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A STUDY OF LOCALISM IN A REGIONAL STATE UNIVERSITY

by

Raymond E. Alie

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
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Raymond E. Alie

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To:

Katie,

Only through knowledge can you hope
to control your own destiny.

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CHAPTER I

BACKGROUND AND STATEMENT OF THE PROBLEM

Background of the Problem

Institutions of higher education currently face an array of problems ranging from declining enrollments to the traditional schism which exists between faculties and administrations. The debilitating effect of these problems attests simultaneously to the incompleteness of our knowledge of such institutions and our inability to articulate existing knowledge with the fluctuating external environment of colleges and universities.

As organizations, colleges and universities have been described as difficult to analyze and manage due, in large part, to the lack of clarity of organizational goals and the intangible nature of their "product" (Cohen & March, 1974). From a purely analytical standpoint, goal ambiguity and intangibility of "product" are characteristics of an organizational type to which colleges and universities belong. When combined with other descriptive data these characteristics permit general comparisons between institutions of higher education and other types of complex organizations. Although such comparisons are useful, the level of analysis is often so general that similarities between and within organizational types can be overlooked.

Most organizational research has tended to focus on structure, process, or people with perhaps a more pronounced emphasis on structure

and process. People research in relation to higher education has tended to be somewhat macroscopically oriented. The limitations of this approach for systematic analysis of colleges and universities become even more pronounced when one considers the institutional diversity which exists in American higher education.

One obvious similarity shared by institutions of higher education is the presence of professors as they exist in organizational structures. However, these employees constitute a structural anomaly vis-à-vis other types of complex organizations. The typical organizational structure is decidedly pyramidal in shape with the highly educated members of the organization clustered at the top. Whereas the structure of a college or university is pyramidal, a greater number of highly educated members, namely the professors, are clustered at the bottom. The implications of this arrangement will be considered later.

Institutions of higher education as complex organizations are similar to the extent that they provide education for societal members beyond the secondary school level. It is here that the similarity ends. Beyond this point one may view an array of institutions ranging from degree-granting vocational/technical schools and community colleges to the largest and most prestigious universities in the land. For a number of reasons, institutions are diversified by sex, size, proprietorship, mission, prestige, and the like. Even within categories there may be differences which prevent the convenient categorization of some institutions. Despite the limitations of any categorization system, an approach which looks at categories offers

more potential for analysis and understanding than the generalizations of the macroscopic orientation.

Studies of or in institutions of higher education have tended to focus on small, prestigious liberal arts colleges (McGee, 1971) and large, prestigious universities (Brown, 1942; Glaser, 1963). State colleges and regional state universities, institutions which currently enroll between 30% and 40% of the college students in the United States, have been almost totally unexamined. There are approximately 280 such institutions in the United States (Dunham, 1969). These are exclusive of the state land-grant institutions and the more prestigious flagship institutions such as the University of Michigan and the University of Wisconsin. Formulating a reason for the relative lack of systematic analysis of state colleges and regional state universities might perhaps be pure speculation; however, it may attach to the disdain in which such institutions are held by some segments of the academic community (Woodring, 1969).

As previously noted, professors are an organizational feature which institutions of higher education have in common. Popular stereotypes of professors which have their genesis in fact and fiction tend to foster generalizations about professors as occupational types. In reality professors are not the same from institution to institution, or, for that matter, within a given institution. They have, as will be demonstrated, different orientations to their professional role as well as other obvious differences related to demographic variables such as background, training, etc. Similarly it is not possible to state a priori that state colleges and regional state

universities are the same as other types of colleges and universities in more than a few obvious respects. The balance of this chapter will:

1. Demonstrate the theoretical and practical value of understanding the professorial role in colleges and universities, and propose a useful conceptual perspective from which to view that role.
2. Consider the state college and regional state university as a structurally and strategically evolved institution, and propose a means of articulating an analysis of professorial role orientation with the evolutionary process of such institutions.

Professors in the Organizational Context

Light (1974) has noted that one of the attributes of a profession is exclusive control over a prestigious body of esoteric knowledge, and the literature on professions supports Light's contention (Greenwood, 1966; Vollmer & Mills, 1966). Light further posits that the division of knowledge by academic discipline results in many academic professions. Implicit in Light's assertions are two key points: the popular stereotype of the college or university professor is an ideal type; and, the presence of professors results ipso facto in a high degree of specialization. The limitations inherent in ideal-typical models are well-known and require no further elaboration. However, a high degree of specialization in an organization has serious implications for such relevant features as coordination, conflict, decision-making, and the like (Blau, 1955; Montagna, 1968; Wilson, 1942).

Professors are attached by training to particular academic disciplines or subject fields, which further constitute the basic organizational unit of a college or university. Investigators differ in their perception of the implications of this arrangement. Jenks and Reisman (1968) view academic departments as purely administrative categories which are perpetuated by historical precedent. Others view departments as repositories of differing goals, values, ideologies and research traditions (Riley & Baldrige, 1977). The combination of these viewpoints may more nearly reflect the reality.

Depending upon the size of the institution between 15 and perhaps 60 academic departments might exist which bears testament to the fragmentation of decision-making power in such organizations. Since, except in small institutions, it is not likely that one department will dominate institutional affairs, power blocs must be constructed by alternative means (Clark, 1963). Alliances of departments (or disciplines) will usually be formed either formally or informally through groupings of departments which bear some similarity such as, the natural sciences, the social sciences, the humanities, and the like. In some institutions groupings undergo further structural elaboration resulting in Colleges of Arts and Sciences or Schools of Education, Business, or Engineering. It is within these larger groupings where, depending upon such factors as enrollment and employment trends, that power sufficient to dominate the institution may reside.

Many investigators have elected to analyze colleges and universities and their external environments along the lines of distributed power (Demereth, Stephens, & Taylor, 1967; Riley & Baldrige, 1977).

The utility of this device is not to be discounted; however, the power approach does not tap the breadth of the professorial role, nor does it articulate that role with other facets of organizational functions such as climate, mission, or history. Further, power analysis does not begin to bring research on professors into the mainstream of literature related to professionals in organizations.

Admittedly, institutional faculties are a loose alliance of professionals. Professors are seen as oriented to their disciplines which in turn results in orientation to their departments and ultimately to other quasi-autonomous groupings such as divisions, colleges, and professional schools (Clark, 1963; Corson, 1960). This perspective poses a number of questions for the observer of organizations and organizational behavior. Can the role orientation of professors be explained in such simplistic terms? Given the fragmented structure of colleges and universities, what is the relationship of the professor to the institution and what are the implications of that relationship? If vested interest is the norm, what, if any, are the unifying factors which attach to role orientation?

Role orientation of professors. As a concept, role is commonly defined as a set of expected behaviors associated with a given position in an organization, i.e., a social system. This more or less consensually perceived set of expectations serves in most organizations as a prescription for the behavior expected of a given type of position. Despite conflicting evidence, assumptions about the predictability of behavior are still predicated largely on what was believed to be the immutable primacy of institutional expectations.

Depending upon the organization, role expectations may be codified or uncoded, but, their documentation notwithstanding, they serve as gauges of performance both in the abstract and the concrete. In short, they are the formal expectations held for a position, or, as Gouldner (1957, 1958) has called them, the manifest social role.

Gouldner argued that to assume incumbents to societal positions orient solely toward their manifest roles is an ideal-typical approach. In an empirically based study of college professors, he posited the idea of latent social roles which he called localism and cosmopolitanism, concepts popularly attributed to Merton (1957). Gouldner operationalized these concepts through the following analytical dimensions:

1. Level of loyalty to the employing organization.
2. Level of commitment to professional role skills.
3. Reference group orientation.

According to Gouldner's findings, locals are high on loyalty to their employing organization, low on commitment to professional roles skills, and tend to use an inner reference group. Cosmopolitans are low on loyalty to the organization, high on commitment to professional role skills, and tend to use an outer reference group.

Gouldner showed that latent roles were a second and not necessarily complementary set of expectations toward which a professor might orient. The source of such expectations is, unlike manifest expectations, the community of disciplinary specialists with whom the cosmopolitan professor identifies. Gouldner's findings have been supported by subsequent research in several organizational settings,

and constitute an important contribution to role theory and to the explanation and predictability of organizational behavior.

The identification of polar role orientations clearly refutes the view that all professors orient toward their discipline or department. Role orientation also has implications for the relationship between a professor and the institution in terms of loyalty and those behaviors which are predicated on loyalty. Finally, the presence of a predominant role orientation within a given institution could serve as a basis for faculty unity. The concept of local-cosmopolitanism was seen by the present investigator as a useful descriptive device for viewing the professorial role.

State Colleges and Regional State Universities

Some institutions within the spectrum of American higher education retain missions formulated at the time of their founding during the Colonial Period. The small, prestigious, liberal arts colleges located primarily in the northeast and middle-Atlantic region are examples of such institutions. These institutions have merely expanded. Other institutions have evolved somewhat, but basically in accordance with important aspects of their original missions. The University of Virginia is an example of this type. It is only within the last 15 years that state and federal pressures have caused the University to alter its orientation toward "educating the sons of the better families in the South" (Corson, 1960, p. 182). State colleges and regional state universities constitute perhaps the most radical example of organizational evolution in higher education.

