market study indicating that subscribers in higher education regularly read these journals (p. 40) and found them professionally useful (Simmons Market Research Bureau, pp. 40-41). Articles from these journals were seen as representing the interests of opinion leaders over the past twenty years.

Validity and reliability were also guiding concepts in the unitization and recording stage of this study. An interest in validity led to the decision to use the content of journal articles as the unit of analysis, rather than the titles of journal articles. In comparison with their titles, the content of the articles was viewed as more accurately reflecting opinion leader interest, whereas some of the titles were seen as ambiguous to the extent that readers might not know what the articles were about until they had examined the contents of the articles themselves. For example, the article "Utah: Going Against the Trends" (Jarvik, 1982) seemed ambiguous because it did not name the trends against which Utah was said to be going. Was the author discussing curriculum, or perhaps statewide coordination and planning? What was the subject matter of the article? Further investigation beyond the title

revealed that the article was about Utah's projected growth in enrollment. Thus the researcher assigned this article to the category "Student Access." To ensure reliability, the researcher took care to be consistent in assigning each article to the proper category and in measuring the number of column inches it comprised.

Throughout the unitization and recording stage, care was taken to consider the relationships among the initial categories as they developed. Thus the collapsing of these categories came as the culminating point in a continuous process of comparing the categories developed and noting the relationships among them. The initial categories were collapsed into five main categories:

- Government Funding and Influence
- Students
- Institutional Change and Influence
- Administration/Governance
- Curriculum

The constant comparison of categories seemed to lend rationality to the content analysis, enhance the reliability of the main categories, and increase the chances that another researcher conducting a content analysis of the same journals would obtain similar categories. As an additional reliability check, two coders conducted a content analysis of journal issues randomly selected within the sample. Then, using the Kendall coefficient of concordance, the major categories developed by these researchers were compared with results obtained in the initial analysis of these articles within the study. The result was a .96 level of association, in comparison with .90, the level earlier determined to be adequate for a study such as this one

that a researcher following his instructions could replicate. During the final stage, the researcher focused on validity as he sought validation of inferences from sources both internal and external to the content analysis.

Sample Selection

Smart's adaptation (1978) of the Carnegie Commission typology of colleges and universities (pp. 128-149) was used in the study to ensure that journals selected for the sample might represent colleges and universities in all areas of higher education. According to Smart, the institutions of higher education in this country could be classified into five major clusters or types, all of which were designed around categories developed by the Carnegie Commission (1977). By including journals representing these five major types of institutions, this study was determined to be valid to the extent that it adequately covered the interests of leaders seeking to influence the opinions of other individuals by contributing to journals in higher education during the period covered by the study (for further discussion of the Smart typology, see pp. 8-9). By including journals representing these five major types of institutions, this study was determined to be valid to the extent that it adequately covered the interests of individuals seeking influence through the publication of articles in journals of higher education over the period covered by the study.

To determine which journals to include in the sample, the researcher developed an a priori questionnaire based primarily on Ulrich's International Periodicals Directory, pages 510 through 517. From this list of periodicals in higher education, the researcher selected

those periodicals which were published in the United States and appeared from their titles to possess the breadth of focus necessary for a study such as this one covering, as nearly as possible, all aspects of higher education including governance, curriculum, and the internal and external forces that influence them. At this point, periodicals such as the AAACE Newsletter, published by the American Association for Adult and Continuing Education, and the AABC Newsletter, published by the American Association of Bible Colleges, were eliminated from the sample because they were perceived as being too narrow in focus. To this list of periodicals, Educational Record was added at the suggestion of the dissertation committee chairman. The result was a questionnaire that included 37 journals from which the respondents could select the ones they considered most influential (See Appendix A). Once the survey was completed, the researcher further examined the periodicals selected to ensure that all of them possessed the breadth of coverage to support the study. This investigation revealed that four of the periodicals (American Association of Higher Education Bulletin, Ford Foundation Letter, Higher Education and National Affairs, and WICHE Reports) were more in the form of pamphlets than journals which opinion leaders might use as instruments of influence in higher education. Therefore, these four periodicals were excluded from the study.

Then Smart's typology of institutions was used to determine which organizations to survey to get full coverage of opinion leader interest in higher education. On this basis, a questionnaire was sent to board members of representative organizations, including the American Association for Higher Education (AAHE), The Association of American Colleges (AAC), and the American Association of

Community and Junior Colleges (AACJC). While no group was seen as representing only one type of institution, the American Association for Higher Education was selected as best representing comprehensive institutions, major research institutions, and restricted-scope research institutions. The Association of American Colleges was selected as representing liberal arts colleges, and the American Association of Community and Junior Colleges was seen as representing the two-year institutions.

The AACJC board membership list was taken from the August/September 1985 issue of the Community, Technical, and Junior College Journal; the AAC board list came from the Fall 1985 issue of Liberal Education. Upon request by the researcher, the AAHE mailed a list of its board members likely to respond to such a survey (See Appendix B for a list of all potential respondents). The result was a population of 62 board members of these organizations in higher education.

To protect the privacy of the respondents, the researcher did not keep a record of which respondents recorded what responses. Thus, to determine which questionnaires went to what organizations, the researcher used a combination of return addresses, where available, and analysis of the answers. Thus questionnaires containing responses pertaining only to comprehensive universities, major research universities, and restricted scope universities were assumed to be from the American Association for Higher Education; all questionnaires containing responses to questions about liberal arts colleges were assumed to be from the Association of American Colleges; and, since the remainder all contained responses to questions about the two-year institution, they were all assumed to be from the American Association of Community &

Junior Colleges.

Within each category, journal influence was based on responses received rather than on whether the respondents were members of one association or another. Thus, during the sample selection survey, each questionnaire (See Appendix C) was divided into five sections - one for each institutional category covered by the study. Each section contained the same list of 37 journals along with instructions for scoring each journal in terms of influence within higher education (see Table 13 below). Each section also contained the following notation addressed to the respondent:

If you are not sufficiently familiar with institutions of this type to rate these journals meaningfully, please put an X in this box and turn to the next question.

Thus, dependent upon the number of sections in which respondents chose to respond, they possessed the flexibility to rate these journals in as many categories as they wished. For example, members of the American Association of Community & Junior Colleges either might choose to record their responses only in the section designated "Two-Year Institutions," or in as many sections as they felt competent to judge - with some respondents recording responses in as many as four institutional categories (see Table 13).

Rules for Selecting Journals for the Sample

After results of the survey were compiled, selection of journals for the sample took place, based on consideration of the most influential journals overall and within each category. Journal influence was measured in terms of a scoring system in which a journal received no points for a questionnaire item marked DNR (Do Not Read) but, for all

TABLE 12
Sample Selection Survey
Board Member Response Rate*

Organization	Number of Potential Respondents	Number Responding	Percentage Responding
American Assoc. of Community & Junior Colleges	29	17	59
Assoc. of Amer. Colleges	19	10	53
American Assoc. For Higher Ed.	14	10	71
TOTAL:	62	32	-
AVERAGE RESPONSE RATE			61

*For purposes of this survey, any returned questionnaire was considered to be a response, whether it was usable or not.

others marked, received a score based on the level of influence recorded. Then the analysis of journal influence began, focusing on the total number of points that a journal received. The ten journals receiving the most points were considered candidates for inclusion in the sample (see Table 14).

Once the total score for each journal was calculated in this manner, sample selection continued, centering on strength of influence within each category as measured in terms of the most points received, with the mean score as a secondary measure (see Appendix D, "Top Ten Journals Selected: Total Scores and Mean Scores"). On this basis, from the ten journals receiving the most points overall (see Table 14), the top journals were selected for each category (see Table 15 below). Journals were selected in this way for all five institutional categories covered by the study. The Community and Junior College Journal received both the highest point total (58) and the highest mean score (4.83) for the journals in the category, "Two-Year Institutions;" likewise for Change Magazine, which received the highest point total (36) and the largest mean score (4.50) of journals in the category, "Major Research Institutions." Change also received the highest point total for two other categories - "Comprehensive Institutions" and "Liberal Arts Colleges." Nonetheless, to provide additional perspectives on opinion leader interest, the Journal of Higher Education Education was selected as representing "Comprehensive Institutions," because it had the second-highest point total (29) and the highest mean score (3.63) for this category. Within "Liberal Arts Colleges," Academe likewise received fewer total points than Change (26 to 23) but a higher mean score (3.83 to 3.71); thus Academe was selected for this

TABLE 13
Patterns of Response to the Sample Selection Survey
Number of Responses by Institutional Type

ORGANIZATION OF RESPONDENT	INSTITUTIONAL TYPE	NUMBER OF RESPONSES
American Association of Community & Junior Colleges	Comprehensive Institutions	2
	Major Research Institutions	2
	Restricted-Scope Research Institutions	2
	Liberal Arts Colleges	2
	Two-Year Institutions	17
	SUBTOTAL:	25
Association of American Colleges	Comprehensive Institutions	4
	Major Research Institutions	3
	Restricted-Scope Research Institutions	2
	Liberal Arts Colleges	10
	Two-Year Institutions	-
	SUBTOTAL:	19
American Association for Higher Education	Comprehensive Institutions	7
	Major Research Institutions	8
	Restricted-Scope Research Institutions	3
	Liberal Arts Colleges	-
	Two-Year Institutions	-
	SUBTOTAL:	18
	TOTAL:	62

category. For the category, "Restricted-Scope Research Institutions," Educational Record received 18 points - highest in the category - and a mean score of 2.57. Thus Educational Record was selected to represent "Restricted-Scope Research Institutions."

As shown above, each of the five journals selected for the sample apparently possessed an acceptable level of influence both overall and within the category it was chosen to represent. In fact, the Community and Junior College Journal stands out as the only periodical selected that ranked in the top five journals in total score only within the category it represented (see Appendix D). The other four journals may be said to possess breadth of influence in categories beyond the ones they were chosen to represent. In a study such as this one focusing on the description of the past twenty years in higher education, breadth of influence may enhance the value of a journal as it reinforces the validity of statements made within it about areas outside the focus of the institutional category represented by the journal. In this study, Change Magazine exemplified journals with great breadth of influence and, hence, value in providing data from which to develop a description of the past twenty years in higher education. In total score, Change ranked no lower than second in any category within the study. Thus description based on results obtained from the analysis of articles within Change could be said to be accurate whether it pertained to research, graduate education, and other areas pertaining to Major Research Institutions (the institutional category it was selected to represent); or to topics more closely related to other institutions covered by the study. As a whole, the journals selected for this sample possessed both a high level of opinion leader influence and great

TABLE 14

The Top Ten Journals Overall

JOURNAL	POINT TOTAL	MEAN SCORE
Change Magazine	147	3.27
Journal of Higher Education	97	2.94
AGB Reports	92	2.88
Educational Record	88	2.12
Phi Delta Kappan	87	2.32
Forum for Liberal Education	87	2.64
Academe	86	2.97
Community & Junior College Journal	82	2.73
Liberal Education	77	2.66
Educational Research Journal	63	2.25

breadth of influence in many areas of concern to opinion leaders in higher education.

Unitization and Recording

Validity was the principal consideration in the sample selection stage, where the major purpose was to select a sample of journals which would accurately and completely represent the interests of opinion leaders in higher education over the past twenty years. In contrast, the unitization and recording stage featured reliability, particularly in terms of replicability in the sense that another researcher conducting the same type of study on the same journal articles would achieve similar results.

To aid in developing the categories, the researcher obtained a quantity of 5" X 8" lined cards on which to record the data, and five pens of different colors with which to record. On each card the researcher recorded only the data pertaining to a particular initial category being developed in the study. The purpose of the cards was to facilitate the recording of data and the alphabetizing of categories, since these cards seemed easier to handle and shuffle than the standard 8 1/2" X 11" paper might tend to be. Table 16 contains a facsimile of a card filled out in the manner described here (See Appendix E for a copy of the original). On each card, the initial category was designated on the far upper right-hand side, along with a number in parenthesis indicating what number card this was among the cards designating that particular category. In this case, "Fac" indicated that the data on this card pertained to "faculty," a component within "Administration/Governance;" the "(4)" indicated that this was the fourth card among the cards pertaining to "Faculty." Below that

TABLE 15

Journals Selected for the Sample
Types of Institutions They Were Chosen to Represent

<u>Change Magazine</u>	Major Research Institutions
<u>Educational Record</u>	Restricted-Score Research Institutions
<u>Journal of Higher Education</u>	Comprehensive Institutions
<u>Academe</u> (Formerly <u>AAUP Bulletin</u>)	Liberal Arts Colleges
<u>Community and Junior College Journal</u>	Two-Year Institutions

number, the card was divided into two parts; each part contained various headings, each of which designated the data below it. Below these headings, the entries were typically placed in the order of volumes - starting on the upper left-hand side, proceeding down that side until it was full; then starting on the upper right-hand side and proceeding down until the card was full. These entries comprised the data, which included page numbers (Page Nos.), volume and number designations (Vol./No.), notations providing added description about each article (Notations), and the total number comprised by each article (Total Pages).

In recording the data, each journal was given a color code. Data from Change Magazine were recorded in blue ink; Educational Record data were recorded in red; Journal of Higher Education data in black; Academe data in green; and Community and Junior College Journal data in brown. It was necessary to use different colored pens because of the amount of data recorded on each card. Since each card became so full during content analysis (Table 16), the decision was made to color-code the journal data instead of adding notations designating which data came from what journals.

The purpose in recording was to analyze only articles within the journals, not all of the content contained in the journals. For each journal, the recording actually began with an examination of the table of contents to determine which items were articles and which items comprised content of another sort. Appendix F contains examples of tables of contents for the Journal of Higher Education and Change Magazine. Like the other journals in the sample, the Journal labeled its articles; Change, in contrast, did not label its articles. In either case, during

TABLE 16

Facsimile of a Card on Which Data Were Recorded

				Fac (8)			
Page Nos.	Vol./No.	Notations	Total Pages	Page Nos.	Vol.No.	Notations	Pages
368-76	57/3	Productivity	9	339-446	59/3	Tenure	8
377-80	57/3	Senate	4	398-401	59/4	Research	4
456	57/3	Dismissal	1	402-5	59/4	Coll. Bar.	4
15-20	58/1	Jobs	16	288-90	60/3	Search Comm.	3
31-4	58/1	Nepotism	4	296-8	60/3	Sabbatical	3
40-3	58/1	Age	4	313-5	60/3	Jobs	3
120-34	58/2	The Profession	15	401	60/4	Vita	1
267-78	58/3		12	5-12	61/1	Aca. Freedom	8
281-3	58/4	Tenure	4	49-51	62/1	Coll. Bar.	3
384-93	58/4	Benis.	10	156-9	62/2	Salary	4
399-412	58/4	Coll. Bar	13	45-9	63/2	Aca. Freedom	5
142-8	58/4	Salaries	7	277-88	63/2	Acts. in AAUP	12
419-21	58/4	Tuition p.	3	16-7	64/1	Publishing	2
5-9	59/1	Aca. Freedom	5	25	64/1	P/time Wages	1
*				78-81	64/2	Res.	4

* This line was omitted unintentionally

-The determination of column inches was not made until all of the data had been recorded on cards.

unitization and recording, it was important to analyze only the articles - not the commentaries, book reviews, reports, and other items that did not appear to comprise articles typically written by opinion leaders not officially connected with the journals but seeking to use the journals as tools of influence.

According to Krippendorff (1980), the researcher's knowledge plays a major part in the way he "partitions his reality" (p. 26). For this study, the researcher's knowledge about topics within higher education was influenced by two studies that he conducted previously: the Clowes & Towles study (1985) and a pilot study conducted using Change Magazine, the Journal of Higher Education, Liberal Education, and the Community and Junior College Journal. These studies may be seen as "past successes" (p. 101) that Krippendorff suggested as sources of certainty in a study based on content analysis. In the present study, knowledge gained in these previous studies gave the researcher some idea of how the categories in this study might develop. Granted, the categories in this study were not exactly like those in the previous studies. For example, the Clowes & Towles study resulted in 33 initial categories and four main categories, whereas the present study contained 19 initial categories and five main categories. Nonetheless, a comparison of main categories (see Table 17 below) indicates that this previous study may have influenced the way in which the researcher developed his categories. The two studies shared the category "Curriculum," while "Governance" in the former study bore a resemblance to "Administration/Governance" in this study; likewise, "Access and Students" in the Clowes & Towles study was similar to "Students" in this study. The changes in title and number of categories indicate that these

TABLE 17

Main Categories

The Clowes & Towles Study/This Study

CLOWES & TOWLES STUDY	THIS STUDY
Curriculum	Curriculum
Governance	Administration/Governance
Access and Students	Students
Community/Junior College Movement	Institutional Change & Influence
	Government Funding & Influence

categories were not simply lifted from the previous study and forced into the present one. Nonetheless, the similarities between the categories developed in the two studies suggest that the knowledge gained in the previous study may have influenced the way that the researcher partitioned his reality in this study.

For each journal, once the articles were identified, unitization and recording actually began, focused on the articles themselves. In recording, the main purpose was to determine what each article was about. Perhaps the surest way of determining the topic of each article would have been to read each article word for word. However, since the study covered thousands of articles, time was not sufficient to read each article carefully. The researcher proceeded by skimming the synopses and quotations that would often precede an article, telling what it was about; along with subheadings and highlighted quotations that often appeared within the article. Finally, the researcher would skim the introductory and concluding paragraph(s) to determine what the article was about. At times, the researcher was forced to read almost the entire article before being able to determine what it was about. In most cases, however, a skimming of the introductory and concluding quotations, synopses, and paragraphs revealed the topic of the article. Appendix G contains an article that will serve as an example of how the topic would be determined for each article. The article is entitled "Unemployed! An Academic Woman's Saga," (Hopkins, 1973-1974). When the researcher first confronted this article, he considered the title slightly ambiguous: the term academic suggested that the article referred to a woman either as a student or as a faculty member. Since the article did not contain any subheadings or synopses highlighting its main points, the first two paragraphs were

skimmed along with the last two paragraphs. The purpose was to find something of a thesis or concluding sentence that would reveal the topic of the article. The first sentence suggested that the article was about the problems of a female faculty member:

"After five years of university teaching I find myself unemployed with no prospect of finding an academic job" (p. 49).

The last sentences of the second paragraph revealed similar evidence:

I signed a temporary contract the day before the fall quarter started and began teaching four sections of freshman composition. I loved it. I was good at it. And I began to wonder how I could get tenure and turn my job into a career. (p. 50)

The final sentence of the next-to-last paragraph confirmed that this article was about a female faculty member:

WIU'S diverse student body--a lively mixture from Chicago suburbs and ghettos, medium-sized towns, small villages, and farms--should be guided by a diverse faculty, including a substantial number of women, young and old, with children as well as without, of all colors and from all social classes and backgrounds. (p. 53)

Once the topic was determined to be "Women Faculty," the data were recorded in the data card marked "Women and Minority Administration and Faculty." Since the article appeared in Change Magazine, the information was recorded in blue ink - the color denoting that journal. The data were recorded in a manner similar to that shown in Table 16 above. First, the volume and number were recorded; then the page numbers. Finally, the total number of pages was recorded (see Table 18 below). As shown in Appendix G, the first and last pages of the article are not complete pages. Nonetheless, throughout the study, such fragments of pages were counted as entire pages so as to avoid the

TABLE 18
An Example of How an Item was Recorded

PAGE NUMBERS	VOLUME/ NUMBER	NOTATION	TOTAL PAGES
49+53	5/10	women	5

complication and hence the increased chance for error that more precision in counting page numbers might entail. Since the final outcome of the study was to provide description based on the proportion of column inches - not the total - the decision was made to count each portion of a page as an entire page rather than trying to determine the precise number of column inches for each article.

Once this article was recorded as data under "Women & Minority Administration & Faculty," it underwent a shift in category before ultimately contributing to a trend representing opinion leader interest. The initial category "Women & Minority Faculty and Administration" did not prove to be a viable category within this study. Results of the pilot study had indicated that such a category might develop, particularly as a reflection of opinion leader interest in affirmative action efforts toward promoting equality in personnel practices. However, results of the present study did not uncover significant opinion leader interest in this topic. Thus, since all of the entries referred to faculty, "Women & Minority Faculty and Administration" was collapsed into the category, "Faculty." Within this category, the article "Unemployed! An Academic Woman's Saga" contributed 75 column inches (15" per page X 5 pages) toward the total number of column inches that "Faculty" received for the period 1970-1975.

Finding the Proportions of Column Inches

As shown in Tables 16 and 18, the data cards did not include figures representing the number of column inches comprised by each article. To arrive at this figure, the researcher multiplied the number of pages by the number of column inches per page. Since the journals varied in size,

the column inches per page differed according to the journal in which the page was found. Furthermore, whereas the other journals retained the same page size over the past twenty years, Educational Record changed size twice during those years (see Table 19).

Category Development

This example illustrates how category development was an organic process in which initial categories were constantly compared with other categories to determine whether they should persist and, if so, what they should be called. This section will contain a description of how each initial category developed, either dissolving or becoming a component within one of the five main categories.

Government Funding & Influence

Results of the pilot study suggested that categories might be developed around the concept of governmental influence. The two initial categories, "Federal Funding & Influence" and "State Funding & Influence," remained intact throughout the unitization and recording stage. In the beginning these initial categories were designated simply "Federal" and "State," with all articles referring to the federal government going to the former and those referring to the state government going to the latter. Further analysis revealed that these articles tended to focus on two topics: funding and influence. At one point, the researcher considered trying to subdivide the categories even further by separating funding from influence. However, further consideration revealed the difficulty of separating these two factors; it was hard to conceive of influence not accompanied by control over funding, just as it was difficult to conceive of funding without influence. Thus

TABLE 19

The Number of Column Inches per Page

According to the Journal From Which the Page Came

	Change Magazine	Educ. Record	Journal of Higher Ed.	Academe	Comm. & Junior College Journal
1965-1970	15	16	14	18	15
1970-1975	15	16	14	18	15
1975-1980	15	14	14	18	15
1980-1985	15	18	14	18	15

the funding and influence came to characterize the categories that became components within the main categories, "Government Funding and Influence." Local funding never developed as a discrete category within the study. In contrast with the number of articles devoted to government funding as an external source of influence, the small proportion of opinion leader interest expressed in local funding seemed to reflect more of a focus on obtaining the funds from within the community. Moreover, the idea of local influence seemed to be lacking. Thus the data expressing opinion leader interest in local funding was subsumed under "Budget and Development," a component within "Administration/Governance."

Students

Experience in conducting the study leading to the article by Clowes & Towles (1985) had revealed the importance of making notations (see Table 16 above) which augment the category title in describing what the articles are about. Though, as stated above, category development hinged on the concept of making a separate card for each initial category, the development of the components within "Students" reflected a second way that categories might be developed through the comparison of notations on the cards pertaining to a particular category.

Throughout the analysis, "Women" maintained much of its original form as an initial category with its own separate cards, until it was subsumed as "Women Students" under the category, "Students." However, "Students" underwent two changes during the unitization and recording stage, both of which centered on the comparison of notations that led to the development of separate components within the main category "Students." The first change took place when

results of the analysis revealed a declining interest in "Students" over the period covered by the study. Since the literature (Cross, 1980) suggested the opposite - increasing concern about the shrinking pool of traditional college-age students - the decision was made to reexamine "Students" by comparing the notations within each card pertaining to this category. This further analysis revealed significant interest in student access, student welfare, and black students. Table 20 contains a facsimile of a card filled out and marked to designate the components "Student Access," "Blacks," and "Student Welfare," with this main category (see Appendix H for a copy of the original card). "Student Access" was the component designated for articles referring to access, admissions, and the impact of new and nontraditional students on the institutions. "Black Students" referred to all articles dealing with blacks, whether internal or external to the institution. "Student Welfare" referred to topics such as student activism, activities, records, and services.

In each case, the researcher underlined the notations referring to blacks and marked "Ext" (i.e., External) next to the notations referring to blacks, and eight articles referring to student access, for a total of 36 pages (36 X 16" per page = 576 column inches) for "Blacks," and 64 pages (1,024 column inches) for "Student Access." The remaining articles were designated "Student Welfare." They included 24 articles for a total of 174 pages (2,752 column inches).

Institutional Change & Influence

All of the components in the category "Institutional Change & Influence" were developed on separate cards, one for each initial category/component. As the initial

TABLE 20

The Development of "Student Access," "Black Students,"
and "Student Welfare" - Components within Students

				Students (4)			
PAGE NUMBERS	VOLUME/ NUMBER	NOTATION	TOTAL PAGES	PAGE NUMBERS	VOLUME/ NUMBER	NOTATION	TOTAL PAGES
38-42	5/7*	Failure	5	396-9	51/4	Attitudes	4
34-8	7/8		5	12-16	52/1	Access (Ext)	5
29	11/7		1	41-59	52/1	Activism	19
30-3	11/7		4	117-24	52/2	Admiss. (Ext)	8
38-41	11/8		4	159-78	52/2	Blk. Colls.	12
25-33	1/6	Activism	9	205-18	52/2	Activism	14
5-13	51/1	Access (Ext)	8	233-9	52/3	"	7
22-45	51/1	in Gov.	24	255-61	52/3	Chickering	7
101-5	51/2	Activism	5	301-13	52/4	Activism	13
106-111	51/2	Admiss. (Ext)	6	361-7	52/4	"	7
112-5	51/2	Activism	4	30-44	53/1	O/admiss. (Ext)	15
116-29	51/2	"	14	51-8	53/1	Progs. for Blks	8
130-42	51/2	"	13	128-37	53/2	Blk. Colls.	10
182-7	51/2	Chnging	6	243-4	53/3	Activism	2
219-24	51/3	Activism	6	281-6	53/4	Blk.	6
237-40	51/3	St. Exchange	4	15-23	54/1	Access (Ext)	9
260-66	51/3	Admiss. (Ext)	7	68-73	54/1	Admiss. (Ext)	6
281-4	51/3	Activism	4	136-40	54/2	Activism	

*These volumes are not in numerical order because the first six entries are from volumes that were missing in one library and had to be collected in another library after all the content analysis had been completed for that journal in the initial library. The jump from 1/6 to 51/1 represents a shift from Change Magazine to Educational Record.

categories were developing, commonalities began to appear, suggesting that these categories might become components within the same main category. The main category itself began as "Institutions;" it included articles dealing with the indirect influence of institutions as they became increasingly large and public, along with the direct influence of accreditation and articulation agreements. The title for this category underwent two changes. At first "Inter-Institutional Accountability" seemed the most logical title; hence this title replaced "Institutions." However, further investigation of the notations accompanying the entries for articles in this category revealed a number of articles dealing with diversity, size, control, and other factors suggesting indirect influence of one institution over another. For example, the Carnegie Council (1980) indicated that competition from increasingly large public colleges and universities could make survival problematic for institutions that were not large and public. Thus the title for this category was ultimately changed to "Inter-Institutional Influence and Accountability."

"Mission," another component within "Institutional Change & Influence," included articles dealing with the goals, aims, and purposes of higher education. These articles looked at mission from several different perspectives including the past, present, and future. It also included articles dealing with particular functions within the mission, including university research and service. Finally, "Mission" included articles dealing with colleges in foreign countries, these serving as points of comparison for colleges in this country. A category similar to this one appeared earlier as "History, Literature, Mission" in the Clowes & Towles study (1985). That category served as the starting point for "Mission" in the present

study.

"Cooperative Arrangements" also could be traced back to the Clowes & Towles study. In conducting that study, the researcher discovered a number of articles dealing with cooperative endeavors, primarily between the community college and the community, and they were subsumed as notations within the cards devoted to "Community Education." Nonetheless, the large number of notations denoting articles dealing with cooperative endeavors suggested that a similar category might develop within this study. Thus "Cooperative Arrangements" developed; it included articles dealing with consortia, federations, and other such collaborative alliances between the college and many other entities including communities, counties, states, countries, hospitals, high schools, corporations, unions, and other colleges and universities.

The remaining components within "Institutional Change and Influence" represented types of institutions in higher education. In the Clowes & Towles study (1985), the strength of the category "Private Junior College" had suggested that the present study might support a category entitled "The Private College." Thus the researcher decided to develop this category within the present study. Before proceeding, however, he decided to develop the companion categories, "The University" and "The Community College." "The University" failed to develop as a category because the term university was often used as a broad generic term similar to the term higher education. Thus "University" was dissolved; the articles designated for this category were added to "Mission" where they formed university research and service as a function of mission. In contrast, "The Community College" and "The Private College" remained as components within "Institutional Change

and Influence." However, the titles were changed: "The Community College" became "The Two-Year Institution;" "The Private College" became "The Liberal Arts College." The purpose was to make the titles conform with Smart's designations for these institutional types.

Administration/Governance

"Governance" was a main category within the Clowes & Towles study (1985). The significance of this category in that study indicated that a similar category might develop in this study. Therefore, the decision was made to try to develop such a category. However, in this study the category was entitled "Administration/Governance" to avoid confusion between this category and "Government Funding and Influence." "Governance" was retained as a component within "Administration/Governance," along with "Faculty" and "Budget and Development." "Faculty" had developed earlier as a category/component within the Clowes & Towles study (1985); thus it was expected to develop in this study. It did develop somewhat as expected; however, care had to be taken regarding articles dealing with evaluation. Some articles in the study addressed the evaluation of teaching, while others discussed the evaluation of teachers. Those which discussed the evaluation of teaching were assigned to "Instruction," while those dealing with the broader concern of teacher evaluation were assigned to "Faculty."

"Budget & Development" represented a combination of comparisons between categories as represented by a different set of data cards for each, and comparisons between notations on cards pertaining to the category "Governance." "Budget & Development" began as "Funding," consisting of articles stressing fund raising and sources such as foundations, grants, and private organizations. An analysis

of the notations concerning the articles addressing "Governance" revealed that many of them dealt with budgeting in the sense of investment, retrenchment, planning, and resource management. These entries were extracted from "Governance" and combined with those designated as "Funding" to form "Budget & Development," a component within "Administration/Governance."

Curriculum

Of the five components within "Curriculum," "Career Education" and "Community Education" had appeared in the Clowes and Towles study (1985) under those same titles, while "Liberal Arts" had appeared as "Collegiate Education." From the outset, the researcher was confident that "Career Education" and "Liberal Arts" would develop into categories within the present study. Nonetheless, he was somewhat concerned that community education, which had received significant attention among opinion leaders in the community college (The Clowes & Towles study was a content analysis of articles from the Community and Junior College Journal), might not receive as much attention from opinion leaders throughout higher education. These fears were apparently unfounded, since "Community Education" developed as a category receiving special opinion leader interest during the seventies when the Journal of Higher Education joined the Community and Junior College Journal as primary instruments of influence for opinion leaders interested in community education.

