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To the Graduate Council:

I am submitting herewith a thesis written by Roy M. Bacon entitled "The Role of the Administrator of Academic Affairs in Selected Universities." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

Galen Dowry, Major Professor

We have read this thesis and recommend its acceptance:

Ira N. Chiles, Elbert C. Henson, Orin B. Graff, Lawrence M. DeRiddler

Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

May 11, 1960

To the Graduate Council:

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Galen M. Drewry
Major Professor

We have read this thesis and recommend its acceptance:

Ira N. Chiles

Elbert C. Henson

[illegible]

L. M. DeBridder

Accepted for the Council:

Dale Nanthing
Dean of the Graduate School

THE ROLE OF THE ADMINISTRATOR OF ACADEMIC AFFAIRS IN SELECTED UNIVERSITIES

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

---

by

Roy M. Bacon

June 1960

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ACKNOWLEDGMENT

The writer is grateful to the many administrators of academic affairs who contributed to this study. This study could not have been completed without their cooperation. The eleven university administrators who made major contributions of time and knowledge are recognized as being important to the study and their cooperation is appreciated. The assistance obtained from several doctoral students is also gratefully acknowledged.

Special thanks are expressed to Dr. Galen N. Drewry for his inspiration, leadership and encouragement; Dr. Orin B. Graff and Professor Ira N. Chiles whose capacity for direction was ever available and graciously given; Dr. Lawrence M. DeRidder and Dr. Michael Y. Nunnery whose cooperation was always in evidence; and Dr. E. C. Henson who assisted in the final stages of the study.

Finally, the writer is deeply grateful to his parents, wife, and daughter for their encouragement and understanding during the several phases of this study.

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CHAPTER I

INTRODUCTION

Higher education institutions began with simple organization and were limited in scope and purpose. Naturally, the entire teaching load and administrative details could be carried on by a few individuals. None of the administrative jobs demanded the entire attention of one person. The administrative head of the institution had to assume the responsibility for several of these jobs. He determined who would be admitted, collected fees, found living accommodations for students and staff members, taught classes, recorded student progress, served as placement director and administered the business affairs of the institution.

As the institutions grew in size they became more complex resulting in the need for administrative assistance. Customarily the president reduced his teaching load and continued his administrative duties. As the institution became larger he was forced to employ someone in his office to whom the burden of correspondence, records, and other details could be shifted. This clerk wrote some of his letters, collected student fees, recorded student progress, and did other routine office work. In other institutions a secretary of the faculty was appointed. Reeves and Russell said this about him:

> This man performed the functions now performed by both deans and registrars. In some of the institutions the secretary of the faculty later developed into the office of college dean.[1]

As institutions continued to increase in size and complexity they demanded the full-time assistance of individuals for many of the jobs thus far discussed in this paper. As these new staff positions developed within the philosophy, scope, and purposes of a university, duties and responsibilities were shifted among various personnel to obtain a reasonably equitable distribution of labor. An unlimited number of variations in organizational structures resulted as universities matured under these varying circumstances. To attribute to the organizational structure of any one of these institutions the distinction of being an ideal plan would be foolhardy. Arnold E. Joyal supports this thesis with the following statement about organizational patterns:

> There is no one best plan or pattern for the organization of all colleges or universities. A plan will depend on many factors and conditions. One factor is the peculiar interests and abilities of the personnel involved. It must be remembered that an organizational plan or an administrative chart is merely an aid in effecting the task of those persons who must work together in carrying out an educational program. No two groups of

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[1]Floyd W. Reeves and John Dale Russell, College Organization and Administration (Indianapolis, Indiana: Board of Education, Disciples of Christ, 1929), p. 71.

people will be exactly alike and no two institutions are likely to be exactly comparable.[2]

The lack of conformity to a set pattern in administrative organization has presented difficult problems to anyone interested in studying the top echelon of academic administration. In order to determine the inner working of university administration students have had to concern themselves with studies of administration in general, with studies of specific areas of administration, for example, finance, instruction, plant and facilities, and personnel, and with studies of some key positions, for example, President, Dean of the College of Liberal Arts, Dean of Men, and Registrar. Therefore there has been no clear definition of the responsibilities of the Administrator of Academic Affairs nor is there much uniformity of thinking. The title, Administrator of Academic Affairs, as used in this study may represent any one of many titles in actual practice. Some of the more common titles are Academic Vice President, Dean of Instruction, and Dean of the Faculties.

A. STATEMENT OF THE PROBLEM

The problem in this study was to define the appropriate role for the Administrator of Academic Affairs of

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[2]Arnold E. Joyal, "Part II, Faculty Participation in College Policy Formulation and Administration," AACTE Study Series, No. 3 (Oneonta: American Association of Colleges for Teacher Education, 1956), p. 14.

universities having an enrollment of more than one thousand students and to determine the extent to which Administrators of Academic Affairs perform this role.

B. SUB-PROBLEMS IN THE STUDY

The sub-problems in this study were: (1) to establish the appropriate role of the Administrator of Academic Affairs, and (2) to determine the extent to which practicing Administrators of Academic Affairs were performing the functions considered to be their appropriate role.

C. DEFINITIONS

For the purpose of this study the following definitions apply:

Administrator of Academic Affairs--the administrative officer directly responsible for the total instructional program of a university.

> University--an institution of higher education, consisting of a liberal arts college, offering a program of graduate study, and having usually two or more professional schools or faculties and empowered to confer degrees in various fields of study.[3]

College--a major division of a university.

Interview guide--the outline used to focus the conversation during the initial phase of the data gathering.

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[3]Carter V. Good, Editor, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 439.

Role description--the statement of the appropriate functions and responsibilities of the Administrator of Academic Affairs as developed from the related research and literature and from the interviews with university Presidents, Administrators of Academic Affairs, Deans of Colleges, and Heads of Departments.

Checklist--the instrument developed from the role description. It presented the duties and responsibilities of the Administrator of Academic Affairs in positive statements that permitted the respondents to indicate the extent to which they performed each by marking on a scale.

D. SIGNIFICANCE OF THE STUDY

The significance of this study stems partly from its investigation of a little-explored area of educational administration which has great impact on the effectiveness of higher education institutions. There are many persons or groups who might benefit from this study. Included among them are the following:

1. Administrators of Academic Affairs who are looking for assistance or direction in the improvement of their institution's academic and instructional program through improving their own practices.

2. Persons who have a professional interest in seeing that the authority vested in this position is used

advantageously. This could be any person interested in the administrator's role in the improvement of the academic program.

3. Persons who are interested in more current information on a neglected area of research. With the predicted increase in college and university enrollment the position of the Administrator of Academic Affairs is destined to become more important to a good university staff. Studies in this area should be of benefit to education in general as these studies, with studies in other areas, begin to affect the over-all university program.

4. Persons who wish to understand the competencies they must possess in order to obtain a position as Administrator of Academic Affairs and to perform his duties competently.

5. Administrators of institutions of higher education who contemplate the establishment of a training program in higher education, especially in this phase of the area of administration.

E. LIMITATIONS OF THE STUDY

This study was limited:

1. In determining the role to formal interviews with eleven university administrators.

2. In determining the extent to which the role was

performed in current practice to questionnaires sent to academic administrators of those universities in the United States having an enrollment of at least one thousand students during the first term of the 1957-58 school year.[4]

F. PROCEDURES

The literature and research related to this position were reviewed. To assist in securing all available information, several letters were sent to men who, because of their position as a researcher or as an instructor in higher education classes, might know of information that was not readily available. They were uniform in their apologies[5] for not knowing of literature or research that would be helpful in this study other than that listed in references such as the Education Index and the Encyclopedia of Educational Research.

The interview guide to be used in interviewing the selected persons was prepared. Since the purpose of the

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[4]Theresa Birch Wilkins, Education Director, 1957-1958, Higher Education, Part III (Washington, D. C.: U. S. Government Printing Office, 1957.

[5]Letter from John K. Folger, Associate Director for Research, Southern Regional Education Board, Atlanta, Georgia, to Roy M. Bacon, dated August 13, 1958; letter from Sam M. Lambert, Director, Research Division, National Education Association, Washington, D. C., to Roy M. Bacon, dated July 28, 1958; letter from W. R. Hatch, Residence Coordinator, Department of Higher Education, Department of Health, Education, and Welfare, Washington, D. C., to Roy M. Bacon, dated June 15, 1959.

interviewing was to obtain the broadest possible view of the role of the Administrator of Academic Affair's position the interviewees were asked "open-end" questions. Therefore it was necessary to develop an interview guide that would lend itself to this type of questioning. Jahoda and others[6] write that the interview may range all the way from the rigidly standardized, in which both the questions and the alternative responses permitted the subject are predetermined, to the completely non-structured, in which neither the questions to be asked nor the responses permitted the subject are determined before the interview. The distinguishing characteristics of the questions used in open-end interviews is that they merely raise an issue but do not provide or suggest any structure for the respondent's reply. Therefore the respondent is given the opportunity to answer in his own terms and largely in his own frame of reference. The advantages of open-end interviews are obvious. The respondent's reaction gives a more detailed picture of his attitudes, a picture which is less subject to misinterpretation than the responses to poll questions.[7] The use of this technique allows the respondent to indicate all the salient factors of the position and to elaborate on any of these points. The

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[6]Marie Jahoda and others, Research Methods in Social Relations (New York: The Dryden Press, 1951), p. 171.

[7]Ibid., p. 173.

interview guide as developed focused attention upon certain given duties and responsibilities and encouraged the addition of others as they entered the thinking of the interviewees. This interview guide was modified slightly after each of the first two interviews to capitalize on the author's experiences in these interviews. Findings from the first interview were not included in the data reported in this study. A copy of the revised interview guide is presented in Appendix A.

In order to gain the viewpoint of persons who have various relationships with this office, persons serving in the following capacities were interviewed: three university presidents, two men serving as administrators of academic affairs, four deans of various colleges, and two department heads. Three of these men were from private or church related institutions and eight were from state-supported universities. This is approximately proportional to the total student enrollment of the 223 universities having the office of Administrator of Academic Affairs. Only universities of sufficient size to require the full-time services of a man to guide the academic program were considered. Since no known criteria exist for the determination of this "minimum size" a figure of one thousand was selected after observing that few institutions with smaller enrollments assign a man to this responsibility alone. In order to provide some geographical

distribution men working in universities from Alabama, Ohio, Pennsylvania, Tennessee, and West Virginia were represented in the interviewing.

From the interviews and the related research the author compiled the "best" thinking into the role description. (See Appendix.) Regardless of the form the interview took the interviewee's remarks were re-arranged to follow the same sequence as did the interview guide. Since the purpose of the interviews was to get the broadest possible view of the duties and responsibilities of the Administrator of Academic Affairs the negative aspects of the position, as well as of the practice, were included in the interviews and consequently in the role description.

The author developed the checklist using the role description as a reference or guide. The purpose of the checklist was to determine the extent to which the Administrators of Academic Affairs performed the role developed from the literature and the interviews. The respondents, practicing Administrators of Academic Affairs, were given an opportunity to list any functions they performed which were not included in the checklist. They were also asked what per cent of their time was utilized doing the things described in the checklist.

The following scale was developed to assist the respondent in replying in a uniform manner. The scale was

devised to extend from complete responsibility for the item to no responsibility for the item. To facilitate ease of marking and tabulating the items were numbered as indicated:

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

The respondents were asked to place an "X" over the number following each statement of the checklist to indicate the extent to which they performed that function.

To assist the author in validating the checklist both for correctness in conveying the ideas from the role description to the checklist and in expressing the ideas so that the intended meaning would be conveyed to the reader a jury was selected. Studies support the use of a jury for this purpose.

> In the revision process, it is invaluable to supplement one's own efforts by obtaining the critical reactions of individuals who are familiar with questionnaire methods and with the type of problem at hand.[8]

The jury also assisted in the determination of the five responses from which the respondents must choose. The jury consisted of advanced graduate students and staff members of the College of Education at the University of Tennessee who clarified statements as a result of a series of

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[8] *Ibid.*, p. 429.

conferences held to review the checklist.

There were two criteria used for the selection of the 223 men to whom the checklist was sent. First, the men must be serving universities as defined in this study. Second, they must be functioning in a capacity nearly as described by the definition of the Administrator of Adademic Affairs in this study. A letter of introduction was composed (see Appendix B) to present the purposes of the checklist to the recipients and to request their cooperation in the study. The checklist, letter of introduction, and a stamped self-addressed envelope were then mailed to the 223 incumbent Administrators of Academic Affairs as determined from the various university catalogs and the Education Director.[9]

The findings of the checklist were tabulated and an analysis of the present practices of the Administrator of Academic Affairs was made. Functions indicated as performed which were not included as items on the checklist but which were submitted on the write-in space were included in the analysis together with similar items gleaned from the initial interviewing.

To conclude the study a summary was presented, conclusions were drawn, and recommendations were presented.

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[9]Wilkins, loc. cit.

G. METHOD OF PRESENTATION

Chapter I presents a background of the development of the position of the Administrator of Academic Affairs from its early beginnings to its present status. This introductory statement is followed by a statement of the problem, sub-problems, definitions, the procedures, and other organizational phases of this study.

