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ABSTRACT

Of 391 living participants in the 10-year-old Academic Administration Internship Program (AAIP), 320 or 82 percent completed the questionnaire, which became the basis of this evaluation study. Survey data were used to determine the current status of the AAIP alumni and fellows, the usefulness of the AAIP experience in their careers, the national reputation of the program, the participants' career expectations, and the justification for the AAIP's continuance. Professional positions held by 353 Fellows in the first nine AAIP classes during the 1974-75 academic year are classified: 33 presidents or chancellors; 50 chief academic officers; 46 associate chief academic officers; 40 vice-presidents in non-academic (e.g., planning) areas; 29 deans; 18 directors of educational programs; 20 assistants; 8 executives in governmental agencies or associations concerned with postsecondary education; 32 departmental chairpersons; 7 miscellaneous postsecondary education involvement; 48 full-time faculty members or researchers; 19 business, governmental, or religious executives. Sixty percent rated the AAIP national reputation as "outstanding." (Author/LBH)

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The American Council on Education

ASSESSMENT OF
OUTCOMES FROM THE
ACADEMIC ADMINISTRATION
INTERNSHIP PROGRAM:
1965—1975

THOMAS M. STAUFFER

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EDUCATION & WELFARE
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See Page One for Report Summary

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THOMAS M. STAUFFER

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JUNE, 1975

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REPORT SUMMARY

Of 391 living participants in the American Council on Education's ten year old Academic Internship Program (AAIP), 320 or 82 percent completed the questionnaire which became the basis of this evaluation study. Survey data were used to determine the current status of the AAIP alumni and Fellows, the usefulness of the AAIP experience in their careers, the national reputation of the program, the participants' career expectations, and, finally, the justification for the AAIP's continuance. The data below are highlights from the survey. As in the body of the report, with the exception of the conclusion, the findings stand without interpretation.

- Professional positions held by 353 Fellows in the first nine AAIP classes during the 1974-75 academic year. presidents or chancellors 33 (40 have become presidents, but 7 have resigned during the AAIP's history), chief academic officers 50, associate chief academic officers 46, vice presidents in non-academic areas (e.g., planning) 40, deans of schools or colleges at large institutions 29, directors of educational programs 18, assistants to presidents or chief academic officers 20, executives in governmental agencies or associations concerned with postsecondary education 8, departmental chairpersons 32, miscellaneous involvement in postsecondary education 7, full-time faculty members or researchers 48, business, governmental, or religious executives 19, unknown or deceased—3.

- Judgment of Internship Program alumni on the usefulness of the AAIP experience to their careers. 65 percent rated the experience "very helpful," 31 percent rated it "helpful," 3 percent said it was of "little help," and 1 percent said "no help." Of those who became presidents, 86 percent said the experience was "very helpful" compared with 83 percent for the chief academic officers, 70 percent for deans at large institutions, and 79 percent of vice presidents in non-academic areas.

- Judgment of alumni on the influence of the AAIP experience in the acquisition of abilities usually thought important for success in higher education administration. for the acquisition of knowledge and understanding of the functioning of an academic institution, 62 percent said the experience was "very influential" while 33 percent said "influential", for building a sense of perspective and values, 54 percent said "very influential" and 39 percent said "influential", for motivation and enthusiasm, 43 percent said "very influential" and 39 percent said "influential", for judgment in administration, the breakdown was 42 percent and 43 percent, and for leadership ability, it was 36 percent and 49 percent.

- Judgment of alumni on the AAIP's national reputation. 60 percent rated it as "outstanding," 38 percent said it was "good," and 2 percent said it was "ordinary" or "doubtful." None rated it "poor." None said they would not recommend the program to others.

PROGRAM DESCRIPTION

The American Council on Education's Academic Administration Internship Program was announced October 1, 1964, to

... strengthen leadership in postsecondary education by identifying, selecting, preparing, and evaluating faculty and junior staff who have shown promise for major positions in academic administration, especially deanships, vice presidencies, and presidencies. . . .

Supported for its first nine years by the Ford Foundation, the Academic Administration Internship Program (AAIP) in January, 1974, was incorporated into the American Council on Education's Office of Leadership Development under a grant from the Lilly Endowment, Inc.

Since the AAIP's inaugural year in 1965-66, the Council has sponsored 393 ACE Fellows in Academic Administration in ten classes (through 1974-75). For the eleventh class, 45 Fellows will participate in internships during the 1975-76 academic year. Thus, through eleven classes, 438 will have participated.