These institutions, which Dunham (1969) chose to call "the colleges of the forgotten Americans," have histories which span 150 years. They had their inception as post-high school academies or normal schools and evolved successively into four-year teachers colleges (some offering other limited technical programs), comprehensive state colleges, and, in some cases, regional universities. The missions of these institutions and what Corson (1960) has termed their "character" have undergone pronounced changes. Corson maintains that institutions of higher education have their unique character, one element of which is the "social composition" of its faculty (read role orientation). Another element is the cluster of institutional commitments expressed in its mission. Corson describes the impact of institutional character as follows:

The character of the institution sets boundaries within which participants may define or redefine its reason for existence and the activities to be performed. It is this character which establishes the guidelines for rational discussion by individuals and groups holding widely divergent values. It is this character which gives faculty members and students alike a sense of pride, or leaves them untouched as time-serving teachers and attendents. It is character which influences the succession of critical decisions about educational program, admissions standards, selection of faculty, and related matters that make the institution what it is. (p. 180)

Taken as Corson describes it, the concept of institutional character as it relates to faculty role orientations and institutional mission has implications for organizational functions ranging from decision-making to daily interpersonal relations. His formulation also poses the question of a possible relationship between mission and faculty role orientation.

State colleges and regional state universities have, for most of their histories, been occupied with the task of training teachers, primarily for the public schools. This was their unique mission. Since school teaching has not been seen as a prestigious occupation, the institutions which train teachers have accordingly not acquired prestigious reputations. However, they have adapted to their external environment in more or less logical ways by altering their missions to meet the demands of society's evolving division of labor. Research has, in fact, shown that prestige is negatively correlated with the pursuit of adaptive goals (Abbott, 1974).

Among the earliest adaptations of former teacher-training institutions was the addition of separate liberal arts and sciences curricula. This change was a result of institutional desires to redefine their missions and share in the prestige of the traditional liberal arts institutions (Dunham, 1969). The addition of liberal arts and sciences curricula and other programs was responsible for the current differentiation in the levels of service which academic departments at state colleges and regional state universities render to the original mission of teacher training. Principal service to teacher training is retained by departments, divisions, and schools of education, while other departments such as English, mathematics, and biology provide a service function for education majors and majors in other subject fields or disciplines. Thus the process of adaptation has resulted in a fragmentation of the service which academic departments render to teacher training.

The adaptiveness of state colleges and regional state universities is also characteristic of education as a societal institution in the sociological sense. Education has adapted with remarkable plasticity to the historical demands of the family, business (economic), and the State (government) (Corwin, 1965; Williams, 1960). As the primary repository for and transmitter of the society's culture, education reflects the ideological conservatism so characteristic of the basic institutions of advanced societies. This conservatism is particularly evident in the organizational structure, strategy, and social relationships associated with primary and secondary school teaching (Corwin, 1965; Woodring, 1968). Corwin (1965), Woodring (1968), and Williams (1960) have addressed the question of localism in the schools, and have suggested that the same orientation is shared by those in teacher-training institutions who have participated most directly in the close relationship these institutions have had with the schools.

The schools and their attendant administrators and governing bodies have been shown to be generally localistic and parochial in their orientation. This fact coupled with the historical relationship between the schools and teacher training institutions suggests that professors involved in teacher training may reflect the localism of the climate in which their students will ultimately ply their craft. In short, a relationship is suggested between the present level of service of departmental faculties of state colleges and regional state universities to their historical mission and the localism or cosmopolitanism of their faculties.

The Problem

The specific purpose of this investigation was to pursue the suggested relationship between the current level of service rendered to teacher training by academic departments in a regional state university and the local-cosmopolitan orientation of their faculties. The general purposes of the study were to contribute to the existing literature of role theory, to apply the results of Gouldner's research to a focused problem in organizational analysis, and to expand, in some small way, our understanding of the diversity which exists in the system of American higher education.

Overview of the Dissertation

The balance of this dissertation addresses the topical areas related to the problem statement. Chapter II will present a review of the literature related to the dependent and independent variables. Methodological concerns such as the research setting, sampling, research design, instrument development, and statistical procedures used in hypothesis testing are covered in Chapter III. Chapter IV reports the results of hypothesis testing. Finally, Chapter V presents conclusions drawn from hypothesis testing, and the implications of research findings for organizational analysis and future research. Examples of pertinent documents, correspondence, instruments, and validation materials are appended.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

The literature reviewed in this chapter pertains to research applications of the local-cosmopolitan concept and the suspected relationship between localism and the institutional mission of teacher training. Specifically addressed are the development of the local-cosmopolitan concept, research related to professors and other professionals, and studies which link localism to teacher training.

Development of the Local-Cosmopolitan Concept

Localism and cosmopolitanism had their roots in the inquiries of nineteenth century social thinkers into the changing nature of society. Toënnies (1887/1963) was perhaps the first to address the broad implications of social change in his now classic Gemeinschaft und Gesellschaft, which translates loosely to community and society. There are actually no English equivalents of the terms. The undercurrent of Toënnies' analysis is the change from social life based upon communal supportive relationships to the impersonality and fragmentation of modern society. One implication of Toënnies' work is the attendant change in the manner in which people are integrated into the society's structure. While more contemporary sociologists have written on Toënnies' basic theme (Redfield, 1947; Simmel, 1951; Wirth, 1938), it was Durkheim (1902/1947, 1897/1951) who first addressed the question of the changing mode of social integration. Writing at the

turn of the century, Durkheim posited that members of complex societies were primarily integrated into society by the mechanism of their occupations, replacing the former integrative mechanisms of kinship, community, and religious affiliation.

The terms local and cosmopolitan were first used in the literature by Zimmerman (1938) as translations of Toënnies' Gemeinschaft und Gesellschaft. The former terms were popularized by Merton (1957) in his study of the patterns of influence in a New England community of 11,000 persons. Merton used the terms local and cosmopolitan to describe the types of influentials in the community. Operationalization of the concepts was achieved by means of orientation to the community through patterns of participation. Merton found that locals were socially and geographically parochial as demonstrated by their exclusive social investment in local affairs, politics, and fraternal and service organizations. In contrast, cosmopolitans were essentially transients, and the scope of their social relationships extended well beyond the community. Their participation in local affairs was largely related to their training and expertise as shown by membership in professional organizations, special interest groups, and positions on boards related to municipal function and services.

Subsequent studies done in organizational settings addressed themselves in part to elements of what would later become Gouldner's (1957, 1958) fully-operationalized concept of local-cosmopolitanism.

In an effort to gather evidence to support the importance of descriptive rather than normative formulations of social role, Riessman (1949) studied the role of the government bureaucrat. Using as his

subjects 263 college graduates employed by a Midwestern state government, he investigated role along seven dimensions ranging from reason for entry into civil service to the extent to which individuals identified with the public bureaucracy. Riessman found that his subjects broke down into four discrete categories:

Functional Bureaucrat. This type viewed the organization only as a place to practice one's profession. They were oriented to their professional peers outside the organization, from whom they sought approbation. The functional bureaucrat's standards for success were those established by the profession and did not attach necessarily to upward mobility within the organization.

Specialist Bureaucrat. This type resembled the functional bureaucrat in some respects, but was more oriented to the organization in that he sought recognition from department colleagues as opposed to an outer reference group. Specialists tended to have swings of orientation from the profession to the organization and adhered ritualistically to rules and regulations associated with their work.

Service Bureaucrat. This group was decidedly oriented toward the organization; however, they sought recognition from the clients served by the bureaucracy.

Job Bureaucrat. This type was caught up in the true means/ends dilemma. Job bureaucrats exhibited an extreme organizational orientation, sought departmental recognition, derived satisfaction from increased efficiency in their jobs, and aspired to the material rewards which the organization could provide.

Two of the analytical dimensions later used by Gouldner were operationalized by Riessman: loyalty (or orientation) to the organization and the use of an inner or outer reference group.

In an early study of professors using the faculty of a city college as subjects, Bentz (1950) dichotomized his sample according to quantity of publications. He found that high publishers did not identify strongly with their departmental colleagues. Rather, they identified their most important source of influence as peers outside of the institution. The opposite was true of those who published little or not at all. A high commitment to professional role skills (research and publishing) was found to be correlated with outer reference group orientation.

In a forerunner of his local-cosmopolitan study, Gouldner (1954), investigating variables relating to bureaucratization, identified a bureaucratic role which he termed "expert." His expert was a member of the staff component of the line/staff dichotomy and was the polar opposite of the "company man," a term whose connotation needs no elaboration. Experts did not share the same level of loyalty as company men and were systematically denied upward access within the authority system. The former group looked to peers outside of the organization for validation of their professional worth. In short, they oriented toward an outer reference group and exhibited a low level of organizational loyalty.