"Career Education" included articles addressing vocationalism, graduate and professional schools, majors, and specific programs such as nursing, aviation, medicine, and agriculture. "Liberal Arts" represents articles featuring the humanities, liberal arts, women's studies,

citizenship training, general education, and other topics related to liberal arts. "Community Education" indicates articles discussing the special delivery systems through which colleges could make their services available to individuals who, otherwise, might be denied access to them. This category included articles addressing topics such as learning by extension, lifelong learning, adult education, urban education, and community service. "Instruction" included two principal types of articles: those addressing instruction in general, and those describing the instruction of a particular subject. For articles dealing with instruction in general, the data would be recorded under the one category, "Instruction," just as would be the case with any article that pertained to only one category. On the other hand, for articles dealing with the instruction of a particular subject, the data would be recorded under both "Instruction" and under the category representing the subject matter area in which the course is taught. For example, if an article dealt with the teaching of English, the column inches it comprised would be added both to "Instruction" and to "Liberal Arts," the component representing the curricular domain in which English is found. The double assignment of column inches from certain articles was feasible because trends developed through content analysis were based entirely on the difference between the proportions for any two periods, with no emphasis placed on the magnitude of difference.

In this regard, "Liberal Arts" joined "Governance" as the two categories in which a significant number of articles was assigned to more than one category. With "Governance," double assignment occurred with topics such as faculty role in governance and student role in governance, in which cases, the column inches were assigned to both "Governance"

and either "Students" or "Faculty." Further analysis was made to determine whether the double assignment of articles distorted the findings of this study. Table 21 offers a comparison of the column inches for "governance" both with and without the column inches provided by the doubly assigned articles. These differences in proportion will be discussed in terms of their effect on the trend of opinion leader interest discussed in the Findings (below). Findings of this study indicated a trend of declining interest in "Governance" as reflected in Table 21 under "PROPOR., WITH 'FAC' & 'STS.' COL. INCHES." These proportions suggested slightly declining interest in "Governance" after the early seventies. As shown above in Table 21, a comparison between the proportion with the faculty and student column inches and without the faculty and student column inches both revealed a pattern of declining interest in "Governance" after the early seventies.

Likewise with "Liberal Arts," the findings suggested declining interest in this topic during the seventies. A comparison of the column inches for "Liberal Arts" (see Table 22 below) shows how assigning some articles to both "Instruction" and "Liberal Arts" did not distort the findings. Whether with or without the column inches from doubly assigned articles from "Instruction," the trend of lower opinion leader interest in "Liberal Arts" during the seventies prevailed as a finding within this study. Whether with or without the column inches from doubly assigned articles from "Instruction," the trend of lower opinion leader interest in "Liberal Arts" during the seventies prevailed as an inference in this study. Thus the assignment of certain articles to more than one category apparently did not distort the findings of this study.

"Curricular Composition and Innovation" originally

TABLE 21

GovernanceThe Effect of Column Inches From Doubly Assigned Articles

PERIOD WITHIN THE STUDY	NUMBER OF COLUMN INCHES	PROPORTION OF THE TOTAL FOR "ADM./GOV."	"GOVERNANCE" PROPOR., WITH "FAC." & "ST." COL. INCHES	"GOVERNANCE" PROPOR., WITHOUT "FAC." & "ST." COL. INCHES
1965-1970	705	.02	.43	.41
1970-1975	2,325	.06	.51	.45
1975-1980	390	.01	.38	.37
1980-1985	525	.01	.42	.41

appeared within this study as "Curriculum." Additional comparison of the notations pertaining to articles within the category suggested that most of the articles addressed efforts toward defining and re-defining the curriculum. Articles that focused on defining the curriculum included those addressing topics such as course proliferation, disciplines, program pruning, and program evaluation. Examples of articles addressing curriculum re-definition included topics such as experimental colleges, curricular reform, and innovation.

Data Reduction and Analysis

The final categories and components in this study were the product of constant comparison among initial categories were similar to those developed in the pilot study and in the Clowes & Towles study (1985). From the beginning, each of these categories had its own separate card(s) designating that the articles represented therein pertained to that category. Other categories (e.g., "University" and "Women and Minority Faculty and Administration") developed without the benefit of a history in these previous studies, and were dissolved into other categories. Still others (e.g., "Government Funding and Influence" and "Two-Year Institutions") developed without a background in previous studies; nonetheless, they remained and ultimately played a role in the description of opinion leader interest. While all of these categories arose as a result of comparisons between categories with their own separate cards, the remaining categories in the study ("Budget and Development" plus all of the components within "Students") developed as a result of comparisons among notations within the cards pertaining to particular categories. While many of the

TABLE 22

Liberal ArtsThe Effect of Column Inches From Doubly Assigned Articles

PERIOD WITHIN THE STUDY	NUMBER OF COLUMN INCHES	PROPORTION OF THE TOTAL FOR "CURRICULUM"	"LIB. ARTS" PROPOR., WITH "INSTRUCTOR" COLUMN INCHES	"LIB. ARTS" PROPOR., WITHOUT "INSTRUCTION" COLUMN INCHES
1965-1970	165	-	.35	Same
1970-1975	315	-	.15	Same
1975-1980	2,730	.07	.22	.15
1980-1985	120	-	.35	Same

categories in this study could be traced to previous studies conducted by the researcher, others arose entirely from within this study. Although many of the categories arose full blown, each with its own data card(s), other categories developed as notations within the cards pertaining to the particular categories.

Reliability

Ensuring Reliability in the Study

According to Krippendorff (1980, p. 129), reliability is necessary but insufficient prerequisite to validity in a study based on content analysis. He further stated, "Data should at least be reproducible, by independent researchers, at different locations, and at different times, using the same instructions for coding the same set of data" (p. 132). Reliability was a major consideration throughout the study. During unitization and recording, care was taken to ensure that the categories be both exhaustive and mutually exclusive (Krippendorff, 1980, p. 75). Exhaustive refers to the ability of the categories to cover all segments of the content being studied. Mutually Exclusive refers to the ability of the categories to reflect clear distinctions among the phenomena being recorded. Krippendorff suggested that categories be exhaustive and mutually exclusive as a means for ensuring that a researcher conducting a reliability check using the same instructions as those of the initial study would arrive at basically the same results. Based on ensuring that categories be exhaustive and mutually exclusive, this reproducibility forms the basis for Krippendorff's concept of reliability.

In this study, the initial analysis resulted in

nineteen categories seen as sufficiently exhaustive to cover opinion leader interest in higher education during the past twenty years. During data reduction, the categories were collapsed into five broader categories which the researcher judged to be mutually exclusive:

- Government Funding and Influence
- Students
- Institutional Change and Influence
- Administration/Governance
- Curriculum

The researcher judged that these titles contained no jargon or technical terms that raters other than the researcher might have trouble in defining, thus eliminating another potential source of ambiguity that might weaken the reliability of the study.

Checking the Reliability of the Study

Obviously the ideal way of ensuring reliability would have been for independent researchers to redo the entire study. Nonetheless, since the study entailed more than 100 hours of content analysis at four different libraries, the decision was made to conduct a reliability check over a sample within the study. Thus a list of random numbers was used to select a sample stratified so that two volume numbers were selected for each journal. In this manner, the volumes shown in Table 23 were selected for the sample used in the reliability check.

The raters used in the reliability check were doctoral students in higher education. While the use of laymen may have meant stronger support for claims of reliability, the particular circumstances surrounding this study suggested

TABLE 23

The Sample of Issues Selected for the Reliability Check

JOURNAL	VOLUME	YEAR
Change Magazine	3	1971
" "	11	1979
Educational Record	57	1976
" "	63	1982
Journal of Higher Education	37	1966
" " " "	42	1971
AAUP Bulletin/Academe	59	1973
" "	63	1977
Community & Junior College Journal	44	1973
" " " " "	53	1982

the need for using specialists. First, in comparison with the typical layman, these individuals were judged to be more familiar with the technical language that they might confront in higher education journals. Secondly, this study was based on the content analysis of the articles themselves, not just their titles, thus making the coding of articles more difficult. Whereas laymen may have had little trouble in categorizing the topics of titles, they may have been less accurate in getting the true focus of the articles and coding them on that basis. Thus specialists were used as raters in this reliability check. These raters received approximately thirty minutes of training, which consisted of a discussion of how to use the answer sheets (see Appendix J) in developing the categories for the reliability check. This discussion centered on the instruction sheet, entitled CATEGORIES AND SUBCATEGORIES - DAVID TOWLES' STUDY (see Appendix K).

Meanwhile, the researcher filled out copies of the same answer sheets, using answers recorded earlier on data cards during the initial content analysis phase of the study. In comparison with the answers recorded by the raters, these answers were featured in the process of computing the reliability of the content analysis. The researcher recorded 378 data entries while Rater 1 recorded 385, and Rater 2 recorded 413; this disparity in totals was due to the fact that each article analyzed might be assigned to more than one category. Table 24 contains a summary of entries classified by category.

The Kendall coefficient of concordance was used in computing the reliability of the study. A nonparametric measure was used, mainly for these two reasons:

- 1) Nominal data were used; i.e., the articles were simply assigned to categories with no

TABLE 24

Rater Entries
Classified by Categories

RATERS	TOPIC CATEGORIES					TOTALS
	Govt. Fund. & Infl.	Sts.	Inst. Change & Infl.	Admin./ Gov.	Curric.	
Researcher	29	50	53	105	141	378*
Rater 1	22	63	89	76	136	386
Rater 2	24	56	104	102	127	413

*Differences in total were possible because some articles might be assigned to more than one category.

indication that one category was higher than another.

- 2) The sample size was so small that the sampling distributions of the statistics did not approximate the normal distribution; thus no assumptions could be made about the shape of the population distribution from which the sample was drawn.

(Sanders, Murph, and Eng, 1980)

The Kendall coefficient of concordance measures the correlation among more than two rankings. Thus the first step in computation involved converting the answers into rankings based on the number of data entries per category. This meant that, for each rater, a number 1 ranking went to the category receiving the highest number of data entries, while the category receiving the lowest number received a 5. Next the ranks were summed, and the average sum of ranks was computed (see Table 25).

Once the average sum of ranks was computed, the researcher computed the sum of the squares of observed deviations from the average, and W - the degree of agreement among the raters. In both cases, he used formulas offered by Siegel (1956, p. 231; see Appendix K for a copy of the page on which these formulas are listed and described). Results of these computations indicated a sufficient level of agreement among the raters conducting the test of reliability for this study. Prior to the reliability check, the researcher, working under the advisement of dissertation committee members, had determined .90 to be the lowest possible level of agreement acceptable for this study. The Kendall coefficient of concordance for these rankings turned out to be .96. With a K consisting of 3 raters, and N of 5 categories, and a sum of squares at 86, the agreement among the raters was determined to be significant at the .01 level of significance (Siegel, 1956, p. 286). Thus the content

TABLE 25

Reliability Check of the Five Main Categories:
Rankings and Sums of Ranks
Developed in Computing the Coefficient of Concordance

RATERS	TOPIC CATEGORIES				
	Govt. Fund. & Infl.	Sts.	Inst. Change & Infl.	Admin./ Gov.	Curriculum
Researcher	5	4	3	2	1
Rater 1	5	4	2	3	1
Rater 2	5	4	2	3	1
Sums of the Ranks:	15	12	7	8	8
Average Sum of Ranks:	9				

analysis of articles selected for this study was determined to be reliable.

Extrapolation from the Data to Opinion Leader Interest

According to Krippendorff, extrapolation from the data to the target of inferences (opinion leader interest in this study) is largely a question of internal and external validity. As he stated, "internal validity is merely another term for reliability" (p. 156). As described above with particular reference to the unitization and recording stage, reliability has been a primary consideration throughout the present study. Krippendorff also noted the importance of external validity:

[T]he degree to which variations inside the process of analysis correspond to variations outside that process and whether findings represent the real phenomena in the context of the data as claimed.
(p. 156)

Variations in opinion leader interest represent the phenomena which this study seeks to describe through content analysis. These variations within the process of analysis are expressed in terms of proportions of column inches representing opinion leader interest. Opinion leader interest may vary both among different topics and between different periods as expressed in terms of trends of interest regarding the same topic(s).

Krippendorff (1980) also stated that researchers must specify in advance the kind of evidence needed to provide external validity for inferences based on content analysis. In this study evidence supporting inferences regarding trends of opinion leader interest were declared beforehand (see Introduction above) to include evidence both internal

and external to the content analysis. Internal to the analysis, trends in interest had first to find support from more than one journal in the sample. The purpose was to avoid journal bias in which findings might be distorted because a particular journal placed particular emphasis on a topic not emphasized by the other journals. External sources of validation included the U.S. Census Bureau reports and the literature in higher education, excluding articles from journals in the sample. Based on the need for external validation, inferences from the data to opinion leader interest were based on evidence both internal and external to the content analysis.

CHAPTER IV

FINDINGS OF THE STUDY

Preparation for the Analysis of Categories And Their Components

This study examined the interests of opinion leaders in higher education over the past two decades as a means of describing factors both internal and external to colleges and universities that may have influenced their development during this period.

Journals Selected for Analysis

The methodology for this study centered on the content analysis of articles within journals of higher education. The following journals were selected for content analysis:

Change Magazine

Educational Record

Journal of Higher Education

Academe (Formerly AAUP Bulletin)

Community and Junior College Journal

The study covered all articles in every issue of these journals published between June of 1965 and July of 1985. These issues represented twenty years of leadership interest as revealed through the content analysis of articles selected for publication.

Categorizing Articles

First, each article was read and assigned a topic category and a value reflecting the number of column inches

comprised by the article. The initial analysis produced 19 categories representing the articles published in these journals over the past two decades. Subsequent analysis resulted in the collapsing of these initial categories within five main categories suggesting topics of major interest to opinion leaders in higher education during the past twenty years:

- Curriculum
- Administration/Governance
- Students
- Institutional Change and Influence
- Government Funding and Influence

The 19 initial categories were incorporated into the study as components within these five main categories (see Table 26). Trends pertaining to these components formed the basis for inferences about opinion leader interest over the period covered by the study.

Checking the Reliability of the Final Categories

As a reliability check, two coders conducted a content analysis of journal issues randomly selected within the sample. Then the major categories developed by these researchers were compared with those derived in the initial content analysis of these journal articles. The result was a .96 level of association, above the .90 level previously determined to be adequate for the study (Siegel, 1956).

Trends of Interest

These five main categories offered a framework for the discussion of trends pertaining to the 19 components developed in the study. Findings of this study centered on

TABLE 26

Components Within the Main Categories

MAIN CATEGORIES	COMPONENTS
Government Funding & Influence	-State Funding & Influence -Federal Funding & Influence
Students	-Student Welfare -Student Access -Black Students -Women Students
Institutional Change & Influence	-Mission -Inter-Institutional Influence & Acc. -Two-Year Institutions -Liberal Arts Colleges -Cooperative Arrangements
Administration/ Governance	-Faculty -Governance -Budget and Development
Curriculum	-Liberal Arts -Instruction -Career Education -Curricular Composition & Innovation -Community Education

opinion leader interest as represented by trends discovered overall and between individual periods and receiving validation in the study (see Internal and External Evidence for Validation, below). For each component, the level of opinion leader interest was expressed as the proportion of the total column inches devoted to a particular topic over a particular period of time. In this study these values were based on one of three proportions: 1) on category inches, the proportions within a particular main category, 2) on the category inches that a journal devoted to a particular component during a given period, or 3) on proportions of the total for the entire study (N = 467,740).

Proportions Based on the Total within a Category

These values based on the proportion within each category offered a framework within which to discuss trends of opinion leader interest in this chapter. Figure 3, "Components Within Curriculum," was based on proportions within the total for this category (N = 145,066). In comparison, Table 27 presents these same values in terms of both column inches and the proportion of column inches within the category. For example, both Table 27 and Figure 3 reveal a proportion of .33 for the component "Liberal Arts" during the period 1965-1970. As shown in Table 27, this proportion was based on a total of 10,362 column inches devoted to "Liberal Arts" during 1965-1970. To arrive at the proportion for that period, the total for "Liberal Arts" was divided into 32,357, the total devoted to the category "Curriculum" during the period ($10,362 / 32,357 = .33$).

Proportions Based on Category Inches within the Journal

Trends that served as internal evidence supporting

TABLE 27

Components Within Curriculum

Overall Trends

	1965-1970	1970-1975	1975-1980	1980-1985
Career Education	7,274* .22	6,555 .16	6,723 .17	5,958 .19
Community Education	3,263 .09	7,178 .18	6,021 .15	3,284 .10
Liberal Arts	10,362 .33	7,953 .19	10,474 .26	11,122 .35
Instruction	7,625 .24	9,586 .23	12,024 .31	7,181 .22
Curricular Composition & Innovation	3,833 .12	9,667 .24	4,423 .11	4,560 .14
	n = 32,357	n = 40,939	n = 39,665	n = 32,105

Note. The proportions shown here are the same as in Figure 3; in both cases, trends were based on the proportion of total column inches within the category for a particular component during a particular period in the study.

*Column Inches

N = 145,066

trends of opinion leader interest were based on proportions within the journals selected to represent the interests of opinion leaders in higher education. Table 15 (page 83) shows the five journals selected for the study, along with the institutional types they were chosen to represent.

In each instance, the value representing evidence surrounding a trend of opinion leader interest was based on a proportion within the total category inches that a journal devoted to a component during a particular period in the study. As shown in Table 28 (below), Change Magazine devoted .11 of its total category inches to the component "Liberal Arts" during 1965-1970, .17 in 1970-1975, .24 in 1975-1980, and .20 in 1980-1985. This table shows how the total of column inches within "Curriculum" was developed as values reflecting the proportion that the journals devoted to each component during the four periods within the study. Appendix J contains tables showing how these values were discovered within "Administration/Governance," "Students," "Institutional Change and Influence," and "Government Funding and Influence." As shown in Table 28, in 1965-1970 the 150 column inches that "Liberal Arts" received within Change Magazine comprised .11 of the 1,320 column inches which Change Magazine devoted to "Curriculum" during that period, while the remaining category inches went to "Career Education," "Community Education," "Curriculum Composition and Innovation," and "Instruction" - the other components within the main category, "Curriculum."

Proportions Based on the Total for the Entire Study

The pie charts (e.g., Figures 1 and 2) were developed to show the proportion of column inches over the entire study; these values were based on the total column inches devoted to a particular category over the twenty-year period

TABLE 28

Components Within Curriculum
Evidence From the Journals

PERIOD/ COMPONENT	CATEGORY INCHES/PROPORTIONS				
	Change Magazine	Educ. Record	Journal of Higher Education	Academe	Community & Junior College Journal
1965-1970:					
Lib. Arts	150 .11	3,824 .41	3,556 .14	342 .19	2,490 .22
Career Ed.	45 .03	752 .08	2,940 .34	162 .09	3,375 .30
Community Education	-	432 .05	266 .03	180 .10	2,385 .21
Curricular Composition & Innovation	990 .76	1,504 .16	406 .05	198 .11	735 .07
Instruction	135 .10	2,768 .30	1,512 .17	900 .51	2,310 .20
TOTALS 1965-1970:	1,320 1.0	9,280 1.0	8,680 1.0	1,782 1.0	11,295 1.0
1970-1975:					
Lib. Arts	1,530 .17	1,072 .18	1,694 .11	234 .15	2,025 .24
Career Ed.	645 .07	512 .09	2,702 .17	-	3,150 .37
Community Ed.	3,000 .33	1,536 .26	4,396 .28	360 .23	375 .04
Curricular Composition & Innovation	1,755 .19	1,376 .24	4,046 .26	684 .44	1,725 .20
Instruction	2,250 .24	1,312 .23	2,828 .18	288 .18	1,275 .15
TOTALS 1970-1975:	9,180 1.0	5,808 1.0	15,666 1.0	1,566 1.0	8,550 1.0

(Table 28 cont.)

	Change Magazine	Educ. Record	Journal Of Higher Education	Academe	Comm. & Junior College Journal
1975-1980:					
Lib. Arts	3.240	868	2.752	-	1.845
	.24	.22	.18	-	.24
Career Ed.	225	568	2.058	90	3.015
	.02	.15	.14	.05	.38
Community Ed.	195	434	3.584	-	210
	.01	.11	.24	-	.03
Curricular Composition & Innovation	4.080	546	5.250	1.188	960
	.30	.14	.37	.72	.12
Instruction	5.835	1,456	1.050	378	1.755
	.43	.38	.07	.23	.23
TOTALS 1975-1980:	13,575 1.0	3,892 1.0	14,694 1.0	1,656 1.0	7,785 1.0
1980-1985:					
Lib. Arts	1,470	4,032	1,386	-	1,950
	.20	.54	.17	-	.25
Career Ed.	-	108	266	270	2,820
	-	.01	.03	.12	.37
Community Ed.	1,020	1,244	1,596	-	720
	.14	.17	.19	-	.09
Curricular Composition & Innovation	840	1,008	4,340	288	705
	.12	.14	.52	.13	.09
Instruction	3,870	1,008	740	1,728	1,590
	.54	.14	.09	.75	.20
TOTALS 1980-1985:	7,200 1.0	7,380 1.0	8,328 1.0	2,286 1.0	7,785 1.0

covered by the study. As shown in Figure 1, the category "Curriculum" received .31 of the total column inches for the study ($N = 467,740$; $145,066/467,740 = .31$).

"Administration/Governance" received the next highest proportion, .30; while "Students" received the third highest proportion, at .15. "Institutional Change and Influence" received .14, and "Government Funding and Influence" received .10, the lowest proportion of column inches among the main categories over the period covered by the study. The study covered four periods:

1965-1970

1970-1975

1975-1980

1980-1985

Internal and External Evidence for Validation

The following is a description of how trends reflecting changes in opinion leader interest appeared and received validation based on evidence both internal and external to the content analysis.* Internal to the content analysis, trends had first to receive support from more than one journal in the study. For example, the trend of sagging interest in "Liberal Arts" during the early seventies received support from the Educational Record and the Journal of Higher Education while the trends pertaining to the other journals in the sample did not support this inference (see Table 27). External validation

*As noted in Chapter I (pp. 17-18), the logic for using content analysis in this study focused on changes in the proportion of column inches for individual topics as reflecting changes in opinion leader interest. Based on this assumption, trends of stable interest (i.e., less than 20% either overall or between individual periods within the study) did not require validation, because they did not reflect changes in the interests of opinion leaders.

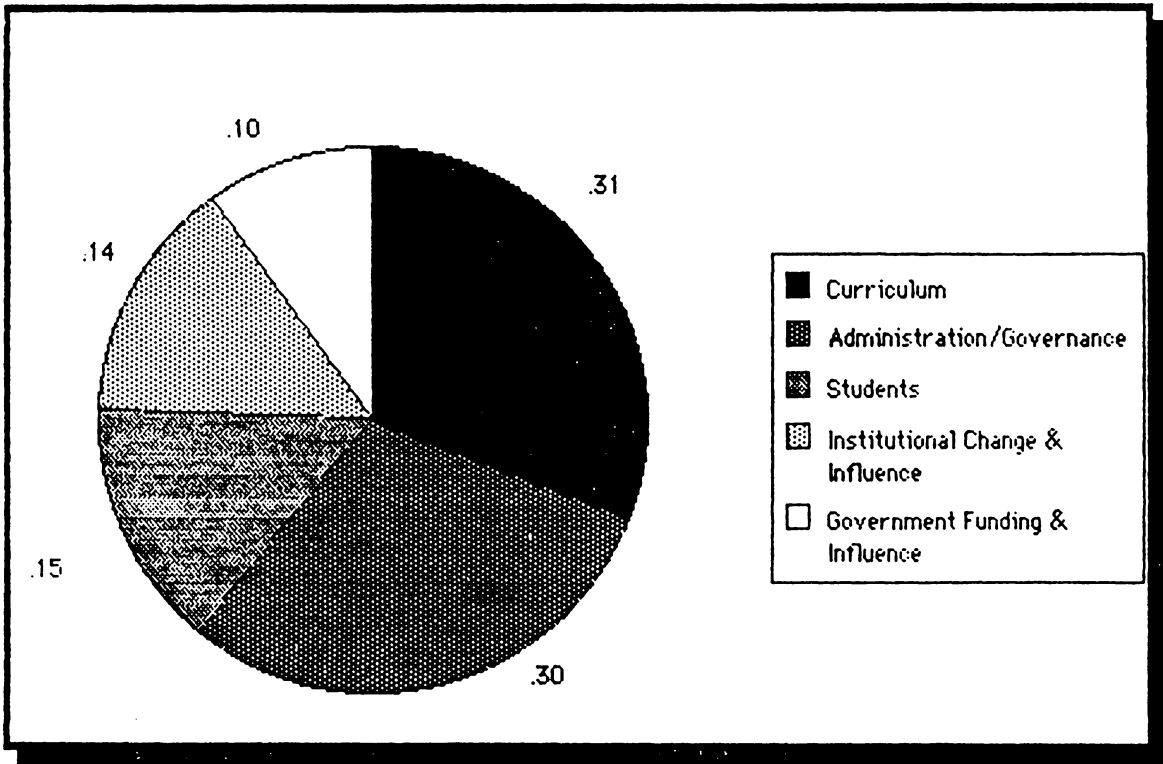


FIGURE 1

Total Column Inches

Proportions per Main Category: 1965-1985

included Conrad & Wyer (1980), the Carnegie Foundation (1979), and other sources within the literature describing the decline of liberal arts during the early seventies. Sources describing curricular reform during the late seventies at Harvard (Conrad & Wyer, 1980) and Miami-Dade (Lukenbill & McCabe, 1978) supported the inference that, during the late seventies and early eighties, interest in liberal arts returned to a level comparable to that which prevailed during the sixties.

The Analysis of Categories and Components

Curriculum - Category I

Of the five main categories in the study, "Curriculum" received 145,066 column inches, at .31 the largest proportion for any main category in the study (see Figure 2). The category "Curriculum" contained five components,

Liberal Arts

Instruction

Career Education

Curricular Composition & Innovation

Community Education

"Liberal Arts" included articles addressing general education, citizenship training, the humanities, and other topics related to liberal education. "Instruction" consisted of articles that addressed teaching in general and as it applied to specific courses. "Career Education" included articles addressing topics such as vocationalism, training for the job market, graduate education, and the major. "Curricular Composition and Innovation" included topics that involved efforts toward defining and upgrading

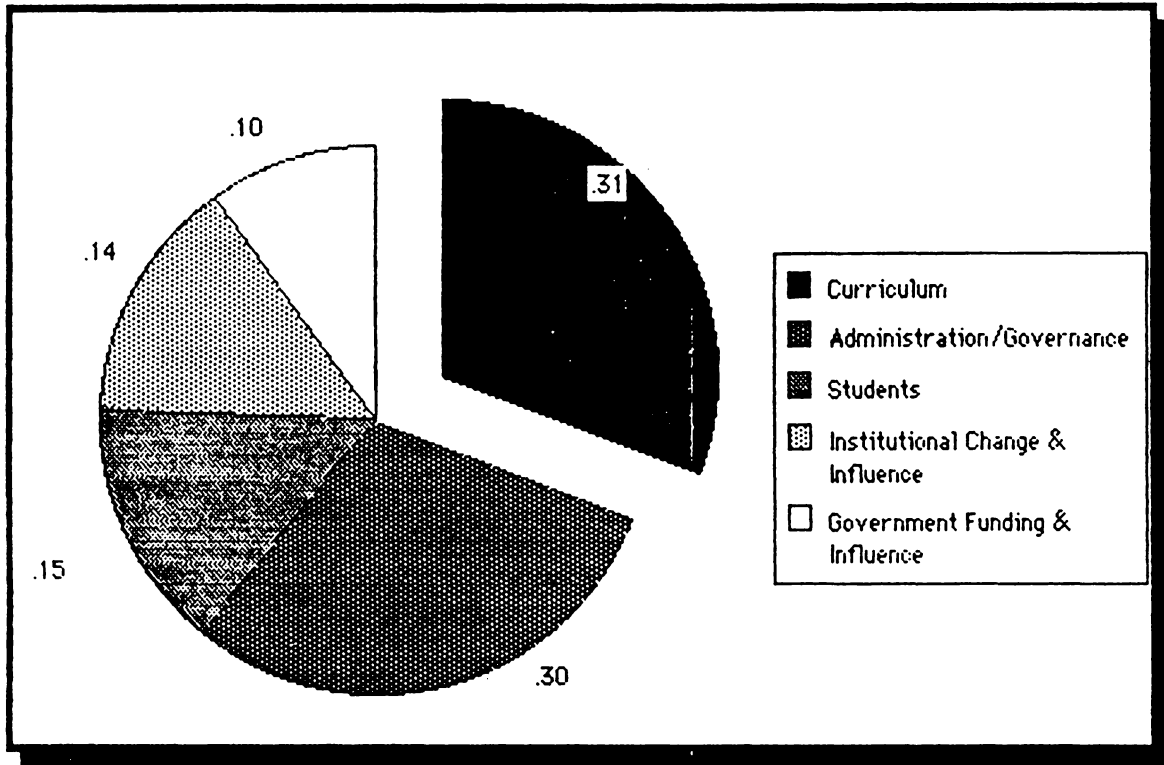


FIGURE 2

Proportion for Curriculum: 1965-1985

the curriculum. "Community Education" included articles describing credit and noncredit courses that offered access for students who, otherwise, might not be able to avail themselves of typical program offerings. Examples of topics within this component included community service, lifelong learning, and urban education.

Trends within "Curriculum" suggested stability of interest among the components in this category over the twenty years covered by the study. All of the five trends developed within this category (see Figure 3) suggested stable interest overall, with no changes in proportion between 1965-1970 and 1980-1985 greater than 20%.

Nonetheless, between individual periods in the study, all of the components in this category contained internal trends suggesting changes in interests among opinion leaders in higher education over the twenty years covered by the study. These internal trends included declining interest in "Liberal Arts" and "Career Education" during the early seventies, rising interest in "Community Education" and "Curricular Composition and Innovation" during that same period, and rising interest in "Instruction" during the late seventies (see Figure 3).

