Opinions obtained by survey of faculty members of 42 universities on various aspects of department and university operations were categorized according to the faculty respondents' departmental affiliations. This paper reports an investigation of the relationship of faculty members' departmental affiliation to their responses to certain institution-related variables. Chi-Square tests of dependence and the phi coefficient of contingency were used to assess the variables' relationships. Most of the relationships were significant but weak. (Author)
Department Affiliation and Faculty Reference Group: Some Effects on Faculty Opinions

William H. Faricy
Michigan State University

Source of data

The findings reported here are based on data gathered in a survey conducted in Spring, 1971, by the Departmental Study Project at Michigan State University. We mailed the survey questionnaire to 10,000 faculty members at 42 universities, in nine departments on each campus (biology/botany, chemistry, economics, electrical engineering, English, history, management, mathematics, and psychology). The survey included administrators, board members, and state legislators, but only faculty responses are reported here. About 1,100 faculty members responded, making a rate of 40 percent.

On the questionnaire, the faculty members were asked "What is your main departmental affiliation?" and "In general, do you usually think of yourself primarily as a member of your: (check one) university, department, discipline?" Thus, we could investigate the relationship between faculty members' department affiliation and reference group to the opinions they expressed through responses to other questionnaire items.

Note of caution

The low response rate of 40 percent suggests that the responding group might not represent the opinions of the entire sample. Also, we identified only one of many departmental characteristics—the subject matter or discipline studied—and ignored other possibly relevant characteristics such as the department's size, structure, and mode of operation. Thus, the value of these findings are limited by a possible population bias and by confounding variables.

Also, "department affiliation" in this report should be interpreted as "discipline," although the respondents are in fact all members of a university department.

Method of analysis

The findings are presented chiefly as the mean responses for each departmental group, reference group, and the total population. In order to show the pattern in the responses and to indicate tendencies, this report used a measure of mis-representation based on the mean responses that are 10 percent greater or lesser than the population mean. This simple analysis is intended only as a rough suggestion of the patterns of variation in these data.

An analysis based on the chi-square statistic seemed appropriate for these data. Since the population was large, and chi-square tends to be inflated by a large number of subjects, the phi coefficient was used instead.
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*This project was supported by the Exxon Educational Foundation. The findings were summarized in Dressel and Farley, 1972, Chapter 2.

**See Marascuilo 1971, pp. 406-409, for a discussion of the effect of sample size on chi-square and phi; and Conover 1971, pp. 176-134, for a discussion of various measures of dependency such as contingency coefficients. The measure called phi in this report is what Conover calls Pearson's contingency coefficient.
Use of phi removed the size factor (which made almost all the chi-square relationships significant) and indicated relationships in a way that resembles a correlation coefficient.

The phi's for these findings were all quite low, ranging from .04 to .45. Phi may be interpreted as: 0-33 = weak, 34-66 = moderate, 64-100 = strong. However, the true meaning of phi is ambiguous. At any rate, the phi's reported here indicate that there actually are relationships in the data, and that some relationships are stronger than others. In most tables a phi is given for both departmental affiliation and the reference group, to allow for comparisons.

Findings--institutional and individual

The 42 universities in the survey were identified by size, type of control, graduate prestige, and general educational caliber.* These institutional characteristics had negligible relationships to department affiliation or reference group. The only noteworthy finding was that the university reference group tends to be slightly over-represented in small, private universities.

Analysis of the relationship of rank (see Table I) to the other individual variables showed that some departments tended to have relatively more full professors (chemistry, economics, history) and others to have relatively more assistant professors (English, mathematics). Also, full professors tended to be slightly over-represented among the university-oriented; assistant professors to be slightly over-represented among the discipline-oriented.

When department affiliation and reference group are related, however, the pattern changes slightly. (See Table II). History was slightly over-represented in the discipline reference group although it had relatively more full professors, and more full professors tended to choose the university as reference group. Departments over-represented in the discipline reference group were economics, history, and psychology, those over-represented in the department reference group were biology, chemistry, and electrical engineering; those over-represented in the university reference group were chemistry, electrical engineering, and management.