Gouldner's (1957, 1958) frequently cited study of localism and cosmopolitanism as latent social roles was conducted at a small Midwestern college utilizing its 125 member faculty as subjects.

Following leads suggested by earlier research, Gouldner operationalized the analytical dimensions of loyalty level, role skill commitment, and reference group orientation in the form of an index of local-cosmopolitanism. His first analysis of the data (1957) showed two polar groups (locals and cosmopolitans) and an intermediate group which could not immediately be classified. After subjecting his data to factor analysis, Gouldner (1958) was able to identify four types of locals and two types of cosmopolitans.

The Dedicated. This type of local identified with the ideology of the college and valued loyalty to the organization over any commitment to professional role skills. Further, they supported the notion that such an orientation should be the norm among faculty. Accordingly, they advocated homogeneity rather than heterogeneity of values, attitudes, and orientation among their colleagues. Their reference group was decidedly within the organization.

The True Bureaucrats. These locals were akin to the dedicated locals, except that they were not so much committed to the ideology of the college as they were to the institution and the community as places to work and live. They were sensitive to the esteem in which they were held by the community, and tended to advocate the unwaivering use of rules to govern behavior.

The Homeguard. This type exhibited the least occupational specialization and commitment and tended to be administrators rather than teachers or researchers. They also tended to be alumni of the college or were married to alumni. Homeguards did not demonstrate any particular commitment to the distinctive ideology of the college,

but were extremely loyal to the institution and used as their reference group the middle level of the college's administration.

The Elders. This group was characterized by having the oldest members with the longest periods of service to the college. Like other locals they were deeply committed to the institution and used an inner reference group made up primarily of age peers.

The Outsiders. This first type of cosmopolitan was poorly integrated into either the formal or informal structures of the college. They exhibited little or no loyalty to the institution, were highly committed to their specialized skills, and oriented toward an outer reference group. Outsiders tended to define their roles along more traditional lines than those specified by the college's ideology.

The Empire Builders. The last group of cosmopolitans demonstrated low organizational loyalty and a distinct commitment to specialized role skills. Whereas they were oriented to an outer reference group in a limited way, the Empire Builders were also oriented to their academic departments. Further, they tended to support the idea of increased departmental autonomy.

Gouldner's study was the first organizational application of the local-cosmopolitan concept which utilized as many as three analytical dimensions. His findings were essentially the same as those of Reissman and other investigators. For example, there were considerable similarities between Gouldner's Outsiders, Empire Builders, and True Bureaucrats and Reissman's Functional Bureaucrat, Specialist Bureaucrat, and Service Bureaucrat, respectively.

Research Related to Professors

There have been a considerable number of studies conducted on college and university professors, whose foci were broader than the question of role orientation, but utilized one or more of Gouldner's analytical dimensions in their execution.

Brown (1942) studied the faculties of 30 universities in an effort to systematize, describe, and analyze the behavior patterns in leading American universities. He found that professors who were oriented to the organization and tended to take administrative positions not only published less quantitatively and qualitatively after assuming those positions, but also tended to publish less before they became administrators.

In a study of faculty mobility among Arts and Sciences faculty, Caplow and McGee (1958) noted that a professor who is oriented to his/her institution is likely to be alienated from his/her discipline with an attendant reduction of professional prestige. Conversely, a strong orientation to the discipline will disorient the faculty member from the institution, thereby reducing organizational loyalty. These authors also noted that in a few prestigious universities where congruence existed between organizational goals and those of cosmopolitan professors, a dual orientation to institution and discipline could exist. Their contention was supported by the findings of a later study conducted by Glaser (1963).

In a study similar to that of Caplow and McGee (1958), Brown (1967) brought the viewpoint of an economist to bear on the subject

of faculty mobility. Although his work made no additional contribution to the literature on local-cosmopolitanism, it did support Caplow and McGee's findings regarding the implications of institutional orientation versus orientation toward the discipline.

In a study designed to examine modes of societal integration of individuals, Wilensky (1960) drew samples from three occupational groups--university professors, lawyers, and engineers. He found a negative correlation for professors between professional/discipline orientation and career orientation. The implication of Wilensky's findings was that professors who were oriented to their disciplines did not desire to "move up" administratively in the institution.

Babchuck and Bates (1963) viewed professors of sociology as being oriented to either of two occupational communities--the community of disciplinary specialists or the community of college teachers. Using as subjects all sociologists in the United States who received the Ph.D. between 1945 and 1949, the investigators found the publication of articles was a good indicator of orientation toward the community of disciplinary specialists--an audience composed of colleagues. The publication of books was not found to be as good an indicator of this same orientation because the consumers were essentially laymen. High scholarly productivity was also found to be associated with other indicators of orientation such as membership and participation in national professional associations. The findings of Lazarsfeld and Thielens (1958) support those of Babchuck and Bates.

Using a sample of 2,552 faculty members, Blau (1973) found that a faculty member's involvement in research reduced his/her commitment

to the employing organization. He also found the national prominence of a department was associated with low institutional loyalty, and that the possession of at least one degree from the institution tended to foster institutional loyalty. The former finding is somewhat at odds with those of Caplow and McGee (1958) and Glaser (1963). Blau also found that faculty members who primarily emphasized the importance of teaching were considerably more loyal to the institution, and strongly resembled Gouldner's locals along those dimensions.

A note on professional socialization. There is evidence in the literature to suggest that local-cosmopolitan orientation, at least as it applies to the organizational context, is acquired, in part, during the process of professional socialization. This same body of literature also suggests the possibility of a relationship between degree level attained and orientation to one's discipline or subject field. However, inferring a direct relationship between orientation and degree level on the basis of extant research appears imprudent in view of the lack of research on differential socialization within any given degree level. Supporting research would have to negate the potential variation growing out of different degrees of rigor, research traditions, traditional disciplines versus multidisciplinary subject fields, and the like. The selected research on professional socialization is presented because it constitutes one theme of an entire line of investigation on professionals other than professors, the findings of which bear upon the local-cosmopolitan concept.

In studying the development of occupational identification, Becker (1956) found that graduate students in engineering placed a

lower value on professional studies than did graduate students in physiology. Accordingly, the prospective graduate engineers did not develop as strong an occupational identification as the physiologists. Graduate students in physiology also exhibited a strong group identification and a sense of scientific mission.

An extensive survey of chemists, mathematicians, and physicists showed that scientists in all categories who held the Ph.D. exhibited a stronger orientation to their professions than those who did not hold the doctorate (Vollmer, 1965). Vollmer's findings were supported by those of Pelz and Andrews (1966) in their study of 1,311 scientists and engineers in 11 different research laboratories. They found that Ph.D. scientists were more oriented to science and their professions than to the prospect of mobility through the status hierarchy of their respective organizations. Engineers, on the other hand, were less oriented toward science and strongly oriented to climbing the organization's status ladder. It is important to note that the Ph.D. in engineering was a relatively uncommon degree at the time this study was conducted. Perrucci and Gerstl (1969), writing at approximately the same time, noted that engineers undergo very little professional socialization due to the few doctorates granted in that general field.

Research Related to Other Professionals

The decades of the fifties and sixties produced a veritable glut of research on the subject of scientists and engineers in public and private research organizations. A few are reviewed here to demonstrate

that this line of research supports the findings of Pelz and Andrews discussed above while reinforcing the successful use of the organizational loyalty, role skill commitment, and reference group dimensions in other than academic settings. None of these studies focused primarily on the local-cosmopolitan concept.

Surveying 405 industrial laboratories, Anthony (1952) found that administrators in such facilities were not chosen on the basis of their scientific competence. Rather, they were selected on the basis of perceived executive ability demonstrated by skills more related to management and typically not associated with a commitment to professional role skills. Only rarely had a scientist risen in the administrative hierarchy on the basis of technical competence.

Marcson (1960) conducted an investigation in an industrial research laboratory where 85% of research was of the applied variety. His study was designed to examine the organizational environment, and the dynamics of the adaptive behavior of scientists to that environment. Marcson found that the conferral of status was tied to organizational goals and that engineers were more disposed to espouse such goals than were physicists. He found further that the expectations of engineers were aligned with organizational realities, while physicists expected to do basic (pure) research. In a second study, Marcson (1960) found that manager/engineers were more company oriented than professionally oriented. Marcson's findings in both instances supported those of other investigators with regard to combinations of the analytical dimensions used by Gouldner.

Shepherd (1961) compared scientists and engineers along the dimensions of goal orientation, reference groups, and supervision. He found that engineers placed twice as much stress on organizing the work of a successful group than did scientists. Scientists preferred research ideas and developing original formulas. While engineers were oriented toward the organization, scientists were more oriented toward their professions and cited persons outside of the organization as models to be emulated. Shepherd's findings were supported by those of Kornhauser (1962), who found that scientists were more likely than engineers to stress the value of professional work. The attitudes of engineers were found to be more closely aligned with those of executives. Kornhauser also found that scientists pursued professional incentives while engineers were oriented toward organizational incentives.

