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The selective impact of disassociation on colleges of education which have voluntarily forfeited Ncate accreditation

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THE SELECTIVE IMPACT OF DISASSOCIATION
ON COLLEGES OF EDUCATION WHICH HAVE
VOLUNTARILY FORFEITED NCATE
ACCREDITATION

by

Joan Butler McGee

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education

in

Educational Administration and Higher Education

Department of Educational Administration and Higher Education
University of Nevada, Las Vegas
May 1995

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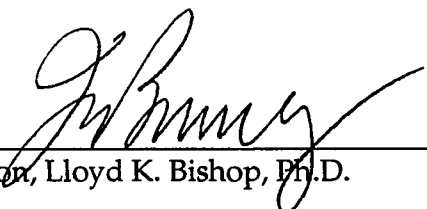
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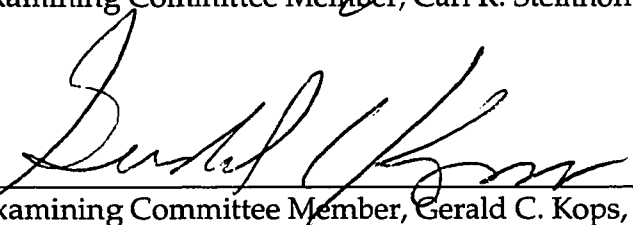
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The dissertation of Joan Butler McGee for the degree of Doctor of Education in Educational Administration and Higher Education is approved.


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ABSTRACT

The University of Northern Iowa and Arizona State University were chosen for a study of the impact of dropping membership in the National Council for Accreditation of Teacher Education (NCATE). A written survey was conducted of all full-time faculty members in the Colleges of Education, in an attempt to assess the impact of the forfeiture of NCATE accreditation in five selected areas: financial, the decision-making process, stress, roles and workload. The results showed that while the financial impact was unknown, other areas of impact on the faculty, most notably the process of making the forfeiture decision, were quite noticeable. Faculty were divided about the merits of retaining NCATE accreditation, but the methods by which the forfeiture decisions were reached pointed out sharp contrasts between the two universities. Faculty members who felt that they were involved in the decision-making process were able to accept the decision more easily, even though they might have disagreed with the final decision.

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CHAPTER 1

Introduction

Accreditation is an extremely important and highly debatable issue on the minds of educators and administrators. The decision to join the ranks of members in an accreditation agency does not come cheaply or easily. There is a great deal of time, effort and money involved in participating in the lengthy process required to be granted membership. This includes faculty time which has to be devoted to self studies, required application fees, institutional analyses, and yearly dues. Some schools choose to participate, others decide against pursuing the process.

Reasons for seeking accreditation are very diverse, from gaining eligibility for governmental funds and private professional societies, licensure requirements, transferability of credits, to believing the process has merit simply because the school succeeds in obtaining accredited status. Currently, there are over 90 specialized accreditation agencies, and six regional agencies, each with different functions. Accreditation can be granted for specific programs within an institution, or accreditation can be granted for an entire institution in general. Regional agencies accredit entire institutions, taking into account the programs and degrees they offer and their missions and goals; specialized agencies accredit either specific programs and departments or schools which deal with only one subject, such as trade schools. Either way, there are numerous steps in the procedure and a great expenditure of effort on the part of many people.

A divisive and controversial part of the debate lately has been the question

of whether or not accreditation in any form is really necessary in view of the large expense involved, the alleged prescriptive nature of the standards, and the amount of time the procedure may take away from time devoted to teaching. Accreditation agencies obviously promote the advantages of belonging to their organizations, and intimate that those institutions who choose not to participate do not have quality programs. Another concern is the fact that even though accreditation is a voluntary process, government has become more involved. Already, the government mandates that to be eligible for many kinds of federal assistance, both for institutions and for their students, postsecondary institutions must be accredited by an accrediting agency recognized by the Secretary of Education. Therefore, in order to receive funds which are desperately needed, many schools must belong to agencies which have policies the schools might oppose.

The growing controversy surrounding accreditation, and one specialized agency in particular, is shown by the fact that some four-year higher education institutions have forfeited their memberships in the main accreditation body dealing with teacher education. This is what has occurred in Arizona and Iowa. Four of the higher education institutions in Iowa, (University of Iowa, University of Northern Iowa, Drake University and Iowa State University) pulled out of the National Council for Accreditation of Teacher Education or NCATE, in March of 1992 (Nicklin, 1992). Following that, Arizona State University, the University of Arizona, and Northern Arizona University decided to drop out of the same organization citing similar reasons, specifically that the process was too costly and the standards too prescriptive. Fewer than 50% of all possible institutions have education departments or schools of education which are accredited by NCATE (NCATE literature published by NCATE).

NCATE states that their standards are quite rigorous, and that all schools must make changes to meet these standards. Literature published by this agency says that America must do a better job of protecting its children, especially at-risk children, from incompetent teaching (NCATE literature published by NCATE). It also says there are many institutions with substandard programs, the implication being that any school not accredited by this group is somehow deficient or unable to measure up. However, there are groups, as shown by schools in Arizona and Iowa, which for their own reasons chose to participate in the process and become members, then voluntarily gave it up because it was not fulfilling their needs in some way.

The basic issue which motivated the study is whether the institutions which decided to voluntarily forfeit their accreditation have benefited with regard to this decision, or now regret the decision, and how all the people involved now feel about the decision to withdraw from NCATE.

Statement of the Problem

The purpose of the study is to determine the impact, by the examination of five significant factors, of the voluntary forfeiture of NCATE accreditation on selected College of Education faculty members.

Subproblems

a) To determine the financial implications of the decision as determined by the faculty members' knowledge of: donations to the Foundation, governmental loans and grants, and revenue from student fees and tuition.

b) To look at the decision-making process, including: how the decision was made, by whom, who had input into the decision, how it was implemented, and how the people involved feel about the process.

c) To determine the stress of the faculty and administration in areas of: the decision-making process, the outcome of the decision and any change due to the accreditation forfeiture.

d) To determine using role theory, the perceptions of roles (including organizational and social), status, and interaction of the faculty and administration members after the forfeiture occurred, and if the current roles were affected by the change in accreditation membership. This will include faculty members' perceptions of changes in their status and interaction with peers from other institutions as well.

e) To determine how the faculty workload was changed due to the withdrawal from NCATE, including how much time was devoted to the process, and if that time has been translated into extra time available for teaching, service or research, now that the accreditation requirements have ceased to be a factor.

Definition of Terms

A survey was designed and sent to all full-time faculty and administration in the education colleges, with subscales for each of the five factors chosen. In this way, each person was able to provide his or her own perceptions and opinions as to how this decision to withdraw from NCATE has affected him personally and professionally in those five selected areas.

Accreditation

Accreditation is a system of voluntary peer evaluation unique to education in the United States (Blauch, 1959), where higher education is governed by private, non-governmental accrediting associations which are responsible for the development and application of educational standards which constitute an assurance of quality, or "stamp of approval" for the public.

There are two different types of accreditation, regional and specialized. This study looks only at the specialized accreditation granted by the National Council for Accreditation of Teacher Education (NCATE). Accreditation is granted by this organization only to professional education units within institutions around the country, and includes approximately 500 members out of the more than 1200 institutions which prepare teachers.

Financial Implications

Financial implications included issues relating to the university and its financial health or well-being, including Foundation donations and amounts of governmental loans and grants. This will be accomplished by determining the faculty members' knowledge in these areas, and it will not include budget reviews or any other people's knowledge.

Decision-Making Process

The structures and the processes of decision-making are generally seen as an inherent part of governance. In this study, the decision-making process was concerned with faculty and administration input into the decision to forfeit NCATE accreditation, how the opinions of the members affected by the decision were dealt with, how the decision was implemented, and who had the final decision in the move to forfeit NCATE accreditation.

Stress

Stress, for the purpose of this survey, is defined as the body's feelings of emotional strain, pressure, discomfort, uneasiness, and/or tension. In this study, it involves the amount of stress NCATE membership was producing while the universities were still NCATE accredited, and also how the

forfeiture decision increased or decreased the stress in their personal and professional lives.

Roles

The role of the faculty and administrators is the interaction between people, perceived status of job, and perceptions of roles, stature and positions.

Workload

Faculty workload was analyzed by attempting to understand the significance of the termination of mandated self-analyses and studies required by NCATE, hopefully to determine whether or not teachers have significantly more time for teaching now that NCATE standards are not influencing their units. Also, questions were asked regarding whether the NCATE procedures and ongoing requirements were a burden on the faculty members' daily workload.

Delimitations of the Study

The delimitations imposed on this study were limiting the institutions to those which voluntarily forfeited NCATE accreditation they were previously granted, and choosing only two of the possible four-year institutions fitting the parameters of the study, those being the University of Northern Iowa and Arizona State University. These were chosen due to reasons of access and personal contacts. This means no generalizations can be made to other institutions, but an analysis of this study will provide an in-depth look at how these particular institutions have fared in the chosen areas since the NCATE accreditation was forfeited.

Significance of the Study

This study is very relevant at this particular time because of the pressing need to somehow determine the "value" of accreditation. Much of the recent literature has been concerned with the perception of the accreditation process as being unwieldy, costly, sometimes too prescriptive and possibly unnecessary (Sutton, 1993 and Leatherman, 1991). There are also, however, many people in the education field who strongly believe that national standards such as those enforced by NCATE, are the only means of advancing teacher education into the respected field of professionalism where it belongs (Sanders, 1993, Wise, 1993 and Anderson, 1993). Information regarding these issues will be brought out during the investigation of the forfeiture of accreditation. What are the results, or what happens to an institution which decides to relinquish its accreditation ranking? There are so many institutions which are spending rapidly dwindling funds on what seems to be an ever increasing number of accreditation agencies, with no facts or studies to help them judge accurately the results of giving up an accrediting association's membership. It will be of interest to other institutions which are considering the decision to join or not, to see if there is any positive or negative impact resulting from these institutions' decision to do without teacher accreditation from NCATE. Either way, the objective data will be meaningful and useful to those involved in the accreditation process.

The Federal government has recently attempted to gain a measure of control over these agencies by trying to mandate areas which must be investigated in order to grant accreditation. This includes forcing the issue of governmental funding and loan default rates into accreditation criteria. Educators and administrators alike are voicing a great deal of concern over this prospect. With the controversy surrounding accreditation, the government's

attempt to gain control, albeit not total control, over what were originally private organizations has seemed to bring this issue to the forefront of debate.

In this study, the ramifications of giving up accreditation from one specialized agency, the National Council for Accreditation of Teacher Education, was examined in great detail in order to further the knowledge and information available to schools interested in deciding for themselves whether or not the process of specialized accreditation might be suitable for their institutions.

Conceptual Rationale

The underlying rationale behind the push for accreditation and national standards is professionalism. With no federal or central control over education, the states have been able to regulate both private and public institutions of higher education. Colleges and universities have had a great deal of autonomy and have been able to evolve with little control from outside sources (Mayor, 1965 and Blauch, 1959). This has led to a wide diversity in quality, characteristics and missions of higher education institutions. Accreditation has been the attempt to attain some minimum level of quality among states and institutions (Mayor, 1965). Professionalism could be described as a process dealing with (1) the level of educational standards that are required for admission to the vocation, (2) the advances towards higher prestige and economic levels, and (3) the amount of autonomy the profession has achieved in being able to control and regulate itself (Corwin, 1965). Kornhauser (1962) specifies four criteria of a profession: specialized competence having an intellectual component; extensive autonomy in exercising this special competence; a strong commitment to a career based on a special competence; and influence and responsibility in the use of special competence. Corwin (1970) states that he believes professionalization of an occupation is frequently a militant process in that it doesn't come about without

criticism, defiance, and possibly even legal action on the part of laymen and authorities in control. Corwin goes on to explain the divergent demands between bureaucratization and professionalism of the teaching profession. NCATE is attempting to professionalize teachers and their occupation, and is receiving a great deal of criticism, defiance, and resistance. The two institutions in this study have decided that NCATE accreditation does not provide them enough of a service for their institution in some respect, and have given it up. This study looked at how the faculty members felt about the entire situation.

After researching the literature, and communicating with faculty members who have been through the accreditation process, the following factors of possible impact were chosen: financial implications, the decision-making process, stress, roles, and workload. These five issues are considered to be most affected by the change in accreditation status. There are many ways in which not being accredited could affect the faculty, administration, and students in education departments. This study is not going to consider the impact on students, their placement potential, respect in the profession, or survey any students. The greatest impact shown by the education department in terms of faculty and administration is considered to be seen in the five areas listed above.

Financially, these two institutions should be somewhat better off without the expense of NCATE and the dues and fees which are involved. Accreditation teams frequently suggest an increase in institutional money spent on the specific programs they are accrediting. Many times these increases are in the areas of student-faculty ratios, research funding, extra equipment, and so on (Vandament, 1989). The large expenditures required in the accreditation process seem to be one of the reasons given most often as a complaint against the accreditation process. With this in mind, a look at the financial well-being of each institution is extremely relevant. If costs are such a large factor, the savings should also be

noticeable. Also, without the accreditation approval of the NCATE association, are contributors to the university less anxious to donate? Again, considering the revenues from donations and gifts gave a good indication of how the withdrawal has affected fund raising efforts, if the faculty had any knowledge of this area.

Decision-making is one of the most important factors when studying the effect of the accreditation change. Faculty members, and even administrators, want to feel as though their input and opinions are valued by those making decisions. To arrive at a consensus regarding this extremely important decision, those affected by the accreditation forfeiture must be involved in order to agree with the decision, and have some feeling of ownership in the decision. Otherwise, decisions being made autocratically are usually not agreed to or complied with satisfactorily. There is a big difference between participating in decision-making and consent. Every book regarding leadership, management, or administration includes a suggestion or a rule that to govern wisely, those who might be affected by a decision should be consulted or given the opportunity to express their views before a decision is made or voted upon (Westmeyer, 1990). How all these different views and opinions were handled was studied.

Stress, in the situation presented, is caused by: faculty who see important decisions being made without their knowledge or participation; institutional expectations that they be effective teachers, good researchers who engage in significant research, and active participants in institutional and community service; and cooperative members of accrediting agencies who participate in self analyses and institutional studies in their "spare time." The kinds of stress these situations present cannot be eliminated. It can be dealt with, managed, and our responses to them can be controlled (Selye, 1974). "One of the most powerful sources of academic stress is excessive demands to perform a wide range of professional and personal tasks within an impossibly short time" (Seldin, 1987

citing Baldwin and Blackburn, 1981; Larkin and Clagett, 1981; Bess 1982).

Literature in this area is extensive. Many studies have looked at the causes of stress, strategies of coping with stress and what colleges and universities can do about faculty stress.

In a 1984 study done by Walter Gmelch, 1,920 faculty members were studied using a 45-item questionnaire called the Faculty Stress Index or FSI. This index indicated that the second and third factors producing the greatest amount of stress were time constraints and departmental influence, including an overall lack of impact on departmental and institutional decision-making. How this stress is dealt with by the institution and by the individual may be the biggest indicator of what is the kind of atmosphere in which the faculty work. Are decisions made cooperatively, with participative management and encouragement to voice opinions and views? Or is there an atmosphere of authoritarianism, dictated commands, and edicts? How an institution deals with stress of its faculty can make or break the loyalty of its workers.

Role theory lists many different aspects of the roles of teachers and administrators. The role perception, as seen by others, is one component of role theory that was studied. This might possibly be how teachers and administrators are now perceived by others in the profession, and by how the university members perceive their own roles. Is there less stature in their jobs, now that the NCATE accreditation is removed? Has faculty members' ability to transfer from their institutions been affected now that the school is not NCATE accredited? Has there been a change in the atmosphere or interaction between faculty members within their own education department, or between faculty members from other departments and institutions, because of this decision? All these questions were considered during the study.

Regarding the literature and the investigation of faculty workloads, most information deals with determining total weekly workload including activities besides classroom teaching. However, a study of this nature that takes into consideration factors such as research, service, counseling, administration and so forth becomes much more complex (Stecklein 1961). This study considered aspects of how the faculty and administration's time is distributed between teaching, and areas dealing with accreditation. Vital information can be derived from studying faculty workloads which can then be used to increase the effectiveness of an institution. How the faculty's time is utilized is definitely affected by the accreditation process. In the literature, the time factor involved in participating in accreditation is mentioned consistently as a negative factor by institutions. Determining how the workload was affected by NCATE and its requirements, and how the workload is perceived now, after removal of the membership, was an important aspect of this study.