The identification of the eleventh class began in September, 1974, when Council President Roger W. Heyns invited the presidents and chief academic officers of the ACE member institutions to nominate faculty members and junior staff for possible selection as ACE Fellows in Academic Administration. After the Fellows were chosen in the spring of 1975, the basic internship arrangements were made by the AAIP staff. During 1975-76, each Fellow, under the guidance of Mentors, will experience an internship either at a host institution or at the nominating (home) college or university. The Mentors, usually a president and academic vice president, will be designated after consultation with all parties concerned.

Each Fellow is given the opportunity to examine the administrative organization, process, and style of a college or university, the pluralism of postsecondary education in the United States, the role of postsecondary education in national and world society, and the relationship between personal aspirations and abilities and a career in academic administration. Six major elements constitute the Internship Program:

- An identification and selection process in which ACE member institutions nominate candidates, and in which the Council, with the advice of senior administrators, selects the Fellows.
- An internship experience from September to June or August arranged either at a host institution or on the Fellow's home campus. Details about the experience are worked out between the Fellow and the senior administrative officer previously designated as the Fellow's Mentor, although at least one-half the Fellow's time must be devoted to "task-oriented" administrative assignments.
- Three six-day seminars, mostly at American Council expense, in September, January, and May on higher education administration. Speakers and discussion leaders are drawn from colleges and universities, the Congress, federal agencies, state governments and educational associations.
- Consultation opportunities with Mentors, travel to other institutions, visits by the AAIP staff, and seminars organized by the Fellows themselves.

- An analytical paper on a significant aspect of academic administration, as selected by the Fellow. Papers rated highest are considered for Council publication.

- Extensive reading in such areas as organization theory, academic organization and administration, the history, purposes, and goals of higher education, and the impact of college on students and society. Each Fellow receives basic bibliographies and certain Council publications, including the *Educational Record* and *Higher Education and National Affairs*.

The bibliography on page 16 contains additional sources on the Academic Administration Internship Program.

EVALUATION STUDY

Over the decade of the AAIP's existence, several studies have been conducted to evaluate the program's effectiveness. These are listed in the bibliography.

To assess the AAIP's record after ten years, a questionnaire was mailed in September, 1974, to the 351 living participants in the first nine classes. In late January, 1975, Fellows in the tenth class were also asked to complete the questionnaire, modified only where necessary because their internship year had not yet been completed. Entitled "Career Status Questionnaire and Evaluation of the Academic Administration Internship Program," the instrument sought to compare participant impressions of the AAIP with current and projected levels of career achievement and other variables. Respondents were asked not to sign their questionnaires. Unlike the 1971 study by John A. Creager, *Goals and Achievements of the ACE Internship Program in Academic Administration*, the study reported here does not contrast the impressions of the alumni and Fellows with a comparison group, for example, those nominated for the program but not selected.

The survey was undertaken to answer these questions:

1. What is the status of the AAIP alumni?
2. Was the AAIP experience useful in enhancing the professional competence of the ACE Fellows in their careers?
3. How do the AAIP alumni and ACE Fellows characterize the national reputation of the Academic Administration Internship Program?
4. What are the career expectations of the alumni and Fellows?
5. Do the outcomes of the Academic Administration Internship Program justify its continuance, and, if so, how should the program be strengthened?

Of the 351 alumni from the first nine internship classes asked to fill out the questionnaire, 81.8 percent or 287 responded, and of the 40 Fellows in 1974-75 class, 33 or 82.5 percent responded. The following is the breakdown of respondents by class:

TABLE I - QUESTIONNAIRE RESPONDENTS

AAIP Class	Participants	Respondents	Percentage Responding
1965-1966	23	19	82.5%
1966-1967	39	25	64.1%
1967-1968*	43	39	90.7%
1968-1969	49	33	67.3%
1969-1970	48	40	83.3%
1970-1971*	34	30	88.2%
1971-1972	35	26	74.3%
1972-1973	40	37	92.5%
1973-1974	40	38	95.0%
1974-1975	40	33	82.5%

*One Fellow deceased in each of these classes.

STATUS OF ACE FELLOWS

Background data on the alumni and Fellows were gathered from the questionnaires and from other sources such as the central AAIP files and the annual directory of AAIP participants.