Two other studies sought in part to categorize professionals on the basis of role orientation much as was done by Riessman and Gouldner. Whereas the classification was not as extensive as that done by the latter authors, the findings showed some similarities.

In a study conducted in two social work agencies, Blau (1962) dichotomized his subjects according to reference group orientation and organizational loyalty. He found that with his "professionals" reference group orientation was inversely correlated with organizational loyalty. Those who were low on organizational loyalty tended to use an outer reference group. "Bureaucrats" tended to be loyal to the organization and used an inner reference group.

Marvick (1954) studied work orientations of professionals in a military research agency, and was able to identify two distinct types of orientation. The "specialist" tended to stress professional expertise and studiously avoided administrative positions. This type was also indifferent to public versus private employment indicating a certain detachment from the organization. Other characteristics of specialists included stress on the importance of gratification through professional skills and indifference to material benefits and organizational social life. The "institutionalist" was decidedly place bound and sought gratification through the benefits offered by the organization. This type also tended to stress the importance of a career within the organization, and showed indifference to the potential benefits related to the application of professional role skills. The persons in categories established by Blau and Marvick bear a strong resemblance to those at the extremes of Reissman's and Gouldner's classifications.

Localism and the Teacher-Training Mission

There is little evidence in the literature which suggests directly that localism is related to the teacher-training mission. However, there is no evidence which suggests directly or indirectly that cosmopolitanism is related to that function. The most promising additional indicators of a relationship between localism and the teacher-training mission are resident in the historical development of the schools and the characteristics of their personnel and forms of governance. Another indicator is ideological conservatism which has

been shown to be a corollary of localism.

Woodring (1968) spoke directly to the questions of the composition and orientation of the faculties of state colleges. He noted that such faculties reflected a more complex mixture of personalities and attitudes than could be found in the private sector, and that this diversity was associated with steps in the process of institutional evolution such as the addition of liberal arts and sciences curricula. The tenure of many faculty members actually spanned the transitions undergone by these institutions as missions were redefined or changed completely. Many of the older faculty members were recruited directly from the public schools and they were rarely required to hold the doctoral degree. The emphasis was on teaching and the teaching loads were so heavy as to preclude time for research or scholarly writing. As a consequence, some senior faculty did not hold the doctoral degree and few had distinguished publication records.

Corwin (1965) found that faculty involved in teacher training were adherents of a craft approach rather than professional approach to their subject field. He noted that this approach was consistent with the content of curricula in teacher-training programs which emphasize rules of thumb and techniques taught in methods courses. Although professionals are also skilled in the use of techniques, it is not the method but the capacity to make decisions which distinguishes the craftsman from the professional. The implications of Corwin's findings for localism and teacher training derive from attitudes and orientations associated with crafts and professions. These

orientations bear a striking resemblance to localism and cosmopolitanism respectively, particularly along the dimensions of commitment to role skills and reference group orientation.

An extensive study of social science professors was conducted by Lazarsfeld and Thielens (1958) during the repressive climate of the Cold War. The study was designed to determine the effect of this climate on the teaching of the social sciences. Among their findings, the investigators noted conservatism was the norm among the faculties of teachers' colleges and that these faculties advocated and reinforced the employee image of teachers in the public schools. They noted further that the conservatism exhibited by teachers college faculties reinforced the basic conservatism of local school systems. Teacher-training institutions tended to be more sensitive to the expectations of local school boards than they were to their current institutional missions.

Lazarsfeld and Thielens also noted findings with regard to scholarly productivity in the 29 state colleges in the sample. Only 25% of the faculties in these institutions were rated as highly productive according to a weighted index of publications by quantity and type. This proportion was slightly lower than that noted for Protestant and Catholic colleges, and much lower than private institutions with no religious affiliation and other public institutions.

The functions of employee image reinforcement and conservatism reported by Lazarsfeld and Thielens have also been observed by other writers. Williams (1960) posited that expectations for conformity and propriety held for primary and secondary level teachers were

completely disproportionate with those held for members of other professions. He also noted the close relationship which has existed between the church and the schools and that they shared similar latent functions, namely, the transmission of values. In this same vein, Corwin (1965) posited that the extreme localism of the schools had impeded the professionalization of teachers and had tended to perpetuate their employee status. The obligations placed upon teachers are locally inspired with the result that the employee roles are local and parochial in their orientation.

Gross (1958) conducted an extensive inquiry into the power structure of the schools in Massachusetts. He reported that 3 of every 10 superintendents mentioned provincialism and traditional attitudes as major impediments to their programs. Paradoxically, the problem was not solely reported by superintendents in small communities, which one might expect to be bastions of such attitudes. In point of fact, a smaller proportion of superintendents from communities with populations less than 5,000 reported localistic problems than did those from larger communities. Implicit here is the possibility that superintendents of small districts are selected on the basis of their localism and, therefore, are not critical of the structure.

Two studies in the sphere of organized religion addressed the question of a relationship between ideological stance and local-cosmopolitanism. Roof (1972, 1978) found that localism was associated with fundamentalism and that cosmopolitanism was associated with liberalism. Studies in the sphere of political activity also link local cosmopolitanism with conservative ideology (Bye, 1963; Elazer,

1964; Ladd, 1972; Lowry, 1962).

Conclusions

On the basis of the literature reviewed, the concept of local-cosmopolitanism as operationalized by Gouldner (1957, 1958) was believed to be a useful device for differentiating among role orientations in organizational settings. Further there appeared to be sufficient evidence to suggest a relationship between localism and the mission of teacher training. The following research question was, therefore, formulated: Is there a relationship between the mission of teacher training and localistic role orientation of faculties in former state teachers' colleges?

CHAPTER III

DESIGN AND METHODOLOGY

This chapter describes the design of the investigation, its supporting rationale, and the procedures used in its execution. Specific consideration is given to the research setting, the type of design required by the nature of the problem, the population and sample, selection procedures, instrumentation, data collection procedures, and the data analysis procedures.

The Research Setting

The investigation was conducted on the campus of Western Michigan University, a regional university with a total enrollment of 19,500 students located in southwestern Michigan. There are 28 similar institutions in the United States, so classified on the basis of having minimum enrollments of 10,000 students (Dunham, 1969). The University has evolved from a normal school to its present status over a period of 77 years. It has been named variously Western State Normal School (1903), Western State Teachers College (1927), Western Michigan College of Education (1941), Western Michigan College (1955), and Western Michigan University (1957). These names reflect the typical evolutionary pattern of such institutions.

Teacher education was the central mission of the University until the early seventies. In 1969, 60% of undergraduate students were in teacher preparation curricula. During this period, the University

ranked second nationally in the number of teachers certified, and first in the number of students who entered the teaching profession. The University offers the doctorate in eight areas, but most of its diversification has been lateral below the doctoral level in response to state and regional needs (Dunham, 1969).

Research Design

The purpose of the investigation was to examine the suggested relationship between the current level of service which academic departments in state colleges and regional state universities render to the teacher-training function and the local-cosmopolitan orientation of their faculties. Since latent role identities are essentially fully-formed complexes of attitudinal and behavioral factors developed and perpetuated in a social setting, the use of an ex post facto design was indicated.

Ex post facto designs exhibit recognized strengths and weaknesses. The principal criticisms of such designs are the lack of control growing out of the investigator's ability to manipulate independent variables and the lack of power to make random assignments of subjects to experimental groups. On balance, the strengths of ex post facto designs become apparent when one considers the non-manipulable nature of certain social phenomena which, of necessity, must be studied in the field. Indeed, attempts to artificially duplicate social phenomena in laboratory experiments have had mixed results. In support of ex post facto analysis, Kerlinger (1964) noted that many research problems in the social sciences and education are not amenable to the

experimental method.

The strengths of ex post facto designs are also related to the objectives of the investigation. If, as in the case of the present investigation, the objective is to identify systematic differences, the use of an ex post facto design complemented by the inferential testing of hypotheses is an appropriate and accepted procedure in social scientific research.

The independent variable of the study was the current level of service rendered by academic departments to the teacher-training function. This variable was operationalized at three levels--100% service, 40-60% service, and no service. Local-cosmopolitan orientation of departmental faculties was the dependent variable.

Population and Sample

The population for the investigation consisted of all full-time members of the undergraduate faculty from the departments at the University which represented the three selected service levels ($N = 387$). Names and department affiliations of faculty were obtained from the University's current catalog.

Operationalization of the independent variable was achieved through a compilation of data furnished by the Office of Institutional Research at the University. By means of these data it was possible to obtain the proportion of education majors to total enrollment for each academic department. Majors in certain departments where prospective teachers were not classified as education majors were identified by means of state certification data furnished by the

Office of Registration and Records. Of the 47 departments in the University, 27 were involved in the teacher-training function at levels ranging from .002% to 100%. Therefore, 57% of the departments at the University continued to have some association with the institution's original mission. It was decided that three service level categories would provide meaningful comparisons--two representing extremes of the service level distribution in the population and one representing a level of service of between 40% and 60%.