Chapter II reports the development of the interview guide through a review of the responsibilities and duties of the top administrators in universities as presented in literature and related studies. Included in this chapter also are the results of the interviewing and the development of the role description.

Chapter III presents an analysis of the present practices of Administrators of Academic Affairs as compiled from the returns from persons presently performing the functions as presented in the checklist. This chapter presents the checklist, a report of the returns, and an analysis of the data obtained.

Chapter IV records other functions being presently performed by Administrators of Academic Affairs as obtained from the total picture in this study. It includes both the items not included elsewhere, and the negative aspects as reported in both the interviewing and the checklist returns.

A summary of the study with conclusions and recommendations constitutes Chapter V, the final chapter of this study.

CHAPTER II

DEVELOPMENT OF THE ROLE DESCRIPTION

A. INTRODUCTION

This chapter deals with the development of the interview guide and the role description of the Administrator of Academic Affairs. The literature and related research that contributed to the development of the role description are presented. They are followed by a listing of the six main headings of the interview guide as revised after the initial two interviews. Appendix "A" contains the complete interview guide.

The remainder of the chapter is devoted to the presentation of the findings of the interviews following in sequence the major headings of the interview guide. Assembled from these data was the "best" thinking of the interviewees about the role of the Administrator of Academic Affairs. Concluding the chapter is a presentation of the role description.

B. DEVELOPMENT OF THE INTERVIEW GUIDE

The purpose of the interview guide was to stimulate discussion in certain predetermined areas and to prevent time-consuming digressions. Related comments not outlined

on the interview guide were welcomed and recorded. They were also reported in this study.

To construct a guide that was broad enough in its coverage to encompass all the basic areas of concern of all institutions of higher education was important. This was important because the Administrator of Academic Affairs may be thought by some to have responsibilities in all areas of concern of the institution he represents.

A National Education Association publication[1] lists seven basic areas of concern that all institutions of higher education must have. They are:

1. The Instructional Program
2. The Student Personnel Program
3. Public Relations and Community Services
4. Business Administration and Budget Practices
5. Institutional Research and Evaluation
6. Faculty Personnel
7. Institutional Policies and Objectives

Using these seven basic areas as a guide to determine if subsequent efforts to be all-inclusive were adequate, the author consulted sources detailing specific responsibilities. Merle Scott Ward in his study of 319 deans of liberal arts colleges used the term "Dean" much as this study used the term "Administrator of Academic Affairs." He wrote the following about the duties of the deanship:

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[1]Association for Higher Education, Current Trends in Higher Education, 1949 (Washington, D. C.: National Education Association, 1949), pp. 146-152.

> The major responsibilities of the dean may be said to lie within the following areas: (1) instruction, (2) curriculum, (3) student welfare, (4) personnel, (5) faculty relations, (6) admissions, (7) discipline, (8) research. He has, of course, additional responsibilities for which he does not assume the major role. Among these are the budget and public relations. It is his duty to guide the budget through the several departments, but there are sections of the budget with which he is not concerned, such as appropriations for the business offices, power plant, and the like. Also, he is under some obligation to interpret the institution to society and should give some time and thought to public relations, but the public relations unit itself should be under the general direction of the president.[2]

In the next quoted study the functions of the chief academic administrator were presented quite differently. In this reference as in the immediately preceding references the authors were concerned more with the duties of the Dean of the College of Liberal Arts, but in this reference Reeves and Russell explained that in institutions where there is only one dean he performs all these duties for the institution but in larger universities he will limit his responsibilities to the College of Liberal Arts. Although the responsibilities were stated differently they were in essence quite similar to those of Ward:

1. The direction of the educational activities of the college

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[2]Merle Scott Ward, Philosophies of Administration Current in the Deanship of the Liberal Arts College, Contributions to Education, No. 632 (New York: Bureau of Publications, Teachers College, Columbia University, 1934), p. 105.

2. Service as chief adviser to the president in matters pertaining to the policies of the college
3. The formulation of policies and the presentation of them to the faculty or to the president for consideration
4. Directing the attention of the faculty to changing educational thought and practice, with particular reference to present trends in higher education
5. The transmission to the president of the budget recommendations of the college; the details of the budget are to be worked out in conference between the dean and the heads of departments
6. Making reports relating to the work of the college
7. The supervision of curricula, courses, and methods of instruction
8. The supervision of the progress and the academic welfare of students
9. The classification and assignment of students to classes
10. The keeping in touch with the disciplinary problems of the college
11. Service as a member of the administrative council
12. Representing the college at meetings of educational associations
13. In cooperation with the departments concerned, nominating members of the teaching staff.[3]

None of these outlined listings of responsibilities was adaptable to the purpose of this study without considerable revision. Each of these studies was observed to have certain major areas in common. These areas were: (1) the educational program, (2) the student personnel, (3) the professional staff, and (4) the various administrative concerns. In the initial interview guide these concerns constituted the

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[3]Floyd W. Reeves and John Dale Russell, College Organization and Administration (Indianapolis, Indiana: Board of Education, Disciples of Christ, 1929), pp. 73-74.

main headings and under each were numerous sub-headings developed from the many other items included in the references and developed by synthesizing the elements. However, after the first two interviews, the emphasis placed upon budgeting and finance as well as that given the plant and facilities by the interviewees seemed to warrant listing each of these as a separate item. Some small changes in sub-headings resulted also. With these modifications incorporated into the interview guide it contained the following sections:

1. The instructional program
2. The professional staff
3. The student personnel
4. The plant and facilities
5. The budget and finance
6. The administrative details and miscellaneous

A complete interview guide is included in Appendix "A".

C. FINDINGS OF THE INTERVIEWS

As detailed in Chapter I the interviewees were selected from various levels of university administration from both church related or private institutions and public universities, representing universities located in five different states. Presented here are the significant findings of the interviewing. The interview findings have been arranged

for the convenience of interpreting the data under each of the main headings of the interview guide.

The Instructional Program

There was uniform agreement among those interviewed that the instructional program is the area in which the Administrator of Academic Affairs should spend the major part of his time and effort. Through his leadership the program should be continuously studied, revised, and evaluated so that it will continue to meet the needs of its clientele. One interviewee thought that the duties of the Administrator of Academic Affairs should be restricted largely to those associated with the instructional program and that his responsibilities to the other five areas listed in the interview guide should occupy less than 20 per cent of his time. This viewpoint was not generally held by the other interviewees. The majority of the interviewees felt that his time should be more equitably distributed among the duties represented by the headings of the interview guide.

Each of the eleven interviewees described in detail how he thought the instructional program could best be administered. There was little agreement among them on "how" the program should be supervised but there was complete harmony when they spoke of responsibility of the academic administrator for its supervision and of his leadership role in the program. There was also unanimous agreement that

every university is in need of central coordination of the educational program. Several of the interviewees felt that this coordination could be accomplished best by a board consisting of various college deans or heads of departments. These men felt each college or department should have like representation. However, a majority of the interviewees felt that the Administrator of Academic Affairs, rather than some group, should be responsible for this coordination.

Several interviewees, when commenting on the breadth of understanding required of the academic administrator, presented these notions about university personnel and the necessary operational philosophy required of the Administrator of Academic Affairs. Universities are collections of men who are, in many cases, specialists in their particular areas of learning. These men often become so narrow in their perspective that if left completely on their own the university would suffer from too much individualism. The Administrator of Academic Affairs is the key figure responsible for the avoidance of this catastrophe. He should possess concepts and a philosophy of education which consider the university in its total role as an institution of higher learning. He may consult with various college deans or heads of departments to assist in the proper disposition of some problems, but the final decision must be his. Decisions reached with the aid of this counsel will be more

easily administered since there is some assurance of agreement and harmony prior to announcement of the decision.

Important to the learning environment in the classroom is an atmosphere conducive to learning on the campus. To create such an atmosphere is not a one-man job. However, this atmosphere can be greatly improved if the Administrator of Academic Affairs assumes the leadership in promoting a better learning environment. Comments on how to improve the environment ranged from the beautification of the campus to the development of a research center, complete with the latest computer, where all research would be centrally coordinated.

Mentioned often in the discussion of the proper atmosphere which should pervade the campus were religion and morals. The Administrator of Academic Affairs should assume leadership for the spiritual life on the campus. However, if he has on the university staff a chaplain or others to whom this responsibility can be delegated he should relinquish this duty to him or them and then be responsible only to the extent of supervising and evaluating their program.

A continuous effort should be made to keep the curriculum revised and to modify courses of study to meet present needs. The Administrator of Academic Affairs should serve in some capacity with those who are responsible for

these revisions. Some interviewees thought that in smaller institutions the Administrator of Academic Affairs should serve as chairman of all committees working in the instructional program and that in larger universities he should serve in a consultative capacity. Others felt that in any case he should remain in a position of limited actual leadership but make his presence felt through college deans or department heads. His primary concern should be the coordination of the various curricula and the broader over-all aspects of the curriculum.

He should function in the area of methods of instruction much the same as when dealing with problems of the curriculum. He should recognize that individual staff members function best when permitted to incorporate personalized techniques into their work.

If the Administrator of Academic Affairs permits himself to consider minute details in working with the curriculum, courses of study, or methods of instruction he will have little time remaining for his really important task of coordinating the findings of the individual committee efforts. It should further be his responsibility to work with a committee having broad interests in the development of the long-range curriculum plan for the university in general. He should bring the latest thinking from his readings of research and related literature and from meetings and

conventions which he has attended to this group thus permitting them, and the university, to benefit directly from this knowledge.

To illustrate the diverse viewpoints of the interviewees a few paraphrased comments on the curriculum, courses of study, and methods of instruction which they made are included:

> He should constantly study the curriculum offerings of the university to see that they are kept abreast of the times.
>
> Curriculum studies should not be limited to one college but should be made horizontally.
>
> Each college should be responsible for its own curriculum revision and the Administrator of Academic Affairs need only advise when requested.
>
> He should be familiar with all aspects of instruction.
>
> No one individual can have sufficient training or background to supervise curriculum studies, methods of instruction, and courses of study, as well as a man who has devoted his life to the study of any one of the areas found in a large university.
>
> Methods of instruction do not need study by committee but only by individual professors because such methods are an individual matter with each professor.
>
> The academic administrator should be able to devote his entire time to various curricula, the supervision of specific courses of study, the supervision of a study of methods of study, and the administration of the academic program.

Of major importance to every good university program is a good library and an adequate supply of audio-visual

materials and other teaching aids. Without exception the interviewees supported the position that the Administrator of Academic Affairs should encourage the optimum development and usage of these resources of learning. His only direct responsibilities should be to assist these departments in securing their needs and to supervise closely to prevent improper attitudes from developing.

The over-all plan for in-service education should be developed by the Administrator of Academic Affairs, with assistance as needed, but he should delegate specific assignments to persons or committees in the affected colleges or departments. This delegation of duties will relieve the Administrator of Academic Affairs of much detailed work that can be done equally effectively by others and permit the Administrator of Academic Affairs to supervise and coordinate the over-all plan.

Scheduling and program planning should be handled by a person of lower rank than the Administrator of Academic Affairs. Some interviewees suggested that scheduling could be assigned to a clerk and supervised by college deans or department heads with the coordination of their independent efforts assigned to a member of the Administrator of Academic Affairs' staff. Regardless of how this item should be administered most interviewees agreed that the Administrator of Academic Affairs should not concern himself with it.

The Administrator of Academic Affairs must be concerned with all university policies affecting the academic program. Those policies adopted by the Board of Trustees and the President must take precedence over all others. Policies adopted by the Board of Trustees and the President affecting the academic program should be implemented as necessary and administered by the Administrator of Academic Affairs. He should work with faculty committees, department heads, and college deans in determining other policies necessary to the most efficient operation of the institution. The Administrator of Academic Affairs should assist the faculty in conveying their feelings to the President and, if the President requests, to the Board of Trustees in all matters affecting the academic program. One interviewee summarized the expressions of many when he said, "The Administrator of Academic Affairs' duties should include all phases of the academic program with major emphasis where the most profit will result from the expended leadership efforts."

The Professional Staff

There was general agreement among those interviewed that the professional staff was largely responsible for the success of the instructional program. Therefore, the selection of staff members, their promotion, and their general welfare should be of major concern to the Administrator of Academic Affairs. He should review all proposed appointments,

promotions, or dismissals of the instructional staff members before presenting them for presidential disposition. It was generally agreed by those interviewed that this should be the practice for all universities in which the size of the staff permits this detailed consideration by the Administrator of Academic Affairs. Only when the university reaches such a size that this method of administering the faculty becomes unwieldy should some other approach be used. The interviewees were unanimous in their agreement that, regardless of the size of the university, the Administrator of Academic Affairs should exercise some controls over the staff either by personal participation or by close supervision of his staff member responsible for these duties.

The morale of the faculty was frequently mentioned by interviewees. Some of the things which the interviewees suggested that the Administrator of Academic Affairs could do to improve morale were:

1. Permit faculty participation in policy formulation whenever feasible and practical.

2. Maintain an "open door" policy with the staff and other administrators.

3. Secure maximum remuneration for the faculty.

4. Review the operation to personnel policies periodically to prevent injustices to individual members of the faculty.

5. Advise the president of discontent or dissatisfaction anywhere within the professional staff so that he might act to improve the situation.