CHAPTER 2

Review of the Literature

Introduction

This study sought to discover the results of forfeiting accreditation in the National Council for Accreditation of Teacher Education agency, or NCATE. The review of the literature reveals little or no information regarding this specific topic. However, it does reveal a great deal of information regarding NCATE in general, controversies surrounding NCATE, and the decision in 1977 to adopt a major revision of NCATE standards.

The article which motivated this dissertation was in the Chronicle of Higher Education, May 6, 1992. It stated, "Educators, state officials, and accreditors are split on a number of contentious questions, making teacher education an active battlefield in academe's war on specialized accrediting agencies" (Nicklin, 1992). Four questions were raised in the article: Do the Council's standards really insure that better teachers are trained; is the cost of the accreditation process excessive; can one set of standards be applied to all institutions; and does accreditation status really make a difference? The article also mentioned the debate which was ongoing concerning whether the value of national certification was outweighed by the costs and time involved. The fact that the three universities in Arizona and four in Iowa had dropped out was a topic needing to be further investigated, to determine the ramifications of these decisions.

An Overview of the Evolution and Development of Accreditation

The absence of centralized control, and no Federal control, has been a significant factor unique to this country's educational system. Most European countries have direct control over their universities in the form of ministries of education (Mayor, 1965). In this country the jurisdiction over education is held in the hands of the states. The states thereby have the authority to regulate institutions of both public and private nature. However, states have been reticent to exercise much of their potential authority, leaving higher education institutions a great deal of autonomy in their own organization and development. The obvious result is a wide variance in character, style and quality of institutions of higher education. The process known as accreditation was an attempt to bring some consistency to the variation among colleges and universities (Blauch, 1959 and Mayor, 1965).

Accreditation began as a new concept on August 3-4, 1906 (Young, 1983). It was that year the National Association of State Universities initiated a meeting as a response to a suggestion from the President of the State University of Iowa, George MacLean, to devise a plan to establish commonly understood standards of admission.

The accreditation of postsecondary institutions was begun by the North Central Association of Colleges and Secondary Schools. After accrediting high schools beginning in 1905, they made a decision to start accrediting their own member colleges. They drew up standards in 1909, began the process in 1910, and the first list of institutions accredited by this group was published in 1913 (Pfnister, 1959).

Specialized accreditation was first developed by the American Medical Association. The Council on Medical Education was formed in 1904, which in

1905 then developed a system of rating medical schools, initiated inspections in 1906, and in 1907 published the first classifications of institutions. A comprehensive study of medical education was conducted by the AMA in collaboration with the Carnegie Foundation, culminating in the well known Flexner Report in 1910. This matured into specialized accreditation, and was the pattern utilized by most other professional organizations (Young, 1983).

The first national accrediting agency for teacher education was the American Association of Teachers Colleges (AATC). It was in 1927 when the AATC commenced combining accreditation and requirements for membership. The following year they published the first listing of accredited teacher education institutions (10 junior colleges and 63 four-year institutions). Teacher education programs in universities and liberal arts colleges were not part of this process yet, due to the fact that membership in the AATC was limited almost exclusively to normal schools and teachers colleges. In the beginning of the AATC's attempt to implement accreditation standards, the intent of those standards was to evaluate entire institutions since again they were mostly dealing with institutions with but one purpose, that of teacher education. However, the standards did consider academic freedom, financial concerns, and student health.

In 1948 the American Association of Colleges for Teacher Education (AACTE) was formed by combining the AATC, the National Association of Colleges and Departments of Education, and the National Association of Teacher Education Institutions in Metropolitan Districts. Liberal arts colleges were lacking representation in this newly formed group, as shown by the fact that only 21 out of 284 institutions in AACTE were liberal arts colleges.

The National Commission on Accreditation (NCA) was formed in 1949, with the purpose of coordinating policies and activities of both regional and

national accreditation agencies. However, the AACTE was not given recognition at this point. This might have been due to the rumor that a new teacher education accreditation agency was about to be created. Another consideration might have been whether teaching was well recognized enough as a profession to warrant an accrediting organization.

Finally in late 1951 and early 1952, five groups combined to form the National Council for Accreditation of Teacher Education (NCATE). These were the American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers (CCSSO), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Commission on Teacher Education and Professional Standards (NCTEPS), and the National School Boards Association. As it stood then, NCATE had 21 members. Six from both the AACTE and the NCTEPS, and three from the CCSSO, the NASDTEC, and the NSBA.

Strong opposition was already being noticed. Some wondered if teaching should really be considered a profession, some thought the regional associations were doing an adequate job accrediting institutions in general, and still others wondered about the relationship between teacher certification and accreditation of liberal arts colleges.

The teacher education accreditation agency, NCATE this time, attempted again to gain recognition from the National Commission on Accreditation, and was again refused, due to the opposition to NCATE and its surrounding controversy. However, negotiations between NCATE and the NCA led to revisions on NCATE's part and recognition for NCATE on June 1, 1957. Nevertheless, opposition did not cease. Complaints and calls for revisions continued.

In one case from the 1960's, the University of Wisconsin-Madison (a land grant institution) felt that NCATE was becoming harmfully dictatorial and was robbing the university of its autonomy, and the institution withdrew its undergraduate programs from NCATE (Mayor, 1965).

In 1978 the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities (ACSESULGC/APU) increased the pressure on NCATE by warning the group that if significant changes did not occur within five years, the ACSESULGC/APU would develop another system of accreditation (Gideonse, 1992).

After studies were conducted on the basic format, procedures and policies of NCATE, the redesign of NCATE began, and in 1986 the newly redesigned NCATE was presented.

Once again, controversy remained.

Brief History of NCATE

The U.S. Department of Education, along with the Council on Postsecondary Accreditation, authorized NCATE, established in 1954, as the professional accrediting agency for teacher education (Mayor, 1965). NCATE is a coalition of 27 national organizations of teachers, policy makers, teacher educators, and school specialists. Volunteers from these organizations make up the accrediting agency's boards and committees, and serve on its visitation teams.

There are 18 standards in five areas which provide the framework for teacher education accreditation (Gollnick and Kunkel, 1986): knowledge base standards for professional education, relationship to practice standards, student standards, faculty standards, and standards on governance and resources (NCATE literature published by NCATE). These were revised in 1987, after a

lengthy review process, and are under review again. A draft of updated standards for colleges and universities was released in August, 1993, and is open for comment until December 1, 1993. Some of the new guidelines include more specific requirements in such areas as multicultural education and advanced degrees, and an outcome-based alternative for gauging aspiring teachers' performance.

Articles Regarding the Controversy

Surrounding NCATE

Surrounding NCATE's 1977 decision to revise their accreditation standards through their 1986-87 redesign, and even recently, there has been controversy and criticism. An article from 1989, "NCATE and Texas eyeball to eyeball: Who will blink?" concerns the issue of Senate Bill 994's eliminating undergraduate education degrees and putting a cap on required credit hours in undergraduate teacher education courses. NCATE got involved when a professor from the University of Cincinnati's College of Education, Hendrik Gideonse, filed a complaint requesting the revocation of all NCATE accreditation of Texas institutions. The Senator sponsoring this bill, Carl Parker, did not believe the possibility of the loss of NCATE accreditation would be harmful to the institutions. "As I stated earlier, I don't believe NCATE insures quality in teacher education programs. NCATE seems committed to maintaining control of teacher education, but it is doing little to improve quality." (Watts, p. 312, 1989). Gideonse believes that NCATE governance standards require the faculty of each teacher education unit to have the responsibility for defining its teacher preparation program, and that the legislature has essentially removed the authority of the faculty. The article also includes opinions from experts in the field, both pro and con.

In another article from 1989, "The Teacher Education Program: An Endangered Species?", NCATE's redesign is mentioned as one of the more promising efforts within the profession (Roth, 1989). The author sees the lack of respect for teacher preparation programs as pervasive. Formal training for teachers is perceived to be not only unnecessary, but also a disincentive to those considering entering the profession. Former Secretary of Education William Bennett was quoted in the article as stating that teaching is still an art of individual virtuosity, some people can do it and some people can't. He believes that no matter how many courses people have, it does not make them any better. It is clear there are perceived problems with the reputation of teacher education programs. The status and reputation of these programs is being questioned.

Problems associated with specialized accrediting groups was the main focus of an article in *The Chronicle of Higher Education* in 1991. Administrators, feeling the pressure to control costs and improve education, have begun to resist the trend of belonging to more and more accreditation agencies. An attempt to limit the number of specialized agencies led to a meeting with the head of NCATE and the members of the state-college association. Complaints surrounding the 33% increase in base membership fees and a call for changes in its procedures were the main topics. Other complaints concern the requirements of inappropriate standards such as certain student/teacher ratios or special libraries. The belief that the self-evaluation report is the most beneficial aspect of accreditation leads many administrators to wonder why they bother with the accrediting groups (Leatherman, 1991).

In September 1993, an article was published in Education Week spelling out the newly proposed changes in NCATE standards. Arthur E. Wise, President of NCATE, was quoted as saying that he didn't know if it was correct to say that

NCATE was placing more emphasis on diversity issues than before, but that they have just become more explicit (DiegmueLLer, 1993). The draft also concerns itself with advanced-degree programs and outcome-based education. Input from everyone concerned with education is accepted, and the new standards will have been voted on by spring of 1994.

There are six articles dedicated to the issue of NCATE and accreditation of teacher education schools recently published in the same issue of the Phi Delta Kappan (PDK) in October of 1993. The first article, "Accreditation and the Creation of a Profession of Teaching" is written by the president of NCATE, Arthur E. Wise, along with Jane Leibbrand, the director of communications for NCATE. They propose a system of quality control for education in the form of three policy mechanisms: accreditation, licensing and advanced certification. Three types of teachers are envisioned by Wise and Leibbrand for the future: instructors, professional teachers (similar to interns), and board-certified teachers (Wise and Leibbrand, 1993). In this way, they want to promote teaching more as a profession similar to doctors, lawyers and other "professionals" rather than just an occupation anyone can do without training and specified qualifications.

The second article in the PDK of October 1993 is "Undermining a Profession" by James H. Sutton. Numerous reasons for dropping NCATE accreditation are listed, and arguments against them all are given. The way in which Iowa's presidents decided to drop NCATE is criticized as well. They did not notify or consult with the State's Department of Education, its School Boards Association, its Teacher Association, or its licensing board for educators. Faculty members were told rather than consulted about the decision, and no formal vote was taken, although opposition was strong at the University of Northern Iowa (Sutton, 1993).

The third article, "A State Superintendent Looks at National

Accreditation”, was questioning why NCATE has been unable to unify the teaching profession since their inception almost 40 years ago. The assertion in this article is that the time has come to acknowledge that the adoption of a common system of national accreditation is virtually a prerequisite to the development of a dynamic, high quality corps of teachers (Sanders, 1993). Four specific advantages of national certification are listed, with a strong emphasis on the professionalism of the occupation of teaching.

The fourth article in this issue of the PDK, “Questions and Answers regarding Accreditation and Colleges of Education” focuses on the basic question of why accreditation of education programs is necessary, along with opinions as to why administrators are so reluctant to participate in the accreditation process (Reed and LeMon, 1993).

A strong argument for NCATE and its standards is given in the next article by Hendrik Gideonse, “Appointments with Ourselves: A Faculty Argument for NCATE.” He believes that the recent withdrawals by schools in Arizona and Iowa are due to self-interest, mistaken beliefs about NCATE’s irrelevance or the superiority of their own strategies, an unwillingness to consider the larger whole, or a lack of awareness of how accreditation has transformed other professional fields (Gideonse, 1993). The validation of quality is put forth as the most fundamental purpose of the press for professional accreditation, and that participation in its process is a contribution that individuals and institutions must make to the larger professional whole.

The final article regarding NCATE in this PDK issue devoted largely to the topic of accreditation of teaching is written by a recent graduate of the University of Iowa’s College of Education. The article, “Quality versus Convenience”, emphasizes the fears that the author feels regarding the devaluation of his education by the loss of NCATE accreditation. By rejecting accreditation, the

author feels that the presidents have shown their willingness to accept mediocrity (Schmidt, 1993). Schmidt also believes that the effect will be immediate on students. Schools in Iowa will be unable to guarantee that the teachers graduating from their education departments have met the high standards which graduates of other NCATE accredited schools have met. The Iowa State Education Association passed a resolution urging teachers in Iowa to refuse to participate as supervisors of student teachers or in programs from any non-NCATE accredited teacher preparation institution. If teaching is to be looked upon as a qualified profession, with high standards and consistent quality similar to lawyers and doctors, it must have in place similar controls and processes so that quality can be assured.

In a similar situation, but involving a Journalism and Mass Communications department, the University of Wisconsin-Madison decided to give up its accreditation from the Accreditation Council on Education in Journalism and Mass Communications (ACEJMC) (Drechsel, 1993). Reasons given by them include no dissatisfaction with amendments made by ACEJMC in 1992, but were more in the realm of trying to benefit the students and the program. The University was fairly certain they would fail the new curriculum standard and felt that the new standards were not appropriate for their needs. Besides that, the new found freedom they have experienced since the separation has enabled them to review their own programs and has stimulated their creativity in ways that the accreditation process never did. The decision-making process is now back in their own hands, and they feel this is very beneficial. The University felt that the reaccrediting system valued quantifiable characteristics more than quality (Drechsel, 1993).

Similarly, schools of business went through recent revisions to their accreditation practices from the American Assembly of Collegiate Schools of

Business (AACSB) in 1991, and placed new emphasis on tying the mission of an individual institution to accreditation (Fay, 1993).

CHAPTER 3

Design of the Study

Introduction

The goal of the study was to determine what impact the voluntary forfeiture of education accreditation had on the education departments and faculty involved. It was decided that a questionnaire would be the form of data gathering used.

The first step entailed contacting professionals in the field of accreditation to seek opinions as to what areas of the education process would most easily show the impact. Based on opinions of Dr. Dale Anderson (a member of NCATE and also on the visitation team for NCATE), and Dr. Janice Reid (board member and on the visitation team for the Northwest Association for Schools and Colleges), the kinds of impact were narrowed to five specific areas: decision-making, financial implications, stress, workload, and roles.

Selection of Subjects

Subjects were chosen for this study on the basis of full-time membership in the education departments of the two schools chosen. Arizona State University's College of Education has 105 faculty members, and the University of Northern Iowa has 212 in its College of Education. (A listing was requested from both universities, and since UNI did not provide one, the names, addresses, and numbers of faculty from UNI were obtained from a faculty catalog to the most

accurate degree possible.) Questionnaires were sent to all full-time members in the Colleges of Education, including Chairpersons and Deans.

Arizona State University, a state, coeducational institution, is located in Tempe, with a population of approximately 150,000, a suburb in a metropolitan area of close to 2 million people. Arizona residents make up about 75% of the students, which total 30,178 undergraduates. The campus includes 700 acres, and is one of the largest universities on a single campus in the United States. ASU offers 90 masters degrees, and 50 doctoral/terminal degrees. There are 1,995 faculty on staff at the university.

The University of Northern Iowa, in Cedar Falls, was established in 1876 as Iowa State Normal School, and renamed in 1909 to Iowa State Teachers College. It wasn't until July 5, 1961 that it began even offering degree programs for those not becoming teachers, and was also renamed State College of Iowa. The current name was given to it on July 1, 1967. The campus of 740 acres is located in a smaller town of 35,000, as part of a metropolitan area of 110,000. UNI offers 5 baccalaureate degrees, and 10 graduate degrees, and has approximately 650 faculty members. The undergraduate enrollment is 11,467, with a total student population of about 13,000.

The difference in faculty numbers between the two schools is predicated by the different emphasis of the universities. UNI started out with, and continues to stress, a heavy emphasis on the preparation of teachers. That is why the College of Education faculty members number more than twice as many at UNI, even though it is much smaller. ASU, though having three times the numbers of students and faculty, is more diverse in its offerings, without the emphasis in the one area. Therefore, the assumption was that more emphasis would be placed on the value of accreditation of the teacher preparation programs at UNI than at ASU.

Development of the Questionnaire

Using the Total Design Method concerning mail and telephone surveys by Don A. Dillman as a guide (Dillman, 1978), a descriptive survey of opinions was developed. After studying questionnaires such as the Barone Work Stress Inventory (D. F. Barone, personal correspondence March, 1994) the Decision Conflict and Cooperation Questionnaire by Dalton and Cosier (1989), the Institutional Ethical Practices and Faculty Professional Self-Esteem Questionnaire by O'Hara (1991), the Wallace Self-Concept Scale, (1980) and the studies done by Mohrman on Participation in Decision Making (1978), and by Beehr, Walsh and Taber on role ambiguity, overload and nonparticipation, (1976), the questionnaire was constructed to measure the five areas of impact. The five areas of impact, financial implications, the decision-making process, stress, roles, and workload, translated into the five sections of the questionnaire. Each section asked specific questions regarding the faculty members' opinions or perceptions of the way the process was handled or how the forfeiture affected them in their personal and professional lives (see Appendix 1). A beginning section requesting opinions on general statements, both positive and negative about accreditation was also included. Demographic information was requested at the end of the questionnaire which was thought possibly useful in determining if there were any differences between departments, focus of attention (higher education or K-12), length of time in the education field, and department area with the attitudes of faculty members toward NCATE and the decision to withdraw.