Findings--faculty opinions

The survey asked respondents to indicate their opinions about a series of statements (Table III and item 1 in the appendix.) The statements in Part A of this section fell into two categories: those dealing with autonomy of departments and universities (statements 2, 5, 7 in Table III) and those dealing with various restraints on autonomy (statements 3, 4, 8, 9 in Table III). Using the averages of each department's mean responses to these sets of statements, one could form these rank orders:

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* See Dressel and Faricy, 1972, Appendix B, for discussion of these characteristics.
In Part B, the first five statements suggest an activist attitude toward the university's problems. (The last two statements in Part B have small or negative correlations with the first five statements, and therefore appear to be a separate dimension.) A rank order based on the averages of mean responses to this set is as follows:

**Activism**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Management</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elec. Eng.</td>
<td>Management</td>
<td>Psychology</td>
</tr>
<tr>
<td>English</td>
<td>TOTAL</td>
<td>University</td>
</tr>
<tr>
<td>History</td>
<td>Economics</td>
<td>Department</td>
</tr>
<tr>
<td>University</td>
<td>Discipline</td>
<td>University</td>
</tr>
</tbody>
</table>

The order for this factor differed considerably from the rank orders for autonomy or restraints.

Another section of the survey concerned the faculty's opinions about the most appropriate institutional level for review of various departmental functions. (See Table IV and item 2 in the Appendix.) For this section, the rank order of the average means for departments and reference groups was:

**Level of review**

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<th>Management</th>
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</tr>
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-3-
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<thead>
<tr>
<th>Activism</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2.38</td>
</tr>
<tr>
<td>Management</td>
<td>2.36</td>
</tr>
<tr>
<td>Psychology</td>
<td>2.27</td>
</tr>
<tr>
<td>Elect. Engineering</td>
<td>2.27</td>
</tr>
<tr>
<td>English</td>
<td>2.26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>(2.24)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2.21</td>
</tr>
<tr>
<td>History</td>
<td>2.19</td>
</tr>
<tr>
<td>Economics</td>
<td>2.19</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.15</td>
</tr>
<tr>
<td>University</td>
<td>2.30</td>
</tr>
<tr>
<td>Department</td>
<td>2.27</td>
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<tr>
<td>Mathematics</td>
<td>3.09</td>
</tr>
<tr>
<td>Management</td>
<td>3.08</td>
</tr>
<tr>
<td>Economics</td>
<td>3.04</td>
</tr>
<tr>
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These means indicate the overall level of review chosen by members of each department. They indicate that many members of mathematics departments would approve reviewing departmental functions at an institutional level higher than that approved by members of biology departments.

Faculty respondents were also asked to indicate which principles from a list of nine principles would justify the review of departmental functions, whether by a department itself or by others outside the department. (See Table V and item 3 in the Appendix). The analysis in this section was based on the percent of respondents who chose each justification, since a mean score would be meaningless.

The justifications appeared to represent two broad values: the humane (in Table V, items 2, 3, 5, 6) and the managerial (items 1, 4, 3). The mal-representation (over and under) shown in Table V indicated that departments reflected these values as follows: the humane—biology, English, psychology, the managerial—economics, electrical engineering, management. History and chemistry seemed ambiguous.

The questionnaire also included a section concerned with the faculty's perceptions of the influence that various persons or groups seem to have on departments. (See Table VI and item 4 in the Appendix.) The major influences appeared to be within the departments (chairman, faculty). Departments varied only slightly in the total amount of influence their members perceived (measured by the average means).

Conflicts between departments and the university administrations was the subject of another survey section. (See Table VII and item 5 in the Appendix). The amount of conflict observed seemed moderate in general. Financial matters seemed to involve the most conflict; teaching loads and faculty personnel matters involved less; and curricular matters involved relatively little conflict. Department members perceived differing amounts of conflict overall, as indicated by the rank order based on the average means:

<table>
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<th>Amount of conflict perceived</th>
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<tr>
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</tr>
<tr>
<td>Elect.</td>
</tr>
<tr>
<td>Engineering</td>
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<tr>
<td>English</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>Economics</td>
</tr>
</tbody>
</table>
Psychology 1.32
History 1.30
Chemistry 1.28
Mathematics 1.24

Discipline 1.39
Department 1.33
University 1.31

The departments' emphasis on various educational objectives was the topic of two sections on the questionnaire. In one, the faculty was asked to indicate how they perceived the departmental emphasis. (See Table VIII and item 5 in the Appendix.) In the other, they were to indicate what they thought the departmental emphasis should be. (See Table IX and item 7 in the Appendix.) Among perceived emphases, graduate instruction was the most emphasized, but only slightly more so than research or undergraduate instruction; disciplinary contribution was emphasized only slightly less than the others, while service was clearly the least emphasized. The findings were much clearer for the emphasis preferred, since 62 percent of the respondents favored undergraduate instruction, against 15 percent for graduate instruction and less for the other objectives. Differences between the department's preferences were marked. English departments were clearly oriented to undergraduate instruction, psychology to graduate instruction and research; electrical engineering and management both preferred more graduate instruction but less research. The reference groups differed chiefly on research and disciplinary contributions, the discipline-oriented favoring more, the university-oriented and department-oriented favoring less.