Not only should the Administrator of Academic Affairs permit himself considerable freedom and latitude in both the responsibilities he assumes and the operational methods he chooses, but also he should permit each professor academic freedom within the bounds of the university policies. This professorial freedom does not excuse the staff member from supervision nor does it excuse the Administrator of Academic Affairs from his responsibility to supervise the staff member's activities. These views were supported by the majority of the interviewees.

Appointments of staff members were discussed and each interviewee suggested a different approach to the subject. To illustrate, the abbreviated statements of some of the interviewees were recorded as follows:

> There should be representative committees appointed for each of the major divisions of the university to deal with problems of appointment and dismissal.
>
> The Administrator of Academic Affairs, with the heads of departments, should recommend to the president all appointments.
>
> Appointments should be recommended to him by the various college deans, heads of departments, or others. He should act upon them and notify the president of his actions.

> Department chairmen should select their own staff and their recommendations should bypass the Administrator of Academic Affairs and be disposed of by the president personally.

The majority of the interviewees felt that the Administrator of Academic Affairs should exercise a central role in these appointments.

Promotions should be administered in one of several ways. All professional personnel should be selected by a faculty committee, the head of the department, the college dean, or by the Administrator of Academic Affairs. In the matter of promotions, as in the matter of appointments, the Administrator of Academic Affairs should maintain a central position.

Interviewees were more specific in their identification of the role of the Administrator of Academic Affairs in problems of dismissals of staff members. Interviewees felt that the Administrator of Academic Affairs or a member of his staff, in large institutions, should review all cases in which the possibility of a dismissal occurs and be responsible for seeing that no injustice is tendered a staff member. He may serve as the chairman of a "review" committee if the organizational structure of the university is such that matters of dismissal are handled by committee.

The personal relationships which should exist between the individual staff members and the Administrator of Academic Affairs were viewed variously by the interviewees. One

interviewee, who served as the academic administrator of his institution, conscientiously attempted to have each member of the entire university professional staff as his guest at dinner in his home at least once per year. Another interviewee reported that he felt that the Administrator of Academic Affairs should feel no obligation whatsoever to entertain any member of the staff. The consensus was that the Administrator of Academic Affairs should confine his social contacts with staff members to those with whom, because of their particular personality or interests, he finds himself most compatible.

Since he is the Administrator of Academic Affairs he should advise the president in all matters of an academic nature. Academic matters which originate within a single department but which need action from the top echelon of administration should be disposed of by the Administrator of Academic Affairs whenever this is possible. Interviewees were careful to point out that although the Administrator of Academic Affairs should have broad responsibilities in the administration of the academic program he should not permit his actions to restrict the president in any way. He should serve as the chief administrative officer of the academic program and, because the academic program is the primary concern of the university, in the absence of the president he should be the institution's chief administrative

officer. Some interviewees felt that some other person, the budget officer and the public relations man were most frequently mentioned, may be better equipped to perform the president's role, but these interviewees were in the minority.

The Student Personnel

Significant in the findings of the interviews was the placement of the student personnel second to the instructional program in importance in the over-all program of the university. Some of the interviewees stated that the whole reason for the existence of the university was the education of the student and that nothing could be more important than the student. Other interviewees felt that the dissemination of knowledge was most important and, therefore, the instructional program should rank ahead of the student in importance. In either case these two areas ranked in one-two order in importance with the professional staff following a close third.

Some of the areas in which the interviewees thought the Administrator of Academic Affairs should concern himself to a limited extent when thinking of student personnel were: counseling, the spiritual and moral tone of the campus, admissions, classification and assignment of students, discipline, academic welfare of students, student aid, and housing. There was limited agreement on how each of these duties should perform in some advisory capacity in each of these

areas. Often he will be distantly removed from direct responsibility with the problem as in the case of classification and assignment of students which should be delegated to a staff member with the Administrator of Academic Affairs serving only as a consultant or adviser when needed. If chaplains are part of the staff they should determine the spiritual and moral tone of the campus with the Administrator of Academic Affairs concerning himself to the extent of evaluating their program. Interviewees felt that housing problems should be the concern of the Dean of Students and thus distantly removed from the responsibility of the Administrator of Academic Affairs. The Administrator of Academic Affairs should be concerned with problems involving the academic welfare of students even to the extent of considering the more delicate cases personally.

The Administrator of Academic Affairs should advise the committee responsible for the general supervision of all scholarships, fellowships, and assistantships. Interviewee's comments on this subject were varied. Included in their remarks were the following:

> The Administrator of Academic Affairs should encourage worthy scholars to capitalize on scholarships, fellowships, assistantships, and other financial assistance.
>
> He should have no responsibility for student aid of any kind.
>
> He should control all scholarships through a faculty committee.

One interviewee summarized the role of the Administrator of Academic Affairs in student personnel problems when he said, "He should coordinate but not directly administer all the facets of student personnel problems of the university." This quotation is representative of the majority thinking of the interviewees.

The Plant and Facilities

The Administrator of Academic Affair's role in plant and facility development was stated in various ways by interviewees. Representative statements are presented to illustrate the general agreement among the interviewees.

> Building renovation, new facility planning, and plant expansion should be part of his concern because of their effect upon the over-all offerings of the institution.
>
> He should serve as a consultant in plant expansion and use.
>
> He should serve as an adviser to all committees which are concerned with the plant and facilities.
>
> Since the Administrator of Academic Affairs is responsible for the academic program, he should exercise some control over university funds so that the monies will be spent where the academic program will benefit most. It would follow naturally that he should have some coordinating responsibilities in this area.

An accurate summarizing statement would be: He should work with the persons responsible for over-all plant and facility expansion and serve as an adviser or consultant in all expenditures of funds.

The Budget and Finance

Many of the interviewees placed great importance on university financial matters. They felt that education in general suffered because of the lack of adequate financial support. Since some universities have to function with inadequate funds, particular care must be exercised in order that the most worth is obtained from the monies spent. To achieve this economy the person or group of persons responsible for the academic program must be careful to evaluate where monies spent will achieve the greatest results. Since the Administrator of Academic Affairs is the key figure in the academic program, it naturally follows that his role must be a significant one. And since his primary responsibilities lie in the areas of the instructional program, the professional staff, and the student personnel, he cannot assume direct leadership in the area of finance and budget. Therefore, he must permit others to control these matters and must assist them by presenting to them the academic needs of the university and by making himself available to assist in whatever way possible the men who exercise direct control of these matters.

The majority of the interviewees felt that the Administrator of Academic Affairs' role should be one of coordinating the activities of the various officers responsible for the disbursement of funds as well as those responsible for

obtaining operational funds and of recommending to them the various needs of the university. He should continuously study the budget to determine if the monies are being allocated in such a way as to maintain a balanced and integrated university program. The major area of budgetary concern according to most interviewees was that of teachers' salaries. Merit should be viewed more favorably than length of service when arriving at a salary scale. Good teaching should be viewed more favorably than research and writings when determining who should benefit from additional funds. The Administrator of Academic Affairs should prevent monetary inequities from arising among the various divisions of the university.

The Administrative Details and Miscellaneous

Of all the areas covered by the interviewees these topics suffered from the greatest divergence of opinion. As in the preceding sections of this chapter this writer has attempted to present each item in a manner which represents the majority thinking of the interviewees.

The Administrator of Academic Affairs should continue his interest in his teaching field or some area of research for which he has a particular affinity. He should also be a student and scholar of current literature in the area of academic administration. He should attend conferences and conventions from which he could be expected to gain useful

information applicable to his responsibilities if such attendance does not detrimentally reduce the time needed to perform the duties of his position. He should do everything possible to keep abreast of new trends and thinking which are in any way related to his post as academic leader of the university.

The Administrator of Academic Affairs should have an understanding of organization. This knowledge should result in his ability to delegate intelligently those duties which need less surveillance and to retain closer contacts with those duties which are of greater importance to the attainment of the academic goals.

His contacts with non-academic members of the staff should be limited to those who work in his office or perform special duties for the university such as: architect, budget officer, or various technicians.

He should be given a one-month vacation per year. This should be a vacation with pay and should be taken at a time when his duties can best be carried on in his absence.

He should limit the time devoted to writing for professional publications. Things worth reporting that result from his efforts or that are administrative developments of the over-all organizational plan of the university should be written by others and proofread by the Administrator of Academic Affairs.

One interviewee, when commenting on the role of the Administrator of Academic Affairs, said, "He should think on a high level, act on a high level, and make interesting speeches on a high level." Interviewees agreed that he must be capable of good judgment in all matters and must exercise good common sense at all times.

Some of the responsibilities ascribed to the Administrator of Academic Affairs by some interviewees but with too little frequency to be included as items in the role description are presented in Chapter IV with similar items from the checklist returns. These functions are performed by some individual men serving as Administrators of Academic Affairs, but they were not considered the responsibility of the Administrator by the interviewees, nor are they commonly performed by most incumbent academic administrators.

D. THE ROLE DESCRIPTION

The role description was a synthesis of the thinking of the interviewees on the role of the Administrator of Academic Affairs. It included all the items reported in this chapter consolidated into a positive statement of what the Administrator of Academic Affairs' duties and responsibilities should be. It was from this role description that the checklist was developed.

The role description was stated as follows:

The Administrator of Academic Affairs should be the chief educational officer of the university under the President and should be responsible for the general supervision of all instructional programs. He should be second in authority to the President and should function as the chief administrative officer in the absence of the President. He should serve as an adviser to the President in all matters of an academic nature.

It is his responsibility to keep the instructional programs moving forward on a sound cooperative basis and in response to the educational needs and demands of the clientele. He is responsible for the general supervision of all instructional programs. He should encourage optimum development and usage of the library, audio-visual aids, and other sources of instruction. Since he represents the whole institution and not any separate educational division his views, his concepts, and his own philosophy must encompass the total university as an institution of higher learning.

The Administrator of Academic Affairs should have a council which he can call together on short notice for advice and suggestions.

In developing the curriculum and revising the courses of study he should serve as an adviser and ex-officio member of all committees working in these areas. He is responsible

for the development of the curriculum throughout the university. In reviewing methods of instruction he should function in much the same manner as in the area of the curriculum. It should be his responsibility to develop the over-all plan of in-service education and to delegate specific assignments to persons in the affected colleges or departments. He should lend his support to the in-service education programs and should coordinate these programs as they develop in each college.

The Administrator of Academic Affairs should implement and administer those policies affecting the academic program which are adopted by the Board of Trustees and the President. He should work with faculty committees, department heads, and college deans in the determining of other policies necessary to the most efficient operation of the institution.

An important concern of the Administrator of Academic Affairs should be the development of a campus environment conducive to learning.

He should advise the committee responsible for the general supervision of all scholarships, fellowships, and assistantships.

The Administrator of Academic Affairs should review all proposed appointments, promotions, or dismissals of instructional staff members before presenting them to the

President. He should participate actively in the appointments, promotions, or dismissals of all administrative personnel and submit these for presidential disposition. He should confine his social contacts with staff members to those with whom, because of their particular personality or interests, he finds himself most compatible.

The Administrator of Academic Affairs should be concerned with students' personal problems only to the extent that they are directly related to the academic welfare of the student. He should assign to other staff members such items as student classification, assignment, and discipline. He should coordinate the activities of the Dean of Students, registrar, and all other administrative persons of the staff including those responsible for the budget. An integral part of the Administrator of Academic Affairs' duties is his responsibility for the moral and spiritual tone which prevails on the campus. If he has one or more chaplains he may delegate this responsibility to him (or them) and then he needs only to supervise this area.

He should work with the persons responsible for overall plant and facility expansion and serve as an adviser in all expenditure of funds for these purposes.

The Administrator of Academic Affairs should continuously study the budget to determine if the monies are being allocated in such a way as to maintain a balanced and

integrated university program. This can best be achieved by working with department heads of college deans in coordinating budgetary matters. Generally speaking he should leave matters of finance to the President, business manager, and others.

He should continue his interest in his teaching field or some area of research. He should keep abreast of new trends and thinking which are related in any way to his post as academic leader of the university. He should attend conferences and conventions from which he could be expected to gain helpful information which would benefit the university he serves.

He should permit each professor academic freedom within the bounds of the university policy. He should act at all times in such a manner that the President will never find himself committed to a position on matters of important policy consideration until after the President has had ample time to consider the possibilities.

He should permit himself considerable freedom and latitude in both the responsibilities he assumes and the operational methods he chooses.

E. SUMMARY

In this chapter the research and literature which contributed to the development of the interview guide were

presented. The duties of the Administrator of Academic Affairs were found to come under one of six categories. These constituted the major headings of the interview guide. These headings were: (1) The Instructional Program, (2) The Professional Staff, (3) The Student Personnel, (4) The Plant and Facilities, (5) The Budget and Finance, and (6) The Administrative Details and Miscellaneous.

The results of the interviewing of eleven university administrators were presented following the same headings as the interview guide. From this presentation was developed the role description of the Administrator of Academic Affairs. The chapter was concluded with a presentation of this role description.