Scoring

Scoring was accomplished using mainly five-point Likert scales, or a forced choice design such as yes/no. Responses on the Likert scales ranged between 1 and 5, such as strongly agree to strongly disagree, or from none to a

great deal on some questions. Other questions used a simplified three-point Likert scale, using anchors such as increased/decreased/no change. A few questions were simply fill-in-the-blanks with percentages or years in the educational field. In addition to these, lines for extra comments were utilized to enable respondents to further expound upon some of their answers. At the close of the questionnaire, the back page was made available for any additional comments about the forfeiture process or NCATE accreditation that faculty members could use if they wished, and many took advantage of this.

Validity

The content validity of this questionnaire was measured using three sets of validating groups. One group was colleagues familiar with questionnaire design; the second group included educators with a knowledge of accreditation matters who might be interested in the results such as members of NCATE, participants from other accrediting agencies or other educators in the field; and the third group consisted of two members of the UNLV faculty's placing themselves in the hypothetical situation of being on the faculty of either of the two universities (see Appendix 2). Questions were rated by the judges in order to validate the relevance of each to the sections in the questionnaire.

Reliability

An entirely new questionnaire was designed for this study, and because a total composite score was not being computed and each question is being dealt with separately, reliability is not relevant to this study.

Distribution of the Questionnaire

Before the questionnaires were sent out, preliminary contact was initiated with the heads of the Education units as a courtesy, and in order to secure a listing of all full-time faculty department members (see Appendix 1). One school provided the list, the other did not. Following that, the questionnaires were sent, along with a cover letter (see Appendix 1) personally addressed to all faculty members, and self-addressed return envelopes were included.

Confidentiality was scrupulously guarded, and no names were used in the reporting of results. Along with the mailed questionnaires, follow-up post cards, letters, and duplicate questionnaires were sent at the intervals dictated by Dillman (Dillman, 1978): one week and three weeks (the third follow-up was deleted due to the acceptable response rate and recommendations of the department chair and advisor).

Approval was obtained from the Office of Research Administration in September for this study using human subjects (see Appendix 3).

Data Analysis

All the responses were compiled, percentages are reported on the responses in Chapter 4, and a frequency analysis was conducted to determine response rate and patterns. Means are reported on those appropriate questions using Likert or forced choice scales. Four crosstabs were conducted to determine differences between attitudes and demographics.

CHAPTER 4

Findings of the Study

Introduction

Of the total 317 questionnaires mailed, 105 were sent to ASU faculty members, and 212 were sent to UNI faculty members. From those, 186 responses were received; 67 were returned or responded from ASU (64%), and 119 either responded or returned questionnaires from UNI (56%), which represented a 59% total response rate. Out of the 186 total responses, 155 were usable, 59 from ASU and 96 from UNI, representing a 49% usable rate. The responses received which were not usable were from faculty members who had retired, moved, were classified instead of full-time faculty, were on sabbatical or medical leave, or simply put NO OPINION or stated they were not involved with NCATE at all and did not complete the questionnaire.

Keeping in mind the differences between the schools, including the size and the emphasis, looking at these two schools provided much information about how the faculty members felt about the entire process of withdrawing from NCATE. UNI education faculty members totaled 212, and ASU education faculty numbered 105, even though ASU has three times the number of faculty and students. UNI has always had a very strong background and focus on the preparation of teachers, as shown by the comparison of numbers of faculty in the education departments. UNI draws students from all over the country due to the reputation of its education college, and ASU draws from all over the country due to its expansive reputation for excellence in many areas. Both have quality

reputations, and both voluntarily gave up membership in the accrediting agency that accredits entire colleges of education.

The impact of voluntarily giving up membership in the National Council for Accreditation of Teacher Education, as shown by the close look at five significant factors, has yielded a high percentage of very unhappy faculty members. The unusual aspect of this is that the faculty members were not all polarized on one side or the other of the issues involved, but they were all consistently adamant concerning the opinion that faculty members should be the major part of the decision-making process. After a general introduction, each question will be addressed separately, and combining demographics with attitudes regarding NCATE will be dealt with at the end of the chapter.

With a study of this nature, the results are never known until responses begin coming in, and even then not until a large number have been received so that comparisons can be made. Upon review of the material, there were some unexpected results which proved interesting. What was found from looking at the frequencies provided by SPSS, is that there were major differences between the two universities, most specifically in the decision-making process. Another interesting aspect of this study was the extremely strong opinions and feelings it brought out. More than two-thirds of the respondents from the University of Northern Iowa, and close to half of the respondents from ASU provided comments on questions and on the back page, many so long that the discourse went into the margins and down the edges of the pages. Even those respondents choosing NO OPINION answers commented that they felt very strongly that the issue was of no consequence to them professionally or personally.

General Questions at Beginning of Survey

To begin the survey, the respondents were asked how important they thought NCATE participation was to the academic quality of their educational programs at their university. The next six questions of the survey were simply statements, both positive and negative, concerning accreditation and NCATE. Respondents were able to either agree or disagree, with different levels of agreement.

As can be seen in Table 1, the first question regarding the importance of NCATE participation to the academic quality of educational programs showed a large similarity between institutions. In both cases, the answers of SOMEWHAT IMPORTANT and SOMEWHAT UNIMPORTANT were both the highest percentage responses, showing a lack of consensus on the part of both faculties. At ASU, 12% thought NCATE participation was very important, 25% thought it somewhat important, 3% were neutral, 23% thought participation was somewhat unimportant, and 28% thought it very unimportant. Similar to these findings, at UNI 17% thought NCATE participation very important to the quality of their educational programs, 25% thought it somewhat important, 17% were neutral, 28% thought participation was somewhat unimportant, and 14% thought it very unimportant. Combining the categories of important and somewhat important, in comparison to the combination of the categories of unimportant and somewhat unimportant, the higher percentage at ASU is unimportant, and the percentages are split evenly at UNI for those same combined responses.

The second question, dealing with the statement that NCATE standards are too prescriptive, found UNI respondents choosing the NEITHER AGREE OR DISAGREE category more often than the other responses. ASU on the other hand, overwhelmingly answered that they agreed that NCATE standards are too prescriptive. At ASU, 64% of the faculty members agreed in some manner , as

Table 1
Survey Questions 1-7:

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NO OPINION/ NEUTRAL	SOMEWHAT UNIMPORT.	VERY UNIMPORTANT
#1. How important is participation in NCATE to the academic quality of education programs at your school?					
Combined	23 (15%)	39 (25%)	18 (12%)	41 (27%)	30 (19%)
ASU	7 (12%)	15 (25%)	2 (3%)	14 (23%)	17 (28%)
UNI	16 (17%)	24 (25%)	16 (17%)	27 (28%)	13 (14%)
	S/AGREE	AGREE	NEITHER A/D	DISAGREE	S/DISAGREE
#2. NCATE standards are too prescriptive, in that they restrict new programs and interfere with business the professional unit should be deciding for itself.					
Combined	26 (17%)	54 (35%)	49 (32%)	21 (14%)	5 (3%)
ASU	16 (27%)	22 (37%)	10 (17%)	9 (15%)	2 (3%)
UNI	10 (10%)	32 (33%)	39 (41%)	12 (13%)	3 (3%)
#3. All professional units should be made to subscribe to standards and guidelines set forth by NCATE.					
Combined	4 (3%)	22 (14%)	30 (19%)	57 (37%)	42 (27%)
ASU	2 (3%)	6 (10%)	7 (12%)	22 (37%)	22 (37%)
UNI	2 (2%)	16 (17%)	23 (24%)	35 (37%)	20 (21%)
#4. The amount of time and money necessary to participate in the NCATE accreditation process is too excessive and costly.					
Combined	65 (42%)	54 (35%)	22 (14%)	11 (7%)	3 (2%)
ASU	34 (57%)	13 (22%)	6 (10%)	5 (8%)	1 (2%)
UNI	31 (32%)	41 (43%)	16 (17%)	6 (6%)	2 (2%)
#5. The way to ensure teaching is thought of as a profession is to have standardized levels of guaranteed quality as prescribed by national accreditation agencies, such as the AMA or the American Bar Association.					
Combined	19 (12%)	64 (41%)	25 (16%)	32 (21%)	14 (9%)
ASU	7 (12%)	18 (30%)	7 (12%)	18 (30%)	9 (15%)
UNI	12 (13%)	46 (48%)	18 (19%)	14 (15%)	5 (5%)
#6. The amount of time necessary to deal with accreditation matters interferes with my efficiency and effectiveness as a teacher/administrator.					
Combined	38 (25%)	53 (34%)	28 (18%)	29 (19%)	5 (3%)
ASU	22 (37%)	20 (33%)	7 (12%)	8 (13%)	2 (3%)
UNI	16 (17%)	33 (34%)	21 (22%)	21 (22%)	3 (3%)
#7. Federal Funding of higher education should not be tied to a national accreditation process.					
Combined	53 (34%)	50 (32%)	25 (16%)	21 (14%)	5 (3%)
ASU	21 (35%)	21 (35%)	6 (10%)	7 (12%)	4 (7%)
UNI	32 (33%)	29 (30%)	19 (20%)	14 (15%)	1 (1%)

Note. Missing percentages are non-respondents.

compared to 18% disagreeing to some degree. At UNI 43% agreed to some extent, compared to 16% disagreeing, and 41% neither agreeing nor disagreeing that the standards put forth by NCATE are too prescriptive.

The statement in question 3 dealt with the belief that all professional units should be made to subscribe to NCATE standards and guidelines. This

statement was not agreed with by many. At ASU, combining both the disagree categories yields a percentage of 74% who believe that forcing educational units to subscribe to NCATE would not be a good idea. Similarly, at UNI the same combination yields a percentage of 58%. The neutral responses from UNI (24% for this question), seem to remain higher than those from ASU (12% to this question), throughout the entire survey. More people at UNI feel strongly that NCATE does not affect them in any way, for better or for worse. The percentages of faculty who agree with this statement that all professional units should be made to subscribe to NCATE standards and guidelines are 13% from ASU, and 19% from UNI.

The responses and comments on question 4 also demonstrated strong feelings on the part of the faculty. At ASU, 57% strongly agreed with the statement that the amount of time and money necessary to participate in the NCATE process is too excessive and costly. Adding the AGREE category for ASU, another 22%, brings the total up to 79% of ASU members that either agree or strongly agree about the excessive costs in time and money. At UNI, the AGREE response was the biggest percentage, and added to that 43% are another 32% who strongly agreed, bringing the total up to 75% of respondents who believed NCATE too costly and time consuming.

The statement in question 5 received a very high response rate from UNI in the AGREE category, showing their belief that NCATE does fulfill a needed requirement in the professionalization of teaching. This statement dealt with the belief that the way to ensure that teaching is thought of as a profession is to have standardized levels of guaranteed quality as do the American Medical Association or the American Bar Association. Overwhelmingly, the largest response was in the AGREE category from UNI, with 48%, more than twice the percentage of the next largest group. At UNI, the AGREE category was followed

by 19% neutral, 13% strongly agreed, 15% disagreed, and 5% strongly disagreed. However, at ASU their responses were exactly split between the AGREE and the DISAGREE categories, each with 30%, demonstrating the division of opinions there about the value of NCATE. STRONGLY AGREE and STRONGLY DISAGREE were answered about evenly, 12% to 15% respectively, and 12% were neutral to this statement.

The next statement, that the amount of time necessary in dealing with accreditation matters interferes with the efficiency and effectiveness of the teacher/administrator, showed more faculty at ASU agreeing as compared to UNI faculty. Seventy percent of ASU's faculty agreed in some manner, whereas only 51% of UNI's faculty agreed that NCATE time requirements interfered with their efficiency and effectiveness. Sixteen percent of ASU's faculty disagreed to some extent, as compared to 25% of UNI's faculty disagreeing. As is consistent with the responses from UNI, a larger portion answered neutrally, 22%, than did ASU at 12%. Two comments to this question stated that during the process, it takes up valuable time better spent on other things, but that the knowledge gained from an in-depth look at your own institution is invaluable; and the loss of efficiency and effectiveness is only during the period when the report is prepared.

Question 7 dealt with the statement that Federal funding should not be tied to a national accreditation process. Both universities answered similarly again, with the biggest percentage strongly agreeing. ASU responded 35% STRONGLY AGREE, and 35% AGREE, and UNI answered 33% STRONGLY AGREE, with another 30% agreeing. Neutral responses were 10% for ASU, and 20% for UNI. ASU responded 19% disagreeing or strongly disagreeing and UNI responded 16% with those same responses.

To summarize, a smaller percentage of ASU respondents continually chose the no OPINION/NEUTRAL/NEITHER AGREE OR DISAGREE categories more often than UNI respondents throughout this entire section. An interesting aspect of the responses to the first statement was that compared to UNI, twice the percentage of ASU faculty believed NCATE participation was very unimportant to the quality of their programs. At the same time the second highest percentage for both schools chose the SOMEWHAT IMPORTANT response. The two universities, generally speaking, feel similarly with regard to the other statements. The University of Northern Iowa tends to show more respondents in the NEITHER AGREE OR DISAGREE category than does Arizona State University, but beyond that, the faculty members at these schools believe that: NCATE is too prescriptive, all professional education units should not be forced to subscribe to NCATE standards, the NCATE process is too costly, the time necessitated by NCATE detracts from their teaching or administrating, and Federal funding should not be tied to national accreditation. On the question of whether national standardized levels of quality are a way to ensure that teaching is considered a profession, such as the AMA or American Bar Association, faculty members are divided. ASU respondents responded exactly evenly between the SOMEWHAT AGREE and SOMEWHAT DISAGREE, while UNI in those same categories felt much more strongly that national standardized levels is a way to ensure professionalism in teaching, 48% agreeing to 15% disagreeing.

Questions Regarding the Decision-Making Process

Question 8 brought in many comments. This question asked the faculty why they thought their university gave up NCATE. Looking at Table 2 and the combined responses from both institutions, 59% answered that they thought

Table 2
Survey Questions 8-16 on Decision Making:

	TOO COSTLY	TOO PRESCRIPT.	UNNECESS. TO ED. GOALS	UNREL. CRITER.	MANDATED BY ADM.	OTHER
#8. Why do you think your university chose to withdraw from NCATE?						
Combined	91 (59%)	71 (46%)	49 (32%)	21 (14%)	56 (36%)	51 (33%)
ASU	35 (59%)	35 (59%)	27 (46%)	14 (24%)	14 (24%)	24 (41%)
UNI	56 (58%)	36 (38%)	22 (23%)	7 (7%)	39 (41%)	27 (28%)
	A GREAT EXTENT	A LESSER EXTENT	NO ADVICE WAS SOUGHT			
#9. Advice was sought from me as an individual before the decision was made to forfeit NCATE membership.						
Combined	19 (12%)	54 (35%)	80 (52%)			
ASU	13 (22%)	34 (57%)	12 (20%)			
UNI	6 (6%)	20 (21%)	68 (71%)			
	S/AGREE	AGREE	NEITHER A/D	DISAGREE	S/DISAGREE	
#10. The decision to drop NCATE required a consensus among the faculty before the action was taken.						
Combined	14 (9%)	39 (25%)	30 (19%)	19 (12%)	49 (32)	
ASU	13 (22%)	28 (47%)	10 (17%)	3 (5%)	4 (7%)	
UNI	1 (1%)	11 (12%)	20 (21%)	16 (17%)	45 (47%)	
#11. Faculty members should be included in the decision-making process concerning dropping or retaining accreditation.						
Combined	89 (57%)	54 (35%)	8 (5%)	1 (1%)	---	
ASU	44 (73%)	12 (20%)	1 (2%)	1 (2%)	---	
UNI	45 (47%)	42 (44%)	7 (7%)	---	---	
	GREAT DEAL	SOME	NOT MUCH	NONE	DON'T KNOW	
#12. How much influence did the faculty members as a whole have in the decision?						
Combined	27 (17%)	32 (21%)	47 (30%)	26 (17%)	20 (13%)	
ASU	23 (38%)	19 (32%)	12 (20%)	1 (2%)	3 (5%)	
UNI	4 (4%)	13 (14%)	35 (37%)	25 (26%)	17 (18%)	
	BD of TRUST.	PRESIDENT	PROVOST	DEAN	JOINT FACULTY	
#13. Please indicate at what administrative level the final decision on withdrawal from NCATE was made.						
Combined	16 (10%)	47 (30%)	23 (15%)	16 (10%)	7 (5%)	
ASU	8 (14%)	4 (7%)	14 (24%)	10 (17%)	6 (10%)	
UNI	8 (8%)	43 (45%)	9 (9%)	6 (6%)	1 (1%)	
	MEMO	TELEPHONE	GEN. MTG.	PERS. CONT.	OTHER	
#14. How were you informed of the decision to withdraw from NCATE?						
Combined	73 (47%)	---	45 (29%)	11 (7%)	20 (13%)	
ASU	23 (38%)	---	27 (45%)	2 (3%)	4 (7%)	
UNI	50 (52%)	---	18 (19%)	9 (9%)	16 (17%)	
	YES	NO				
#15. Do you believe that was the best way to inform faculty members?						
Combined	81 (52%)		56 (36%)			
ASU	45 (75%)		10 (17%)			
UNI	36 (38%)		46 (48%)			
#16. Was the decision to give up NCATE accreditation the correct one?						
Combined	83 (54%)		51 (33%)			
ASU	40 (67%)		17 (28%)			
UNI	43 (45%)		34 (35%)			

Note. Missing percentages are non-respondents, or DON'T KNOW for statement 13.

