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ABSTRACT
        Ten colleges participated in a project to: (1) help
organize and strengthen administrative teams in developing two-year
and four-year colleges throughout the Southeast; (2) to assist
administrative teams in identifying specific roles for each team
member and in developing an understanding of team responsibilities;
and (3) to assist administrative teams in developing a rationale that
will increase efficiency in the functions of planning, policy
formation, evaluation, and continuous review of institutional goals
and their implementation. The ten colleges were selected on the basis
of current potential, diversity, and geographic distribution. The
three papers included in this document serve as a general
introduction to the project and discuss: (1) the functions of
administration in terms of leadership, planning, staffing, budgeting,
coordinating, communication, and evaluation; (2) necessary changes in
response to a more pluralistic society of diverse but co-existing
cultures, including curriculum planning, recruiting, and admissions
and the composition of the campus community; and (3) what has
happened at South Georgia College during the two years in which
administrative officers and faculty were involved in the search for a
more effective approach to the operation of the college.
(Author/KE)

College Administration: Concepts and Techniques

Editor, Bill D. Feltner

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COLLEGE ADMINISTRATION: CONCEPTS

AND TECHNIQUES

Bill D. Feltner
Editor

INSTITUTE OF HIGHER EDUCATION
University of Georgia
Athens, Georgia 30601

1971

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TABLE OF CONTENTS

INTRODUCTION

The Institute of Higher Education at the
University of Georgia has devoted a considerable amount
of time and resources to assisting colleges located in
Georgia and other Southeastern states. One of the
major efforts of the Institute has been in the field
of administration. The Institute has planned and
conducted several conferences and workshops which
focused on college administration. The interest, coop-
eration and comments which we have received from college
presidents and their administrative staff indicate that
these activities have been valuable experiences.

The Institute is currently implementing a
proposal which was funded through Title V-E Education
Professions Development Act. The Special Project,
"Administrative Team Leadership for Developing Colleges
in the Southeast," provides an opportunity for
improving organization and administration in junior
colleges and four-year colleges. The administrative
team concept is the central theme of the year-long
project.

The administrative team as defined in this
project is a group of administrators, consisting of the
chief executive officer (the president) and those
officers who report directly to him.

If a college is so organized that fifteen or
twenty personnel report to the president, it is unlike-
ly that they will constitute an effective team. Our
experience indicates that the team effort will be much
more effective if it is limited to the president and
four or five higher echelon administrators who report
directly to him. While administrative titles vary
among institutions, the team should include the chief
executive officer for academic affairs, the chief
executive officer for business affairs, the chief
executive officer for student affairs, the development
officer, and, perhaps, an executive vice-president or
comparable officer.

The need for better organization and more effective administration of colleges and universities to deal with increasingly complex problems of higher education is currently receiving nationwide attention. This need is particularly acute in the small two-year and four-year colleges, the majority of which must compete with more affluent institutions for funds, faculty members, and students. Indeed, more effective organization and management may be critical to the ultimate survival of many of these smaller colleges. While all institutions, regardless of size, should be administered by leaders who strive for maximum effectiveness and efficiency, it appears even more crucial to the small college. If the leadership of small colleges ignores sound principles of administration, then it appears almost certain that these institutions will disappear from the American scene of higher education.

The traditional administrative pattern of many small colleges has evolved, almost entirely, around the presidency. Because of insufficient administrative personnel, lack of adequately prepared leadership, or failure on the part of the president to conceptualize new techniques of administration, colleges have frequently failed to meet the challenge of changing conditions in higher education. The once prevalent practice characterized by the president's attempt to carry the complete load of administrative decision making is no longer possible. Indeed, it is the unwise president who does not understand the proper use of talents and competencies of personnel within the institution.

The administrative team approach offers several advantages: it synthesizes existing structures; it emphasizes individual leadership and contributions in a common setting; it provides a vehicle for immediate communications of decisions as they are made to those responsible for their implementation within the various divisions of the institution.

The objectives of the EPDA special project are these:

1. To help organize and strengthen adminis-
    trative teams in developing two-year
    and four-year colleges throughout the
    Southeast, especially in Alabama,
    Georgia, North Carolina, South Carolina,
    and Tennessee.

2. To assist administrative teams (a)
    identify specific roles for each team
    member, and (b) develop an understand-
    ing of team responsibilities.

3. To assist administrative teams in
    developing a rationale which will
    increase efficiency in the functions of
    planning, policy formulation, evalua-
    tion, and continuous review of institu-
    tional goals and their implementation.

The ten colleges which are participating in the project were selected on the basis of the following criteria:

1. Current potential for the development
    of an administrative team. Particular
    attention was given to the intellec-
    tual and leadership ability of the
    president.

2. Diversity. Public as well as private
    two-year and four-year colleges were
    included.

3. Geographic distribution. Colleges were
    selected from six Southeastern states.

4. Developing institution. The colleges
    were either receiving Title III funds
    or were eligible for such funds.

The major activities of the year-long project are these:

1. A questionnaire-interview with each team member.

2. A three-day conference in August, 1970.

3. A two-day conference in January, 1971.

4. Team intervisitations (at least one for each team during academic year 1970-71).

5. At least one visit to each team by the project staff.

6. Preparation and distribution of appropriate materials by project staff.

7. Three-day conference for participants in April, 1971.

The first conference of the project was held at the University of Georgia in August, 1970. The conference program was designed to provide a general introduction to the project and a frame of reference for the accomplishment of the objectives of the year-long project. The papers contained in this monograph represent three of the topics presented at that conference.

Bill D. Feltner
Project Director

FUNCTIONS OF ADMINISTRATION

Archie R. Dykes

In thinking about the functions of administration, I decided to arrange my remarks under certain topical headings which may be roughly equated with the major functions of administration. However, it should be recognized that various administrative functions cannot be pigeonholed into easily defined areas. Administrative functions must be viewed in their totality, and the administrator must arrange his work and priorities in such a fashion as to assure that appropriate attention is given his various responsibilities. These responsibilities are rarely, if ever, discrete entities, clearly identifiable and manageable on a separate and individual basis.

But with this reservation, I hasten to note that if my discussion has value, it will lie in helping to see more clearly the real dimensions of the administrative role and in encouraging administrators to give the necessary attention to all its parameters. In this day of cataclysmic events in academe, it is important that conscious steps be taken to counter the inevitable distortion and bias in administrative functions and priorities that develop from the pressure of events. In taking these steps, it may be well to note the old adage that it is occasionally necessary to back away from the trees in order to see the forest.

Leadership

There is a tendency today for those who write about administration to make a distinction between the administrator's leadership functions and his purely managerial role.[1] They say those activities primarily concerned with keeping the organization moving in its customary direction and in its customary fashion--that is, those activities primarily concerned with maintaining the organization--are administration, while those

primarily aimed at changing the organization's goals or procedures constitute leadership.

Unquestionably, every administrator has two immediate and continuous problems. First is the problem of simply keeping the organization functioning, of keeping it operating with some degree of rationality and efficiency. In the large, complex, bureaucratic organization, this is no small task. The dysfunctional qualities of today's large bureaucratic organizations, the psychological and social demands placed on those who work in them, and the undesirable effects on individual creativity and behavior are well known. In this context, organizational management, insofar as this is perceived as keeping the organization functioning with a reasonable degree of efficiency, becomes an exceedingly difficult task of utmost importance.

The second administrative or leadership problem is that of establishing organizational goals and objectives and of moving the organization toward them. This problem is twofold--that of formulating the goals and, secondly, that of improving or altering in some important way the organization in order to achieve the goals more efficiently.

