• various groups impose their values on colleges - gov’t, employer orgs., unions, community agencies, ethnic groups, and other parts of the ed. system
• pressure from internal groups - staff, administrators, students
• analysis of the college using Burton Clark’s 3 basic sets of values, and loyalty
  • social justice for students (e.g. equal access), staff (e.g. equitable employment, promotion & retention policies), and the community (e.g. equity of representation on advisory committees)
  • competence (quality) - measure, assess, evaluate students and evaluate staff and administration
  • liberty - academic freedom of faculty and students’ right to question, learn, challenge and debate
  • loyalty - to the goals of the state, to ones professional body, department, students, colleagues etc.
  • often conflicts b/t liberty & loyalty e.g. loyalty to formal agreements with universities may impose constraints on curricula, evaluation etc.; contracts with agencies, industry may lead to attempts to influence the curriculum
• other values - integrity, openness in decisionmaking, avoidance of conflict of interest, sensitivity to community needs - can be incorporated under one of the above 4
• there will always be conflicts - need to develop value statements

College and University Cultures
• universities pay less attention to social justice, especially if it is in conflict with quality
• liberty is rarely under direct threat in Canada
• loyalty to the organization and its values rather than loyalty to one’s discipline, distinguishes the college professor from the university prof.
• also differences exist in governance

Conclusions
• difficult to reach an institution-wide agreement on a mission statement - must assign priorities to values if conflicts arise
• if institutions are going to work together, some resolution of their value differences must be found
• first step to creating an overall system is to clarify the values which determine the role of each institution