

TRAINING FOR ACADEMIC ADMINISTRATORS

*the need for a
total concern in developing
university personnel*

Since the early part of this decade, the study of educational administration has been undergoing a period of vigorous fermentation. The effects can be observed in the context of textbooks used for preparing educational administrators, the substance of professional meetings, and the very recent emphasis¹ on the training of higher education personnel.²

Evidence of administrative inadequacies is not difficult to find. Educators and laymen alike have been critical of the administration of higher education. Ruml has declared "The plain fact is that in the liberal arts college the administration has lost control of the faculty, and the faculty has lost control of the curriculum."³ He went on to say that as a consequence, the college had become a very ineffectual institution. While this is an extreme statement, there is an important element of truth in it. Carmichael made this clear when he declared:

Perhaps the greatest single weakness in the American college is the lack of adequate provision for the considering of questions of basic educational policy . . . The presidents and deans are too absorbed in organization, administration and promotion to devote sufficient time to it as I can testify with some feeling after serving in those capacities for twenty-five years. The professors, concerned chiefly with scholarly pursuits or departmental development, give little thought to the overall objectives of the college as a social enterprise . . . Thus it is that the matter of the direction of educational change has fallen between two stools with the result that it has been determined largely by pressure rather than by planning, by outside influences rather than by statesmanship. The great need is for educators to become masters in their household with a view to reversing the process. The ferment now going on at all levels and in all types of institutions may indeed be the prelude to a significant move in that direction.⁴

THE "COLD WAR"

Another familiar condition of academic life is the "cold war" between the administration and the faculty.⁵ This constant tension distracts administrators from their important leadership and

coordinative functions. It creates a spirit of sullen revolt among members of the faculty and interferes with important teaching and research services. It reflects upon the institution and the quality of its educational program. Former President Edmund E. Day of Cornell has pointedly described this all-too-common condition of academic life:

One of the most widely prevalent disorders of academic life in America is an antipathy toward administrative officers on the part of the professional staff. This disorder is clearly of the psychosomatic type. In other words, it is not related to any particular type of organic structure; it is essentially a manifestation of functional disturbance . . . Factors of distrust, suspicion, and fear are almost certain to be present. The cumulative effect of tensions of this sort may be to put the sufferer completely out of commission. This can happen to institutions just as it does to individuals.⁶

Few people, even those most closely associated with universities, seem to realize that the university, far from being simply a complex assortment of scholars, has evolved into a "multi-constituency enterprise requiring a high order of administrative performance."⁷ We must understand that successful administration demands administrators with thorough preparation for the complex and difficult and ever changing tasks of higher educational leadership today. We know that business and industry spend millions of dollars annually to develop managers. Unfortunately, higher education has not yet devoted enough attention to this area. The need is just as great, however, and the consequences of remaining idle, just as costly.

BACKGROUND LACKING

As universities grow and expand, the need for competent administrators specifically trained to fill peculiarly difficult positions emphasizes the need for clear cut modes of entering this field as a career. Upward striving academicians just do not have the background necessary to fill these positions. We need to make use of existing knowledge of administrative functions and problems and

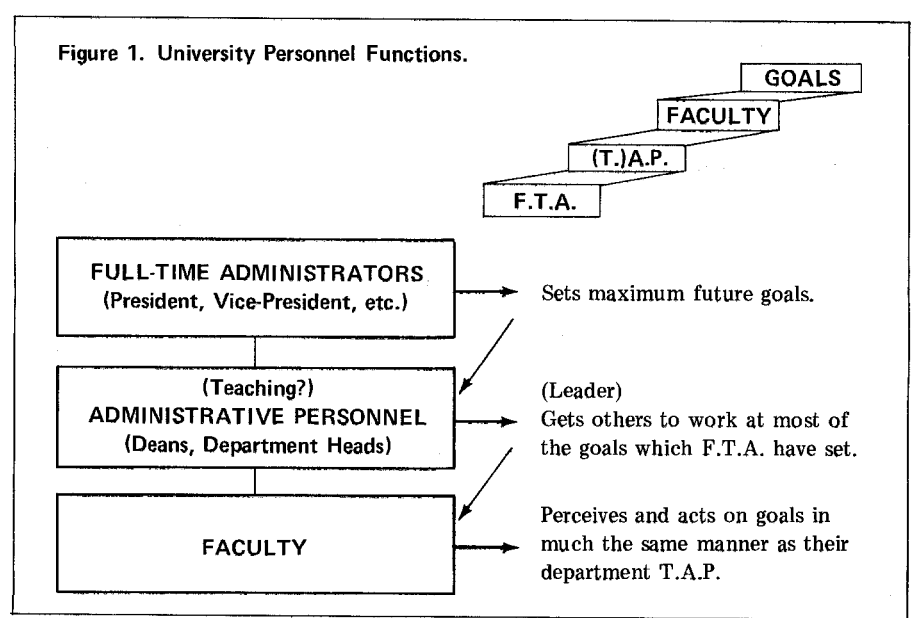
JITENDRA M. SHARMA
*Assistant Professor,
Commerce and Industry,
Northern Michigan University,
Marquette, Michigan.*

we must prepare would-be administrators to cope with the problems we know they will face.