Liberal Arts

Results of the study indicated stability of interest overall in "Liberal Arts" but an internal trend of declining interest (from .33 in 1965-1970 to .19 in 1970-1975), then increasing interest throughout the late seventies and early eighties (see Figure 4). Since only trends reflecting changes in opinion leader interest required validation, this overall trend did not require support from sources internal and external to the content analysis. Nonetheless, the trend of declining interest during the early seventies

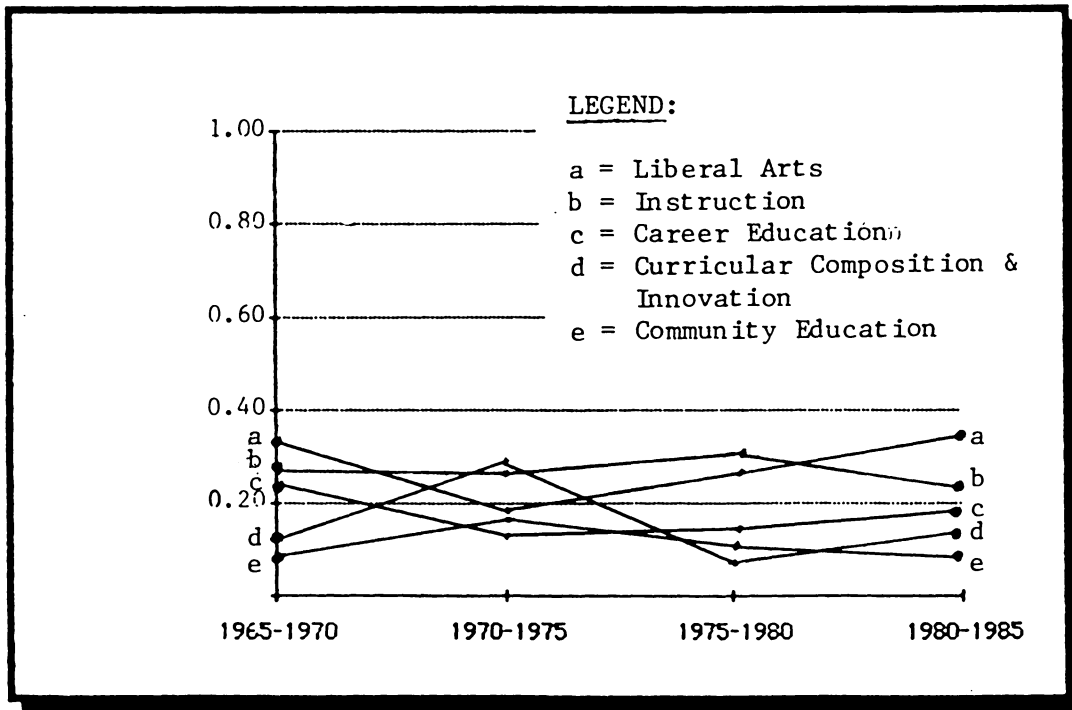


FIGURE 3

Components Within Curriculum

Overall Trends: 1965-1985

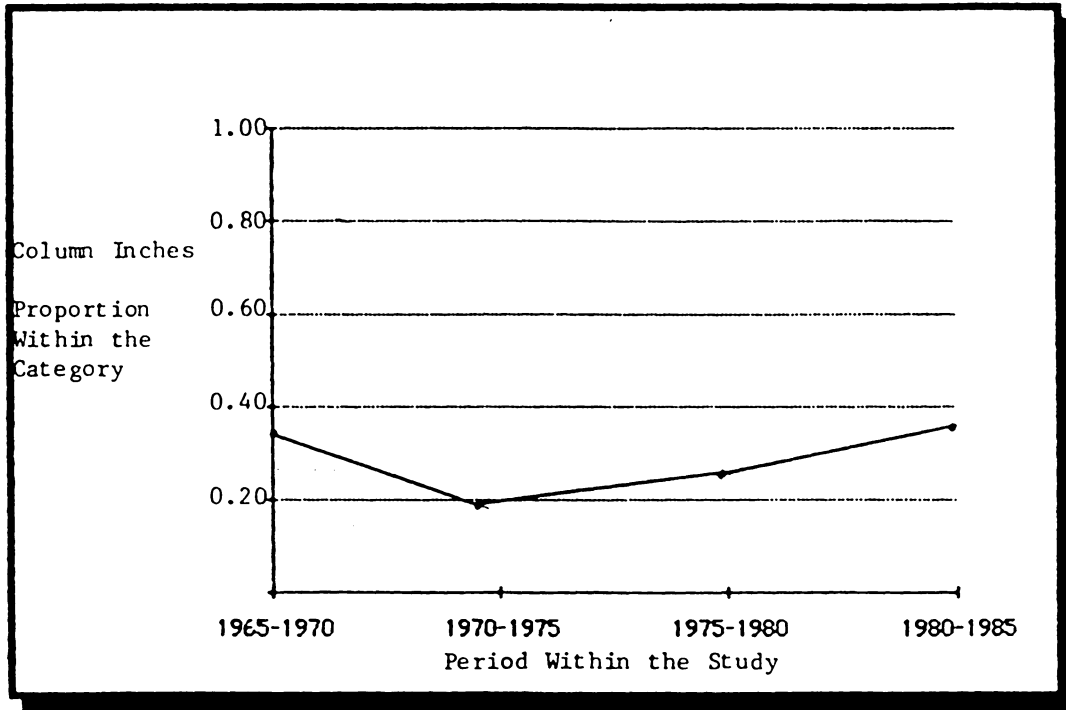


FIGURE 4

Liberal Arts

Trend of Opinion Leader Interest: 1965-1985

required validation. Internal evidence supporting this trend included trends from Educational Record and the Journal of Higher Education, both of which recorded their lowest proportions of category inches for this topic during the period 1970-1975 (see Table 28, pp. 121-122).

External validation for this trend of declining interest in "Liberal Arts" during the first ten years covered by the study included sources focusing on innovation, concentration, and the student market that contributed to diminished interest in liberal arts during the early seventies. Levine (1978) reported how the number of liberal arts courses in liberal arts colleges declined between 1967 and 1974. Stadtman (1981) explained how, during the seventies, students were diverted from liberal arts programs to vocational, preprofessional, and professional programs. These external sources described declining interest in liberal arts as a shift toward concentration. Thus they validated the trend of decreased interest in "Liberal Arts" during the early seventies. As mentioned above, the proportion for this component returned to .35, a level comparable to the .33 of 1965-1970. The sources validating this rebounding interest in "Liberal Arts" included Connad & Wyer (1980), who described renewed interest in liberal arts at Harvard - and Lukenbill & McCabe (1978), who described the revamped core curriculum at Miami-Dade.

Instruction

The initial analysis revealed stability of interest overall in "Instruction," with a slight decline from .24 in 1965-1970 to .22 in 1980-1985 (see Figure 5). Between individual periods in the study, changes in proportions during the seventies suggested rising interest in this topic

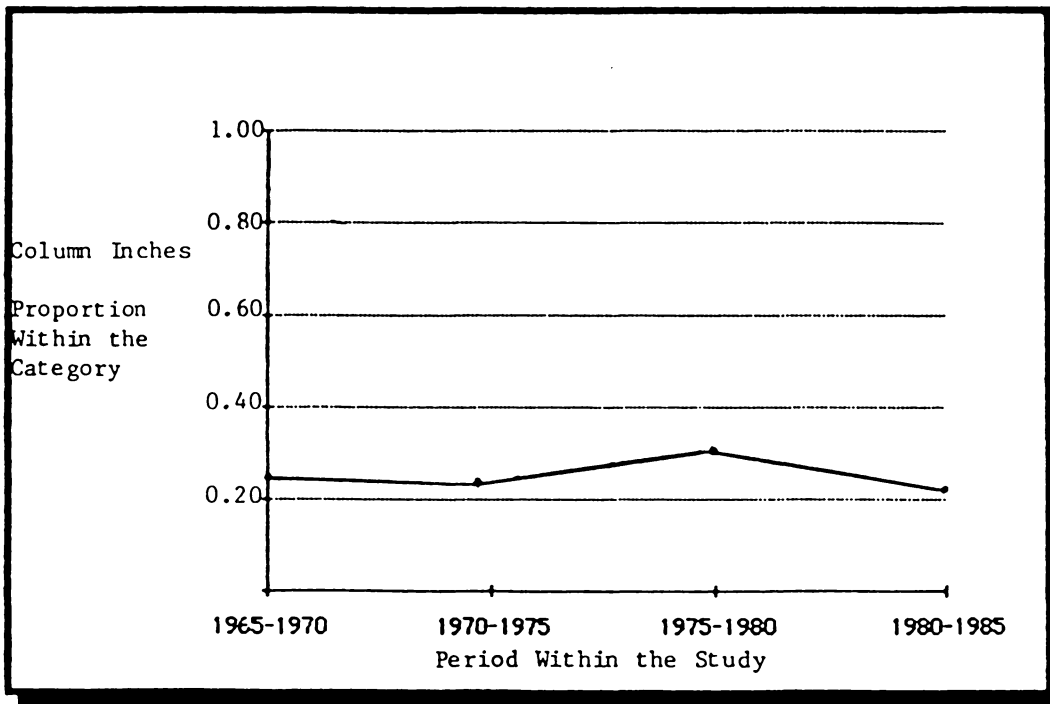


FIGURE 5

Instruction

Trend of Opinion Leader Interest: 1965 -1985

during the late seventies as this topic received .23 of the category inches in 1970-1975 but .31 in 1975-1980 - an increase of 35%. This internal trend of heightened interest in "Instruction" received support from trends in two journals within the sample: Educational Record and the Community and Junior College Journal, each of which recorded its highest proportion of category inches for this topic during 1975-1980 (.38 and .23, respectively, see Table 28 above). Following that period, the declining interest during the early eighties was seen as a return to the overall trend of stable interest; thus it did not require validation.

External evidence validating the internal trend of heightened interest in "Instruction" during the late seventies centered on sources describing the special problems that colleges and universities faced in teaching during that period. These sources included the Carnegie Foundation (1979) and McCabe (Dubocq, 1981), who described the challenge of teaching students who were unprepared for college, and Cross (1979), who expressed concern about teaching a growing diversity of students. Others such as Ashley & Zigli (1985) and the Associated Press (1985) suggested that a focus on research had eroded the position of instruction within higher education, especially in four-year colleges and universities. Increased interest in "Instruction" during the late seventies marked the only instance in the study when interest in "Instruction" deviated from the overall trend of stable interest.

Career Education

The initial analysis indicated overall stability of interest in "Career Education" as the proportion for this component declined only 13%, from .22 during 1965-1970 to

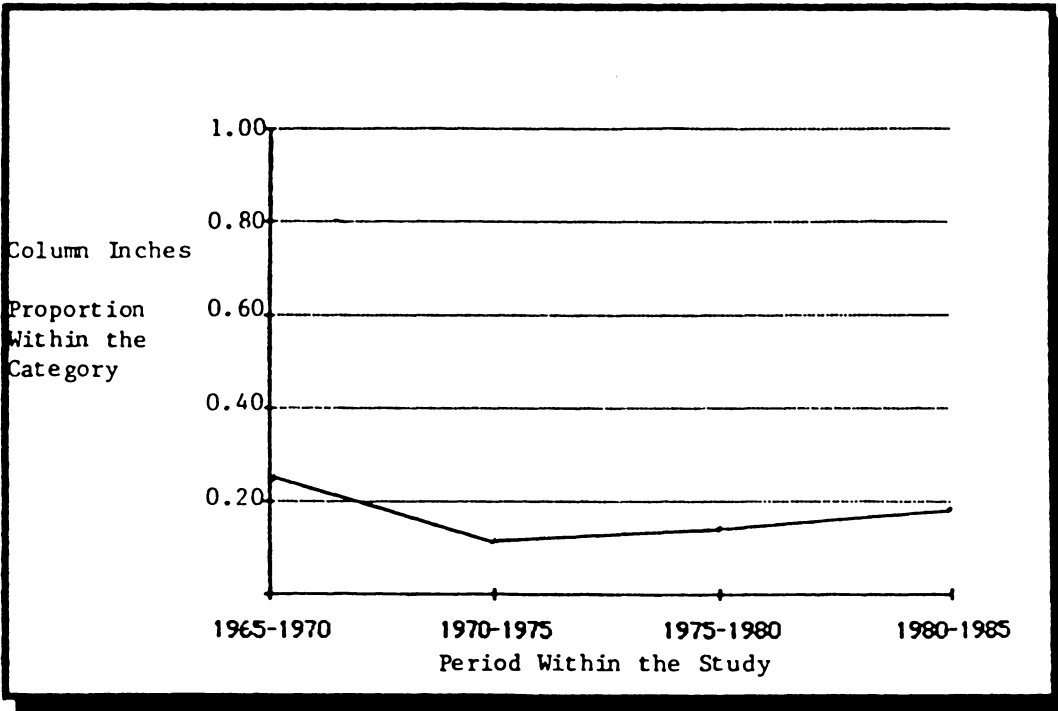


FIGURE 6

Career Education

Trend of Opinion Leader Interest: 1965-1985

.19 in 1980-1985 (see Figure 6). Between individual periods in the study, the greatest change in proportion of category inches occurred between 1965-1970 and 1970-1975. Between these two periods, the proportion for this component declined 27%, from .22 to .16. Internal evidence supporting this trend of declining interest during the early seventies included results from the Journal of Higher Education and the Community and Junior College Journal, which indicated similar declines - respectively, from .34 to .17, from .09 to 0 of the total category inches that these journals devoted to "Curriculum" during these periods (see Table 28). Nonetheless, a review of the literature did not reveal external evidence validating this trend of declining opinion leader interest in "Career Education" during the early seventies. In fact, commentators such as Conrad & Wyer (1980) and Rudolph (1977) noted rising interest in career education as a dominant feature of the early seventies. Thus the internal trend of declining interest in "Career Education" was not validated in this study.

Curricular Composition and Innovation

The overall trend pertaining to "Curricular Composition and Innovation" suggested stability of interest as the proportion of category inches for this component rose only 17%, from .12 in 1965-1970 to .14 in 1980-1985. Nonetheless, further analysis revealed heightened interest in this topic during the period 1970-1975. Within the column inches for "Curriculum," the proportion for this component increased 140%, from .10 in 1965-1970 to .24 in 1970-1975 (see Figure 7). This internal trend of increased interest in "Curricular Composition and Innovation" during 1970-1975 received support from Educational Record.

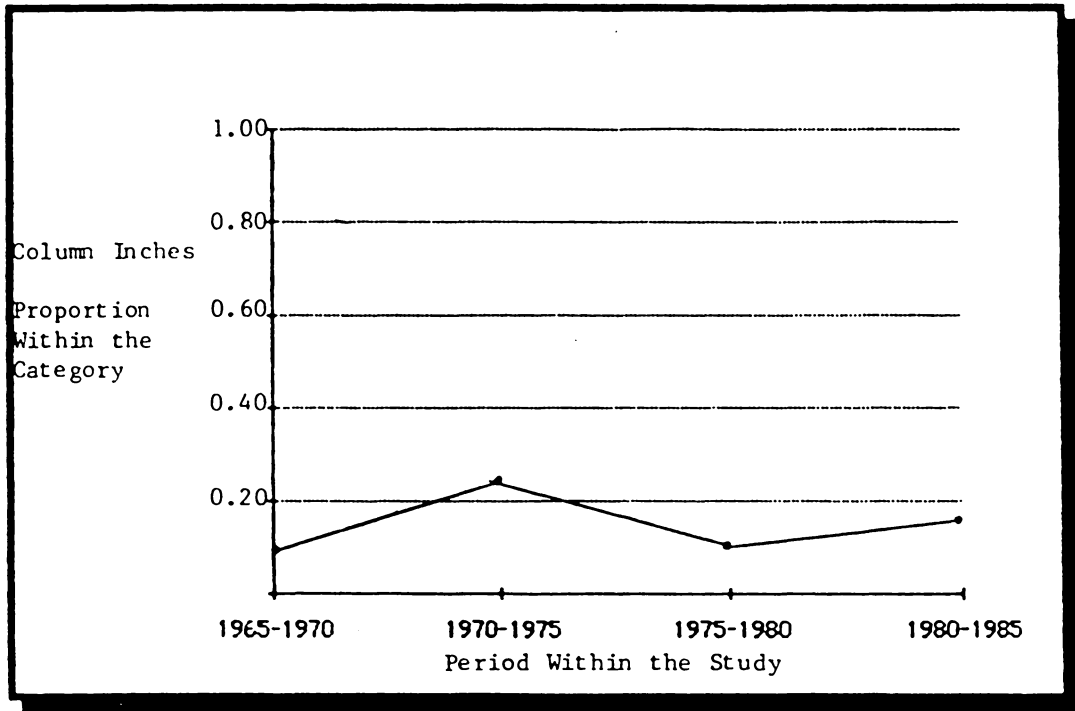


FIGURE 7

Curricular Composition and Innovation

Trend of Opinion Leader Interest: 1965-1985

Academe, and the Community and Junior College Journal (see Appendix K). Declines in the proportion of category inches after 1970-1975 were seen as an internal trend marking a return to the overall trend of stable interest; thus it did not require validation.

External evidence validating this trend included sources describing the early seventies as a time of experimentation in curricular content. Stadtman (1981) viewed the seventies as a "decade of innovation" (p. 107). Conrad & Wyer (1980) noted the early seventies as a period of extensive curricular innovation and evaluation. Altbach (1981) explained how the demands for social relevance during the sixties had disrupted the traditional curriculum, thus paving the way toward innovation. Rudolph (1977) suggested that, while relevance was the keynote during the sixties, concentration became the focus of innovation during the early seventies. Grant & Riesman (1978) described innovation during the early seventies as it took place in colleges and universities across the nation. Coss (1975) reported on curricular reform at Brown University. These sources emphasized the heightened interest in curricular innovation during the early seventies; therefore, they validated the internal trend of heightened interest in curricular composition and innovation during 1970-1975. This pattern of heightened interest during the early seventies occurred within an overall trend of stable interest in "Curricular Composition and Innovation" over the twenty years covered by the study.

Community Education

During the twenty years covered by the study, "Community Education" received 14% of the total category inches for "Curriculum," the smallest proportion for any

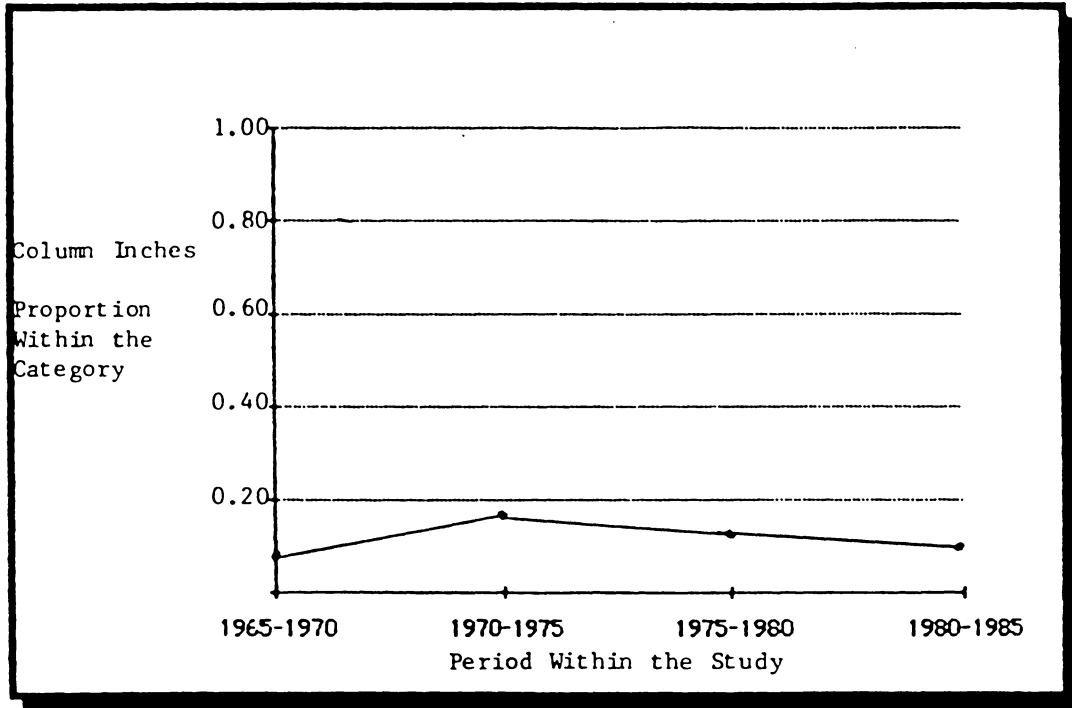


FIGURE 8

Community Education

Trend of Opinion Leader Interest: 1965-1985

component within this category. The overall trend suggested stability of interest as the proportion for this component declined only 11% (from .09 in 1965-1970 to .10 in 1980-1985) over the four periods covered in the study. Between individual periods within the study, the dominant internal trend centered on rising interest in this component during the early seventies as the proportion of category inches for this topic increased 100%, from .09 in 1965-1970 to .18 in 1970-1975, the highest proportion for this component among the four periods covered by the study (see Figure 8). Internal evidence supporting this trend included data from all of the journals in the sample except the Community and Junior College Journal. All four of these journals received their highest proportions for "Community Education" during 1970-1975 (see Table 28).

External evidence validating this internal trend of increased interest in "Community Education" during the early seventies centered on sources describing how institutions of that period adapted to increasing competition by providing systems for delivering instructional services and offerings to individuals, especially adults, who would not be able to attend without them. These sources included Cohen & Braver (1982), who termed the seventies the community education period in the two-year institution. Levine (1978) noted how a lack of resources forced some institutions to develop "more efficient delivery systems" for their offerings. Noting the level of competition among institutions, the Carnegie Foundation (1979) listed approaches to community education that many colleges and universities of that period adopted to attract students:

- Offering instruction in high-demand subjects at hours that are convenient for older, working students

- Offering smaller classes
- Using special, individualized instructional methods and technology
- Offering modules that take a short time to complete. (p. 61)

Stadtman (1980) saw the increased use of community education as adaptation to decreasing enrollments. Explaining this function primarily in terms of expanded evening and weekend programs, he described community education as "the source of the most extensive transformation of the character of American higher education to result from the innovations of 1970's" (p. 151). These sources citing institutional efforts to provide new delivery systems for their curricular offerings offered validation for the trend of increased opinion leader interest in community education during the early seventies. For purposes of this study, the declining proportion of column inches for "Community Education" following the early seventies was not seen as decreasing interest so much as it was viewed as a return to normalcy within a trend of stable interest in which the only deviation in interest occurred during the early seventies - a period of heightened opinion leader interest in "Community Education."

Analysis of trends regarding the components within "Curriculum" revealed stability of interest over the twenty years covered by the study, marked by rising or decreasing interest in individual components between given periods in the study. Within this main category, the early seventies appeared as the period when interest was in its greatest state of flux. Findings of this study revealed declining interest in "Liberal Arts" during this period, accompanied by rising interest in "Curricular Composition and Innovation" and in "Community Education." "Instruction,"

the remaining component containing a validated trend of interest was the basis for an inference of rising interest in "Instruction" during the late seventies. Of the ten potential trends pertaining to components in this category, five suggested stable interest overall, while four indicated rising interest during the seventies. The remaining trend - declining interest in "Career Education" during the early seventies - failed to receive validation from sources internal and external to the content analysis.

Administration/Governance - Category II

"Administration/Governance" received .30 of the total column inches for the study (N = 467,740), the second largest proportion for any category in the study. The components within this category included "Faculty," "Governance," and "Budget and Development." At .48 of the total category inches (n = 140,852), "Faculty" was the largest component within this category; it included articles dealing with the faculty role in instruction and governance. "Governance," the other dominant component in this category, received .44 of the total category inches for "Administration/Governance." This component included articles addressing topics such as management, administration, and non-faculty personnel. "Budget and Development" received the remaining .08 of the total category inches: it included articles that addressed budgeting and fund raising, particularly on the local level. Of the three components within "Administration/Governance," the study revealed trends suggesting stable interest in "Faculty" and "Governance" but rising interest in "Budget and Development" (see Figure 10).

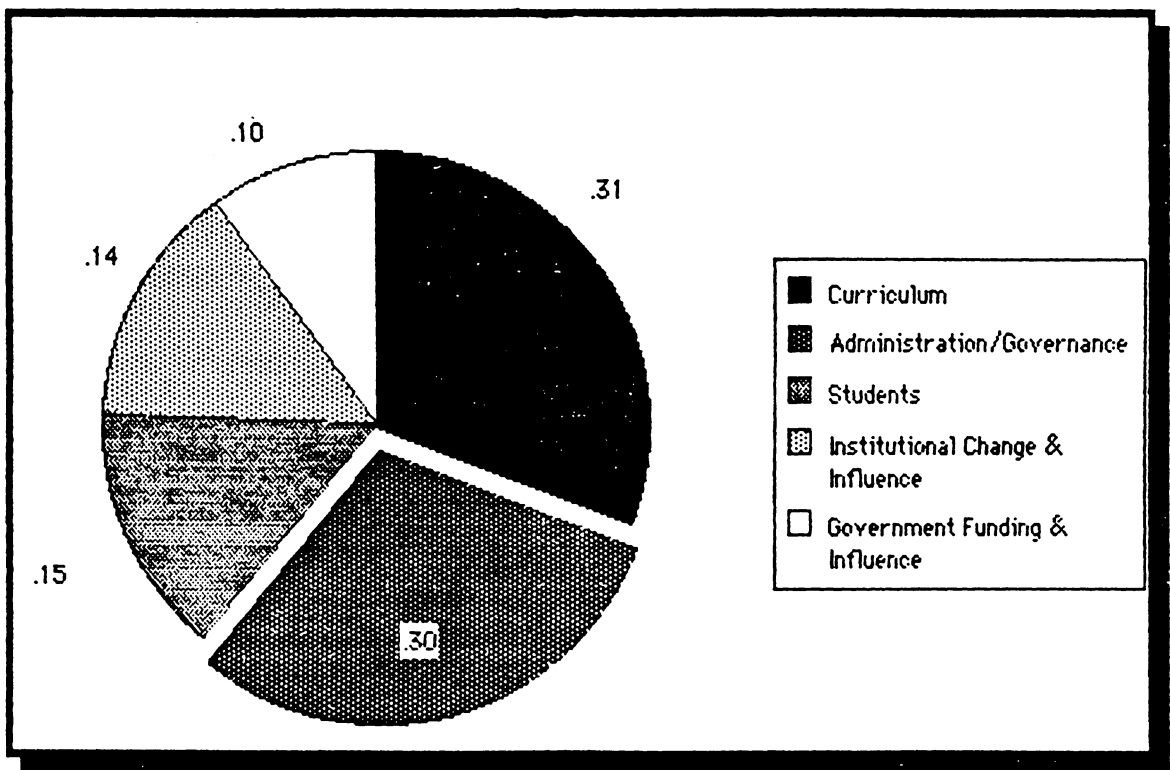


FIGURE 9

Proportion for Administration/Governance: 1965-1985

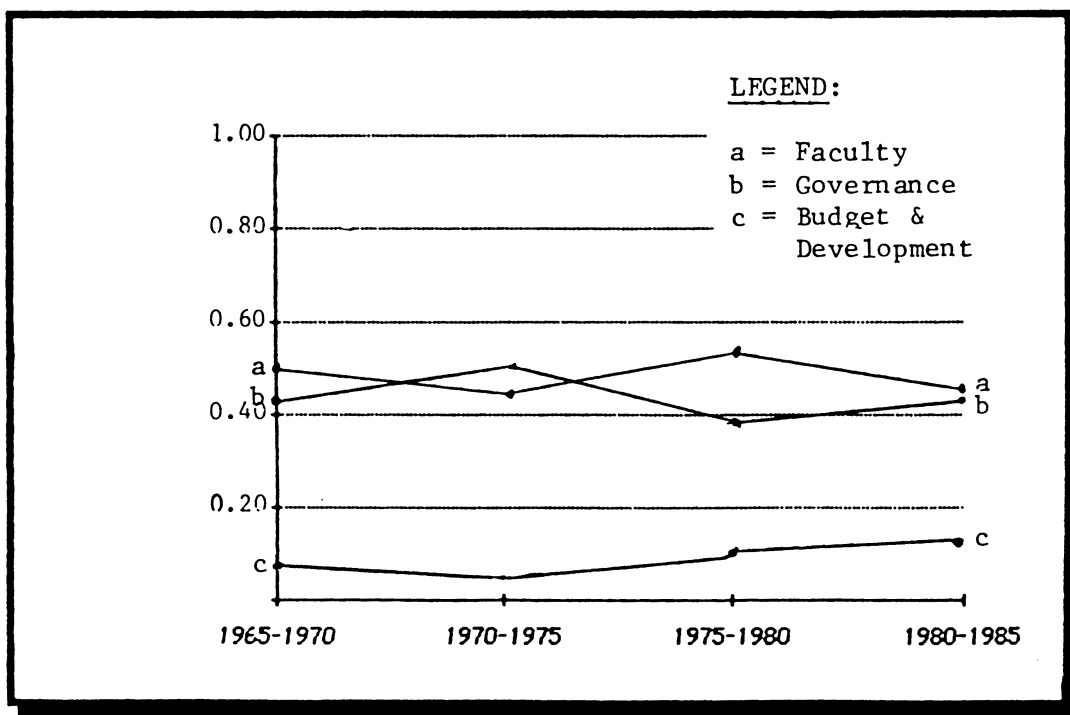


FIGURE 10

Components Within Administration/Governance

Overall Trends: 1965-1985

Faculty

The study revealed stability of interest in "Faculty" both overall and between the individual periods in the study (see Figure 11). Overall, stability of interest prevailed as the difference in proportions between 1965-1970 and 1980-1985 was 10%, ($.50 - .45 = .05$; $.05 / .50 = 10\%$), far less than the 20% considered necessary for a trend of rising or declining interest. Among the four periods covered by the study, the greatest shift in proportion occurred between 1970-1975 and 1975-1980, when the proportion changed from .45 to .53, a difference of only 18% ($.53 - .45 = .08$; $.08 / .45 = 18\%$). Therefore, because the overall trend contained no shifts of greater than 20%, opinion leader interest in "Faculty" was determined to be stable; thus it did not require validation.

Governance

As with "Faculty," trends pertaining to "Governance" reflected stability of interest, both overall and between individual periods within the study. Overall, the difference in proportion of column inches for this component between 1965-1970 and 1980-1985 was .01 (from .43 to .42), a change of 2% (see Figure 12). Between individual periods in the study, the largest change occurred between 1965-1970 and 1970-1975, when the proportion increased from .43 to .51 ($.51 - .43 = .08$; $.08 / .43 = 19\%$). Thus findings of this study revealed a trend of stable opinion leader interest in "Governance" both overall and among the four periods comprising the study. Since both this internal trend and the overall trend suggested stability of interest, they did not require validation.