While this conceptual dichotomy of administration has value from an analytical standpoint, its application to the actual performance of administrative tasks tends to distort the reality of administration and can be seriously misleading. Leadership cannot, ipso facto, be separated from the performance of managerial functions, since the style and quality of the administrator's daily performance may in itself constitute leadership. Conversely, an administrator who simply "tends the machinery," who performs the tasks of his office without examining whether or not they should be performed in the particular fashion, or for that matter performed at all, who sees no significance in his work beyond that of day-to-day operation, and who does not understand that continual examination of administrative processes and procedures is neces-

sary, is not likely to be providing leadership. Yet,
administrative responsibilities primarily concerned
with maintaining and operating the organization do
provide opportunities for leadership, and the adminis-
trator should be alert to their possibilities.

Although I argue that the performance of
what are often perceived as managerial tasks provides
opportunity for leadership to be exercised, it should
nevertheless be made clear that the major functions of
leadership are initiating organizational change and
goal setting.

Lipham defines leadership as "the initiation
of a new structure or procedure for accomplishing an
organization's goals and objectives or for changing an
organization's goals and objectives."[2] Clearly, such
a perception of administrative leadership has direct
relevance to academia today. A bland uniformity,
growing out of a monolithic status system, increasingly
characterizes American higher education--all our insti-
tutions are alike or struggling assiduously to become
alike. At a time when there is an urgent need for
innovation, the leading American universities seem to
be, as David Riesman has noted, "directionless . . . as
far as major innovations are concerned."[3] Selznick
maintains that the function of leadership is to define
the goals of the organization and then "design an
enterprise distinctively adapted to these ends and to
see that the design becomes a living reality."[4] He
goes on to say there are four major requirements which
must be met if leadership is to be effective:

> (1) There must be a clear definition of
>   institutional missions and role.
>
> (2) There must be a clear embodiment of
>   institutional purpose.
>
> (3) There must be effective defense of
>   institutional integrity.

(4) There must be effective ordering of
internal conflict.[5]

It seems quite clear that the highest leader-
ship responsibility, the first dimension of adminis-
tration, is that of goal formulation and the develop-
ment and implementation of appropriate administrative
and governing arrangements which will be the means of
goal achievement. This does not imply, however, that
the president or his administrative staff unilaterally
determines the mission or goals of a college or univer-
sity. It does mean that the administrator, if he is to
meet his leadership responsibilities, must play a
primary role in articulating its values, defining its
goals, and marshalling its will toward their achieve-
ment. In some cases, he may be the initiator of
dialogue about institutional goals and purposes; in
others, he may simply need to aid or stimulate dia-
logue, perhaps assure participation by appropriate
groups, or create conditions in which productive
discussion can occur. In any event, there must be
broad participation in the goal developing process of
all the constituencies concerned. The method of
creation is almost as important as the result.

The role described here is that of an activ-
ist administrator. It presupposes strong, directional
influences, growing out of both a well thought out
personal philosophy of education and convictions
regarding the nature a 1 responsibilities of his insti-
tution. Although the statement was made in less
turbulent times, I share the view of former Cornell
University President James Perkins that "the role of a
university president as a bashful educational leader
is mostly nonsense and greatly exaggerated."[6]

The importance of defining goals and of
setting institutional directions was dramatically

stated by former Chancellor Samuel P. Capen of the
University of Buffalo:

> He (the president) buries himself in the
> grand plan of his institution's future
> . . . . Except for the elaboration and the
> furtherance of the grand plan, there is no
> need of a president.[7]

Clearly, the first responsibility of the
administrator is the creation of a set of goals and
purposes for the institution--objectives which are
broad in concept yet specific in implications. What
should a college do or not do--and why?

But in addition to the profoundly important
leadership function of goal setting and the moving of
the institution toward these goals, or what Chancellor
Capen calls the "grand plan," there are other tasks
which require attention. It is through these tasks,
frequently managerial in character, that the goals of
an institution are achieved or not achieved. Conse-
quently, it is essential that the conduct of these
administrative affairs be consistent with and support-
ive of the institution's goals and that they be per-
formed in a thoroughly competent fashion.

Planning

Closely allied to goal establishment is the
process of systematically planning the long-range
development of an institution. Too often, there is a
disjuncture between plans, if in fact there is
planning, and the stated goals of an institution.
Complicating the problem is the tendency to state the
institutional mission and goals in such esoteric and
abstract terms that it is difficult, if not impossible,
to relate concrete plans to the goals of the insti-
tution. However, there is growing recognition of the
need not only for establishing more precise, more
meaningful institutional goals, but for the planning

necessary to make the goals a reality. As one writer
has said:

> Since no educational institution can
> possibly do everything that there is to
> be done--be "all things to all people,"
> as the saying goes--it has an obligation
> both to itself and its contributors to
> develop carefully its notion of itself, to
> decide what part it is to play in the total
> educational effort of the nation, region,
> and state, what quality and variety of
> educational programs it is to sponsor, and
> which among its existing activities it
> will augment, diminish, or do away with
> entirely. Every institution faces con-
> straints upon its development, and it is
> better off imposing its own decisions
> about how to develop within those con-
> straints than letting external agencies
> and forces determine its future.[8]

The need for planning in institutions of
higher learning seems self-evident. Most colleges and
universities are reasonably large enterprises requiring
large commitments of resources over an extended period.
The requirements of economy and efficiency, if nothing
else, dictate that planning be undertaken. Yet judg-
ing from personal experience, few institutions have
developed a comprehensive development plan and even
fewer have established systematic procedures to assure
a continuous assessment of their development and its
congruence with their stated goals and purposes. In
many cases, planning is limited to some anticipation
of physical plant needs, usually based on certain
enrollment projections, and perhaps a campus master
plan which shows the proposed location of new buildings
for a few years in the future.

For institutions seeking to develop a compre-
hensive plan of development, there are a few guidelines
which might be useful.

First, responsibility for planning should be
specifically assigned to some staff members or some
office, and it should be made clear that the responsi-
bility is an important priority. Planning is not one
of those administrative responsibilities that presses
for attention; by its nature it can be easily delayed.
Conse   ntly, without a deliberate, conscious decision
to pl   ; the planning responsibility among important
administrative concerns, appropriate attention will not
be given to it. One way to make the commitment clear
is to assign responsibility and then make sure planning
becomes a continuous process, receiving the same
attention as other major functions of administration.
One of the recommendations of the Fitzhugh Commission,
which has just completed the immense study of the need
for reorganization of the Pentagon, provided for the
creation of a planning program which would tell the
military and the Secretary of Defense "where we need to
be 10-15 years in the future." Colleges need to look
to the future also, and this recommendation is just as
applicable to us.

Second, appropriate persons should be
involved in the planning process. It is essential that
all segments of the campus community be involved.
Although they cannot be expected to shoulder major
responsibility for the actual work of planning, faculty
and students can contribute significantly by weighing
alternatives and by bringing creativity and imagination
to the deliberations and discussions. Moreover, they
frequently see planning, especially that involving
physical facilities and programs, from a consumer's
point of view, and hence their perspective on issues
and problems is different from that of the administrator
or the professional planner.

If plans are to be understood and implemented
with maximum success, it is essential that a represen-
tative cross section of the campus have a hand in the
planning. It is axiomatic that faculties and student
bodies are more amenable to campus development when
they know their point of view has had consideration.

Recent, well-publicized instances of faculty and stu-
dent resistance to plans for new buildings or other
important campus changes accentuate the importance of
faculty and student involvement.

Third, plans should be based, insofar as
possible, on accurate data. That this should be a
requirement in campus planning seems so obvious that
it is almost redundant to mention. Yet, there are
institutions which become deeply involved in elaborate
plans for the future without adequate data and infor-
mation, sometimes even about the present.

Fourth, there must be systematic and contin-
uous evaluation of established plans and no reluctance
to make changes and adjustments when warranted. All
long-range plans, whether in curriculum, physical plant,
or campus development, should be carefully and formally
examined at least annually. In this examination, data
about new circumstances and new developments should be
brought to bear so that new decisions might rest on the
most current factual information. It is essential
that there be periodic checkpoints when all plans for
the future are subjected to rigorous examination in
light of the latest circumstances and developments.

