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THE ROLE OF THE EXECUTIVE VICE PRESIDENT  
IN HIGHER EDUCATION

DISSERTATION

Presented to the Graduate Council of the  
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By

Donald L. Read, B.A., M.A., Th.M.

Denton, Texas

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The primary purpose of this investigation was to identify and describe the current role of the executive vice president in higher education. The subpurposes of the study were to determine (1) the duties of the executive vice president, (2) the decision-making responsibilities associated with the position, (3) the degree of agreement between presidents, executive vice presidents, and written documents regarding the duties of the office, and (4) the extent of numerical increase or decrease of the position.

The research questions developed as guides for the procedures to be used in the study are, as follows,

1. What are the major responsibilities ascribed to this position as perceived by presidents and as actually practiced by executive vice presidents?
2. Which institutions utilizing the position have written documents describing responsibilities and establishing qualifications?
3. What are the major duties of this position as described by these documents?

4. How do the perceptions of presidents, reports of executive vice presidents and official documents compare?
5. What are the major qualifications for the position?
6. What is the history of growth (or lack thereof) of the position?
7. What elements of a job description and what general qualifications for the position can be discerned from responses to the test instrument?

Survey instruments were developed to assess the perceptions of chief executive officers and to measure the reported experiences of executive vice presidents. These instruments were presented to a panel of jurors who teach in the field of administration of higher education. Jurors were asked to review these instruments for completeness, content validation, and clarity.

The final instruments were mailed to 261 institutions that list an executive vice president by name or Manpower Manual Definition Code in the Education Directory, Colleges and Universities, which is published by the Government Printing Office (1978). A total of 296 administrators (57.0 per cent individual response) from 181 institutions (69.3 per cent institutional response) completed and returned valid research instruments. These data were tabulated and mean, mode, N, and standard deviation were calculated for each tabulated item.

A one-way analysis of variance was calculated for comparisons of two samples and a Fisher Least Significant Difference (LSD) test (using Dunnett critical values) was calculated for multiple sample comparisons. A .05 level of significance was established to determine critical differences in responses.

An analysis of the findings led to the following conclusions that (1) there is close agreement between presidents and executive vice presidents regarding the duties and requirements of the position of executive vice president; (2) there is little agreement between presidents of differing types and sizes of institutions and between vice presidents of such differing institutions; (3) a majority of institutions have written job descriptions for the position but few of these documents actually describe the position with detail; (4) this study also generated a composite job description; and (5) finally, demonstrates that the position of executive vice president has grown at a significant rate over the past decade.

The following major recommendations are made,

1. Studies should be conducted concerning the specific differences in duties of the executive vice president in public/private, four/two-year institutions, and in institutions of differing size;
2. Studies should be conducted concerning the perceived need (or lack thereof) for the position in those

institutions not presently utilizing the position of executive vice president;

3. There is a need to determine why a group of institutions discontinued the position;
4. Studies should be conducted to determine the future role of presidents, as either academicians or managers, and the interfacing of the position of executive vice president with a revised presidential role in light of new problem areas in higher education.

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## CHAPTER I

### THE PROBLEM

#### Introduction

The field of higher education grew rapidly in the recent several decades. This growth included student enrollment, academic offerings, and administrative structure. The increase in administrative structure was, in part, caused by an increased work load brought about by recent laws, federal requirements, and court rulings, as well as by increased financial demands and societal expectations. This increased administrative load placed greater demands on the chief administrative officer (president) in regard to fund raising, other off-campus involvement, and on-campus leadership and administration. Today's college or university president must face a multifaceted job that involves increased requirements for operating funds, public relations, student recruitment, effective planning, higher levels of operating efficiency, legal expertise, and understanding of student and faculty needs. He also faces problems arising from the decreasing availability of adequate philanthropic funds, deteriorating facilities, inflation, and an increasing apathy toward the needs for and of higher education.

As these demands have increased over the past decades, the administrative support required within higher education has also mushroomed. In the three decades preceding 1960, administrative costs increased fourteenfold, which is nearly double the rate (eightfold) for instructional costs (3, p. 291). In the past two decades, the demands resulting from federal laws and court rulings on institutions of higher education have increased and created the need for even larger increases in administrative staff. The enlargement of the administrative staff, and the specialization of academic deans as well as other deans and vice presidents, may be part of the explanation for the new emphasis on a position that is called the executive vice president. The executive vice president's position is not a recent creation. Its existence in the early history of American higher education is evidenced by the official records of a salary allocation for "a vice president" at the founding of the University of Michigan in 1817 (1, p. 10).

That this position is gaining recognition is underscored by the fact that it was listed as a specific position for the first time in the Educational Directory, Colleges and Universities, 1977-1978 (4). A significant percentage of all the listed colleges and universities indicates employment of an executive vice president through a listing in the (03) category that directly follows the president. This interest in the position of an executive vice president is relatively

recent, leading to the expectation that not much has been written regarding it.

#### Statement of Purpose

This study sought to describe the role of the executive vice president in higher education as it currently exists.

#### Statement of Subpurposes

The subpurposes of this study were to determine (1) the responsibilities ascribed to the executive vice president, (2) the decision-making responsibilities associated with the position, (3) the degree to which presidents, executive vice presidents, and written documents agree as to the duties of this office, and (4) the extent of the numerical increase or decrease of the position.

#### Research Questions

The following research questions were developed in order to guide the procedures that were employed in this study.

1. What are the major responsibilities that are ascribed to the executive vice president's position as perceived by presidents and as actually practiced by the individuals occupying the position?
2. Which institutions that utilize this position have written documents which describe responsibilities and establish qualifications?

3. What are the major duties/responsibilities of this position as described by these official documents?
4. How do the perceptions of presidents, the reports of individuals occupying the position, and official documents compare?
5. What are the major qualifications for the position?
6. What is the history of growth (or lack thereof) of the position?
7. What are the elements of a job description for the position, and what general qualifications can be discerned from responses to the test instrument?

#### Definition of Terms

1. Four-year colleges and universities: All degree-granting colleges, universities, and professional educational institutions that award at least a Bachelor's Degree.
2. Two-year colleges: All academic institutions awarding degrees less than a Bachelor's Degree.
3. Role: Generally, role refers to the recurring actions of an individual, appropriately interrelated with the repetitive activities of others so as to yield a predictable outcome. The set of interdependent behaviors comprise a social system or subsystems, a stable collective pattern in which people play their parts (2, p. 10).

4. Chief Executive Officer--President/Chancellor (01):  
The principal administrative official responsible for the direction of all affairs and operations of an institution of higher education. Usually reports to a governing board (4, p. 515).
5. Chief Executive Officer in a System--President/Chancellor (02): The principal administrative official responsible for all affairs and operation of a campus or an institution of higher education which is part of a university-wide system. Reports to the President/Chancellor of a system (4, p. 515).
6. Executive Vice President (03): The principal administrative official responsible for all or most major functions and operations of an institution of higher education under the direction of the Chief Executive Officer in the latter's absence (4, p. 515).
7. Assistant to the President (04): The senior professional staff assistant to the Chief Administrative Officer (4, p. 515).
8. Very Senior Supervisory Administrator: An administrator in higher education who has decision-making authority as delegated by the chief executive officer. Proposals, plans, and recommendations presented to the chief executive officer, and program efforts and resource allocation decisions, are coordinated by this administrator. He/she has limited supervisory

control of the administrative activities of other senior administrators.

#### Delimitations

This study is confined to those institutions that are accredited by the six regional accrediting agencies in the United States which report an occupant in the (03) position or in one that is titled executive vice president in the Educational Directory, Colleges and Universities, 1977-1978 (4). These restrictions were designed to exclude those institutions that report a variety of positions (such as the academic vice president who serves as dean of the college). This eliminated the need for subjective assessments on the part of the researcher.

#### Assumptions and Limitations

It was assumed that the survey instruments in their final forms provided an adequate measure of the perceptions of the selected chief executive officers and the actual experiences of the individuals occupying that position. It was also assumed that a panel of experts can, in fact, be the best source of judgment to validate the research instrument. The study naturally was limited by those restrictions that are normal to research which is conducted through mailed questionnaires.

### Organization of the Study

Chapter I includes an introduction to the study, a statement of purpose, and a presentation of research questions. Chapter II surveys the literature that is related to the need for the position of the executive vice president, and it presents examples of the use of the position in industry and the military. Chapter III describes the research procedures that are utilized and the data treatment that is generated by this study. Chapter IV contains an analysis of the data. Chapter V summarizes the study, reports findings, draws conclusions from the study, proposes recommendations for future investigations, and notes implications of the study.

### Summary

Chapter I provides an introduction regarding the need for a study of the position of the executive vice president in higher education; the statement of purpose and statements of subpurpose are specified. In addition, the research questions to be considered by the study are presented, the unique terms are defined, and the limitations, delimitations, and assumptions are set forth.



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## CHAPTER II

### REVIEW OF RELATED RESEARCH AND BACKGROUND LITERATURE

#### Research Related to the Executive Vice President Position

No relevant research or general literature regarding the specific position of "executive vice president" in higher education was discovered either by a computer and manual search of ERIC files, a manual search of the reference libraries of four major universities, or through appeals to the Center on Evaluation, Development and Research of Phi Delta Kappa, and the Center of International Higher Education Documentation of the International Encyclopedia of Higher Education.

There is a considerable body of information related to the role of the academic vice president that includes his role as principal officer under the president. The dearth of research concerning the position of the executive vice president is in itself adequate reason to undertake this study. It seems appropriate to research any position that is utilized by nearly 10 per cent of the colleges and universities in the country.

The Administrative (Management)  
Function Described

Prior to examining the specific administrative position of the "executive vice president," it is important to define the broad term, "administration." The Reader's Digest Great Encyclopedic Dictionary (37, p.19) defines administration as "the act of administering, or the state of being administered; management or direction of affairs." Industry and military textbooks give more concise definitions of administration than do texts in higher education, perhaps because in these areas administration has long been considered a science.

The world's oldest management organization, the military (30, p. 4), defines management, as follows,

Management is the means by which a [chief executive officer] insures the proper conduct of those continuing actions of planning, organizing, directing, coordinating, and controlling the use of personnel, money, materials, time, and facilities required for the accomplishment of administrative missions and tasks. The object of good management is the most effective use of resources. Good management is one expression of effective command and leadership.

Management Functions.

- (1) The definition of broad objectives and specific goals to achieve assigned missions.
- (2) The planning, organizing, coordinating, directing, and controlling of all types of resources to achieve defined objectives and goals.
- (3) The continuing evaluation and adjustment of objectives and goals in relation to mission, utilization of resources in relation to objectives and goals, and performance in relation to standards.

- (4) The motivation of personnel.
- (5) The development and maintenance of workable relationships.

The magnitude of the task of any chief executive officer becomes apparent in light of the impact of this definition. It is physically impossible for any one person to be actively involved in all aspects of a complex day-to-day, continuous program of university-wide "planning, organizing, directing, coordinating, and controlling the use of personnel, money, materials, time, and facilities." When fund-raising, public relations, and other external programs are added (as they are in higher education), the position of the college or university president becomes a twenty-four-hour involvement. This type of high-level expenditure of energy and time appears to be part of the stress and work-overload that is experienced by the presidents of many colleges and universities.

#### A Brief History of Administration in Higher Education

A better understanding of the position of the executive vice president in higher education is gained by noting the changes in higher education management as higher education has changed. In 1817, when the University of Michigan was founded, the state bill (34, p. 70) creating the institution also established the position of president of the university at \$25 per year, a vice president at \$18.75 per year, and professors at \$12.50 per year. In creating a major state

university from nothing, the presidential responsibilities necessarily were very broad and extensive. The president dealt with contracts, building specifications, faculty hiring, student and faculty problems, curriculum establishment, and so forth. Such all-encompassing presidential responsibilities were common, but less urgent, as universities and colleges gradually developed during the early history of higher education in the United States. Michigan recognized the magnitude of the presidential task by creating a general-purpose assistant to the president--the vice president. Not many other institutions followed this lead in those early days; rather, they tended to follow the more traditional academic "faculty-dean-president" administrative structure.