Attracting young people to careers in educational administration, however, is valuable mainly as a long range measure. We must do what we can to re-focus present administrators' collective attentions onto the problems that need to be solved by them as well as the ones that they can solve. *Too often, administrators have learned their lessons in the rather trying school of experience. Most formal training has been outside the area of administration.*

COOPERATION AND COORDINATION NEEDED

The administrator's basic assumptions about his position tend to determine his decisions and actions. Yet the rather sad state of affairs in academic administration today indicates that many deans and department heads are blithely un-



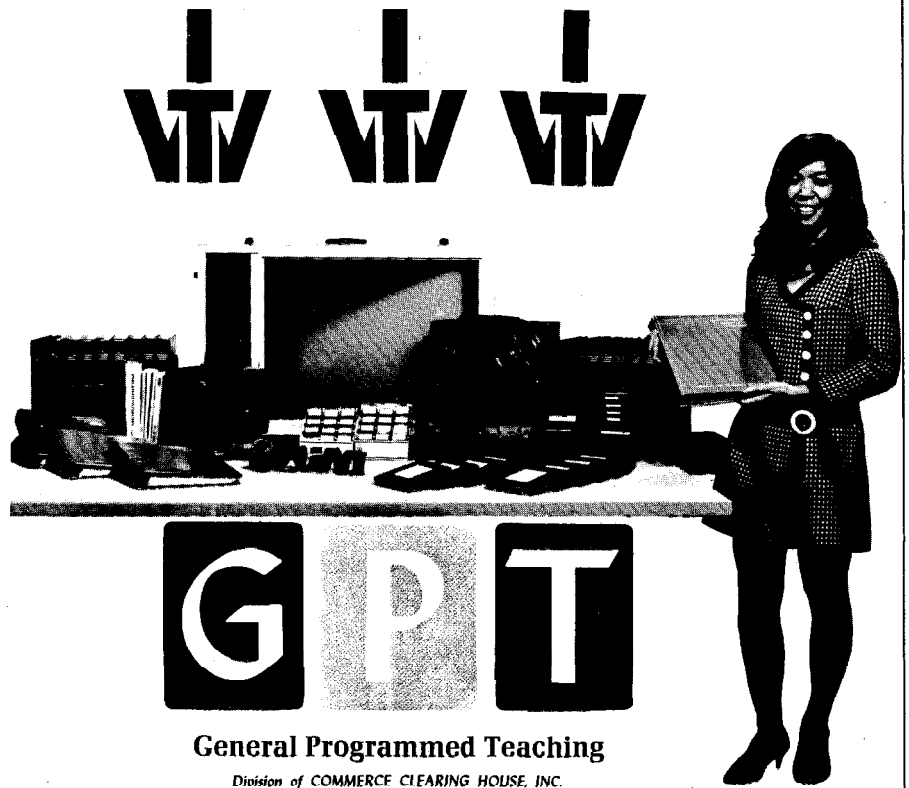
aware of their goals, their rationale and the long range consequences of their policies. They tend to operate at a personal level rather than an organizational

level. The general functions of university administrators are roughly shown in the following continuum of personnel functions (Figure 1). The main emphasis

TRAINING PROBLEMS?

If there are people in your organization who are responsible for staff training, GPT's new Instructional Technology Workshop may be just what you're looking for. The Workshop gives you in-house training capability for your instructors and course designers... allows your training people to use Instruction That Works! Sold outright as a package, you can run the Workshop as often as you like, for large groups or small, at your convenience.

Three years in development, ITW grew out of the need to train our own programmers in the techniques of interactive instruction. Now it's available to you. The Workshop takes about 40 hours to go through, but it will only take you a few minutes to learn more about it. Why not call or write us today?