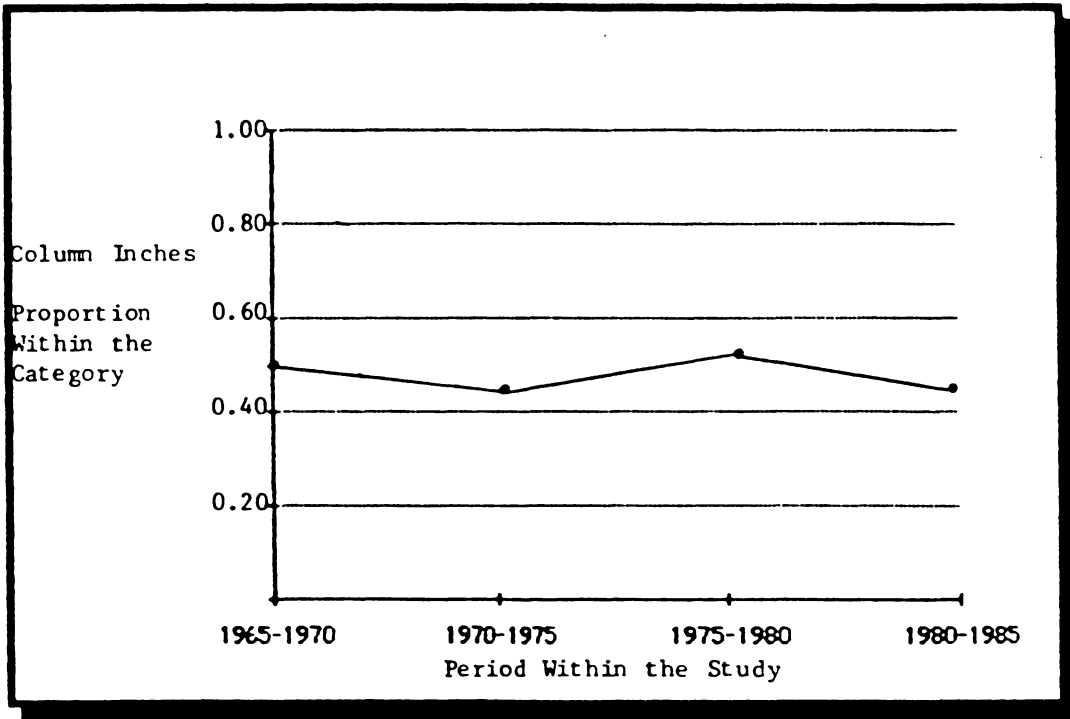


FIGURE 11

Faculty

Trend of Opinion Leader Interest: 1965-1985

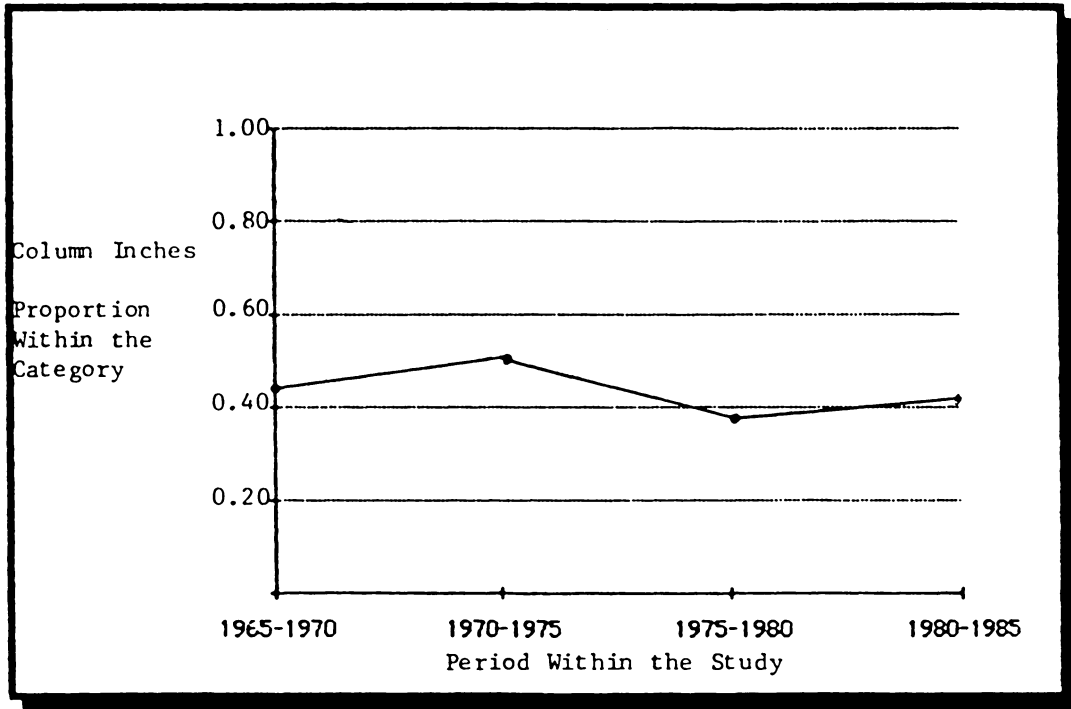


FIGURE 12

Governance

Trend of Opinion Leader Interest: 1965-1985

Budget & Development

At .08 of the total category inches for the twenty years covered by the study, "Budget and Development" received far fewer column inches than either "Faculty" (.48) or "Governance" (.44), the other two components within "Administration/Governance." Findings of this study suggested "Budget and Development" as an emerging topic of interest, as the proportion of category inches for this component increased both overall and between individual periods within the study. The initial analysis revealed rising interest overall in "Budget and Development," with a secondary trend of declining interest between 1965-1970 and 1970-1975 (See Figure 13). Between 1965-1970 and 1980-1985, the proportion of column inches for this component increased 86%, from .07 to .13. This trend of overall increase received support from trends within Change Magazine, Educational Record, and the Community and Junior College Journal. Between individual periods in the study, two major internal trends developed: 1) a decline of 43% (from .07 to .04) between 1965-1970 and 1970-1975, and 2) an increase of 125% (from .04 to .09) between 1970-1975 and 1975-1980. The trend of declining interest during the early seventies received support from Change Magazine and Educational Record, each of which yielded its lowest proportion of category inches for this component during 1970-1975 (see Appendix K). The remaining trend of rising interest during the late seventies received support from Change Magazine, Educational Record, and the Community and Junior College Journal - the same journals supporting the trend of increased interest overall.

External validation for the initial pattern of declining interest in "Budget and Development" during the early seventies stemmed from sources describing this period

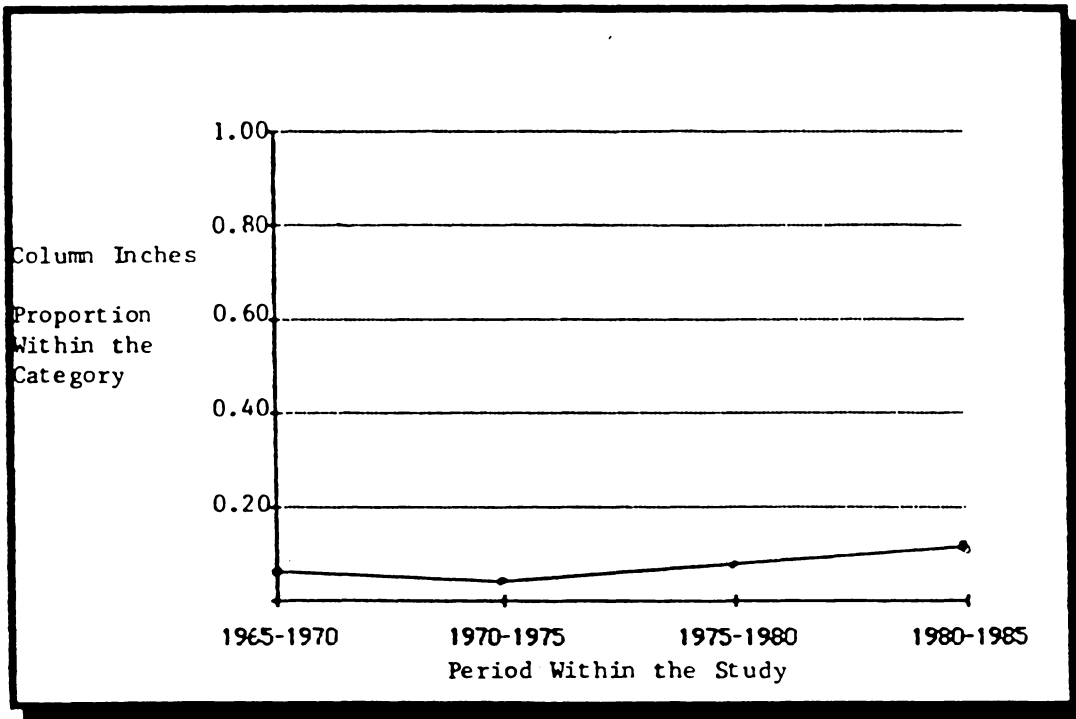


FIGURE 13

Budget and Development

Trend of Opinion Leader Interest: 1965-1985

as a time when measures such as the Education Amendments of 1972 drew interest away from local and private funding sources. Alford (1972) described the forms this federal support might take. Bowen (1971) noted how the shift toward increased federal support might decrease the level of private support.

The trend of increased interest in "Budget and Development" during the late seventies and overall received validation from outside sources describing the seventies and early eighties as an era of increased competition for resources. These sources included Zammuto, Whetton, & Cameron (1983) who described how institutions adapted to an environment of declining resources, and Bowen (1971), who predicted that the seventies would be a time of increased competition over resources. Nason (1981) made a similar prediction about the eighties: "Higher education at the beginning of the decade of the '80s is in serious financial trouble" (p. 262). The Carnegie Council (1980) signaled the importance of private funding sources, while Fey (1978) cited business as a primary source, and Harclerod (1981) noted the importance of foundations as potential sources of income. These sources describing the seventies and early eighties as a time of increasing financial constraint provided the external validation for the overall trend of increasing interest in "Budget and Development" since 1970-1975; sources describing the shift in focus from private to public support during the early seventies validated the secondary trend of declining interest during the early seventies. Together, these sources validated the trend of declining and then rising interest in "Budget and Development" over the past twenty years.

Of the trends pertaining to the components within "Administration/Governance," findings of this study

suggested stable interest in "Faculty" and "Governance" - the components within the category that received the highest proportions of category inches overall. In contrast, the trends pertaining to "Budget and Development," the remaining component, indicated declining interest during the early seventies but rising interest thereafter.

Students - Category III

The main category "Students" received .15 of the total column inches developed within the study (See Figure 14), the third largest proportion for any main category in the study. This category contained four components,

- Student Welfare
- Student Access
- Black Students
- Women Students

"Student Welfare" contained .62 of the category inches for the category "Students." This component arose from the analysis of articles addressing student welfare as internal matter; it included articles addressing topics such as student activities, student counseling, and student activism. Within the main category "Students," the remaining three components suggested a focus on access. "Student Access" - the component containing the second-largest proportion of column inches - addressed access in general. "Black Students" featured access for blacks, and "Women Students," the component with the smallest proportion of column inches in this category, focused on access for women. In contrast with the trends pertaining to components within "Curriculum" and

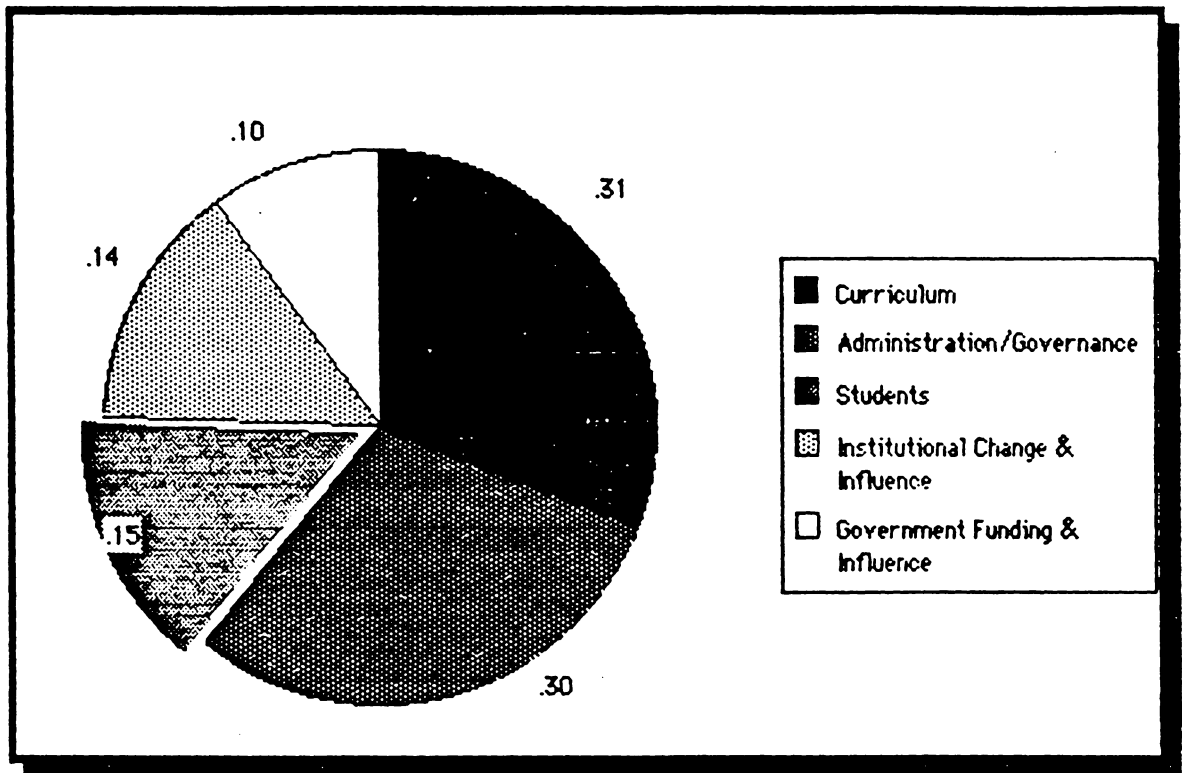


FIGURE 14

Proportion for Students: 1965-1985

"Administration/Governance" - which featured stability of interest - trends within "Students" all suggested changes that centered on declining interest overall in "Student Welfare" and "Black Students," but rising interest in "Student Access," and "Women Students" (see Figure 15).

Student Welfare

The proportion of category inches for "Student Welfare" declined 48% overall, from .74 in 1965-1970 to .50 in 1980-1985 (see Figure 16). This trend received support from trends developed within all of the journals in the sample except Educational Record (see Appendix K). These four journals all yielded trends that revealed a declining proportion of category inches overall for "Student Welfare" (see Appendix K).

External validation for this trend included sources suggesting that the sense of student involvement in campus life declined during the seventies (Carnegie Council, 1980; Levine, 1980). Some commentators noted the declining influence of student activists within the institution (Schick, 1972; Levine, 1980). Other commentators (The Carnegie Foundation, 1979) noted the recent influx of adult students attending part time as a reason for the increased difficulty of maintaining a sense of campus community. Stadtman (1980) noted how the increasing number of students living off campus might contribute to decreased student involvement in campus life. Chickering (1975) described how an increasing number of commuting students might require fewer student activities. These sources provided external evidence validating the trend of declining interest in "Student Welfare" between 1965 and 1985.

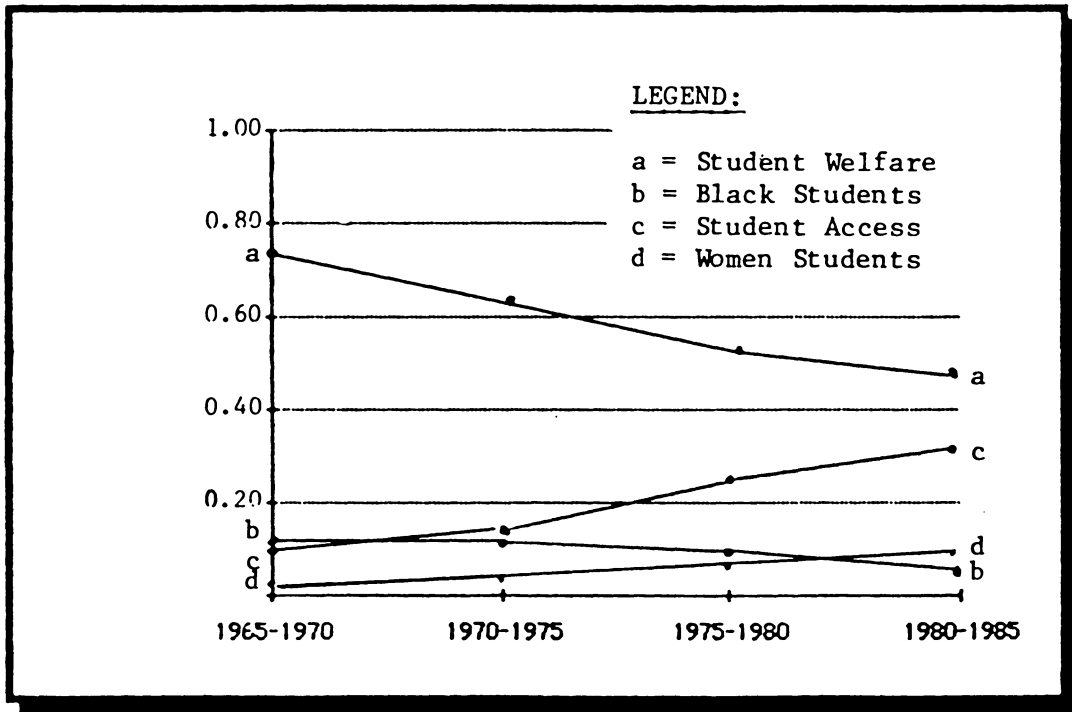


FIGURE 15

Components Within Students

Overall Trends: 1965-1985

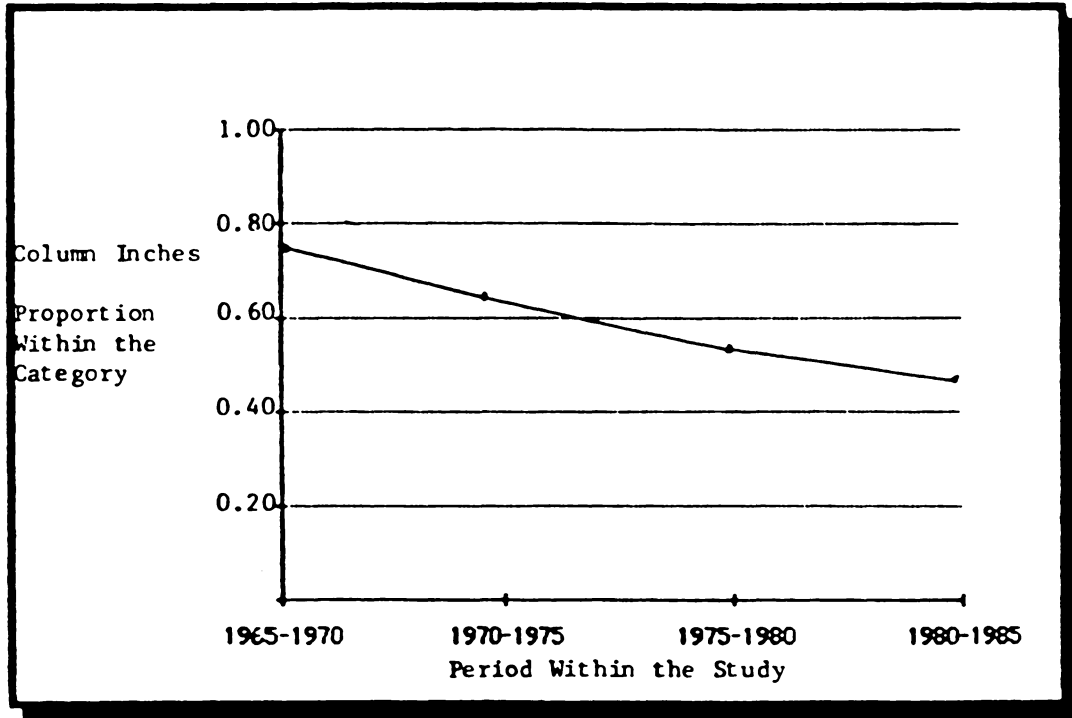


FIGURE 16

Student Welfare

Trend of Opinion Leader Interest: 1965-1985

Student Access

At .21, "Student Access" received the second highest proportion of category inches among components within "Students." The initial analysis suggested rising interest overall in "Student Access," from .10 in 1965-1970 to .34 in 1980-1985 (see Figure 17). Internal evidence supporting this trend included increases in the proportion of category inches that "Student Access" received within Change Magazine, the Journal of Higher Education, and the Community and Junior College Journal.

Respectively, the proportions increased from 0, .09, and .12 in 1965-1970 to .51, .36, and .39 in 1980-1985 (see Appendix K).

The external evidence validating this inference of increasing interest in "Student Access" centered on sources that described growing concern about the decreased numbers and increased diversity of students attending during the seventies and early eighties. As early as 1969, Wrenn predicted that student bodies of the seventies would be "increasingly varied and . . . composed of many cultures and subcultures" (p. 606). During the seventies, this concern was joined by the observation that the number of typical college-age students was declining (Church, 1978) with the result that students would be increasingly older (Johnstone, 1978), and more varied in terms of social and economic backgrounds (Cross, 1980). Newman (1985) expressed a view that great gains had been made during the sixties and seventies in increasing access. These sources within the literature offered external evidence validating the trend of increased opinion leader interest in student access during the past twenty years.

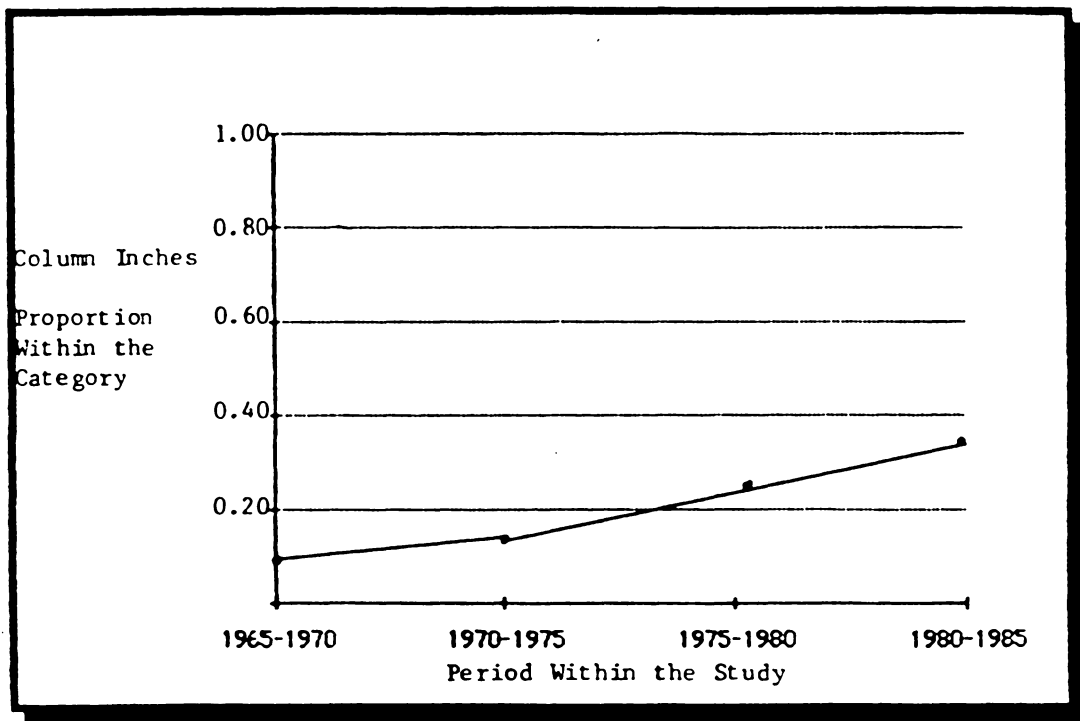


FIGURE 17

Student Access

Trend of Opinion Leader Interest: 1965-1985

Black Students

At .11 of the total category inches for "Students," "Black Students" received the next-smallest proportion for any component within this category. This study revealed declining interest as the major trend pertaining to "Black Students" both overall and between individual periods within the study. Overall, the proportion for this component declined 62%, from .13 in 1965-1970 to .05 in 1980-1985. Between individual periods in the study, the greatest decline occurred during the final two periods, when the proportion declined 64%, from .14 in 1975-1980 to .05 in 1980-1985 (see Figure 18). Internal evidence supporting this trend arose from the analysis of trends from Change Magazine, which showed a decline from .19 in 1970-1975 to 0 in 1980-1985; Educational Record, which revealed a decline from .15 in 1970-1975 to .06 in 1980-1985; the Journal of Higher Education, which indicated a decline from .14 in 1970-1975 to .05 in 1980-1985; and the Community and Junior College Journal, which represented a decline from .08 in 1970-1975 to .06 in 1980-1985. Thus trends from four of the five journals in the sample supported this trend of declining interest during the late seventies and overall in "Black Students" (see Appendix K).

These trends of declining interest in "Black Students" beginning in 1975-1980 was validated by external evidence including sources suggesting that enrollment for blacks declined as the efforts toward recruiting them diminished, especially after the mid seventies. These sources included data from the U.S. Census (1984) indicating that black enrollment declined after 1975. Other sources included Evans (1985, August 7) and Ihlanfeldt (1980) - both of whom suggested that interest in access for blacks decreased after

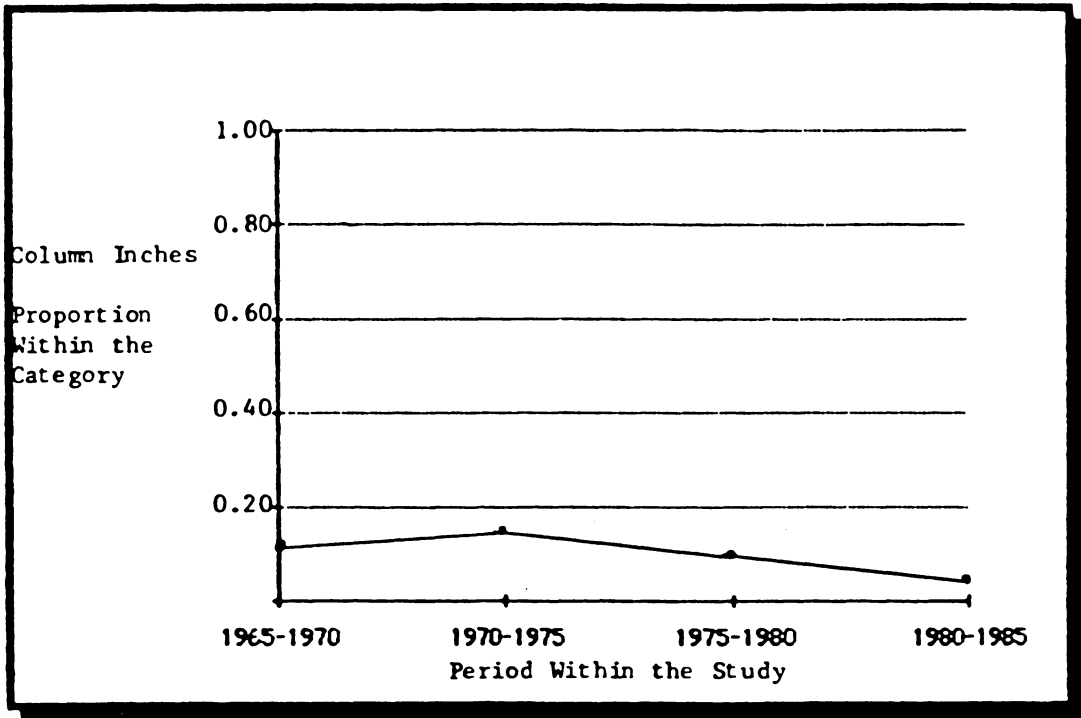


FIGURE 18

Black Students

Trend of Opinion Leader Interest: 1965-1985

1975. Newman (1985) described public apathy as one reason why black enrollment decreased during this period.

As the public turned to other issues, minority participation reached a plateau and, despite the growth in minority population, even declined in some fields. Black enrollment, for example, has fallen despite the rise in the share of all 18-year-olds are black. (p. 90)

These sources describing declines in black enrollment and decreased interest in access for blacks comprised the external evidence validating this trend of declining interest in "Black Students" during the late seventies and over the twenty-year period covered by the study.

Women Students

At .06 of the total category inches for "Students," "Women Students" was the smallest component within this category. Nonetheless, findings of this study suggested that interest in this topic was increasing. Overall, the proportion of column inches for "Women Students" increased 267%, from .03 in 1965-1970 to .11 in 1980-1985 with a pattern of steadily-increasing interest throughout. As shown in Figure 19, the proportion for this component increased in every period following 1965-1970. Internal evidence supporting this trend of increased interest in "Women Students" included data from all of the journals in the sample except Change Magazine. The analysis of articles from these four journals indicated that the proportion of category inches devoted to "Women Students" increased overall (see Appendix K).

External evidence validating this trend stemmed from sources suggesting that enrollment for women increased throughout the seventies and early eighties, at least partly because of continued public interest in access for women.

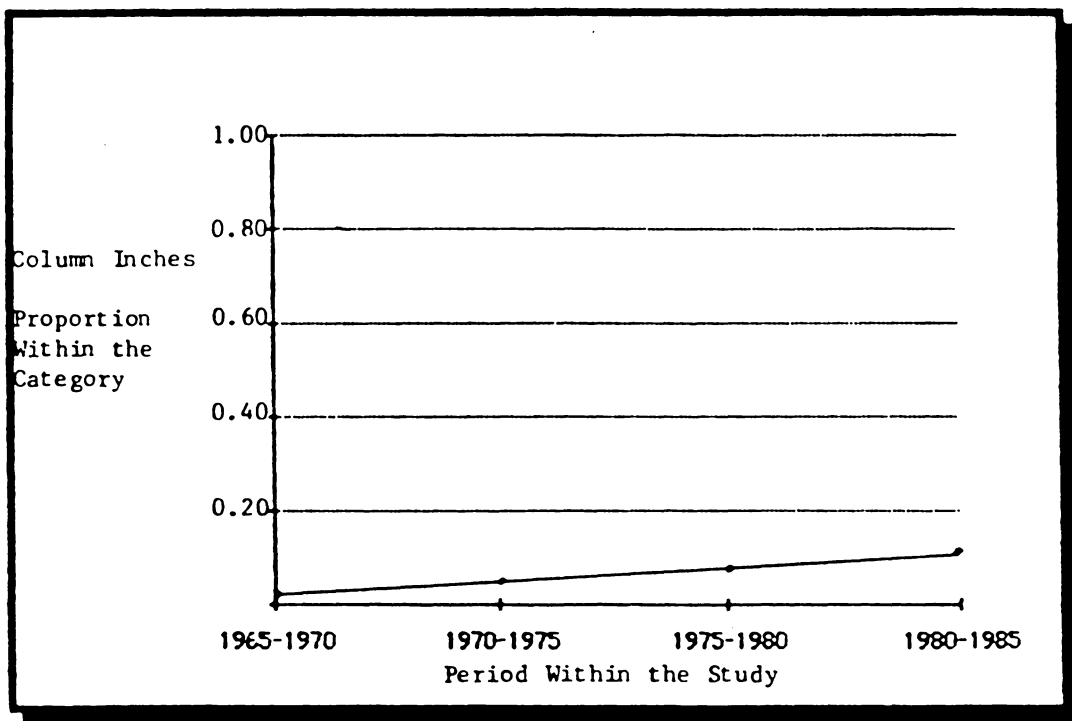


FIGURE 19

Women Students

Trend of Opinion Leader Interest: 1965-1985

Data from the U.S. Census (1984) indicated that the proportion of women high school graduates enrolled in colleges increased from .26 in 1970 to .32 in 1982 (p. 160). Kerr and Gade (1981) stated that an increasing proportion of women were attending college, and an increasing proportion of adults attending college were women. In 1978, Fey suggested that increased access for women was a product of recent "shifts in public attitudes and emphasis" (p. 116). These sources describing the increased interest in access for women offered external evidence validating the trend of increased opinion leader interest in "Women Students" during the twenty years covered by the study.