NCATE was too costly. Another 46% answered that NCATE was too prescriptive, 32% answered that NCATE was unnecessary to education goals, 14% responded that NCATE included unrelated criteria, 36% responded that the decision was mandated by the central administration, and 33% provided additional comments. Respondents were able to choose more than one category of answers, or they were given space to provide their own responses. The responses from the two institutions show that 59% of ASU faculty believe NCATE was too costly, 59% also believed NCATE too prescriptive, 46% believe NCATE is unnecessary to educational goals, 24% think NCATE has unrelated criteria, 24% believe the decision was mandated by the central administration, and 41% provided other opinions. In comparison, UNI answered 58% that NCATE is too costly, 38% responded that NCATE is too prescriptive, 23% believe NCATE is unnecessary to educational goals, only 7% believe NCATE has unrelated criteria, 41% believe the decision was mandated by the central administration, and 28% provided additional opinions. A summation of these comments is difficult, but certain issues kept being repeated in the opinions.

Many comments dealt with the cumbersome, unwieldy, and burdensome nature of the self studies. Many other comments dealt with the issue that pressure was being put upon these institutions by other universities in the state which had decided to withdraw, and was coercing the institutions to stick together and withdraw together. Comments were made about the belief of many faculty that for what the process costs in terms of money and time spent on reports and paperwork, there is not enough return on the investment. No changes had been made, nor had the institutions improved due to belonging to NCATE. Also, there were some comments made as to the voting process itself at ASU, in that there were many people voting on the accreditation decision that

would not be affected by the result, thereby sufficiently outnumbering the education faculty.

Other faculty members believe that the colleges of education are a low priority with their institution, and that the university would have had to spend many millions of dollars meeting student/faculty ratios mandated by NCATE. A few very strong comments were also made about the people responsible for making the decision, at both campuses, regarding their lack of concern for the opinions of the faculty members, and basing the decision on a more personal agenda. A few opinions were provided about the inability of NCATE standards to be applied to large universities, and that the standards and criteria of NCATE are better suited to smaller institutions.

One of the biggest differences between institutions is shown by Question 9. This dealt with whether or not the faculty member was approached about providing advice into the decision-making process. As shown by the combined responses, 52% of all respondents said that no advice was sought from them at all. This fact by itself was the hardest part of the whole decision-making process for the faculty to accept. At UNI, 71% said that no advice from them was sought, while at ASU only 20% responded with that answer. UNI faculty members answered 21% that advice was sought from them to a lesser extent, and only 6% said that their advice was sought to a great extent. At ASU, 22% said that advice was sought from them to a great extent, and 57% responded that their advice was sought to a lesser extent. This brought on many additional comments, and was a large part of the problem at UNI. Only six people at UNI believed their opinion was valued by anyone to a great extent. This lack of inclusion created an extreme feeling of bitterness that came out in almost all the comments.

Continuing along these lines of how the decision came about, the next item stated that the decision to drop NCATE required a consensus among the

faculty before it was made. Again, at UNI 64% of the faculty disagreed to some extent, as the faculty felt they weren't a major part of the decision. At ASU on the other hand, 69% either strongly agreed or agreed with the statement. At UNI 21% of the faculty were neutral, and at ASU, 17% of its faculty responded neutrally. Comments motivated by this question were that the faculty were lied to and pressured; a consensus should have been required; no input was invited; and that the decision to drop NCATE was solely an administrative one.

Question 11 asked whether the respondents thought that faculty members should be included in a decision to either retain or forfeit NCATE. The faculty members from both institutions were almost unanimously in agreement concerning their opinions. A very high percentage of faculty members from ASU, 93%, responded that faculty should be included in a decision of this kind, and at UNI 91% answered the same, combining both categories of agree and strongly agree. One very strong opinion was voiced regarding this question, the person stating that 65% of those allowed to vote on the accreditation decision at ASU were not directly involved in teacher education programs or courses, thereby totally undermining the results of the voting process.

To the next question asking how much influence the faculty members had in the decision to drop NCATE, ASU answered 70% either a GREAT DEAL or SOME, 20% answered NOT MUCH and only 2% answered NONE. UNI on the other hand answered 63% that the faculty had either no or not much influence into the decision, 14% answered SOME and only 4% answered a GREAT DEAL. There lies the difference in attitudes, and the most notable discovery resulting from this survey. No matter whether the UNI faculty members wanted NCATE accreditation to be forfeited or not, they were virtually all upset about the lack of concern for their opinions. They weren't asked their opinions, and if they were, it was commented that it was after the decision was already made. Again, at ASU,

the comment was made that the teacher education faculty at ASU was deliberately outnumbered in critical votes.

Question 13 asked whether the respondents knew at what level the final decision was made. It was pretty clear at UNI that it was a presidential decision, along with the corresponding presidents from the other four-year institutions in the state. From UNI's faculty, 29% responded that they did not know whose decision it was, 45% answered the president made the decision, with all other categories ranging from 1-9%. Faculty members from ASU however, varied in their opinions as to who it was that decided to forfeit NCATE. The provost was mentioned most often, 24%, with the Dean of Education cited next at 17%, followed by the Board of Trustees 14%, a joint faculty decision 10%, the president 7%, and 23% answering they did not know. At ASU, many respondents specified decision-making parties who were not response choices in the study, or combinations of administrators. It seems therefore, that ASU's decision to drop NCATE was a joint one, involving several administrators. A few of UNI's faculty also believed that the forfeiture decision was a joint administrative decision, but far fewer than ASU's respondents.

The next question asked how each faculty member was informed of their university's decision to forfeit the accredited status. UNI responded with 52% of faculty learning of the decision by memo, 19% by a general meeting, 17% responded that they learned of it by rumor, gossip, reading about the decision in the newspaper or some other unofficial means, and 9% said they learned of it by personal contact. ASU faculty responded they learned of the decision by general meeting 45%, memo 38%, with personal contact, and other categories showing 3-7%.

Question 15 dealing with faculty opinions about how they perceived this form of notification and whether it was the best way to find out about the

decision, found ASU agreeing that 75% of the faculty said it was the best way, and 17% said it was not. With UNI faculty not being happy with the decision making process, 48% responded it was not, and 38% responded that it was the best way. The comments received on this question were mainly about the fact that even though many people answered that the way they were informed was fine, it didn't matter how they were informed since their opinions were not considered into the decision anyway. A few said one way was as good as another if they were just going to be "told" of the decision. Another said that their opinions had been ignored. One person said he did not think it the best way, but since his opinion was not sought, it was not surprising. Another said it was just a fact that the president didn't care what the faculty thought.

One of the more important questions came next. Question 16 asked the faculty members if they thought the decision to forfeit NCATE was the correct one. Looking at the two schools combined, 54% said it was the right decision, and 33% said it was not, with 13% not responding. Separating the universities, ASU answered 67% yes it was the right decision, and 28% saying no, with 5% not responding. UNI responded 45% yes, and 35% no, with 20% not answering. As you can see, the faculty members are not in agreement at either school. However, ASU shows a decided emphasis towards believing it was the right decision, by far more than twice as many faculty, versus those faculty members believing it was not the right decision. Again there were many, many comments provided in response to this question. Most were about the time-consuming, costly accreditation process that took time away from educational pursuits. However, some of the other comments were:

It [the decision to withdraw from NCATE] reduces teaching to less than a profession;

NCATE approved programs are important for recruiting purposes;

students are still getting all the skills required to develop into
excellent teachers, and NCATE would validate this position;
Some are not aware of any benefits derived by belonging;
Too much jumping through hoops;
It could hurt students when looking for employment;
NCATE was a millstone around our necks;
The decision was the correct one, but it was done for the wrong reasons;
The business school at UNI just got accredited, and the feeling was that
the education college should also be accredited and then use its
influence to improve NCATE;
NCATE was dropped so the administration could take away resources,
lower admission standards and increase enrollments;
There is no protection now against overcrowded classes;
Without pressure from other institutions, we probably would not have
dropped out;
Professional preparation programs should seek accreditation, but criteria
must be appropriate;
Professional status of schools and colleges of education requires that
setting standards of excellence not be left to the institutions
themselves;
Requirements are too restrictive;
[NCATE] limits creativity and innovation;
Teacher education majors not graduating from accredited schools impacts
their job search;
Accreditation criteria were either outmoded or gibberish;
The idea of standards is good, but in reality I believe an outside
organization becomes too prescriptive and too costly;

The quality of education here is still superior, teachers have more time to dedicate to teaching activities, not spent documenting everything to someone else;

To take away the standards for our program was unthinkable, we had always passed with flying colors and are highly respected as a teacher training institution;

The method by which the decision was made was unfortunate at best, but it was the right decision;

Too little return on investment of money and energy;

The decision upset many students because they thought it degraded the profession, and I agree;

Our students and our institution need to be accredited by the national accreditation agency, we need the leverage of accreditation standards and requirements.

To summarize this section, the manner in which the decisions were reached at both institutions left a lot of faculty members with a bad feelings. To be given the impression their opinions were not valued or even requested was not an easy thing to accept. The consensus was that not only should faculty members be involved in a decision of this sort, but also that only those faculty members having a stake in the outcome should be allowed to vote, and a democratic process of voting should be followed. Some feel that NCATE accreditation is important to their programs, others do not. However, if some departments or divisions are accredited in an institution, many people feel that other departments should not have their accreditation forfeited. At this level of professional attainment, members of an educational institution need and deserve to feel they are part of the process.

Questions Regarding Stress

Continuing on to the next section and Table 3, Question 17 asks if the duties and responsibilities of NCATE caused respondents any stress. With the universities combined, 60% answered either NO or VERY LITTLE stress was caused by NCATE duties. ASU by itself answered pretty evenly across all five responses, with a small emphasis on the VERY LITTLE stress response. UNI by itself answered more strongly on the low stress responses, with 65% answering either NO or VERY LITTLE stress caused by NCATE responsibilities. Neither of the schools felt very strongly that NCATE duties and responsibilities caused a great deal of stress.

The next question, asking whether there was any increased stress during the withdrawal, found that NONE or VERY LITTLE was the largest response by far. UNI answered 58% NONE and 20% VERY LITTLE; ASU answered 57% NONE and 23% VERY LITTLE stress due to the withdrawal.

To the question of whether the stress level of the faculty had changed since NCATE was withdrawn, 73% of UNI respondents answered there had been no change, and 62% of ASU faculty answered no change. In addition, 32% of ASU faculty answered either SOMEWHAT REDUCED or GREATLY REDUCED stress, and fifteen percent of UNI's faculty answered SOMEWHAT REDUCED stress now that NCATE was no longer affecting their units. One person commented that morale was low, and that the credibility of the dean and provost was also very low. Another comment motivated by this question was that the person was embarrassed about the decision, and found the stress level greatly increased.

Question 20 asked about satisfaction toward jobs. UNI faculty responded 76% NO CHANGE in job satisfaction, and ASU answered 65% NO CHANGE.

Answers to question 21 were spread fairly evenly between the two main responses to the question of whether the respondents wish they were still NCATE accredited, or whether they are glad NCATE was forfeited. ASU faculty answered: 35% were glad NCATE was gone; 30% wished it were still in effect.

Table 3
Survey Questions 17-21 on Stress:

	NONE	VERY LITTLE	SOME	A FAIR AMOUNT	A GREAT DEAL
#17. Did the duties and responsibilities necessitated by maintaining NCATE's accreditation cause you personally any stress?					
Combined	54 (35%)	39 (25%)	32 (21%)	17 (11%)	8 (5%)
ASU	15 (25%)	16 (27%)	12 (20%)	11 (18%)	5 (8%)
UNI	39 (41%)	23 (24%)	20 (21%)	6 (6%)	3 (3%)
#18. Did you experience any increased stress in the daily performance of your duties and responsibilities during the process of withdrawing from NCATE?					
Combined	90 (58%)	33 (21%)	17 (11%)	8 (5%)	2 (1%)
ASU	34 (57%)	14 (23%)	6 (10%)	5 (8%)	---
UNI	56 (58%)	19 (20%)	11 (12%)	3 (3%)	2 (2%)
	GREATLY REDUCED	SOMEWHAT REDUCED	NO CHANGE	SOMEWHAT INCREASED	GREATLY INCREASED
#19. Since NCATE accreditation is no longer a factor at your institution, has your stress level changed?					
Combined	9 (6%)	26 (17%)	107 (69%)	6 (4%)	2 (1%)
ASU	7 (12%)	12 (20%)	37 (62%)	2 (3%)	1 (2%)
UNI	2 (2%)	14 (15%)	70 (73%)	4 (4%)	1 (1%)
	MORE SATISFIED	SOMEWHAT MORE SATISFIED	NO CHANGE	SOMEWHAT LESS SATISFIED	LESS SATISFIED
#20. Considering <u>only</u> the effect the accreditation status change has had on you personally, which statement most closely signifies your present attitude toward your job?					
Combined	9 (6%)	14 (9%)	112 (72%)	10 (7%)	6 (4%)
ASU	6 (10%)	9 (15%)	39 (65%)	2 (3%)	3 (5%)
UNI	3 (3%)	5 (5%)	73 (76%)	8 (8%)	3 (3%)
	WISH WE WERE STILL ACCREDITED	GLAD NCATE WAS FORFEITED	I DON'T CARE EITHER WAY	DON'T HAVE ENOUGH INFO.	NO OPINION
#21. Which statement best describes your attitude regarding NCATE?					
Combined	46 (30%)	40 (26%)	32 (21%)	28 (18%)	6 (4%)
ASU	18 (30%)	21 (35%)	10 (17%)	6 (10%)	4 (7%)
UNI	28 (29%)	19 (20%)	22 (23%)	22 (23%)	2 (2%)

Note. Missing percentages are non-respondents.

UNI answered a little differently, with 29% wishing NCATE were still in effect, 20% glad that NCATE is gone, and 48% stating that either they don't care, don't have enough information to respond, or have no opinion. At ASU, 17% responded that they didn't care, and 10% said they didn't have enough information. One person responded that he wished his university were still accredited, but cut down on the paperwork!

A summary of this section finds that faculty members' stress levels have not been affected greatly by the accreditation status change. Attitudes towards jobs have also not been affected greatly, with a few a little more satisfied with their jobs, and a few a little less satisfied. The attitudes regarding NCATE itself show again that UNI has a higher percentage of those who don't care either way. A little less than a third at ASU wish they were still accredited, and a little over a third are glad NCATE is gone. More UNI members (29%) wish NCATE were still affecting their units than those who are glad NCATE is gone (20%), but almost the same percentage (46%) don't care or don't feel they know enough to be able to voice a reasonable opinion.