Correlations and rank orders

A correlation of all items on the questionnaire gave a few interesting results. Within each of the seven sections of the questionnaire, correlations were usually low but some were moderate to weak (.73 to .30); between sections, correlations were usually negligible (below .10). This finding suggested that the sections did in fact deal with separate areas of opinion.

Correlations of the sections on influence and on conflict indicated that when faculty, students, and department chairmen (heads) have more influence on departmental affairs, the amount of conflict is less; and conversely, when the influence of the administration is high, the amount of conflict is high. Conflict appeared more closely related to the influence of the central administration than to that of deans.

Correlations of the sections on emphasis and on conflict suggested that a department emphasizes graduate instruction and research it has slightly less conflict.
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The reference group variable showed almost no correlation with other items. Its highest correlation coefficient was .24, with the opinion "Departments exist to carry out university policy." For this same item, the phi was .19 (second highest phi for the reference group variable).

Further interpretation of the correlations indicated a key relationship
between three items in the review-level section (in Table IV, items 3, 5, 11) and three items in the statement of opinions section (in Table III, part A, items 2, 5, 7). These correlations were weak but they were the only non-negligible correlations between these two sections. Apparently, attitudes about the appropriate review levels for tenure matters and selection of chairmen are key attitudes vis-a-vis autonomy of faculty and departments.

Also, it appeared from the correlations that an attitude favoring firm student discipline and against student participation in governance (Table III part B, items 5 and 6) might be a key attitude for a "conservative" form of activism. Faculty with such an attitude would likely also be against autonomy (to judge from correlations with items 3, 6, 8 in Table III part A) and against broadening the university's social involvement (to judge from correlations with items 3 and 4 in Table III part B). However, these inferences from correlations are at best clues that suggest possibilities for further study.

When the various rank orders already shown (including the rank orders for the key items just mentioned, which are not shown) were combined into a single classification, the results were thus:

<table>
<thead>
<tr>
<th>Departmental characteristics</th>
<th>Pro-autonomy</th>
<th>Anti-autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro-restraints</td>
<td>Anti-restraints</td>
<td></td>
</tr>
<tr>
<td>Low levels of review</td>
<td>Rich levels of review</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lost typical:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Psychology (not pro-autonomy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Less typical:</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
</tr>
<tr>
<td>Biology (pro-restraints)</td>
</tr>
<tr>
<td>Mathematics (high review levels)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of university as agent in social context</th>
<th>Activist role</th>
<th>Neutralist role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Social activism</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Conservative activism</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
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</table>

Correlations of the rank orders showed only one clearly meaningful result: for activism and conflict, the rank order correlation coefficient (Spearman $\rho$) was .76. That signifies that when a department favors an activist role, members perceive more conflict with the university administration. (Presumably both the department and the university are activated.)
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<tbody>
<tr>
<td>Anti-restraints</td>
<td>Pro-restraints</td>
</tr>
<tr>
<td>Low levels of review</td>
<td>High levels of review</td>
</tr>
</tbody>
</table>

- 'most typical':
  - English
  - Psychology (not pro-autonomy)

- 'less typical':
  - History
  - Biology (pro-restraints)
  - Mathematics (high review levels)

### Role of university as agent in social context

<table>
<thead>
<tr>
<th>Activist role</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering Management</td>
<td>Economics Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>social activism</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
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Summary and conclusions

1. Department affiliation does appear to affect faculty opinions. Although the relationship is not precise in the findings of this study, it is clear that certain departments are often associated with certain opinions.

2. A tentative but mostly consistent pattern emerges from this analysis. The survey that produced these data focused chiefly on faculty opinions about various aspects of departments' autonomy and the university's social role. The report suggests that three complex dimensions, each with two aspects, can be discerned in the data.

Dimension A: Control of departmental functions -- (1) locus or control (internal or external), (2) scope of control (the functions that are controlled and the degree of control).