All of the four components within "Students" received validation suggesting either rising or declining opinion leader interest. These trends suggested declining interest in "Student Welfare" and "Black Students" but rising interest in "Student Access" and "Women Students."

Institutional Change and Influence - Category IV

At .14 of the total column inches for the five main categories, "Institutional Change and Influence" received the fourth-highest proportion (see Figure 20). This category consisted of five components,

Mission

Inter-Institutional Influence and Accountability

Two-Year Institutions

Liberal Arts Colleges

Cooperative Arrangements

"Mission" represented an interest in defining the mission in terms of its history, its current accomplishments, and its

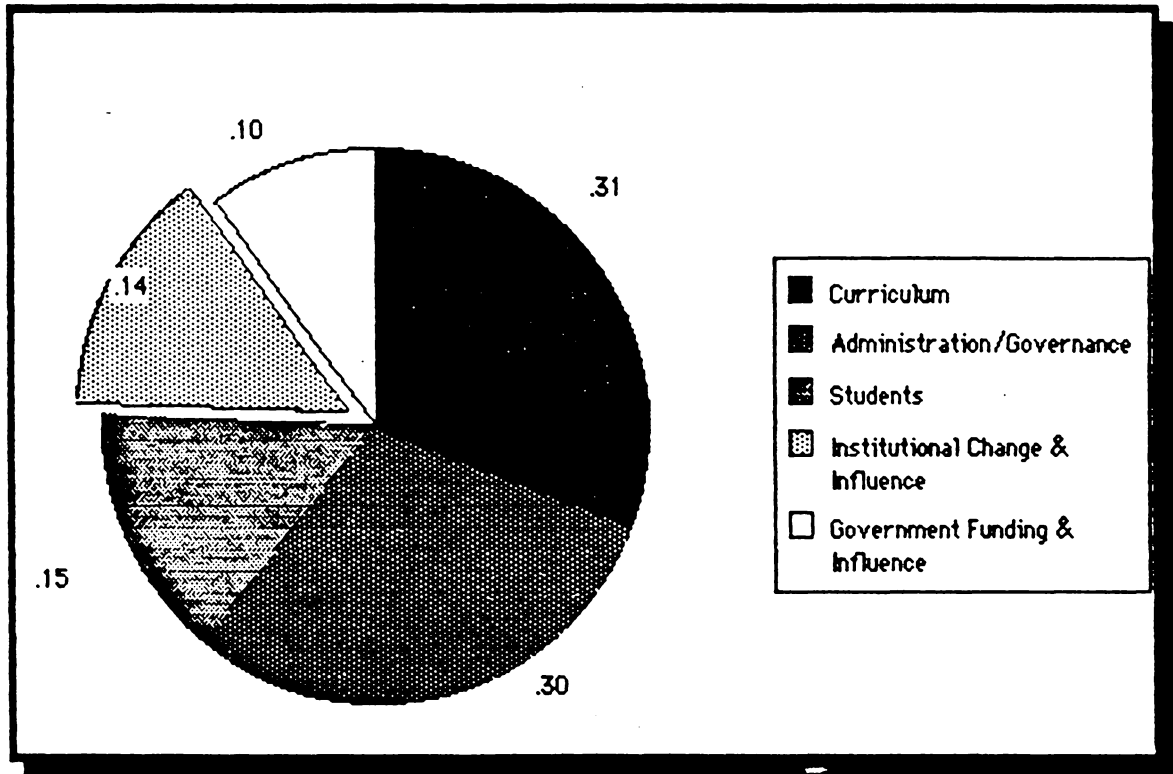


FIGURE 20

Proportion for Institutional Change and Influence: 1965-1985

prospects for the future. "Inter-Institutional Influence and Accountability" focused on the direct influence of institutional accreditation/evaluation and the indirect influence of increased growth and public control. The remaining components, "Two-Year Institutions" and "Liberal Arts Colleges," appeared as the only institutional types (Smart, 1977) sufficiently exhaustive and mutually exclusive to serve as components within this category. "Cooperative Arrangements" involved consortia, cooperatives, and other such alliances between colleges and other institutions. The initial analysis indicated overall trends that included declining interest in "Mission," stability of interest in "Two-Year Institutions," and rising interest in "Inter-Institutional Influence and Accountability," "Liberal Arts Colleges," and "Cooperative Arrangements" (See Figure 21).

Mission

"Mission" received .32 of the total category inches for the category "Institutional Change and Influence," the highest proportion for any component within this category. The initial analysis suggested declining interest in "Mission" throughout the past twenty years. Overall, this component declined from .52 of the column inches devoted to "Institutional Change and Influence" during 1965-1970, to .25 in 1980-1985 - a decrease of 52% (See Figure 22). The analysis of articles from all of the journals in the sample except the Community and Junior College Journal revealed a similar pattern of decline in the proportion of column inches devoted to "Mission" over the twenty years covered by the study (see Appendix K). Between individual periods in the study, the greatest change occurred between 1965-1970 and 1970-1975, when the proportion of category

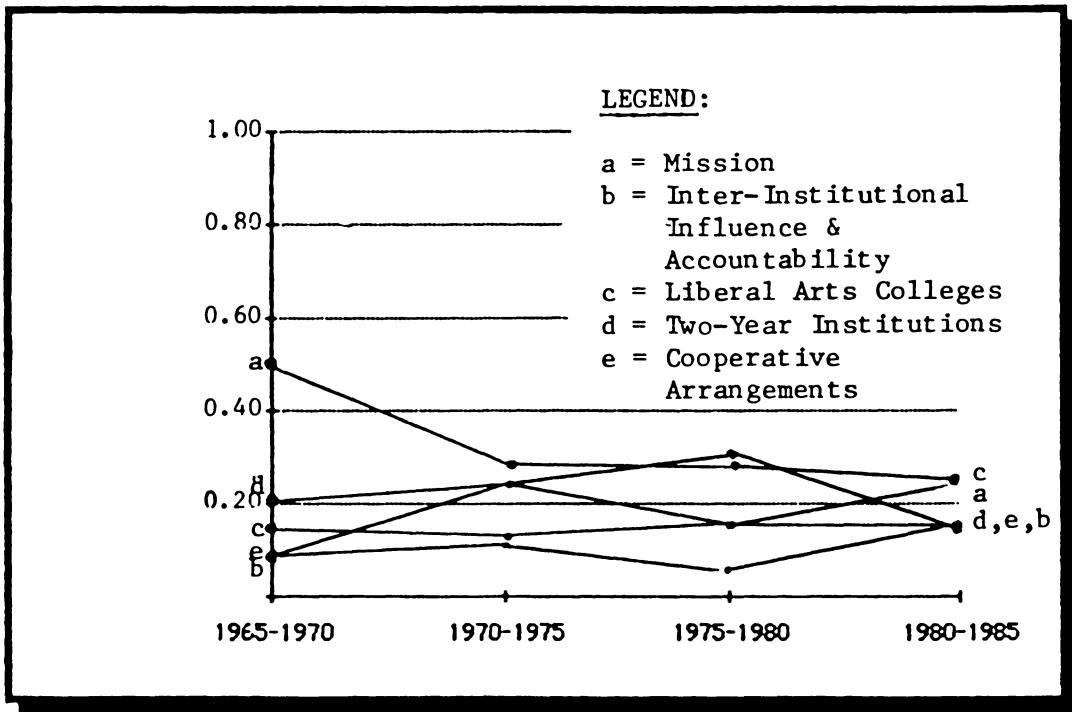


FIGURE 21

Components Within Institutional Change and Influence

Overall Trends: 1965-1985

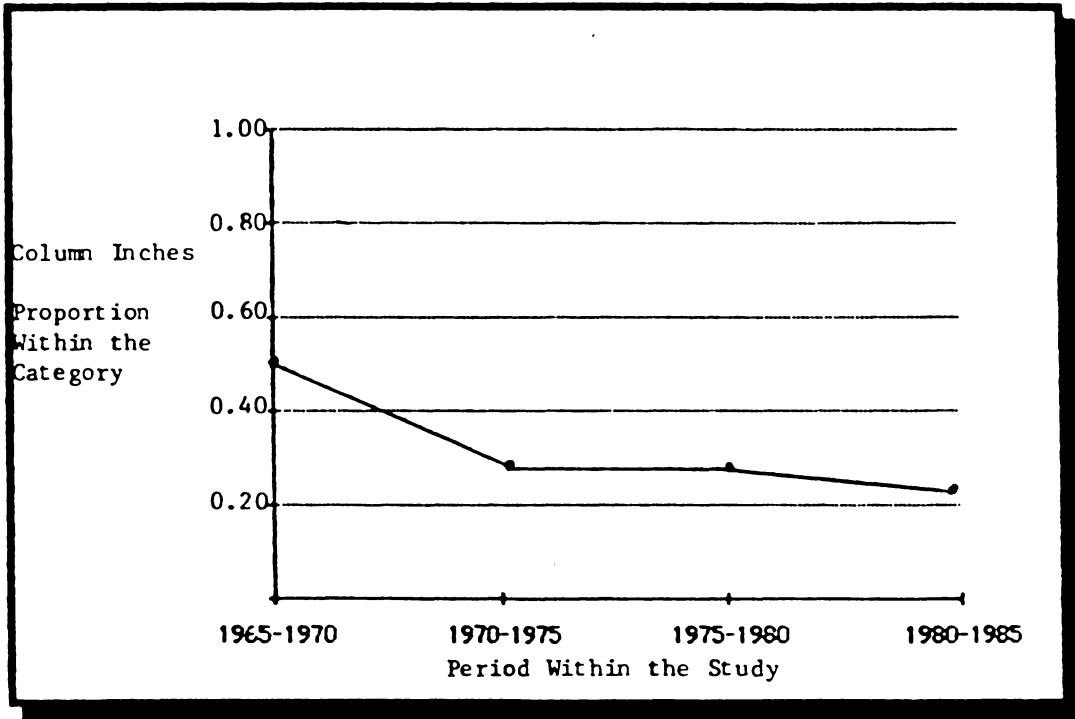


FIGURE 22

Mission

Trend of Interest: 1965-1985

inches for this component declined from .52 to .29, followed thereafter by a meager rise to .30 in the late seventies, then a decline to .25 in 1980-1985. Findings of this study suggested declining interest in "Mission" overall, with most of the decline taking place during the early seventies.

External validation of this trend of declining interest in "Mission" took the form of sources suggesting that, during the seventies, erosion began within important functions pertaining to mission. Ashley & Zigli (1985) suggested that an increasing emphasis on research had caused universities in this country to lose interest in teaching. Pfnister (1984) noted that difficulties in acquiring students and finances were causing liberal arts colleges to lose their focus on liberal education. McCabe (Dubocq, 1981) suggested that an excessive focus on access had rendered many two-year institutions incapable of consistently producing graduates with the skills necessary for success in society. Citing atrophy within these important functions, these commentators described the erosion of mission within institutions of higher education over the years between 1965 and 1985. Therefore, these sources validated the trend of declining interest in mission over the past twenty years.

Inter-Institutional Influence and Accountability

"Inter-Institutional Influence and Accountability" accounted for .20 of the total category inches for the category "Institutional Change and Influence" - the second-highest proportion for any component in this category. The initial analysis suggested increased interest overall in this topic as the proportion increased 75%, from .08 in 1965-1970 to .14 in 1980-1985 (see Figure 23). This component received its highest proportion of category inches

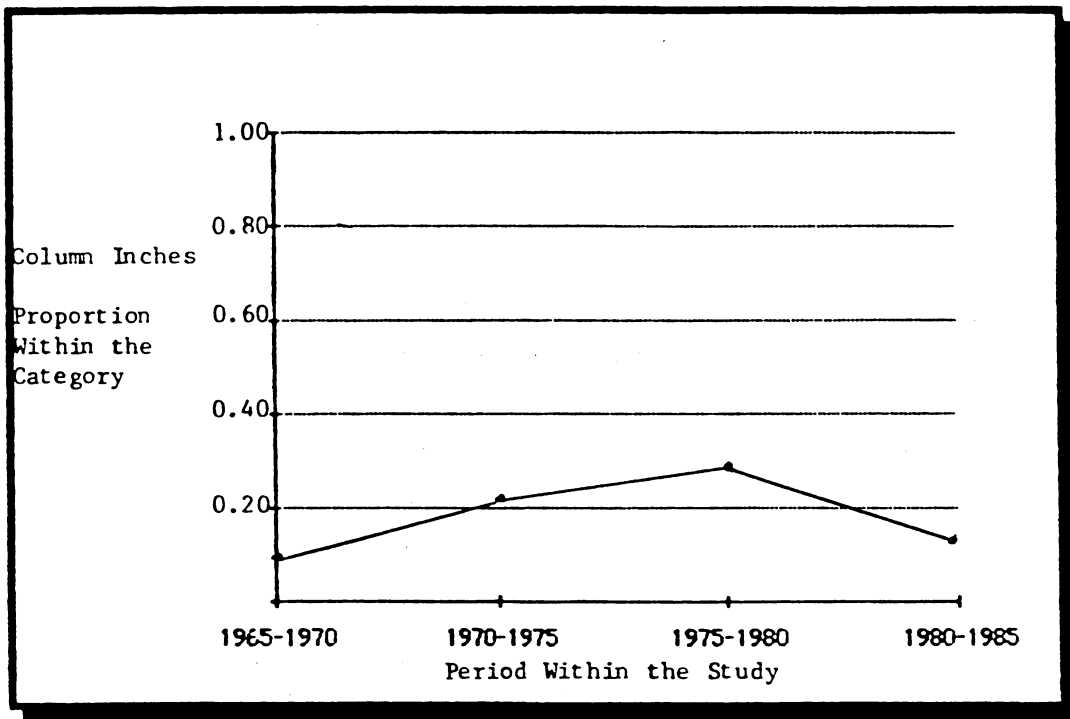


FIGURE 23

Inter-Institutional Influence and Accountability

Trend of Opinion Leader Interest: 1965-1985

during the two periods comprising the seventies, before declining during the eighties to the .14 level marking the overall trend of increased interest that was obvious but not spectacular. Internal evidence supporting this trend included trends derived from the analysis of articles in all of the sample journals except Academe. Both Change Magazine and the Community and Junior College Journal revealed their highest proportion of category inches for this component during 1970-1975, while Educational Record and the Journal of Higher Education recorded their highest proportion during 1975-1980 (See Appendix K), thus supporting this internal trend of heightened interest in this component during the seventies. The trend of increased interest overall in this component received support from similar trends developed from within Change Magazine, Educational Record, and the Community and Junior College Journal.

External evidence validating this trend of rising interest in "Inter-Institutional Influence and Accountability" overall and especially during the seventies included sources such as Newman (1973) and the Carnegie Council (1980) with their descriptions of increasing public control during the seventies and its impact on institutional autonomy. Clark (1981) described how recent efforts toward coordination had decreased diversity. Birnbaum (1983) explained how decreased diversity could mean decreased institutional autonomy. Duryea (1981) and Young & Associates (1983) described how increased public control had impinged upon inter-institutional influence and accountability - specifically in terms of accreditation. The Carnegie Council (1980) offered this explanation of recent changes within inter-institutional relationships":

Within higher education as a whole, there is less a sense of common enterprise and more of a sense of campus against campus, segment against segment. Fights among organized constituencies within higher education are becoming more intense at the federal level and in some states. Instead of a united front, there is fragmentation and internecine warfare except when it comes to seeking large sums of money for everybody. Excessive fears about the future add to the already strained relations in Washington, D.C., and in many states between public and private institutions. (p. 116)

These sources suggested rising concern that increasing accountability to agencies outside of higher education may have lessened the potential for inter-institutional accountability, and hence, influence. Therefore, they provided evidence validating this trend of increased interest in "Inter-Institutional Influence and Accountability" overall and especially during the seventies.

Two-Year Institutions

Results of the initial analysis suggested stability of interest overall in "The Two-Year Institutions." Within the total category inches for "Institutional Change and Influence," the proportion for "Two-Year Institutions" declined a mere 11% between 1965-1970 and 1980-1985, from .19 to .17 (see Figure 24). Between the individual periods in the study, the largest shift in opinion leader interest occurred during the early seventies as the proportion increased 26%, from .19 to .24. Since the overall trend suggested stability of interest, it did not require validation. However, the internal trend of rising interest in this topic during the early seventies required validation that included trends from Change Magazine and the Journal of Higher Education, which recorded their highest proportions of category inches for this component during 1970-1975 (see Appendix K). The declining interest

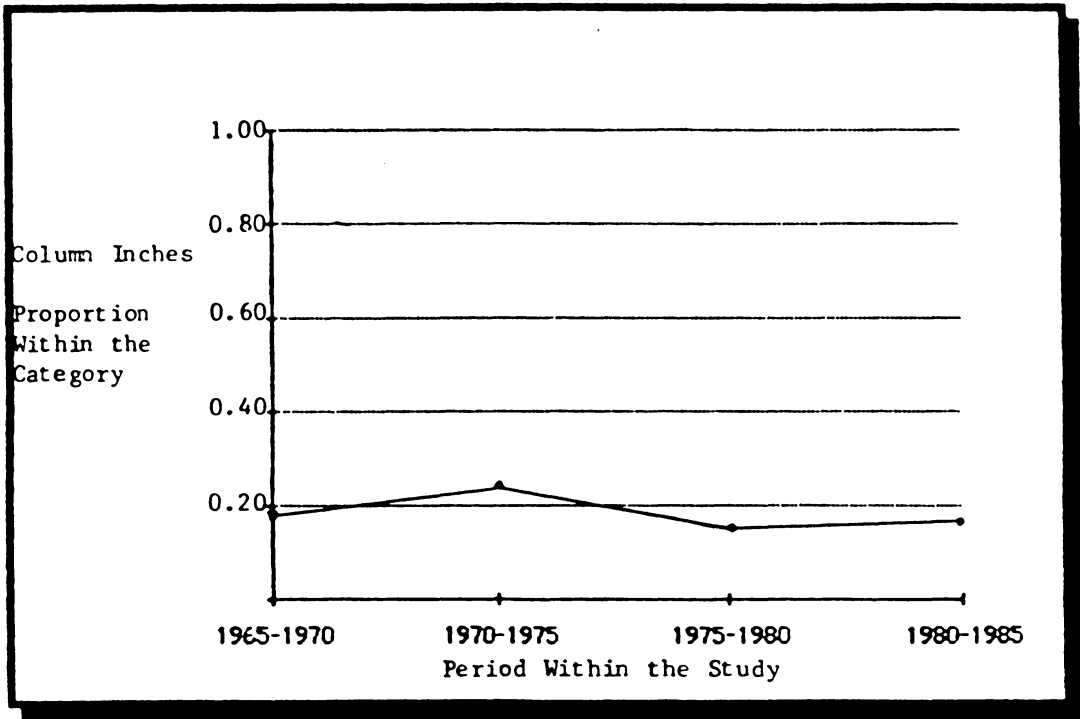


FIGURE 24

Two-Year Institutions

Trend Of Opinion Leader Interest: 1965-1985

in this topic after the early seventies was seen as a return to the normal pattern of stable interest overall in "Two-Year Institutions."

External sources of validation for the internal trend of rising interest in this topic during the early seventies centered on the concept of heightened concern about the two-year institution during the early seventies, followed by declining interest as decreasing concern for institutions that thrived during the late seventies. Heightened concern was reflected in the Education Amendments of 1972, which featured increased support for the two-year institution Alford (1972). In contrast, less than a decade later, the Carnegie Council (1980) cited the community college as a model of adaptation to the changing environment of the seventies. Cohen & Braver (1982) noted that, between 1965 and 1980, the enrollment in community colleges quadrupled while the number of institutions almost doubled. Kerr and Gade (1981) predicted continued growth for the community college. These sources attested to the growing health of two-year institutions since the early seventies. Together with sources describing federal efforts to support two-year institutions during the early seventies, these sources validated the internal trend of rising interest during the early seventies in "Two-Year Institutions" within a trend of stable interest overall.

Liberal Arts Colleges

The initial analysis of trends pertaining to "Liberal Arts Colleges" indicated increasing interest overall as the proportion of category inches for this component increased 108%, from .13 in 1965-1970 to .27 in 1980-1985 (See Figure 25). Trends from all of the journals in the sample except the Community and Junior College Journal supported

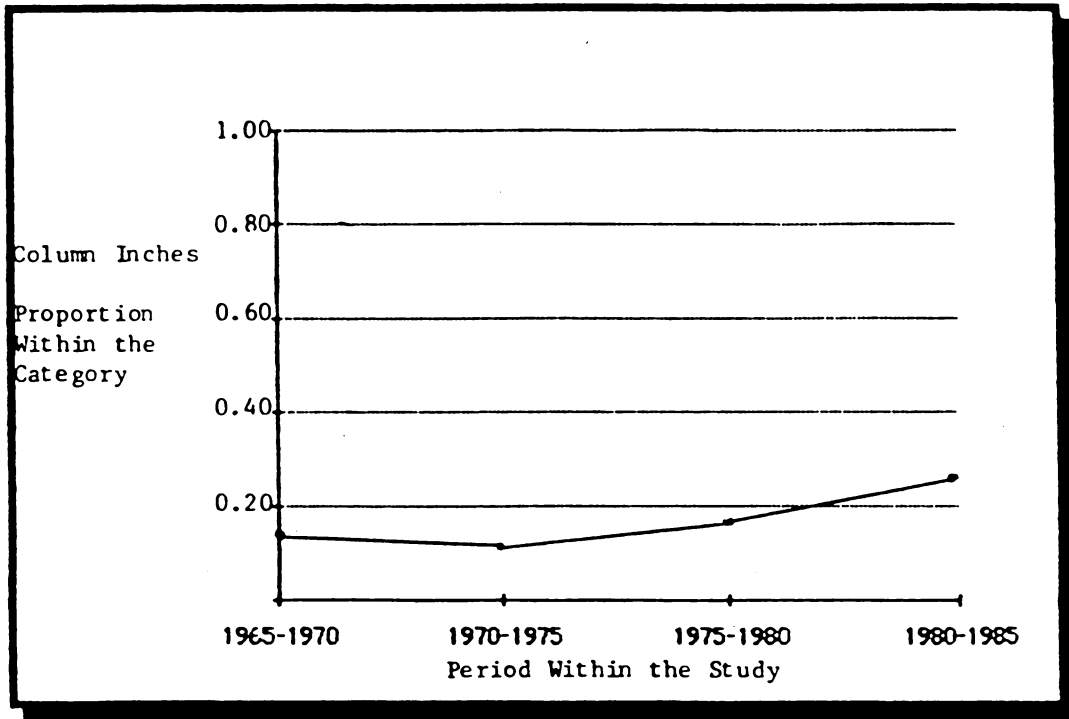


FIGURE 25

Liberal Arts Colleges

Trend Of Opinion Leader Interest: 1965-1985

this trend of increased interest overall in "Liberal Arts Colleges" (see Appendix K).

External sources of evidence validating this trend of increased interest in "Liberal Arts Colleges" centered on the perception of increased concern for the welfare of liberal arts colleges throughout the seventies and early eighties. Earlier commentators including Bowen (1971) and Keeton (1971) suggested that liberal arts colleges would confront hard times during the seventies. Later commentators such as Stadtman (1980), Martin (1983), and Weaver (1981) stressed that liberal arts colleges encountered difficulty during the seventies and early eighties in adapting to an environment known for increasing public control. Therefore, within this study, the trend of increased interest in "Liberal Arts Colleges" found validation in the form of sources that reflected growing concern for the survival of liberal arts colleges.

Cooperative Arrangements

At .11 of the total category inches for "Institutional Change and Influence," "Cooperative Arrangements" was the smallest component within this category. As shown in Figure 26, the proportion of category inches for this component increased overall, from .08 in 1965-1970 to .17 in 1980-1985 - more than double, with the proportion tripling (from .05 to .17) between 1975-1980 and 1980-1985. Internal evidence supporting this inference of increased interest in "Cooperative Arrangements" included trends of rising interest overall within all of the journals in the sample except Academe (see Appendix K). Nonetheless, within this overall trend a countervailing internal trend appeared that reflected a decline of more than 20% in the proportion of category inches for this component. Between 1970-1975 and

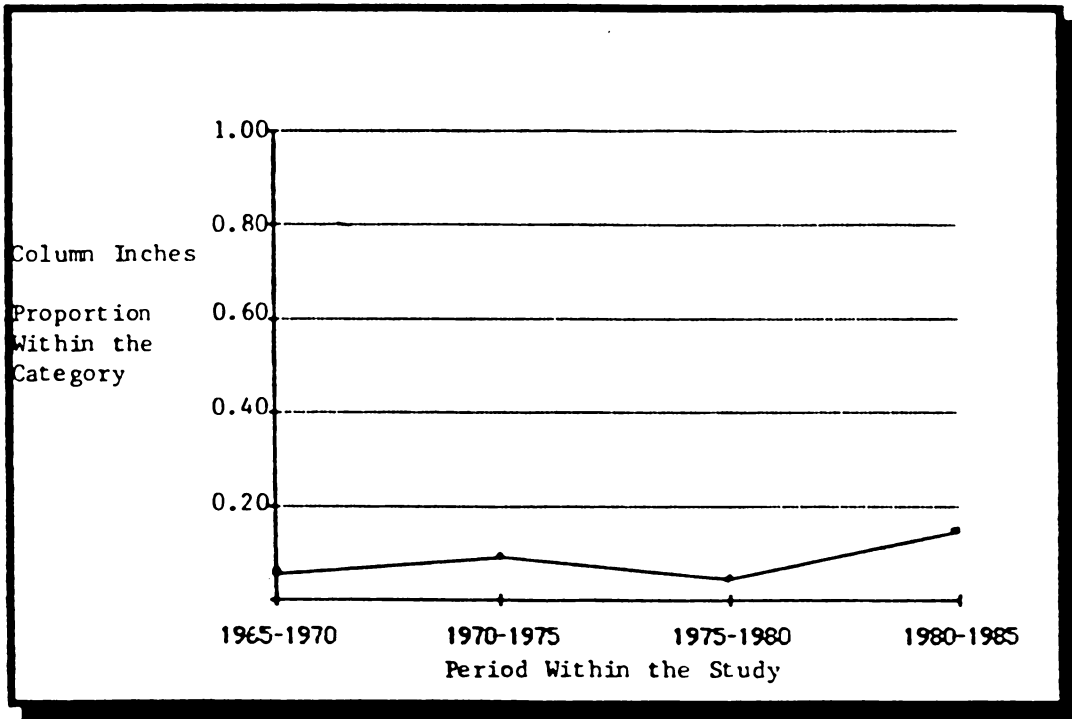


FIGURE 26

Cooperative Arrangements

Trend of Opinion Leader Interest: 1965-1985

1975-1980, the proportion for "Cooperative Arrangements" declined 50%, from .10 to .05. This trend of declining interest during the late seventies received support from trends within the Journal of Higher Education and the Community and Junior College Journal.

Nonetheless, the internal trend of declining interest in "Cooperative Arrangements" during the late seventies did not receive validation from external sources within the literature. In fact, the external evidence validating the trend of increased interest in "Cooperative Arrangements" overall appeared to contradict the inference of declining interest during any period in the study. These sources described the development of cooperative arrangements throughout the seventies as a means of adapting within an environment of financial constraint. In 1972, Kerr described cooperative arrangements as developing primarily between universities and agencies of the federal government. Later, the Carnegie Foundation (1979) explained how, increasingly, cooperative arrangements were forming not only between universities and agencies of the federal government, but also between all types of colleges and universities. Moreover, by the early eighties, commentators such as Jacobson (1985, September 4) and Evangelauf (1985, November 4) were noting how an increasing number of cooperative arrangements between businesses and colleges were appearing. These descriptions traced the development of cooperative arrangements, beginning primarily with a focus on cooperation with government agencies, then branching out to include consortia among institutions of higher education, and finally including a growing number of partnerships between businesses and institutions of higher education.

Stressing the role of interinstitutional consortia, Church (1978) outlined the importance of cooperative

arrangements during the late seventies and beyond. These sources stressing the value of cooperative arrangements during times of financial difficulty provided validation for the trend of increasing opinion leader interest in "Cooperative Arrangements" - overall and especially during 1980-1985.

Interest in components within "Institutional Change and Influence" was marked by balance in the proportions of column inches devoted to the individual components within it. At .32 of the total category inches "Mission" was clearly the largest component within this category. Nonetheless, "Inter-Institutional Influence and Accountability" (.20 of the total category inches), "Two-Year Institutions" (.19), "Liberal Arts Colleges" (.18), and "Cooperative Arrangements" - the remaining components in this category - comprised .68 of the total category inches and were all within .10 of each other in proportions of column inches. This was in contrast with categories such as "Students" in which one category ("Student Welfare") comprised more than half of the total category inches.

The components within "Institutional Change and Influence" also contained trends reflecting a variety of patterns regarding opinion leader interest. Overall trends included stable interest in "Two-Year Institutions," declining interest in "Mission," and rising interest in "Inter-Institutional Influence and Accountability," "Liberal Arts Colleges," and "Cooperative Arrangements." These were the primary trends developed within "Institutional Change and Influence."