The university, as an institution, is most often traced to the twelfth-century collection of scholars in Paris, France (58, p. 3). A chancellor was established as the first administrator of the University of Paris, but he was, to a degree, separate from the university until Prepositinus was named chancellor (1206-1209). After a papal bull in 1212, a formal code of statutes was imposed; by 1215, the power of supervision was firmly in the hands of the chancellor (58, p. 292).

As universities and colleges developed during the following centuries, so did the administrative-faculty structure. The academic use of the title of dean developed in the fourteenth century during the medieval period of European universities (16, p. 10). The use of the title of dean

appears to have originated with the Romans, who so designated an officer who commanded ten men; later it referred to a religious leader of ten monks or clerics. These historical administrative, disciplinary, and spiritual duties were reflected in academic life where the dean became an important academic administrator (47, p. 17).

The history of American higher education is also a story of change. Harvard, the first American college, was established in 1636. When the opening guns of the Revolutionary War were fired, there were nine colleges in the colonies. These institutions, fashioned after the colleges in England, were Harvard, William and Mary, Yale, New Jersey, King's, Philadelphia, Rhode Island, Queen's, and Dartmouth (51, p. 5). They were all established as single-purpose colleges, not as universities. Universities, both in the colonies and in Britain, required royal charters, and the western edge of English civilization was considered to be too thinly populated to support a university. Instead, each institution was established as a degree-granting college along the lines of Oxford and Cambridge (9, p. 3).

Divergence from English tradition was brought about through the post-Reformation Scottish tradition that placed the institution under the control of prominent lay representatives of the community (a board) and not the faculty (9, p. 4). Epstein (22) considers this divergence from historical

British governance as the primary reason for the unique American form of academic administration.

Historically, the form and power of American university administration are the products of a lay trusteeship. The American principle of vesting *de jure* sovereignty in boards of regents or trustees is responsible for the most striking contrast between American and British university governance--namely, the existence of the administration as an estate of the university, separate from the estates of the faculty and students (22, p. 101).

Later, Spanish influence was introduced through the twenty-three Spanish-American universities in the Spanish colonies that consisted of a collection of graduate faculties in the arts, theology, law, and medicine. The growth of this initially small colonial educational effort into the present major national establishment of American higher education is unique among modern nations.

As the population of the United States grew, the number of colleges and universities also grew. The number of institutions of higher education shows an early steady growth. The colonies recognized the immediate need for educational facilities; the first colleges to be established were primarily private institutions. Massachusetts passed the "Old Deluder Satan" law in 1647 (11, p. 129) that required elementary public education. In part, it read, "it being one chiefe project of ye old deluder Satan, to keep men from the knowledge of ye Scriptures . . ." In 1789, the University of North Carolina was chartered as the first state-supported university in the United States (32, p. V). Soon, many state

colleges and universities were opened to meet the need of the growing country.

As the civilization moved west and grew, the country saw the need for expanded higher education. In 1862, President Lincoln signed the Morrill Act into law (11, p. 130). This law, popularly known as the Land-Grant Act, provided every state in the Union with 30,000 acres of public lands for each senator and representative in Congress to be used to endow at least one college in each state for the teaching of subjects relating to agriculture and the mechanical arts. A later Morrill Act provided for similar colleges in states that subsequently joined (or rejoined) the Union. These land-grant acts, along with the emphasis on private colleges during the final years of the nineteenth century, caused a significant change in American higher education.

Through the years, as America's need for technical growth increased, so did the need grow for universities that offered a broad base of scientific and technical subjects.

Progress of developing universities is the result of the utilitarian need for science and modern languages to serve the expanding society, and, since older colleges did not respond, new institutions, called universities, were founded and came into full realization after the founding of John Hopkins in 1876 (9, p. 139).

A gradual growth followed World War I, but World War II and the G. I. Bill placed intense pressure on American institutions of higher education. "The year 1945 may well be regarded by future historians as the major turning point [in



American higher education]. Before that year, changes had been evolutionary; now we are in the midst of many revolutions" (41, pp. 2-7). The post-1945 increase in college and university students reflects not only the increase in population, but the increased percentage of individuals graduating from high school and going on to college. "In 1870, only two per cent of the seventeen-year-old population graduated from high school. By 1970, high school graduation had risen to seventy-eight per cent, of which sixty per cent went to college" (11, p. 132).

In the "boom" days of growth and easy money for higher education that immediately followed World War II, through the 1960s and into the 1970s, fundraising was the most important function of management in private colleges and universities. Fund-raising was less important for public institutions where management primarily was concerned with the equitable distribution of available funds.

But, as Balderston (2, p. 88) points out, this growth created administrative problems, for "as the university grew, the need evolved for a division between external and internal administrative functions." The external function developed in relation to finances, federal and state laws, and student recruitment, as the need demanded. In the wake of federal and state involvement, the technical aspects of higher education administration have become more exacting. As laws are passed, court decisions are handed down, and accrediting

agencies become more demanding, the need for technical precision in administration becomes more important. As funds become more difficult to obtain, fund-raising becomes more time consuming and professionally oriented, and the efficient use of resources becomes more important. When student enrollment prospects decline, student recruitment becomes a more important issue. As all of these areas become more demanding, the president's supervisory responsibilities become increasingly difficult.

During the history of American higher education, academic ranks have changed but little from those of instructor, assistant professor, associate professor, professor, and dean. At the same time, however, the role of the college or university president (or chief executive officer) has altered greatly. James Garfield's well-known quote may have been appropriate to the early nineteenth century, but it certainly is not to the late twentieth century.

James A. Garfield, then a relatively obscure Republican politician, rose to the defense of the college as he had known it and uttered the words that evolved into: "The ideal college is Mark Hopkins on one end of a log and a student on the other" (61, p. 105).

With the following words, Frederick Balderston (2), in Managing Today's University, underscores the minimal duties by comparison to modern presidents, of the early chief administrator.

There was a time when it was almost possible to do without a central president . . . when the lay governing board exercised a dominant influence in institutional

operation, regarding the president as its agent, the faculty as its hired hands, and the students as its children (2, p. 88).

This is a far cry from the role of the chief executive officer of today's college or university.

James Perkins (55), in The University as an Organization, presents one of the earliest evidences of change in American administrative structure.

Responding to the pressures of office work, travel, supervising new construction, employing new faculty, and initiating educational programs, in 1878, President Andrew Dickson White of the new Cornell University appointed a professor . . . as vice president . . . [who] functioned as a kind of executive associate . . . (55, p. 26).

Perkins (55, p. 128) goes on to report that all of the universities and two-thirds of the colleges that are included in the McGrath study had academic deans by 1900. The reason for these additional administrators was, in part, due to the increase in size of the institutions, but there were also changes in curriculum. These curriculum changes, along with other demands, caused the academic dean's position to become more technical; more concentrated effort was required of the academic dean, as is pointed out by Emerson (21, p. 18) in "The Academic Vice President or Dean." Arthur Dibden (16) indicates that, as the need for a second-in-command to the president grew, the academic dean was often named to this position.

As early as 1947, McGrath (43) reports that the administrative responsibilities of the academic dean were counter-productive to his academic responsibilities.

Now, however, even in the smaller liberal arts colleges, this officer is rapidly ceasing to be an intellectual leader. More and more he is devoting his time and energy to managerial duties, public relations activities, and minutiae of routine administration (43, p. 41).

McGrath goes on to indicate that the dean is often occupied with details that may be regarded as inconsequential and anti-intellectual (43, p. 43).

Corson (15, pp. 76-78) discusses the growing responsibilities of the academic dean during the decade after World War II when the dean was often given overall responsibility for budgeting, student services, and public relations, as well as instructional and faculty affairs. Corson suggests that the proper responsibility of academic deans should be

. . . the broad reading that would enable them to counsel intelligently the representatives of the many departments over whom they preside, stimulate their development, and participate effectively in educational programming with others in the faculty (15, p. 78).

When it became apparent that special student needs existed, it led to the creation of the position of chief student services officer. Gibson (25, p. 203) reports that Woodrow Wilson, as early as 1907, recognized the need for student housing and social life at Princeton. Wilson stated that the unstructured social life of students could "fatally disorganize and, perhaps, even strangle academic life" unless that social life was absorbed into the academic life of the university. In 1938, Lloyd-Jones and others (39, p. 309) reported on the importance of the position of dean of students

or student personnel services. They reported that it is "a difficult job . . . . It should be recognized as such and those individuals should be appointed . . . that are well qualified for it." As was true of the academic dean, the position of dean of students was elevated to the senior administrative (vice presidential) level as the technical demands and volume of responsibilities grew. The same progression was true for the positions of business officers and, later, for development officers.

As details of each of the four principle administrative positions under the president became more technical and demanding, the head administrator was named dean or director and then, most often, vice president. At the present time, many universities have a vice president for academic affairs, a vice president for student affairs, a vice president for development/advancement, and a vice president for business.

During this same period, 1850 to 1950, a registrar was added since academic records had become increasingly important. When regents demanded an adequate library in order to achieve accreditation, a librarian was added. Admissions officers, financial-aid officers, deans of men, deans of women, directors of activities, counselors, directors of development, public relations officers, legal officers, alumni affairs officers, controllers, extension and continuing education officers, planning officers, institutional research officers, and many others, have been added as the need required (1).

Perkins (55) summarizes the major changes in academic structure during the first half of the twentieth century.

Since 1900, no radical departures have altered the form of university organization or changed in any substantial way its function. In retrospect of the last sixty years, the major thrusts . . . are the following: first, the expansion in numbers . . . of the administrative structure; . . . second, the consolidation of departmental control over academic matters; and, third, the diffusion of participation in government . . . . (55, p. 29).

The basis of this administrative growth has always been need. As new positions were needed because of growth, changes in laws or accrediting requirements, etc., they were added. These administrative additions were seldom financially convenient; other expenditures would have been easier to justify in the light of goals and objectives.

During the post-World War II period, the administrative load of the one-man presidency was often lightened by an administrative assistant. The principal functions of administrative assistants during this period seem to have been to execute presidential decisions and to attend to administrative details, as directed by the president (49). Brickman (8, p. 387) suggests that "presidential assistants and associates should be appointed to take over many of the variegated and time-consuming duties of the president."

The need for a detail man to implement presidential decisions may still be present, but a greater need has grown in recent years. This need is for an overall administrative

specialist--the executive vice president--a generalist who is trained in all areas. Balderston summarizes,

The presidency of the contemporary university is, therefore, evolving toward new and complicated schemes of executive organization that involve specialization and coordination . . . . The presidency needs at least one other major position beside the president . . . . (2, p. 89).

Or, as Perkins (55, p. 37) concludes in predicting new, innovative administrative structures, "one readily suspects that the organizational forms effective in 1900 may serve but poorly for the year 2000."

#### The Current Status of the Chief Administrative Officer

From the foregoing history of university and college administration, it is evident that individual administrators and administrative departments were added as needed. The technical demands on each of these specialists has increased during the past several decades. New teaching methodologies have appeared. These teaching methodologies and new techniques--along with new curricular demands, budget restrictions, problems with faculty, and professional faculty development, etc.--keep the academic vice president fully occupied. The demands for student development programs, an older and more mature student body, legal restrictions, and federal regulations make the student development officer's job a full-time, highly-demanding position. Difficult decisions within business administration relating to affirmative-action hiring,

new construction and maintenance of old facilities, competition with industry for skilled and semi-skilled employees, and tightened budget requirements make the business officer's position a highly-demanding one. Planning, fund-raising, and other external public demands make the development officer's job a specialist's position that is also highly demanding.

This structure means that the president has four principal staff officers, all of whom have full-time, highly-demanding positions to fill. This also means that the president, in addition to his other responsibilities, must coordinate and direct all the actions of these principal staff officers. The result is a president who is torn between internal and external demands. Perkins states,

Administrators [presidents] find their managerial tasks so consuming that they become forgetful of the nature of the academic enterprise . . . . Specialization has produced a similar tendency toward fragmentation of the academic organization (55, p. 35).