DATA ON QUESTION NUMBER ONE Status of ACE Fellows in Academic Administration (n=393 in Ten AAIP Classes, 1965-66 through 1974-75, Unless Otherwise Stipulated.*)

a. *Positions held* by the Fellows at the time of selection. full-time faculty 44 percent, full-time administration 31 percent, combined duties (including chairpersons) 25 percent.

b. *Median age* of the ACE Fellows at the time of selection: 37.1 years.

c. *Current* (June 1, 1975) *median age* of AAIP alumni: 42.4 years.

d. *Women* participating in the AAIP. nominated 146 (11.9 percent of all nominees), interviewed 108 (12.3 percent of those interviewed), selected and completed internships 66 (16.8 percent of all Fellows); minority group women selected and completed internships 8.

e. *Minority group* participation in the AAIP. (in the 1967-68 through 1974-75 classes) nominated 92 (10.4 percent of nominees), (in the first 10 classes) selected and completed internships 44 (11.2 percent of all Fellows). These 44 Fellows include: blacks 38, Spanish surnamed 2, and Oriental extraction—4.

f. *Academic degrees* held by 190 Fellows in the 1970-71 through 1974-75 classes at the time of selection: Ph.D. 148; Ed.D. 20; J.D. 3; other terminal degrees 7, doctoral candidates 10, M.A. or M.Ed. 2. Percentage of 320 questionnaire respondents in first ten classes holding Ph.D.'s and Ed.D.'s as of June 1, 1975: 93 percent.

g. *Area of academic discipline* (n=320 questionnaire respondents). humanities 20.4 percent, social sciences 20.0 percent, education 19.4 percent, natural sciences 16.3 percent, professions 7.7 percent; management 6.3 percent, mathematics 4.3 percent, communications 3.6 percent; and others—2.0 percent.

*See data on 1975-76 AAIP class on page 6.

h *Average salaries* (exclusive of fees and fringe benefits before taxes) of participants in the AAIP and median salaries during the 1974-75 academic year (not adjusted for inflation).

TABLE II - SALARY LEVELS

AAIP Year	n	Average Salaries	1974-75 Average Salaries
1965-1966	19	\$12,500	\$29,071
1966-1967	25	\$13,200	\$30,450
1967-1968	39	\$15,220	\$29,017
1968-1969	33	\$15,483	\$29,207
1969-1970	40	\$19,000	\$27,690
1970-1971	30	\$16,842	\$26,839
1971-1972	26	\$13,571	\$21,190
1972-1973	37	\$18,517	\$22,617
1973-1974	38	\$19,267	\$22,067
1974-1975	33	\$20,300	\$20,300

i. *Movement* of the Fellows upon completion of their internships: 61 percent of the 238 alumni in the first 6 classes were at their nominating institutions 3 years after completion of their AAIP year.

j. *Professional positions* held by the 353 Fellows in the first 9 AAIP classes as of January 1, 1975: presidents or chancellors 33 (40 have become presidents but 7 have resigned), chief academic officers 50; associate chief academic officers or deans 46, vice-presidents in non-academic areas (e.g., planning) 40; deans of schools or colleges at large institutions 29, directors of educational programs 18, assistants to presidents and chief academic officers 20, executives in educational associations or governmental agencies concerned with higher education 8, department chairpersons 32; miscellaneous involvement in higher education 7, full-time college or university faculty members or researchers 48, business, governmental or religious executives 19, unknown or deceased 3.

k. Years since bachelor's degree engaged in college or university *administration*:

TABLE III - YEARS IN ADMINISTRATION

AAIP Year	n	Average Number of Years
1965-1966	19	11.0
1966-1967	25	8.6
1967-1968	39	7.8
1968-1969	33	8.5
1969-1970	40	6.3
1970-1971	30	5.3
1971-1972	26	3.5
1972-1973	37	5.2
1973-1974	38	3.4
1974-1975	33	2.7

l. Years since bachelor's degree engaged in college or university *teaching* or *research*.

TABLE IV - YEARS IN TEACHING

AAIP Year	n	Average Number of Years
1965-1966	19	12.5
1966-1967	25	14.7
1967-1968	39	10.2
1968-1969	33	12.1
1969-1970	40	9.7
1970-1971	30	11.9
1971-1972	26	10.5
1972-1973	37	8.3
1973-1974	38	8.8
1974-1975	33	8.7

m. Years since bachelor's degree *employed outside* an institution of postsecondary education.

TABLE V - YEARS OUTSIDE POSTSECONDARY EDUCATION

AAIP Year	n	Average Number of Years
1965-1966	19	3.3
1966-1967	25	4.2
1967-1968	39	2.3
1968-1969	33	3.0
1969-1970	40	4.2
1970-1971	30	1.8
1971-1972	26	2.9
1972-1973	37	3.6
1973-1974	38	3.1
1974-1975	33	1.1

n. Characteristics of the *1974-75 AAIP class*. the 40 ACE Fellows included 19 women and 6 minority group members (4 double counted as minority women), 27 from public institutions and 13 from private, 3 two-year institutions and 1 historically black institution represented, positions held at the time of nomination. full-time faculty 37.5 percent, full-time administration 12.5 percent, combined duties (includes chairpersons) 50 percent, Fellows with terminal degrees 39.

o. Characteristics of the *1975-76 AAIP class*. the 45 Fellows include 12 women and 14 minority group members (2 double-counted as minority women), 30 from public institutions and 15 from private, 3 two-year institutions and 5 historically black institutions represented, positions held at the time of nomination. full-time faculty 33 percent, full-time administration 20 percent, combined duties (includes chairpersons) 47 percent, Fellows with terminal degrees 96 percent, average salary (1974-75)—\$20,300.

p. Internship Program alumni were asked to note in which of the *activities* below they had been engaged during the previous two years. The tabulation is expressed as a percentage of n=320 responses.