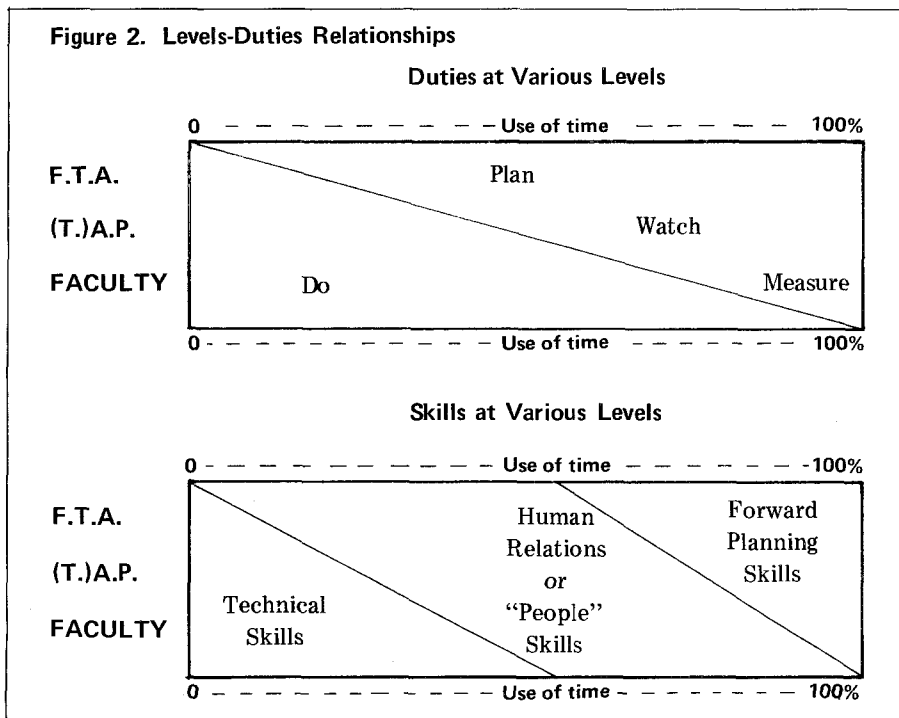
General Programmed Teaching

Division of COMMERCE CLEARING HOUSE, INC.

DEPT. 2

P.O. Box 402 • Palo Alto, Calif. 94302
Phone (415) 325-0701

Figure 2. Levels-Duties Relationships



in a university should be on cooperation and coordination of efforts and no hard and fast functional distinctions can really be drawn. The diagram should be seen as representative rather than actual.

A diagram of the levels-duties relationship could take the form shown in Figure 2. Figure 2 shows how the duties of university personnel vary from the "DO" phase at the full-time teaching levels up through the planning and conceptual stage found at administrative levels. It also indicates that necessary skills range from an even split between technical and people-oriented skills in teaching levels; the necessary human relations orientation at the teaching administrative levels, and finally, it shows how the full-time administrative position calls for personal interaction skills and expertise in planning.

Faculty members are, of course, the most important people in this scheme in terms of resources. The university exists mainly because of their talents in teaching, counseling and research. It is this fact which must not be forgotten when thinking in terms of the functions of university personnel.

Administrative personnel as a whole, differ in the relative amounts of time they spend watching and acting, yet they share the common function of creating an atmosphere that is conducive to learning and teaching, improvisation and experimentation.

At the full-time administrative level (vice-presidents and presidents) duties are future oriented. Fewer teaching skills are needed while human relations skills are important.

The typical full-time administrator is concerned with the performance of key people he is forced to trust in, planning operations, budget operations, educational operations, service operations, insuring operations, etc. Evaluating and planning for the above will occupy most of his time.

CANNOT REMAIN STATIC

Perhaps, the primary encouragers of professional growth are the teacher-administrative personnel.

There is little doubt that this is one of the most critical areas of the university. This level helps encourage its teachers to put forth their best efforts. Administra-

tors at this level also attempt to discern which rewards are likely to be most desired by their valuable teachers.

And yet these are the very people for whom training has been the most slipshod. We should not dismiss this with a "professional shrug of the shoulders," but should take it as a call to action. No university can afford to remain static in its efforts to function in an ever more complex world. It must fight this ailment with all the resources available, identifying problems and instituting procedures for improvement.

REFERENCES

1. Stanley Vance, "Can Business Deans Be Taught Management Principles," *Academy of Management Journal*, Vol. 10, No. 3, Sep. 1967, pp. 218-221.
2. See Part E of Education Professions Development Act, June 29, 1967. This act authorizes a much needed companion measure to the program of National Defense Fellowships for the training of college and university teachers. It authorizes the Commissioner of Education to make grants to institutions of higher learning for the training of persons who are serving or preparing to serve as administrators, or educational specialists in colleges or universities.
3. Beardsley Ruml, "Business Financial Cooperation with the Liberal Arts Colleges," *Educational Record*, 33:354, July 1952.
4. Oliver C. Carmichael, "Major Strengths and Weaknesses in American Higher Education," *Current Issues In Higher Education*, 1953, Association for Higher Education, N.E.A., 1953, p. 15.
5. In the past twelve years, the AAUP has voted to censure sixteen U. S. institutions of higher education for their conditions of academic freedom and tenure. This rather serious action is taken only in the most extraordinary circumstances. See *AAUP Bulletin*, Mar. 1968, p. 4.
6. See Edmund E. Day, "Role of Administration in Higher Education," *Journal of Higher Education*, Oct. 1946, 339-340.
7. Dr. Jackson's letter to Department of Health, Education and Welfare, Apr. 24, 1968.