CHAPTER III

AN ANALYSIS OF THE PRESENT PRACTICES OF ADMINISTRATORS OF ACADEMIC AFFAIRS

A. INTRODUCTION

In Chapter II the results of the interviewing of key administrators of selected universities were reported in expository form. In Chapter III this role description was altered in form to facilitate securing responses from practicing Administrators of Academic Affairs. Its new form, the checklist, with an explanatory letter and a self-addressed, stamped envelope, was sent to 223 incumbent Administrators of Academic Affairs. The returns were tabulated and a report of the findings of the checklist is presented in this chapter. This report of the findings describes the duties and responsibilities of Administrators of Academic Affairs as practitioners reported performing them.

B. THE CHECKLIST

To determine the extent to which practicing Administrators of Academic Affairs were performing the functions considered to be their appropriate role was the natural succeeding step in this study. The role description developed in Chapter II contained what was determined to be each of the functions of the Administrator of Academic

Affairs' duties but it also contained many implications about methods of performing these functions. Since the purpose of the study was to determine his functions rather than his methods of performing these functions it was necessary to rephrase each item to eliminate this second feature of many of the statements. This was accomplished by stating each item in a positive manner and causing each statement to reflect a neutral position with respect to methods of performing the function. The final checklist contained thirty-three items and is presented in its entirety in Appendix "C".

Certain information was presented to the respondents in the introductory paragraphs of the checklist. Included was a description of the position that was identified as that of the Administrator of Academic Affairs and some of the titles by which they are commonly known. Also included was an acknowledgment that some responsibilities presently performed by some practitioners were not included. Space was provided for respondents to include these different responsibilities or other data as they desired. A statement of how the data would be used was presented. To gain the truest picture of the respondents' actual duties and responsibilities the author promised that no information would be presented in such a manner that it could be identified with any person or institution.

The scale developed to facilitate markings attempted to place an equal value between each of the numbers on the scale. The scale ranged from complete responsibility for the item "This is one of my functions" to no responsibility for the item "This is not one of my functions," with three equally spaced possibilities ranging between these two extremes. The checking system appeared as follows at the top of each page of the checklist for the convenience of the respondents:

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

After each item numbers from one through five appeared and the respondent placed an "X" on the number of his choice. The compilation of these marks is presented in this chapter in tabular form with an analysis and interpretation of the data.

At the conclusion of the checklist the respondents indicated the approximate amount of their professional time they spent performing the functions as described in the checklist. These findings are reported with the checklist returns in this chapter.

The letter which accompanied the checklist explained the nature and purpose of the study, reviewed how the

checklist was developed, solicited the assistance of the correspondents and thanked them for cooperating. A copy of this letter appears in Appendix "B".

Of the 223 checklists mailed to incumbent Administrators of Academic Affairs 171 usable returns were obtained. This is 76.7 per cent of the total distributed. Another twelve, or 5.4 per cent of the recipients of the checklist did not respond for reasons related in letters from them or someone in their office. Six persons were "out of town" or "on vacation"; two persons replied that the duties described in the checklist were performed by several persons and that no single individual was responsible for these duties; one person replied that he had too much to do to respond with the amount of thought required for so extensive a checklist; one man reported he could not remember what he did with the checklist; one person objected to a questionnaire-type approach to this problem; and, one person holding this position had recently died.

There were forty checklists which were neither returned nor a reason given for their not being returned. This constituted 17.9 per cent of the total number of checklists distributed. Small, medium, and large universities returned 80.5 per cent, 82.5 per cent, and 68.6 per cent respectively of the total checklists sent them. However, publicly supported institutions returned 92 out of 110 or

83.6 per cent as compared to 79 out of 113 or 70.0 per cent returned by privately supported institutions.

The follow-up card sent to all recipients of the checklist who had not responded after fifteen days may have been responsible for 10 or 12 additional returns being received. The author felt that the 171 usable checklists constituted a sufficient number to proceed with the study.

C. A REPORT OF THE FINDINGS OF THE CHECKLIST

Two types of information were obtained from the checklist returns. The first type was obtained by first tabulating the marks placed on the scale following each of the items on the checklist. In preparing the tables used to present these data a method of weighting these tallies was devised. Since the value between each of the possible checkpoints was arbitrarily assumed to be equal, the simplest method of weighting was utilized. Each tally was multiplied by the number on which it was placed. These products were then added and the sums were divided by the total number of persons responding to that item. This procedure resulted in a mean score for each of the thirty-three items on the checklist. Since number "1" on the checklist scale indicated that the function described was one of the Administrator of Academic Affairs' functions and number "5" indicated that it was not one of his functions, it was observed that the lower the

mean score the greater the likelihood that the function being considered was being performed by the respondents. Therefore, a weighted or scaled score of 1.40 indicated that a large majority of the respondents to the checklist were performing that function. Likewise, a scaled score of 3.85 indicated that the respondents generally did not perform that function.

The second type of information secured from the checklist returns was obtained from the comments submitted by the respondents. Respondents often commented on specific items or, in the space provided, elaborated on the Administrator of Academic Affairs' responsibilities and duties as he saw them.

The information gathered by tabulating the responses to the thirty-three items on the checklist did not in itself present a full picture of the functions actually being performed by Administrators of Academic Affairs. However, this information supplemented by the comments made by the respondents presented a more accurate and complete picture of the duties and responsibilities of the Administrator of Academic Affairs of universities of the types and sizes studied. Many of the respondents wrote letters to explain certain facets of their responsibilities or sent organizational charts to illustrate why they performed extensively in some areas.

The duties and responsibilities of the Administrator of Academic Affairs which were actually being performed as reported in the checklist are presented here using the same major headings which provided the framework for the interview guide.

The framework for the analysis of the data about which this chapter is concerned followed closely the main headings and the sub-headings of the Interview Guide. The Author felt this method of reporting the data would simplify the problem of locating specific information and would provide the reader with a complete discussion of each of the concerns of the Administrator of Academic Affairs under one heading. The relative responsibility of the Administrator of Academic Affairs toward each of his functions as determined by the interviews is presented in Table I. Neither the enrollment of the universities nor their type of control was considered in computing the scaled score in Table I. Only totals are shown in Table I with the more detailed breakdown being presented in Tables II through V inclusive.

The Instructional Program

The responsibilities and duties of the Administrator of Academic Affairs to the instructional program as presented in the role description were generally descriptive of the duties and responsibilities actually being performed by

TABLE I

RELATIVE RESPONSIBILITY TOWARD EACH FUNCTION PERFORMED REPORTED BY INCUMBENT ADMINISTRATORS OF ACADEMIC AFFAIRS

Administrative Function	Scaled Score*
The Instructional Program	
1. Reviews methods of instruction (11)**	1.94
2. Encourages development and usage of the library and other sources of instruction (6)	1.88
3. Advises committees in developing the curriculum and revising courses of study (9)	1.66
4. Is concerned with developing an environment conducive to learning (15)	1.61
5. Is responsible for university-wide curriculum development (10)	1.52
6. Is chief educational officer (1)	1.41
7. Supervises the instructional program (5)	1.29
8. Implements and administers university policies (13)	1.27
9. Assists in formulating additional policies (14)	1.24
10. Provides initiative and momentum to the instructional program (4)	1.11
The Professional Staff	
11. Maintains social contacts with the staff (19)	2.59
12. Develops the over-all plan of in-service education (12)	2.29
13. Participates in determining administrative staff changes (18)	1.95
14. Reviews all appointments, promotions, and dismissals of instructional staff members (17)	1.43
15. Advises the president in all academic matters (3)	1.15
16. Permits each professor academic freedom (32)	1.03
The Student Personnel	
17. Advises concerning student financial assistance (16)	2.90
18. Is concerned with students' personal problems (20)	2.62
19. Assigns to others student classification, discipline, etc. (21)	2.61

TABLE I (continued)

Administrative Function	Scaled Score
The Plant and Facilities	
20. Works with persons responsible for the plant and facilities (25)	2.58
The Budget and Finance	
21. Studies the budget to maintain a balanced program (26)	2.58
22. Leaves revenue raising to others (28)	2.50
23. Coordinates budgetary matters among colleges and departments (27)	2.17
The Administrative Details and Miscellaneous Functions	
24. May delegate religious problems to others (24)	3.85
25. Is responsible for the moral and spiritual tone on the campus (23)	3.53
26. Coordinates all administrative personnel (22)	3.14
27. Continues personal interest in teaching or research (29)	2.36
28. Is second in authority to the president (2)	1.80
29. Utilizes a council in decision making (8)	1.73
30. Attends conferences and conventions (31)	1.29
31. Keeps abreast of trends and thinking related to his duties (30)	1.15
32. Has a philosophy which encompasses the total university (7)	1.14
33. Makes recommendations and suggestions to the president (33)	1.11

*The scaled score is the total weighted mean compiled from the checklist returns.

**The number in parenthesis designates the corresponding item on the checklist.

incumbent academic administrators (see Table II). There were, however, several differences worthy of note.

In most cases the Administrator of Academic Affairs was the chief educational officer of the university. In isolated cases the president retained this authority. In other rare cases the authority was delegated to the Administrator of Academic Affairs but the president retained so much control that the Administrator of Academic Affairs felt he could not be called the "chief" educational officer.

The Administrator of Academic Affairs did implement and administer the policies adopted by the Board of Trustees and the President which affected the academic program. The returns indicated that this obligation was at times shared by others but that the primary responsibility for implementing and administering these policies rested with the Administrator of Academic Affairs. This atypical note on one return was enlightening: "Academic policies are usually not initiated by (the) Board--but by (the) faculty." The returns indicated that faculty committees, department heads, and college deans were the persons responsible for determining other policies necessary to the most efficient operation of the university. Comments to the effect that the Administrator of Academic Affairs served in various capacities when working with these groups were frequently made by respondents. Regardless of how policies were developed or by

TABLE II

RELATIVE RESPONSIBILITY TOWARD THE INSTRUCTIONAL PROGRAM REPORTED BY INCUMBENT ADMINISTRATORS OF ACADEMIC AFFAIRS

Administrative Functions	Scaled Score by University Enrollment			Scaled Score by Type of Control	
	1000 to 1999	2000 to 4999	5000 or more	Private	Public
1. Is chief educational officer (1)*	1.40	1.45	1.38	1.48	1.36
2. Implements and administers university policies (13)	1.31	1.34	1.16	1.22	1.31
3. Assists in formulating additional policies (14)	1.29	1.19	1.22	1.14	1.32
4. Is concerned with developing an environment conducive to learning (15)	1.66	1.52	1.64	1.47	1.73
5. Provides initiative and momentum to the instructional program (4)	1.02	1.26	1.07	1.08	1.12
6. Supervises the instructional program (5)	1.02	1.40	1.47	1.26	1.31
7. Is responsible for university-wide curriculum development (10)	1.27	1.28	2.00	1.67	1.39
8. Advises committees in developing the curriculum and revising courses of study (9)	1.24	1.43	2.32	1.58	1.73
9. Reviews methods of instruction (11)	1.62	1.74	2.52	1.78	2.08
10. Encourages development and usage of the library and other sources of instruction (6)	1.74	2.00	1.95	2.04	1.76

*The number in parenthesis designates the corresponding item on the checklist.

whom they were developed the thinking of the Administrator of Academic Affairs did affect to a very great extent the policies of the university he represented.

The development and maintenance of a campus environment conducive to learning was reported as an area in which the Administrator of Academic Affairs was delegated considerable authority. Infrequently this responsibility rested with the Dean of Men. The author observed from the returns that this learning environment was considered of less importance by those actually responsible for it than it was by those persons who helped in the formulation of the role description. Perhaps this is because practitioners were more involved with their other duties than was thought essential by the interviewees.

Nearly every respondent (See Tables I and II) indicated that the Administrator of Academic Affairs was responsible for keeping the instructional programs moving forward on a sound cooperative basis and in response to the educational needs and demands of the clientele. The only comment qualifying this was contained on the return from one large public school's academic administrator. He said that this responsibility was shared with the President.

The Administrator of Academic Affairs was determined to be responsible for the general supervision of all instructional programs. In the smaller universities he assumed

this responsibility alone. This responsibility was shared with others to a limited extent in larger universities. Some of the ways these responsibilities were shared are quoted here:

> Work with department heads in planning new degree programs and in revising old ones.
>
> Share with the various academic deans.
>
> The various academic deans supervise their own divisions.

Another finding of the checklist returns was that the Administrator of Academic Affairs was responsible for university-wide curriculum development. In this area there was also a slight decrease in responsibility as the enrollment of the universities reporting increased (see Table II). Many ways of administering curriculum development were reported with the Administrator of Academic Affairs' responsibilities stated or implied in them. Typical illustrative examples are:

> He is responsible for the development of the undergraduate curriculum throughout the college. He is ex-officio, a member of the graduate council.
>
> Responsibility rests with the faculty. He plays a part in the decision making.
>
> He is responsible through the deans.
>
> He is administratively responsible, but the seventy departments of the university and their faculties have control.
>
> He assists and counsels deans and assumes general responsibility.

This is a function which I delegate (to others).