The sample consisted of all faculty members from eight academic departments ($N = 184$). Criteria for the selection of departments were conformity with the three service level categories noted above and a desire to approximate the same number of subjects in each category. The latter criterion related to maintaining the maximum power of the statistic discussed under Statistical Procedures.

The departments of Education and Special Education were the only departments which provided a 100% level of service to the teacher-training function. These constituted one extreme category. The departments of English (level of service 47%) and Industrial Education (level of service 52%) were selected for the intermediate category because the total number of faculty members in these departments was approximately the same as the 100% service level category. Lastly, four departments were selected which provided no service to the teacher-training function. These were the departments of Chemistry, Mechanical Engineering, Religion, and Sociology. The total number of faculty members in these departments was approximately the same as the two previous categories. Table 1 shows the departments selected

by service level category and the number of faculty members in each category.

Table 1
Departments Constituting the Sample
by Service Level Category

Service Level Category ^a		
No Service (<u>n</u> = 60)	Intermediate Service (<u>n</u> = 61)	100% Service (<u>n</u> = 63)
Chemistry (17)	English (45)	Education (52)
Mechanical Engineering (16)	Industrial Education (16)	Special Education (11)
Religion (5)		
Sociology (22)		

^aNumbers in parentheses indicate the number of faculty members in each department.

The central concern of the investigation was to examine the presence of systematic differences in localism between service level categories. It was, therefore, necessary to determine the predominant orientation of faculty members within categories. On that basis, the unit of analysis for the investigation was the individual professor, or operationally speaking, the score of the individual professor on a scale of local-cosmopolitanism.

Given that ex post facto design precludes the random assignment of subjects, the procedure of choice becomes the random selection of subjects. Since there were only two departments with a service level

exceeding 52%, it was not possible to uniformly select departments at random and yield a sample of meaningful size. In an effort to compensate for this limitation and address the question of representativeness of the sample, demographic data were obtained for the population and the sample from the current University catalog and other secondary sources. These data were gathered for the sole purpose of describing the sample in terms of the population, and are shown in Table 2. Disparities between the sample and the population in terms of mean length of service, distribution of male and female subjects, percentage tenured, and percentage of faculty in rank were judged to be within acceptable limits.

Table 2
Demographic Comparison of Sample and Population

Characteristic	Sample	Population
Sex (%)		
Men	80.9	77.1
Women	19.1	22.9
Rank (%)		
Professor	33.1	26.4
Associate Professor	40.7	36.9
Assistant Professor	23.9	30.9
Instructor	2.3	5.8
Tenured (%)	86.9	75.5
Service (\bar{X} in years)	10.0	11.9

Instrumentation

Previous investigations have established the following as indices of local-cosmopolitanism in organizational settings: degree of loyalty to the employing organization, commitment to professional role skills, and the use of an inner or outer reference group. These indices constituted the dimensions of the dependent variable for the present investigation. The measurement scale (Guttman) originally established by Gouldner (1957, 1958) contained both an attitudinal and behavioral component. Gouldner operationalized the behavior component by the use of a weighted coefficient representing the number of books or articles published by each respondent during the 5 years prior to the study.

For the purpose of the present study, the dependent variable was measured by a summed score scale (Likert type). Rules for the development of such scales suggested by Thorndike and Hagen (1969) were used in constructing the instrument. The attitudinal component of the measure consisted of a group of questions whose content related to the three indices and utilized the standard Likert format with a five point response mode. Possible responses ranged from strongly agree to strongly disagree. The behavioral component of the measure consisted of a group of questions designed to identify behaviors which are logically related to three indices. The questions followed a Likert-type format using a five point response mode. Some of the statements were drawn from Gouldner's original instrument, and others were generated to replace items whose content reflected issues which

were no longer current in higher education.

Specifics of the Dependent Variable Measure

Thirty items were initially submitted to a validation panel for evaluation according to criteria discussed under Quality Indicators. The total consisted of seven attitudinal component and three behavioral component items for each dimension of the dependent variable. Panel judgments resulted in a pilot instrument consisting of six attitudinal items and three behavioral items for each dimension, or a total of 27 items. For the attitudinal component, an attempt was made to balance the numbers of items for which a response of strongly agree would indicate a local or cosmopolitan orientation. The distribution of items in the pilot instrument by component, dimension, and the distribution of local and cosmopolitan items in the attitudinal component is shown in Table 3.

Table 3
Distribution of Items in the Local-Cosmopolitan Scale
by Component, Dimension, and Orientation
Pilot Test Version

Component	Total Items	Dimension ^a					
		Organization Loyalty		Skill Commitment		Reference Group	
		L	C	L	C	L	C
Attitudinal	18	3	3	3	3	3	3
Behavioral	9		3		3		3

^a"L" stands for Local and "C" stands for Cosmopolitan.

Attitudinal component. This section consisted of 18 items distributed as shown in Table 3. The maximum score for each item was 5 points, and scoring was designed such that a maximum cumulative score would indicate an extreme cosmopolitan orientation. Reverse weighting was used on items where a response of strongly agree would indicate a localistic orientation. Attitudinal items (strongly agree to strongly disagree) were grouped together for ease of response. However, they were alternated by dimension to minimize the possibility that subjects would respond in an image-enhancing manner.

Behavioral component. This section consisted of nine items, each of which had five possible responses. The maximum score for each item, and the extreme orientation (cosmopolitan) indicated by a maximum cumulative score was the same as for the attitudinal scale. Reverse weighting was used as applicable for items showing a localistic orientation. Behavioral items were grouped together for ease of response, but alternated by dimension to minimize the possibility of a biased response set.

Total score. The dependent variable (local-cosmopolitanism) was measured by adding the score for all items in the attitudinal and behavioral components. On the pilot version of the instrument, the minimum possible score was 27 and the maximum was 135. A copy of the pilot instrument is shown in Appendix A.

Quality Indicators

Seven attitudinal items and three behavioral items were generated for each dimension of the dependent variable, resulting in a total of

30 items. These were submitted to a validation panel consisting of five sociologists who were asked to evaluate the items on the basis of the following criteria. Specific instructions provided to the validation panel are shown in Appendix A.

1. Clarity. Is the statement clear and concise?
2. Redundancy. Is the item redundant vis-à-vis the content of other items?
3. Appropriateness of variable dimension placement. Is the item placed correctly according to the variable dimension specified at the beginning of each of the three groups of statements?
4. Favorability. Does a response of strongly agree indicate a local or a cosmopolitan orientation? (Attitudinal items only.)
5. Response stimulus. Is the item a proper stimulus for a strongly agree or strongly disagree response?
6. Content validity. Does the statement relate to the local-cosmopolitan concept as operationalized by Gouldner?
7. Inclusion. Does the statement possess sufficient validity to be included in the instrument?
8. Importance. This criterion was a rating of the importance of items judged acceptable for inclusion relative to other items pertaining to the same dimension of the dependent variable. Items were rated on a 3-point scale as follows: (3) high, (2) medium, or (1) low.

The decision rules for item retention were agreement on the part of three out of five panelists for criteria 1 through 7 and a mean score of 1.5 for criterion 8. Five attitudinal items relating to organizational loyalty were judged unsuitable on the basis of content validity. Four new items were generated, submitted for validation, and judged favorably by the panel. Two attitudinal items relating to

role skill commitment and reference group orientation respectively were rejected by the panel on the content validity criterion. New items were generated and submitted to the panel. One new item in each category was judged acceptable. With the exception of one behavioral item, rewritten at the suggestion of the panel, all behavioral items were accepted.

Reliability was established through pilot testing and statistical analysis, and is discussed under Pilot Test.

Pilot Test

The purposes of the pilot test were to establish administration procedures, to determine the probable reliability of the instrument in the study, and to ascertain that the instrument could, in fact, discriminate among respondents. Subjects for the pilot test were the members of two departments at the University which represented extremes of the service level categories. The Department of Health, Physical Education, and Recreation with a 94% service level was selected to represent one extreme, while the Marketing Department was selected to represent the zero level category. Sixteen members of the former department were randomly selected to equalize the number of subjects in each category. Specifics of the pilot test sample are shown in Table 4.

Statistical analysis procedures consisted of computations of: (a) item and test scores, (b) means, (c) standard deviations, (d) item total correlation, and (e) estimate of alpha reliability (Cronbach, 1970). The following were established as decision rules for item

retention:

1. Absolute frequency 20% maximum in neutral category
2. Reliability coefficient .80 minimum
3. Inter-item correlations .30 maximum
4. No negative item-total correlations

Table 4

Departments Constituting the Pilot Test Sample

Department	Service Level	<u>n</u>
Health, Physical Education, and Recreation	.94	16
Marketing	0	16

Results of pilot test. Analysis of pilot test data was based upon 24 cases. Scores ranged from 59 to 114 with three cases of two respondents sharing the same score. The range of scores and the variability of scores among the pilot sample indicated that the instrument could discriminate among respondents.

