

# Attitudes Towards Goals Continued

being responsive to regional and national priorities in planning educational programs.

**SOCIAL EGALITARIANISM**  
this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

**SOCIAL CRITICISM/ACTIVISM**  
this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be

defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

## Process Goals

**FREEDOM**  
this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and stu-

dents the freedom to choose their own life styles.

**DEMOCRATIC GOVERNANCE**  
this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns or everyone at the institution.

**COMMUNITY**  
this goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the in-

stitution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

**INTELLECTUAL/AESTHETIC ENVIRONMENT**  
this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

**INNOVATION**  
this goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

**OFF-CAMPUS LEARNING**  
this goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

**ACCOUNTABILITY/EFFICIENCY**  
this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

The rating of a specific goal area by each respondent was measured by the average of his ratings of the four goal statements included under that goal area. The respondent rated each goal statement in terms of its importance both as he thought it existed at the University (is) and as he would like it to exist (should be) on a five-point scale ranging from "of no importance" to "of extremely high importance" (No = 1; Low = 2; Medium = 3; High = 4; Extremely High = 5). Each respondent thus had two sets of ratings for each goal area, an "is" rating and a "should be" rating.

Each sub-group of respondents also had an "is" rating and a "should be" rating for each goal area. the goal area rating for a sub-group was calculated by averaging the mean

FIGURE 2

COMPARISON OF FACULTY AND FULLTIME STUDENTS SHOULD BE PROFILES