TABLE VI – ACTIVITIES OF ALUMNI

Activity	Response
1. served on a civic or political committee	70%
2. served as a consultant on matters in higher education	69%
3. gave an address or lecture with remuneration	64%
4. engaged in a regular program of physical exercise	51%
5. served as a consultant on matters outside higher education	48%
6. received a promotion	47%
7. published on issues outside higher education	40%
8. traveled abroad	36%
9. smoked	36%
10. published on issues in higher education	33%
11. received research support	33%
12. received a major professional honor or award	26%
13. participated in "leadership development" programs in higher education other than AAIP	10%
14. earned over 20% of gross income from sources outside major employment	8%
15. served as a mentor to an ACE Fellow or other intern	5%
16. had serious health problems	4%

FINDINGS

DATA ON QUESTION NUMBER TWO— Usefulness of the AAIP Experience in Enhancing the Professional Career Competence of the ACE Fellows:

a. AAIP alumni were asked to characterize their AAIP experience as either very helpful, helpful, of little help, or of no help in their careers. The tabulation is expressed as a percentage of n responses.

TABLE VII – HELPFULNESS OF AAIP EXPERIENCE BY CLASS

Class	n	Very Helpful	Helpful	Little Help	No Help
1965–1966	19	75%	20%	5%	0%
1966–1967	25	80%	15%	5%	0%
1967–1968	38	79%	18%	3%	0%
1968–1969	32	68%	29%	3%	0%
1969–1970	40	47%	48%	5%	0%
1970–1971	30	57%	43%	0%	0%
1971–1972*	25	68%	32%	0%	0%
1972–1973*	36	59%	38%	0%	3%
1973–1974*	37	69%	22%	6%	3%
1974–1975	33	82%	15%	3%	0%

*Respondents in these classes said that it was too early to ascertain the answer to the question.

b. The division of the question posed in "a" above by position held in the 1974-1975 academic year in percentages follows (n=287):

TABLE VIII – HELPFULNESS OF AAIP BY POSITION EXPERIENCE

Position	n	Non-respondent	Very Helpful	Helpful	Little Help	No Help
President or Chancellor	22	0	86%	14%	0%	0%
Chief Academic Officer	37	0	83%	17%	0%	0%
Dean of School at Larger Institution	45	1	70%	28%	2%	0%
Director of Educa- tional Program	19	1	55%	39%	6%	0%
Non-Academic Vice President	19	0	79%	21%	0%	0%
Associate or Assistant to the Above Positions	64	3	69%	28%	3%	0%
Faculty Member or Researcher	32	0	47%	41%	9%	3%
Department Chairperson	29	0	52%	45%	0%	3%
Executive in Higher Education Association or Public Education Agency	11	0	33%	64%	0%	0%
Position Outside Higher Education	4	0	50%	0%	50%	0%

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c. Respondents characterized their AAIP experience as very influential, influential, marginally influential, or non-influential in the acquisition of abilities usually thought to be important for successful functioning in a higher education administrative capacity. The tabulation is expressed as a percentage of n responses.

TABLE IX - INFLUENCE OF AAIP ON ADMINISTRATIVE ABILITIES

Administrative Ability	n	Very Influential	Influential	Marginally Influential	Non-Influential
Knowledge and understanding of the functioning of an academic institution	287	62%	33%	4%	1%
Personality and temperament for handling effectively interpersonal relations on campus	284	33%	42%	22%	3%
Leadership ability in administration	286	36%	49%	14%	1%
Judgment in administration	283	42%	43%	14%	1%
Motivation and enthusiasm	285	43%	39%	15%	3%
Sense of perspective and values in matters academic	284	54%	39%	5%	2%

Response of 1974-75 ACE Fellows slightly more than half-way through their internship year.

Knowledge and understanding of the functioning of an academic institution	33	73%	21%	6%	0%
Personality and temperament for handling effectively interpersonal relations on campus	31	39%	36%	16%	9%
Leadership ability in administration	31	58%	32%	7%	3%
Judgment in administration	30	63%	27%	7%	3%
Motivation and enthusiasm	31	45%	43%	6%	6%
Sense of perspective and values in matters academic	30	63%	37%	0%	0%

DATA ON QUESTION NUMBER THREE- Characterization of the National Reputation of the Academic Administration Internship Program:

a. Former Fellows completing the questionnaire rated the AAIP's present national reputation as either outstanding, good, ordinary, doubtful, or poor. The tabulation is expressed as a percentage of n responses.