Five items were eliminated as a result of item analysis reducing the number of items from 27 to 22 (15 attitudinal and 7 behavioral items). Four of the items eliminated demonstrated unacceptable item-total correlations and one demonstrated a negative item-total correlation. Statistical analysis of the 22 remaining items resulted in an estimated general alpha reliability coefficient of .87. Inter-item correlations had a mean of .20, a mean item range of 1.17, and a mean variance of .04. The instrument was finalized on the basis of the

second analysis. However, the possibility that responses to the five deleted items influenced responses to the 22 items in the final instrument cannot be discounted. The distribution of items in the final instrument by component, dimension, and orientation is shown in Table 5.

Table 5
Distribution of Items in the Local-Cosmopolitan Scale
by Component, Dimension, and Orientation
Final Instrument

Component	Total Items	Dimension ^a					
		Organization Loyalty		Skill Commitment		Reference Group	
		L	C	L	C	L	C
Attitudinal	15	2	2	3	2	3	3
Behavioral	7	3		2		2	

^a"L" stands for Local and "C" stands for Cosmopolitan.

Data Collection Procedures

Permission to conduct the investigation was secured from the Committee on Human Subjects of the Department of Educational Leadership at Western Michigan University. Further permission was secured from the Office of the Vice President for Academic Affairs. Prior to administration of the instrument the chairpersons of the departments included in the sample were orally apprised of the general nature and purpose of the study, and the fact that the investigator would be gathering data from faculty members in their respective departments.

During the week of March 15, 1980, an instrument package was hand delivered to the departmental mail boxes of each faculty member constituting the sample. The package consisted of a cover letter, a copy of the instrument, and a stamped, self-addressed envelope for the return of the completed instrument. The cover letter described the general nature of the study and requested that faculty cooperate by completing and returning the instrument within 10 days. Instructions for completing the instrument were printed on the instrument itself. Copies of the cover letter and the final instrument are shown in Appendix B. Instruments were coded by service level category, department, and subject for the purposes of processing, coding, and follow-up of nonrespondents. At the end of the 10-day return period, nonrespondents were contacted by telephone and asked to complete and return the instrument at their earliest convenience. The procedures described above were identical for the pilot test and the administration of the final instrument.

Statistical Procedures

Based upon the Review of Related Literature, the following research hypothesis was established for the investigation:

There will be a direct relationship between the level of service which academic departments render to the teacher-training function and the localistic orientation of their faculties.

Null Hypothesis

There will be no difference in the group mean scores on the scale of local-cosmopolitanism by service level category.

The null hypothesis was tested using the one-way analysis of variance at the .05 level of significance ($\alpha = .05$).

Multiple Comparisons of Group Means

The following null hypotheses were established for multiple comparisons of the differences between group means:

Null hypothesis. There will be no difference in the mean scores of the zero service group and the intermediate service level group on the scale of local-cosmopolitanism.

Null hypothesis. There will be no difference in the mean scores of the zero service group and the 100% service group on the scale of local-cosmopolitanism.

Null hypothesis. There will be no difference in the mean scores of the intermediate service level group and the 100% service group on the scale of local-cosmopolitanism.

Null hypotheses for pair comparisons were tested using the Protected Least Squares Differences Method (Hogg & Craig, 1970) at the .05 level of significance ($\alpha = .05$).

CHAPTER IV

RESEARCH FINDINGS

This chapter presents information pertinent to sample respondents and the results of hypothesis testing. The principal hypothesis was tested using the one-way analysis of variance (ANOVA). Hypotheses related to post hoc analysis were tested using the Protected Least Squares Differences Method. All hypotheses were tested at the .05 level of significance.

Instrument Returns and Follow-Up

Eight academic departments representing three levels of service to teacher training were selected for the study. All the full-time undergraduate faculty members of those departments were sent a copy of the instrument ($N = 184$). Selection of the departments according to the level of service criterion resulted in three groups of faculty members of approximately 60 subjects each. By the end of the 10 day return period, 115 instruments had been returned (63%). Telephone follow-up of nonrespondents produced an additional 30 instruments for a total of 145 (79%). A random sample of 15 of the remaining 39 nonrespondents revealed no contaminating pattern with regard to failure to complete and return the instrument. Two subjects were away from campus for extended periods, and 13 reported they were too busy to respond.

Hypothesis Testing

The research hypothesis stated that there would be a direct relationship between the level of service which academic departments rendered to the teacher-training function and the localistic orientation of their faculties. The corresponding null hypothesis stated that there would be no difference in the mean scores of the three service level groups on the scale of local-cosmopolitanism. The results of the analysis of total scores are presented in Tables 6 and 7.

As shown in Table 7, the mean score of the zero service level group (79.87) is higher than that of the intermediate service level group (69.10), which in turn is higher than that of the 100% service level group (62.40). Given that the measurement scale was constructed such that higher scores would indicate a more cosmopolitan orientation, these means are consistent with the predicted results. Based upon the results of the ANOVA presented in Table 6, the null hypothesis of no difference in means was rejected at the .05 level of significance.

Table 6

One-Way Analysis of Variance: Group Means
of Service Level Categories

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Between Groups	7495.69	2	3747.85	37.19	<0.001
Within Groups	14309.71	142	100.77		
Total	21805.41	144			

Table 7
Group Means and Standard Deviations
by Service Level Category

Group	<u>N</u>	Mean	Standard Deviation
No Service	47	79.87	11.44
Intermediate	48	69.10	8.70
100% Service	50	62.40	9.83

Three null hypotheses reflecting the possible pair combinations were formulated for the multiple comparison procedure. Data resulting from the testing of these hypotheses are shown in Table 8.

Table 8
Multiple Comparisons of Group Means
of Service Level Categories

Group	Group	Diff.	<u>t</u>	<u>df</u>	<u>p</u>
No Service	Intermediate	10.77	5.23	142	<0.001
No Service	100% Service	17.47	8.57	142	<0.001
Intermediate	100% Service	6.70	3.31	142	0.001

The data in Table 8 indicate that the differences in group means are statistically significant for all pair combinations. Corresponding null hypotheses of no differences in means were all rejected at the .05 level of significance.

CHAPTER V

DISCUSSION

Chapter V presents a discussion of the investigation and its findings. The discussion is organized into the following topical areas: Review of the Research Problem and Procedures, Interpretation of Findings, Implications of Findings, Recommendations for Future Research, and Conclusions.

Review of the Problem and Procedures

This investigation was undertaken in the context of the incompleteness of our knowledge of institutions of higher education as complex organizations. The macroscopic orientation of previous research in higher education has precluded the examination of differences among professors as an occupational group. Further, the decisions of previous investigators with regard to research settings have essentially ignored state colleges and regional state universities as objects of study. The present investigation attempted to overcome these two research deficiencies through the concept of role orientation of professors in regional state universities.

The Review of Literature presented in Chapter II focused on two principal areas: the role orientation of professors and other professionals; and state colleges and universities as evolved institutions of higher education. The concept of latent social role identities investigated by Gouldner (1957, 1958) resulted in the

identification of polar role orientations called localism and cosmopolitanism.

A consideration of the programmatic and structural evolution of state colleges and regional state universities due to alterations of their original teacher-training mission suggested a relationship between that mission and a localistic professorial role orientation. A research hypothesis was formulated which stated that a direct relationship existed between the level of service of academic departments to the function of teacher training and the localistic orientation of their faculties. The independent variable was the current level of service rendered by academic departments to the teacher-training function. Local-cosmopolitanism of departmental faculties was the dependent variable.

Methods used to carry out the investigation were described in Chapter III. The population consisted of all full-time members of the undergraduate faculty from the departments at Western Michigan University which represented the following levels of service to teacher-training: 100% service, 40-60% service, and no service. Eight academic departments were selected from the three service levels resulting in a sample size of 184, or three groups of subjects of approximately 60 subjects each. Level of service was defined and operationalized as the proportion of education majors to total enrollment for each academic department in the University. Due to the nature of the phenomenon under investigation, random assignment of subjects to groups was not possible. Uniform random selection of academic departments was precluded by the distribution of the

independent variable in the population. In an effort to compensate for sampling limitations, demographic data were gathered from secondary sources for both the sample and the population. Comparison of data showed that differences between the two groups were within acceptable limits.

An instrument was developed to serve as a scale of local-cosmopolitanism. Validity of the instrument was established by expert opinion. A pilot test of the instrument resulted in an estimated alpha reliability coefficient of .87. The score range and the variability of scores indicated that the instrument could discriminate among respondents.

The research hypothesis was tested in the null form using the one-way analysis of variance. Null hypotheses were also formulated for multiple comparisons of the differences between groups. These hypotheses reflected the direct relationship expected between level of service to teacher training and localistic role orientation, and were tested using the Protected Least Squares Differences Method. All hypotheses were tested at the .05 level of significance.