William B. Moore (48, p. 67), in his book, Blind Man on a Freeway, makes an excellent case for the fragmented, over-worked university president. He indicates that the office of the president continues to grow more complex and demanding every year. In all private institutions and in an increasing number of public institutions, both large and small, urgent fund-raising has come to occupy a significant portion of the presidents' time and energy. A former college president, Miller Richie (59, p. 39) says, "every small-college president I know today is literally working night and day on some



major brick and mortar fund-raising project." This also has become true for presidents of large institutions.

Glenny (27) reports on the funding problems that result from lower projected enrollment figures.

Some observers suspect that many four-year institutions, no matter what they do, will be unable to ride out the storm of lower attendance rates and the underlying shift in the age distribution of the population. Other institutions may survive and maintain vigor through internal efforts to remain flexible and efficient (27, p. 106).

In discussing the financial (budget) responsibilities of the president, Epstein (22, p. 109) states, "whatever the impact of these restrictions [imposed by minimal budgets], there can be no doubt about budgetary responsibility of administrators."

Financial problems promise to become a greater part of the daily routine of the president. Williamson (66, p. 206) reports in Funds for the Future that "an enormous volume of material on the seriousness of the financial condition of private higher education clearly confirms that it is experiencing an atmosphere of 'crisis'."

Baldrige (3, p. 225), emphasizing the external demands on the president, says "we believe that college and university administrators will be required to devote increasingly greater attention, time, and energy to the management of environmental (external community) pressures."

The National Commission on Financing of Post Secondary Education reports that,

One measure of the serious financial difficulties that many colleges and universities have encountered in recent

years lies in statistics on closing institutions. The National Commission reported that there were few closings until 1967-1968, then the number rose rapidly, reaching a high of forty-four in 1971-1972 (52, pp. 194-195).

These difficulties portend that an even larger amount of a president's time and energy will be expended on external (fund-raising) efforts.

The Carnegie Commission report, The More Effective Use of Resources (6, p. VIII), points out that not only is fund-raising a critical problem for presidents, but the effective use of funds has become critical. "One solution for the [financial] crisis is more effective use of resources."

More recently, the demand for better management has created a proliferation of consulting organizations. The need for better management of university resources is becoming urgent. Gerald McManis (44) discusses the management problem in his book on management information systems. He also points out that not only is the president highly involved in fund-raising, but he is increasingly involved in a technically demanding management program.

Managing an institution of higher education, whether public or private, has become increasingly complex in recent years. Enrollments in many public institutions have continued to increase, but increasing restraints have been placed on the allocation of public funds for educational purposes. Private institutions have generally experienced declining enrollments, which has forced them to find ways of meeting competing claims and institutional needs in the face of severe financial pressures. Both public and private institutions, moreover, have had to deal with the steady rise in the cost of facilities and instructional services, which has further limited their available funds. And, compounding these economic constraints, institutions of higher

education have experienced ever-increasing demands for new and improved course offerings and expanded student services.

Both mounting financial pressures and demands for more innovative, more relevant educational programs have made it imperative for educational officials at all levels of management to find more cost effective ways of utilizing the institution's available resources (44, p. IV).

Frederick Balderston (2) sums up the dilemma of the dual presidential role, stating,

The campus administration, like Janus, must look in two directions: to the relations of the university with its external environments (for sources of students, external resource markets, clientele relationships, and funds) and to its internal relations with the ongoing institutional process and constituencies (2, p. 13).

Henderson and Henderson (31) discuss this division in a different light.

The president's function is a dual capacity. He is the executive officer of the board of the institution. But he also serves as a member of the faculty and as head of the faculty. Thus, in one respect, he is in full command of the organization, subject to the decisions of the board of control, but in another respect he is one among professional peers serving as leader of the group (31, p. 189).

Balderston (2) sums up the demands from five separate areas on presidential interest, stating,

Today the president of a university must cope with five areas of interaction: with the governing boards, with a configuration of external constituencies, with the academic organization of the institution, with the academic hierarchy and its many units of operation, students and multipartate organizations, committees, and floating constituencies . . . . The president or senior administrator needs an internal division of labor to handle each of these areas . . . . The president also must have some means of internal coordination . . . (2, p. 88).

Ritchie (59, pp. 21-22), considering the effect of these demands on the intellectual aspect of the presidency, says, "in the administrative part of a university establishment, there should be as much of a foment of ideas and an appetite for new developments as in any other part of the university or college." It is difficult to be creative when being pulled by so many demands. Harold Dobbs, in The Academic President-Educator (17), remarks on the struggle of the president to remain a creative educator-academician. The president must fight the trend to become a bookmark in the history of his/her institution. Instead of caretaking the institution, he/she must aggressively pursue academic excellence.

It is obvious that the president is faced with the task of meeting many internal and external demands. Maintaining current knowledge of changes in law and the role of the court are part of these external demands. Glenny (27, p. 173) points out that "as never before, law is reshaping the university--forcing new roles, new organizational designs and relationships, and new concerns." Mortimer and McConnel, in Sharing Authority Effectively (50, p. 175), discuss the legal implications for administrators. "Higher institutions are becoming increasingly accountable to the courts on a wide range of issues involving not only students, but also faculties, administrators, and governing boards."

In recent years, the leveling off and decline of the student population has caused student recruitment to become

an important aspect of presidential concern. Herder, in the Community College Review (33, p. 5), noting this concern of presidents, says, "sounding more like market analysts than academicians, professors and college presidents today speak glibly about 'maintaining fair practices' as they compete for 'customers' in the 'marketplace' of higher education." Again, considering the internal demands on the chief executive officer, a fundamental responsibility is to guide the development of institutional goals and objectives. In their study of forty-two presidents and their institutions, Cohen and March (14, p. 196) point out that the goals and objectives of these institutions were poorly defined, ambiguous, or nonexistent.

Bogard (6) looks at the result of this lack of goals and objectives and the resulting poor information system.

The suspicion remains that many administrators are satisfied with the information received for the simple reason that they are not aware of the need for more, being content instead to deal with the day-to-day problems as they arise on the basis of personal judgment (6, p. 25).

Lahti (36) states the need for planning more emphatically.

If a chief executive fails to recognize the importance of planning or seems unable to apply the process to his organization, the institution's board of trustees has the responsibility to ask questions that force the process. A chief executive's inability to lead the long-range planning process should be sufficient grounds for release (36, p. 95).

R. I. Miller (45), discussing the need for dynamic, informed leadership as a result of exigency within higher education, says,

The difficult and sensitive nature of the major decisions that need to be made favors dynamic leadership. The retrenchment and reallocation of personnel and the increasing competition for fiscal resources require strong administrators. Faculty groups should not be expected to make difficult decisions about cutbacks or rearranging priorities, although some representative faculty group should be involved in the process (45, pp. 166-167).

Considering the pressures on the college or university president, it becomes obvious why they report the inability to meet all of the demands on them, even the most important ones. Ingraham, et. al (35, p. 51), reports that "most presidents are overworked or find that the use of their time is out-of-balance."

Perkins, in College and University Presidents: Recommendations and Report of a Survey (54), points out the impact of this multidimensional tug-of-war on the president.

Presidents cannot direct their efforts toward being influential in . . . providing purpose and direction for their institutions. Although they work a long, tiring week, they are forced to divide their time by attending to a multiplicity of functions and, as a consequence, they find success diminished by relatively inconsequential problems (54, p. 101).

Cohen and March report (14, p. 125) that "not only do presidents report themselves overloaded, but they also describe themselves as being unable to attend adequately to the 'important' aspects of their jobs."

This presidential lack of ability to place emphasis on the "important" aspects of their duties contributes to confusion in the leadership of colleges and universities. In describing the ideal president, Gibson (25, p. i) says, "the college [chief] administrator must be, first . . . an educated

man, a man who also has certain technical skills which are indispensable if one is to avoid anarchy in the management [of the college]."

B. R. Clark, in an AAUP Bulletin (13, p. 290), points out that, all too often, "organized anarchy surrounds the president." Cohen and March (14), speaking with more force regarding this "organized anarchy," state,

. . . decision making in the university seems to result extensively from a process that decouples problems and choices and makes the president's role more commonly sporadic and symbolic than significant . . . . The American college or university is a prototype of organized anarchy. It does not know what is going on. Its goals are either vague or in dispute. Its technology is familiar but not understood. Its major participants wander in and out of the organization (14, pp. 2-3).

Part of this "organized anarchy" is the complexity of communications within the university. Stokes says,

It may be said that the administration of higher education is nine-tenths explanation . . . . The effectiveness of administration is determined more by the manner in which it is carried out than by any other force (63, p. 23).

Dobbs (17, p. 121), remarking on the communications problem of presidents, says that "presidents are too inclined to withhold information when 'keeping a matter confidential' is of no great importance and when disclosure would increase understanding and inspire confidence."

Elbe (20), in The Art of Administration, says,

The atmosphere of suspicion that excessive confidentiality breeds, the rumors that are born of secrecy, the inhibiting of exchange of ideas and flow of information are bad in themselves. Teaching and learning are

essentially open processes and communication is at the center of both (20, p. 53).

The problem of communications is one reason that industry cites for the need to establish the position of the executive vice president; communications is also included in the job description of the chief of staff in the military. The industrial administrative model, which has been based on the older military structure, has in recent years greatly influenced higher education. The industrial model utilizes the administrative-group concept of the presidency.

Millet, in The Academic Community (46, p. 64), discusses the need for a small administrative group. "University administrators are not, in reality, organized into a 'hierarchy of power,' but, instead, into a 'community of power'." This small administrative community needs to be open and communicative. Communications are part of the problem within the administrative structure and between administrators, faculty, and staff.

An additional justification for the establishment of the position of executive vice president is the need for an overall, multidisciplined, highly-qualified, senior administrator who will be responsible to the president for all operations. Each faculty member is deeply involved in his/her own discipline, as is each senior administrator involved in his/her own specialty area. John Corson (15), reporting the feelings of one president, says,



Recently, the new president of a middle-western college told of his shock in discovering that he was the 'only man on campus concerned with the whole institution.' He went on to decry the divisive influence on faculty members of their intense specialization in particular fields (15, p. 75).

The obvious fact, as it is presented in the foregoing, is that even with senior administrators who are responsible for each principal administrative area, presidents are still greatly overworked and unable to coordinate and supervise the progress in the principal areas of concern of the college or university.

#### The Military Administrative Model

It has been established that the chief executive officer within higher education is overworked and often unable to cope with the large number of problems facing the institution. One historic organization, the military, utilizes a staff organization designed to deal with the same problem--administrative overload of the chief executive officer. The basic military structure appears to be very similar to that which is currently emerging in higher education. The Staff Officers Field Manual--Staff Organization and Procedures (30, p. 20) gives the following diagram of the typical administrative structure:

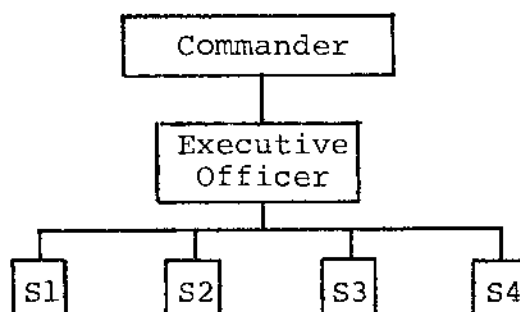


Fig. 1--Military Structure

The commander can be equated with the college or university president, the executive officer with the executive vice president, S1 with the student affairs vice president, S2 with the advancement-development vice president, S3 with the academic vice president, and S4 with the business vice president.

Referring again to the Staff Officers Field Manual--Staff Organization and Procedure (30), a definition of the position of the military chief of staff is equivalent to the position of the university executive vice president.

a. The general staff is headed by a chief of staff [executive vice president]. He is responsible for the execution of staff tasks, efficient and prompt response of the staff, and coordinated effort of its members. He may be delegated authority which amounts to command of the staff. The degree of this authority is specified by the commander (30, p. 8).

Some possible duties of the position of the executive vice president in higher education can be derived by comparison with the following job description of the chief of staff/executive officer within the military.

Chief of Staff

The position of the chief of staff . . . . He . . . .