The Administrators of Academic Affairs of the smaller institutions reporting had more responsibility for the advising, or serving as an ex-officio member, of all committees working to develop the curriculum or to revise the courses of study than did the Administrator of Academic Affairs of the larger universities. (See Table II.) A difference of 1.08 on the scaled score for this item (item 8) indicates evidence of less participation by incumbent Administrators of Academic Affairs of the larger universities than was shown by their counterparts in smaller universities. As in the area of university-wide curriculum development there were many methods of administering curriculum studies and course of study revisions. Each of these methods has implied in it the role the reporting Administrator of Academic Affairs exercises. Samples of these returns were:

> I am chairman of the curriculum cabinet but do not serve on all committees.
>
> I am chairman of the university-wide committee on curricula which must approve all changes in curricula. Schools have their own curriculum committees and degree granting departments work on curricula.
>
> I appoint the committees, but delegate the responsibility without attempting to control the method or results.
>
> The President is the ex-officio member of all committees; Vice-president of Academic Affairs usually acts for the President.
>
> I do not serve on Elective Educational Policy Committee.

Administrators of Academic Affairs reported they were responsible for the supervision of the methods of instruction employed throughout their respective universities. The Administrator of Academic Affairs of the smaller universities exercised more control in this area than did those of the larger institutions. A difference of 0.90 on the scaled score for item 9 on Table II supports this observation. Significant among the returns were comments that to help determine the effectiveness of the teaching methods employed student evaluations were solicited and carefully studied. This was accomplished in such a manner that no student would be punished for an honest appraisal of a situation even when he reported most unfavorably about a poor practice which he thought was ineffective. Of the eighty-three comments made about the statements on the checklist pertaining to the instructional program this was the only area in which student participation was solicited and utilized to improve the program.

The development of the library and other sources of instruction was considered by the respondents a function performed by the Administrator of Academic Affairs. In some instances the respondents reported that the impetus needed to stimulate growth in these areas was provided by the Administrator of Academic Affairs. In other cases respondents reported that a staff member was assigned responsibility for

these various areas and the Administrator of Academic Affairs need only periodically check to determine the conditions. If it were determined by this checking that these areas were suffering because of their leadership, only then did the Administrator of Academic Affairs actively engage in more careful scrutiny of this area. The majority of the respondents indicated the Administrator of Academic Affairs was responsible for the development of the library and other sources of instruction.

From the data presented here the conclusion is evident that the Administrator of Academic Affairs is the key figure in the administration and supervision of the total instructional program. He is administratively responsible only to the president but utilizes the many special skills, insights, and talents of his college deans, department heads, faculty committees and, to a limited extent, his student body in arriving at his decisions.

The Professional Staff

The responsibilities and duties of the Administrator of Academic Affairs in relationship to the professional staff presented in the role description were generally descriptive of the duties and responsibilities actually being performed by incumbent academic administrators. The scaled scores for the items on the checklist dealing with the professional staff are detailed in Table III.

TABLE III

RELATIVE RESPONSIBILITY TOWARD THE PROFESSIONAL STAFF AND STUDENT PERSONNEL REPORTED BY INCUMBENT ADMINISTRATORS OF ACADEMIC AFFAIRS

Administrative Functions	Scaled Score by University Enrollment			Scaled Score by Type of Control	
	1000 to 1999	2000 to 4999	5000 or more	Private	Public
Professional Staff					
1. Advises the president in all academic matters (3)*	1.09	1.13	1.24	1.13	1.17
2. Reviews all appointments, promotions, and dismissals of instructional staff members (17)	1.58	1.56	1.15	1.36	1.48
3. Participates in determining administrative staff changes (18)	2.00	1.91	1.92	1.72	2.13
4. Permits each professor academic freedom (32)	1.02	1.07	1.00	1.00	1.05
5. Develops the over-all plan of in-service education (12)	1.91	2.11	2.83	2.10	2.44
6. Maintains social contacts with the staff (19)	2.65	2.59	2.51	2.62	2.56
Student Personnel					
1. Assigns to others student classification, discipline, etc. (21)	2.24	2.26	3.26	2.39	2.78
2. Is concerned with students' personal problems (20)	2.03	2.59	3.29	2.67	2.58
3. Advises concerning student financial assistance (16)	2.68	2.91	3.11	2.56	3.18

*The number in parenthesis designates the corresponding item on the checklist.

The Administrator of Academic Affairs should serve as an adviser to the president in all matters of an academic nature. Nearly every respondent for all types and sizes of universities indicated that this was one of the areas which was definitely within the existing domain of the Administrator of Academic Affairs.

Uniform agreement did not exist among Administrators of Academic Affairs when commenting on their roles in dealing with appointments, promotions, and dismissals of instructional staff members. They did agree on the general statement that they should review all proposed appointments, promotions, or dismissals before submitting them for presidential disposition. However, they did not agree on how this matter should be handled. To illustrate these divergent views the following quotations from the checklist returns are presented:

> (He does) not necessarily (review all appointments, promotions, and dismissals)--(This) may be a cooperative process.
>
> (He should) more than review-usually active participation (is called for).
>
> All tenure appointments--I work with the president on these rather than submit them to the president.
>
> This is limited to professors and associate professors. Lower ranks are cared for directly by colleges.
>
> These do not originate in my office. Often they come from division heads.
>
> Completely delegated to others.

> The deans of the colleges, schools, and divisions have final authority within budgeted funds and within established salary limits on appointments at rank of Assistant Professor and below. The Vice-President (Administrator of Academic Affairs), Dean of Faculty, handles all else.

The above quotations support the conclusion that the Administrator of Academic Affairs has a major responsibility for the appointment, promotion, and dismissal of professional personnel and that this function may be discharged in any of several ways. These various means of operating were determined by the situation existing at each respective university. His responsibility in this area was somewhat greater in the larger schools than it was in the smaller schools.

The Administrator of Academic Affairs participates actively in the appointments, promotions, and dismissals of all administrative personnel and submits these for presidential disposition. In dealing with the top echelon of the administrative staff the president of some universities assumed the position which normally belonged to the Administrator of Academic Affairs. One respondent commented that a committee with the Administrator of Academic Affairs as chairman and with the budget officer as an active member rule on these matters.

Administrators of Academic Affairs, when appraising their duties and responsibilities with regard to the academic freedom permitted their staff within the bounds of university policy, made some interesting remarks. The exact

statement to which they were responding was, "He permits each professor academic freedom within the bounds of the university policy." The following were representative of these remarks:

> Only violations of academic freedom are considered.
>
> Absolutely.
>
> I hope I do.

Nearly all respondents checked number "1" on the checklist indicating that they felt they should permit each professor academic freedom within the bounds of the university policy. This is the one function on which there was nearly unanimous agreement (see Table I, item 14) that all Administrators of Academic Affairs should perform as described.

The smaller universities reported that it was the responsibility of the Administrator of Academic Affairs to develop the over-all plan of in-service education and to delegate specific assignments to persons in the affected colleges or departments. The Administrator of Academic Affairs of the larger universities had less responsibility for the development of this over-all plan. However, the findings reported in Table III show that Administrators of Academic Affairs of small, medium, and large universities alike did have a responsibility for the development of the over-all plan. Significant comments are quoted here.

A function not well developed here.

This is delegated to the departments.

There is not much in-service education done here.

Particular deans have the initial responsibility.

We have no specific program of in-service education at this time.

This is a Faculty Senate responsibility.

I encourage deans to do this.

While the majority of the respondents felt this was a function of the Administrator of Academic Affairs there were some who felt that it was not one of his functions.

Respondents favored the Administrator of Academic Affairs maintaining social contacts with staff members with whom, because of their particular personality or interests, he found himself most compatible. Much difference of opinion about this function was indicated by both the number of checks placed on each step of the checklist scale and by the comments submitted. Some respondents indicated this was their pleasure and not one of their functions. Others felt that in order to perform his other duties with maximum efficiency he must consider fraternization with his staff members as one of his functions. One respondent queried, "What's this doing here?"

The Administrators of Academic Affairs, when appraising their functions, placed only slightly less emphasis on the

area of the professional staff than they had placed on the area of the instructional program. It definitely was an area of major concern to incumbent Administrators of Academic Affairs.

The Student Personnel

The problems related to the student personnel were reported of less direct concern to the Administrator of Academic Affairs than were problems of the instructional program or the professional staff (see Table I, page 50). In the area of student personnel the returns evidenced considerable differences in the duties and responsibilities as they were reported being performed by Administrators of Academic Affairs. This was supported by the findings of the checklist as reported in Table III, page 59, and the comments of the respondents as reported herein.

Administrators of Academic Affairs of the smaller universities reported somewhat more direct responsibility for student personnel problems than did those representing the larger universities. Most of the responsibilities related to the students were assigned to some other staff member; classification and assignment to the registrar, personal problems to the guidance counselor, and discipline problems to the Dean of Students. This delegation of responsibility did not fully relieve the Administrator of Academic Affairs from duties within each of these areas. He retained

responsibility for the students' personal problems which were directly related to the academic welfare of the students. In such cases he worked closely with the other staff members more directly concerned with the problem. The larger the institution reporting the greater was the delegation of authority to other staff members in matters pertaining to students' personal problems. The scaled score difference of 1.26 (see Table III, Student Personnel, item 2, page 59) indicated that Administrators of Academic Affairs of the smaller universities evidenced considerably more concern for this function than did their counterparts in the larger universities. The extent of this delegation of authority in one large university was implied by the following statement: "I have far too many responsibilities of a magnitude that concerns hundreds of students to be directly concerned with the personal problem of one student."

The various types of financial assistance available to students were administered in many different ways. Comments on this item of the checklist included:

> I am not the chairman of the (scholarship) committee though I serve on it.
>
> I am chairman of the (scholarship) committee.
>
> I am chairman of the undergraduate level scholarship committee but have no responsibility for graduate level financial assistance.
>
> The Dean of Students of the university does this.

> This is also a concern of the dean of student personnel and the director of the graduate division.
>
> I do not have time, I trust the committee.
>
> There are many of these. The Vice President for Academic Administration is in touch with them but not as specific assignment.

From these comments and the checklist findings the role of the Administrator of Academic Affairs with respect to student financial assistance was determined to be less significant in actuality than was stated in the role description. The scaled score for item 3 under Student Personnel on Table III, page 59, was only 2.56 for private institutions and 3.18 for public ones. The role description indicated the Administrator of Academic Affairs as an adviser in these matters but the checklist returns indicated these responsibilities were actually within the domain of other staff members. This was particularly true in the larger universities responding. No notable difference was observed between privately and publicly supported universities.

The Plant and Facilities

In the smaller universities reporting the Administrator of Academic Affairs was less concerned with working with the persons responsible for the over-all plant and facility expansion than was his counterpart in the larger universities (See Table IV). Comments on this function usually attributed the major responsibility for this over-all

TABLE IV

RELATIVE RESPONSIBILITY TOWARD THE PLANT AND FACILITIES AND BUDGET AND FINANCE REPORTED BY INCUMBENT ADMINISTRATORS OF ACADEMIC AFFAIRS

Administrative Functions	Scaled Score by University Enrollment			Scaled Score by Type of Control	
	1000 to 1999	2000 to 4999	5000 or more	Private	Public
Plant and Facilities					
1. Works with persons responsible for the plant and facilities (25)*	2.75	2.95	2.10	2.63	2.54
Budget and Finance					
1. Studies the budget to maintain a balanced program (26)	3.29	2.76	1.67	2.59	2.57
2. Coordinates budgetary matters among colleges and departments (27)	2.90	2.33	1.30	2.01	2.31
3. Leaves revenue raising to others (28)	2.30	2.16	3.00	2.41	2.56

*The number in parenthesis designates the corresponding item on the checklist.

planning to the business manager, the dean of administration, the treasurer, the campus planning committee, or the vice-president in charge of financial affairs. The Administrator of Academic Affairs most frequently became involved when research or classroom space was being planned. His involvement consisted only of limited counsel to those more directly concerned.

The Budget and Finance

The checklist statement, "He (the Administrator of Academic Affairs) continuously studies the budget to determine if the monies are being allocated in such a way as to maintain a balanced and integrated university program," was descriptive of a function of the Administrator of Academic Affairs as reported by those representing the larger universities. It was, however, less frequently descriptive of a function of the Administrator of Academic Affairs of the smaller universities reporting. This was supported by the returns reported in Table IV where a scaled score difference of 1.62 was reported. In the smaller universities this was reported to be the responsibility of the president or as one respondent put it, "The treasurer keeps track." From the comments included in the checklist returns it was concluded that studying the budget to maintain an integrated and balanced program was less frequently done by the smaller institutions. Instead, the smaller institutions would

establish the program then attempt to provide funds to carry out this program. In the larger universities more flexibility apparently existed, thus making it necessary to study the budget to determine if the monies were being allocated in such a way as to maintain a balanced and integrated program.

The coordination of all budgetary matters in the larger universities was generally reported as being a responsibility of the Administrator of Academic Affairs. However, the smaller the university reporting the less the responsibilities of the Administrator of Academic Affairs were for these budgetary matters. This is supported by a scaled score difference of 1.60 as reported in Table IV. This responsibility, in the smaller universities, belonged to the President. It should be noted that the Administrator of Academic Affairs of the larger universities was responsible for the coordination of budgetary matters but he was not responsible beyond this coordination.

Detailed matters of finance and revenue raising are sometimes the responsibility of the Administrator of Academic Affairs, but more often they are the responsibility of the President or business manager. Generally speaking control of these matters is delegated to others.