Finally, implied in all these suggestions
about planning is the strong, active role of the
administrator. Active administrative leadership is
essential if effective planning is to occur. Unless
the administration recognizes the essentiality of
planning for the orderly development of the institu-
tion, makes proper administrative arrangement for it,
and then vigorously pursues the work necessary, effec-
tive planning will not be done. The impetus, the
support, and the follow-through for plannning must come
from the administration.

One of the difficulties with planning in a
college or university is that participants may not take
such activity seriously unless visible and meaningful
results are present. Planning must not be purely

staff exercise. It must be undertaken seriously and conscientiously and "payoffs" must be real to the participants.

Staffing

Over the long run, the quality of personnel secured to carry on the functions of the institution and the way the staff works together will determine its success or failure. Consequently, it is essential that the administrative responsibility for staffing be discharged competently and effectively. No college or university is any better than the people who constitute its faculty and staff.

There are a number of important concerns which require attention. First, of course, is the problem of recruitment. This is not simply a matter of finding qualified persons in sufficient numbers to staff adequately an institution's program. Of equal importance is selecting persons whose personal and professional qualities are supportive of the goals and purposes of the institution. Clearly, the kind of faculty member best suited for work in a community college probably would not possess the interests, inclinations, and professional orientation sought by a large graduate education and research-oriented university. In our own college, we seek faculty members who are inclined toward teaching and who enjoy close, personal relationships with undergraduate students. Prospective faculty with a strong drive toward research, graduate education, and disciplinary status and prestige, insofar as we can determine such matters, are not viewed as desirable faculty for our institution. Their goals and the goals of our campus are incompatible.

Before an institution can conduct a really effective recruiting program, questions such as the

following must be asked and answered:

> What are the goals and objectives of the institution?
>
> What is the basic character of the institution?
>
> What professional training is required of people to fill the respective tasks best?
>
> What kind of diversity should be sought to secure cross-fertilization of divergent points of view?
>
> What characteristics are essential to insure compatibility, cooperation, and communication among the staff?
>
> What kind of staff is presently with the college in terms of cultural background, the institutions from which members received educational training, geographic distribution, race, religion, and so forth?

Answers to questions such as these provide broad guidelines for staff recruitment and constitute a rationale for decisions which must be made in the actual selection process. After answering such questions satisfactorily, the college or university then has a plan for staff recruitment. Put succinctly, the institution then knows what it is searching for and where it probably should search.

Of course, these statements about staff recruitment and selection assume the availability of choices and options. Unfortunately, this is sometimes not the case, especially for those of us in the South. Consequently, one might well argue that the securing of financial support necessary to provide competitive salary schedules is the major concern in staff recruitment.

Another important administrative concern is that of staff development. Because the present period is one of unparalleled growth and expansion in all fields of knowledge, it is more essential than ever that staff members be provided opportunity to keep abreast of developments in their discipline or subject matter field. Not only does this include the time honored practice of participation in the affairs of the appropriate professional and scholarly groups, but it means also that the institution itself must assume a larger role in providing for its staff continuous educational opportunities. This role may include activities ranging from the development and support of appropriate seminars and workshops on campus to sabbatical leaves for additional study and research.

In addition to keeping abreast in a discipline or field of specialization, the pervasive changes occurring today in higher education make it imperative, if the staff member is to be truly effective, that opportunities be provided for examination and analysis of matters of current concern on campuses everywhere. Although there is on every campus much informal discussion and exchange of ideas about events and movements in higher education, efforts could profitably be made to provide formal discussion of today's issues and problems. Surely, any faculty member would be more effective as a teacher and as a member of the academic community with improved understanding of what is presently transpiring in the academic world.

Finally, no discussion of staffing would be complete without some attention to staff evaluation. Undoubtedly, evaluation is among the most neglected areas in higher education. However, few matters, if any, are more critical to the effective functioning of the academic enterprises and to the achievement of the objectives for which the institution exists.

There are some positive steps which can be taken to improve the evaluation process. The first step is simply to decide that there will be a formal

system of evaluation and that this will include certain predetermined processes and procedures. While all institutions have some form of evaluation which is used to determine salaries and promotions, more often than not, procedures used in evaluation have not been arrived at through any deliberate, conscious process. As a result, decisions about performance are made on a highly subjective, sometimes biased basis, and nearly always with inadequate information. Therefore, the development of a formal system of evaluation and the assessment of staff performance on a rational, logical basis is itself a step forward.

As a second step, criteria to be used in evaluation must be determined. Unless there is a conscious decision regarding the factors to be used in evaluation, appropriate criteria will not be developed or applied equitably. At our college, we are now involved in a thorough examination of our entire pro- cess of staff evaluation. In this examination, we are asking each departmental faculty to make recommenda- tions about the criteria they feel should be used in evaluating them. These recommendations will then go to the deans of the various schools for further study and discussion and, ultimately, to the vice chancellor for academic affairs. There they will be further scrutinized and appropriate adjustments made, if that seems necessary. Once a firm decision has been made regarding the criteria, they will be widely publicized over the campus so that every faculty member will know what the institution's expectations are and on what basis his work is being assessed.

Finally, in any evaluation process, it is important that appropriate persons be involved. Infor- mation is needed from diverse sources, and within certain reasonable limits, the more different sources of information one has the more valid the evaluation is likely to be. Consequently, we hope that there will be some systematic way for the involvement of students (as on most campuses, their present involvement is highly unsystematic and negative in character since their in- put into decisions about staff usually takes the form

of criticisms or problems with individual faculty
members), appropriate involvement of the staff member's
colleagues, assessment by the departmental chairman,
the dean of the school, and finally the vice chancellor
for academic affairs. Moreover, there should be some
opportunity for each staff member to have a personal
discussion about his work with his departmental chair-
man at least once a year.

Now, one word of caution. Decisions about
salary and promotion must ultimately rest with appro-
priate administrative authority, whether that authority
happens to be the departmental chairman, the dean, the
vice chancellor, or all of them together. Of course,
it is important that information be gathered from many
sources, as indicated previously, and that this infor-
mation be carefully weighted in the decision-making
process. But the final decision must rest with the
administration. Any other arrangements will erode
essential administrative authority and influence and
diffuse directional and unifying influence to such an
extent that mobilization of staff effort toward the
attainment of institutional goals and purposes will be
exceedingly difficult, if not impossible.

Budgeting

Because of legal and other requirements, the
budgeting process varies from state to state. However,
there are some principles and procedures which have
general applicability.

In general, it should always be kept in mind
that the budget is a primary instrument of fiscal
control, but more than that, it is a mechanism for
achieving the goals and purposes of the institution.
Decisions to allocate funds for some purposes and with-
hold them from others should ideally reflect institu-
tional goals and objectives and the priorities attached
to them. The allocation and expenditure of funds,
better than any other facet of the institution's

operation, reveals what an institution's real objec-
tives are and the degree of commitment to them. It is
the essence of decision making to choose from alter-
natives and to allocate resources for their accom-
plishment.

It is desirable to seek wide participation
in the budget-making process. While some administra-
tive officer must have responsibility for developing
the budget, it is important that appropriate persons
from the university community participate. Within the
limits of available time, the more persons who can
participate meaningfully, the greater the understanding
of the budget and the greater the support of the deci-
sions reached regarding allocation of funds. More
importantly, input from many sources helps assure that
final decisions are the best ones.

A college or university budget should be so
structured that the current year's operations, although
of primary current concern, appear in a context that
reflects previous history and projects into the future
three or four years. Ideally, the annual operating
budget should be but one step in a preconceived ladder
of resource allocation which moves the institution to-
ward its goals and purposes. It is impossible to allo-
cate resources in the optimal way without looking to
the future, for it is only in so doing that it can be
determined what that way is.