- a. Formulates and announces policies for the general operation of the staff.
- b. Directs, supervises, and integrates the work of the staff. The scope of this responsibility includes
  - (1) Activities of the principal coordinating . . . members of the staff.
  - (2) Relations among the principal staff officers and other members of the staff.
  - (3) Relations between the staff and subordinate . . . agencies.
- c. Keeps the [chief executive officer] and staff informed of the situation.
- d. Represents the [chief executive officer] when authorized.
- e. Receives decisions from the [chief executive officer] and:
  - (1) Makes or secures from the [chief executive officer] such additional decisions as may be required and gives necessary instructions to the staff to permit issuance of coordinated instructions to all elements of the . . . [institution] in furtherance of these decisions.
  - (2) Allots the detailed work of preparing plans, orders, reports, and other staff actions; reviews to insure adequacy and integration of results; and approves or secures the [chief executive officer's] approval.
  - (3) Insures that all levels are alerted to the actions required of them.
- f. Insures that all instructions published to the . . . [institution] are in accordance with the policies and plans of the [chief executive officer].
- g. Insures that orders and instructions of the [chief executive officer] are executed.

h. Studies the situation with a view to being prepared for future contingencies.

i. Requires all staff officers . . . to inform him of any information or recommendations given directly to the [chief executive officer] and of any instructions they have received directly from the [chief executive officer].

j. Secures from the [chief executive officer] information, recommendations, and instructions received from or given to [other organizations].

k. Insures establishment of liaison with adjacent, higher, subordinate, and supported [organizations].

l. Supervises the operation of the [administrative building] (30, p. 21).

By analyzing these responsibilities, we can see their immediate correlation within higher education. In addition to these responsibilities, the executive officer is often the commander's deputy; the military differentiates between assistants and deputies, as follows,

#### Assistants and Deputies

Assistants and deputies to commanders . . . are used in various staffs.

a. An assistant is a planner, advisor, and coordinator but does not have the authority of his chief . . . unless it has been delegated specifically. The full authority of a chief normally is not delegated to an assistant.

b. A deputy is authorized to act for his superior within specifically designated limits of authority (30, p. 10).

These same administrative concepts are found in industry.

### Industrial Administrative Model

While presenting concepts concerning the chief executive, Peter Drucker (19, p. 167) discussed in 1954 the "fallacy of the one-man chief executive." He goes on to say that "there is only one conclusion: the chief executive job in every business (except, perhaps, the very smallest) cannot properly be organized as the job of one man. It must be the job of a team of several men acting together." Illustrating this concept with examples from several successful large organizations that use the chief-executive-team concept, Drucker (19, p. 173) says that "there is still someone called a chief executive officer in these companies--as there is at General Electric. But actually the job is discharged by a group working as a team."

Discussing the need for generalists, Bertram Gross (29, p. 36) remarks that "at the higher levels of organizations, where both external and internal relations are highly varied, administrators can never hope to master the details of all the problems with which they deal." He continues by relating the need for senior specialists who are expert in the specialty areas of the organization. Coordination of these specialists then becomes the task.

In the monumental Handbook of Business Administration, Maynard (42) discusses coordination.

Specialization is designated to ensure that each organizational component accomplishes certain work. The final results of the total enterprise . . . requires

that the individual efforts of many units be synchronized . . . .

The establishment of an executive vice president position is often done to secure more timely and effective coordination than the top officer can give (42, pp. 2-7).

The following organization chart is presented by Gentry and Taff (24, p. 163).

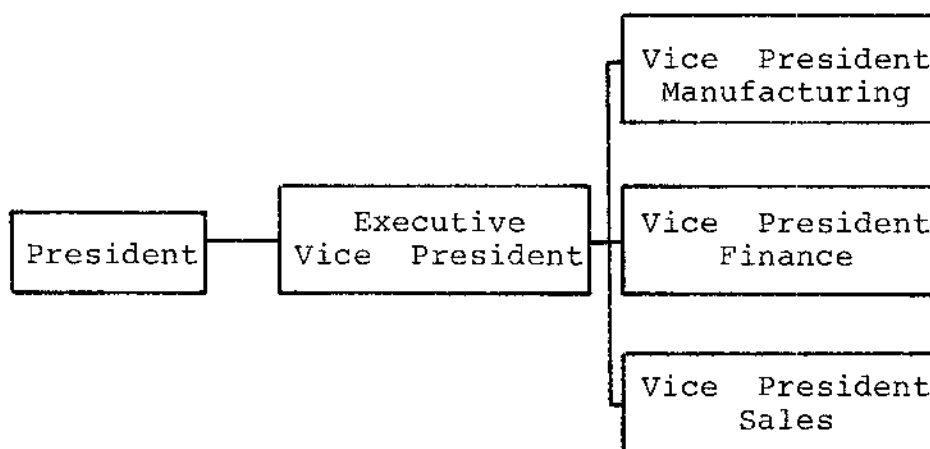


Fig. 2--Typical Organization Chart

From the foregoing references, it is apparent that industry has, for some time, been using the executive vice president as a critical member of the top executive team who can solve many of the same types of problems that are being faced by administrators within higher education.

#### Utilization of the Executive Vice President

Ross (66, p. 206) discusses the "failure of universities to benefit from the efficiency model of industry," and he indicates that "it is easier to explain than to justify" this fact. His "explanation" cites the following four areas of

(1) loose control of academic affairs, (2) lack of a profit motive, (3) inadequate financing, and (4) the non-businesslike basis of capital expenditures.

The "efficiency model" of industry, as noted previously, utilizes an executive vice president to coordinate the executives of principal areas. An additional benefit from the "efficiency model" that employs an executive vice president is the training of the second-in-command for future service as president. This problem of educating and training future presidents is pointed out by Frederic Ness in An Uncertain Glory (53, p. VIII). He states that few presidents have the opportunity to write training manuals for their successors. "The task [of being president] is so preoccupying . . . that very few presidents or deans ever have leisure for reflecting on their calling and still less for sharing their thoughts in writing." Cohen and March (14, p. 19) further discuss this training problem, saying that "some presidents move directly to the presidency from the faculty without prior full-time academic administrative experience. Such a jump is somewhat more common in small schools than in large ones."

Ross (60) indicates that the complexity of today's higher education allows presidents little time for on-the-job training. He states that

"The problems of administration and governance of the modern college or university are too complicated and pressing to give a president neophyte--or one who moves from a less to a more complex institution--much time to learn his or her way around (60, p. 188).

Boulding (7), discussing the overall need for such training in higher education, says,

One of educations' first priorities . . . should be to develop a new generation of academic administrators who are skilled in the process of adjusting to decline . . . The skills of managing a declining institution are not only different from but are probably in some sense greater than those required to manage institutional growth. There is in the former greater need for empathy and for an all too rare mixture of compassion and realism, and for the creative widening of agendas. The manager of a declining institution is required to think of more things that haven't been thought of (7, p. 5ff).

Ross (60, p. 91) also points out that the need for a strong presidency is increasing; he says that "the future will require a strong, resourceful center (presidential team) to which members can give loyal support in both good days and bad." This need for a strong president or presidential team seems to be a consistent theme of the current literature on administration of higher education.

Speaking of future chief executives, Cheit (12) contrasts the findings of Cohen and March (14) regarding current presidents with expectancies for future administrators. He indicates that the future decade will require a chief executive officer (or team) that can effectively manage resources and people and that must

. . . demonstrate, perhaps even in the style of the strong administrator of the pregrowth era, what it is that institutions of higher education should be doing . . . . What is needed is a renewed sense that academic men and women are willing and able to assert a large measure of control over the course by educational events (12, p. 33).



As Miller (45) points out, changes are coming, but even in change there are still those demanding tasks that must take priority. He says,

The role of the chief administrative officer has changed, is changing, and will change, but there are some aspects of the position that can be expected to remain relatively stable. They cluster around words such as initiative, planning, budget, appointment, information, conflict resolution, and evaluation (45, p. 166-167).

The need for a highly skilled, generalist, senior administrator for these unchanging tasks seems apparent.

From these sources it is also obvious that not only is a strong presidential team needed, but it must also be a technically competent team of administrators, academicians, fund raisers, public relations experts, and communicators; it can be surmised that this team effort will be even more important in the future. The strong-team concept, based on the "efficient models" of industry and the military, implies one that includes the position of executive vice president.

This need for the coordinated team, along with the human limitations of the most effective of presidents, may be the significant reasons for the fact that (in the recent history of higher education) the use of the position of executive vice president seems to be gaining in popularity. This increase in the use of the position is illustrated by the 1976-1977 edition of the Educational Directory, Colleges and Universities (56, p. XXXII), which lists no separate position that is entitled executive vice president; the 1977-1978

edition (57, p. XXXIII), however, lists executive vice president as the third-ranked administrative position.

#### Summary

Chapter II provided a survey of the literature that is related to the development of a need for the academic position of the executive vice president, as well as the literature that is related to the industrial and military models of administration that utilize this position. Many of the authors found that the university president is burdened by excessive administrative detail. Other authors, dealing with the various principal administrators who report to the president, note that they were equally burdened with the details of their area of specialization. A number of authors noted the confusion and limitations resulting from the lack of coordination and planning caused by this administrative overload. Those writers dealing with the industrial and military models noted the need of an executive vice president or some similar individual to deal with these problem areas.

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## CHAPTER III

### PROCEDURES FOR COLLECTION AND TREATMENT OF DATA

#### Research Techniques

Because of the preliminary and exploratory nature of this study, descriptive research into the current status of the position of executive vice president was considered to be appropriate. The sample survey method was therefore selected, utilizing the questionnaire technique to obtain information.

Although causal relationships may not necessarily be indicated by such a study, it was decided that the initial research step should be to obtain a definition, as adequate as possible, of this administrative position. In order to obtain descriptions of the position from a number of different viewpoints, a sample was desired that would be as large as possible and practical; therefore, the questionnaire technique of collecting data was selected.

Sax (7, p. 214) lists the advantages and disadvantages associated with data gathering through the questionnaire. The advantages of the questionnaire method are that (1) it is suited to a large sample size, (2) it provides for standardized data gathering, and (3) it promotes economy of time and effort. These advantages most often override any

disadvantages of the method. Sax, however, also lists disadvantages of the questionnaire method, which are (1) the lack of information regarding the motivation of the respondent, (2) the varying ability of the respondent to understand the questions, (3) the sample meaning from those of the population responding may be questioned, (4) the lack of the flexibility of an interview, and (5) the lack of additional information that could be gained through an interview. Considering the experience and intellectual ability of the recipients of the instruments, it was felt that the advantages greatly outweighed any disadvantages.

#### Instrument Development

The original model for the instruments used in this study comes from a dissertation, "The Role of the Administrative Assistant in Higher Education as Perceived by College and University Presidents throughout the United States" (4). The instrument used in that dissertation was a questionnaire that endeavored to secure presidential perceptions of the position of administrative assistant. The questionnaire provided the concept of technique along with suggestions for the format of the instrument that is used in this study of the role of the executive vice president. The questionnaire was redesigned and expanded in an attempt to cover the possible specific duties of the position. It also provided for a separate performance assessment by the executive vice president,

identification of some of the desired prerequisites for the position, and some history of the position.

The questionnaire was revised utilizing the following guidelines proposed by Good (3, p. 167).

1. The questionnaire must be short enough so as not to take too much time and so that the respondent will not reject it completely.
2. It must be of sufficient interest and have enough face appeal so that the respondent will be inclined to respond to it.
3. The questionnaire should obtain some depth to the responses in order to avoid superficial replies.
4. The ideal questionnaire must not be too suggestive or too unstimulating, particularly with reference to choices.
5. The questionnaire should elicit responses that are definite but not mechanically enforced.
6. Questions must be asked in such a way that the responses will not be embarrassing to the individual.
7. Questions must be asked in such a manner as to allay suspicion on the part of the respondent concerning hidden purposes in the questionnaire.
8. The questionnaire must not be too narrow, restrictive, or limited in its scope or philosophy.
9. The responses to the questionnaire must be valid, and the entire body of data taken as a whole must answer the basic question for which the questionnaire was designed.

Because the colleges and universities involved are located in all sections of the United States, the investigation was conducted by mail.