Questions Regarding Roles

Continuing through the survey, Table 4 shows the responses to the next section concerning roles and status of positions. Question 22 asked if the faculty believed the prestige of their education unit had been affected. Overwhelmingly, faculty members answered that no change had been noticed. Also listed in Table 4 are the universities' responses, showing that UNI respondents answered 65% that no changes in prestige of their units had been noticed, 25% responded that the prestige has been reduced, and 5% answered that the prestige has been increased. At ASU 85% responded no changes, 10% responded decreased prestige, and 2% responded increased prestige. Two people responded they

Table 4
Survey Questions 22-31 on Roles:

	INCREASED	DECREASED	NO CHANGE		
#22. How do you believe the prestige of your education unit has been affected by the withdrawal from NCATE?					
Combined	6 (4%)	30 (19%)	113 (73%)		
ASU	1 (2%)	6 (10%)	51 (85%)		
UNI	5 (5%)	24 (25%)	62 (65%)		
#23. How do you believe the prestige of your university has been affected by the withdrawal from NCATE?					
Combined	7 (5%)	31 (20%)	110 (71%)		
ASU	1 (2%)	6 (10%)	51 (85%)		
UNI	6 (6%)	25 (26%)	59 (62%)		
	GREAT DEAL	FAIR AMOUNT	SOME	VERY LITTLE	NONE
#24. To what extent has the professional atmosphere of your professional unit been altered by the accreditation decision?					
Combined	1 (1%)	8 (5%)	18 (12%)	39 (25%)	83 (54%)
ASU	---	2 (3%)	5 (8%)	18 (30%)	33 (55%)
UNI	1 (1%)	6 (6%)	13 (14%)	21 (22%)	50 (52%)
	YES SLIGHTLY POSITIVELY	YES GREATLY POSITIVELY	YES SLIGHTLY NEGATIVELY	YES GREATLY NEGATIVELY	NO/MIXED RELATIONS
#25. Have your personal relationships with any other faculty members been affected with regard to this change?					
Combined	3 (2%)	1 (1%)	7 (5%)	---	141 (91%)
ASU	1 (2%)	---	2 (3%)	---	56 (93%)
UNI	2 (2%)	1 (1%)	5 (5%)	---	85 (89%)
	S/AGREE	AGREE	NEITHER A/D	DISAGREE	S/DISAGREE
#26. The image of your professional unit as perceived by other departments in your university has not been affected by the accreditation change.					
Combined	41 (27%)	48 (31%)	44 (28%)	12 (8%)	7 (5%)
ASU	24 (40%)	18 (30%)	9 (15%)	5 (8%)	2 (3%)
UNI	17 (18%)	30 (31%)	35 (37%)	7 (7%)	5 (5%)
	GREAT DEAL	FAIR AMOUNT	SOME	VERY LITTLE	NONE
#27. To what extent do you believe the interaction between colleagues which contributes to an efficiently run professional unit has changed, or will change, due to this decision?					
Combined	---	6 (4%)	25 (16%)	47 (30%)	74 (48%)
ASU	---	2 (3%)	8 (13%)	17 (28%)	32 (53%)
UNI	---	4 (4%)	17 (18%)	30 (31%)	42 (44%)
#28. To what extent has your role altered since this accreditation change?					
Combined	2 (1%)	3 (2%)	13 (8%)	32 (21%)	103 (67%)
ASU	2 (3%)	2 (3%)	3 (5%)	11 (18%)	41 (68%)
UNI	---	1 (1%)	10 (10%)	21 (22%)	62 (65%)
#29. To what extent has this decision on teacher program accreditation had an impact on your ability to transfer and teach at other institutions?					
Combined	---	3 (2%)	3 (2%)	16 (10%)	122 (79%)
ASU	---	---	1 (2%)	3 (5%)	51 (85%)
UNI	---	3 (3%)	2 (2%)	13 (14%)	71 (74%)

	GREAT DEAL	FAIR AMOUNT	SOME	VERY LITTLE	NONE
#30. To what extent has this decision on teacher program accreditation affected graduates from this department and their ability to obtain professional positions?					
Combined	1 (1%)	4 (3%)	16 (10%)	25 (16%)	96 (62%)
ASU	---	1 (2%)	2 (3%)	6 (10%)	47 (78%)
UNI	1 (1%)	3 (3%)	14 (15%)	19 (20%)	49 (51%)
	VERY POSITIVE	SLIGHTLY POSITIVE	NO CHANGES	SLIGHTLY NEGATIVE	VERY NEGATIVE
#31. Since the accreditation decision, what differences have you noticed in the reactions from peers from other education institutions?					
Combined	4 (3%)	4 (3%)	119 (77%)	23 (15%)	2 (1%)
ASU	2 (3%)	2 (3%)	51 (85%)	4 (7%)	---
UNI	2 (2%)	2 (2%)	68 (71%)	19 (20%)	2 (2%)

Note. Missing percentages are non-respondents.

thought it was still too early to tell, and one person said that other people will think the university got out of NCATE because it could not meet the standards.

Considering the prestige of the university and if it has been affected, 71% of the combined responses stated no changes. ASU responded 85% that there has been no change, 10% decreased prestige, and 2% increased prestige of the entire university. UNI was a little dissimilar, with 62% responding no change in university prestige, 26% responding decreased prestige, and 6% answering increased prestige, but that again shows the displeasure and bitterness of the UNI faculty with the process in general. Only a few comments were generated by this question, and again, a couple of people responded that it was too early to determine any changes yet.

The next question asked about the professional atmosphere of the unit and if it had been altered by the accreditation change. At UNI, 52% responded that there had been no alteration, 22% answered VERY LITTLE, 14% SOME change, and 7% answering either a FAIR AMOUNT or a GREAT DEAL of change in the atmosphere in their unit due to the accreditation change. At ASU, 55% answered NO CHANGE, 30% answered VERY LITTLE, and 11% answered either SOME or a FAIR AMOUNT of change.

Personal relationships were the topic of the next question, and if they had been affected due to the accreditation change. Faculty members at UNI answered 89% that there had been NO CHANGE. ASU faculty members also responded with 93% that there had been NO CHANGE in personal relationships.

The next statement with which the respondents could agree or disagree concerned the image of the units in which they worked. The vast majority of answers reported that the image of their unit had not been affected by the non-accredited status, with UNI again choosing the neutral category far more than the ASU members.

Interaction between colleagues was the focus of the next question. Again, answers showed that approximately 20% of the faculty members believed that their relationships with colleagues had been affected either SOME or a FAIR AMOUNT, with a majority believing very little change in relationships, if any, had occurred due to the decision to withdraw from NCATE.

Question 28 dealt with the opinions of the faculty about their own roles, and if there had been any changes since the forfeiture decision. Both institutions were similar in their responses. Two-thirds of ASU members stated there had been no changes, and one-fourth reported either very little or some change. UNI also reported two-thirds of their members citing no changes, with another third reporting very little or only some change in their roles.

The next question, #29, concerned the perceived ability to transfer and/or teach at other institutions. Responses to this question were that the vast majority believed there to be no change they were aware of in the ability to transfer or teach at other institutions due to the non-accredited status of their own institution. ASU reported 85% NO CHANGE, and UNI reported 74% NO CHANGE along with 14% VERY LITTLE change in transfer ability.

UNI again showed more discontent with the accreditation change than ASU by responses to Question 30. This item asked about the effect on the universities' graduates of the decision to forfeit NCATE. Combined responses showed that 26% believed the graduates had been affected very little or some, 62% believed the graduates had not been affected, and 4% believed graduates had been affected a fair amount or a great deal. ASU reports that 78% believe there had been no effect on graduates, and 10% believed there had been very little effect. UNI faculty answered: 51% thought no effect on graduates; 20% very little effect. One comment said that the person thought graduates had been affected, since school districts do not have the assurance of quality in the

program. A few others said that more time was needed to determine any effect on graduates.

Question 31, asking for reactions from peers from other institutions, found mostly no changes noticed. ASU reported that 85% of its faculty members had noticed no differences in reactions, with 7% reporting slightly negative reactions. UNI differed slightly, with almost three times the percentage citing slightly negative reactions to this change in accredited status. In addition, 71% of UNI respondents reported no noticeable changes. One faculty member reported hearing several very negative remarks about how the institution dropped NCATE.

This section on roles found no remarkable conclusions other than the fact that the faculty members do show some concern for graduates from UNI in obtaining positions after graduation, and there is some discontent with the perceived decrease in prestige of both the departments and the university by one fourth of the respondents at UNI.

Questions Regarding Financial Implications

Dealing with the financial aspects of NCATE membership is the next section, and is shown in Table 5. Question 32 asked if the respondents believed the costs in becoming and remaining a member of NCATE are reasonable. ASU faculty members largely disagreed with the statement as shown by the 60% response rate in the two disagree categories. Other responses from ASU show 25% neither agreed nor disagreed, and 12% agreed. UNI, however, showed a lot more faculty were neutral on this issue, with the biggest category being neutral at 35%. UNI responses also show that 47% disagreed to some extent. Comments were:

Costs involved a great deal more than dollars, in that many people spent

Table 5
Survey Questions 32-35 on Financial Impact:

	S/AGREE	AGREE	NEITHER A/D	DISAGREE	S/DISAGREE
#32. Do you agree that the costs involved in becoming and remaining a member of NCATE are reasonable?					
Combined	2 (1%)	15 (10%)	49 (32%)	54 (35%)	27 (17%)
ASU	---	7 (12%)	15 (25%)	23 (38%)	13 (22%)
UNI	2 (2%)	8 (8%)	34 (35%)	31 (32%)	14 (15%)
	YES-SIGNIF. AMOUNT	YES-FAIR AMOUNT	YES-VERY LITTLE	NO	DON'T KNOW
#33. Has there been money saved by the education unit or college by dropping NCATE?					
Combined	17 (11%)	37 (24%)	21 (14%)	6 (4%)	71 (46%)
ASU	10 (17%)	23 (38%)	6 (10%)	1 (2%)	18 (30%)
UNI	7 (7%)	14 (15%)	15 (16%)	5 (5%)	53 (55%)
	S/AGREE	AGREE	NEITHER A/D	DISAGREE	S/DISAGREE
#34. The money saved should be returned to the education unit.					
Combined	67 (43%)	49 (32%)	31 (20%)	3 (2%)	1 (1%)
ASU	21 (35%)	21 (35%)	13 (22%)	2 (3%)	---
UNI	46 (48%)	28 (29%)	18 (19%)	1 (1%)	1 (1%)
	SIGNIFICANT DECREASE	SLIGHT DECREASE	NO CHANGE I'M AWARE OF	SLIGHT INCREASE	SIGNIFICANT INCREASE
#35. Indicate any changes in the funding of student loans, governmental funding, or private donations to the university due to the forfeiture of NCATE.					
Combined	---	---	110 (71%)	---	---
ASU	---	---	45 (75%)	---	---
UNI	---	---	65 (68%)	---	---

Note. Missing percentages are non-respondents.

much time with no rewards;

The money allocated would be much better spent on graduate assistants
and part-time instructors to reduce faculty loads.

Faculty members did not have much knowledge concerning the next topic dealing with whether or not there had been money saved by forfeiting NCATE. Fifty-five percent of faculty members at UNI answered that they didn't know if money had been saved. Sixteen percent said yes there had been money saved, but very little, and 15% said yes, a fair amount of money had been saved. One of the two comments said that whatever money was saved was most likely squandered on administrative globe-hopping. The other comment stated that the savings are astronomical, and the actual cost of NCATE is only the tip of the iceberg, and that when there are not mandated student/faculty ratios the

university can double the number of students while cutting the number of faculty.

Whether or not the money that has been saved should be returned to the education unit was the next question. UNI members responded by 77% that they agreed in some manner that any saved money should be returned to the education unit, and ASU reported 70% for the same responses. One person commenting said she was sure that it would not be returned to the unit, and one other person said the money had been "coming out of their hides".

The next question, regarding knowledge of any changes in funding, loans or donations obtained no useful data. Out of all the combined respondents from both schools, 71% answered that they had no knowledge of any changes, and the other 29% didn't answer the question. One respondent said that since it was an administrative decision, if there were any negative signs of impact, it would most likely not be reported back to the faculty. Another respondent said that they knew private fundraising from graduates had been negatively affected, but could not say to what extent. Other comments stated that it might still be too early to determine any significant impact in this area.

Responses to the questions in this entire section dealing with the financial impact of the forfeiture decision did not provide much useful information beyond the fact that the faculty believed there was money saved but did not know how much. Nor did they know if donations had been affected by the accreditation forfeiture. If they had an opinion, a majority believed the costs involved with NCATE were unreasonable, and whatever money was saved should be returned to the education units.

Questions Regarding Workloads

The first question dealing with this was number 36, as shown in Table 6.

Table 6
Survey Questions 36-42 on Workloads:

	MEAN	MODE	MEDIAN	RANGE	
#36. What percentage of your time was spent dealing with NCATE matters during the time they were influencing your unit?					
Combined	9%	00%	5%	0-90%	
ASU	10%	10%	10%	0-80%	
UNI	7%	00%	4%	0-90%	
	YES-GREAT DEGREE	YES-MODER. DEGREE	YES-SMALL DEGREE	NO-DID NOT INTERFERE	NO OPINION
#37. When your institution was still NCATE, accredited did NCATE responsibilities interfere with how well you accomplished your daily work requirements?					
Combined	7 (5%)	18 (12%)	28 (18%)	85 (55%)	13 (8%)
ASU	3 (5%)	11 (18%)	14 (23%)	28 (47%)	2 (3%)
UNI	4 (4%)	7 (7%)	14 (15%)	57 (59%)	11 (12%)
	MUCH LIGHTER	LITTLE LIGHTER	NO CHANGE	LITTLE HEAVIER	MUCH HEAVIER
#38. Is your workload lighter or heavier since membership in NCATE was withdrawn?					
Combined	4 (3%)	19 (12%)	118 (76%)	10 (7%)	1 (1%)
ASU	1 (2%)	5 (8%)	47 (78%)	5 (8%)	1 (2%)
UNI	3 (3%)	14 (15%)	71 (74%)	5 (5%)	---
	S/AGREE	AGREE	NEITHER A/D	DISAGREE	S/DISAGREE
#39. When your professional unit was still NCATE accredited, you felt you had enough time to be successful in your position, and still do credit to the NCATE mandates and responsibilities.					
Combined	14 (9%)	38 (25%)	81 (52%)	11 (7%)	5 (3%)
ASU	5 (8%)	19 (32%)	26 (43%)	6 (10%)	2 (3%)
UNI	9 (9%)	19 (20%)	55 (57%)	5 (5%)	3 (3%)
	GREAT DEGREE	MODERATE DEGREE	SMALL DEGREE	ALMOST NONE	NONE/ NO OPINION
#40. To what degree were you personally involved with any of the NCATE self-studies when your university was NCATE accredited?					
Combined	22 (14%)	34 (22%)	42 (27%)	21 (14%)	33 (21%)
ASU	12 (20%)	20 (33%)	16 (27%)	6 (10%)	5 (8%)
UNI	10 (10%)	14 (15%)	26 (27%)	15 (16%)	28 (29%)
	YES, NEGATIVE	YES, POSITIVE	YES-NEITHER POS. OR NEG.	NO, HAD NO IMPACT	NO OPINION/ NO INVOLV.
#41. If you were involved, did the time you spend on the studies have an impact on the performance of your regular duties?					
Combined	38 (25%)	8 (5%)	20 (13%)	40 (26%)	42 (27%)
ASU	22 (37%)	2 (3%)	9 (15%)	16 (27%)	9 (15%)
UNI	16 (17%)	6 (6%)	11 (12%)	24 (25%)	33 (34%)
	YES, GREAT DEGREE	YES, MODER. DEGREE	YES, SMALL DEGREE	NO CHANGE	NO OPINION
#42. Do you feel that you now have more control over how you spend your professional time, due to the forfeiture of NCATE?					
Combined	8 (5%)	13 (8%)	25 (16%)	86 (56%)	19 (12%)
ASU	4 (7%)	7 (12%)	12 (20%)	31 (52%)	4 (7%)
UNI	4 (4%)	6 (6%)	13 (14%)	55 (57%)	15 (16%)

Note. Missing percentages are non-respondents.

This question asked what percentage of the faculty member's time was spent dealing with NCATE matters during the time NCATE was influencing his unit. The answers varied greatly, and many commented about the fact that the percentage varied depending upon the level of work necessary during any particular year. During years of visitation or self study, the percentage went up greatly, and in years of no reviews or visitations, the percentage obviously dropped. In any case, ASU faculty members' answers ranged from 0% up to 80%, and for UNI the answers ranged again from 0% all the way up to 90%. The mean for ASU was 10%, whereas the mean for UNI was 7%. The mode for ASU was 10, and for UNI was 0, indicating that the majority of faculty at UNI had very little to do with the NCATE requirements, and that ASU faculty had the requirements spread among more of its faculty than at UNI.