<table>
<thead>
<tr>
<th>Internal controls</th>
<th>Biology</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small scope (narrow, weak)</td>
<td>History</td>
<td>Psychology</td>
</tr>
<tr>
<td>Large scope (broad, strong)</td>
<td>Elect. Engr.</td>
<td>Management</td>
</tr>
</tbody>
</table>

One bit of evidence for the complex nature of this dimension seems to be the finding that the influence factor (Table VI) produced different rank orders for the total, external, and internal influences. In other words, the locus of control by itself is not likely to account for the observed differences. Also, restraints or reviews seem to have greater weight when applied to some departmental functions than to others, which again suggests that by themselves the level of review or locus of restraints do not sufficiently explain the situation.

Dimension B: Attitudes toward the university's social role -- (1) kind of role (socially involved or traditional/conservative), (2) degree of performance (activist or neutralist).

<table>
<thead>
<tr>
<th>Activist</th>
<th>Traditional/conservative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>Socially involved</td>
</tr>
<tr>
<td>Psychology</td>
<td>English</td>
</tr>
<tr>
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**Dimension B**: Attitudes toward the university's social role -- (1) kind of role (socially involved or traditional/conservative), (2) degree of performance (activist or neutralist).

Dimensions A and B are similar to some extent but they are not co-terminous in the present study. Dimension B reflects the faculty's attitudes toward the universities' role, and a department could approve a neutralist role for the
university while approving a high review level for departmental functions.

Dimension C: Departmental philosophy - (1) educational objectives, (2) basic values.

<table>
<thead>
<tr>
<th>Humane Values</th>
<th>Undergraduate Instruction</th>
<th>Graduate Instruction and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Psychology</td>
<td>Economics</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>Management</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

There appears to be a slight tendency for departments to be in the same quadrant on each dimension. However, the inter-relation of these dimensions cannot be made clear in the present study because of the limitations in the data mentioned at the beginning of this report. The value of this analysis is only in suggesting topics and concepts that may be of use to other investigators. Both objectives and values would have to be treated in far more refined manner than was relevant for the survey analyzed here.

3. The reference group identified by faculty members (discipline, department, or university) appears to affect the responses to this survey only slightly. However, a pattern of tendencies can be discerned here, also. The department-oriented are almost always similar to the average faculty response; the discipline-oriented are less typical, and the university-oriented least typical. The strongest contrast is between the discipline-oriented and the university-oriented.

Compared to the average faculty member who responded to this survey, the university-oriented are more likely to be full professors in positivistic disciplines (chemistry, management, electrical engineering), in smaller private universities. They prefer to emphasize research less, and consider the faculty senate and similar all-campus groups relatively more influential. They are less likely to cite academic freedom, advancement of a discipline, or assigned role as justifications for reviewing departmental functions. They give more approval to restraints on departments and to a conservative university role. Most significantly they tend to believe that the department exists for the sake of the university.

The discipline-oriented are relatively more often assistant professors in social sciences (history, economics, psychology). They are more likely to emphasize basic research and service within their departments, and they per-
There appears to be a slight tendency for departments to be in the same quadrant on each dimension. However, the inter-relation of these dimensions cannot be made clear in the present study because of the limitations in the data mentioned at the beginning of this report. The value of this analysis is only in suggesting topics and concepts that may be of use to other investigators. Both objectives and values would have to be treated in far more refined manner than was relevant for the survey analyzed here.

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The discipline-oriented are relatively more often assistant professors in social sciences (history, economics, psychology). They are more likely to emphasize basic research and service within their departments, and they perceive the faculty as having less influence on the department. To justify reviewing departmental functions, they cite student welfare or administrative uniformity less than average, but cite advancing a discipline more than average.
REFERENCES


APPENDIX: Items from the survey questionnaire

1. Statements of opinions (See Table III)

Part A:
"The following statements express opinions about universities that one encounters today. To what extent do you agree with these statements? (Check one blank on each line)."

Part B:
"Various ways are being suggested today to increase the universities' prestige and credibility with the general public. Please indicate your reaction to each of these possible ways."

Respondents were asked to choose from five levels of agreement (for both parts): very great, great, some, slight, no.

2. Review of departmental functions (See Table IV)

On these pages "actions or decisions usually initiated in university departments are listed. For each action, please indicate your opinion as to the highest level at which an action could be justifiably reviewed with authority to veto it. While making your choices, consider them in terms of an ideal situation, not your actual situation.

"Please write the number of the organizational level from List I, below, to indicate the highest level at which departmental actions could justifiably be reviewed with authority for final veto."

"List I: (1) Individual faculty member, (2) Department (chairman or faculty committees, (3) College or School (dean or faculty committees, (4) All-university faculty committees, (5) Administration (president, vice-presidents), (6) Trustees, governing board, (7) Central administration of a multi-campus institution, (8) Public officials or Legislature, (9) No review at all."