### Instrument Design

The questionnaire consists of four parts. Part A contains only one question which relates to the perception of presidents and executive vice presidents regarding the perceived need for such an administrator. Part B consists of forty-six items relating to the several elements of the role of the executive vice president. Respondents were requested to rate the items in each part on a five-step scale. Part A deals with the need for the position, and Part B deals with the involvement of the vice president in each aspect of each area of probable responsibility. Rating was scaled from "no involvement" to "great involvement." Part C was designed as a six-item section that deals with prerequisites for the position; Part D consists of five items that relate to the general nature and history of the position at that institution.

Campbell (1, pp. 5ff) identifies four types of items according to the amount of information given about the purpose of the survey and the degree of restriction imposed by the item form. These types are (1) the non-disguised-structured formal item, (2) the non-disguised/non-structured item, (3) the disguised-structured item, and (4) the disguised/non-structured item. The nature of this study dictated the use of the non-disguised-structured item as the most desirable because purpose is part of the motivation for responding, and the structure provided is part of the control.

The items were selected for the proposed instruments as a result of a survey of job descriptions, the administrative experience of the investigator, and discussions with various other administrators. The items were designed to (1) ask single questions, (2) prevent ambiguity of thought, (3) cover each area of probable position involvement, and (4) allow for differing views between presidents and vice presidents.

The scale for items in Parts A and B of the questionnaire was designed to allow for five-step responses from "not at all" to "to a great extent." These data were certainly ordinal in nature and, even more, interval, if we assume that there is an equal interval between the units of measure. It was felt that the five-choice method generally could be considered as having equal interval separation.

#### Instrument Validation

The proposed instruments (Appendices A and B) were sent to five faculty members in higher education programs to be reviewed for content validation, completeness, and clarity. A cover letter requesting suggestions and/or indication of approval accompanied the instruments mailed to the jury.

It was realized that the jury method of determining content validity depends on the opinion of a group of experts, but this level of content validity was deemed appropriate for preliminary descriptive research into the position. The choice of a jury composed of individuals who are teaching administration of higher education was considered to provide

experts who are current in the field and, as such, are the most competent judges available.

This jury of experts in the field of administration of higher education was asked to respond to each item of both questionnaires by an overall rating of "unacceptable," "acceptable," and "acceptable with the following changes." Of the five judges contacted, four responded. Modifications were incorporated into the questionnaires on the basis that a response of "acceptable" or "acceptable with the following modifications" by four professors would be considered as adequate for inclusion of that item in the study.

The final instruments (Appendices E and G) were printed and ready to mail to the research population within approximately four weeks of the return of the validity mailing. The instruments were printed on pink paper in order to increase their visibility; it was hoped that this would expedite their return.

#### Study Population

The Educational Directory, Colleges and Universities, 1977-1978 (5, p. 493), lists administrative staff positions and their corresponding Manpower Manual Definition Codes. Some of the titles and codes that are pertinent to this study are listed on the following page.

<u>Title</u>	<u>Manpower Code</u>
Chief Executive Officer	(01)
Chief Executive Officer in a System	(02)
Executive Vice President	(03)
Assistant to the President	(04)
Chief Academic Officer	(05)
Chief Business Officer	(10)
Chief Development Officer	(30)
Chief Student Life Officer	(32)
Chief Planning Officer	(45)

This directory identifies 289 institutions that list an occupant in the (03) position. This initial group was enlarged by adding those institutions that list an administrator titled "vice president" but with neither another qualifying title nor the (03) Manpower Manual Code. Those institutions selected but not accredited by one of the six regional accrediting bodies were deleted. Added to the group were all accredited institutions advertising in the "Chronicle of Higher Education" (2) for someone to fill a vacancy titled "executive vice president" within the period January 1, 1978, through December 31, 1978. The final list of 344 institutions composed a possible study population.

It was believed that this possible study population could best be reduced to an actual study population by responses from the administrators of the institutions. Institutions whose administrators responded that their schools did not

actually have an executive vice president were deleted from the study. Considerable confusion was evident regarding the position, as noted from the responses. Some colleges that listed an "executive" vice president responded that they did not have such a position. Some presidents responded with a completed questionnaire, while the vice president of the same institution claimed that no such position existed; the converse situation was also true. When such confusion existed, the responses were discarded and the institution was eliminated from the study. Also, seventeen of the institutions responded that they had deleted the position.

The actual study population amounted to 261 institutions that either reported such a position or did not respond. Table I presents the several types of responses from the four groups of public four-year institutions, public two-year institutions, private four-year institutions, and private two-year institutions.

Of the 261 institutions utilizing (or assumed to be) the position, the group with the highest utilization rate (11.6 per cent of its group) is composed of public four-year institutions. This group is followed by private four-year institutions, with an 8.7 per cent utilization rate within its group, and next by public two-year institutions, with a 7.2 per cent rate of all institutions in that group. The group with the lowest utilization rate is private two-year institutions, with only 3.2 per cent of its group. These institutions are classified in Table II.



TABLE I  
 TABULATION OF RESPONSES BY INSTITUTION TYPE AND CATEGORY OF RESPONSE

Responses	INSTITUTIONS				TOTAL	% of Actual Institution Population
	Type 1 Public 4 - Year	Type 2 Public 2 - Year	Type 3 Private 4 - Year	Type 4 Private 2 - Year		
Possible Population of Institutions	97	79	153	15	344	
"Do Not Have" Institutions	32	12	32	7	84	
Actual Population of Institutions	65	67	121	8	261	
Responding Institutions	53	50	70	8	181	69.3
Institutions not Responding	12	17	51	0	80	30.7

TABLE II

STUDY POPULATION BY INSTITUTION TYPE AS PER CENT OF  
TOTAL INSTITUTIONS OF HIGHER EDUCATION

	TOTAL Public Institutions		TOTAL Private Institutions		TOTAL Public and Private Institutions	
	4 Year	2 Year TOTAL	4 Year	2 Year TOTAL	4 Year	2 Year TOTAL
Study Population						
With Vice Presidents	65	67	121	8	186	75
Total Institutions	561	925	1,395	249	1,956	1,174
Per Cent of Group Total	11.6	7.2	8.7	3.2	9.5	6.4
						8.3

### Administration of the Instrument

Approximately two weeks prior to the mailing of the instrument, printed post cards (Appendix C) were mailed to all participants to inform them of the study, its purpose, and their involvement. Two weeks after the mailing of the preliminary card, each president received a cover letter of explanation (Appendix D) and a numbered copy of the Presidential Questionnaire (Appendix E). At the same time, each executive vice president received a different cover letter of instructions (Appendix F) and a numbered copy of the Executive Vice President's Questionnaire (Appendix G).

Four weeks following the instruments' mailing, a follow-up letter (Appendix H) and appropriately-numbered questionnaires were mailed to those individuals who had not responded. To those presidents or vice presidents whose counterpart had responded, a separate letter with a hand-written, printed note was substituted (Appendix I).

### Treatment of Data

The questions in Parts A and B that deal with the need for and duties of the position were weighted so that questions in Part A that were answered with "none" received a value of zero; those questions that were answered with "greatly" received a value of four. On Part B, the questions answered with "not at all" received a value of zero, those answered with "to a less than average extent" received a value of one,

those questions answered with "to an average extent" received a value of two, those answered with "to more than an average extent" received a value of three, and those rated "to a great extent" received a value of four.

Weighted results were punched onto computer cards. The cards were then separated into the four principal groups of private two-year, private four-year, public two-year, and public four-year institutions, and further into five sub-groups by size of student body of under 2,000, 2,000 to 4,999, 5,000 to 9,999, 10,000 to 19,999, and 20,000 and over.

The mean, mode, N, median, and standard deviation for each tabulated item was computed for the total population and for each of the above groups. Appropriate results are presented in table form in Chapter IV.

Official documents were compared with each item of the questionnaires. If the document indicated a duty that corresponded to the instrument, it was tabulated as "yes." If the document did not indicate a questionnaire item to be a duty of the executive vice president, it was tabulated as "no." Responses to item forty-eight of the questionnaire, regarding the date the position was first established, were tabulated by year; trend in change was computed by year.

#### Analysis Techniques

In order to answer research question number one, each item of Parts A and B of both instruments was evaluated using what Siegel (8, p. 174) indicates is the "usual parametric

technique for testing whether several independent samples have come from the same population," a one-way analysis of variance. The measurement necessary and the assumptions required for this test are (1) interval data and (2) normally distributed populations. When a given F test proved to be significant for any item of the instrument, a further test was required to determine where the significance lay. The Fisher Least Significant Difference (LSD) test for unequal samples was used. It was recognized that this test is not highly sensitive to Type I error, but such insensitivity was felt to be part of the risk inherent in descriptive research, and this risk was minimized by using the Dunnett table of critical values. Roscoe (6, p. 321) indicates that this adaptation produces a "probability of a Type I error that does not exceed the level of significance specified in the Analysis of Variance for the overall hypothesis."

With regard to research question number two, answers to questionnaire item number 57 were tabulated according to the four separate institutional categories. Inasmuch as these data were nominal measurements and percentile data were desired, a simple per cent of the "yes" answers was calculated.

The official documents that were returned, as requested in the questionnaire, were evaluated and tabulated against the research instrument as indicated previously. The tabulated data were evaluated on a percentage basis for research questions numbers three and four. These percentage data were

evaluated against the means calculated for research question one. Analysis was limited to a simple comparison of presidential perceptions and vice presidential perceptions from the institutions returning documents. The comparison is presented in table form without statistical evaluation. The mode of responses for questionnaire items numbers one through fifty-four was used to construct qualifications and job description responses for research questions five and seven.

Research question six was answered from responses to questionnaire item fifty-six. Categories were established for prior-to-1961 and for each year from 1961 through 1979. Growth was calculated in terms of number of institutions that established the position in each succeeding year. A significant growth trend consisted of an average of 5 per cent per year over the past ten years.

#### Data Reporting

All statistically significant relationships are reported and discussed, using both graphic and tabular representation of results. The rejection level of significance for each item is .05. Those data not reaching the established level of significance are reported without discussion.

An evaluation of the increase or decrease in utilization of the position is reported, and a composite job description has been developed from the mode results on appropriate items of the questionnaire. This composite job description is presented in Appendix J as part of the findings of the study.

### Summary

The research design consisted of mailed instruments to college and university presidents and vice presidents. The instrument was designed based on the experience of the investigator and other administrators, as well as from a number of position and/or job descriptions. Descriptive statistics were used to develop a composite job description, and simple parametric statistics were computed for those areas lending themselves to analysis. Chapter IV presents the research findings and interpretations for this study.

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## CHAPTER IV

### PRESENTATION OF DATA

#### Introduction

This chapter presents the data obtained from responses to questionnaires returned from 69.3 per cent of the institutions in the study population. The analysis of this data seeks to describe the role of the executive vice president according to perceptions of both presidents and executive vice presidents of academic institutions, and to determine which institutions have written documents describing responsibilities and establishing qualifications for the position. The analysis also seeks to determine the growing or diminishing use of the position and to develop a composite job description for the position. In order to ascertain any significant differences, this analysis compares responses of all presidents and all vice presidents, as well as responses from presidents and vice presidents of the several separate groups and sizes of institutions. A one-way analysis of variance was used to determine simple difference and a Fisher Least Significant Difference (LSD) test was used for multiple groups. The .05 level was taken as the critical value for statistical significance.

### Questionnaire Response

Questionnaires for this study were mailed to presidents and executive vice presidents of the 344 institutions believed to have such a position as executive vice president. Administrators from eighty-three of these institutions indicated that their institutions had no such position; these institutions were, therefore, deleted from the population, leaving 261 institutions in the study population.

Responses were received from either the president, executive vice president, or both, from 181 institutions. No response was received from eighty of the 261 institutions that comprised the total population. Responses from the 181 institutions that replied indicated that there were two vacancies for an executive vice president and one vacancy for a president. Therefore, these 261 institutions, each having a president and a vice president, less the three vacancies, established a possibility for 519 responses from individual presidents and vice presidents.