To question 37 dealing with the issue of whether or not NCATE responsibilities interfered with how well the faculty members accomplished their regular duties, 47% of ASU members reported that NCATE did not interfere, 23% said that NCATE duties interfered to a SMALL DEGREE, 18% said that NCATE matters interfered to a MODERATE DEGREE, and 5% said NCATE interfered to a GREAT DEGREE with their daily duties. UNI faculty members also reported similar feelings, with 59% saying that NCATE did not interfere with their regular duties, 15% reported a SMALL DEGREE of interference, 7% reporting a MODERATE amount of interference, and 4% reporting a GREAT DEAL of interference. Again, this was determined by whether it was a year for a self study or visitation/review.

Concerning whether the workloads of faculty members were perceived as being lighter or heavier since the accreditation change, ASU reported 78% NO change, 8% reporting both a LITTLE LIGHTER and also a LITTLE HEAVIER, and 2% reporting both MUCH LIGHTER and also MUCH HEAVIER. UNI was

very similar in its results. Seventy-four percent at UNI reported NO CHANGE, 15% reporting a LITTLE LIGHTER, 5% saying their workload is a LITTLE HEAVIER, and 3% reporting their workload was MUCH LIGHTER. Only one person commented on this question and said that the workload had not changed but had shifted to more productive activities.

The next statement asked whether or not faculty members felt that while their institution was still accredited, they had enough time to be successful in their positions but also do credit to NCATE mandates and responsibilities. ASU faculty members responded 43% that they NEITHER AGREED OR DISAGREED, 40% said they agreed to some extent, and 13% said they disagreed to some extent. UNI also reported a high percentage in the neutral category, at 57%. Following that, 29% said they agreed in some manner, and only 8% said they disagreed either moderately or strongly.

The degree of involvement in self studies was the focus of the next question. At ASU, 33% reported MODERATE involvement, 27% reported a SMALL DEGREE of involvement, 20% responded that they had a GREAT DEAL of involvement, and 18% reported either almost no involvement or NO INVOLVEMENT/NO OPINION. A much higher percentage of UNI faculty members reported having no involvement or no opinion, at 29%. Similarly, 27% reported a SMALL DEGREE of involvement, 15% reported MODERATE involvement, 16% responded with ALMOST NO INVOLVEMENT, and 10% reported a GREAT DEAL of involvement in the self study process.

Those people involved in self studies were then asked about the time they spent and if it had an impact on the performance of their regular duties. Besides the 27% of faculty who answered that they were either NOT INVOLVED or had NO OPINION, 25% responded that it did have a NEGATIVE IMPACT on their regular duties, 5% reported a POSITIVE IMPACT, 13% said yes it had an impact

but NEITHER POSITIVE OR NEGATIVE, and 26% reported NO IMPACT at all. ASU had a large percentage, 37%, who said the time they spent on NCATE matters had a NEGATIVE IMPACT on regular duties. This compares to only 17% for UNI who believed the time necessary for NCATE duties had a NEGATIVE IMPACT on their regular daily duties.

The last question in the workload section dealt with the faculty members' beliefs that they now have more control over how they spend their professional time. Fifty-seven percent of UNI respondents chose NO CHANGE, 16% answered NO OPINION, 14% responded they believed they now had a SMALL degree of INCREASED CONTROL, 6% believed they had a MODERATE INCREASE in control, and 4% believed they had a GREAT DEAL MORE CONTROL over how they spent their time. ASU also responded that 52% felt there was NO CHANGE, 20% reported they felt they had a SMALL degree of INCREASED CONTROL, 12% reported a MODERATE DEGREE OF INCREASED CONTROL, 7% reporting a GREAT DEAL OF ADDITIONAL CONTROL, and 7% said they had NO OPINION. One person wanted the choice to answer less control.

It turns out that only a few people were greatly affected at all by the amount of work necessary, with most people reporting that their workloads were only affected slightly. Faculty members believed that they were doing justice to the NCATE mandates when necessary, but some were negatively affected by the required time away from their regular duties. Three fourths of the respondents said there had been no change in workload, with a few reporting heavier loads, but the future effect on workloads is something that might change, if student/faculty ratios are adjusted in any way.

Demographic Information

The demographic questions came last in the survey, shown in Table 7, beginning with the indication of their faculty department or division. From the total responses, 23% came from the ASU Curriculum & Instruction Division, 7% from the ASU Psychology in Education Division, and 8% from the ASU

Table 7
Demographic Information:

#43. Indicate in which department/division area you work.

36	(23%)	ASU Curriculum & Instruction
11	(7%)	ASU Psychology in Education
12	(8%)	ASU Educational Leadership & Policy Studies
23	(15%)	UNI Price Lab Teaching School
21	(14%)	UNI Curriculum & Instruction
24	(16%)	UNI School of Health, P. E. and Leisure Svcs
14	(9%)	UNI Educational Psychology
7	(5%)	UNI Special Education
6	(4%)	UNI Educational Administration

	INSTRUCTOR	ASST. PROF.	ASSOC. PROF.	FULL PROF.	DEAN/CHAIR
#44. Indicate your faculty position:					
Combined	18 (12%)	25 (16%)	52 (34%)	52 (34%)	2 (1%)
ASU	---	2 (3%)	31 (52%)	25 (42%)	1 (2%)
UNI	18 (19%)	23 (24%)	21 (22%)	27 (28%)	1 (1%)

	K-12	HIGHER ED.
#45. Indicate your level of focus:		
Combined	113 (73%)	32 (21%)
ASU	47 (78%)	10 (17%)
UNI	66 (69%)	22 (23%)

	MEAN	MEDIAN	MODE	RANGE
#46. Indicate the length of time you have been in the education field.				
Combined	25	26	20	3-45
ASU	26	26	20	3-45
UNI	24	25	25	3-45

Note. Missing percentages are non-respondents.

Educational Leadership Division; from UNI there were 15% from the Price Lab Teaching School, 14% from the Curriculum & Instruction Department, 16% from the School of Health, Physical Education and Leisure Services, 9% from the Education Psychology Department, 5% from the Special Education Department and 4% from the Educational Administration Department. (A few people did not exactly fit into the categories provided.) Question 44 asked their faculty position. From ASU, respondents represented 52% associate professors, 42% full professors, 3% assistant professors, and 2% deans or department chairs. From UNI the faculty positions represented were 28% full professors, 24% assistant professors, 22% associate professors, 19% instructors, 1% department chairs or deans, and 4% were other classifications with 2% not responding. For the next question asking the level of focus, either K-12 or higher education, 69% were K-12 and 23% were higher education from UNI, with 7% not answering. From ASU, the levels of focus were 78% K-12 faculty, 17% higher education faculty, with 2% not responding. (A few people also for this question answered that they were both K-12 and higher education or did not fit exactly into those two categories.) The last question asked respondents to fill in the number of years they had been in the education field. This ranged from just a very few years all the way up to past 40 years. The mean for UNI was 24 years, and for ASU it was 26 years in the education field. The mode for UNI was 25, and for ASU it was 20. Range was the same.

Demographics and Attitudes About NCATE

Crosstabs were developed between the variable of faculty members' attitudes about NCATE (Questions #21 asked whether they wish their universities were still accredited or not) and the four demographic questions. These results are shown in Tables 8-10 and in Appendix 3.

As can be seen in Table 8, the percentages of ASU K-12 faculty members are fairly evenly divided between those wishing NCATE had not been forfeited,

Table 8

Attitudes and Level of Focus:

	WISH WE WERE STILL ACCREDITED	GLAD NCATE WAS FORFEITED	DON'T CARE EITHER WAY	NOT ENOUGH INFO.	NO OPINION
K-12 Focus					
Combined	41 (37%)	31 (28%)	17 (15%)	18 (16%)	4 (4%)
ASU	18 (38%)	19 (40%)	5 (11%)	2 (4%)	3 (6%)
UNI	23 (36%)	12 (19%)	12 (19%)	16 (25%)	1 (2%)
Higher Ed.					
Combined	4 (13%)	5 (16%)	14 (45%)	7 (23%)	1 (3%)
ASU	---	---	5 (50%)	4 (40%)	1 (10%)
UNI	4 (19%)	5 (24%)	9 (43%)	3 (14%)	---

Note. The percentages are those responding from each level of focus.

and those who are glad NCATE membership was withdrawn. Faculty members in the K-12 areas at UNI, however, are much more unhappy with the forfeiture of NCATE, with almost twice the percentage of respondents wishing their institution were still accredited. In the higher education areas, by far the largest percentage from both schools shows the respondents' attitude of not caring either way, indicating the lack of influence or visible benefits NCATE has on those higher education programs.

Looking at Table 9, the faculty members at ASU in the Educational Leadership and Policy Studies division generally wished they were still accredited. In the Psychology in Education division, they were mostly glad that NCATE membership was forfeited, and the Curriculum & Instruction faculty were split fairly evenly between the two attitudes. The faculty at UNI in both the Special Education and the Curriculum & Instruction departments believed

Table 9

Attitudes and Departments (Percentages are totals from that department):

	WISH WE WERE STILL ACCREDITED	GLAD NCATE WAS FORFEITED	DON'T CARE EITHER WAY	NOT ENOUGH INFO.	NO OPINION
ASU:					
Ed. Ldrshp & Plcy Stds.	5 (42%)	1 (8%)	3 (25%)	2 (17%)	1 (8%)
Psych in Ed	1 (9%)	5 (45%)	2 (18%)	2 (18%)	1 (9%)
Curr & Instr	12 (35%)	15 (42%)	5 (14%)	2 (6%)	2 (6%)
UNI:					
Curr & Instr	9 (47%)	3 (16%)	4 (21%)	3 (16%)	---
Ed Adm	---	---	3 (50%)	3 (50%)	---
Spec. Ed.	3 (43%)	---	2 (29%)	2 (29%)	---
Ed. Psych	4 (29%)	3 (21%)	3 (21%)	4 (29%)	---
Price Lab	9 (39%)	6 (26%)	2 (9%)	6 (26%)	---
HPELS	3 (13%)	7 (30%)	7 (30%)	4 (17%)	2 (9%)

strongly that forfeiting NCATE was not the correct decision, while in the School of Health, Physical Education and Leisure Services, most of the faculty were glad NCATE is gone, or don't care. The Educational Administration department members either don't care or don't feel they have enough information, which only shows that NCATE is not affecting that department much if any. In both the Educational Psychology and Price Lab School areas, the attitudes are somewhat even between those wishing they were still NCATE accredited and those who are glad NCATE is not influencing their departments any more.

Table 10 shows the levels of positions and the attitudes from the faculty members in those positions. The younger teachers from UNI mainly do not believe they have enough information to formulate opinions yet about the value of NCATE for their institution, with some believing the decision to withdraw was the correct one, others wishing NCATE were still a part of their programs or not caring either way. The assistant professor level shows a fairly even split

Table 10

Attitudes and Faculty Level (Percentages are totals from that level):

	WISH WE WERE STILL ACCREDITED	GLAD NCATE WAS FORFEITED	DON'T CARE EITHER WAY	NOT ENOUGH INFO.	NO OPINION
Instructor					
Combined	3 (17%)	5 (28%)	3 (17%)	7 (39%)	---
ASU	---	---	---	---	---
UNI	3 (17%)	5 (28%)	3 (17%)	7 (39%)	---
Asst Prof					
Combined	9 (39%)	8 (35%)	3 (13%)	3 (13%)	---
ASU	---	1 (50%)	---	1 (50%)	---
UNI	9 (43%)	7 (33%)	3 (14%)	2 (10%)	---
Assoc Prof					
Combined	16 (31%)	14 (27%)	12 (23%)	6 (12%)	4 (8%)
ASU	10 (32%)	12 (39%)	4 (13%)	1 (3%)	4 (13%)
UNI	6 (29%)	2 (10%)	8 (38%)	5 (24%)	---
Full Prof					
Combined	16 (31%)	12 (24%)	14 (27%)	8 (16%)	1 (2%)
ASU	8 (32%)	7 (28%)	6 (24%)	4 (16%)	---
UNI	8 (31%)	5 (19%)	8 (31%)	4 (15%)	1 (4%)
Dean/Dept Chr					
Combined	1 (50%)	1 (50%)	---	---	---
ASU	---	1 (100%)	---	---	---
UNI	1 (100%)	---	---	---	---
Other					
Combined	1 (25%)	---	---	3 (75%)	---
ASU	---	---	---	---	---
UNI	1 (25%)	---	---	3 (75%)	---

again between the two responses of opinions at UNI. The two levels of associate professor and full professor include the most number of faculty, and the opinions demonstrated by these members showed a fairly even number at ASU between the two opinion choices. At UNI the percentages showed that generally speaking the faculty members either wish they were still accredited or do not care.

There is a marked difference between the attitudes of those in the education field fewer than 25 years, and those in the field 25 years or longer. Of the responding faculty members who have been in education between 3 and 24 years, 61% said they were glad NCATE was forfeited, or did not have enough information to respond appropriately. However, 63% of those in education 25 years or more were more decidedly in favor of NCATE, or did not care about it

either way. The complete listing of the results from this crosstab are listed in Appendix 3.

With the space provided on the back of the questionnaire, respondents were able to write additional comments regarding anything about the topic of NCATE, accreditation, or the forfeiture. Many people wrote extensive comments. An attempt will follow to somehow categorize these comments into groups without taking anything away from the individual comments. There were many people with extremely vehement feelings about this whole issue, and this paper will try to do them justice with this summary. Thanks to those who returned the questionnaires and provided invaluable opinions.

General Comments

An area of concern to many faculty members was the future of their departments and of their graduates. Concern was voiced regarding the level of declining resources, and the ability of the college of education to receive their fair share to continue the fine tradition of academic excellence. Student/faculty ratios were another concern for the future. Without NCATE to stand behind them, the faculty was worried that class sizes would increase, retiring faculty members would not be replaced, and the numbers of faculty would steadily decline in relationship to the ever increasing number of students. Another concern for the future was the possible effect on graduates. Some states only accept teacher education graduates from NCATE approved programs, it was reported, and others commented recruiting might become more difficult.

One of the issues which brought out many comments was the manner in which the decision was made, at both universities. It was a slap in the face to faculty members when their opinions were not requested or valued, it was commented. Another professor's irritation was evident when he commented

about the president's complete disregard for faculty opinions. Other comments:

Even though the dean was against forfeiture, the department head was
against forfeiture, most faculty members were against forfeiture,
students were against forfeiture, NCATE was dropped anyway
because of the arrogant, short-sighted president;

The university president is quite ignorant about K-12, but is an
accomplished, sly politician;

We were sold a bill of goods while I was on sabbatical;

We are so short-staffed it is pitiful.

Comments and opinions about NCATE specifically, filled the pages of
many questionnaires. Negative comments, along with some positive ones, were
voiced by respondents who felt very strongly about the issue. Comments were:

Little is done to challenge an institution;

The NCATE process does not inspire new changes or collegiality;

NCATE is shooting themselves in the foot by their certification
requirements and the costs;

The NCATE requirements and standards go way overboard in the degree
of details they require;

Accreditation is needed to protect the consumer;

An electronic process would help NCATE;

I believe a national accreditation process is justified, but I do not believe
NCATE is the right agency for this;

I think there should be standards, but they should be clear, and linked to the most up-to-date research on curriculum, staffing and student development;

The loss of NCATE has resulted in decline of resources for teacher education and allocations to specific programs that are accredited;

NCATE must make its standards and processes more realistic, and it is much harder for larger institutions than for small institutions, however, the faculty did support retention of the NCATE accreditation-the president totally ignored our advice;

NCATE has an opportunity to provide leadership in quality control in higher education, many quality standards for NCATE should be quantitative and member institutions should reflect NCATE standards in all programs;

Our current staffing problem is directly related to NCATE withdrawal, we can't pressure the administration for more lines [of faculty positions] with losing accreditation;

As long as NCATE audits programs that sell degrees they are not truly protecting the consumers.

One person mentioned that they thought the real motivation behind the forfeiture was to take money away from the education departments, in that it would have cost the university around \$3 million dollars to pass NCATE because of the need to hire additional faculty and other criteria.

There were many comments concerning the fact that these universities are quite well known for outstanding programs already, and that there has been no noticeable change since the withdrawal. Other comments were:

Faculty still maintain very high standards;

NCATE was essentially a political tool which didn't seem to have a lot of practical benefit for us;

I do not believe that a highly motivated, professional faculty with pride in its product requires a great deal of external monitoring to ensure that it continues to do a good job and seeks to improve;

We continue to maintain an excellent reputation in and out of state;

Strong, competent self confident education professors have no time for NCATE with its emphasis on minutia, and the fact that more than half of the nation's teacher education programs do not affiliate with NCATE bodes well for the future of teacher education;

NCATE accreditation was a ridiculous waste of time, the pompous, picky reviewers were insulting to an educator who has spent more than 20 years in the field and I will fight any notion of reinstating NCATE with everything that I have.