The Administrative Details and Miscellaneous Functions

The Administrator of Academic Affairs performed many functions which were of a purely administrative nature. Some of these functions were determined by the persons interviewed for the purpose of developing the role description to be properly the responsibility of the Administrator of Academic Affairs. The extent to which incumbent Administrators of Academic Affairs were performing these functions as reported in the checklist returns indicated that often there were many deviations from the role description. A discussion of these administrative details and his miscellaneous functions follows. Table V records the tabulation of the checklist items that pertained to this area of responsibilities.

In the smaller institutions the Administrator of Academic Affairs was nearly always the second in authority to the president. In the few cases in which this was not the case the respondents usually indicated that there was no one single person second in authority. Instead the Administrator of Academic Affairs was second in authority only if the concern at the time was of an academic nature. In other cases the vice-president, business manager, or others were second in authority depending upon the nature of the problem.

In the larger universities the Administrator of Academic Affairs was second in command in about two-thirds of the cases. Comments by respondents indicated the person on

TABLE V

RELATIVE RESPONSIBILITY TOWARD THE ADMINISTRATIVE DETAILS AND MISCELLANEOUS FUNCTIONS REPORTED BY ADMINISTRATORS OF ACADEMIC AFFAIRS

Administrative Functions	Scaled Score by University Enrollment			Scaled Score by Type of Control	
	1000 to 1999	2000 to 4999	5000 or more	Private	Public
1. Is second in authority to the president (2)*	1.71	1.47	2.30	1.75	1.85
2. Makes recommendations and suggestions to the president (33)	1.20	1.00	1.07	1.16	1.06
3. Has a philosophy which encompasses the total university (7)	1.25	1.06	1.09	1.19	1.10
4. Utilizes a council in decision making (8)	1.38	1.82	2.04	1.65	1.80
5. Coordinates all administrative personnel (22)	3.07	3.07	3.27	2.76	3.45
6. Is responsible for the moral and spiritual tone on the campus (23)	3.47	3.35	3.75	3.47	3.57
7. May delegate religious problem to others (24)	3.49	3.82	4.24	3.18	4.40
8. Continues personal interest in teaching or research (29)	2.02	2.22	2.88	2.23	2.47
9. Keeps abreast of trends and thinking related to his duties (30)	1.12	1.14	1.19	1.18	1.13
10. Attends conferences and conventions (31)	1.14	1.29	1.43	1.32	1.26

*The number in parenthesis designates the corresponding item on the checklist.

the staff most directly concerned with whatever problem was to be discussed assumed authority in the absence of the president or, in several cases, there was an administrative vice-president who always served as second in authority.

If the vested authority of the Administrator of Academic Affairs did not seem adequate for him to act alone he referred the matter to the president. He presented the president with the necessary information to make an intelligent decision and was careful to avoid making any statements that would cause the president to feel committed without having the opportunity to review the facts. This was the case in nearly every university reporting regardless of size or type of control (see Table V, item 2).

Regardless of whether the university was large or small, private or public, all respondents agreed that the Administrator of Academic Affairs should have a philosophy that encompassed the total university as an institution of higher learning. One large university reported that this was considered so important that the philosophy of the university was made the subject of study periodically. The Administrator of Academic Affairs reported the utilization of a council which he called together for advice and counsel. However, in some universities he had no specific group which met regularly. When the need arose a group was called which was able to contribute the most to the problem or who

were most directly affected by the possible solutions which might result from action. The above generalizations are supported by the following quotations from the checklist returns:

> We have an Educational Policy Committee.
>
> No regular council. I call meetings of department heads fairly regularly.
>
> (The) President has a council which acts on these matters.
>
> The Chancellor normally calls meetings of this nature.
>
> I use all the help I can get in making decisions.
>
> Our organizational structure provides for several such councils.
>
> There are several committees involved rather than one council.
>
> We have a council of deans and department heads, and it is to this group that we bring academic matters.
>
> I have two such councils.

The exact role of the Administrator of Academic Affairs was quite different in each of the cases cited above. However, it should be noted that regardless of how he performed his various responsibilities he did rely upon the judgments of the best qualified men on his staff to assist in decision making.

The returns indicate that the academic administrator of smaller institutions utilized some form of a council to a

somewhat greater extent than did those serving larger universities (see Table V, item 4).

The responsibility for the coordination of all the activities of the dean of students, registrar, and all other administrative persons of the staff including those responsible for the budget was reported to be the responsibility of the Administrator of Academic Affairs by about half the respondents reporting. Here again the organizational structure of the university coupled with the individual capabilities and preferences of the person filling the position caused a wide variation in how this coordination was accomplished and by whom it was controlled. Some of the comments on this duty added to the understanding of these diverse viewpoints and are presented here:

> Only the registrar is responsible to me.
>
> Registrars office, the academic counselling office and the admissions office fall within the responsibility of this office.
>
> This should be his total responsibility.
>
> Coordination only for student service activities, etc. and academic program.
>
> The President has the largest share in this.
>
> This is done in an administrative committee headed by the President.
>
> General coordination. Has teaching budget.
>
> He helps to coordinate.
>
> This should be a function of the President's office.

From these comments it was concluded that the coordination of the entire administrative staff as a function of the Administrator of Academic Affairs finds support in only certain types of organizational structures. If the role description developed in Chapter II were used as a criterion the conclusion would be that the organizational structure in some universities should be altered. If the organizational structure is such that the Administrator of Academic Affairs can perform as described in the role description without alteration to the present structure, then the authority should be delegated to him. Information reported in Table V, page 71, indicates that this function is violated more frequently in publicly supported universities than in privately supported universities.

When responding to the statement related to the moral and spiritual tone which should prevail on the campus, the Administrator of Academic Affairs indicated that in slightly more than half the cases he was not responsible for this function. In nearly all cases his responsibility was limited to the delegation or to the sharing of this duty with other staff members. Because many of the universities listed in this study as "privately" supported institutions are actually "church" supported the conclusion might have been drawn that the Administrator of Academic Affairs would have a major concern in moral and spiritual matters in

"privately" controlled universities. This was not true. The returns evidenced little difference between the "privately" and the "publicly" supported universities.

Problems involving religion and the spiritual life of the student personnel were the responsibility of others. This was reported by the majority of the respondents. However, the responses from the "privately controlled" universities indicated that when problems arose the Administrator of Academic Affairs was somewhat more involved than was the same official of the "publicly controlled" universities. In neither case was this involvement considered to be a function of the Administrator of Academic Affairs in as many as half of the universities represented in the study. A scaled score of 3.85 (see Table V, item 7) supports this statement. The statement made by one respondent, "I am vitally concerned with it but I do not hold final authority," seems to convey the feeling of many of the other respondents. Generally speaking the Administrator of Academic Affairs was not directly involved in matters relating to the spiritual life and religious problems of the student body. This was particularly true in "publicly controlled" universities where almost none of the respondents reported any type of control or authority over religious problems.

Most of the Administrators of Academic Affairs serving the smaller universities included in this study felt that

they should continue their interest in teaching or some area of research. This was also true of those men serving the larger universities but to a somewhat lesser extent. Some of the responses conveyed the feeling that, although they would like to continue some teaching or research, there were too many more pressing demands on their time. Note the following:

> He should but seldom has time.
>
> I try to do so.
>
> Our policy is that all administrators do some teaching or research.
>
> No time available.
>
> Interest (yes). Participation (no).
>
> I am interested but do little teaching or research in my speciality.
>
> More interest than activity.
>
> Just find me the time and I'll do either or both.
>
> Unfortunately there is no time.

These are representative of the majority of responses from all types and sizes of universities. The major problem is obviously one of "time" because it was apparent that the desire to continue teaching or research was there.

Nearly all respondents reported that it was a primary function of the Administrator of Academic Affairs to keep abreast of new trends and thinking which were related in any way to his post as academic leader of his university. Such

comments as: "attempts to," "tries to," "as well as I can," "I hope I do," and "at least I try to" exemplify the feelings reported by respondents to this item on the checklist. To keep abreast of recent developments and thinking in his area of administration he also attended conferences and conventions whenever such attendance could be expected to benefit the university he served.

There were other administrative details mentioned by a single or very few respondents which are not reported in this chapter. A discussion of these will be presented in Chapter IV.

D. SUMMARY

The data presented in this chapter supported the position that most incumbent Administrators of Academic Affairs performed the functions ascribed to them as presented in the preceding chapter. The findings of the checklist were presented in tabular form with many quotations and comments included to better convey the thinking of the respondents.

The evidence presented clearly identified the instructional program as the most important area of concern of the Administrator of Academic Affairs. Duties and responsibilities related to the professional staff and the student personnel were likewise considered major functions of the

Administrator of Academic Affairs. Evidence indicated he may or may not have duties and responsibilities related to the areas of the plant and facilities or the budget and finance.

Some of the duties and responsibilities ascribed by those interviewed to the Administrator of Academic Affairs related to administrative functions were actually being performed by other staff persons in many cases. This was particularly true in the area of the moral and spiritual tone on the campus and to other religious problems.

The evidence presented in this chapter was obtained from 171, or 76.7 per cent, of the 223 Administrators of Academic Affairs to whom the checklist was distributed. Other information included on their returns is reported in Chapter IV.

From the data presented it was concluded that the incumbent Administrators of Academic Affairs are functioning to a considerable extent as described in the role description.

CHAPTER IV

A REPORT OF OTHER FUNCTIONS OF THE ADMINISTRATOR OF ACADEMIC AFFAIRS

A. INTRODUCTION

This chapter presents duties and responsibilities which were reported being performed by incumbent Administrators of Academic Affairs but which were not presented previously in this study. These are functions which some Administrators of Academic Affairs were expected to perform but which were not determined as being within the scope of his duties and responsibilites as presented in the role description. Other functions recorded herein might have been reported in Chapter III, but they were not sufficiently representative of the returns to contribute to the true picture of the actual functions being performed by Administrators of Academic Affairs. Some of the items presented herein were obtained from the interviews conducted during the initial phase of the study.

B. A REPORT OF MISCELLANEOUS FUNCTIONS

This chapter is organized in the same manner in which the two preceding chapters are organized. Each item presented herein is presented under the appropriate heading of the Interview Guide.

The Instructional Program

In one university, for reasons not reported by the respondent, the library had been neglected to the point that it contained neither current materials nor an adequate, or even minimum, supply of references or research materials. The respondent, upon assuming the role of Administrator of Academic Affairs, quickly determined to improve this situation. He appointed himself chairman of a faculty committee to improve the library. He now feels the library is adequate, but he continues as chairman of the committee because he feels a strong personal attachment to the library and its staff and also recognizes the necessity for maintaining the library at its present high level.

Another respondent reported that the scheduling of all classes is his direct responsibility and that much of the work related to this is done by him personally. He said, "I inherited this, can't get rid of it, and the university has grown so it now takes too much of my time."

A questionnaire was used annually by one Administrator of Academic Affairs to determine the problems and weaknesses of the programs in each of the colleges and departments. This questionnaire was completed by all members of the professional staff and, after the findings were tabulated and prepared, these results were discussed at the regular faculty meetings. This respondent reported this to be a

most effective way to appraise the instructional program of his university.

The Professional Staff

One respondent reported that he was the adjudicator of squabbles among staff members and it mattered not whether they were of a personal or professional nature. Another Administrator of Academic Affairs reported that he served as a "Court of Appeals" for all problems arising in any academic area of the university. He conveyed the idea that much liberty prevailed within each college or department but resulting from this liberty came problems which needed the attention of an arbiter.

Another respondent reported that he reviewed the credentials of every applicant for a staff position and actively participated in the recruitment of new staff members. One respondent reported regularly scheduled counseling sessions with staff members to determine their personal satisfaction with their work. At these counseling sessions it was sometimes determined the staff member would benefit from additional education or research. In such a case the Administrator of Academic Affairs assisted the staff member in securing financial assistance through the university or some other agency.

An organization, the Faculty Wives Club, to which the Administrator of Academic Affairs of one university belonged

was considered a must on the list of organizations for possible membership. He felt this organization contributed substantially to his ability to work well with his staff.

A menial task with which one Administrator of Academic Affairs found himself burdened was the preparation of the "Faculty Handbook." He did not report whether he thought this was as it should be or whether he thought this should be the responsibility of one of his staff members.

Two Administrators of Academic Affairs taught 50 per cent of a professor's normal teaching load at their institution. While both of these men reported they should keep in touch with teaching by actually teaching, they felt this was more than the necessary minimum load to accomplish this end. Why they did not reduce this teaching load was not reported in either case.

A responsibility considered important by one respondent was the personal attention he gave to scheduling visitations for his staff members on other campuses. He explained that his staff members learned much from this time and effort spent on other campuses and from the return visit by staff members from these participating universities.

The Student Personnel

According to the majority of the catalogs reviewed for this study there was within each university some type of student honor society or at least some type of recognition

was given to students who had achieved high class standing. In one university this was personally administered by the Administrator of Academic Affairs as reported in his check-list return. The satisfaction gained by becoming personally acquainted with these better quality students was compensation for the additional time required to administer the "honor" program.