Two mailings to the entire population, plus telephone calls to some colleges of the small group of private two-year colleges, produced a return of 296 valid responses (139 presidents and 157 vice presidents) prior to the termination of the data-gathering process. This represents a 57.0 per cent response from all possible administrators, and a 69.3 per cent response from the institutions in the study population.

The number of responses by type and size of institution is presented in Table III. It can be noted that a close balance of responses from presidents and vice presidents exists in all areas except for private two-year colleges enrolling under 2,000 students. The lower presidential response from this group may be attributed to the heavy off-campus responsibilities of such presidents.

Of the 261 universities and colleges claiming an executive vice president (or not responding), by far the largest group (eighty-five) that utilize the position is the four-year college group with less than 2,000 students. It is in private colleges of this size that the major burden of external duties falls on the president. It is probable that fund-raising and other external problems require the president to be "off campus" for a large amount of the time. This would probably increase the need for an executive vice president who can remain on campus in the president's absence.

The second-largest group (twenty-five institutions) utilizing this position is the public four-year institution with a student body of between 10,000 and 20,000 students. The next largest group is twenty-two public two-year colleges with between 5,000 and 10,000 students. The large public four-year institution often has a very diversified program; with such a complex operation, it is probable that an executive vice president is required in order to maintain its many elements.

TABLE III

NUMBER OF RESPONSES BY ADMINISTRATIVE POSITION  
AND INSTITUTIONAL TYPE AND SIZE

Type Institution and Student Body Size	Institution Responses		Individual Responses		
	Non- Respond- ing	Respond- ing	Presi- dents	Vice Presi- dents	TOTAL
<u>Public Four-Year:</u>					
<2,000	3	6	6	5	11
2,000 - 4,999	3	7	6	5	11
5,000 - 9,999	0	10	7	7	14
10,000 - 19,999	4	21	18	15	33
20,000 - up	<u>2</u>	<u>9</u>	<u>6</u>	<u>9</u>	<u>15</u>
TOTAL	<u>12</u>	<u>53</u>	<u>43</u>	<u>41</u>	<u>84</u>
<u>Public Two-Year:</u>					
<2,000	5	10	8	9	17
2,000 - 4,999	3	15	14	14	28
5,000 - 9,999	6	16	14	13	27
10,000 - 19,999	3	7	4	7	11
20,000 - up	<u>0</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>
TOTAL	<u>17</u>	<u>50</u>	<u>41</u>	<u>44</u>	<u>85</u>
<u>Private Four-Year:</u>					
<2,000	36	49	34	45	79
2,000 - 4,999	7	9	7	9	16
5,000 - 9,999	2	7	5	6	11
10,000 - 19,999	3	5	3	5	8
20,000 - up	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>51</u>	<u>70</u>	<u>49</u>	<u>65</u>	<u>114</u>
<u>Private Two-Year:</u>					
<2,000	0	7	5	6	11
2,000 - 4,999	0	1	1	1	2
5,000 - 9,999	0	0	0	0	0
10,000 - 19,999	0	0	0	0	0
20,000 - up	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>0</u>	<u>8</u>	<u>6</u>	<u>7</u>	<u>13</u>
All Responses <u>TOTAL</u>	<u>80</u>	<u>181</u>	<u>139</u>	<u>157</u>	<u>296</u>

## Analysis of Data

Research Question 1: What are the major responsibilities ascribed to the position of the executive vice president as perceived by presidents and as actually practiced by the individuals occupying the position?

Table IV presents the responses to those questionnaire items that deal with the need for and duties of the executive vice president. These data are presented in rank order of the mean response to each item by all respondents. Column (2) presents the actual item number, column (3) presents the activity description from the instruments, column (4) presents the actual mean response of all respondents, column (5) presents the rank order of presidential responses for that item, column (6) presents the rank order by vice presidents, and column (7) presents the rank order from document analyses.

A mean value of 4.0 [in column (4)] reflects the perception that the vice president engages in this activity "more often" than any other administrator. A mean of 3.0 indicates that the vice president is "often" involved in this activity, but other administrators are occasionally involved also. A mean response value of 2.0 indicates involvement on an equal basis with other administrators. A mean response of 1.0 indicates that the executive vice president is occasionally involved, but the major effort belongs to another administrator. A response value of 0 implies that the executive vice president is in no way involved in this activity.

TABLE IV

PERCEPTIONS OF THE ROLE OF THE EXECUTIVE VICE PRESIDENT BY RANK ORDER  
 OF MEANS OF RESPONSES TO QUESTIONNAIRE AND  
 BY EVALUATION OF OFFICIAL DOCUMENTS

(1) Rank Order ALL Responses	(2) Item #	(3) Activity	(4) Mean of ALL Responses	(5) Rank Order			(7) From Document Evaluation
				Presi- dents	Vice- Presi- dents		
1	8	The degree to which the position is becoming increasingly important.	3.48	1	1	-	
2	30	Actively participate in formulating major policy.	3.42	2	2	8	
3	9	Serve as chief executive officer under the president (second-in-command).	3.38	3	3	1	
4	35	Serve as expeditor or trouble-shooter in special problem areas.	3.32	4	4	20	
5	17	Provide follow-up, progress, and completion reports to the president.	3.09	5	9	1	
6	34	Serve as consultant to other administrators.	3.09	9	5	26	
7	10	Serve as a supervisor and coordinator.	3.02	6	8	1	
8	41	Act as a buffer with persons involving non-major problems directed to the president.	3.08	7	7	5	
9	33	Administer day-to-day operations of the college/university.	3.01	11	6	23	

TABLE IV--Continued.

(1) Rank Order ALL Responses	(2) Item #	(3) Activity	(4) Mean of ALL Responses	Rank Order		(7) from Document Evaluation
				(5) Presi- dents	(6) Vice- Presi- dents	
10	27	Interpret the status (tone) of the college/university to the president.	2.98	9	10	6
11	46	Represent the president at official functions.	2.92	12	11	<u>35</u>
12	22	Take a major part in budget preparation.	2.92	10	12	<u>30</u>
13	39	Supervise development of institutional strategic and short-range goals and plans.	2.88	16	13	14
14	38	Supervise review and update of institutional goals and objectives.	2.85	<u>19</u>	<u>14</u>	11
15	40	Supervise development of specific plans and programs.	2.82	13	16	17
16	18	Recommend program alteration or termination.	2.79	18	15	11
17	11	Assure thorough and completed staff work on the part of other administrators.	2.78	14	20	14
18	16	Participate in personnel evaluation.	2.77	17	19	16
19	12	Devote efforts primarily to implementing presidential decisions.	2.72	20	21	<u>1</u>

TABLE IV--Continued.

(1) Rank Order ALL Responses	(2) Item #	(3) Activity	(4) Mean of ALL Responses	Rank Order		
				(5) Presi- dents	(6) Vice- Presi- dents	(7) from Document Evaluation
20	36	Chair special staff/faculty committees (i.e., self-study, etc.).	2.72	<u>23</u>	<u>17</u>	<u>7</u>
21	24	Take part in salary schedule development.	2.72	<u>22</u>	<u>18</u>	<u>32</u>
22	15	Participate in evaluation of specific programs.	2.69	<u>15</u>	<u>25</u>	<u>8</u>
23	45	Act as liaison with other agencies.	2.67	<u>24</u>	<u>22</u>	<u>35</u>
24	19	Coordinate cost-effectiveness evaluation.	2.63	<u>21</u>	<u>26</u>	<u>26</u>
25	26	Supervise personnel promotions, terminations, etc.	2.58	<u>27</u>	<u>23</u>	<u>11</u>
26	23	Exercise control over budgeted expenditures.	2.54	<u>26</u>	<u>27</u>	<u>35</u>
27	25	Authorize non-budget expenditures.	2.50	<u>30</u>	<u>24</u>	<u>28</u>
28	20	Supervise Risk Management within the institution.	2.47	<u>25</u>	<u>29</u>	<u>31</u>
29	42	Recruit and hire new personnel.	2.41	<u>29</u>	<u>28</u>	<u>21</u>
30	29	Make committee assignments.	2.32	<u>32</u>	<u>30</u>	<u>30</u>
31	13	Supervise the Management Information System of the university/college.	2.31	<u>29</u>	<u>32</u>	<u>17</u>
32	14	Establish measurement criteria.	2.23	<u>31</u>	<u>33</u>	<u>17</u>



TABLE IV--Continued.

(1) Rank Order ALL Responses	(2) Item #	(3) Activity	(4) Mean of ALL Responses	(5) (6) (7)		
				Presi- dents	Vice Presi- dents	Rank Order from Document Evaluation
33	37	Supervise institutional research.	2.21	34	31	25
34	43	Participate in the orientation of new personnel	2.14	33	35	21
35	32	Act as lay informant in legislative/legal matters.	2.03	38	34	29
36	44	Direct professional development programs for administrative staff.	2.01	35	36	23
37	21	Supervise budget officer and/or internal auditor.	1.95	36	37	35
38	28	Supervise Risk Management within the institution.	1.92	37	38	32
39	31	Supervise physical plant operations.	1.65	39	40	38
40	47	Represent the president in fund-raising.	1.66	40	39	39

The responses to item number eight, rank order number one, is in regard to the complexity of the role of the president and the need for an executive vice president. The responses indicate that both presidents and vice presidents feel that the need is increasing "greatly."

Rank order items two through forty represent the responses to those items dealing with the specific duties of the position. Items ranked two through twenty-seven range downward to a mean of 2.50; they, therefore, are activities in which the executive is "more often" involved than other administrators or in which he/she is "often" involved. Items ranked twenty-eight through thirty-eight range downward from a mean value of 2.5 to 1.92; these are the items in which the executive vice president is involved on an equal basis with other administrators. Items ranked thirty-nine through forty are activities in which the executive vice president is "less often" involved.

The fifteen activities in which the executive vice president is most often involved are, as follows,

1. Activity #30: Actively participates in formulating major policy.
2. Activity #9: Serves as chief executive officer under the president (second-in-command).
3. Activity #35: Serves as expeditor or troubleshooter in special problem areas.

4. Activity #17: Provides follow-up and progress reports to the president.

5. Activity #34: Serves as consultant to other administrators.

6. Activity #10: Serves as supervisor and coordinator of the efforts of other administrators.

7. Activity #41: Serves as buffer of non-major problems directed to the president.

8. Activity #33: Administers the day-to-day operations of the institution.

9. Activity #27: Interprets the status of the institution to the president.

10. Activity #46: Represents the president at official functions.

11. Activity #22: Takes a major part in budget preparation.

12. Activity #39: Supervises development of long- and short-range goals and plans.

13. Activity #38: Supervises, reviews, and updates goals and objectives.

14. Activity #40: Supervises development of specific plans and programs.

15. Activity #18: Recommends program alternation or termination.

In summary, analyses of data related to Research Question 1 [What are the major responsibilities ascribed to the position

of executive vice president as perceived by presidents and as actually practiced by the individual occupying the position?] shows agreement between presidents and occupants of the position that the position of executive vice president has primary responsibilities related to the following areas,

1. Functioning as the second-in-command to the president (deputy);
2. Acting as a "very senior supervisory administrator" under the president;
3. Planning and resource allocation;
4. Personnel supervision and development;
5. Presidential representation.

Research Question 2: Which institutions utilizing this position have written documents describing responsibilities and establishing qualifications?

Table V presents the response of presidents and vice presidents to questionnaire item number 57, "Does your institution have a written job description for the position of executive vice president? In summary, the largest group claiming to have official job descriptions for the position is the public two-year institution (83.5 per cent). Each sub-group of the two-year college group has a comparably-large indication of official job description.

This group is followed by the private four-year group (63.2 per cent). The several sub-groups within the private

four-year colleges show consistently high utilization. Considerable variance exists within the public four-year and private two-year sub-groups regarding utilization of an official job description.

A total of fifty-one job descriptions (28 per cent) were returned from the 181 institutions responding. Of these fifty-one job descriptions, seventeen consisted of one-paragraph generalizations and provided little assistance in job evaluation. The remaining thirty-four descriptions were of varying value, ranging from a few that presented a precise job analysis to a larger number that provided only vague descriptions.