TABLE X - AAIP'S NATIONAL REPUTATION

AAIP Class	n	Outstanding	Good	Ordinary	Doubtful	Poor	Uncertain
1965-1966	19	53%	42%	0%	0%	0%	5%
1966-1967	25	52%	48%	0%	0%	0%	0%
1967-1968	39	49%	49%	2%	0%	0%	0%
1968-1969	33	55%	39%	0%	3%	0%	3%
1969-1970	40	60%	35%	5%	0%	0%	0%
1970-1971	30	63%	33%	0%	4%	0%	0%
1971-1972	26	50%	42%	4%	0%	0%	4%
1972-1973	37	57%	43%	0%	0%	0%	0%
1973-1974	38	63%	34%	3%	0%	0%	0%
1974-1975	33	82%	12%	0%	0%	0%	6%

b Alumni were asked whether they would recommend the AAIP to aspiring academic administrators. The tabulation is expressed as a percentage of n responses.

TABLE XI - ALUMNI RECOMMENDATION OF AAIP TO OTHERS

AAIP Class	n	Yes	No	Not Sure
1965-1966	19	95%	0%	5%
1966-1967	25	100%	0%	0%
1967-1968	39	92%	0%	8%
1968-1969	33	100%	0%	0%
1969-1970	40	97%	0%	3%
1970-1971	30	100%	0%	0%
1971-1972	26	100%	0%	0%
1972-1973	37	97%	0%	3%
1973-1974	38	100%	0%	0%
1974-1975	32	97%	0%	3%

c. Respondents noted whether they had recommended the AAIP to an aspiring academic administrator in the previous twenty-four months. The tabulation is expressed as a percentage of n responses.

TABLE XII - FREQUENCY OF RECOMMENDATION OF AAIP TO OTHERS

AAIP Class	n	Yes	No
1965-1966	19	68%	32%
1966-1967	25	76%	24%
1967-1968	38	82%	18%
1968-1969	31	71%	29%
1969-1970	40	50%	50%
1970-1971	30	63%	37%
1971-1972	26	69%	31%
1972-1973	35	91%	9%
1973-1974	37	89%	11%
1974-1975	33	82%	18%

DATA ON QUESTION NUMBER FOUR Career Expectations of the AAIP Alumni and Fellows:

a. AAIP Alumni were asked to characterize their attitude toward progress in their careers since their AAIP year as either very satisfied, satisfied, marginally satisfied, or dissatisfied. The tabulation is expressed as a percentage of n responses.

TABLE XIII - CAREER SATISFACTION BY CLASS

AAIP Class	n	Very Satisfied	Satisfied	Marginally Satisfied	Dissatisfied	Other Response
1965-1966	19	53%	27%	15%	5%	0%
1966-1967	25	76%	16%	4%	4%	0%
1967-1968	39	51%	39%	6%	2%	2%
1968-1969	33	55%	33%	12%	0%	0%
1969-1970	40	45%	45%	5%	5%	0%
1970-1971	30	57%	28%	9%	3%	3%
1971-1972	26	42%	38%	16%	4%	0%
1972-1973	37	60%	27%	5%	5%	3%
1973-1974	38	50%	24%	12%	7%	7%

AAIP alumni who were less than "very satisfied" were asked to state why. By far their largest response was that their current positions did not provide a challenge comparable to their abilities, that is, they felt that their abilities were being underemployed. Most of the other responses related to personal circumstances (e.g., inability to relocate). Other minor, but still significant responses included the following: lack of control over career direction, low marketability, disillusionment with the caliber of colleagues and fellow administrators, disillusionment with higher education's reward system, "a 'very satisfied' administrator might become complacent," and more time is needed to evaluate career progress.

b. The division of the question posed in "a" above by position held in the 1974-75 academic year in percentages follows (n=287):

TABLE XIV – CAREER SATISFACTION BY POSITION

Position	n	Very Satisfied	Satisfied	Marginally Satisfied	Dissatisfied	Other Response
President or Chancellor	22	73%	27%	0%	0%	0%
Chief Academic Officer	37	73%	21%	6%	0%	0%
Dean of School at Large Institution	45	64%	29%	5%	2%	0%
Director of Educational Program	19	26%	53%	11%	5%	5%
Non-Academic Vice President	19	42%	53%	5%	0%	0%
Associate or Assistant to the Above Positions	69	45%	30%	16%	3%	6%
Faculty Member or Researcher	32	44%	23%	16%	12%	0%
Department Chairperson	29	52%	31%	7%	10%	0%
Executive in Higher Education Association or Public Education Agency	11	55%	45%	0%	0%	0%
Position Outside Higher Education	4	75%	0%	25%	0%	0%

c. Former Fellows were asked where they planned to pursue their careers in the foreseeable future. The tabulation is expressed as a percentage of n=314 responses:

TABLE XV – FUTURE CAREER DIRECTIONS BY AREA

Position	Responses
Full-time Administration	56%
Full-time Teaching/Research	11%
Combined Teaching/Administration	27%
Higher Education Associations or Coordinating Bodies	1%
Positions Outside Higher Education	3%
Other Responses	2%

d. Respondents speculated about which position they expected to hold in the 1984-1985 academic year. The tabulation is expressed as a percentage of n responses.

TABLE XVI - FUTURE CAREER DIRECTIONS BY POSITION

AAIP Class	n	Tenured Professorship	Chief Academic Officer	Presidency or Chancellorship	Deanship	Staff Post in Higher Education
1965-1966	19	21%	10%	42%	21%	6%
1966-1967	25	32%	16%	32%	8%	0%
1967-1968	39	26%	16%	47%	8%	0%
1968-1969	33	21%	15%	27%	15%	0%
1969-1970	40	23%	13%	20%	27%	3%
1970-1971	30	10%	21%	33%	30%	0%
1971-1972	26	11%	35%	19%	27%	4%
1972-1973	37	16%	22%	32%	5%	11%
1973-1974	38	16%	36%	26%	16%	3%
1974-1975	33	21%	31%	15%	13%	10%

CONTINUED:

AAIP Class	Researcher	Retirement	Vice Presidency, Budget, Planning, etc.	Executive in Educational Association or Coordinating Body	Executive Outside Higher Education
1965-1966	0%	0%	0%	0%	0%
1966-1967	0%	0%	0%	8%	4%
1967-1968	0%	3%	0%	0%	0%
1968-1969	0%	0%	12%	0%	10%
1969-1970	0%	0%	5%	2%	7%
1970-1971	0%	0%	3%	3%	0%
1971-1972	0%	0%	4%	0%	0%
1972-1973	0%	0%	11%	3%	0%
1973-1974	0%	0%	3%	0%	0%
1974-1975	0%	0%	10%	0%	0%

e. Former ACE Fellows were asked to name the class of institutions where they expected to make their careers. The tabulation is expressed as a percentage of n = 320 responses.

TABLE XVII - FUTURE CAREER DIRECTIONS BY CLASS OF INSTITUTIONS

Type of Institution	Response
Research University	19%
Comprehensive State College or University	49%
Liberal Arts College	23%
Professional School	4%
Two-Year College	5%

Scale of Institution	
Small Scale	15%
Medium Scale	53%
Large Scale	32%

Control of Institution	
Private Control	25%
Public Control	75%

f. Questionnaire respondents who planned to make their careers in higher education administration explained their reasons for interest in the field. In order of the number of times mentioned, slightly over ninety percent of the respondents cited the following. (1) challenge and interest in the profession (appeared in approximately 40 percent of responses), (2) talent and competency in the profession (appeared in approximately 35 percent of the responses), (3) influence and opportunity to make a meaningful contribution to the academy and society (appeared in approximately 35 percent of the responses), and (4) availability of positions and financial rewards in the profession (appeared in approximately 10 percent of the responses). The few noting plans to leave higher education gave as their reasons, disillusionment with colleagues and the academy, development of interests in new areas, and inability to locate an appropriate position.

DATA ON QUESTION NUMBER FIVE - Continuance of the AAIP and Recommendations for Program Improvement:

Because answers to other questions would point the direction, questionnaire respondents were not asked directly whether the AAIP should be continued. Even so, virtually all respondents at some point in their replies volunteered that the program had a clear and significant influence on their professional careers and that they looked forward to continuing improvement of the AAIP, to an expansion of opportunity through the program, and to a continuation of their connections with the American Council on Education.

Respondents made two basic recommendations for improving AAIP's services to its alumni. The first recommendation appeared with approximately 50 percent frequency and the second with 35 percent. First, the hope was expressed that the AAIP continue to strengthen its communication network among alumni through additional seminars, newsletters, bibliographies, and by other means. Second, the alumni noted their wish that the AAIP office become more active in position referral and job placement. Having noted these two suggestions, the majority of respondents were complimentary about the AAIP Alumni Annual Working Reunions, the annual bibliography of Working Reunion papers and papers by the ACE Fellows, other AAIP bibliographies, the *AAIP Newsletter*, the annual *Directory of Alumni, Fellows, and Staff*, and activity by the AAIP office in referring positions.