In a few of the universities responding to the check-list the Administrator of Academic Affairs reported he was directly responsible for some of the advising done with students. In one of these cases the Administrator of Academic Affairs was a former biologist and therefore felt better qualified in counseling with premedical students than did the regular counselors. Consequently, he continued counseling premedical students after assuming the post of Administrator of Academic Affairs. Another man reported, "I am chief adviser to students of the entire college. I settle all matters with reference to schedule and grant waivers of stated rules as regards distribution, and all other curricular requirements." Still another Administrator of Academic Affairs reported that he personally approved or disapproved all student class changes.

One respondent reported that he actively served as chairman of the Board of Admissions. He implied this consumed considerable time but did not relate the specific duties

involved. One respondent related how he counseled with all transfer students personally. He handled this personally so that the faculty member who was assigned as his adviser at a later date could be certain that there would be no mistake about the proper evaluation of transfer credits when the student was to be graduated. The Administrator of Academic Affairs prepared a written evaluation of the student's credits and with it presented the proposed courses for the completion of the degree.

A large university with a relatively small number of foreign students on the campus assigned to their academic administrator the complete responsibility for advising these foreign students throughout their programs. If a special commencement must be arranged it was his responsibility to take care of all details so that the students would enjoy the feeling of pride that comes from having special attention bestowed upon them.

Although student financial assistance was treated rather completely in Chapters II and III, it is appropriate to note here that one respondent reported having so many details to handle in the area of student assistance that he felt he was prevented from doing other things he felt would benefit the university more.

A minor function reported by another respondent was the service of the Administrator of Academic Affairs rendered

to the Student Life Committee. He served as an active adviser to this committee, attended all of its meetings, and did considerable work between these meetings. He felt this interest shown to the students was an integral part of his responsibility as the academic administrator.

One interviewee felt very strongly that the Administrator of Academic Affairs should have nothing to do with student discipline problems. If a student's behavior was such that disciplinary action was necessary it should be administered by the police, not by university personnel. According to him the purpose of a university is to educate the mind and the university need not concern itself with flagrant violations of the prescribed rules necessary to the proper functioning of a university.

The Plant and Facilities

Comments related to this area of the responsibilities of the Administrator of Academic Affairs were representative of the actual role set forth in the role description. None of the respondents suggested that the academic administrator adopt a role whereby he would perform functions other than those of an advisory or consultative nature when dealing in this area. The few comments which did not support this advisory or consultative role supported the position that the Administrator of Academic Affairs should have no responsibility in this area of administration. These comments were

supported by the checklist findings reported in Chapter III.

The Budget and Finance

The role description stated that generally speaking the Administrator of Academic Affairs should leave matters of finance to other members of the staff. One respondent reported that approximately 30 per cent of his time was devoted to serving on a board which considered problems related to the budget, student housing, and buildings and grounds. He recognized these as important aspects of the university program but felt that either he or someone else should be devoting considerably more time to the other areas described in the checklist. There was a feeling that some part of the program was suffering because there were too few administrative staff members to perform the necessary functions.

One respondent reported that "I have the unpleasant task of being the Certifying Officer for all monies spent." This would indicate that the respondent found this responsibility not to his liking. This would result in a loss to the university since he would probably perform better in his other duties if he were relieved of this task which he found unpleasant.

Another respondent reported that although he is known to be the man responsible for the duties as outlined in the checklist he found his time unequally distributed among the various activities. According to this respondent he spent

much time soliciting financial assistance of all kinds for the university and its many special projects. This lopsided allocation of time was distressing to him, but the need for the funds offset the responsibility his superiors felt for the other facets of his position.

The Administrative Details and Miscellaneous

Many details of an administrative nature were reported by practicing Administrators of Academic Affairs. Those reported herein were considered by the person reporting them as a significant part of his responsibilities. Often the respondent did not indicate whether he thought the duty which he was reporting should be a function of his office. When such information was reported it was also presented in this study.

One Administrator of Academic Affairs reported that the university which he served was controlled by a church board consisting of several members who were trained clergymen and a few lay persons. This board determined the policies under which the university operated and appointed the committees which intermittently checked to determine how well the staff was adhering to these policies. The Administrator of Academic Affairs was the only person who served on both the policy making body and the several committees.

Some respondents reported that the Administrator of Academic Affairs should serve actively on both the Academic Policies Committee and the Graduate Council. Several items on the checklist presented the idea of councils or committees as a means of accomplishing the universities' goals. These few respondents felt that the time they spent working with these important committees or councils was worthy of special notice since it appeared to them to be proportionately greater than was the time implied for this purpose in the checklist.

One respondent reported, "I am apparently chairman of a committee of one in charge of questionnaire answering." He further reported that he thought research of this type important but did find it very time consuming to him on many occasions. Incidentally, he viewed the checklist as a well-designed instrument for assessing his present functions.

In the earlier discussion of scholarships the Administrator of Academic Affairs was determined to be responsible for advising or coordinating the persons responsible for administering all types of student aid. One interviewee felt that a distinction should be made between scholarships and financial aid to athletes. He felt that the word, scholarship, connotes mental achievement and that a person who possesses athletic ability without a high degree of mental achievement is not entitled to a scholarship. This

low-achiever with athletic ability is entitled to financial assistance but it should not be called a scholarship. With this differentiation between scholarships and financial assistance to athletes in mind this particular interviewee felt that the Administrator of Academic Affairs should control to some extent the scholarship program of the university. The interviewee also felt that the Administrator of Academic Affairs should not be concerned with financial assistance to athletes.

One respondent to the checklist reported that he was responsible for the direction of the entire athletic program and that he was spending much more time solving problems in this area than he felt the man responsible for the academic program of the university should be spending. The athletic program consumed more time than those who commented on it felt was justified in light of their many other responsibilities.

One respondent reported that he was second in authority to the president. This entitled him to represent the president at an average of two functions per day on the many days when the president was out of town or otherwise indisposed. Not only did he substitute for the president on many occasions but he also presided at many meetings by virtue of his own position on the staff. This respondent reported that the time he spent at these meetings and

functions serving as the presiding officer or simply as a guest must be called public relations in order to consider it time well spent. He recognized that public relations was a function of his office but felt that the balance between these types of responsibilities and his more gratifying, but less colorful functions as the academic leader in his university, was not as it should be. Another respondent reported the public relations duty of entertaining visitors both on the campus and in his home.

Individual respondents reported complete and direct responsibility for each of the following duties: the university catalog, the calendar of academic events, and the summer bulletin. The respondent who reported detailed responsibility for the university catalog complained that he had little time for other activities. Although the other two items, the calendar and the bulletin, were not reported as being particularly time consuming, they were not felt to be a necessary function of the Administrator of Academic Affairs.

There were numerous activities reported that were a part of the life of the Administrator of Academic Affairs which did not contribute directly to the academic program of the university. Often they contributed only to his personal life. Illustrative examples are presented to provide a picture of the diverse activities in which some

Administrators of Academic Affairs were involved.

> I serve as a consultant to a nearby industry in the area in which I was originally educated.
>
> I am an active member of the Board of Directors of two different corporations.
>
> I am an active civic leader and feel the time spent at this is very good for our public relations.
>
> I spend much time in travel.
>
> I am the pastor of a large local congregation.
>
> My private research project occupies much of my time.

Menial tasks which were being performed by Administrators of Academic Affairs which could have been equally well done by a member of the non-professional staff were quite numerous. A few responses are presented here:

> I maintain the schedule of events for the university auditorium.
>
> (I am the) expediter of university travel.
>
> My office prepares the student directory.

One respondent reported serving as the coordinator of lobbyists for education in his state legislature. He was qualified by virtue of his law degree and two terms as state senator. He felt he was performing a worthwhile function for his university and education in general but recognized that some important functions of his office were being neglected as a result of the time he periodically spent in his state capital.

Another respondent reported that his university had no graduate school dean. As a result it was the duty of the Administrator of Academic Affairs to finally approve or reject all graduate students' theses. He also served as chairman of the Graduate Council and performed some of the other duties usually associated with the graduate school deanship.

One respondent complained that he had too many business-type responsibilities and too few academic-type responsibilities. Another complained that he had been serving in two capacities since the death of the vice-president in charge of business affairs more than two years ago. He hoped this situation would soon be improved.

The programming and scheduling of assemblies at regular intervals was reported to be a minor duty of one respondent. Another minor duty reported was the liaison work between the university and its Reserve Officer Training Corps.

One Administrator of Academic Affairs reported that he functioned as Director of off-campus programs and all extension work of the university. Another reported that much of his time was spent working with the Alumni Association. Still another reported that he assisted individual staff members in securing research grants, fellowships, and other financial assistance to improve themselves and thus indirectly benefit the university. Another administrator

served with the regional accrediting agency in the capacity of an evaluator. This took some time but gave him desirable contacts on many campuses which would have been less easily accessible without this position as evaluator. Another Administrator of Academic Affairs who preferred working in the area of curriculum development served on a state-wide committee on curriculum development which was concerned with curriculum development from kindergarten through graduate school.

One Administrator of Academic Affairs reported that his responsibilities and duties were quite different from those described on the checklist. He would work with a group in deciding what area of the academic program needed the greatest amount of attention. After arriving at this decision he would lead the persons most closely involved in further study of this area and action would be taken as a result of this study. He illustrated the type of undertaking in which he often became involved by telling of his current project. The university was involved in expanding their research facilities by working cooperatively with local industry and by establishing a Director of Research with staff and equipment on their own campus. When each undertaking had been completed or had been provided with the strength to proceed alone the Administrator of Academic Affairs repeated the process of finding a new undertaking and proceeding similarly with it.

C. SUMMARY

This chapter presented the functions of the Administrator of Academic Affairs being performed by men serving in this capacity but which were not representative of the role he should be performing as developed in the role description. Most of the duties and responsibilities presented were essential to the operation of the university the respondents were serving. Some of these responsibilities should have been performed by members of his staff, either professional or non-professional, who could have dispatched them equally efficiently. Others of these functions were administered by some other department or group in similar institutions. Often the respondent felt that some other person or department should be given the responsibility to administer these functions in the university he served.

A reorganization of administrative responsibilities could have effectively improved many of the practices reported by the Administrator of Academic Affairs. However, in some cases the administrative staff was too limited in number to effect much improvement by reorganization.

Some respondents reported that the functions discussed in this chapter were a part of their responsibilities because they had voluntarily elected to perform them. Other respondents reported that these functions were being performed by them because of circumstances beyond their control.

Regardless of the reason for the Administrator of Academic Affairs' involvement, all the functions reported were considered by the respondents as being time consuming but necessary to the operation of their university. In no case did the respondent feel that the function described should become the major duty or responsibility of the Administrator of Academic Affairs in universities of the type and size being studied.

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

A. INTRODUCTION

In this chapter is presented a review of the procedures used in the study. This review is followed by a report of the findings of the study and of the recommendations supported by these findings.

B. REVIEW OF PROCEDURES

The problem in this study was to define the role of the Administrator of Academic Affairs of universities having an enrollment of more than one thousand students and to determine the extent to which practicing Administrators of Academic Affairs were performing the functions considered to be their appropriate role. First the appropriate role of the Administrator of Academic Affairs was established and then the extent to which practicing Administrators of Academic Affairs performed this role was determined.

Data for the first phase of the study were gathered by reviewing the literature and related research and by interviewing selected university administrators. Data for the second phase of the study were gathered by requesting from practicing Administrators of Academic Affairs information about their duties and responsibilities.

The appropriate role of the Administrator of Academic Affairs as developed from the interviewing was presented in Chapter II. This role description identified the various functions for which the Administrator of Academic Affairs should be responsible.

The actual practices of incumbent Administrators of Academic Affairs were reported by them on a checklist developed from this role description. Chapter III presented an analysis of these present practices which were considered a proper function of the Administrator of Academic Affairs. Those other functions reported by the respondents which were not representative of the duties and responsibilities reported in the role description were reported in Chapter IV.

C. FINDINGS OF THE STUDY

Through an examination of related literature and interviews with selected university administrators, it was found that the Administrator of Academic Affairs should be chief educational officer of the university. He should implement and administer all university policies affecting the academic program and should assist in formulating additional policies when the need for such policies arises. He should be concerned with the development and sustenance of an environment conducive to learning. The Administrator of Academic Affairs should provide the initiative and momentum

to the instructional program and should supervise this program extensively. He should be responsible for university-wide curriculum development and should advise or serve as a consultant to committees involved in curriculum development or course of study revision. He should review methods of instruction regularly. He should also encourage the development and usage of the library and other sources of instruction.

The Administrator of Academic Affairs should advise the president in all academic matters. He should review all appointments, promotions, and dismissals of instructional staff members and actively participate in determining administrative staff changes. He should develop the over-all plan of in-service education and provide leadership in this area. The Administrator of Academic Affairs should permit each professor academic freedom and defend his right to this freedom. He should confine his social contacts with staff members to those with whom he finds himself most compatible.

In dealing with student problems the Administrator of Academic Affairs should assign to other staff members such items as student classification, assignment, and discipline. He should advise the committee responsible for the general supervision of all scholarships, fellowships, and assistantships. He should be concerned with students' personal problems only to the extent that they are directly related

to the academic welfare of the student.

The Administrator of Academic Affairs should work with the persons responsible for the plant and facilities. His limited involvement should be confined to the presentation of the educational needs and the most advantageous utilization of funds for these needs. His role should be primarily consultative in nature.