A budgeting process which forces scrutiny of
ongoing activities is also desirable. Conventional
budgeting usually proceeds on the assumption that
existing programs will be maintained. Consequently,
the basic question considered by decision makers is
merely the amount of increment to be granted. The bud-
geting process ought to be organized in such a way that
the question can be raised of whether, in fact, a given
program should be continued. It may be that various
units should be called upon at periodic intervals to
justify their reason for being. For example, in the
new program budgeting systems, attention is focused on

alternative ways of achieving stated purposes with a comparison of resources required by the previous means. In some cases, program budgeting seeks to provide incentives so that centers of campus decision making, whether at the departmental level, the college level, or wherever, will seriously evaluate the various options open to them.

Existing programs are sometimes regarded by those who participate in them as ends in themselves; thus programs within a college often expect that they not only are permanent, but also that they will be granted the same level of financial support as every other program regardless of the degree of their relevance to institutional goals. The budgeting process should provide for examination of such programs in terms of their contribution to the college's goals and purposes. Such an examination would force an institution to ask and answer such questions as: Are we primarily an undergraduate or graduate institution? To what extent is service to the community our responsibility? What is the proper ratio of teaching to research for faculty members? To what extent are there overlapping programs and activities? Are we primarily concerned with the terminal student or with those who will continue their education in a baccalaureate-degree-granting institution? And so on.

Coordinating

In any enterprise requiring the efforts of two or more persons, coordination becomes a matter of concern. Its primary goal is to secure maximum application of an organization's human resources toward the achievement of organizational goals. In the large organization or in the small organization with a highly specialized work force, such as an educational institution, effective coordination becomes more difficult but also more essential for goal achievement.

The responsibility of the administrator for coordination is twofold: First, he must develop, or see that there is developed, appropriate mechanisms, arrangements, processes, and procedures for securing coordination. Second, he must see that the mechanisms work. This means he must be sensitive to any dys-functions which may arise in the coordinating machinery and be sure that as his institution changes, the coordinating arrangements change in pace. The adminis-trator's responsibility for coordination may be compared to that of a musical conductor; he harmonizes and synchronizes and, when necessary, changes the arrange-ments.

If an organization is to be efficient, that is utilize maximally the resources available to it in the achievement of its objectives, there are several considerations which must be given attention in the development of a coordinating structure.

First, there is the matter of control. The moment that the number of staff in an organization exceeds one, the issue of control must be raised. This is an especially troublesome problem in an academic institution because autonomy and interdependence are so highly prized and so essential to the work of the academic man. Nevertheless, it is clear that some degree of control is necessary to assure achievement of an institution's purposes and to guard against dis-placement of the institution's goals by the personal goals of the individual faculty member. One could argue that some of the more egregious problems which today characterize higher education are attributable to inadequate provisions for control through coordi-nating arrangements.

For example, in many of the large univer-sities, such matters as salaries and promotions in rank have been almost completely delegated to the individual department. Consequently, the degree to which behavior and performance of the individual fac-ulty member are considered appropriate and, hence,

rewardable is determined at that level. The difficulty in this arrangement is that the values at play in evaluation at the departmental level are usually disciplinary oriented and frequently biased in favor of disciplinary and professional goals vis-a-vis the goals of the institution. And since the reward system is controlled at this level, faculty members are rewarded not on the basis of the extent to which they serve the goals of the institution but rather on the extent to which they advance professionally and meet the expectations of their disciplinary group. One major result of this disciplinary oriented reward system is a general decline of faculty interest in the institution. As Clark Kerr noted, the faculty members' "concern with the general welfare of the university is eroded and they become tenants rather than owners."[9]

This displacement of goals accounts for the present perversion of the purposes of the university and the substitution for them of their goals of questionable value. It has, in my opinion, contributed immensely to the decline of teaching and to the neglect of the undergraduate student. Consequently, despite declarations of concern for teaching that frequently emanate from faculty, individually and collectively, the real values of the professoriate focus not on teaching but on the status, prestige, and overriding concern for professional advancement which can best be achieved through research and publication.

But while expressing concern for appropriate control, it is necessary simultaneously, to foster the freedom necessary for initiative, creativity, and imagination. These characteristics--the life blood of any organization, especially a college or university-- can be compromised by the requirements of coordination.

Coordinative arrangements in academic organizations must be flexible, open, and responsive to the needs of all segments of the institution. The trappings of hierarchical, authority-based, monastic forms of control, so common in the industrial and business world,

run counter to the needs of the academic institution.
Coordination in the academic world rests instead on the
recognition of common goals and on broad participation
in decision making. Coordination, in these circum-
stances, is not so much imposed by authority but rather
results from recognition of the fact of mutual inter-
dependence. The leadership qualities of an adminis-
trator, in large measure, are determined by the degree
to which he is able to set into motion those activities
and create those attitudes and frame of mind necessary
for such circumstances to become a reality. As others
have written, "An institution cannot be well governed
unless each of its components clearly recognizes its
obligations as well as its rights in the promotion of
the common end."[10]

The more specific responsibilities of an
administrator in coordination involve such matters as
developing appropriate mechanisms for participation by
all segments of the academic community in decision
making, development of an administrative structure that
assures integration of the various facets of the insti-
tution's operation into a meaningful whole, formulation
of job descriptions that not only define areas of
responsibility and limits of authority but also expec-
tations, development of a communications pattern that
will assure appropriate flow of information throughout
the institution, and finally appropriate monitoring of
coordinating activities and staff to assure proper
performance of responsibilities.

Communication

As Chester Barnard noted more than three
decades ago, coordination and collaboration in any human
enterprise is possible only when communication is effec-
tive.[11] The development and fostering of an adequate
communication system is one of the great problems con-
fronting an administrator. The ability of organizations
to operate efficiently in goal achievement perhaps
depends as much upon the adequacy of communication as

upon the adequacy of resources within the organization.
Since administrators largely control an institution's
formal system of communication and can influence in
critical ways the informal system, the adequacy of
communication rests largely on their shoulders.

There are many ways through which communi-
cation in an academic institution may be achieved.
However, before effective communication will occur, its
importance must be recognized. Too often it is assumed
that communications are adequate when, in fact, a
large information vacuum exists. Undoubtedly many of
the problems of today's large, complex universities
stem from inadequate informational and communication
systems.

In any organization, including the academic
organization, there is a certain amount of serial
communication; that is, one person communicates a
message to a second person, the second person communi-
cates to a third, and so on. The originator and
ultimate recipients of the communication are separated
by "middle men." Sometimes such communications take
the form of formal messages being passed down through
the organizational structure; sometimes they flow up-
wards; and sometimes, as in the case of rumors, they
do not follow the formal structures at all but flow
out in all directions along informal communications
systems.

This kind of transmission of information is
obviously an essential, inevitable form of communication
in organizations. It is also obvious that it is
especially subject to errors and distortions in the
process of transmission. Moreover, in addition to
inadvertent distortion or error, there is the problem
of deliberate alternation of information as it travels
from person to person or level to level. Sometimes,
administrative officials at lower levels distort
messages going up in order to give their superiors
messages that will please them and also to present their
own performances in the best light. In the same

fashion, messages going downward are often altered for various reasons. Sometimes those at lower levels change the messages to assert their own authority or to make it more favorable to them. In other cases, messages are altered by intermediate level officials because they know the alterations will make them more acceptable to those to whom they are directed.

While formal lines of organization are more visible, it is important to remember that it is through informal, word-of-mouth networks that much diffusion of information occurs. Some research suggests that formal lines of communication often only serve to confirm information already spread through informal channels. Administrators can do more then passively accept the fact that the grapevine exists. They can encourage informal communication across hierarchical levels by providing activities and arrangements which bring people from various departments and segments of campus life together. Faculty coffees and other social activities are examples. Moreover, there are always informal opinion leaders and unoffical information spreaders who can be utilized in the communication system.