Other general comments were:

NCATE played a vital role in teacher certification in the 60's when many states certified graduates of out of state institutions on the basis of their NCATE, with the discontinuance of this practice the practical importance of accreditation was reduced greatly;

Teaching will not be considered a profession parallel to law and medicine as long as we participate in collective bargaining;

The decision made at ASU was made during a period of transition, leadership was weak and the university administration was also new and seeking savings;

There is a real danger to national standards, we must retain our autonomy
and control of our curriculum;

The status of teacher education today does not indicate that NCATE has
been a positive force.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

This study looked at the impact on university faculty members of withdrawing from the National Council for Accreditation of Teacher Education. Five areas of impact were chosen: financial, decision-making, stress, roles and workloads. Two universities were chosen, those being the University of Northern Iowa, and Arizona State University. An in-depth look was taken at how the faculty members felt about the decision to drop NCATE, and their beliefs, opinions and attitudes surrounding the entire decision-making process.

In the area of any financial impact, the faculty members were totally unaware of any changes in donations, loans or gifts. They realized that there most likely was money saved by forfeiting membership, and they overwhelmingly agreed the money saved should be returned to the educational units. But the biggest impact in this area was the concern voiced by a large percentage of the respondents that their programs and departments would eventually suffer financially due to this change. Concern about increasing class sizes, greater student/faculty ratios, the loss of faculty positions and a decrease in institutional support were the main worries. Instead of helping the departments financially, the fear is the opposite, that students will suffer and the faculty will be over-burdened.

In the area of decision making, the impact was far greater. How the decision to drop NCATE came about, at both institutions, motivated the most

comments, the most faculty anger, and the most negative opinions by far. Not everyone agreed with the decision, and roughly speaking it was fairly even in those stating a preference, but the manner in which the decision was made was considered a slap in the face to many respondents. Not only were the faculty members at the University of Northern Iowa not allowed to vote on the decision, they were not even sought out for their opinions or advice. At Arizona State University, an interim Dean was allowed to negotiate the decision through the system by allowing many people to vote on the matter who had no stake in the outcome nor were they involved with teacher education to any extent. Administrators in charge of making important decisions affecting many people can certainly learn something from this study. Everyone with a stake in the outcome of a particular decision should be sought out for their input, opinions, advice and cooperation. To do any less creates a great deal of hard feelings and bitterness.

Stress did not seem to be as much a factor as originally thought. There was additional stress created during times of self studies or review visitations, but any increase was considered temporary and manageable. A few people mentioned how the lack of input into the decision created a great deal of stress, but satisfaction with jobs has not been affected to a great degree.

Roles of faculty members remained fairly constant, with no large amount of friction or changes in status due to the accreditation forfeiture. Interactions with peers from their own institutions and with peers from other institutions had not been significantly affected. There was a worry that graduates might be affected in the future, but it was mentioned often that any possible effect on graduates could not be accurately assessed at that point.

Impact on faculty workloads was shown by some faculty more than others. Generally speaking, faculty members responding said that their

workloads had not necessarily changed now that NCATE is no longer a factor, but they had many comments about the effect on their workloads when their institutions were still accredited. Those with a great deal of involvement commented with some irritation that their daily routines were affected by NCATE mandated paperwork, at times a great deal, while others commented that they were not heavily involved. One of the more repeated comments concerned the cumbersome nature of the paperwork required. A very high percentage of comments reiterated the problem with the amount of paperwork, sometimes a duplication of paperwork necessary for other accreditation mandates, and stated that much of it is not reviewed or considered very thoroughly after a great deal of time and effort has gone into the reports.

Conclusions

To answer the original problem statement, the impact on faculty members of these two institutions has not been too significant in terms of affecting their job performance or capabilities but is very significant when it comes to attitudes and concerns for the future. Many harbor bad feelings about the process and are greatly worried about the financial future of their programs. Since the factor of money seems to affect almost every area of education, if the future of these institutions includes a reduction in support from the universities and/or departments, all will suffer. Both institutions have a quality reputation for excellence. Many faculty are now not so sure that those reputations will continue if the support provided to their programs is decreased or if class sizes are increased. Student recruitment remains strong, and student populations are increasing. In order to support these additional numbers of students, more faculty will be needed, highly trained with valuable experience, and hopefully

the accreditation forfeiture will not affect the ability to continue these traditions of excellence.

In order to maintain the professional status of education and increase the stature of teachers and the education occupation in general, quality needs to be assured to the consumers with some degree of consistency. Reputation cannot stand alone. Graduates need to be able to obtain good professional positions, enter graduate colleges with high scores, and compete nationally with other institutions' graduates. Universities need to have a system of quality control, whether it is from within or without their schools, which assures students and parents that a quality education can be obtained at the different institutions for a fair price. Without the National Council for Accreditation of Teacher Education, some other form of control needs to be instituted. External review by peers in the field, just as in evaluations of faculty, should not be totally repugnant or avoided.

National standards are resisted by many in the education field because of issues of lack of autonomy and uniqueness. However, it is hard not to see a benefit in the standardization of some of the criteria and standards when virtually all other professions license their professionals only after they have graduated from accredited schools. Obviously those schools with long standing reputations for excellence and quality would usually have no trouble passing and would consider the paperwork as only bothersome and unnecessary. Other schools, on the edge of excellence or finally arriving at a quality reputation, might find it more useful and not so cumbersome. If the process were not so invasive, taking time away from the job of teaching and maintaining the quality that the institutions have striven so diligently toward, the entire procedure might not attract so much resistance. Visitation teams need to be more knowledgeable regarding the institutions they are accrediting/reviewing and to put forth more effort to effect positive changes within the universities. If it could be shown

that there are more concrete benefits to membership rather than just the periodic bother of self studies and reviews, more people would support the necessary time and expense of the process. Also, the administration needs to be aware of its responsibility to get the faculty to “buy into” the process and for all involved to accept the standards and procedures of accreditation. If all institutions which prepare teachers belonged to a single accrediting body for teacher education, change could occur from within, and possibly the profession would be seen as more competent and better able to manage its own affairs as do the medical and legal professions. There must have been some benefit derived from membership in NCATE, or there would not have been so much concern voiced about the future of the institutions.

Recommendations

Further study would add much to the knowledge base concerning accreditation and the professionalization of teaching. After reviewing the results, several further studies seem to be obvious next steps in the progression of data gathering on this subject.

1. Studies looking at graduates and their placement percentages, entrance into graduate colleges, and scores on placement tests might show additional types of impact on the graduates themselves. These types of studies might show any decline in the academic quality of graduating students, and any job placement impact.

2. A longitudinal study of the institutional support of the education departments, including class sizes, student/faculty ratios, and numbers of faculty positions would be a valuable addition to the literature, addressing the stated concerns of the faculty members involved.

3. Since the financial impact of these universities' decisions on donations, gifts, and grants was unknown by the faculty, a study questioning past and current donors and benefactors might provide some important information regarding any possible impact in these areas. This study might include an investigation of governmental grants as well.

4. Workload did not seem to be affected to any large degree; however, the future of faculty members' workloads might change. If the administration does increase class sizes, fail to replace retiring faculty, or change student/faculty ratios, the issue of workloads may become a significant problem, as foreseen by the faculty. Another study tracking the workloads of faculty members might provide useful data concerning this factor.

5. All other institutions forfeiting NCATE accreditation could be surveyed, with the results giving a broader sense of how all involved faculty members believe the change in accreditation status has affected them and their programs.

6. A thorough survey could be implemented questioning the school districts in both Arizona and Iowa to see if hiring practices depend upon new teachers graduating from accredited universities. This might include percentages of newly hired teachers with and without NCATE accredited degrees. It also might include a look at interview questions and opinions of those directly involved in making the decisions regarding hiring.

7. Another survey could be conducted exploring the issue of whether or not professors from other institutions would consider the accreditation status of an institution's offering a job before taking a position, and how much weight the accredited or non-accredited status would carry into their decision. This might include a look at recruiting practices and policies, and the difficulty possibly arising from the non-accredited status.

Whether or not these two institutions can maintain their quality and institute continuous self evaluations and improvements, will be the long term test of their dedication to the students. NCATE is attempting to guarantee the best education for students, with a consistent measure of quality across the institutions in conjunction with a secondary goal of more stature and prestige for the profession. Recommended studies such as these might help to gain information about how this could be accomplished with all those in the profession promoting the process.

APPENDIX 1

COVER LETTERS AND QUESTIONNAIRE

Dr. John Doe-Associate Dean
Arizona State University
College of Education
Tempe, Arizona 85287

4/28/94

Dear Dr. Doe,

I am the project director at the University of Nevada-Las Vegas, for a study on the impact of a university's withdrawal from the National Council for Accreditation of Teacher Education, or N.C.A.T.E. The faculty members of the education departments of two universities have been chosen to receive surveys requesting opinions on the personal and professional impact this withdrawal has had on them. This would be accomplished in the fall semester of 1994. The results would be available the following semester.

What I am requesting of you is a list of all full-time faculty members in your education department. This would facilitate the mailing of the surveys in a timely fashion.

I appreciate your help and cooperation, and if you have any questions or comments, please feel free to call the university at 702-895-3491, or my home number 702-877-1354. Thank you.

Sincerely,

Joan B. McGee
Project Director

October 11, 1994

Dr. Robert L. Johnson
University of Northern Iowa
Schindler Education Center-SEC 123
Cedar Falls, Iowa 50614

Dear Dr. Johnson,

There are many institutions which have recently dropped out of the National Council for Accreditation of Teacher Education, or NCATE. The debate regarding whether or not NCATE accreditation is a necessary component of quality educational departments has brought forth the question of the impact of the forfeiture of this specialized agency's accreditation. However, no one really knows if or how this withdrawal from NCATE has affected the institutions involved.

The members of the education department at the University of Northern Iowa, along with one other institution, have been chosen to provide their opinions on this matter. In order for the results to truly represent the views of education professionals, it is important that each questionnaire be completed and returned. It is also important that those most closely involved with the education and accreditation process provide this information in order to determine any professional and personal impact.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire, and your cooperation is voluntary.

The results of this research will be made available to officials and representatives of NCATE, educators, and all interested parties. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is (702) 895-3491.

Thank you for your assistance.

Sincerely,

Joan B. McGee
Project Director

IMPACT QUESTIONNAIRE

(The questionnaire was reduced to exactly 79% of original size and printed on 8 and 1/2" by 14" paper, double-sided.

It was then folded in the middle and stapled, producing a survey 8 and 1/2" by 7".)

The Critical Issue of Accreditation:

A Survey of Two Faculties' Views on Their
University's Withdrawal from the National
Council for Accreditation of Teacher Education



University of Nevada, Las Vegas
Department of Educational Administration
Joan B. McGee-Project Director
4505 S. Maryland Parkway
Las Vegas, NV 89154-3002

1. In your judgment, how important is participation in the National Council for Accreditation of Teacher Education (NCATE) to the academic quality of education programs at your school? (Circle number)

1-VERY IMPORTANT
2-SOMEWHAT IMPORTANT
3-NO OPINION/NEUTRAL
4-SOMEWHAT UNIMPORTANT
5-VERY UNIMPORTANT

We want to know whether you agree or disagree with various opinions, both positive and negative, we have heard regarding accreditation. Please circle the number of the response that reflects your opinion.

2. NCATE standards are too prescriptive, in that they restrict new programs and interfere with business the professional unit should be deciding for itself.

1-STRONGLY AGREE
2-AGREE
3-NEITHER AGREE NOR DISAGREE
4-DISAGREE
5-STRONGLY DISAGREE

3. All professional units should be made to subscribe to standards and guidelines set forth by NCATE.

1-STRONGLY AGREE
2-AGREE
3-NEITHER AGREE NOR DISAGREE
4-DISAGREE
5-STRONGLY DISAGREE

4. The amount of time and money necessary to participate in the NCATE accreditation process is too excessive and costly.

1-STRONGLY AGREE
2-AGREE
3-NEITHER AGREE NOR DISAGREE
4-DISAGREE
5-STRONGLY DISAGREE

5. The way to ensure that teaching is thought of as a 'profession' is to have standardized levels of guaranteed quality as prescribed by national accreditation agencies, such as the AMA or the American Bar Association.

1-STRONGLY AGREE
 2-AGREE
 3-NEITHER AGREE NOR DISAGREE
 4-DISAGREE
 5-STRONGLY DISAGREE

6. The amount of time necessary to deal with accreditation matters interferes with my efficiency and effectiveness as a teacher/administrator.

1-STRONGLY AGREE
 2-AGREE
 3-NEITHER AGREE NOR DISAGREE
 4-DISAGREE
 5-STRONGLY DISAGREE

7. Federal funding of higher education should not be tied to a national accreditation process.

1-STRONGLY AGREE
 2-AGREE
 3-NEITHER AGREE NOR DISAGREE
 4-DISAGREE
 5-STRONGLY DISAGREE

An important purpose of this study is to track the process used by your institution in making the decision to give up NCATE accreditation. Therefore we want to know your feelings on the decision and whether or not you had any input into it.

8. Based on your knowledge, why do you think your university chose to withdraw from the National Council for Accreditation of Teacher Education? (Circle numbers of any responses reflecting your feelings)

1-TOO COSTLY
 2-TOO PRESCRIPTIVE
 3-UNNECESSARY TO EDUCATION GOALS
 4-UNRELATED CRITERIA
 5-MANDATED BY THE CENTRAL
 ADMINISTRATION
 6-OTHER, PLEASE EXPLAIN ON NEXT PAGE

9. Advice was sought from me as an individual before the decision was made to forfeit NCATE membership. (Circle number)

- 1-TO A GREAT EXTENT
- 2-TO A LESSER EXTENT
- 3-NO ADVICE FROM ME WAS SOUGHT

10. The decision to drop NCATE required a consensus among the faculty before the action was taken. (Circle number)

- 1-STRONGLY AGREE
- 2-AGREE
- 3-NEITHER AGREE NOR DISAGREE
- 4-DISAGREE
- 5-STRONGLY DISAGREE

11. Faculty members should be included in the decision-making process concerning dropping or retaining accreditation. (Circle number)

- 1-STRONGLY AGREE
- 2-AGREE
- 3-NEITHER AGREE NOR DISAGREE
- 4-DISAGREE
- 5-STRONGLY DISAGREE

12. How much influence did the faculty members as a whole have in the decision? (Circle number)

- 1-A GREAT DEAL
- 2-SOME
- 3-NOT MUCH
- 4-NONE
- 5-I DON'T KNOW

13. Please indicate at what administrative level the final decision on withdrawal from NCATE was made: (Check the appropriate level)

- _____ BOARD OF TRUSTEES
- _____ PRESIDENT
- _____ PROVOST
- _____ DEAN OF EDUCATION
- _____ JOINT FACULTY DECISION
- _____ OTHER (EXPLAIN) _____
- _____ DO NOT KNOW

14. How were you informed of the decision to withdraw from NCATE? (Circle number)

- 1-MEMO
- 2-TELEPHONE
- 3-GENERAL MEETING
- 4-PERSONAL CONTACT
- 5-OTHER _____

15. Do you believe that was the best way to inform faculty members? (Circle number)

- 1-YES
- 2-NO

Comments _____

16. In your own opinion, was the decision to give up NCATE accreditation the correct one? (Circle number)

- 1-YES
- 2-NO

Please explain the reasons for your opinion. _____

Another important part of this study is to determine how the accreditation decision affected each individual faculty member in your professional unit. Please respond to each statement with the response which most accurately reflects your feelings on how the decision affected you personally.

17. Did the duties and responsibilities necessitated by maintaining NCATE's accreditation cause you personally any stress (tension, emotional strain or discomfort)? (Circle number)

1-NONE
2-VERY LITTLE
3-SOME
4-A FAIR AMOUNT
5-A GREAT DEAL

18. Did you experience any increased stress in the daily performance of your duties and responsibilities during the process of withdrawing from NCATE? (Circle number)

1-NONE
2-VERY LITTLE
3-SOME
4-A FAIR AMOUNT
5-A GREAT DEAL

19. Since NCATE accreditation is no longer a factor at your institution, has your stress level changed? (Circle number)

1-GREATLY REDUCED
2-SOMEWHAT REDUCED
3-NO CHANGE
4-SOMEWHAT INCREASED
5-GREATLY INCREASED

20. Considering only the effect the accreditation status change has had on you personally, which statement most closely signifies your present attitude toward your job? (Circle number)

1-MORE SATISFIED
2-SOMEWHAT MORE SATISFIED
3-NO CHANGE IN JOB ATTITUDE
4-SOMEWHAT LESS SATISFIED
5-LESS SATISFIED

21. Which statement best describes your attitude regarding NCATE? (Circle number)

- 1-I WISH WE WERE STILL ACCREDITED
- 2-I'M GLAD NCATE WAS FORFEITED
- 3-I DON'T CARE EITHER WAY
- 4-I DON'T HAVE ENOUGH INFORMATION
- 5-NO OPINION

Another important purpose of this study is to determine if working at an NCATE accredited or non-accredited institution affects the individual professors professionally. To further understand this issue, we would like to know about changes in your role at your institution.