Government Funding and Influence - Category V

"Government Funding and Influence" received the

smallest proportion (.10) of column inches for the five main categories in the study (see Figure 27). Components within "Government Funding and Influence" included "Federal Funding and Influence" and "State Funding and Influence." Results of the study indicated stability of interest overall in the components within this category. As shown in Figure 28, the proportion for "Federal Funding and Influence" increased 17%, from .64 in 1965-1970 to .75 in 1975-1980, then returned to .64 in 1980-1985, suggesting slight fluctuations within an overall trend of stable interest.

During these same periods, interest overall in "State Funding and Influence" remained stable at .36 for both 1965-1970 and 1980-1985. Nonetheless, during the early seventies, interest in this topic declined 25%, from .36 in 1965-1970 to .27 in 1970-1975, staying low until the early eighties when it returned to .36, the proportion it received during the late sixties. Thus, within this overall trend an internal trend of declining interest in "State Funding and Influence" developed during the early seventies.

Trends suggesting stability of interest such as those involving "Federal Funding and Influence" and "State Funding and Influence" did not require validation. However, the internal trend of declining interest in "State Funding and Influence" during the early seventies required validation, which included all of the journals in the sample except Change Magazine. These four journals all recorded similar declines in the proportion of category inches for "State Funding and Influence" between 1965-1970 and 1970-1975 (see Appendix K).

Since "Government Funding and Influence" contained only two components, increases in proportion for one component could only result in a decreasing proportion for the other component. Therefore, the trend of declining

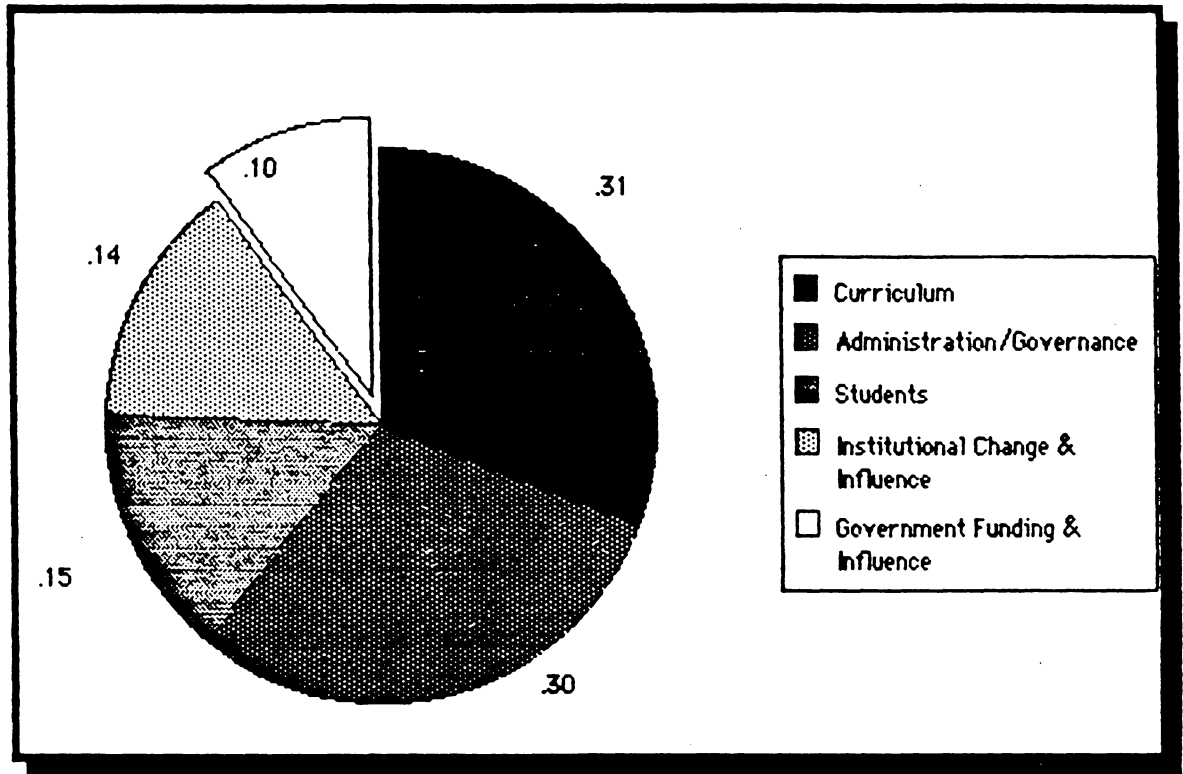


FIGURE 27

Proportion for Government Funding and Influence: 1965-1985

interest in "State Funding and Influence" was seen as arising, at least in part, because of increased interest in "Federal Funding and Influence" during that same period - an era of increased federal involvement in higher education (Alford, 1972). Therefore, external evidence validating the trend of decreased interest in "State Funding and Influence" during the early seventies stemmed from sources suggesting that heightened interest in "Federal Funding and Influence" may have eroded interest in "State Funding and Influence" during this period. The early seventies comprised a period when the federal government significantly broadened its efforts toward increasing access through efforts such as the 1972 Amendments to the Higher Education Act of 1965 (Alford, 1972). McGuinness (1981) described these amendments as "a turning point in the federal role in postsecondary education and ushered in a period of major increases in funding, especially for student assistance" (p. 167). Johnstone (1978) reported that federal outlays for higher education more than doubled between 1972 and 1976. Riesman (1980) described how these federal measures increased the power of the student market. From a less positive perspective, Nason (1981) and Kerr & Gade (1981) noted how increased support often meant increased accountability to the federal government which, as reported by McGuinness (1981), resulted in increased regulation and the resultant paperwork that institutions must produce to show compliance. These sources citing both the positive and negative aspects of increased federal influence during the early seventies offered validation for the trend of increased opinion leader interest in "Federal Funding and Influence" that contributed to the internal trend of declining interest in "State Funding and Influence" during 1970-1975.

The literature did not suggest that interest in "State

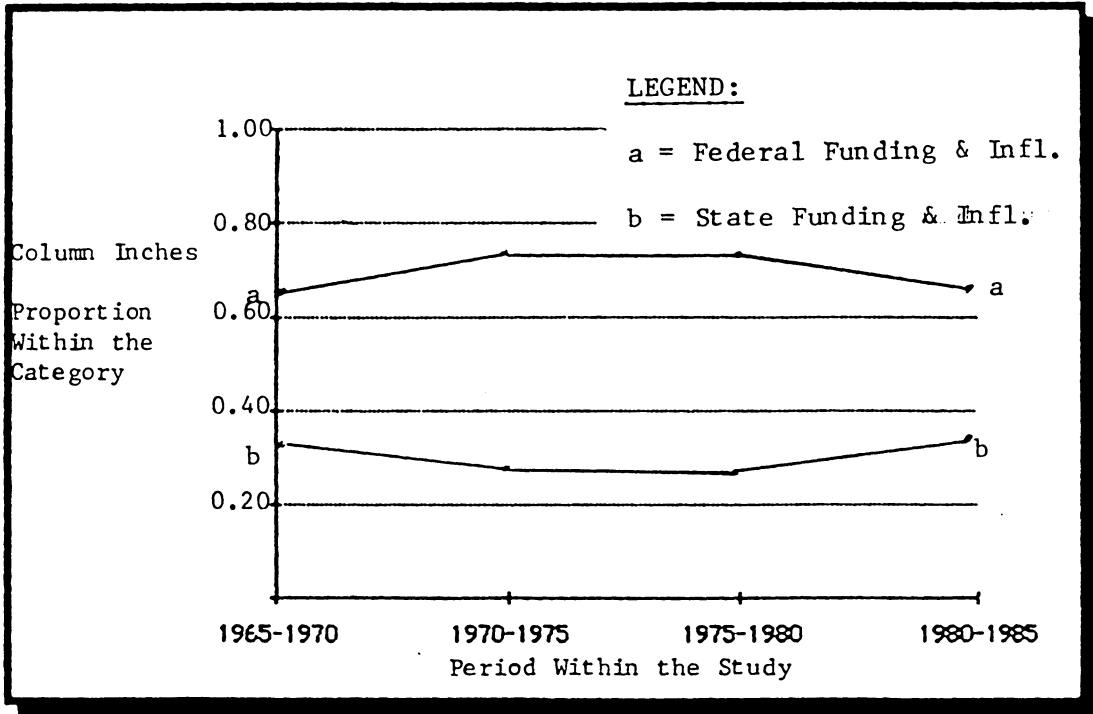


FIGURE 28

Federal Funding and Influence
State Funding and Influence

Trends of Opinion Leader Interest: 1965-1985

"Funding and Influence" declined during the seventies as much as it indicated that, relatively speaking, the role of the federal government grew more rapidly. Likewise, during 1980-1985, the decline in the proportion of category inches for "Federal Funding and Influence" could be seen as a product of rebounding interest in the role of the state government in the affairs of higher education, rather than a decreasing interest in the role of the federal government.

Conclusion

Of the nineteen initial categories discovered in the study, all contained overall trends considered reflective of opinion leader interest, while all except "Career Education" contained internal trends reflecting opinion leader interest. Among the five main categories, trends regarding components within "Curriculum," "Administration/Governance," and "Government Funding and Influence" primarily suggested stable interest both overall and between individual periods in the study. In contrast, overall trends and internal trends pertaining to the components within "Students" and "Institutional Change and Influence" featured rising and declining opinion leader interest.

Within overall trends pertaining to categories that featured stable interest, opinion leader interest was represented by internal trends suggesting changes in level of interest between individual periods in the study. Within "Curriculum" the greatest number of shifts occurred during the early seventies, when interest in "Curricular Composition and Innovation" and "Community Education" apparently rose, while interest in "Liberal Arts" declined. The other validated trend within this category suggested rising interest in "Instruction" during the late seventies.

Likewise, the overall trends of stable interest in "Federal Funding and Influence" and "State Funding and Influence" were punctuated by internal trends that suggested declining interest in "State Funding and Influence" during the early seventies. In contrast, with the exception of trends that indicated rising interest in "Budget and Development" after the mid seventies, all trends pertaining to "Administration/Governance" suggested stability of interest both overall and internally between individual periods in the study.

"Students" and "Institutional Change and Influence" - the remaining main categories in the study - featured rising and declining opinion leader interest both overall and between individual periods in the study. Of the nine components within these two categories, only "Two-Year Institutions" revealed a trend of stable interest overall. Moreover, all of these trends except "Student Welfare," "Student Access," and "Women Students" contained internal trends that reflected significant shifts in opinion leader interest away from the overall trend. Apparently the inference of declining interest overall in "Student Welfare" was a case in which the cumulative effect of insignificant successive declines from period to period resulted in a trend of overall decline. Trends that suggested rising interest in "Student Access" and "Women Students" were similar in that they contained no drastic deviations from the overall trend. However, the overall trend for "Black Students" contained two distinct internal trends: 1) stable interest during the late sixties and early seventies, and 2) declining interest during the late seventies and early eighties.

Other components contained internal trends that exaggerated the overall trends to which they belonged.

"Mission," "Inter-Institutional Influence and Accountability," "Liberal Arts Colleges," and "Cooperative Arrangements" contained trends exaggerating the overall trends in which they arose. These internal trends suggested interest in "Mission" was falling drastically during the early seventies when interest in "Inter-Institutional Influence and Accountability" was rising sharply. Other internal trends suggested sharply rising interest in "Liberal Arts Colleges" and "Cooperative Arrangements" during the early eighties, both exaggerating the overall trend of rising interest. The overall stable trend pertaining to "Two-Year Institutions" contained an internal trend of rising interest in this topic during the early seventies.

Of the nineteen components developed in the study, eleven suggested either increasing or decreasing opinion leader interest over the twenty years covered by the study. In addition, eighteen of these components contained internal trends either complementing the overall trends (in the case of trends showing stable interest) or exaggerating the overall trend of rising or decreasing interest. As a result, findings of this study featured trends showing changes in leadership interest in these nineteen topics as the basis for inferences about factors external and internal to colleges and universities and influencing processes within them over the past twenty years.

CHAPTER V CONCLUSION

Introduction

This study examined the interests of opinion leaders in higher education over the past two decades as a means of describing factors both internal and external to colleges and universities which may have influenced their development during this period. Methods for conducting this study centered on the content analysis of articles in journals of higher education.

Selecting Journals for the Sample

The journals used in the study were selected to represent the interests of opinion leaders in five different types of institutions judged to represent the population of colleges and universities in this country (Smart, 1978). Table 15 (p. 83) contains a list of the journals selected, along with the types of institutions they were chosen to represent.

The Content Analysis of Articles From these Journals

The study covered every issue of these journals published between June of 1965 and July of 1985. First, each article was read and assigned a topic category and a value reflecting the number of column inches it contained. The primary analysis resulted in 19 categories representing the articles published in these journals over the past two decades. Subsequently, these categories were subsumed as components within the main categories in the study,

Curriculum
Administration/Governance
Students
Institutional Change and Influence
Government Funding and Influence

Trends as the Basis for Inferences

Using components within these categories as the focus of analysis, trends were developed based on the proportion of category inches devoted to a component during each period in the study. For example, during 1965-1970, "Liberal Arts" received 10,362 column inches, .33 of the total ($n = 32,357$) for that period. Connecting the points for the four periods covered in the study, these values comprised trends forming the basis for inferences to opinion leader interest. For example, during the seventies, the proportion of category inches devoted to "Liberal Arts" was said to have declined 24%, from .33 in 1965-1970 to .26 in 1975-1980. Subject to validation from evidence within the content analysis and from external evidence within the literature, this internal trend would be the basis for an inference that interest in "Liberal Arts" declined between the late sixties and the late seventies.

The Validation Necessary for Inferences

The focus in this study was on trends reflecting changes in opinion leader interest, with trends suggesting stable interest (i.e., involving a change of less than 20% between any two periods) serving primarily as points of reference. Therefore, trends suggesting stable interest did not require validation.

On the other hand, trends reflecting changes in proportion greater than 20% between periods in the study

were considered reflective of changes in opinion interest. To be inferred as reflecting opinion leader interest, these trends had to receive validation from two sources: 1) from evidence internal to the content analysis, and 2) from external evidence within the literature. Within the content analysis, each trend first had to receive support from trends within more than one journal in the sample. For example, the trend of decreased interest in "Liberal Arts" between 1965-1970 and 1970-1975 received support from three journals: Educational Record, the Journal of Higher Education, and Academe (see Table 28). The values forming the basis for these trends were expressed as the proportion of category inches that a journal devoted to a topic (component) during a particular period. During 1965-1970 these journals devoted the following proportions of column inches within "Curriculum" to "Liberal Arts": .41, .41, and .19, respectively. By 1970-1975 these values had declined to .18, .11, and .15, respectively; thus supporting the trend of declining interest in "Liberal Arts" during the early seventies.

Nonetheless, external evidence was a necessary final support to claims that a trend reflected either rising or declining opinion leader interest. As shown in Chapter IV, sources from the literature described how increased interest in career education was eroding interest in "Liberal Arts" until the late seventies, an era of renewed interest in liberal arts. Thus the trend was considered a valid reflection of opinion leader interest. All of the nineteen components developed in the study contained trends that reflected changing interest in these topics, either overall or between individual periods in the study.

This chapter contains five divisions (one for each major category in the study), plus a summary. Table 29

TABLE 29

Categories and Components
Trends Discovered in the Study

COMPONENT	INTEREST/ OVERALL	INTEREST/ CHANGES BETW. IND. PERIODS
<u>Curriculum - Category I</u>		
-Liberal Arts.....	Stable	-42% Decline 1965-1970 and 1970-1975
-Instruction.....	Stable	-35% Increase 1970-1975 and 1975-1980
-Career Education...	Stable	-27% Decline 1965-1970 and 1970-1975 (Unvalidated)
-Curriculum Composition & Innovation.....	Stable	-100% Increase 1965-1970 and 1970-1975
-Community Education.....	Stable	-100% Increase 1965-1970 and 1970-1975
<u>Administration/Governance - Category II</u>		
-Faculty.....	Stable	-Stable
-Governance.....	Stable	-Stable
-Budget and Development.....	86% Incr.	-43% Decline 1965-1970 and 1970-1975 -125% Increase 1970-1975 and 1975-1980
<u>Students - Category III</u>		
-Student Welfare....	32% Decline	-Stable
-Student Access....	340% Incr.	-Sig. Increase (Y 20%) Each successive period after 1965-1970
-Women Students....	266% Incr.	-Sig. Increase (Y 20%) Each successive period after 1965-1970

(Table 29, cont.)

<u>Institutional Change & Influence - Category IV</u>	
-Mission.....	32% Decline -44% Decline 1965-1970 and 1970-1975
-Inter- Institutional Influence & Accountability.....	75% Incr. -213% Increase 1965-1970 and 1970-1975
-Two-Year Institutions.....	Stable -28% Increase 1975-1980 and 1980-1985
-Liberal Arts Colleges.....	108% Incr. -26% Increase 1965-1970 and 1970-1975
-Cooperative Arrangements.....	113% Incr. -125% Increase 1975-1980 and 1980-1985
	-50% Decline 1970-1975 and 1975-1980 (Unvalidated)
	-70% Increase 1975-1980 and 1980-1985
<u>Government Funding & Influence - Category V</u>	
-Federal Funding & Influence.....	Stable -Stable
-State Funding & Influence.....	Stable -25% decline 1965-1970 and 1970-1975

*The trends represented in this table correspond to figures 3, 10, 15, 21, and 28 in Chapter IV, which also reflect trends pertaining to the components within each category.

Note. The Trend pertaining to "Student Welfare" comprised a case in which none of the changes in interest between individual periods was significant (Y 20%) but the cumulative effect of these changes was a significant change in opinion leader interest overall.

contains a list of the main categories in the study, along with their components and the trends pertaining to them. To facilitate reference to figures and tables in Chapter IV, these categories were arranged in the same order as in Chapter IV. As in Chapter IV, each division will center on a discussion of the trends pertaining to components within each category. In this chapter, the discussion will focus on the evidence within the journals as a reflection of attitudes within the institutions which these journals represented in the study (see Table 15, p. 83). As representative of a particular institution, the evidence from each journal will be discussed as a reflection of opinion leader interest either over the four periods covered by the study or between individual periods within it.

Conclusion

Methods Used

Content analysis seemed the proper approach to the description of this twenty-year period, because it offered a means of rendering form to the large body of unstructured information pertaining to that period. The use of journal articles as a reflection of opinion leader interest seemed to provide a proper perspective on this period. Some disagreement may exist over whether opinion leaders influenced higher education during the past twenty years, or merely reflected it. Nevertheless, the fact that these individuals devoted the thought and effort necessary to publish articles in journals of higher education suggested, at least, that they were interested in and somewhat knowledgeable about these institutions and the factors

influencing them during that period. Thus the journal articles representing these authors and researchers (opinion leaders) appeared to offer accurate and complete description of the factors influencing colleges and universities over the past twenty years.

Journals in the Sample

As part of sample selection, a questionnaire was prepared based on Smart's typology of institutions (1978; see pp. 8-9 of this study) and a list of journals prepared a priori and sent to board members of the American Association for Higher Education, the Association of American Colleges, and the American Association of Community and Junior Colleges (see Appendix C). These individuals were asked to select which journals from the list were most influential in each of the five institutions in the Smart typology.

The journals selected for the sample offered a broad view of the period. Table 15 (p. 83) contains a list of the journals selected, along with the institutional types that they were chosen to represent. This study revealed these journals to be representative of the five institutional types developed by Smart; moreover, with the exception of the Community and Junior College Journal, each of these journals was revealed to be influential in colleges and universities beyond those which it was chosen to represent (see Sample Selection, Chapter III). In addition, a recent study (Simmons Market Research Bureau, 1984, pp. 40-41) indicated that subscribers in higher education regularly read these journals and found them useful.

The current period has been described as a time of professionalism (Weaver, 1981) and specialization (Rudolph,

1984) when individuals are so involved in concerns and issues within their own areas of responsibility that they give little consideration to the problems of higher education as a whole. As general-interest periodicals, the journals selected for the sample in this study provided a broad perspective of higher education as a whole. Within individual colleges and universities perhaps these journals could provide a broadened perspective for professionals in higher education who seek to enlarge their focus beyond the realm of their specialized subjects, duties, and organizations.

Implications

Within this study, the main categories represented matters of primary importance within higher education over the past twenty years, with internal matters of curriculum and governance taking precedence over topics involving students, government, and other institutions. The discussion to follow will center on trends pertaining to these categories as they reflected changes within higher education over the past twenty years. These trends will be discussed in terms of speculation as to what they suggested about the recent past, the present, and the future.

These trends suggested the seventies and early eighties as a time when growing concern over declining autonomy and increased competition over resources eroded interest in internal matters of curriculum and governance but did not alter their position as the primary focus of attention within colleges and universities over the past twenty years. Other trends suggested that a focus on student access significantly decreased interest in student welfare, while rising interest in autonomy and resource procurement

significantly decreased interest in mission development.

Curriculum

Findings of this study suggested the late seventies and early eighties as a time of re-assessment after the innovation of the early seventies. The early seventies was revealed as a time of experimentation toward increased access when student demands for relevance and specialization eroded the status of liberal arts. Meanwhile, efforts toward increased access led to the acceptance of community education as a function within the curriculum. However, as reflected in this study by renewed interest in liberal arts and instruction during the late seventies, innovation later gave way to re-assessment. Whereas the early seventies appeared as a time when the curriculum grew in its ability to serve an increasingly diverse student clientele, the late seventies and early eighties marked a period of growing concern about instruction and liberal arts as central functions within the curriculum. These trends suggested the middle eighties as a time of renewed interest in strengthening the curriculum after a period of innovation to broaden it.

Administration/Governance

As suggested by rising interest overall in "Budget and Development," findings of this study suggested the past twenty years as a time of growing concern about the procurement and utilization of funds. Though this study did not suggest that this topic challenged matters such as management, administration, and personnel as dominant topics during this period, it did reveal funding as an item of growing concern that might ultimately erode the status of the primary functions within administration/governance. In

the curriculum, those pertaining to this category suggested a continued concern about funding that might interfere with the the balance of functions within administration/ governance.

Students

Findings of this study suggested a growing concern for student access that eroded interest in the welfare of students within the institution. The study suggested that this focus centered on access for women but did not include consistent interest in access for blacks. With its potential for increasing student retention, increased attention to student welfare would seem prerequisite to efforts toward providing institutions with the student resources necessary to support programs. Perhaps increased attention to access for blacks would also contribute to this effort while also promoting equal opportunity for this minority group. The imbalances indicated by declining interest in student welfare and access for blacks suggest the need for increased attention to these functions as a means of lending more efficiency and fairness to the student recruitment and retention process.

Institutional Change and Influence

Trends within this category suggested declining interest in mission during a period of decreased autonomy and increased competition for resources. The findings suggested declining interest in mission overall and especially during the early seventies, a period noted for rising federal influence. Throughout the past twenty years interest in mission was eroded by growing concern about autonomy among and within institutions. Among institutions growing concern about inter-institutional autonomy suggested

growing concern about inter-institutional autonomy suggested worry that institutions were losing their potential for self-determination in an era noted for the growing outside influence, especially from within the state and federal government.

Within institutions, the remaining trends in this category suggested different levels of concern about autonomy during a period of increased competition for resources when the student market was gaining increased influence. Stable interest in "Two-Year Institutions" suggested a relative lack of concern about institutions that were said to have survived the seventies rather well (Carnegie Commission, 1980), whereas rising interest in "Liberal Arts Colleges" denoted growing concern about institutions that encountered particular difficulty in retaining their focus during this decade (Pfnister, 1984). Rising interest in "Cooperative Arrangements" suggested heightened awareness of an approach deemed particularly useful for sharing resources of students and finances in an era of increased competition. Trends pertaining to these topics suggested that increased concern about resources had eroded the autonomy of institutions and hence their ability to frame their own missions. The five trends pertaining to "Institutional Change and Influence" suggested that rising concern about maintaining autonomy within and among institutions had eroded interest in framing the mission.

Government Funding and Influence

For the most part, findings of this study did not support claims of rising government influence over the past twenty years. The findings revealed stable interest in the two topics comprising "Government Funding and Influence" overall. Nonetheless, the study did suggest growing

influence of the federal government during the early seventies and a hint of growing influence from the state government during the early eighties. During the early seventies, a significant decline in the proportion of column inches devoted to "State Funding and Influence" was seen as reflecting increased interest in "Federal Funding and Influence" - the other topic in this category - during that period. The findings suggested slightly rising interest in "State Funding and Influence" during the early eighties, but not enough to infer that states were taking on a significantly greater role in higher education than what they filled during the seventies.

Both "Federal Funding and Influence" and "State Funding and Influence" - the components comprising "Government Funding and Influence" - represented factors influencing higher education over the past twenty years, whereas the remaining four categories contained components suggesting processes within the institution. Of the trends within these four main categories, those pertaining to "Institutional Change and Influence" perhaps best represented factors influencing the development of colleges and universities over the past twenty years. Within this category, the primary trend suggested declining interest overall in "Mission," which received the largest proportion of category inches among components in this category. Perhaps this decrease was due in part to the perception that, increasingly, mission development took place outside of the institution as government agencies used their control of funding to determine what services would be offered and who would attend. As student access increased during this period, institutions grew in size and number - especially among public institutions. Since financial resources did not increase accordingly and the number of high school

graduates declined, the result was increased competition for students and funding, with an especially strong impact on autonomy for liberal arts colleges. In combination with the decreased responsibility for mission development, this increased competition apparently contributed to a shift in focus - from a consideration of mission with its implications for the future, to a fixation on day-to-day matters of survival with some measure of autonomy.

Within "Administration/Governance," the findings suggested rising interest in funding that was beginning to erode interest in the dominant functions within this category. Within "Students," a similar pattern developed suggesting that rising interest in access had eroded the interest in "Student Welfare," a topic suggesting another dominant process within the institution. Trends pertaining to "Curriculum" suggested a variation on this pattern as a focus on access and specialization during the early seventies lowered the status of instruction and liberal arts - two dominant functions - until the late seventies when they returned to their earlier levels of status. Whereas trends within "Government Funding and Influence" suggested stable interest in this factor influencing institutions over the past two decades, trends pertaining to "Administration/Governance," "Students," and "Institutional Change and Influence" suggested this period as a time when the rising influence of factors external to colleges and universities gradually limited their potential for attending to functions historically considered primary to the institution.

Implications for the Future

This study offered a description of the recent past as a means of informing discussion of the future. In this section, discussion of the recent past will center on

functions that might be considered central to the mission of colleges and universities in this country: governance, student welfare, mission development, and liberal arts. Whereas rising concern about funding only slightly eroded interest in governance, a growing interest in student access contributed more significantly to decreasing interest in the welfare of students currently attending. In combination, the growing concern about maintaining autonomy while securing increasingly scarce resources resulted in similarly declining interest in mission development.

Over the past twenty years, trends pertaining to curriculum appear to offer a model of adaptation for the future. Within this category, innovation during the early seventies was seen as a period of adaptation to conditions within the external environment, followed during the late seventies and early eighties by reformulation primarily within this function historically viewed as central to the curriculum (Conrad & Wyer, 1980). Within administration/governance, the rising interest in funding was seen as adjustment to changes within the environment, rather than a significant trend likely to continue through the future by the force of its own momentum. In contrast, trends of declining interest in student welfare and mission development appeared to comprise significant trends that reflected sagging interest in functions central to the mission. Whereas the trend pertaining to governance suggested a momentary adjustment not likely to persist for long, the trends pertaining to student welfare and mission development appeared more deep seated. Therefore, findings of this study suggested that, by the mid-eighties, interest in liberal arts was rising after an earlier period of decline, while interest in governance was eroding somewhat. In comparison, interest in student welfare and mission

development was marking a decline that might be expected to continue for some time into the future.

Recommendations for Further Study

The recommendations from this study will be based on the limitations of the present study (see p. 13).

1. Admittedly, the journals used in this study contained biases that the researcher was unable to control completely. One form of journal bias is caused by the fact that some journals are refereed while others are not. In non-refereed journals, the opportunity for bias is great because the selection of articles may be based on the personal preference of the editor(s). In refereed journals, the degree in which bias is eliminated may depend on the steps taken to eliminate individual bias from the article-selection process. Journals may be refereed by a varying number of individuals in a varying number of circumstances. In some cases, journal referees may know the authors of the items submitted for publication, while referees in other journals may referee "blind," not knowing who wrote the items. Thus a study is needed to control for differences in the selection process for articles in journals of higher education.

2. This was a study based on opinion leader interest. A study is needed to measure opinion leader influence as exerted through articles in journals of higher education.

3. A study is also needed to control for the typical length and effect of "lag time" between the moment when a topic is obtained and the time when it is published as an

article in a journal of higher education.

4. Other studies might center on activities within colleges and universities over the past twenty years. For example, findings of this study suggested that interest in liberal arts had returned to the level it held during the late sixties, but these findings did not indicate whether this shift was reflected in the policies and procedures of colleges and universities during that period. Additional studies are needed to determine whether such shifts occurred within the institutions themselves and not just within journals of higher education.

5. This study focused on the interests of a small, select group of leaders in higher - those who published in selected journals of higher education over the past twenty years. Studies are also needed to examine the interests of non-publishing faculty, students, administrators, and other personnel within higher education.

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APPENDIX A

The List of Periodicals From Which
Journals for the Sample Were Selected

The List of Periodicals From Which Journals for the Sample Were Selected

- 1) AACE Newsletter (Association for Adult and Continuing Education)
- 2) AAHE Bulletin (American Association for Higher Education)
- 3) AGB Reports (Association of Governing Boards of Universities and Colleges)
- 4) Academe
- 5) Association of Urban Universities Newsletter
- 6) Change
- 7) College Board Review
- 8) College Student Journal
- 9) College News and Views
- 10) Community and Junior College Journal
- 11) Community College Frontiers
- 12) Community College Journalist
- 13) Community College Review
- 14) Community College Social Science Quarterly
- 15) Community/Junior College Research Quarterly
- 16) Community Service Catalyst
- 17) ERIC Clearinghouse for Junior Colleges Bulletin Series
- 18) Educational and Psychological Measurement
- 19) Educational Record
- 20) Educational Research Journal
- 21) Ford Foundation Letter
- 22) Forum for Liberal Education
- 23) Graduate Research in Urban Education and Related Disciplines
- 24) Higher Education and National Affairs
- 25) Higher Education in the States
- 26) Improving College and University Teaching
- 27) Journal of College Student Personnel
- 28) Journal of Educational Measurement
- 29) Journal of General Education
- 30) Journal of Higher Education
- 31) Liberal Education
- 32) NASPA Journal (National Association of Student Personnel Administrators)
- 33) Phi Delta Kappan
- 34) Planning for Higher Education
- 35) Teachers College Record
- 36) Universitas
- 37) SICHE Reports (Western Interstate Commission for Higher Education)

APPENDIX B

Potential Respondents to the Sample Selection Survey

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- Zelda F. Gamson, Professor, Center for the Study of Higher Education, and Professor of Sociology, Residential College, University of Michigan, Ann Arbor, Michigan 48109; mailing address: RFD #1, Box 11-A, Chilmark, Massachusetts 02535
- Joseph F. Kauffman, Professor, Department of Educational Administration, University of Wisconsin-Madison, Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706
- W. Ann Reynolds, Chancellor, The California State University, Long Beach, California 90802

To July 1, 1989

Jerry G. Gaff, Dean, College of Liberal Arts, Hamline
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Minnesota 55104-1284

Piedad Robertson, Vice President for Education, Miami-
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OPPORTUNITY WITH EXCELLENCE

11-29
Select
L. J. W. H. E.