3. Justification for review of departmental functions (See Table V)

"Please write the number of a statement from List II, below, to indicate the best justification for the veto authority you have indicated."


4. Influences on departmental affairs, as perceived by the faculty

"In general, how much influence does each of the following have over what goes on in your department? (1) The department faculty as a whole, (2) The
2. Review of departmental functions (See Table IV)

On these pages, actions or decisions usually initiated in university departments are listed. For each action, please indicate your opinion as to the highest level at which an action could be justifiably reviewed with authority to veto it. While making your choices, consider them in terms of an ideal situation, not your actual situation.

Please write the number of the organizational level from List I, below, to indicate the highest level at which departmental actions could justifiably be reviewed with authority for final veto.

"List I: (1) Individual faculty member, (2) Department (chairman or faculty committees), (3) College or School (dean or faculty committees), (4) All-university faculty committees, (5) Administration (president, vice-presidents), (6) Trustees, governing board, (7) Central administration of a multi-campus institution, (8) Public officials or Legislature, (9) No review at all."

Justification for review of departmental functions (See Table V)

"Please write the number of a statement from List II, below, to indicate the best justification for the veto authority you have indicated."


4. Influences on departmental affairs, as perceived by the faculty

"In general, how much influence does each of the following have over what goes on in your department? (1) The department faculty as a whole, (2) The dean of this college or school, (3) The department head or chairman, (4) Graduate students, (5) Undergraduates, (6) The university administration (president, vice-presidents), (7) You, personally, (8) All-university groups (committees, senate), (9) Department committees. (Check one on each line)."
Respondents were asked to choose one of five levels of influence: very great, great, some, slight, none at all.

- Items (1) and (3); items (2) and (4); and items (4) and (5) were combined into single variables because they were relatively highly correlated.

5. Conflicts between departments and university administrations, as perceived by the faculty

"Within your university, how much difference of opinion exists between the central administration and the departments (or similar units) with regard to the matters listed below? (Check one blank on each line) (1) Hiring practices, (2) Promotion practices, (3) Salary decisions, (4) Curriculum innovation, (5) Teaching loads, (6) Financial allocations, (7) Course offerings."

Respondents were asked to choose one of five levels of difference of opinion: very great, great, some, slight, none.

- Items (1), (2), and (3); and items (6) and (7) were combined into male variables since they were relatively highly correlated.

6. Emphasis on objectives within departments, as perceived by the faculty

"Within your department how much emphasis is actually placed on each of the following? (Check one on each line) (1) Undergraduate instruction, (2) Graduate instruction, (3) Basic research, (4) Contributing to the discipline in your department, (5) Service to business, industry, or government."

Respondents were asked to choose one of five levels of emphasis: very great, great, some, slight, none at all.

7. Emphasis on objectives, preferred by faculty

"From the list in the item [6] above, select the one item you feel should receive the most emphasis in universities generally. (Write the letter in the space below) ____________ should receive the most emphasis"
TABLE I. RANK, DEPARTMENTAL AFFILIATION, AND REFERENCE GROUP

<table>
<thead>
<tr>
<th></th>
<th>Bio</th>
<th>Chem</th>
<th>Econ</th>
<th>Engr</th>
<th>Engl</th>
<th>Hist</th>
<th>Mgmt</th>
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<tbody>
<tr>
<td>Professors</td>
<td>42% *</td>
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<td>more</td>
<td>less</td>
<td></td>
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<tr>
<td>Associate Professors</td>
<td>29%</td>
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<td>less</td>
<td>more</td>
<td></td>
<td></td>
<td>more</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>29%</td>
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NOTE: Department $\phi = .14$; Reference $\phi = .15$

* Percent of total population
## 3rd Reference Group

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<tr>
<th></th>
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<th>Engl</th>
<th>Hist</th>
<th>Govt</th>
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<th>Dept</th>
<th>Univ</th>
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### Table II: Department Affiliation and Reference Group

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<td>University</td>
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**Note:** $\phi = .21$

*Percent of total population*
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TABLE III: STATEMENTS OF OPINION