TABLE V

PRESENCE OF JOB DESCRIPTIONS FOR THE EXECUTIVE  
VICE PRESIDENT--BY INSTITUTION TYPE AND SIZE

Student Body Size	Public Institutions		Private Institutions		TOTAL Insti- tutions
	Four-Year	Two - Year	Four-Year	Two - Year	
<2,000	54.5%	76.5%	60.8%	54.5%	61.9%
2,000- 4,999	63.6%	78.6%	75.0%	100.0%	75.4%
5,000- 9,999	35.7%	88.9%	63.6%	-	69.2%
10,000-19,999	54.5%	90.9%	62.5%	-	63.5%
>20,000	73.3%	100.0%	-	-	76.5%
TOTAL	55.9%	83.5%	63.2%	61.5%	66.9%

Research Question 3: What are the major duties/responsibilities of this position as described by these official documents?

Column (7) of Table IV (page 69) presents these data as ranked responses from the most-often-mentioned activity (1) to the least-often-mentioned activity (rank order 39). These data do not correspond well with the data generated from the rank order of mean responses to the questionnaire by all respondents, all presidents, or all vice presidents [columns (1), (5), and (6)].

Two problems, immediately evident regarding the gathering of these data, were (1) job descriptions tend to be vague and rather meaningless, and (2) reader interpretation is required to evaluate them for specific activities. One additional fact became obvious--respondents had clearer understandings of the job responsibilities of the executive vice president than was given in official job descriptions.

In summary, the data related to Research Question 3 [What are the major duties/responsibilities of the position as described by these official documents?] did not lend itself to conclusive analysis. For this reason, the data on job descriptions are presented only in Table IV and are not used for comparison in Research Question 4.

It is of interest that some job descriptions implied or actually stated a dual role with stated dual responsibilities, such as executive vice president/academic vice president

(provost), executive vice president/student services vice president, executive vice president/business administration officer, or executive vice president/development officer. These carried such special duties as proposal writing, teaching, commuter services, library supervision, curriculum, admissions, financial aid, and supervision of the director of athletics. The above combinations were in the minority, and the special activities noted were reported in a minimal number of job descriptions.

Research Question 4: How do perceptions of presidents and the reports of individuals occupying the position compare? (Note: As indicated previously, any comparison with official documents was deleted from this question because of imprecise data.)

Table VI presents these data comparing the mean responses of all presidents, all executive vice presidents, and a total of all respondents. These data are presented in rank order of mean responses to questionnaire items by all respondents. The actual mean values carry the same implications as those shown in Table IV. It should be noted that when treated by a one-way analysis of variance, only the following three responses in Table VI demonstrate difference at the .05 level of significance.

1. Activity #33: Administer the day-to-day operations of the college/university.

TABLE VI

MEAN RESPONSES OF PRESIDENTS AND VICE PRESIDENTS  
BY RANK ORDER OF ALL RESPONDENTS

Rank Order of ALL Respon- dents	Item #	Activity	Mean Responses Of ALL:		
			Respon- dents	Presi- dents	Vice Presi- dents
1	8	Degree the position is becoming more needed.	3.48	3.44	3.51
2	30	Actively participate in formulating major policy.	3.42	3.40	3.44
3	9	Serve as chief executive officer under president.	3.38	3.29	3.38
4	35	Serve as expeditor in special problem areas.	3.32	3.27	3.36
5	17	Provide follow-up & progress reports to president.	3.09	3.12	3.06
6	34*	Serve as consultant to other administrators.	3.09	2.92	3.24
7	10	Serve as supervisor & coordinator of other administrators.	3.01	2.97	3.07
8	41	Act as buffer for president in non-major areas.	3.08	2.94	3.09
9	33*	Administer day-to-day operations of institution.	3.01	2.83	3.16
10	27	Interpret the status of the university to the president.	2.98	2.90	3.06
11	46	Represent the president at official functions.	2.92	2.83	3.01
12	22	Take major part in budget preparation.	2.92	2.84	2.99
13	39	Supervise development of long- and short-range plans.	2.88	2.79	2.96
14	38	Supervise the update of goals and objectives.	2.85	2.72	2.96
15	40	Supervise development of specific plans and programs.	2.82	2.81	2.82



TABLE VI--Continued.

Rank Order of Respondents	Item #	Activity	Mean Responses of ALL:		
			Respondents	Presidents	Vice Presidents
16	18	Recommend program alteration or termination.	2.79	2.73	2.85
17	11	Assure thorough and completed staff work of administration.	2.78	2.81	2.75
18	16	Participate in personnel evaluation.	2.72	2.79	2.76
19	12	Devote efforts primarily to implementing presidential decisions.	2.72	2.71	2.73
20	36	Chair special faculty/staff committees.	2.72	2.61	2.82
21	24	Take part in salary schedule development.	2.72	2.65	2.77
22	15	Participate in specific program evaluation.	2.69	2.81	2.59
23	45	Act as liaison with external agencies.	2.67	2.60	2.73
24	19	Coordinate cost effectiveness evaluations.	2.63	2.68	2.59
25	26	Supervise personnel promotions.	2.58	2.47	2.68
26	23	Exercise control over budget expenditures.	2.54	2.52	2.55
27	25	Authorize non-budget expenditures.	2.50	2.35	2.64
28	20	Assist in development of outcome measures.	2.47	2.59	2.37
29	42	Recruit and hire new personnel.	2.41	2.37	2.43
30	29	Make committee assignments.	2.32	2.32	2.33
31	13	Supervise management information system.	2.31	2.39	2.24
32	14	Establish measurement criteria.	2.23	2.35	2.12

TABLE VI--Continued.

Rank Order of ALL Respon- dents	Item #	Activity	Mean Responses of ALL:		
			Respon- dents	Presi- dents	Vice Presi- dents
33	37	Supervise institutional research.	2.21	2.17	2.25
34	43*	Participate in orientation of new personnel.	2.14	2.32	2.99
35	32	Act as lay informant on legal matters.	2.03	1.97	2.08
36	44	Direct professional development of adminis- trative staff.	2.01	2.05	1.98
37	21	Supervise budget officer.	1.95	2.03	1.87
38	28	Supervise risk management policies.	1.92	1.99	1.86
39	47	Represent president in fund-raising.	1.66	1.58	1.73
40	31	Supervise physical plant operations.	1.65	1.65	1.65

\*Indicates statistically different responses between presidents and vice presidents at the .05 level of significance.

2. Activity #34: Serve as consultant to other administrators.

3. Activity #43: Participate in orientation of new personnel.

For the first two of the above activities, the vice presidents responded at a higher mean level than did the presidents.

The last activity was the reverse. Presidents ranked Activity #33 tenth, and vice presidents ranked it fifth; Activity #43 was ranked thirty-second by presidents and thirty-fifth by vice presidents.

This same analysis technique was applied to these data when grouped as to public four-year, public two-year, private four-year, and private two-year institutions. Presidents of public four-year colleges, when compared with vice presidents of that same group, demonstrated differences at the .05 level of significance for items number 15, 34, and 43, as follows,

1. Activity #15: Participate in evaluation of specific programs.

2. Activity #34: Serve as a consultant to other administrators.

3. Activity #43: Participate in the orientation of new personnel.

Presidents and vice presidents of public two-year colleges showed significant difference only on item number 33 (Administer day-to-day operations of the college). Presidents and vice presidents of private four-year institutions differed significantly on the following activities:

1. Activity #14: Establish measurement criteria.
2. Activity #27: Interpret the status (tone) of the institution to the president.
3. Activity #34: Serve as a consultant to other administrators.

Presidents and vice presidents of private two-year institutions differed at the .05 level of significance only on the following one activity:

1. Activity #36: Chair special staff/faculty committees.

This same similarity of response existed between presidents and vice presidents when considered as to size of their institutions; responses from institutions having under 2,000 students produced significantly different results on only the following one item:

1. Activity #26: Supervise personnel promotions, terminations, etc.

Respondents from school having a student body of between 2,000 and 4,999 differed significantly on only one item:

1. Activity #46: Represent the president at official functions.

Administrators of institutions having between 5,000 and 9,999 students differed at the .05 level of significance on two items, specifically,

1. Activity #19: Coordinate cost effectiveness evaluations.

2. Activity #43: Participate in the orientation of new personnel.

Respondents from institutions having between 10,000 and 19,999 students demonstrated significant differences only on items number 10 and 34, while those from institutions enrolling over 2,000 students differed only on item number 34. Specifically, these are,

1. Activity #10: Serve as supervisor and coordinator of other administrators.
2. Activity #34: Serve as a consultant to other administrators.

These responses evidence general similarity of response between presidents and vice presidents within the same group or sub-group.

When comparing responses of presidents from institutions differing in type or size, or when comparing responses of vice presidents from institutions differing in type or size, this similar-response pattern breaks down. Comparison of responses from presidents from institutions differing in type differ at the critical level of significance on thirty-six of the thirty-nine questionnaire items; responses of vice presidents from differing types of institutions differ at the .05 level of significance on thirty-seven of the thirty-nine items. Differences between presidents or vice presidents of the five groups of different size were less but still substantial. Presidents differed significantly on sixteen

questionnaire items, while vice presidents differed on fourteen items. These differences were established through a one-way analysis of variance, coupled with the Fisher Least Significant Difference (LSD) test for unequal samples, using the Dunnett tables and a .05 critical level of significance.

These data reveal close agreement between presidents and their vice presidents as to what the executive vice president should do at their institutions. However, this agreement concerning the duties of the executive vice president does not carry over from one type of institution to another, or from one size of institution to another. This probably results from differences in administrative and/or leadership problems that exist for presidents of the four separate types of institution, and from differences in magnitude of administrative detail within institutions of differing size.

The significant differences between presidents and vice presidents on item 33 (administer the day-to-day operations of the college) indicate that vice presidents perceive themselves to be more heavily involved in the day-to-day administration of the institution than do their presidents. The same is true of item 34 (serve as consultant to other administrators); vice presidents perceive themselves to be more involved in a consulting role with other senior administrators than do their presidents. The responses and significant differences between presidents and vice presidents on item number 43 (participate in orientation of new personnel)

indicate that vice presidents consider orientation of new personnel to be more their responsibility than do their presidents. Vice presidents of public four-year institutions also perceive specific program evaluation as more their responsibility than do their presidents.

In summary, the data related to Research Question 4 [How do perceptions of presidents and the reports of individuals occupying the position compare?] indicate that,

1. Presidents and executive vice presidents agree closely regarding both duties and priority of duties of the executive vice president.

2. Presidents of differing types of institutions indicate significant disagreement on the degree of participation by the executive vice president in most activity items of the research instrument. Approximately the same degree of disagreement was found among executive vice presidents of differing types of institutions.

3. Presidents of differing sizes of institutions demonstrate significant disagreement on approximately one-half of the activity items of the instrument; executive vice presidents of such differing institutions show approximately the same degree of disagreement as do presidents.

Research Question 5: What are the major qualifications for the position as presented in official documents?

As indicated previously, official documents were, by-and-large, not very helpful with the objective of understanding the specifics of the position. This was especially true of position qualifications. Most job descriptions did not mention qualifications; those that did specified a terminal degree. Some were more specific by requiring a Ph.D. in a discipline taught by the institution. Several documents listed "college teaching" and "scholarly activity" as qualifications, but with little qualification of the latter term. A number of documents listed administrative ability and/or training; some suggested training in research, law, governmental affairs, and student affairs as desirable academic emphases.

A number of documents also listed five years of administrative experience in a senior administrative position in a college or university as a qualification. Several listed experience in policy-making, personnel supervision, resource allocation, and policy development; several listed familiarity with concepts of higher education and university organization. A few documents mentioned such personal traits as tact, sound judgment, even-handedness, and the ability to remain calm in difficult situations; several mentioned character traits such as honesty and concern.

In summary, official documents were, in general, very brief statements of qualification for the position of executive vice president. Most of the documents made no effort



to present qualifications, and only a very small number mentioned the specific qualities desired.

Research Question 6: What has been the history of growth (or lack thereof) of the position?