Mission

The mission of the American Association of Community and Junior Colleges is to exert leadership, act as advocate, and provide services in support of community, technical, and junior colleges, as these institutions deliver accessible educational opportunities designed to address the needs of the individuals, organizations, and communities forming their constituencies.

-  **Goal 1**
Reaffirm and promote the concept of access as fundamental to the mission of community, technical, and junior colleges.
-  **Goal 2**
Assist community, technical, and junior colleges to define, sustain, and promote excellence.
-  **Goal 3**
Encourage and strengthen the humanities, arts, and sciences in the community college curriculum.
-  **Goal 4**
Provide vigorous national leadership in human and economic resource development.
-  **Goal 5**
Promote the growth, acceptance, and practice of continuity in lifespan learning.
-  **Goal 6**
Develop vigorous programs of leadership training and professional development at the national level, and assist colleges in their efforts to improve leadership through staff development.
-  **Goal 7**
Alert member institutions to trends and issues that present significant opportunities or constraints.
-  **Goal 8**
Enhance the understanding, acceptance, and support of the roles and missions of community, technical, and junior colleges by those who work in or attend them, by the general public, and by civic and governmental leaders.
-  **Goal 9**
Work with government, foundations, corporations, media, and other decision-making centers to enable community, technical, and junior colleges to provide the training strategies and capabilities necessary to keep America at the forefront of global competition.
-  **Goal 10**
Provide vigorous national leadership in assisting colleges to acquire and to integrate new technologies into educational programs and in assisting colleges to apply appropriate technologies to the improvement of instructional delivery systems and internal administrative processes.
-  **Goal 11**
Maintain positive working relationships with other institutions and agencies, at local, state, and national levels.

Adopted November 12, 1988
AACJC Board of Directors

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Without exception, these will receive questionnaires

11 = 19

APPENDIX C

Sample Selection Survey Questionnaire

Q-1. Please rate the following journals according to their levels of journal influence over a readership within comprehensive institutions. If you are not sufficiently familiar with institutions of this type to rate these journals meaningfully, please put an X in this box and turn to the next question.

- DNR = I do not read this journal enough to rate it meaningfully.
- VERY LOW = little or no journal influence
- LOW = a low level of journal influence
- MEDIUM = a medium level of journal influence
- HIGH = a high level of journal influence
- VERY HIGH = a very high level of journal influence

Levels of Journal Influence (Circle one answer for each journal)					
---	--	--	--	--	--

1 AAEE Newsletter (Association for Adult and Continuing Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
2 AAHE Bulletin (American Association for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
3 AGB Reports (Association of Governing Boards of Universities and Colleges).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
4 Academe.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
5 Association of Urban Universities Newsletter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
6 Change.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
7 College Board Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
8 College Student Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
9 College News and Views.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
10 Community and Junior College Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
11 Community College Frontiers.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
12 Community College Journalist.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
13 Community College Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
14 Community College Social Science Quarterly.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
15 Community/Junior College Research Quarterly.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
16 Community Service Catalyst.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
17 ERIC Clearinghouse for Junior Colleges Bulletin Series.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
18 Educational and Psychological Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
19 Educational Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
20 Educational Research Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
21 Ford Foundation Letter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
22 Forum for Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
23 Graduate Research in Urban Education and Related Disciplines.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
24 Higher Education and National Affairs.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
25 Higher Education in the States.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
26 Improving College and University Teaching.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
27 Journal of College Student Personnel.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
28 Journal of Educational Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
29 Journal of General Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
30 Journal of Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
31 Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
32 NASPA Journal (National Association of Student Personnel Administrators).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
33 Phi Delta Kappan.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
34 Planning for Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
35 Teachers College Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
36 Universitas.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
37 WICHE Reports (Western Interstate Commission for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH

Q-2 Please rate the following journals according to their levels of journal influence over a readership within major research institutions. If you are not sufficiently familiar with institutions of this type to rate these journals meaningfully please put an X in this box and turn to the next question.

- DNR - I do not read this journal enough to rate it meaningfully.
- VERY LOW - little or no journal influence
- LOW - a low level of journal influence
- MEDIUM - a medium level of journal influence
- HIGH - a high level of journal influence
- VERY HIGH - a very high level of journal influence

Levels of Journal Influence
(Circle one answer for each journal)

1	AACE Newsletter (Association for Adult and Continuing Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
2	AAHE Bulletin (American Association for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
3	ACB Reports (Association of Governing Boards of Universities and Colleges).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
4	Academe.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
5	Association of Urban Universities Newsletter...	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
6	Change.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
7	College Board Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
8	College Student Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
9	College News and Views.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
10	Community and Junior College Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
11	Community College Frontiers.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
12	Community College Journalist.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
13	Community College Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
14	Community College Social Science Quarterly....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
15	Community/Junior College Research Quarterly....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
16	Community Service Catalyst.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
17	ERIC Clearinghouse for Junior Colleges Bulletin Series.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
18	Educational and Psychological Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
19	Educational Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
20	Educational Research Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
21	Ford Foundation Letter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
22	Forum for Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
23	Graduate Research in Urban Education and Related Disciplines.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
24	Higher Education and National Affairs.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
25	Higher Education in the States.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
26	Improving College and University Teaching....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
27	Journal of College Student Personnel.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
28	Journal of Educational Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
29	Journal of General Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
30	Journal of Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
31	Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
32	NASPA Journal (National Association of Student Personnel Administrators).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
33	Phi Delta Kappan.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
34	Planning for Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
35	Teachers College Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
36	Universitas.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
37	WICHE Reports (Western Interstate Commission for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH

Q-3 Please rate the following journals according to their levels of journal influence over a readership within restricted-scope research institutions. If you are not sufficiently familiar with institutions of this type to rate these journals meaningfully, please put an X in this box and turn to the next question.

- DNR = I do not read this journal enough to rate it meaningfully.
- VERY LOW = little or no journal influence
- LOW = a very low level of journal influence
- MEDIUM = a medium level of journal influence
- HIGH = a high level of journal influence
- VERY HIGH = a very high level of journal influence

Levels of Journal Influence
(Circle one answer for each journal)

	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
1 AAACE Newsletter (Association for Adult and Continuing Education).....	DNR					
2 AAHE Bulletin (American Association for Higher Education).....	DNR					
3 AGB Reports (Association of Governing Boards of Universities and Colleges).....	DNR					
4 Academe.....	DNR					
5 Association of Urban Universities Newsletter.....	DNR					
6 Change.....	DNR					
7 College Board Review.....	DNR					
8 College Student Journal.....	DNR					
9 College News and Views.....	DNR					
10 Community and Junior College Journal.....	DNR					
11 Community College Frontiers.....	DNR					
12 Community College Journalist.....	DNR					
13 Community College Review.....	DNR					
14 Community College Social Science Quarterly.....	DNR					
15 Community/Junior College Research Quarterly.....	DNR					
16 Community Service Catalyst.....	DNR					
17 ERIC Clearinghouse for Junior Colleges Bulletin Series.....	DNR					
18 Educational and Psychological Measurement.....	DNR					
19 Educational Record.....	DNR					
20 Educational Research Journal.....	DNR					
21 Ford Foundation Letter.....	DNR					
22 Forum for Liberal Education.....	DNR					
23 Graduate Research in Urban Education and Related Disciplines.....	DNR					
24 Higher Education and National Affairs.....	DNR					
25 Higher Education in the States.....	DNR					
26 Improving College and University Teaching.....	DNR					
27 Journal of College Student Personnel.....	DNR					
28 Journal of Educational Measurement.....	DNR					
29 Journal of General Education.....	DNR					
30 Journal of Higher Education.....	DNR					
31 Liberal Education.....	DNR					
32 NASPA Journal (National Association of Student Personnel Administrators).....	DNR					
33 Phi Delta Kappan.....	DNR					
34 Planning for Higher Education.....	DNR					
35 Teachers College Record.....	DNR					
36 Universitas.....	DNR					
37 WICHE Reports (Western Interstate Commission on Higher Education).....	DNR					

Q-4 Please rate the following journals according to their levels of journal influence within liberal arts colleges. If you are not sufficiently familiar with institutions of this type to rate these journals meaningfully, please put an X in this box and turn to the next question.

DNR = I do not read this journal enough to rate it meaningfully.
 VERY LOW = little or no journal influence
 LOW = a low level of journal influence
 MEDIUM = a medium level of journal influence
 HIGH = a high level of journal influence
 VERY HIGH = a very high level of journal influence

Levels of Journal Influence
 (Circle one answer for each journal)

1	AACE Newsletter (Association for Adult and Continuing Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
2	AAHE Bulletin (American Association for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
3	ACB Reports (Association of Governing Boards of Universities and Colleges).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
4	Academe.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
5	Association of Urban Universities Newsletter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
6	Change.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
7	College Board Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
8	College Student Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
9	College News and Views.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
10	Community and Junior College Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
11	Community College Frontiers.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
12	Community College Journalist.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
13	Community College Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
14	Community College Social Science Quarterly.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
15	Community/Junior College Research Quarterly.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
16	Community Service Catalyst.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
17	ERIC Clearinghouse for Junior Colleges Bulletin Series.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
18	Educational and Psychological Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
19	Educational Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
20	Educational Research Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
21	Ford Foundation Letter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
22	Forum for Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
23	Graduate Research in Urban Education and Related Disciplines.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
24	Higher Education and National Affairs.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
25	Higher Education in the States.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
26	Improving College and University Teaching.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
27	Journal of College Student Personnel.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
28	Journal of Educational Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
29	Journal of General Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
30	Journal of Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
31	Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
32	NASPA Journal (National Association of Student Personnel Administrators).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
33	Phi Delta Kappan.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
34	Planning for Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
35	Teachers College Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
36	Universitas.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
37	WICHE Reports (Western Interstate Commission for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH

Q-5 Please rate the following journals according to their levels of journal influence over a readership within two-year institutions. If you are not sufficiently familiar with institutions of this type to rate these journals meaningfully, please put an X in this box and turn to the next question.

DNR = I do not read this journal enough to rate it meaningfully.
 VERY LOW = little or no journal influence
 LOW = a low level of journal influence
 MEDIUM = a medium level of journal influence
 HIGH = a high level of journal influence
 VERY HIGH = a very high level of journal influence

Levels of Journal Influence
 (Circle one answer for each journal)

1	AACE Newsletter (Association for Adult and Continuing Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
2	AAHE Bulletin (American Association for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
3	AGB Reports (Association of Governing Boards of Universities and Colleges).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
4	Academe.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
5	Association of Urban Universities Newsletter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
6	Change.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
7	College Board Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
8	College Student Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
9	College News and Views.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
10	Community and Junior College Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
11	Community College Frontiers.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
12	Community College Journalist.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
13	Community College Review.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
14	Community College Social Science Quarterly.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
15	Community/Junior College Research Quarterly.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
16	Community Service Catalyst.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
17	ERIC Clearinghouse for Junior Colleges Bulletin Series.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
18	Educational and Psychological Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
19	Educational Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
20	Educational Research Journal.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
21	Ford Foundation Letter.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
22	Forum for Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
23	Graduate Research in Urban Education and Related Disciplines.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
24	Higher Education and National Affairs.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
25	Higher Education in the States.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
26	Improving College and University Teaching.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
27	Journal of College Student Personnel.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
28	Journal of Educational Measurement.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
29	Journal of General Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
30	Journal of Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
31	Liberal Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
32	NASPA Journal (National Association of Student Personnel Administrators).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
33	Phi Delta Kappan.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
34	Planning for Higher Education.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
35	Teachers College Record.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
36	Universitas.....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
37	WICHE Reports (Western Interstate Commission for Higher Education).....	DNR	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH

APPENDIX D

Top Ten Journals Selected
Total Scores and Mean Scores

Top Ten Journals Selected
Total Scores and Mean Scores

JOURNALS	INSTITUTIONS				
	Two-Year Institutions	Major Research Institutions	Comprehensive Institutions	Liberal Arts Colleges	Restr. Scope Research Institutions
<u>Comm. & Jr. Coll. Journal</u>	Ranking: 1 TS: 58 (1) MS: 4.83 (1)	Ranking: 8 TS: 10 (7) MS: 2.50 (5)	Ranking: 9 TS: 3 (9) MS: 1.00 (8)	Ranking: 10 TS: 5 (10) MS: 1.67 (9)	Ranking: 9 TS: 6 (8) MS: 1.50 (9)
<u>Change</u>	Ranking: 2 TS: 30 (2) MS: 3.00 (3)	Ranking: 1 TS: 36 (1) MS: 4.50 (1)	Ranking: 2 TS: 38 (1) MS: 2.71 (4)	Ranking: 2 TS: 26 (1) MS: 3.71 (2)	Ranking: 2 TS: 17 (2) MS: 2.83 (3)
<u>Jour. of Higher Ed.</u>	Ranking: 4 TS: 22 (4) MS: 3.14 (2)	Ranking: 4 TS: 20 (4) MS: 2.50 (4)	Ranking: 1 TS: 29 (2) MS: 3.63 (1)	Ranking: 8 TS: 11 (7) MS: 2.65 (7)	Ranking: 3 TS: 15 (3) MS: 3.00 (2)
<u>Academe</u>	Ranking: 9 TS: 7 (9) MS: 1.75 (8)	Ranking: 3 TS: 21 (3) MS: 3.00 (2)	Ranking: 4 TS: 25 (4) MS: 3.13 (2)	Ranking: 1 TS: 23 (2) MS: 3.83 (1)	Ranking: 6 TS: 10 (5) MS: 2.50 (6)
<u>Ed. Record</u>	Ranking: 6 TS: 18 (5) MS: 3.00 (3)	Ranking: 5 TS: 20 (4) MS: 2.22 (7)	Ranking: 8 TS: 14 (7) MS: 1.75 (7)	Ranking: 5 TS: 19 (5) MS: 2.71 (8)	Ranking: 1 TS: 18 (1) MS: 2.57 (5)
<u>AGB Reports</u>	Ranking: 4 TS: 22 (4) MS: 3.14 (2)	Ranking: 8 TS: 15 (6) MS: 2.50 (5)	Ranking: 3 TS: 27 (3) MS: 2.70 (5)	Ranking: 6 TS: 17 (6) MS: 3.40 (5)	Ranking: 4 TS: 11 (4) MS: 2.75 (4)
<u>Ed. Research Journal</u>	Ranking: 5 TS: 14 (6) MS: 2.80 (4)	Ranking: 6 TS: 16 (5) MS: 2.29 (5)	Ranking: 7 TS: 13 (8) MS: 1.86 (8)	Ranking: 7 TS: 9 (8) MS: 2.25 (8)	Ranking: 5 TS: 11 (4) MS: 2.20 (8)
<u>Liberal Education</u>	Ranking: 8 TS: 10 (8) MS: 2.50 (5)	Ranking: 7 TS: 16 (5) MS: 2.29 (6)	Ranking: 6 TS: 21 (6) MS: 2.33 (6)	Ranking: 3 TS: 22 (3) MS: 3.67 (3)	Ranking: 8 TS: 7 (7) MS: 2.33 (7)
<u>Forum for Liberal Education</u>	Ranking: 7 TS: 12 (7) MS: 2.40 (6)	Ranking: 2 TS: 23 (2) MS: 2.56 (3)	Ranking: 5 TS: 23 (5) MS: 2.30 (7)	Ranking: 4 TS: 21 (4) MS: 3.50 (4)	Ranking: 7 TS: 8 (6) MS: 4.00 (1)
<u>Phi Delta Kappan</u>	Ranking: 3 TS: 25 (3) MS: 2.50 (5)	Ranking: 8 TS: 16 (5) MS: 2.00 (8)	Ranking: 4 TS: 25 (4) MS: 2.50 (6)	Ranking: 9 TS: 7 (9) MS: 1.4 (10)	Ranking: 5 TS: 11 (4) MS: 2.20 (8)

*TS = Total Score

MS = Mean Score

Ranking = Final ranking within the category

APPENDIX E

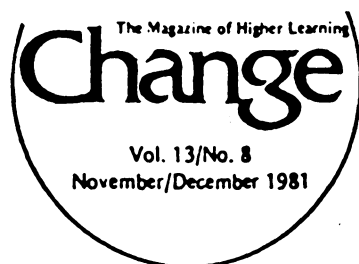
Sample of a Data Card Filled with Data

Sample of a Data Card Filled with Data

			Fac	(7)				Fac	(7)
368-716	57/3	Productivity	9		539-46	59/3	Tenure	8	
377-80	57/3	Service	4	(1)	398-401	59/4	Res.	4	
456	57/3	Principal	5	(1)	402-5	59/4	Coll bor	4	(5)
5-20	58/1	Jba	16		208-90	60/3	Searchcom.	3	
31-4	58/1	Nepotism	4		296-8	60/3	Substantial	5	
40-3	58/1	Age	1		313-5	60/3	Jobs	3	
120-34	58/2	The Professor	15		401	60/4	Vita	1	
269-28	58/3		13		5-12	61/1	Acad freedom	8	
287-91	58/3	For Wife	5		274-8	61/3	Jobs	5	
297-305	58/3	Acad. Freedom	4		28-31	62/1	Acad Freedom	14	
281-3	58/4	Tenure	3		49-51	62/1	Coll bor.	3	
384-93	58/4	Genia	16		15-9	62/2	Salary	4	(3)
329-412	58/4	Coll Bor.	14		45-9	63/2	Acad Freedom	9	
412-18	58/4	Salary	7		277-88	63/2	Activities in AAUP	13	(1)
419-21	58/4	Twitter services	3	(1)	16-7	64/1	Retirement	2	
5-9	59/1	Acad Freedom	5		25	64/1	Publishing	1	
327-34	59/3	Twitter reminders	8		70-7	64/2	Part-time work	8	
					78-81	64/2	Res	4	

APPENDIX F

Example Tables of Contents



Page 32



Page 38



Page 49

Annual Index
Pages 54-55

- 12 Part I: Open Access, Open Admissions, Open Warfare, Robert E. Marshak with Gladys Wurtemberg
- 20 Is There a Crisis in the Undergraduate Curriculum?, Laurence Veysey
- 26 A Critique of the Carnegie Essay on General Education—In Defense of Distribution, Martin Kramer
- 32 A Conversation with Mariam Chamberlain and Fred Crossland, Susan Glauberman
- 38 An Unheralded Educational Experience—Brookwood Remembered, Arthur Levine

Forum

- 6 Letters
- 10 The Open Door: Promises to Keep, George W. Bonham

Technology and Learning

- 42 The National University Consortium—One Year Later, Allan Hershfield

National Affairs

- 46 Financial Pressures and Desegregation Suit Are Tennessee Concerns, Sandra Ivey

International Education

- 49 A Network of Independent American Colleges and Universities Overseas, Herbert Maza

Recently Published

- 56 Creative Academic Bargaining: Managing Conflict in the Unionized College and University by Robert Birnbaum, reviewed by Theodore L. Gross
- 58 Faculty and Teacher Bargaining: The Impact of Unions edited by George W. Angell and Unions and Universities: The Rise of the New Labor Leader by Joel Denker, reviewed by Byrd L. Jones
- 59 Knowledge: Its Creation, Distribution, and Economic Significance, Vol. I—Knowledge and Knowledge Production by Fritz Machlup, reviewed by Howard R. Bowen
- 60 Investing in People: The Economics of Population Quality by Theodore W. Schultz, reviewed by David W. Breneman
- 62 Books in Brief, Joseph Barbato

JH Volume XLVII, Number 6, November/December, 1976

ARTICLES

The Commercialization and Functional Rationalization of College
Football: Its Origins

David L. Westby and Allen Sack 625

Freedom and Constraint in Eighteenth Century Harvard

Kathryn McDaniel Moore 649

Assessing the Community College Transfer Market:
A Metamarketing Application

Douglas V. Leister and Douglas L. MacLachlan 661

College Access for Nontraditional Students

Leo A. Munday 681

A Model for Awarding College Credit for Work Experience

Amiel T. Sharon 701

COMMENTARY

"Transvaluing" or "Value Expansion"?:
The Case of the Poetic Policemen

Jesse Jones 711

BOOK REVIEWS

The Academic System in American Society

BY ALAIN TOURAINE

Reviewed by Gerald M. Platt 723

*Challenges Past, Challenges Present: An Analysis of
American Higher Education since 1930*

BY DAVID D. HENRY

Reviewed by M. M. Chambers 725

(Continued)

APPENDIX G

Example of an Article Analyzed in this Study

Unemployed! An Academic Woman's Saga

by Elaine B. Hopkins



After five years of university teaching I find myself unemployed, with no prospect of finding an academic job. My position wasn't phased out—others are teaching my courses this year. And I am not incompetent: my chairman recommended me as a hard worker and an excellent teacher. In fact, I've done it all: served on committees, addressed peace rallies, organized a women's liberation front, advised a sorority, delivered a paper at a convention, published a few obscure articles, even had a baby—but it wasn't enough. Like most women who've entered the portals of academe, I didn't survive the gauntlet that leads to a permanent niche in the ivory tower. My university didn't say in writing that it wanted 82 percent of its teaching faculty to be male. It simply devised policies which, given the pattern of women's participation in higher education, guarantee that only token numbers of women will stay there long. Then it rationalized those policies by elaborate justifications which would be the envy of an oriental bureaucracy. I call it the "vanish-

ing Indian" syndrome. Everyone is sorry that the poor Indian (or woman) is disappearing, but after all, he (she) stands in the way of "progress," which is "good," though it squashes everything in its path.

If all this sounds too harsh and cynical, read on and then judge for yourself.

My story really begins in 1964. I was the bright, pretty, only child of lower-middle-class parents, and I understood that social mobility for a woman meant capturing an upwardly mobile husband. I graduated from a public high school and entered college for the sole purpose of making myself into a presentable wife for my fiancé, who planned to become an attorney. But college genuinely awakened me. I loved it; I was hooked. My parents turned pale when I told them I wanted to stay long enough to graduate. But they scraped together some of the money, I won some scholarships, and by 1969 I was a 20-year-old BA. Soon I was married (to a different guy), then pregnant, a mother, a kindergarten teacher (with no training), and a Navy wife. My husband decided that flying planes for the Navy was scary when it wasn't boring, so he entered graduate school. Though my undergraduate grades had been higher than his, I

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was terrified of such an adventure and found a job as a secretary instead. Two years later the academic world wasn't so strange, and at 28 I finally found the courage to begin graduate work. By the time my husband received his Ph.D. I had earned my MA.

He secured a position at an "emerging" Midwestern university; I wrote hoping for a part-time position, only to be told that there was a nepotism rule against employing faculty wives—a rule that could, however, be waived in an "emergency." I signed a temporary contract the day before the fall quarter started and began teaching four sections of freshman composition. I loved it. I was good at it. And I began to wonder how I could get tenure and turn my job into a career.

Thrusting skyward from rich Midwestern corn fields, Western Illinois University (WIU) in Macomb was an obscure teachers college until the mid-1960s, when the Illinois legislature changed its name and funded its expansion to a university of 14,000 students. But its growing pains appeared to be over when my husband and I were hired in 1968. A new, progressive president abolished the nepotism policy, and in 1969 I signed a regular, probationary contract, taught a sophomore course and got pregnant. Our second child was born in July 1970. I never missed a day of work, which was fortunate since there was no maternity leave for pregnant faculty with less than three years of service. Nor was there a day care center, but we luckily found a wonderful baby-sitter. Then on December 1, 1970, a disaster: I, along with every instructor in English in his third year of teaching or later, received a letter from the provost notifying me that my contract would not be renewed for the following year. No reasons were given. We were thanked and dismissed.

The grapevine soon told us that the reasons behind our dismissals were subtle and complicated. WIU wanted to continue "emerging" by establishing a doctor of arts program—which ultimately never got off the ground—and it needed our positions to hire Ph.Ds. Then, too, some of the instructors were outspoken on issues ranging from the Vietnam War to departmental priorities; the tenured faculty wouldn't weep to see them depart. Also, the instructors outnumbered the senior faculty, who needlessly feared they might organize and start running the department. Of course, many of the instructors were women and therefore dispensable.

Officially we were told, though not in writing, that we had not made "adequate progress" toward our doctorates. The faculty and Board of Governors' handbooks stated that a faculty member must earn 30 semester hours beyond his or her master's within six years to be eligible for tenure, but nothing was

said about *when* these hours must be earned. The administration claimed that we should have been attending graduate school during summers, though no one had so advised us.

At this point we were temporarily saved by AAUP guidelines that say faculty in their third year of teaching must receive one year's notice if they are not being rehired. So the administration offered us terminal contracts for 1971-72. Since a terminal contract was better than no contract, I signed it and spent the summer in graduate school. When the fall quarter began, I and the few who remained again appealed through all the channels for a more equitable deal. After the dean refused to hear the case on the grounds that it had been permanently settled, my colleagues gave up and made plans to leave. But as a faculty wife with two children, I was stuck in Macomb, and with nothing to lose I pushed my appeal all the way to the provost. In late May he made a concession: if the English department approved my doctoral program, I could be retained to teach lower division courses for one more year.

My head was spinning. I kept asking what my graduate program had to do with my ability to teach composition, and I was told that I couldn't be tenured as a lower division teacher. Everyone knew that English teachers hated to teach composition; all the good schools were abolishing it as a required course and so would WIU some day; then what would they do with me if I had tenure? No one could be tenured without a doctoral field useful to the department; furthermore, no one was going to get tenure without a "terminal degree" anyway, which in English meant the Ph.D.

So summer came. I went to graduate school again, sent the department my proposed program for the doctorate, and of course they didn't approve it. Teaching composition for four years had stimulated my interest, and I had found a very respectable doctoral program which would emphasize the teaching of composition and literature. "What this world needs is not another expert in literature but people skilled in teaching writing and teaching others to teach it," I naively thought. But my department disagreed. It wanted Ph.Ds in literature and had no use for anyone else, especially someone tainted with education courses. The letter argued that I would have nothing to teach after I finished my doctorate, so I certainly couldn't be rehired. At this point I was desperate. With the local American Federation of Teachers chapter twisting his arm, the provost agreed that my doctoral program really wouldn't destroy my ability to teach lower division courses. I signed a one-year contract. And a week before the fall quarter began, I was assigned to teach an advanced course: Composition for Teachers.

So as the quarter started, I began to realize that

the facts in my case just didn't add up. I was a competent faculty member, but I was losing my job. My department didn't want me, but it needed me. And I started wondering if what was happening to me could be considered discriminatory. Always the dutiful scholar, I headed for the library, and as I researched the role and place of women in higher education, I began to see that I was indeed a woman caught up in an alien world. For academe is a place created and controlled by men—a place that rewards those who do what men have been trained to believe is valuable, within the time men think is adequate. Having originated in the medieval monastery, the modern university is a world of credentialed scholars competing for status. It is ordered by male values and priorities and most easily accommodates those whose life styles and sex roles give them the time and energy to acquire credentials, research, publish, and administer the activities of subordinates. Most women in academe either do not accept such a value system (they spend most of their time teaching) or cannot conform to it—which should not surprise us when we consider that women are socialized from the cradle to assume "appropriate" sex roles. By the time they begin college teaching careers, most women differ from their male colleagues in interests, aspirations, expectations, educational backgrounds, and life experiences. Few are able to adapt to the masculine domain. I began to see why my mostly male department didn't like my doctoral program.

The deeper I went into the data, the more I began to realize that statistically I was a loser, destined to follow countless other women out the back door of higher education. My personal life differed from the lives of the majority of university women faculty, 51 percent of whom are not married, and 67 percent of whom have no children. My husband, however, fit the male profile perfectly. Eighty-nine percent of men in the universities are married, and 57 percent have two or more children.

And the personal lives of academic women differ not only from those of their male colleagues but from other women's as well. They are far more likely to sacrifice family lives for their careers, while academic men are not. But many questions occur which the data do not answer. It would be interesting, for example, to know the statistical breakdown on marriages and children for women and men in each academic rank. (Put another way: how many female professors as compared to female instructors have husbands and children?) Are academic women different from "normal" women, and does their lack of interest in home and family therefore lead them to academic careers? Or does the male-dominated world of academe tend to drive out all but the exceptional women, who either rejects home and family or has the stamina to cope with double responsibilities?

Either way, the universities are apparently inhospitable to the woman who desires what most people consider a normal personal life.

My research led me further: I discovered that academic men and women in the universities also differ significantly in their professional qualifications. Here I am closer to the profile of the typical faculty woman who, were she working at WTU, would be worrying about her future. University women are much less likely than men to hold the Ph.D. Nationally, only 25 percent of women faculty in the universities have doctorates, compared with 57 percent of the men. In 1970, women earned only 13.3 percent of the doctoral degrees awarded, but 39.7 percent of the master's degrees. Although the graduate schools generally accept the same proportion of women applicants as men, and although women proportionally receive as much financial aid as men, their attrition rate is much higher than men's. In fact, the single characteristic most highly correlated with "success"—or conversely with attrition—in graduate school is sex. Men have a two and one-half times greater probability of acquiring a Ph.D. than women. Joseph Mooney's study of Woodrow Wilson fellows—men and women selected because of their high achievement and promise—revealed that six to eight years after the women fellows entered graduate school only 16 percent had earned their doctorates, whereas 41 percent of the men had obtained theirs. However, 80 percent of the women had earned their master's degrees, which Mooney feels is probably a terminal degree for the majority of them. Why did the women fail to finish? Mooney finds one explanation in the women's inability to remain in graduate school long enough to complete their doctoral requirements. But the academic disciplines they favor explain the failure even further. Fifty-two percent of the female fellows worked in the humanities, compared with 34 percent of the males, and students in these fields traditionally take longer to acquire the Ph.D. In fact, female scientists were two and one-half times more likely to acquire the Ph.D. than female humanists. Other considerations—difficult to measure statistically but no doubt important—are the paucity of women teachers of doctoral students and the masculine orientation of graduate schools. (Mooney reported his findings in the *Journal of Human Resources*, III, 1, Winter 1968.)