Also, the respondents were asked to note, in light of their subsequent experience, those features of the AAIP which were most valuable and least valuable to them. Approximately 97 percent of respondents mentioned one or more "most valuable" features while approximately 25 percent included something under "least valuable." Under "most valuable" the five most common statements, in order of frequency, were the broad-based exposure to academic administration, the opportunity for reading, study, reflection, and participation in academic administration, the working rapport established with mentors and other top administrators, the prestige attached to the ACE Fellowship; and the interaction among peers and central figures in higher education nationally. As it turned out, three of the five most frequently noted suggestions for improving the least valuable aspects of the AAIP had already been implemented one or more years previously. Of the other two, seventeen alumni criticized as "least valuable" the requirement that the Fellows produce an AAIP research paper and twelve felt that involvement in "routine tasks" of administration during their internship year proved unproductive.

SUMMARY AND CONCLUSION

John A. Creager in his 1971 study of the goals and achievements of the Academic Administration Internship Program concluded that "Something is happening [in both the selection procedures and] the internship situation that is helpful to the achievement of career status as an academic administrator." What that "something" is remained an open question in Creager's summation and new light has not been shed upon this "black box" as the result of the survey undertaken for this research. Nonetheless, the weight of evidence reported here buttresses the positive conclusions of earlier studies by Astin, Cox, Creager, and Dobbins and Stauffer (see bibliography). Since each of these studies examined the AAIP from varying perspectives, utilizing different methodologies, the favorable to highly favorable conclusions are especially significant in their re-enforcement of each other.

This evaluation of the AAIP relied upon the blind testimonials of program participants. Well over 90 percent of 82 percent of alumni completing the questionnaire said that the AAIP experience was either "very helpful" or "helpful" in their careers. Specifically, they pointed to the AAIP's influence upon their knowledge of higher education, their sense of values, and their motivation for administration and judgment in matters academic. While they noted that the AAIP was slightly less influential on their leadership abilities and on their personalities and temperaments for administration, 85 percent and 75 percent respectively declared the Internship Program to be either "very influential" or "influential" on these qualities. Moreover, 95 percent judged the AAIP's national reputation to be either "outstanding" or "good" and none said they would not recommend the program to other aspiring academic administrators.

Looking at the AAIP alumni's potential for future career performance, the survey revealed that the level of satisfaction in career progress and the ambition of career goals were both high. Approximately 90 percent declared themselves to be "very satisfied" or "satisfied" in their career progress, the higher the present position in academic administration the higher satisfaction rate. Also, about 90 percent envisioned themselves within ten years in the high positions of either president, tenured full professor, dean, or chief academic officer.

For purposes of conclusion, the evidence speaks for itself. The findings in earlier studies have been borne out. Although other questions could have been raised and the source of the program's success has not been identified definitively, the data should be grounds for satisfaction to the over 800 American Council on Education member institutions which have been involved with the AAIP during its first ten years.

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APPENDIX A

CAREER STATUS QUESTIONNAIRE AND EVALUATION OF THE ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM

Directions. Please print or type the requested information. DO NOT SIGN QUESTIONNAIRE.

DEMOGRAPHIC INFORMATION:

___ academic year you were an AAIP Fellow: 19 — 19

___ type of internship: (circle) home host

___ your sex: (circle) female male minority status: (circle) yes no

___ your age when you were an ACE Fellow: _____; your age now: _____

___ your salary the year you were an ACE Fellow (see next question too): \$ _____

___ your annual salary before taxes (exclusive of fringe benefits and fees): \$ _____

___ number of years, since your bachelor's degree, you have been engaged in college or university teaching: _____

___ number of years, since your bachelor's degree, you have been employed outside an institution of postsecondary education: _____

___ your highest academic degree: _____

___ area of your academic discipline: (check)

humanities _____

education _____

social sciences _____

natural sciences _____

management _____

communications _____

professions _____

other: (specify) _____

___ positions held since your AAIP year (Start with your present position on the top line and work down, list positions without institutional identification, list for example. "Dean," "Associate Professor," "V.P. for Planning," "Attorney," etc.):

_____ how many years?

_____ how many years?

_____ how many years?

QUESTIONS:

1. For the foreseeable future, where do you plan to make your career? (check)

- | | | | |
|---|-------|--|-------|
| full-time postsecondary
education administration | _____ | higher education associations
and coordinating agencies | _____ |
| full-time teaching
and research | _____ | areas outside higher education
(specify: _____) | _____ |
| teaching and administration
combined (roughly half & half) | _____ | other areas
(specify: _____) | _____ |