The Administrator of Academic Affairs should work with the staff members responsible for the disbursement of funds whenever the academic program will be affected. He should constantly study the budget to maintain a balanced program. Detailed matters of finance and revenue raising should be left to the President, business manager, or others.

The Administrator of Academic Affairs should be second in authority to the President. He should be an adviser to the President and provide recommendations and suggestions to him on all matters of an academic nature. The philosophy of the Administrator of Academic Affairs should encompass the total university. He should utilize the thinking of a council when making major decisions but should assume full responsibility for decisions reached by the actions of this group. He should coordinate the activities of all administrative personnel dealing with any matter related to the academic program of the university. He may be

responsible for the moral and spiritual tone on the campus but may delegate the responsibility for religious problems to other members of the staff. He should continue his interest in his teaching field or some area of research. To keep abreast of trends and thinking related to his duties he should attend conferences and conventions and regularly review the literature in this area of administration.

To some extent all the duties and responsibilities determined to be applicable in the first phase of the study were being performed by practicing Administrators of Academic Affairs. Not only were the majority of the respondents performing the functions considered to be the rightful domain of the Administrator of Academic Affairs, but also they were involved in several other activities. From the variety of tasks reportedly being performed by the Administrators of Academic Affairs which were not determined to be among his various functions the conclusion might be drawn that whatever title is ascribed to this office in no way identifies specific duties or responsibilities. The organizational structure of the university and the personal qualifications of the man in the position appeared to determine many of the duties outside the defined role in which the administrator spent much of his time.

Evidence was found in this study which indicated that the extent to which the functions were performed by the

Administrator of Academic Affairs was little affected by the size or type of control of the university he served. However the methods of performing these functions were quite varied.

In matters related to the instructional program and the professional staff there was only a slight difference between the appropriate role developed in this study and the role being performed by the responding Administrators of Academic Affairs. Practicing Administrators of Academic Affairs reported that they were less responsible for problems related to the student body than was determined to be their appropriate role. Instead of serving in an advisory role or assigning to others the duties associated with the student personnel, some respondents reported that they had no direct responsibility in this area. The larger the enrollment of the university reporting the less were the Administrators of Academic Affairs' responsibilities in the area of student personnel.

The role of the Administrator of Academic Affairs was determined to be one of cooperation with those persons more directly concerned with the plant and facilities. Several respondents reported that they had no responsibility in this area. However, the majority of the respondents did have some consultative responsibility in the area of plant and facilities.

Administrators of Academic Affairs serving the smaller institutions included in this study reported limited responsibilities for budgetary matters. As the enrollment of the universities increased the concern for budgetary matters also increased. In the largest universities reporting the Administrator of Academic Affairs studied the budget regularly to maintain a balanced program. In the majority of the universities reporting the responsibility for revenue raising was the domain of other staff members.

The Administrator of Academic Affairs was reportedly the second in authority in nearly all universities responding to the checklist. In the remaining few universities there was an administrative vice-president who served in the absence of the president. The Administrator of Academic Affairs made recommendations and suggestions to the president on all academic matters. Respondents indicated limited responsibility for the coordination of all administrative personnel. The enrollment of the universities did not greatly affect this limited responsibility for the coordination of administrative personnel, but returns indicated that Administrators of Academic Affairs of the smaller universities were more frequently responsible for these coordinating activities than were their counterparts in the larger universities.

Incumbent Administrators of Academic Affairs indicated their concern encompassed the entire university. They also indicated extensive use of a council in making decisions concerning academic matters.

The returns indicated limited responsibility resting with the Administrator of Academic Affairs in problems concerning the spiritual life of the student body. Religious problems were reportedly the concern of others on the staff.

The majority of the respondents reported insufficient time available to continue their interest in teaching or research. The larger the university reporting the less the feeling that teaching and research should be considered a function of the Administrator of Academic Affairs.

The returns from all respondents indicated the Administrator of Academic Affairs attempted to keep abreast of trends and thinking related to his duties and responsibilities by surveying the literature and attending conferences and conventions related to his work when possible.

The recurrent theme of the returns seemed to be that the man responsible for over-all academic affairs was often a man burdened with minute academic administrative details and non-academic matters. Evidence from both the interviewing and the checklist returns indicated that some universities do not have clearly delineated organizational structures. This is supported by the many functions being

performed which are not within the domain of the Administrator of Academic Affairs.

Some of the returns indicated the man filling the position of Administrator of Academic Affairs was not well suited for this responsibility. His primary interests were in some other area. Illustrations included a director of two industrial corporations, a pastor of a large congregation, and a world traveler.

If the Administrator of Academic Affairs is to be free to review the educational program and to confer with his professional staff concerning educational problems and their solutions, undue attention to the personal problems of the staff should be reduced to a minimum and administrative details should be assigned to others.

D. RECOMMENDATIONS

The competencies and interests of some of the practicing Administrators of Academic Affairs were in areas not directly related to their duties and responsibilities as academic leaders of the universities. This was exemplified by the Administrator of Academic Affairs who reported the continued counseling of all premedical students because of his background in the biological sciences or the Administrator of Academic Affairs who formerly served as public relations director and continued his many public appearances

after elevation to the academic administrator's position. It is recommended that a study of the competencies necessary to the most efficient administration of this office be conducted and the findings be utilized in the selection of future practitioners in this important leadership post. The competencies required for effective performance in the position could further serve as a basis for preparation, either prior to or after assuming the office.

Many Administrators of Academic Affairs reported performing functions which could have been capably performed by secretarial, non-professionally trained, or inexperienced professionally trained persons. It is recommended that incumbent Administrators of Academic Affairs conduct a study of their role in the university organization in which they serve. A result of such a study might be a redistribution of the duties and responsibilities currently a part of the Administrator of Academic Affairs' role thus providing him with the opportunity to concentrate on academic matters. An organic connection might be maintained with the various deans' offices in the case of such services as advising and discipling students, but he should be freed of responsibility for making decisions in these matters except in irregular or disputed cases.

Some universities represented in this study apparently had indefinite and unclear lines of authority drawn for each

of their administrative offices. It is recommended that the role description developed in this study be used as a guideline with appropriate variation to suit local conditions in the delineation of the duties and responsibilities of the Administrator of Academic Affairs. This role description with appropriate variations could be used in the reorganization of university staffs not only in institutions similar to those included in this study but in many others which need or desire a reappraisal of their organizational structure. A man well trained in the basic understandings of the Administrator of Academic Affairs' functions will place the more important aspects of the position above the less important administrative details which could deprive him of the time he needs to perform his major tasks.

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APPENDIXES

APPENDIX A

Interview Guide

INTERVIEW GUIDE

I. The Instructional Program

a. curriculum
b. courses of study
c. methods of instruction
d. program planning
e. scheduling
f. library and instructional materials
g. institutional evaluation
h.

II. The Professional Staff

a. appointment
b. promotion
c. dismissal
d. personal relationships
e. advisory relationships
f. in-service education

III. The Student Personnel

a. admissions
b. classification and assignment
c. discipline
d. personal problems
e. academic welfare
f. student aid
g.

IV. The Plant and Facilities

a.
b.

V. The Budget and Finance

a.
b.

VI. The Administrative Details and Miscellaneous

a. non-professional personnel
b. write for professional publications
c. public relations and publicity
d. meetings and conventions
e. review literature
f. research
g. policy making

APPENDIX B

Copy of letter mailed to incumbent Administrators of Academic Affairs

Department of Educational Administration and Supervision
University of Tennessee
Knoxville, Tennessee

July 3, 1959

Dr. Michel C. Huntley
Dean of Faculties
Alabama Polytechnic Institute
Auburn, Alabama

Dear Dr. Huntley,

I am conducting a doctoral study of the role of the Administrator of Academic Affairs of selected colleges and universities. To help identify present practices I am requesting that you complete the enclosed checklist indicating the extent to which you perform each function as an administrator in your institution.

This checklist has been developed from a role description created by compiling some of the "best" thinking obtained from personal interview with a substantial number of university presidents, administrators of academic affairs, deans of colleges, and heads of departments.

Thank you for your cooperation. I hope your position might somehow be improved as a result of this study.

Sincerely yours,

Roy M. Bacon

RMB:nd
2 Enclosures

APPENDIX C

Final Check List

A ROLE DESCRIPTION OF THE ADMINISTRATOR OF ACADEMIC AFFAIRS

The following is a statement of duties and responsibilities that may be performed by the Administrator of Academic Affairs of a college or university. For the purpose of this study the Administrator of Academic Affairs is the administrative officer directly responsible for the total instructional program but not restricted to just one college, professional school, or semi-professional school. He sometimes has such titles as Dean of Instruction, Academic Vice President, Dean of Faculties, and others.

It is recognized that some duties and responsibilities now being performed by Administrators of Academic Affairs are not included in this role description. The space left after each statement might be used for your elaboration on that item. Additional space is provided at the end of this document for you to list other functions you perform.

Your responses will be compared with those made by men in similar institutions. However, no institution or person will be identified in the study.

Please check the extent to which you perform each function by placing an "X" on the number of your choice.

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

1. The Administrator of Academic Affairs is the chief educational officer of the university.	1 2 3 4 5
2. He is second in authority to the President and functions as the chief administrative officer in the absence of the President	1 2 3 4 5
3. He serves as an adviser to the President in all matters of an academic nature.	1 2 3 4 5

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

4.	It is his responsibility to keep the instructional programs moving forward on a sound cooperative basis and in response to the educational needs and demands of the clientele.	1 2 3 4 5
5.	He is responsible for the general supervision of all instructional programs.	1 2 3 4 5
6.	He encourages optimum development and usage of the library, audio-visual aids, and other resources of instruction.	1 2 3 4 5
7.	His philosophy encompasses the total university as an institution of higher learning since he represents the whole institution and not any separate educational division.	1 2 3 4 5
8.	The Administrator of Academic Affairs has a council which he calls together for advice and counsel.	1 2 3 4 5
9.	In developing the curriculum and revising the courses of study he serves as an adviser and ex-officio member of all committees working in these areas.	1 2 3 4 5
10.	He is responsible for the development of the curriculum throughout the university.	1 2 3 4 5
11.	In reviewing methods of instruction he functions in much the same manner as in the area of the curriculum.	1 2 3 4 5

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

12. It is his responsibility to develop the over-all plan of in-service education and delegate specific assignments to persons in the affected colleges or departments.	1 2 3 4 5
13. He implements and administers policies affecting the academic program which are adopted by the Board of Trustees and the President.	1 2 3 4 5
14. He works with faculty committees, department heads, and college deans in the determining of other policies necessary to the most efficient operation of the institution.	1 2 3 4 5
15. An important concern of the Administrator of Academic Affairs is the development of a campus environment conducive to learning.	1 2 3 4 5
16. He advises the committee responsible for the general supervision of all scholarships, fellowships, and assistantships.	1 2 3 4 5
17. He reviews all proposed appointments, promotions, or dismissals of instructional staff members before presenting them to the President.	1 2 3 4 5
18. He participates actively in the appointments, promotions, or dismissals of all administrative personnel and submits these for Presidential disposition.	1 2 3 4 5

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

19. He maintains social contact with staff members with whom, because of their particular personality or interests, he finds himself most compatible.	1 2 3 4 5
20. He is concerned with students' personal problems which are directly related to the academic welfare of the students.	1 2 3 4 5
21. He assigns to other staff members such items as student classification, assignment, and discipline.	1 2 3 4 5
22. He coordinates the activities of the Dean of Students, Registrar, and all other administrative persons of the staff including those responsible for the budget.	1 2 3 4 5
23. The Administrator of Academic Affairs is responsible for the moral and spiritual tone which prevails on the campus.	1 2 3 4 5
24. If he has one or more chaplains he delegates problems involving religion and spiritual life to him (or them).	1 2 3 4 5
25. He works with the persons responsible for over-all plant and facility expansion.	1 2 3 4 5
26. He continuously studies the budget to determine if the monies are being allocated in such a way as to maintain a balanced and integrated university program.	1 2 3 4 5

This is one of my functions	1
This is usually one of my functions	2
This is sometimes (about half of the time) one of my functions	3
This is seldom one of my functions	4
This is not one of my functions	5

27. He works with department heads or college deans in coordinating budgetary matters.	1 2 3 4 5
28. Generally speaking he leaves detailed matters of finance and revenue raising to the President, Business Manager, and others.	1 2 3 4 5
29. He continues his interest in his teaching field or some area of research.	1 2 3 4 5
30. The Administrator of Academic Affairs keeps abreast of new trends and thinking which are related in any way to his post as academic leader of the university.	1 2 3 4 5
31. He attends conferences and conventions from which he can be expected to gain helpful information which will benefit the university he serves.	1 2 3 4 5
32. He permits each professor academic freedom within the bounds of the university policies.	1 2 3 4 5
33. He makes only suggestions and recommendations about matters for which a presidential decision is necessary.	1 2 3 4 5

Indicate on this scale the approximate percentage of your professional time you spend performing the duties and responsibilities as described in this document.

0 10 20 30 40 50 60 70 80 90 100

If you have other functions, please list them on the attached sheet.

☐ Check here if you would like a synopsis of this study when it is completed.

Your name _____ Your institution _____

If you perform functions which are not included in this document please list them here. Other comments will also be appreciated.

Thank you for your time and cooperation.