Interpretation of Findings

A direct relationship was hypothesized between the current level of service which academic departments rendered to teacher training and the localistic orientation of their faculties. The differences in group means among the zero service group ($\bar{X} = 79.87$), the intermediate group ($\bar{X} = 69.10$), and the 100% service group ($\bar{X} = 62.40$) were shown to be significant at the .05 level based upon the result

of the ANOVA shown in Table 6. Therefore, the null hypothesis was rejected. Null hypotheses associated with the multiple comparison procedure were rejected on the basis of the data in Table 8.

The scale of local-cosmopolitanism was constructed such that the highest possible score (110) would indicate an extreme cosmopolitan orientation and the lowest possible score (22) would indicate extreme localism. As predicted, the zero service level group had the highest mean, followed by the intermediate service level group. The lowest mean score was that of the 100% service level group. Therefore, it can be concluded from the findings that the more time and resources which an academic department devotes to the teacher-training function, the more localistic will be the role orientation of its faculty.

The findings of this investigation are consistent with the relationship between the mission of teacher training and localistic role orientation suggested by Corwin (1965), Williams (1960), and Woodring (1968). However, the results of the present study take the relationship from the realm of speculation and indirect evidence to that of a tested hypothesis. Whether because of simple association with the public schools or other factors, academic departments exhibit degrees of faculty localism in relationship to departmental levels of involvement in the teacher-training function.

Implications of Findings

A knowledge of whether one's faculty is predominantly local or cosmopolitan coupled with an understanding of the corollaries of these orientations can be useful in decision-making at all institutional

levels. For example, cosmopolitans have been shown by Gouldner to exhibit a low tolerance to the use of bureaucratic rules in organizational administration and problem solving. If a policy under consideration would ultimately affect a predominantly and decidedly cosmopolitan faculty by control through repressive rules, administrators might want to consider an alternative and less potentially objectionable control device. By the same token, if an administration wishes to elicit some behavior which is predicated on loyalty to the institution, cosmopolitans are not likely to respond to appeals on that basis.

Corson (1960) noted that a predominant role orientation among faculty constitutes part of what he termed an institution's "character." Knowing whether the predominant orientation is local or cosmopolitan can also have implications for organizational analysis, in that such orientations will be reflected in decisions regarding such matters as the educational program, admissions standards, selection of faculty, and the like.

The matter of criteria for promotion and tenure of faculty remains of concern in most institutions across the United States. Cosmopolitans tend to stress the importance of research and publication among these criteria, while locals stress the importance of good teaching. This dichotomy of opinion raises the question of the practical utility of requiring localistic faculties to publish research, only to have that criterion circumvented by some consensually accepted device. If the normative criterion of research and publication is not functional for localistic faculties, it might be

more advisable to concentrate institutional efforts on ways and means of establishing measurable criteria for teaching effectiveness as a realistic criterion for the granting of tenure and elevation in rank. In short, the time spent generating and evaluating publications of questionable quality might be better spent constructively addressing personnel realities.

This investigation added empirical evidence to support the belief that levels of service to the original teacher-training mission of state colleges and regional state universities is distributed among their departmental structures. The knowledge of how this service and attendant localism is distributed has implications for administrators when attempting to assess possible resistance to change during the planning process. Certain issues by their natures and implications can be expected to elicit more or less predictable responses from cosmopolitans and locals. The institutional distribution of these orientations by department, division, or school can help administrators to anticipate the extent of possible resistance, and the elements which are likely to combine as alliances or power blocs in opposition to the issue. This knowledge may then be weighed against the political and administrative leverage held by the administration vis-à-vis the opposing faction.

The process of planning is an imperfect organizational function because it deals largely in probabilities. However, administrators who engage in planning and attendant forecasting using the best information available are less likely to be manipulated by events in either the internal or external environments of their institutions.

Recommendations for Future Research

In the opinion of the investigator, a substantial amount of research remains to be done with regard to the latent role orientations of professors and their implications for organizational analysis and administrative practice. The types of investigations needed range from the ideal to the pragmatic. Ideally, systematic investigation into the ways and conditions under which latent role orientation is formed and altered should be undertaken. Since this would require longitudinal studies of enormous magnitude, it seems unlikely that they will be forthcoming.

Several studies of professors could be undertaken with regard to alteration of role orientation which, though longitudinal, would be less than "life-long" projects. All would require the assumptions of *ceteris paribus* as a qualifier of the accuracy of the results. For example, there is considerable "armchair" opinion that role orientation is altered by age and the acquisition of tenure--the implication being that these two factors cause professors to become less cosmopolitan. There is also tentatively substantiated opinion that role orientation may be differentiated by degree level. These potential variables could be systematically investigated by following several samples over time using a pre-test post-test design, or by the use of other *ex post facto* designs which manipulate tenure as an independent variable.

At a more pragmatic level, the results of the present investigation are credible enough to suggest a number of research possibilities.

The results reported in the document were obtained from a single institution. A replication of the study using a multi-institutional sample would be more systematic and would provide more conclusive results. The suggested replication could be done for regional state universities of various sizes as well as state colleges. Investigations of the latter institutional category might prove enlightening in view of the fact that their more limited curricula undoubtedly reflect a different faculty "mix."

The practice of collective bargaining among faculty remains an issue of concern to college and university administrations. Are cosmopolitan faculties more likely to organize than faculties which are decidedly local? Which way are faculties which are neither predominantly cosmopolitan nor local likely to vote on collective bargaining? How far can a local or a cosmopolitan faculty be pushed on what kinds of issues before they will decide to organize?

It seems reasonable to assume that role orientation will play an important part in faculty decisions regarding collective bargaining. Most of the prestigious institutions in the United States both large and small do not have faculty unions. Is this because the faculties of these institutions are locals or cosmopolitans?

Answers to the questions posed above might well be forthcoming as a result of systematic investigations of institutions whose faculties have elected to bargain collectively, as well as those whose faculties have decided against the practice. In addition to its intrinsic value, such knowledge might well permit the prediction of organizational behavior with regard to unionization and related

issues. It should be noted that the acquisition of this knowledge is not cast in the light of a panacea for the difficulties associated with making decisions with or without the benefit of policy guidelines. Rather, it is a tool which will help to identify alternative courses of action and assist administrators in making judgments about those alternatives.

Conclusions

It is believed that this investigation has demonstrated that a relationship exists between departmental level of service to teacher training and localistic role orientation of attendant faculties. Further, the investigation has also demonstrated the utility of Gouldner's construct in addressing a focused problem in organizational analysis in a large institutional setting, while adding to existing knowledge of state colleges and regional state universities as institutional categories. It is hoped that the results will be encouraging enough to other investigators that the study might serve as a springboard to more systematic research into the problem addressed here, as well as such other applications as imagination and creativity might devise.

APPENDICES

Appendix A

Scale of Local-Cosmopolitanism Validation and Pilot Version Materials

Instructions to the Validation Panel for Development
of the Scale of Local-Cosmopolitanism

In his frequently cited study of college professors, Gouldner (1957, 1958) posited the existence of latent social identities which may or may not be congruent with the manifest role identities of individuals who hold positions in organizations. Gouldner defined manifest identities as that set of expectations generally held for the behavior of role incumbents by members of the employing organization. He further argued that the relevance of the latent identity for some individuals may be so strong that they orient primarily toward the latent identity, rather than the organizationally defined manifest identity. Gouldner termed his latent role identity concept local-cosmopolitanism, which he operationalized by means of the following analytical dimensions:

1. Level of loyalty to the employing organization.
2. Level of commitment to professional role skills.
3. The use of an inner or outer reference group.

The orientation profile for locals and cosmopolitans shown by Gouldner's data are illustrated in the following table.

Latent Role Orientation Profile

Dimension	Locals	Cosmopolitans
Loyalty to organization	High	Low
Commitment to role skills	Low	High
Reference group orientation	Inner	Outer

Most states have a system of colleges and/or universities which have evolved from normal schools. Although the teacher-training mission of these institutions has been superseded by a broader mission, in most cases they continue to support a teacher-training component.

The present study is designed to determine if there are systematic differences in the local-cosmopolitan orientation (the dependent variable) which relate to groupings of academic departments categorized on the basis of their present level of service to the historical mission of the institution (the independent variable).

The attached statements will be used to construct a summed-score scale of local-cosmopolitanism, which operationalizes the three dimensions established by Gouldner and other investigators. Some of the statements are drawn from Gouldner's original instrument, and others have been generated to replace items whose content reflected issues which are no longer current in higher education. Respondents will be full-time university professors.

There are seven (7) attitudinal items and three (3) behavioral items for each dimension of the dependent variable, resulting in a total of thirty (30) items. All items will have five possible responses. Attitudinal items will utilize a Likert response format with possible responses ranging from strongly agree to strongly disagree. The response format for behavioral items will be Likert-type. Items with which strong agreement would indicate a cosmopolitan response will be scored 5 through 1, while items where strong agreement would indicate a localistic response will be scored 1 through 5. Reverse scoring will also be used as applicable for behavioral items. A local-cosmopolitan score for each respondent will be obtained by summing the item scores. There will be no sub-scores.