In summary, it is clear that effective communication is essential for the well-being of any organization. Yet, in all organizations, there are forces at work which tend to distort communication and hinder the flow of information. It is essential, therefore, that effective communication and the means of achieving it be a continuing concern of the administrator.

Evaluation

Having said all these things about the various functions of administration, there is yet another important function to be considered. The evaluative function is one of the most important aspects of administration, since it represents an assessment of progress toward institutional goals and a general

review of how the institution itself, including its administration, is getting along.

All aspects of a college's program should receive continuing and comprehensive review. Such a review is a disciplining and controlling influence in the affairs of the institution, and failure to mount a systematic program of review and analysis may result in inefficiency and perversion of institutional goals.

Finally, I want to emphasize again the strong role I believe administrators should fill in the contemporary academic institution. This conception of administration will be unacceptable to those who take an extreme position on faculty authority and control. My attitude, however, seems to me to be consistent with the statement on the government of colleges and universities recently issued by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. What this statement says concerning the president could be said essentially of other principal academic administrative officers. The relevant sentences are these:

> The president, as the chief executive officer of an institution of higher education, is measured largely by his capacity for institutional leadership. He shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system which links the components of the academic community . . . . As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for his institution and can persuade others to see them and to work toward them, will often constitute the chief measure of his administration.[12]

Without strong administrative leadership, the mobilization of the collective efforts of the various segments of the institution toward the attainment of institutional goals is impossible. And without this unvarying effort toward unification, a university falls into aimlessness, drift, disunity, and disarray.

FOOTNOTES

[1]See, for example, Philip Selznick, Leadership in Administration: A Sociological Interpretation. (Evanston, Ill.: Rowe, Peterson, & Company, 1957).

[2]James M. Lipham, "Leadership and Administration," in Daniel E. Griffith (ed.) Behavioral Science and Educational Administration, the Sixty-Third Yearbook of the National Society for the Study of Education, Part II. (Chicago: University of Chicago Press, 1964), p. 122.

[3]David Riesman, Constraint and Variety in American Education. (Garden City, N. Y.: Doubleday, 1958), p. 64.

[4]Selznick, op. cit., p. 28.

[5]Ibid., pp. 62-63.

[6]James A. Perkins, The University of Transition. (Princeton, N. J.: Princeton University Press, 1966), p. 81.

[7]Samuel P. Capen, The Management of Universities. (Buffalo: Stewart and Foster, 1953), p. 70.

[8]Frank B. Dilley, "Program Budgeting in the University," The Educational Record, Vol. 47, No. 4, Fall 1966, pp. 475-476.

[9]Clark Kerr, The Uses of the University. (Cambridge, Mass.: The Harvard University Press, 1963), p. 59.

[10]Robert M. MacIver, Academic Freedom in Our Time. (New York: Columbia University Press, 1955), p. 73.

[11]Chester I. Barnard, The Functions of the Executive. (Cambridge, Mass.: The Harvard University Press, 1938), p. 91.

[12]AAUP Bulletin, Winter, 1966 (52), pp. 375-379.

HIGHER EDUCATION IN THE SOUTHEAST:
IMPLICATIONS FOR ADMINISTRATION

James M. Godard

Higher education is only slowly recognizing
the fact that the structure of society is undergoing a
rapid change. It seems as if students are more aware
of this than administrators and faculty. Much of the
campus unrest may be related to this student conscious-
ness, accompanied by bewilderment as to the direction
in which the change process is moving. Equilibrium is
not likely to be restored until the image of the new
society becomes clearer, and clarification may require
many years to develop. To some of us involved in
expanding opportunity to all people, it is obvious we
are inevitably moving into a pluralistic society, a
society of many cultures.

The figure of speech once used to describe
the United States as a "melting pot" into which people
of diverse cultures were merging into a single culture
is no longer valid. It is doubtful that it ever was.
The polka is still danced in Slavic sections of
Chicago on Friday and Saturday nights. There is a
Lutheran College in Michigan to which members of Finnish
Americans go because it has maintained elements of their
culture. Black people do not wish to be melted into a
pale gray. The Indian is proud of his heritage and has
no desire to have it fade into oblivion. In the past
two decades we have seen higher education gradually
recognize the significance of non-western cultures.
Literature is no longer restricted to Greek-Roman-
European-American sources but is known as an expression
of all peoples. The fine arts, history, social
studies--almost all disciplines--have slowly yielded to
a changing concept of "liberal education," but they have
done so under pressure and without realizing what the
implications are for the structure of society.

The only answer some of us see is a truly
pluralistic society in which diverse cultures co-exist

with mutual respect. The day is past when cultures
may live in relative isolation. The time of man's
dispersal across the planet is over, and he is "con-
verging upon himself." Either the masses of mankind
yield to a common human culture, which is unlikely and
is probably undesirable--or co-existence under condi-
tions of respect must emerge as the dominating quality.

If higher education is to facilitate move-
ment into a compatible social order, there will have to
be some major changes in institutional stance and
action. There must be a new philosophy of higher edu-
cation which recognizes pluralism. This new philosophy
will be reflected in curriculum planning, in recruiting
and admission of students, and in increasing diversity
in the composition of the campus community. There will
be changes in patterns of governance and in relevance
to society, both to the broad community and to the
specific community in which the college or university
is located. The compositions of the board of trustees
will be more diversified. There will be more "input"
into the central administration from faculty, from
students, and from the community. Administrative
machinery for rapid change will replace the cumbersome
and slow-moving academic machinery of the past. There
will be a new idea of the public responsibility and
accountability born by independent colleges and univer-
sities.

Actually many changes are now taking place--
although slowly and attended by confusion and a vague
sense of ultimate direction. Colleges once governed
by church bodies are becoming less restricted and more
ecumenical. Faculty and students are participating
more in decision making processes. Student demands for
"relevance" are given serious consideration. But these
changes have, for the most part, been token and a
result of expediency. We are still looking for the
frame of reference within which the new form of univer-
sity administration will emerge.

A second change which affects administration
is the growth in the number of students entering
colleges from backgrounds described as culturally dis-
advantaged. This change calls for

(1) new admissions standards and proce-
dures

(2) expanded financial aid programs

(3) new forms of counseling services

(4) intensive curriculum review and
change

(5) new criteria for graduation at all
levels, from associate degrees to
graduate and professional degrees

(6) increased cooperation between insti-
tutions of higher learning to expand
opportunity for students.

Even the colleges regarded as very selective
have realized highly advantaged students should work
side by side with students less advantaged, for prepa-
ration for a diversified society calls for a diver-
sified student body. But the administrative machinery
for accomplishing this change is unknown--and early
experiments in admitting a limited number of "high
risk" students often have not been truly successful in
spite of large amounts of funding. The lack of success
may well be due in part to changing admission policies
without changing the basic philosophy of the institu-
tion as an educational unit in society.

A third factor of concern to administrators
is the elimination of the historic dualism which for a
century characterized higher education in the South.
The term now being used is a "unitary system"--but
neither the federal government nor educators have
defined what that term means.

There are now qualities of a unitary system
which we may determine. Certainly it means no racial
discrimination. But does it mean that percentages or
quotas of racial mixture must be achieved by each
institution? Does it mean loss of historic identity?
Within the framework of a pluralistic society, one may
conceive of the removal of restrictive discrimination
occurring without a repudiation of past identity.
Notre Dame employs faculty and admits students without
religious tests, but it still cherishes the religious
values out of which it grew. What steps must a black
college take to do likewise--or a traditionally white
college? What administrative changes must occur? How
may culturally different colleges cooperate in the
higher education enterprise in such manner that they
complement each other and contribute to the achievement
of a pluralistic society which is free within the
context of respect for cultural identity?