22. How do you believe the prestige of your education unit has been affected by the withdrawal from NCATE? (Circle number)

- 1-INCREASED
- 2-DECREASED
- 3-NO CHANGE

23. How do you believe the prestige of your university has been affected by the withdrawal from NCATE? (Circle number)

- 1-INCREASED
- 2-DECREASED
- 3-NO CHANGE

24. To what extent has the professional atmosphere of your professional unit been altered by the accreditation decision? (Circle number)

- 1-A GREAT DEAL
- 2-A FAIR AMOUNT
- 3-SOME
- 4-VERY LITTLE
- 5-NONE

25. Have your personal relationships with any other faculty members been affected with regard to this change? (Circle number)

- 1-YES, POSITIVELY AFFECTED SLIGHTLY
- 2-YES, POSITIVELY AFFECTED GREATLY
- 3-YES, NEGATIVELY AFFECTED SLIGHTLY
- 4-YES, NEGATIVELY AFFECTED GREATLY
- 5-NO, OR MIXED RELATIONSHIPS

(85)

26. The image of your professional unit as perceived by other departments in your university has not been affected by the accreditation change. (Circle number)

- 1-STRONGLY AGREE
- 2-AGREE
- 3-NEITHER AGREE NOR DISAGREE
- 4-DISAGREE
- 5-STRONGLY DISAGREE

27. To what extent do you believe the interaction between colleagues which contributes to an efficiently run professional unit has changed, or will change, due to this decision? (Circle number)

- 1-A GREAT DEAL
- 2-A FAIR AMOUNT
- 3-SOME
- 4-VERY LITTLE
- 5-NONE

28. In your opinion, to what extent has your role altered since this accreditation change? (Circle number)

- 1-A GREAT DEAL
- 2-A FAIR AMOUNT
- 3-SOME
- 4-VERY LITTLE
- 5-NONE

29. To what extent has this decision on teacher program accreditation had an impact on your ability to transfer and teach at other institutions? (Circle number)

- 1-A GREAT DEAL
- 2-A FAIR AMOUNT
- 3-SOME
- 4-VERY LITTLE
- 5-NONE

30. To what extent has this decision on teacher program accreditation affected graduates from this department and their ability to obtain professional positions? (Circle number)

- 1-A GREAT DEAL
- 2-A FAIR AMOUNT
- 3-SOME
- 4-VERY LITTLE
- 5-NONE

31. Since the accreditation decision, what differences have you noticed in the reactions from peers from other education institutions? (Circle number)

1-VERY POSITIVE REACTIONS
 2-SLIGHTLY POSITIVE REACTIONS
 3-NO CHANGES NOTICED
 4-SLIGHTLY NEGATIVE REACTIONS
 5-VERY NEGATIVE REACTIONS

Our study will also attempt to better understand the costs of participating in the accreditation process and whether or not withdrawing accreditation affects an institution economically. Therefore, we would like to know about the financial impact of the NCATE decision.

32. Do you agree or not that the costs involved in becoming and remaining a member of NCATE are reasonable? (Circle number)

1-STRONGLY AGREE
 2-AGREE
 3-NEITHER AGREE NOR DISAGREE
 4-DISAGREE
 5-STRONGLY DISAGREE

33. Has there been money saved by the education unit or college by dropping NCATE? (Circle number)

1-YES, A SIGNIFICANT AMOUNT
 2-YES, A FAIR AMOUNT
 3-YES, BUT VERY LITTLE
 4-NO
 5-DON'T KNOW

34. The money saved should be returned to the education unit.
 (Circle number)

1-STRONGLY AGREE
 2-AGREE
 3-NEITHER AGREE NOR DISAGREE
 4-DISAGREE
 5-STRONGLY DISAGREE

35. If you know, indicate any changes in the funding of student loans, governmental funding, or private donations to the university due to the forfeiture of NCATE. (Circle number and explain)

- 1-THERE HAS BEEN A SIGNIFICANT DECREASE
IN REVENUES DUE TO NCATE WITHDRAWAL
- 2-THERE HAS BEEN A SLIGHT DECREASE IN
REVENUES DUE TO NCATE WITHDRAWAL
- 3-THERE HAS BEEN NO CHANGE THAT I'M AWARE
OF
- 4-THERE HAS BEEN A SLIGHT INCREASE IN
REVENUES DUE TO NCATE WITHDRAWAL
- 5-THERE HAS BEEN A SIGNIFICANT INCREASE IN
REVENUES DUE TO NCATE WITHDRAWAL

Please explain fully. _____

Another important aspect of this study is to determine if the accreditation decision has affected your professional workload. Along those lines, we would next like to ask some questions concerning the impact of the accreditation action on your workload.

36. What percentage of your time was spent dealing with NCATE matters during the time they were influencing your unit? (Fill in percentage)

_____ %

37. When your institution was still a member of NCATE, did NCATE responsibilities interfere with how well you accomplished your daily work requirements? (Circle number)

- 1-YES, TO A GREAT DEGREE
- 2-YES, A MODERATE DEGREE
- 3-YES, TO A SMALL DEGREE
- 4-NO, DID NOT INTERFERE
- 5-NO OPINION

(88)

38. Is your workload lighter or heavier since membership in NCATE was withdrawn? (Circle number)

- 1-MUCH LIGHTER
- 2-A LITTLE LIGHTER
- 3-NO CHANGE
- 2-A LITTLE HEAVIER
- 5-MUCH HEAVIER

39. When your professional unit was still NCATE accredited, you felt you had enough time to be successful in your position, and still do credit to the NCATE mandates and responsibilities. (Circle number)

- 1-STRONGLY AGREE
- 2-AGREE
- 3-NEITHER AGREE NOR DISAGREE
- 4-DISAGREE
- 5-STRONGLY DISAGREE

40. To what degree were you personally involved with any of the NCATE self-studies when your university was NCATE accredited? (Circle number)

- 1-A GREAT DEGREE OF INVOLVEMENT
- 2-A MODERATE DEGREE OF INVOLVEMENT
- 3-A SMALL DEGREE OF INVOLVEMENT
- 4-ALMOST NO INVOLVEMENT
- 5-NO INVOLVEMENT/NO OPINION

41. If you were involved, did the time you spend on the studies have an impact on the performance of your regular duties? (Circle number)

- 1-YES, IT HAD A NEGATIVE IMPACT
- 2-YES, IT HAD A POSITIVE IMPACT
- 3-YES, BUT NEITHER POSITIVE OR NEGATIVE
- 4-NO, DID NOT HAVE ANY IMPACT
- 5-NO OPINION/NOT INVOLVED

42. Do you feel that you now have more control over how you spend your professional time, due to the forfeiture of NCATE? (Circle number)

- 1-YES, TO A GREAT DEGREE
- 2-YES, A MODERATE DEGREE
- 3-YES, TO A SMALL DEGREE
- 4-NO CHANGE
- 5-NO OPINION

(89)

43. Please indicate in which department/division area you work. (Circle the number for UNI, and for ASU circle number and fill in program area)

- 1-CURRICULUM AND INSTRUCTION
 2-EDUCATIONAL ADMINISTRATION
 3-SPECIAL EDUCATION
UNI: 4-EDUCATIONAL PSYCHOLOGY
 5-PRICE LAB TEACHING SCHOOL
 6-HEALTH, PHY. EDUCATION AND LEISURE SERVICES
-

1-EDUCATIONAL LEADERSHIP AND POLICY STUDIES DIV.

PROGRAM AREA _____

ASU: 2-PSYCHOLOGY IN EDUCATION DIVISION

PROGRAM AREA _____

3-CURRICULUM AND INSTRUCTION DIVISION

PROGRAM AREA _____

44. Please indicate your faculty position: (Circle the number or fill in)

- 1-INSTRUCTOR
 2-ASSISTANT PROFESSOR
 3-ASSOCIATE PROFESSOR
 4-FULL PROFESSOR
 5-DEAN OR DEPARTMENT CHAIR
 6-OTHER, PLEASE SPECIFY _____

45. Please indicate your level of focus. (Circle number)

- 1-K THROUGH 12
 2-HIGHER EDUCATION

46. Please indicate the length of time you have been in the education field.
 (Fill in the number of years)

Also, any comments you wish to make that you think may help us understand how the accreditation process affects faculty members either personally or professionally will be appreciated, either here or in a separate letter.

[illegible]

(91)

(postcard format)

September 27, 1994

Last week a questionnaire was mailed to you seeking your opinions about withdrawal from the National Council for Accreditation of Teacher Education. Your institution was chosen as one of only two to be studied.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to only two schools, it is extremely important that your responses also be included in the study if the results are to accurately represent the opinions of education professionals.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect (702-877-1354) and I will get another one in the mail to you.

Sincerely,

Joan B. McGee, Project Director

Robert L. Johnson
1234 Iowa Street
Cedar Falls, Iowa 50613

October 11, 1994

Dear Robert Johnson,

About three weeks ago I wrote to you seeking your opinions on the withdrawal from the National Council for Accreditation of Teacher Education, or NCATE. As of today we have not yet received your completed questionnaire.

Our research unit has undertaken this study because of the belief that any impact felt by the members of the education units in universities that have forfeited NCATE accreditation is a significant contribution to the information available to others considering the process for themselves, to educators in general, and to NCATE.

I am writing to you again because of the significance each questionnaire has to the meaningfulness of this study. Only two institutions were chosen for this study, making each faculty member's response an integral part of the results. We want to make sure the results are representative of all opinions, therefore it is essential that each person in the study return their questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Cordially,

Joan B. McGee
Project Director

Appendix 2

Validating Groups

The first validating group (n=13) included doctoral colleagues and my
faculty advisor:

Dr. Lloyd Bishop-committee chairman/advisor

Ann Angulo-doctoral colleague

Bruce Daley-doctoral colleague

D. Gause-Snelson-doctoral colleague

John Goertimiller-doctoral colleague

Carol Harrington-doctoral colleague

Mac Hayes-doctoral colleague

Lynne Herman-doctoral colleague

Holly Jaacks-doctoral colleague

Craig Kadlub-doctoral colleague

Jim Labuda-doctoral colleague

Rod Poindexter-doctoral colleague

Paul Vigil-doctoral colleague

This validation was conducted in April and May, 1994.

The second validating group (n=6) consisted of recommended faculty members, members of NCATE and other accreditation groups, all with knowledge about accreditation in various aspects:

Dean Dale Anderson-chosen because he is a member of NCATE, the Dean of the College of Education, on the visitation team for NCATE, and extremely knowledgeable regarding NCATE matters, from a dean's point of view.

Dr. Janice Reid-chosen because she is on the board of the Northwest Association of Colleges and Universities and her vast knowledge of accreditation matters.

Dr. Carl Steinhoff-chosen due to his knowledge of accreditation processes and procedures, from a department chair's point of view.

Dr. Anthony Saville-chosen due to the fact that he was the original dean of this department, and was the department accreditation officer during numerous NCATE visitations and self studies.

Dr. Cheryl Bowles-chosen because she is knowledgeable about specialized accreditation procedures, and was the Deputy Dean in charge of the Graduate College at that time, now interim Dean of the Graduate College.

Dean Ron Smith-chosen due to his position as Dean of the Graduate College at that time, now interim Provost, his knowledge of NCATE and its characteristics, and questionnaire construction.

This validation was conducted in August and September, 1994.

The third validating group (n=2) included current faculty members of UNLV, rating the questionnaire on the basis of hypothetically placing themselves in a department of one of the chosen universities:

Dr. Rebecca A. Mills- Associate Professor in the Instruction and Curricular Studies Department.

Dr. Jeffrey I. Gelfer- Associate Professor in the Instruction and Curricular Studies Department.

This validation was conducted in September, 1994.

APPENDIX 3

APPROVAL OF HUMAN SUBJECTS FORM



TO: Joan McGee
FROM: Dr. William E. Schulze, *Wm. Schulze* Director, Research Administration
DATE: 28 September 1994
RE: Status of human subject protocol entitled:
"Critical Issue of Accreditation"

The protocol for the project referenced above has been reviewed by the Office of Research Administration, and it has been determined that it meets the criteria for exemption from full review by the UNLV human subjects committee. Except for any required conditions or modifications noted below, this protocol is approved for a period of one year from the date of this notification, and work on the project may proceed.

Should the use of human subjects described in this protocol continue beyond a year from the date of this notification, it will be necessary to request an extension.

APPENDIX 4

Crosstabs of the Variables Years in the Education Field and Attitudes about NCATE

YRS IN ED.	UNIV.	WISH WE WERE STILL ACCREDITED	GLAD NCATE WAS FORFEITED	DON'T CARE EITHER WAY	NOT ENOUGH INFO.	NO OPINION
3	ASU	-	1	-	-	-
	UNI	-	-	1	-	-
4	ASU	-	-	-	1	-
	UNI	-	-	-	1	-
5	ASU	-	-	-	-	-
	UNI	-	2	-	-	-
6	ASU	-	-	-	-	-
	UNI	-	-	-	2	-
7	ASU	1	-	-	-	-
	UNI	-	-	-	-	-
8	ASU	-	-	-	-	-
	UNI	-	-	2	-	-
9	ASU	-	1	-	-	-
	UNI	-	-	-	-	-
10	ASU	-	-	-	-	-
	UNI	-	-	-	1	-
12	ASU	-	-	-	1	1
	UNI	1	-	-	2	-
13	ASU	-	-	-	-	-
	UNI	1	1	-	-	-
14	ASU	-	-	-	-	-
	UNI	-	1	-	-	-
15	ASU	-	1	-	-	-
	UNI	2	-	-	1	-
16	ASU	-	2	-	-	-
	UNI	-	-	-	2	-
17	ASU	-	-	-	-	-
	UNI	-	1	-	-	-
18	ASU	-	-	-	-	-
	UNI	-	1	1	1	-
19	ASU	-	-	-	-	-
	UNI	1	-	-	-	-
20	ASU	4	3	1	1	-
	UNI	-	2	2	1	-
21	ASU	-	-	-	-	-
	UNI	-	1	1	-	-
22	ASU	-	-	-	-	-
	UNI	1	1	-	-	-
23	ASU	-	1	-	-	1
	UNI	-	-	-	-	-

YRS IN ED	UNIV.	WISH WE WERE STILL ACCREDITED	GLAD NCATE WAS FORFEITED	DON'T CARE EITHER WAY	NOT ENOUGH INFO.	NO OPINION
24	ASU	2	1	1	-	-
	UNI	-	2	-	2	-
25	ASU	1	-	2	1	-
	UNI	4	1	1	1	1
26	ASU	3	1	-	-	-
	UNI	1	1	-	1	-
27	ASU	-	1	-	-	-
	UNI	1	-	1	1	-
28	ASU	-	1	1	1	-
	UNI	-	-	2	1	-
29	ASU	-	-	-	-	-
	UNI	2	1	2	-	-
30	ASU	-	1	2	1	1
	UNI	4	1	-	-	-
31	ASU	-	2	-	-	-
	UNI	1	-	1	1	-
32	ASU	1	2	-	-	-
	UNI	3	-	3	-	-
33	ASU	-	1	-	-	-
	UNI	1	-	1	2	-
34	ASU	-	1	1	-	-
	UNI	-	1	-	1	-
35	ASU	1	-	1	-	-
	UNI	1	1	1	-	-
36	ASU	-	-	1	-	-
	UNI	1	-	-	-	-
37	ASU	1	-	-	-	-
	UNI	2	-	-	-	-
38	ASU	1	-	-	-	-
	UNI	-	-	-	-	-
39	ASU	-	-	-	-	1
	UNI	-	-	-	-	-
40	ASU	-	-	-	-	-
	UNI	1	-	-	-	-
41	ASU	-	1	-	-	-
	UNI	-	-	1	-	-
42	ASU	1	-	-	-	-
	UNI	-	-	-	-	-
43	ASU	-	-	-	-	-
	UNI	-	-	1	-	-
44	ASU	1	-	-	-	-
	UNI	-	-	-	-	-
45	ASU	1	-	-	-	-
	UNI	-	-	1	-	-

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