PART A: Autonomy in university and department

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<th>Statement</th>
<th>Mean *</th>
<th>phi</th>
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<th>Biol</th>
<th>Chem</th>
<th>Econ</th>
<th>Eng</th>
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</thead>
<tbody>
<tr>
<td>Universities generally are trying to do more than their resources permit</td>
<td>2.65</td>
<td>.19</td>
<td>.07</td>
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<tr>
<td>Autonomy is essential for quality education; chairmen should protect the faculty's autonomy; laymen lack understanding of autonomy</td>
<td>2.57</td>
<td>.20</td>
<td>.14</td>
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<tr>
<td>Incursions into autonomy are justified when a university or department is inefficient</td>
<td>1.97</td>
<td>.20</td>
<td>.14</td>
<td></td>
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<tr>
<td>The faculty should spend more time on teaching and be more attentive to instructional problems</td>
<td>1.85</td>
<td>.13</td>
<td>.12</td>
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<tr>
<td>Infringements on departmental autonomy imply a denial of professional competency</td>
<td>1.78</td>
<td>.19</td>
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<td>Departments exist to carry out university policy</td>
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<td>.16</td>
<td>.19</td>
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<tr>
<td>Operation of the university should be turned over to the faculty</td>
<td>1.22</td>
<td>.17</td>
<td>.11</td>
<td></td>
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<tr>
<td>Governing boards and legislatures have the right to set teaching loads; the university administrators should exert more control over teaching loads</td>
<td>.85</td>
<td>.16</td>
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TABLE III. continued

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<th>Biol</th>
<th>Chem</th>
<th>Econ</th>
<th>Engr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic conflicts of interest between departments and a university require monitoring by others outside the university</strong></td>
<td>.55</td>
<td>.15</td>
<td>.05</td>
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<tr>
<td><strong>All actions a university should take to improve its prestige and credibility</strong></td>
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<tr>
<td>Increase communication with all clienteles show that university's output justifies input of resources</td>
<td>2.75</td>
<td>.17</td>
<td>.09</td>
<td></td>
<td></td>
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<tr>
<td>Rationalize and streamline the university's organizational structure</td>
<td>2.40</td>
<td>.13</td>
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<td>Take the governing board more representative of the university's total community</td>
<td>2.20</td>
<td>.15</td>
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<tr>
<td>Provide the community with new, relevant programs and courses; provide more and better services</td>
<td>2.16</td>
<td>.13</td>
<td>.09</td>
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<tr>
<td>Involve students more closely in the governance of the university</td>
<td>1.73</td>
<td>.14</td>
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<tr>
<td>Maintain firm student discipline on campus</td>
<td>1.72</td>
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<td>Reduce the university's budget</td>
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* On a five-point scale of agreement: 4 - very great, 3 - great, 2 - some, 1 - slight, 0 non
<table>
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3 - great, 2 - some, 1 - slight, 0 none.
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<td>Amount of time permitted for paid off-campus consulting</td>
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<td>Tenure appointment of a faculty member</td>
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Note: The table contains values and categories for departments and references.
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TABLE VI: INFLUENCE ON DEPARTMENTAL AFFAIRS, AS PERCEIVED BY FACULTY

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*On five-point scale of influence: 4 - very great, 3 - great, 2 - some, 1 - slight, 0 - none


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Great, 2 - some, 1 - slight, 0 - none.


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* On a five-point scale of difference of opinions: 4 - very great, 3 - great, 2 - some, 1 -
STRATIFICATION, AS PERCEIVED BY FACULTY

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- very great, 3 - great, 2 - some, 1 - slight, 0 - none.
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<tr>
<td>Contributions to a discipline</td>
<td>2.6</td>
<td>0.15</td>
<td>0.96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service to business, industry, government</td>
<td>1.14</td>
<td>0.45</td>
<td>0.18</td>
<td>more</td>
<td>more</td>
<td>more</td>
<td>more</td>
</tr>
</tbody>
</table>

** On a five-point scale of amount of emphasis:
- 4 - very great, 3 - great, 2 - some,
- 1 - slight, 0 - none.

*20% more or less
## Table IX: Comparison with the Department, as Perceived by Faculty

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of Total Faculty</th>
<th>Viol</th>
<th>Char</th>
<th>Icon</th>
<th>Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Instruction</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Instruction</td>
<td>15%</td>
<td>more</td>
<td>more</td>
<td>more</td>
<td></td>
</tr>
<tr>
<td>Basic Research</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
<td>less</td>
</tr>
<tr>
<td>Contribution to a Discipline</td>
<td>8%</td>
<td>less</td>
<td>less</td>
<td>more</td>
<td>less</td>
</tr>
<tr>
<td>Service to business, industry and government</td>
<td>1%</td>
<td>less</td>
<td>more</td>
<td>more</td>
<td></td>
</tr>
</tbody>
</table>

Note: Department phi = .25; reference group phi = .20