Please render a personal judgment for each item on the forms provided using the following criteria:

Clarity. Is the statement clear and concise? Indicate either (yes) or (no).

Redundancy. Is the item redundant vis-à-vis the content of other items? Indicate either (yes) or (no).

Appropriateness of Variable Dimension Placement. Is the item placed correctly according to the variable dimension specified at the beginning of each of the three groups of statements? Indicate either (yes) or (no). If no, please specify the appropriate dimension (1, 2, or 3).

Favorability. On attitudinal items, an attempt has been made to alternate statements for which a response of strongly agree would indicate a cosmopolitan orientation with other statements for which the same response would indicate a localistic orientation. Indicate whether you believe a strongly agree response would indicate a local (L) or a cosmopolitan (C) orientation.

Response Stimulus. Is the item a proper stimulus for a strongly agree or strongly disagree response? Indicate either (yes) or (no).

Content Validity. Does the statement relate to the local-cosmopolitan concept as operationalized by Gouldner? Indicate either (yes) or (no).

Inclusion. Does the statement possess sufficient validity to be included in the instrument? Indicate either (yes) or (no).

Importance. If, in your judgment, the item should be included in the instrument, rate its importance relative to other items pertaining to the same dimension of the dependent variable. Use a three-point scale as follows: (3) high, (2) medium, or (1) low.

In any case where your judgment was not favorable, some indication as to your reason(s) noted on a separate sheet would be appreciated, as would any additional comments or suggestions which you believe are appropriate.

Thank you very much for your valuable assistance in the development of this instrument.

Orientation Scale of Local-Cosmopolitanism
Pilot Test Version

The questionnaire has a total of 27 items. They are divided into two groups. The first group consists of statements which relate to issues in the teaching profession. There are five possible responses to items in this group ranging from STRONGLY AGREE TO STRONGLY DISAGREE and an UNSURE response, if you are uncertain or neutral with regard to the statement. Please CHECK the ONE response which most nearly describes your feelings or beliefs about the statement.

The last group of items are questions which deal with your professional activities and relationships. There are also five possible responses to these items. Please CHECK the ONE category which pertains to you.

I. Issues

1. The desires of the local community should not be of great concern in W.M.U.'s decisions regarding such matters as academic freedom and curriculum.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

2. If given the opportunity to take a position as a Dean at W.M.U. or some other university, I would find this offer very attractive.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

3. Major contributions to the literature of my field are more likely to be made by professors at other universities than they are by my departmental colleagues.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

4. I would not leave W.M.U. for a teaching position at a more prestigious university even at a higher salary.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

5. Conducting one's own research and attendance at professional meetings are the most stimulating professional activities of any given year.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

6. Colleagues in my department are just as capable of judging the quality of my research as any professors in my field outside of W.M.U.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

7. The general academic climate at W.M.U. leaves much to be desired.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

8. Teaching and other student-related activities should be a professor's only responsibilities in a college or university.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

9. If I were to seek an authoritative opinion on some theoretical or other question related to my field, I would consult someone at another university.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

10. A strong institutional reputation is a nice feature, but it is not as important as feeling comfortable in one's surroundings.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

11. Courses which attempt to integrate different disciplines or subject fields tend to become watered-down and somewhat superficial.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

12. Articles published in the journals of state associations should have just as much weight in promotion and tenure criteria as articles published in national journals.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

13. W.M.U. could do a much a better job of serving its students.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

14. If there were no opportunity to do my personal research here, I would find my job just as satisfying.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

15. I receive most of my intellectual stimulation from journals, books, and other publications in my field.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

16. It is as important for me to devote my time to institutional matters such as committee work as any other part of my job here.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

17. Faculty should have their teaching loads lightened to make more time available for private research, writing, and other work in their fields.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

18. I receive my most stimulating professional interaction from colleagues in my department at W.M.U.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

II. Professional Activities and Relationships

19. How many years have you taught at W.M.U.?

___ Less than 5 ___ 5-9 ___ 10-19 ___ 20-29
___ 30 or more

20. How many articles have you published during the past five years?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

21. What percentage of the members of your department do you consult with regularly on professional matters?

___ 0% ___ less than 10% ___ 10-29% ___ 30-49%
___ 50% or more

22. For how many teaching positions at other colleges or universities have you applied during the past ten years?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

23. For how many administrative positions have you applied during the past ten years, either at W.M.U. or at other colleges and universities?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

24. How many professors in your field at other colleges or universities do you know reasonably well?

___ None ___ 1-4 ___ 5-9 ___ 10-19 ___ 20 or more

25. For how many other colleges or universities have you taught during the past ten years?

___ None ___ 1 ___ 2 ___ 3 ___ 4 or more

26. How many faculty members at W.M.U. who are not members of your department do you know well?

___ None ___ 1-4 ___ 5-9 ___ 10-19 ___ 20 or more

27. How many papers have you presented at professional meetings during the past five years?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

Appendix B

Scale of Local-Cosmopolitanism Final Version Materials

Instrument Cover Letter

2925 W. Milham
Portage, MI 49081
March 15, 1980

Dear Professor:

I have sought and received the approval of your department chairperson to approach you for assistance in my doctoral research. The topic deals generally with issues related to college and university teaching. In this regard, I am asking you to complete the enclosed questionnaire. It should take approximately 20 minutes of your time.

The information you provide will be held in the strictest confidence. Questionnaires are coded for the purpose of follow-up only. Code numbers will be removed as questionnaires are returned. There are no open-ended questions, and responses will be coded and processed entirely by computer.

A stamped, self-addressed envelope has been provided for your convenience. Your further cooperation in returning the completed questionnaire by March 28, 1980, would be greatly appreciated.

Thank you for your assistance.

Sincerely,

Raymond E. Alie
Doctoral Candidate
Dept. of Educational Leadership
Western Michigan University

Orientation Scale of Local-Cosmopolitanism
Final Version

The questionnaire has a total of 22 items. They are divided into two groups. The first group consists of statements which relate to issues in the teaching profession. There are five possible responses to items in this group ranging from STRONGLY AGREE to STRONGLY DISAGREE and an UNSURE response, if you are uncertain or neutral with regard to the statement. Please CHECK the ONE response which most nearly describes your feelings or beliefs about the statement.

The last group of items are questions which deal with your professional activities and relationships. There are also five possible responses to these items. Please CHECK the ONE category which pertains to you.

I. Issues

1. The desires of the local community should not be of great concern in W.M.U.'s decisions regarding such matters as academic freedom.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

2. If given the opportunity to take a position as a Dean at W.M.U. or some other university, I would find this offer very attractive.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

3. Major contributions to the literature of my field are more likely to be made by professors at other universities than they are by my departmental colleagues.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

4. I would not leave W.M.U. for a teaching position at a more prestigious university even at a higher salary.

_____ Strongly Agree _____ Agree _____ Unsure
_____ Disagree _____ Strongly Disagree

5. Conducting one's own research and attendance at professional meetings are the most stimulating professional activities of any given year.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree
6. Colleagues in my department are just as capable of judging the quality of my research as any professors in my field outside of W.M.U.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree
7. The general academic climate at W.M.U. leaves much to be desired.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree
8. Teaching and other student-related activities should be a professor's only responsibilities in a college or university.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree
9. If I were to seek an authoritative opinion on some theoretical or other question related to my field, I would consult someone at another university.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree
10. Articles published in the journals of state associations should have just as much weight in promotion and tenure criteria as articles published in national journals.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree
11. If there were no opportunity to do my personal research here, I would find my job just as satisfying.
- _____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

12. I receive most of my intellectual stimulation from journals, books, and other publications in my field.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

13. It is as important for me to devote my time to institutional matters such as committee work as any other part of my job here.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

14. Faculty should have their teaching loads lightened to make more time available for private research, writing, and other work in their fields.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

15. I receive my most stimulating professional interaction from colleagues in my department at W.M.U.

_____ Strongly Agree _____ Agree _____ Unsure
 _____ Disagree _____ Strongly Disagree

II. Professional Activities and Relationships

16. How many years have you taught at W.M.U.?

___ Less than 5 ___ 5-9 ___ 10-19 ___ 20-29
 ___ 30 or more

17. How many articles have you published during the past five years?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

18. For how many teaching positions at other colleges or universities have you applied during the past ten years?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

19. How many professors in your field at other colleges or universities do you know reasonably well?

___ None ___ 1-4 ___ 5-9 ___ 10-19 ___ 20 or more

20. For how many other colleges or universities have you taught during the past ten years?

___ None ___ 1 ___ 2 ___ 3 ___ 4 or more

21. How many faculty members at W.M.U. who are not members of your department do you know well?

___ None ___ 1-4 ___ 5-9 ___ 10-19 ___ 20 or more

22. How many papers have you presented at professional meetings during the past five years?

___ None ___ 1-3 ___ 4-6 ___ 7-9 ___ 10 or more

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