These factors present numerous problems for
which practical solutions must be sought by higher
education institutions. For example, Texas Southern
University is working on an administrative problem
which should concern all universities. How can an
institution set up a central counseling service to deal
with disadvantaged students in terms of all of their
needs? The disadvantaged student is frequently lost
attempting to find his way through the maze of bureau-
cratic administration. He is new; he does not know
the campus. He does not understand the administrative
structure and function of each division. One office
deals with his financial needs, another with health, a
third with housing, another with instructional programs,
and possibly another with his social life. He may
never find the resources of the university which are
actually there and through which he might solve his
problems. Therefore, Texas Southern University is
striving to organize a central counseling service with
access to all other administrative units serving
students. But can this result be achieved while
respecting the autonomy of these administrative units?

If Texas Southern finds an answer, we shall all be
interested.

Fisk University has tackled another adminis-
trative problem of equal complexity. Fisk relates to
its community by striving to serve the community needs.
Faculty and students often volunteer for community
work, and the University is concerned about the neigh-
borhood in which it exists. At the same time, it
wishes to serve the Nashville people who come to it
for instruction. What are the manpower needs in the
area? How can internships be established with local
industries, businesses, and professions? If Fisk
wishes to serve high school graduates of the area, how
does it relate its admissions practices to Nashville
students? Also there is the entire area of financial
support. Support from the local community is certainly
related to the institution's services to the community.
Fisk is endeavoring to establish an administrative
unit which coordinates the institution's many concerns
with its city.   '

Xavier University has a Commission on Gover-
nance which, over a period of years, has been suggest-
ing ways in which the university may move into new
patterns of decision making under a lay board of
trustees with faculty and student participation. Many
other colleges are involved in similar studies.

The Institute of Higher Educational Oppor-
tunity of SREB has worked intensively with twelve
colleges on problems growing out of the relevance of
curricula to the reality of new opportunities for black
students in American society. We have found merit in
the recommendation of the writers of New Careers and
Curriculum Change--that an institution desiring to move
effectively in this direction should establish a special
student-faculty task force for the purpose. The task
force does not invalidate the normal faculty machinery;
it speeds up the process and provides for frank review
of the realities. Experience with this technique
suggests that in any situation which requires acceler-

ation of the change process consideration should be
given to this method.

For the small college new patterns of inter-
institutional cooperation are emerging which suggest
methods for the future. For example, the joint depart-
ment of Sociology operated by Livingstone and Catawba
Colleges has succeeded. The snags were not in major
administrative issues but were major problems neglected
in the early stages of planning--such as establishing
a common calendar, especially for holidays. Bethune-
Cookman College and Stetson University have offered
joint courses in Sociology--with similar results; little
problems are the "big" ones, which once identified
may be solved. These and other illustrations might be
listed. Such arrangements serve the following pur-
poses: they expand opportunity for students, they
establish a variety of courses without extra cost to
the institution, and they provide for diversity of
cultural contact and association without destroying the
traditional stance of the separate institutions.

One approach to problem solving which has
been successfully tried by Miami-Dade Junior College
is the use of an ombudsman. This person, responsible
only to the president, but acceptable to other adminis-
trative offices and trusted by students and faculty,
accomplished goals which the traditional administrative
machinery would never have attained.

Only a few institutions seem to use the
budget-making process as a form of continuing review
of the purposes and priorities of the institution. Yet
this is exactly what making a budget is, or should be.
How else can rational decisions about use of funds be
made? It is a slow process and at certain points fac-
ulty and students must participate. This method brings
the realities to the fore, provides a basis of under-
standing in the university community, and may lead to
intellectual honesty. Many colleges have internal
chaos at the management level because budget-making is

limited to the central administration, and often never used as a basis for day-to-day operation.

I had a refreshing experience a few months ago. I was to spend a half day with the president of a medium-sized university--a new president. When the call to make the appointment was made, the president indicated he would have to check with his major associates about a time, for he had adopted a team procedure for decision making. The visit bore out the truth of his statement, and he was trying to have his associates use the same method within their own particular areas of responsibility. The team approach lends itself to a more satisfactory solving of the problems facing administrators today. It is difficult to see how either a president or an institution can survive in any other way in these times.

THE ADMINISTRATIVE TEAM: IMPLEMENTATION OF THE GOALS AND OBJECTIVES OF A COLLEGE

Denton R. Coker

The primary objective of this paper is to describe what has happened at South Georgia College during the two years in which the administrative officers and faculty were involved in the search for a more effective approach to the operation of the college. It is not intended to be a scholarly research paper on the theory of college administration, although the adopting of the procedures presented involved extensive examination of the literature in the field. Furthermore, this paper is not designed to present a model administrative structure for all colleges to emulate. It is hoped that some of the ideas presented may be of help to other college leaders struggling with similar problems.

For whatever achievements have been made, the faculty and staff of South Georgia College are deeply indebted to the staff members of the Institute of Higher Education of the University of Georgia for their leadership in the Administrative Team Workshops and in providing outstanding consultants to assist in faculty workshops and the solutions of administrative problems. We are also indebted to the leaders of a national consortium of junior colleges referred to as GT-70 (Greater Teaching for the 70's) who through the instruction of representative members of the faculty in "The Systems Approach to Teaching" and the administrative officers in "Management by Objectives" provided us with invaluable guidance and have been the chief catalysts during this period of transition.

To set this report in context it is important to know that South Georgia College is the oldest state-supported junior college in the University System of Georgia, founded in 1906 as the Eleventh District A & M School and given junior college status

in 1927. It is located in Coffee County (population 22,836), in the City of Douglas (population 10,266) and occupies 25 buildings on a campus of 215 acres. In the Fall of 1969 it had a student enrollment of 1149, most of whom intend to transfer to senior colleges after graduation. The College has had only four presidents. The first two served more than 50 years. The combined years of service of the present academic dean, comptroller, and dean of students totals 50 years with none of the three having served fewer than 10 years. One faculty member has completed 45 years of teaching at the college, several faculty and staff members have served more than 20 years, and many others have long tenure.

In reviewing the past two years we can now identify logical steps that seem to us to be essential in the development of an effective approach to the operation of the college but which in the beginning were only vaguely, if at all, visible.

The Formation of a Philosophy of Administration That Provides for the Most Effective Functioning of Each Administrative Officer

Several fortuitous circumstances contributed to the adoption of a democratic or team approach as the most effective one for the administrative council at South Georgia College.

A new president was appointed in July of 1968 who brought with him a commitment to democratic principles, a strong orientation to group dynamics, and an acceptance of a concept of leadership defined by Ordway Tead in The Art of Leadership as "The activity of influencing people to cooperate toward some goal which they come to find desirable."

The administrative council composed of the president, the academic dean, the comptroller, the dean

of students, the director of public information, the librarian, and the director of development partici- pated in the Administrative Team Conferences sponsored by the Institute of Higher Education of the University of Georgia. In these conferences conscious attention was focused on identifying the philosophy and methods toward which we would work.

All the members of the administrative council had inclinations toward the team approach, and by consensus we began discussing the implications of this concept of administration for us rather than whether we would adopt it. We are continuing to explore ways to better function as a team or group. The statement by Franklyn S. Haiman on "Principles at Work in the Mature Group" is a good example of the goals toward which we are working. These principles as stated by Haiman are

(1) A mature group has a clear understand- ing of its purposes or goals.

(2) A mature group is able to look ahead and plan ahead.

(3) A mature group is able to initiate and carry on effective logical problem-solving.

(4) A mature group has achieved an appro- priate balance between established ways of working together and readiness to change its procedural patterns.

(5) A mature group provides for the diffu- sion and sharing of leadership respon- sibilities.

(6) A mature group has a high degree of cohesiveness or solidarity but not to the point of exclusiveness or to the point of stifling individuality.

(7) A mature group makes intelligent use
     of the differing abilities of its
     members.

(8) A mature group provides an atmosphere
     of psychological freedom for the
     expression of all feelings and points
     of view.

(9) A mature group is not over-dominated
     by its leader or by any of its members.

(10) A mature group has achieved a healthy
     balance between cooperative and
     competitive behavior on the part of
     its members.