Women who do manage to obtain doctorates take longer to complete their degrees than men and are older when they receive them (30 percent of the women but only 10 percent of the men are past 40). Women tend to have more interruptions in their graduate school attendance, though total time in school for males and females is the same.

The facts began to make sense. Because most women are unwilling or unable to make the personal

52 Unemployed

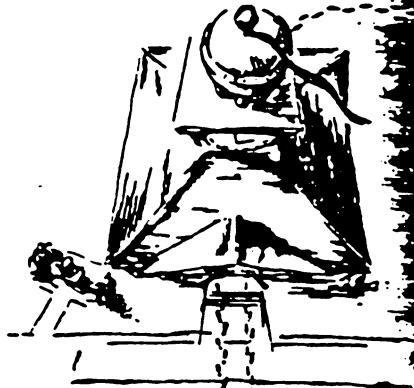
sacrifices an academic career has traditionally demanded of them, and because most academic women for various reasons settle for a master's degree or take a long time to acquire their doctorates, we find only a few women in the universities—and most of these are stuck at the bottom of the academic hierarchy.

WVU's pattern is typical. Women comprise 47 percent of the undergraduates, 31 percent of the graduate students, 46 percent of the instructors, 19 percent of the assistant professors, 10 percent of the associate professors, 9 percent of the professors, and 7 percent of department chairpersons. None of the deans and less than 1 percent of the administration are women.

Given the patterns of women in academe and a shrinking college job market, faculty women are likely to become another vanishing species. For, like me, the untenured woman is less likely to hold a doctorate than is the untenured man. So long as masculine values continue to dominate both the reward system and the probationary timetables of higher education, few women will be able to enter on a permanent basis; the masculine criteria dominating the tenure system—academic credentials, the "right sort" of publications, status, prestige—continue to select women out.

But is this situation discriminatory? Traditionally, discrimination has been regarded as an overt, individual action which fails to apply the same objective, relevant standards to all. Such policies—nepotism rules are a good example—have largely been eliminated from higher education. But research has shown that the term "discrimination" has several dimensions. Discrimination can be implicit rather than explicit, inadvertent rather than overt, and institutional rather than individual if policies, however objectively applied, nevertheless produce differential results. Overtly stringent hiring qualifications, recruitment among sources removed from minorities and/or women, use of irrelevant aptitude or skill tests for promotion—such devices, applied equally to all, may also have the effect of excluding minorities or women, resulting in a largely white, male work force. Such policies can be called discriminatory.

This second definition of discrimination obviously underlies *Higher Education Guidelines for Executive Order 11246*, the affirmative action guidelines that call for universities to eliminate "any standards or criteria which have had the effect of excluding women and minorities." The *Guidelines* make it clear that universities need not employ or promote the unqualified, but they must "establish in reasonable detail" and make available the "standards and procedures which govern all employment practices," including



criteria for appointment, retention, and promotion. The universities must determine "whether such standards and criteria are valid predictors of job performance, including whether they are relevant to the duties of the particular position in question." Of course the *Guidelines* acknowledge "range of permissible discretion" associated with "employment judgments," but "where such discretion appears to have operated to deny equality of opportunity...its discriminatory effects" must be eliminated.

But for universities such as WVU, the doctorate is a criterion which has "had the effect of excluding women and minorities." When WVU insists that its faculty members obtain the doctorate and teach upper division courses or lose their positions, it sets up a standard that discriminates against women, who for complex historical and cultural reasons have not acquired the doctorate in significant numbers. Such women are lost to students as teachers and as role models. Students of both sexes then perceive women as incapable, and the *status quo ante* is perpetuated. Yet no university like WVU can honestly claim that possession of the doctorate is either relevant to the duties of teaching undergraduates or a valid predictor of job performance unless it admits that 46 percent of its faculty is not qualified to teach at the college level; this is the proportion at WVU who have been retained, given merit raises, and even promoted without the doctorate. The figure is similar at many other schools.

Like other universities of its type, WVU must face this problem immediately, for my situation is not unique. Sixty percent of its women faculty and 75 percent of those without tenure do not hold doctorates. How many of these women will complete their doctorates in fields satisfactory to the male hierarchy

in time to obtain tenure is anybody's guess. Unless WTIU changes its policies, many will be terminated when their probationary time is up. And, given the competition for academic jobs, the probability that all their positions will be filled by women is slight, so that the percentage of women faculty is likely to decline. But even if they finish their doctorates, many of these women will also have to overcome other strongly held prejudices. These include the notions that a good university cannot hire and/or tenure faculty wives or its own graduates and that it cannot allow persons who began their teaching careers as faculty assistants, instructors, or part-time or temporary faculty to advance up the hierarchy. The cry is always for "new blood"—a revealing and appropriate image for a masculine system.

Clearly, allowing women permanent places in the ivory tower will require revolutionary changes in higher education, and such a process will necessarily begin with a re-examination of the values on which its structure is based. But this may not be as painful as it appears. For WTIU, it will mean that the administration must be honest about its requirements for promotion and tenure and bring its criteria into line with its own Board of Governors' policy and that of the AAUP. The former requires 30 hours past the master's for tenure; the latter states that a university unable to recruit enough doctors to fill all its full-time teaching positions should not deny tenure to full-time teachers lacking doctorates.

Ending discriminatory policies need not affect WTIU's attempt to upgrade the quality of its teaching. If an all-doctoral faculty is desirable, rewards can encourage the completion of degrees—rewards such as bonuses, lighter teaching loads, upper division and graduate courses, and eligibility for special programs. And the word "quality," like the word "qualified," should be defined broadly to include not only the traditional masculine values of credentials and publications, but also effective teaching, and the ability to establish an atmosphere of mutual support, trust, help, and cooperation. WTIU's diverse student body—a lively mixture from Chicago suburbs and ghettos, medium-sized towns, small villages, and farms—should be guided by a diverse faculty, including a substantial number of women, young and old, with children as well as without, of all colors and from all social classes and backgrounds.

From the beginning, the women's movement has aimed at providing liberation for all people, not just women. If the movement succeeds in humanizing the universities, in replacing the drive for prestige with a drive to help others, men will benefit at least as much as women, and the achievement will be momentous indeed.

APPENDIX H

Example of a Data Card Pertaining to "Students"

Example of a Data Card Pertaining to "Students"

				Sts (4)			
38-42	5/7	Factor	5	396-9	51/4	Attitudes	2
31-8	7/8		5	12-16	52/1	Access (Ext)	5
29	11/7		1	41-59	52/1	Activism	19
30-3	11/7		7	117-24	52/2	Admiss. (Ext)	8
38-41	11/8		4	159-70	52/2	RIK Colls.	12
25-33	1/6	Activism	9	205-18	52/2	Activism	14
5-13	5/11	Access (Ext)	8	233-9	52/3	"	9
22-45	5/11	in Gov	24	255-61	52/3	Chickering	7
101-5	5/12	Activism	5	301-13	52/4	Activism	13
106-111	5/12	Admiss. (Ext)	6	341-7	52/4	"	7
112-5	5/12	Activism	4	30-44	53/1	Admiss. (Ext)	15
116-29	5/12	"	74	51-8	53/1	Procs for RIKs	8
130-42	5/12	"	13	128-37	53/2	RIK Colls.	10
182-7	5/12	Chging	6	243-4	53/3	Activism	2
219-24	5/13	Activism	6	281-6	53/4	RIK	6
237-40	5/13	St Exchange	4	15-23	54/1	Access (Ext)	9
260-6	5/13	Admiss (Ext)	7	68-73	54/1	Admiss (Ext)	6
281-4	5/13	Activism	4	136-40	54/2	Activism	4

APPENDIX I
Reliability Check
Instruction Sheet and Answer Sheets

CATEGORIES & SUBCATEGORIES - DAVID TOWLES' STUDY

I. Determining the Topic of Each Article.

A. Analyze only those articles on the list handed to you.

B. For those articles on the page numbers listed:

1. Look at the title
2. Examine the "hook," the explanatory blurb that often appears under article titles.
3. Examine the subheadings within the article
4. Read the thesis sentence and, if necessary, the conclusion.

II. Assigning Each Article to a Category

You will be assigning each article to one or more (rarely more than two) topic categories among the five main categories listed on the answer sheet. These main categories are listed below along with typical subjects that indicate such topics.

A. GOVERNMENT FUNDING & INFLUENCE

1. State Funding & Influence
2. Federal Funding & Influence ("Local" is covered under Funding, within Governance)

B. STUDENTS

1. Student Activities (e.g., newspaper, athletics)
2. Student Counseling/Advising
3. Student Market
4. Student Access/Admissions
5. Women & Minorities

C. INSTITUTIONAL CHANGE & INFLUENCE

1. Cooperatives/Consortia
2. Institutional Growth (Adding new colleges)
3. Institutional Accreditation/Evaluation (Not to be confused with the evaluation of programs or instruction)
4. Private Institutions
5. Two-Year Institutions
6. Mission/Image - Heroes, History, and Future

D. ADMINISTRATION/GOVERNANCE

1. Personnel (e.g., Administrators, Faculty)
2. Budget, Planning, Fund Raising, Facilities

C. CURRICULUM

1. Instruction
2. Innovation
3. Programs: Career Ed., Community Ed., General Ed. Lib. Arts

ANSWER SHEET - RATER 1

Change Magazine, Volume 11 - Liberty U. Library

Listed below are the issue numbers and page numbers of each article covered in this portion of the study. For each article, place an X in the box(es) designating which topic(s) the article focuses upon

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin. Serv.	Students	Instit
1	26-31				X	
	32-37		X			
	38-43		X			
2	12-17					X
	31-35	X				
	38-43		X			
	36-40		X			
4	28-31					X
	32-39			X		X
	43-47			X		
	48-9,72	X				
6	23-28		X			
	29-36			X		
	36-37		X			
	38-43					X
7	24-28				X	
	29				X	
	34-38		X			
	46-47					X
8	48-53	X				
	23-27					X
	38-34			X		
	35-37	X				
	38-41				X	
9	42-46				X	
	47-50				X	
	28-29	X		X		

See
Low Ed p 14 p. 2

ANSWER SHEET - RATER 1

Educational Record, Volume 57 - Liberty U. Library

INSTRUCTIONS: See Change Magazine above

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin. <small>Govt.</small>	Students	Insts.
1	5-12					X
	12-23			X		
	29-33	X		X		
	34-44			X		
	45-52			X		
	53-57					X
	58-64			X		
2	24-28					X
	71-78			X		
	79-86			X		
	87-91			X		
	92-100			X		
	101-10			X	X	
	111-15		X			
	116-18			X		
	119-24			X		
	125-8		X			
3	133-39			X		
	148-48		X	X		
	149-54			X		
	155-61				X	
	162-69		X			
	170-75			X		
	176-85		X	X		
4	186-93				X	
	207-16	X				
	217-31	X				
	232-35			X		
	236-40		X			
	241-46					
	247-50			X		
	251-56			X		
257-61		X				
		2 3	7	18	3	3 =
		<u>.06</u>	<u>.21</u>	<u>.55</u>	<u>.09</u>	<u>.09</u>

ANSWER SHEET - RATER 1

Journal of Higher Education, Volume 42 - Liberty University

INSTRUCTIONS: See Change Magazine above

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	1-20			X		
	21-26				X	
	27-33	X				
	34-41		X			
	42-55		X			
	56-63					
	85-82					X
	103-15			X		
	116-32			X		
133-38		X				
2	139-46					X
3	169-74		X			
	175-85			X		
	186-81		X	X		
	202-18		X		X	
	219-28			X	X	
	229-34				X	
4	253-78	X		X		
	279-84			X		
	339-52			X		
	353-72			X		
	387-91			X		
	392-99		X			
6	421-548			X		
7	545-57		X			
	558-73					X
574-86			X			
603-89	587-82		X			
8	629-47				X	
	648-56				X	
	657-68		X			X
	669-77			X		
	678-91			X		
9	713-28			X		
	721-27					X
	747-62					X

2 (1.05) 10 (1.24) 17 (1.41) 6 (1.15) 6 (1.14)

ANSWER SHEET - RATER 1

AAUP BULLETIN, Volume 63 - Liberty University Library

INSTRUCTIONS: See Change Magazine above

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	21-22					X
	85-15		X			
2	50-52			X		
	277-88			X		

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 (.25) .50 (.25)

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ANSWER SHEET - RATER 1

Comm. Jr. Coll. Journal, Volume 53 - CUCC Library

INSTRUCTIONS: See Change Magazine above

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	16-21				X	
	22-25		X			
	26-30					X
	31-37		X			
	38-39		X			
	40-42					X
	43-45					X
2	16-18					X
	19		X			
	20-23		X			
	24-25		X			
	26-27		X			
	28-37		X			
	40-42		X			
	44-47		X	X		
3	19-20				X	
	22-24				X	
	25				X	
	27-30				X	
	32-33		X			
	34-36		X			
	36-38				X	
	39-40		X			
	41-42				X	
	43-45		X			
	4	22-23		X		
25			X			
26-28				X		
28-30			X			
31-32						X
32-34			X			
35-36			X			
37-38			X			
39			X			
5		18-20		X	X	
	20		X			
	21		X	X		
	22-26		X	X		
	26-27		X	X		
6	18-19	X				
	22-26	X		X		

38-9
40-1
42-17

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 Govern. Curr. Golphini STS, Inato,

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 21-4
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 Belen

26-28					
29					
30-31			X		
31	X				
32-33			X		
34-35			X		
36-38			X		
41-42		X			
43-46		X			
47	X				X
48-49		X			
50-51					X
52-53		X			
23-25			X		
26-29		X			
30				X	
35			X		
36-37		X			
38-39		X			
40-41		X			X
42-43			X		
44-5					X
46-47		X			
47					
49-52		X			

71-2

	How		Admin		
53/2	38-39	X			
53/4	40-41		X		
53/4	46-47	X			
53/7	21-24	X			
53/7	35-39	X			
53/8	20-22	X			
		8	38	13	9
				9	9

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ANSWER SHEET - RATER 2

Change Magazine, Volume 3 Lynchburg College Library

Listed below are the issue numbers and page numbers of each article covered in this portion of the study. For each article, place an X in the box(es) designating which topic(s) the article focuses upon.

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	28-33		X			
	34-36		X			
	37-39		X			
	40-43		X			
	44-48		X			
	49-51		X			
	52-59					X
2	36-42				X	
	43-49		X			
	56-61		X			
	62-8		X			
3	28-37				X	
	44-47				X	
	48-53					X
	54-60			X		
4	24-34		X			
	35-39				X	
	48-46			X		
	47-50				X	
	60-67		X			
5	26-34				X	
	40-45	X				
	46-55		X			
	54-60					X
6	18-26				X	
	33-36					
	38-44		X		X	
	45-50		X			
	51-56		X			

(.03) (.52) 2(.07) 8(.28) 3(.10)

ANSWER SHEET - RATER 2

Educational Record, Volume 63 - Liberty U. Library

INSTRUCTIONS: See Change Magazine above.

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	4-11					X
	5-12					
	14-19					
	19-21					X
	22-25			X		
	26-31			X		
	48-45	X		X		
	46-52					X
53-57					X	
2	4-9	X				
	26-31					X
	32-34					X
	35-37	X				
	48-44			X		
	111-15					
3	4-7			X		
	17-21			X		
	22-27			X		
	32-3					X
	41-45					X
	46-52		X			
4	5-9		X			
	18-13			X		
	28-31					X
	32-38					X
	41-52					X
	53-56			X		
	57-68					X

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 (.12) (.08) (.36) - (.44)

ANSWER SHEET - RATER 1

Change Magazine, Volume 11 - Liberty U. Library

ANSWER SHEET- RATER 2

Journal of Higher Education, Volume 37 - Lynchburg C. Library

INSTRUCTIONS: See Change Magazine, above

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	10-15			X		
	16-23	X			x	
	24-32		X			
	33-37				X	
2	61-67				X	
	76-79				x	
	80-87		X			
3	121-28		X			
	129-36			X		
	237-43				x	
4	181-86		X			
	193-01		X			
	202-10		X			
	211-17				X	
5	241-45		X X			
	246-52				x	
	253-59			X		
	267-73				X	
6	301-06		X			
	307-11			X		
	312-18				X	
	319-24			X		
	325-34		X			
7	369-76		X			
	377-81		X			
	382-88		X			
	389-53			X		
8	429-38		X			
	431-38			X		
	441-45		X			
	446-50		X			
9	481-92		X			
	502-05		X			

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ANSWER SHEET - RATER 2

Comm. College Jour., Volume 44 - CVCC Library

INSTRUCTIONS: See Change Magazine above.

Issue Number	Page Numbers	Topic Categories				
		Government	Curric.	Admin.	Students	Insts.
1	06-07	X	X			
	08-09		X			
	13-16		X			
	17				X	
	18-19		X	X		
	21-22			X		
	22-24		X			X
	26-27		X			X
	46-51					X
	52-55		X			
56-57		X				
2	07-18			X		
	19-20			X		
	21-22			X		
	23			X		
	25			X		
	26-27			X		
	28-30			X		
	31-34			X		
3	08-25			X		
	26-27			X		
	30-31			X		
	32-33			X		X
	34			X		
	35-37			X		X
38	39		X			
	40-43			X		
4	06-11		X			
	12-21			X		
	22-24			X		
	25-28			X		
	29-30			X		
	31			X		
32-33			X			
5	10-15			X		
	18-19					X
	20-21			X		
	22-24		X	X		
	27-29				X	
	30-31		X			
	32-41					X
	42-43		X			
52-55	X					
6	06-10		X			
	11-13		X		X	

	Govern	Curr	Admin	Sts	Inf'l
		X			
		X			
				X	
		X			
		X			X
		X			
		X			
		X			
		X			
		X			
7		X			
		X			
	X				
		X			
					X
		X			
		X			
		X		X	
		X		X	
		X			X
8	X				
	X				
		X	X		
		X			
		X			X
		X			X
9		X			
		X			
				X	X
		X			
			X		
		X			

54.5
 Curr ↑ (5) (0.06) 39 (0.44) 25 (0.28) 7 (0.08) 13 (0.15)

APPENDIX J
Coefficient of Concordance

Another approach would be to imagine how our data would look if there were no agreement among the several sets of rankings, and then to imagine how it would look if there were perfect agreement among the several sets. The coefficient of concordance would then be an index of the divergence of the actual agreement shown in the data from the maximum possible (perfect) agreement. Very roughly speaking, W is just such a coefficient.

Suppose three company executives are asked to interview six job applicants and to rank them separately in their order of suitability for a job opening. The three independent sets of ranks given by executives X , Y , and Z to applicants a through f might be those shown in Table 9.11.

TABLE 9.11. RANKS ASSIGNED TO SIX JOB APPLICANTS BY THREE COMPANY EXECUTIVES.
(Artificial data)

	Applicant					
	a	b	c	d	e	f
Executive X	1	6	3	2	5	4
Executive Y	1	5	6	4	2	3
Executive Z	6	3	2	5	4	1
R_j	8	14	11	11	11	8

The bottom row of Table 9.11, labeled R_j , gives the sums of the ranks assigned to each applicant.

Now if the three executives had been in *perfect* agreement about the applicants, i.e., if they had each ranked the six applicants in the same order, then one applicant would have received three ranks of 1 and thus his sum of ranks, R_j , would be $1 + 1 + 1 = 3 = k$. The applicant whom all executives designated as the runner-up would have

$$R_j = 2 + 2 + 2 = 6 = 2k$$

The least promising applicant would have

$$R_j = 6 + 6 + 6 = 18 = Nk$$

In fact, with perfect agreement among the executives, the various sums of ranks, R_j , would be these: 3, 6, 9, 12, 15, 18, though not necessarily in that order. In general, when there is perfect agreement among k sets of rankings, we get, for the R_j , the series: $k, 2k, 3k, \dots, Nk$.

On the other hand, if there had been no agreement among the three executives, then the various R_j 's would be approximately equal.

From this example, it should be clear that the degree of agreement

among the k judges is reflected by the degree of variance among the N sums of ranks. W , the coefficient of concordance, is a function of that degree of variance.

Method

To compute W , we first find the sum of ranks, R_j , in each column of a $k \times N$ table. Then we sum the R_j and divide that sum by N to obtain the mean value of the R_j . Each of the R_j may then be expressed as a deviation from the mean value. (We have shown above that the larger are these deviations, the greater is the degree of association among the k sets of ranks.) Finally, s , the sum of squares of these deviations, is found. Knowing these values, we may compute the value of W :

$$W = \frac{s}{\frac{1}{12}k^2(N^2 - N)} \tag{9.15}$$

where s = sum of squares of the observed deviations from the

$$\text{mean of } R_j, \text{ that is, } s = \sum \left(R_j - \frac{\Sigma R_j}{N} \right)^2$$

k = number of sets of rankings, e.g., the number of judges

N = number of entities (objects or individuals) ranked

$\frac{1}{12}k^2(N^2 - N)$ = maximum possible sum of the squared deviations, i.e., the sum s which would occur with perfect agreement among k rankings

For the data shown in Table 9.11, the rank totals were 8, 14, 11, 11, 11, and 8. The mean of these values is 10.5. To obtain s , we square the deviation of each rank total from that mean value, and then sum those squares:

$$\begin{aligned} s &= (8 - 10.5)^2 + (14 - 10.5)^2 + (11 - 10.5)^2 + (11 - 10.5)^2 \\ &\quad + (11 - 10.5)^2 + (8 - 10.5)^2 \\ &= 25.5 \end{aligned}$$

Knowing the observed value of s , we may find the value of W for the data in Table 9.11 by using formula (9.15):

$$\begin{aligned} W &= \frac{25.5}{\frac{1}{12}(3)^2(6^2 - 6)} \\ &= .16 \end{aligned}$$

$W = .16$ expresses the degree of agreement among the three fictitious executives in ranking the six job applicants.

With the same data, we might have found $r_{s_{xy}}$ by either of two methods. One way would be first to find the values of $r_{s_{xy}}$, $r_{s_{yz}}$, and $r_{s_{xz}}$. Then

APPENDIX K

Values Reflecting Journal Evidence

COMPONENTS WITHIN ADMINISTRATION/GOVERNANCE

Evidence From the Journals

PERIOD/COMPONENT	CATEGORY INCHES & PROP.				
	Change Magazine	Educational Record	Journal Of Higher Education	Academe	Community & Junior College Journal
1965-1970:					
Faculty	1,050 .39	3,250 .37	1,776 .48	3,804 .91	2,300 .44
Governance	1,035 .39	4,756 .54	1,924 .52	376 .09	2,509 .48
Budget & Develop.	581 .22	794 .09	- -	- -	418 .08
TOTALS					
1965-1970:	2,666 1.0	8,808 1.0	3,700 1.0	4,180 1.0	5,227 1.0
1970-1975:					
Faculty	2,115 .85	3,952 .42	5,278 .33	4,320 .83	1,755 .31
Governance	345 .15	4,528 .49	10,920 .67	864 .17	3,060 .54
Budget & Develop.	- -	848 .09	- -	- -	840 .15
TOTALS					
1965-1970:	2,475 1.0	9,328 1.0	16,198 1.0	5,184 1.0	5,655 1.0

(Admin./Gov.)

	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal
1975-1980:					
Faculty	1,350 .55	3,822 .36	9,086 .61	4,842 .95	570 .13
Governance	480 .20	5,362 .50	5,852 .39	234 .05	2,565 .60
Budget & Development	615 .25	1,470 .14	- -	- -	840 .27
TOTALS					
1975-1980:	2,445 1.0	10,654 1.0	14,938 1.0	5,076 1.0	4,275 1.0

1980-1985:

Faculty	1,755 .31	1,818 .24	8,554 .56	4,950 .89	1,020 .17
Governance	2,280 .41	4,482 .60	6,832 .44	594 .11	2,745 .45
Budget & Development	1,545 .28	1,188 .16	- -	- -	2,280 .38

COMPONENTS WITHIN STUDENTS

Evidence from the Journals

PERIOD/COMPONENT	CATEGORY INCHES & PROPORTIONS				
1965-1970:					
	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal
Student Welfare	1,185 .96	784 .40	3,304 .78	1,746 .85	2,940 .75
Student Access	- -	288 .15	364 .09	180 .09	450 .12
Black Students	- -	800 .42	462 .11	126 .06	345 .09
Women Students	45 .04	64 .03	84 .02	- -	165 .04
TOTALS 1965-1970:	1,230 1.0	1,936 1.0	4,214 1.0	2,052 1.0	3,900 1.0

1970-1975:

	Change Magazine	Educational Record	Journal Of Higher Education	Academe	Community & Junior College J
Student Welfare	3,390 .50	4,160 .82	4,956 .64	684 .86	1,714 .53
Student Access	1,125 .17	176 .03	1,652 .22	108 .14	960 .30
Black Students	1,245 .19	736 .15	1,050 .14	- -	266 .08
Women Students	900 .14	- -	- -	- -	300 .09
TOTALS 1970-1975	6,660 1.0	5,072 1.0	7,658 1.0	792 1.0	3,240 1.0

(Students)

1975-1980:	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College J
Student Welfare	690 .38	3,090 .57	4,298 .62	936 .87	432 .22
Student Access	345 .18	1,050 .20	1,960 .29	144 .13	915 .47
Black Students	570 .30	816 .15	378 .06	- -	168 .09
Women Students	270 .14	420 .08	182 .03	- -	420 .22
TOTALS 1975-1980:	1,875 1.0	5,376 1.0	6,818 1.0	1,080 1.0	1,935 1.0

1980-1985:	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal
Student Welfare	1,215 .45	1,234 .83	2,562 .44	414 .56	1,044 .48
Student Access	1,395 .51	108 .07	2,072 .36	54 .07	870 .39
Black Students	- -	98 .06	308 .05	126 .17	126 .06
Women Students	120 .04	72 .04	868 .15	150 .20	165 .07
TOTALS 1980-1985:	2,730	1,512	5,810	744	2,205

COMPONENTS WITHIN INSTITUTIONAL CHANGE AND INFLUENCE

Evidence form the Journals

PERIOD/COMPONENT	CATEGORY INCHES & PROP				
1965-1970:					
	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal
Cooperative Arrange.	- -	448 .12	313 .07	- -	375 .13
Inter-Inst. Infl. & Acc.	60 .04	112 .03	628 .14	- -	150 .05
Liberal Arts Colleges	75 .05	320 .08	986 .22	- -	255 .09
Two-Yr. Institutions	105 .07	208 .05	224 .05	360 .41	2,055 .72
Mission	1,230 .84	2,784 .72	2,333 .52	522 .59	- -
TOTALS	1,470	3,872	4,484	882	2,835
1965-1970:	1.0	1.0	1.0	1.0	1.0

PERIOD/COMPONENT	(Inst. Chg. & Infl.)				
	CATEGORY INCHES & PROPORTIONS				
1970-1975:					
	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal
Cooperative Arrange.	15 -	64 .02	588 .10	- -	810 .31
Inter-Inst. Infl. & Acc.	1,170 .37	864 .27	1,204 .21	- -	585 .22
Lib. Arts Colleges	405 .13	624 .20	644 .11	90 .11	180 .07
Two-Year Institutions	450 .14	448 .14	1,834 .32	- -	1,035 .40
Mission	1,155 .36	1,184 .37	1,498 .26	702 .89	- -
TOTALS					
1970-1975:	3,195 1.0	3,184 1.0	5,768 1.0	792 1.0	2,610 1.0

(Inst. Chg. & I

PERIOD/COMPONENT

CATEGORY INCHES & PROPORTION

1975-1980:

	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal
Cooperative	90	140	-	-	615
Arrange.	.02	.04	-	-	.25
Inter-Inst.	330	1,526	2,562	468	210
Infl. & Acc.	.09	.47	.46	.67	.08
Lib. Arts	1,080	574	910	36	60
Colleges	.29	.18	.16	.05	.02
Two-Year	255	154	434	-	1,590
Institutions	.07	.05	.08	-	.65
Mission	1,950	854	1,680	198	-
	.53	.26	.30	.28	-
TOTALS	3,705	3,248	5,586	702	2,475
1975-1980:	1.0	1.0	1.0	1.0	1.0

(Inst. Chg. & Inf.)

PERIOD/COMPONENT	CATEGORY INCHES & PROPORTIONS				
1980-1985:					
	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College
Cooperative Arrange.	255 .07	954 .26	1,078 .14	- -	1,020 .31
Inter-Inst. Infl. & Acc.	855 .23	504 .14	924 .12	- -	435 .13
Lib. Arts Colleges	555 .15	540 .15	3,458 .45	486 .52	120 .04
Two-Year Institutions	435 .12	558 .15	630 .08	- -	1,740 .48
Mission	1,665 .43	1,152 .30	1,596 .21	450 .48	- -
TOTALS					
1980-1985:	3,765 1.0	3,708 1.0	7,686 1.0	936 1.0	3,315 1.0

COMPONENTS WITHIN GOVERNMENT FUNDING AND INFLUENCE

Evidence From the Journals

PERIOD/COMPONENT		CATEGORY INCHES & PROPORTIONS				
1965-1970:						
	Change Magazine	Educational Record	Journal of Higher Education	Academe	Community & Junior College Journal	
Fed. Fund. & Infl.	45 1.0	4,082 .70	1,272 .73	450 .42	494 .19	
State Fund. & Infl.	- -	1,750 .30	471 .27	630 .58	2,106 .81	
TOTALS 1965-1970:	45 1.0	5,832 1.0	1,743 1.0	1,080 1.0	2,600 1.0	
1970-1975:						
Fed. Fund. & Infl.	1,365 .81	2,272 .73	1,904 .86	756 .52	960 .67	
State Fund. & Infl.	315 .19	848 .27	322 .14	684 .48	465 .33	
TOTALS 1970-1975:	1,680 1.0	3,120 1.0	2,226 1.0	1,440 1.0	1,425 1.0	

(Govt. Fund. & Infl.)

PERIOD/COMPONENT	CATEGORY INCHES & PROPORTIONS				
1975-1980:					
	Change Magazine	Educational Record	Journal Of Higher Education	Academe	Community & Junior College Journal
Fed. Fund. & Infl.	2,505 .90	2,772 .76	2,660 .65	2,106 .89	690 .46
State Fund.	285 .10	896 .23	1,428 .35	252 .11	810 .54
TOTALS	2,790	3,668	4,088	2,358	1,500
1975-1980:	1.0	1.0	1.0	1.0	1.0
1980-1985:					
Fed. Fund. & Infl.	1,995 .73	576 .42	3,304 .65	774 .91	825 .50
State Fund. & Infl.	735 .27	792 .58	1,778 .35	72 .09	840 .50
TOTALS	2,730	1,368	5,082	846	1,665
1980-1985:	1.0	1.0	1.0	1.0	1.0

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