2. Characterize your AAIP experience: (check)

- | | | | |
|-----------------------------|-------|-------------------------------|-------|
| very helpful in your career | _____ | of little help in your career | _____ |
| helpful in your career | _____ | of no help in your career | _____ |

3. In the light of your subsequent experience, what aspects of your internship experience were most valuable? Least valuable? What changes in that experience would enhance its value for your subsequent roles?

most valuable: _____

least valuable: _____

recommended changes: _____

4. Rate the AAIP's national reputation as a preservice educational program for academic administrators. (check)

- | | | | | | |
|-------------|-------|----------|-------|--------|-------|
| outstanding | _____ | ordinary | _____ | poor | _____ |
| good | _____ | doubtful | _____ | other: | _____ |

If your evaluation of the AAIP's reputation is less than outstanding, please recommend ways to improve the situation: (use extra sheet if necessary)

5. Rate the influence of the AAIP on your potential for effective performance in the following positions. (circle)

	Very Influential	Influential	Marginally Influential	Not Influential
President of a small college	1	2	3	4
President of a large university	1	2	3	4
President of a community college	1	2	3	4
Chief academic officer	1	2	3	4
Dean of a college or school	1	2	3	4
Chief fiscal or business officer	1	2	3	4
Chief planner	1	2	3	4
Chief development officer	1	2	3	4
Staff person to any of the above	1	2	3	4
Chairperson	1	2	3	4
Professor	1	2	3	4
Researcher	1	2	3	4
Executive in an educational association or coordinating body	1	2	3	4
Executive in an agency outside higher education	1	2	3	4
Other: (specify) _____	1	2	3	4

6. Rate the influence of the AAIP on your abilities in areas listed below: (circle)

Knowledge and understanding of the functioning of an academic institution	1	2	3	4
Personality and temperament for handling effectively interpersonal relations on campus	1	2	3	4
Leadership ability in administration	1	2	3	4
Judgment in administration	1	2	3	4
Motivation and enthusiasm	1	2	3	4
Sense of perspective and values in matters academic	1	2	3	4

7. In ten years, which position do you expect to hold? (write 1 for most likely and 2 for second most likely)

- | | | | |
|--|-------|---|-------|
| tenured professorship | _____ | retirement | _____ |
| chief academic officer | _____ | vice presidency for budget,
planning, development, etc. | _____ |
| presidency | _____ | executive in educational
association or coordinating
body (e.g., state board) | _____ |
| deanship | _____ | executive outside higher
education | _____ |
| staff position in
academic administration | _____ | other: (specify) _____ | |
| researcher | _____ | | |

8. If you plan to remain in higher education administration, explain in one sentence and in frank terms the reasons for your interest in this field. If you do not plan to make your career in higher education administration, explain in one sentence and in frank terms the reasons for your decision.

9. Characterize your attitude toward the progress of your career since your AAIP year. (check)

- | | | | |
|----------------------|-------|------------------------|-------|
| very satisfied | _____ | dissatisfied | _____ |
| satisfied | _____ | other: (specify) _____ | |
| marginally satisfied | _____ | | |

If less than "very satisfied," please explain why you are not more satisfied:

10. Assuming that you intend to remain as a professor or administrator in a postsecondary institution, in what type of institution do you plan to make your career? (check)

- | | | | |
|----------------------|-------|--|-------|
| research university | _____ | two-year college | _____ |
| liberal arts college | _____ | state college or university | _____ |
| professional school | _____ | institution predominantly for minorities | _____ |

Characterize the type of institution in which you plan to make your career: (check)

small _____, medium _____, large _____; public _____, private _____; sectarian _____.



11. Which of the following have you done during the last two years? (check)

- served on a civic or political committee _____
- gave an address or lecture with remuneration _____
- served as a consultant on matters in higher education _____
- served as a consultant on matters outside higher education _____
- published on issues in higher education _____
- published on issues outside higher education _____
- served as a mentor to an ACE Fellow or other intern _____
- received a major professional honor or award _____
- received research support _____
- received a promotion _____
- participated in other "leadership development" programs in higher education
(If so, which one(s): _____)
- earned over 20 percent of gross income from sources outside
your major employment _____
- traveled abroad _____
- had serious health problems _____
- engaged in a regular program of physical exercise _____
- smoked _____

12. Would you recommend the AAIP to aspiring academic administrators? (check)

- Yes _____
- No _____
- Not sure _____

Have you made such a recommendation in the last two years? (check)

- Yes _____
- No _____

13. As an AAIP Alumnus or Alumna, how can the AAIP staff best be of continuing assistance to you?

THANKS VERY MUCH FOR YOUR HELP!