(11) A mature group strikes an appropriate
     balance between emotionality and
     rationality.

(12) A mature group can readily change and
     adapt itself to the needs of differing
     situations.

(13) A mature group recognizes the value
     and the limitations of democratic
     procedures.

(14) A mature group has achieved a high
     degree of effective intercommunication
     among its members.[1]

It is very clear to us that the point of
beginning must be with the commitment of the president
and the other chief administrative officers to a
democratic philosophy or concept of administration.

The Identification of Responsibilities and Relation-
ships

To be effective as a team we soon discovered
it was very necessary for each person on the team to
have a clearer professional identification than he had
previously. To be sure, we were appointed to specific
positions with titles and general job descriptions, but
this took on new meaning, and we began what has turned
out to be a more extensive task than we imagined--the
rewriting of all our job descriptions.

The following, though not necessarily an
appropriate job description for comptrollers at all
institutions, illustrates the various duties and respon-
sibilities which we developed for the position at our
college.

The Comptroller is the chief business officer
of the college and is directly responsible to the
President. He is appointed by the Board of Regents
upon recommendation of the President. He assists the
President in conducting the business affairs necessary
to the operation of the institution in fulfilling its
purpose.

In fulfilling his responsibilities he directly
or by delegation

1. Aids in budget preparation and budget
    control

    (a) Analyzes and consolidates budget
         requests.
    (b) Prepares budget after approval by
         the President.
    (c) Provides periodic budget status
         reports to budget unit heads.
    (d) Processes budget amendment requests.

2. Supervises collection, accounting and
   disbursement of all institutional
   funds

   (a) Maintains a cashiering system.
   (b) Maintains an accounting system in
       accordance with policies of the
       Board of Regents.
   (c) Disburses funds upon proper
       authorization.

3. Supervises the operations of Auxiliary
   Enterprises

   (a) Supervises food services, book-
       store and post office operations.
   (b) Supervises the financial operation
       of student housing and health
       services.

4. Supervises operation and maintenance
   of physical plant facilities

   (a) Supervises maintenance and repairs
       of campus facilities.
   (b) Provides for necessary utilities
       on campus.
   (c) Implements campus development.

5. Supervises campus safety and security

   (a) Maintains a campus security force.
   (b) Conducts a fire and safety hazard
       program.

6. Supervises all purchasing, inventories
   and storage of supplies and equipment

   (a) Supervises system for requisi-
       tioning and purchasing of supplies
       and equipment in accordance with
       state purchasing regulations.

    (b)   Provides for storage of supplies
           and equipment.

    (c)   Maintains inventory records of
           equipment.

7.   <u>Supervises personnel services for all</u>
    <u>employees</u>

    (a)   Provides a system for hiring and
           termination of employment of non-
           academic employees.

    (b)   Maintains records of fringe bene-
           fits on all employees.

    (c)   Supervises in-service training of
           non-academic personnel.

    (d)   Provides an up-to-date personnel
           manual for non-academic personnel.

    (e)   Maintains personal file on each
           employee's record of employment.

Furthermore, it became essential for us to
develop a new organizational chart in order to clarify
our channels of communication and action. All of these
things had been done before, but we found that it is
one thing to do them for show and another to do them
as a guide for accomplishing our work.

We know this is an essential step in develop-
ing an effective operational procedure for the College,
and it is quite different when approached as a team
rather than as an individual.

The Development of Group Operational Guidelines

Very early we learned that much of the work
of the college is accomplished in groups; therefore,
it was insufficient to define the responsibilities and
relationships of the individual administrative offices.
This thrust us into the task of studying and redesign-
ing the structure, responsibilities and relationships
of the college councils and committees (See Figure 1).

CHANNELS OF COMMUNICATION FOR COLLEGE COUNCILS AND
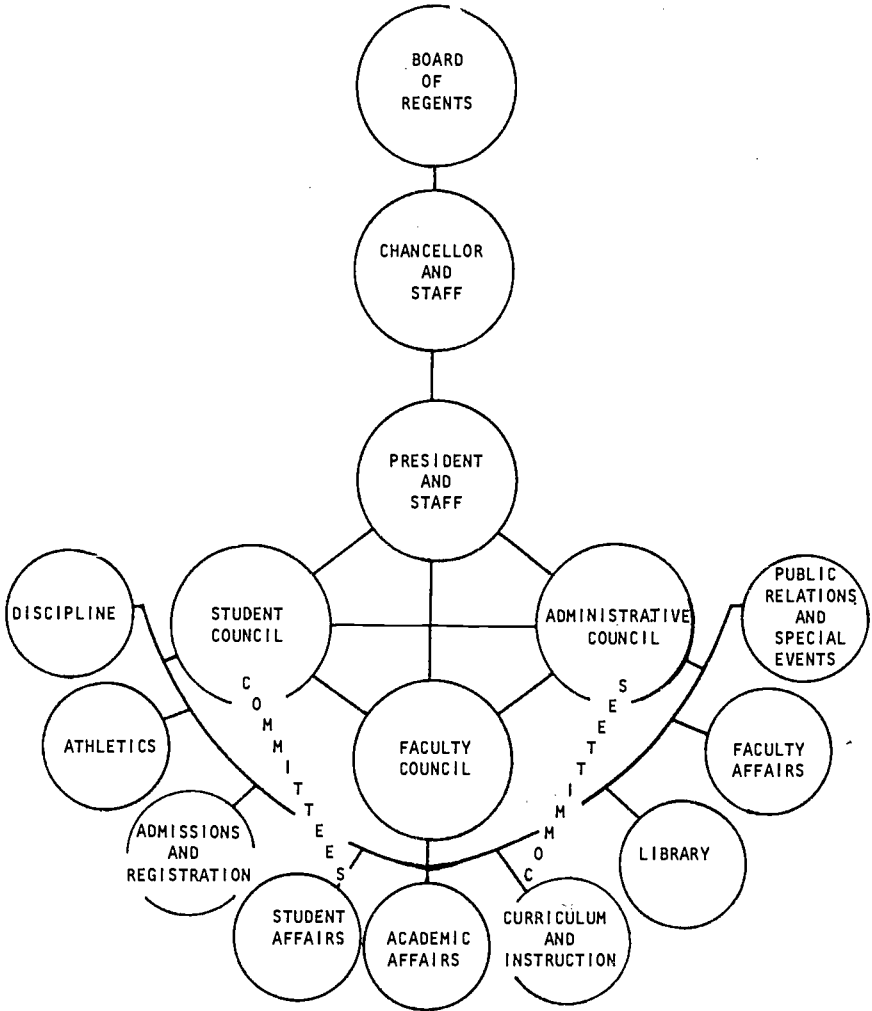
COMMITTEES

FIGURE 1.

This was not an easy task, but a tentative design was adopted by the faculty; it will be subject to continuous revision. A concomitant value derived from this was increased student involvement in college governance; in the new design, provision was made for students to serve on almost all college committees.

The results of our work are easy to report, but the processes are not when there is a commitment to democratic action. Time for study, discussion, and decision making must be provided.

Nevertheless, we now know this time is essential if the objective of effective college operation is to be achieved.

The Clarification of the Philosophy and Objectives of the College

Each step in our search for a more effective organization led to another. As more effective operational procedures developed we were confronted with the realization that our earlier attempts to define the overall objectives of the college were not satisfactory. Therefore, we chose a faculty committee which began the very difficult work of rewriting the philosophy and objectives of the college. This was probably the most extensive task undertaken involving more people, more research, and more time than the others.

We began this project with the understanding that the objectives would have to be stated in such a manner that our achievements could be measured. The experience of the faculty members who had had an introduction to the "Systems Approach To Teaching" in the GT-70 Workshop proved invaluable.

This defining has not yet been completed, and the example presented is to be submitted to the faculty for further revision during the 1970-71 academic year.

When it is completed, it will serve as the basis for
evaluating, revising, rejecting, and designing new
educational programs, courses, and instructional
procedures at South Georgia College.

Philosophy

As a junior college within the University
System of Georgia, South Georgia College recognizes
that a democratic society requires an educated and
responsible citizenry.

This presupposition is based on the firmly
held convictions:

> That a democratic society is composed of
> individuals each of whom is of supreme
> dignity and worth.

> That as a public institution South Georgia
> College has a solemn obligation to nurture
> vigorously those ideals and qualities of
> responsibility, initiative, and leadership
> which are vital to the American way of life.

As a community of learners, South Georgia
College is committed to providing a teaching-learning
environment in which each of her students is given the
opportunity to develop morally, intellectually,
emotionally, and physically to his maximum potential.

In support of this commitment South Georgia
College encourages all the members of the community
of learners:

> To engage in the study of man and his world.

> To think clearly and creatively.

> To demonstrate understanding as well as
> knowledge.

To use this understanding and knowledge
as the basis for responsible living.

Objectives

In accord with the preceding statement of
philosophy the objectives of South Georgia College are
listed below. They are stated in terms of expected
performance levels for graduating students and serve
as the basis on which educational programs, courses
of instruction, teaching methods, learning resources,
and evaluation procedures are developed.

Each member of the community of learners

(1) Who completes a college transfer
program will achieve successfully in
the senior institution to which he is
admitted.

(2) Who completes a career program will
perform successfully in a job in the
field of his preparation.

(3) Who completes work in continuing
education or non-credit courses will
be aware of ways by which his voca-
tional skills and/or personal life
have been improved.

(4) Who is graduated from South Georgia
College will read, write, and speak
clearly and correctly when measured
according to national norms for
college sophomores.

(5) Will demonstrate his understanding of
and appreciation for his cultural
heritage.

46

(6) Will demonstrate a knowledge and
understanding of contemporary world
problems and an awareness of his
responsibility to work to the solu-
tion of them.

(7) Will be encouraged to develop a con-
structive system of values and will
indicate a sense of self-discipline
and responsibility in campus and
community living.

(8) Will manifest an understanding of the
essentials of physical growth and
development by maintaining good health
standards and continuing a program
of physical activity.

(9) Will acquire the necessary understand-
ings and skill and will demonstrate
the ability to perform independent
study, to gather data from a library
and other information sources, to
think critically, to solve problems,
and to express his conclusions in
acceptable ways.

(10) Will indicate a knowledge and under-
standing of democratic principles
and processes and will use this
knowledge and understanding as a par-
ticipant in the governance of the
college, the community, the state,
and the nation.

The schematic illustrated in Figure 2 shows
how the philosophy and objectives of the college may
be implemented.

SOUTH GEORGIA COLLEGE
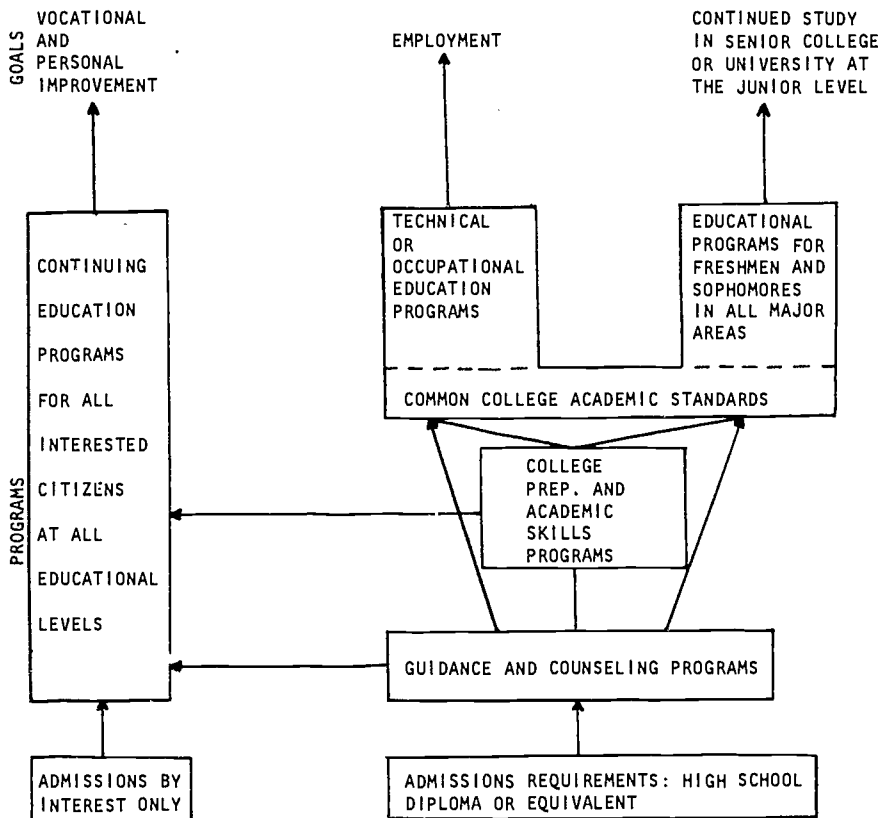
"A COLLEGE FOR ALL THE PEOPLE"

FIGURE 2.

The Adoption of the Goal-Setting Procedure

All that we had accomplished to this point was essential but preliminary. We had set the stage for the important job of getting the work done. The direction for this procedure was determined by a GT-70 Workshop in which the administrative council was introduced to the "Management by Objectives"[2] approach.

In the Spring of 1970 we began adapting these new procedures to our situation. Before this is completed it will require the training of every faculty and staff member at South Georgia College.

At this point the administrative council members have been prepared and reengaged in carrying out the procedure. Presently the division chairmen are learning the approach.

The essential steps to be followed in accomplishing our work are as follows:

1. Preparation of goals by each faculty and staff member using the following categories:

    (a) Routine (regular, normal, recurring task),
    (b) Problem-solving (decision making, requiring problem-solving techniques, interruptions of the regular activities),
    (c) Creative or Innovative (improvement, new ideas, different approaches),
    (d) Personal (plans for self-improvement).

2. Review of the goals by the supervisor.

3. Agreement on the goals by the individual faculty or staff member and his supervisor.

4. Review of the progress toward achieving the goals by the faculty or staff member and his supervisor at appointed t .nes.

5. Evaluation of the results on the date established by the faculty or staff member and his supervisor as the estimated date of completion.

In establishing the goals we have developed the following criteria to be used in determining whether the goals are satisfactory:

1. Specific

2. Measurable

3. Attainable

4. Worthy

5. Related to the philosophy and objectives of the College

6. Related to the job description of the faculty or staff member.

7. Challenging

Conclusion

This is an unfinished report. It probably never will be finished. Everything which we have begun must be subjected to rigorous criticism and then be revised. Our next task in the near future will be to

establish the means of evaluating both the objectives
and procedures. Although we cannot verify the results
at this time, we believe we are a much stronger college
faculty and staff than we were two years ago. The
search and struggle to find more effective ways for
the operation of the college have in themselves been
worth the effort.

FOOTNOTES

[1]Franklyn S. Haiman, Group Leadership and Democratic
    Action. (Boston: Houghton Mifflin Company,
    1959), pp. 103-104.

[2]George S. Odiorne, Management by Objectives. (New
    York: Pitman Publishing Corporation, 1965).

Colleges Included in the Year-Long
Special Project

Cumberland College - Lebanon, Tennessee

Fayetteville State University - Fayetteville, North
                                    Carolina

Georgia Southwestern College - Americus, Georgia

Hiwassee College - Madisonville, Tennessee

Lander College - Greenwood, South Carolina

Mars Hill College - Mars Hill, North Carolina

Pembroke State University - Pembroke, North Carolina

Saint Joseph College - Jensen Beach, Florida

Savannah State College - Savannah, Georgia

Stillman College - Tuscaloosa, Alabama