These data are presented in Table VII, Growth of Number of Executive Vice Presidential Positions, 1978-1979. These results indicate significant growth (5 per cent of that population group) occurred each year from 1970 through 1979. Final information regarding utilization of the position during 1979 could not be obtained until publication of the 1978 reports, but existing evidence indicates a significant increase for that year also. The greatest increase in the use of the position occurred in private four-year institutions having a student body of less than 2,000. All public two-year and private four-year institutions also showed a steady and significant increase from 1970 through 1979. Almost all of the institutional categories evidenced a significant but not steady increase in the employment of executive vice presidents.

In summary, it is evident that the position of executive vice president is increasing in use. It is also apparent that most of this growth has been during the decade of the 1970s.

TABLE VII

GROWTH OF NUMBER OF EXECUTIVE VICE PRESIDENTIAL POSITIONS, 1968-1979<sup>†</sup>

Type Institution and Student Body Size	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
<u>Public Four-Year:</u>												
<2,000	9.1*	0	0	9.1*	9.1*	18.2*	0	0	0	9.1*	9.1*	18.2*
2,000 - 4,999	0	0	27.3*	0	9.1*	18.2*	0	0	0	18.2*	0	0
5,000 - 9,999	0	7.1*	7.1*	0	0	0	7.1*	28.6*	14.3*	7.1	0	0
10,000 - 19,999	3.0	15.2*	0	0	3.0	3.0	24.2*	9.1*	0	3.0	3.0	6.0*
20,000>	0	13.2*	0	40.0*	6.6	0	6.6	0	0	0	6.6*	0
TOTAL	2.4	9.6*	4.8*	8.3*	4.9	6.0	11.9*	8.3*	2.4	6.0*	3.6	4.8
<u>Public Two-Year:</u>												
<2,000	0	0	15.4*	0	0	7.7*	0	30.8*	15.4*	7.7*	7.7*	15.4*
2,000 - 4,999	7.1*	0	3.6	3.6	3.6	10.7*	21.4*	0	7.1*	14.3*	0	7.1
5,000 - 9,999	0	0	3.8	11.5	15.4*	0	11.4	7.7*	11.4	11.4*	3.8	0
10,000 - 19,999	0	11.1*	11.1*	22.2*	0	11.1*	0	0	0	11.1*	22.2*	11.1*
20,000>	0	0	50.0*	0	0	0	0	0	50.0*	0	0	0
TOTAL	2.6	1.3	7.7*	7.7*	6.4*	6.4*	11.5*	7.7*	10.3*	11.5*	5.1*	6.4*

\*Denotes significant increase during year.

†All figures are given in percentage.

†  
TABLE VII--Continued.

Type Institution and Student Body Size	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
<u>Private Four-Year:</u>												
<2,000	1.4	0	8.3*	4.2*	9.7*	6.9*	8.3*	4.1	9.7*	11.1*	8.3*	4.2
2,000 - 4,999	6.3*	6.3*	0	0	6.3*	6.3*	12.5*	12.5*	18.8*	12.5*	0	6.3*
5,000 - 9,999	0	0	20.0*	0	10.0*	0	0	0	0	0	0	10.0*
10,000 - 19,999	0	0	0	0	0	0	14.2*	0	0	0	0	0
20,000>	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	1.9	1.0	7.6*	2.9	8.6*	5.7*	8.6*	4.8*	9.5*	9.5*	5.7*	4.8
<u>Private Two-Year:</u>												
<2,000	0	0	11.1*	0	0	0	0	11.1*	11.1*	44.4*	11.1*	0
2,000 - 4,999	0	0	0	0	0	0	0	0	0	100.0*	0	0
5,000 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-
10,000 - 19,999	-	-	-	-	-	-	-	-	-	-	-	-
20,000>	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	0	0	9.1*	0	0	0	0	9.1*	9.1*	54.5*	9.1*	0
GRAND TOTALS	2.2	3.6	6.9*	5.8*	5.0*	5.8*	10.2*	6.9*	7.7*	11.0*	5.1*	5.1*

\*Denotes significant increase during year.

†All figures are given in percentage.

Research Question 7: What elements of a job description of the position and what general qualifications can be discerned from responses to the test instrument?

These data are displayed in Tables VIII and IX. The eleven items of Table VIII which have a mode value of four should be part of any composite job description for the position of executive vice president. These eleven items should be stated in terms that establish them as the primary responsibility of the executive vice president. The following seventeen items of Table VIII which have a mode value of three should be included in any composite job description in terms that imply that the executive vice president is the chief administrator in these responsibilities. The following eight items which have a mode value of two should probably be included in a job description, denoting an equal responsibility with one or all other senior administrators. The last three items would not likely appear in such a job description. These values, plus those gained from an evaluation of all institutional job descriptions received, are the basis of the composite job description that is presented in Appendix K.

Table IX presents tabulated responses to five questionnaire items that deal with qualifications for the position of executive vice president. The responses indicate that most presidents and vice presidents feel that the executive vice president should be mature and thoroughly equipped

TABLE VIII

DUTIES OF THE EXECUTIVE VICE PRESIDENT AS INDICATED BY RESPONSES

Item No. in Descending Mode Value	Activity	Responses of		
		ALL Respondents	Presidents	Vice Presidents
9	Serve as chief executive officer under the president (second-in-command).	4	4	4
10	Serve as a supervisor and coordinator of the efforts of other administrators.	4	3	4
22	Take a major part in budget preparation.	4	4	4
23	Exercise control over budgeted expenditures.	4	4	4
24	Take part in salary schedule development.	4	4	4
25	Authorize non-budget expenditures.	4	4	4
30	Actively participate in formulating major policy.	4	4	4
33	Administer day-to-day operations of the college/university.	4	4	4
35	Serve as expeditor or trouble-shooter in special problem areas.	4	4	4
41	Act as a buffer with persons involving non-major problems directed to the president.	4	4	3
46	Represent the president at official functions.	4	3	4
17	Provide follow-up, progress and completion reports to the president.	3	3	3
18	Recommend program alteration or termination.	3	4	3
19	Coordinate cost-effectiveness evaluation.	3	4	3
15	Participate in evaluation of specific programs.	3	3	3
16	Participate in personnel evaluation.	3	3	3
11	Assure thorough and completed staff work on the part of other administrators.	3	3	3
12	Devote efforts primarily to implementing presidential decisions.	3	3	3
13	Supervise the Management Information System of the college/university.	3	3	3

TABLE VIII--Continued.

Item No. in Descending Mode Value	Activity	Responses of		
		ALL Respondents	Presidents	Vice Presidents
26	Supervise personnel promotions, terminations, etc.	3	3	3
27	Interpret the status (tone) of the college/university to the president.	3	3	3
34	Serve as consultant to other administrators.	3	3	3
36	Chair special staff-faculty committees, (i.e., self-study, etc.)	3	3	3
38	Supervise review and update of institutional goals and objectives.	3	3	3
39	Supervise development of institutional strategic and short-range goals and plans.	3	3	3
40	Supervise development of specific plans and programs	3	3	3
20	Assist in development of outcome measurements.	3	3	2
37	Supervise institutional research.	3	3	2
42	Recruit and hire new personnel.	2	2	3
45	Act as liaison with external agencies.	2	2	3
14	Establish measurement criteria.	2	2	2
28	Supervise Risk Management within the institution.	2	2	2
29	Make committee assignments.	2	2	2
32	Act as lay informant in legislative/legal matters.	2	2	2
43	Participate in the orientation of new personnel.	2	2	2
44	Direct professional development programs for administrative staff.	2	2	2
47	Represent the president in fund-raising.	0	1	0
21	Supervise budget officer and/or internal auditor.	0	0	0
31	Supervise physical plant operations.	0	0	0

(Ph.D.) with teaching and administrative experience upon assuming the position.

TABLE IX  
GENERAL QUALIFICATIONS FOR THE POSITION OF EXECUTIVE  
VICE PRESIDENT AS INDICATED BY RESPONSES TO  
QUESTIONNAIRE ITEMS

Item #	Qualification	Response
48	Ideal age upon entering into the position of executive vice president.	Mid-forties.
49	Highest degree preferred in preparation for the position.	Ph.D. or Ed.D.
51	How many years of administrative experience within higher education prior to occupying the position?	Approximately ten years
52	What other experience should be involved in preparation?	College teaching & administration
53	If college teaching, how many years?	Four-to-ten years

A tabulation of the most common responses to item number 50 (area of suggested academic concentration in highest degree) and item number 58 (the most important personal and professional characteristics) is presented in Table X. These responses indicate that the position requires someone with a terminal degree (preferably Ph.D.), who has considerable experience in higher education (both teaching and administrative on a senior level), with training in higher education administration, liberal arts, and/or business. The executive

TABLE X

RESPONSES TO MINIMALLY-STRUCTURED ITEMS DEALING WITH  
 REQUIREMENTS FOR THE POSITION OF  
 EXECUTIVE VICE PRESIDENT

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ITEM 50: Area of Suggested Academic Concentration:

Greatest Response . . . . .	Not important
2nd Largest Response . . . . .	Higher Education Administration
3rd Largest Response . . . . .	Educational Administration
4th Largest Response . . . . .	Liberal Arts
5th Largest Response . . . . .	Business
6th Largest Response . . . . .	Law

ITEM 58: List Most Important Characteristics Required:

A. Personal:

Greatest Response . . . . .	Leadership
2nd Largest Response . . . . .	Intelligence
3rd Largest Response . . . . .	Patience/Endurance
4th Largest Response . . . . .	Integrity
5th Largest Response . . . . .	Self-confidence
6th Largest Response . . . . .	Concern/Empathy
7th Largest Response . . . . .	Self-initiation

B. Professional:

Greatest Response . . . . .	Administrative and analytical skills
2nd Largest Response . . . . .	Teaching ability
3rd Largest Response . . . . .	Effective communications skills
4th Largest Response . . . . .	Organizational and planning skills
5th Largest Response . . . . .	Thorough scholarly background
6th Largest Response . . . . .	Capacity to be "second"
7th Largest Response . . . . .	Lay knowledge of Law

---

vice president should have leadership ability, intelligence, patience, integrity, self-confidence, and a caring attitude toward others. The responses also imply that he should



possess administrative and analytical skills, as well as teaching and communication abilities. Executive vice presidents should be able to organize, plan, and manage both programs and people with some knowledge of the law as it impinges on these areas; finally, they should be able to work under and for a president as second-in-command without being in competition with his superior.

As a summary, analyses of data related to Research Question 7 [What elements of a job description of the position and what general qualifications can be discerned from responses to the test instrument?], a composite job description is presented in Appendix K. This description is gleaned from the mode responses as found in Table VIII, from evaluation of all job descriptions received from respondents, and from responses to the desired qualifications as presented in Tables IX and X.

#### General Information

The two remaining items of the questionnaire describe general information that is related to the position. Both presidents and vice presidents report (item number 54) that they feel that the executive vice president is a senior professional and not just a detail man (as would be an assistant-to-the-president). The salary reported (item number 55) was between \$35,000 and \$45,000 per year (both mean and mode responses).

### Summary

Chapter IV has presented the questionnaire responses by institution (size and type) and by presidents and vice presidents. It also presents data analyses for the seven research questions. The data analyses establish the close agreement between presidents and vice presidents regarding the duties and requirements for the executive vice presidential position. The data analyses also demonstrate that there is little agreement between presidents of differing type or size of institution or between vice presidents of differing type or size of institution.

The data establish that a sizable majority of institutions have written job descriptions, but that few of them actually describe anything with adequate detail. This study has generated a composite job description from several sources, and it is presented in Appendix K. Finally, the data substantiate this researcher's intuitive thinking that the position of executive vice president is increasing in its usage at a steady and significant rate.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### Summary

This study attempts to define the responsibilities ascribed to, and the major qualifications desired for the position of executive vice president of an academic institution. It also attempts to compare perceptions of academic presidents and executive vice presidents regarding these responsibilities. The study endeavors to ascertain which institutions that utilize the position have written documents describing the position, and it compares the information in the documents received with the data collected during the research study. This study also endeavors to ascertain the history of growth (or lack thereof) of the position in recent years, and finally, a composite job description is developed from all sources which outlines the qualifications and duties of the academic executive vice president.

It was anticipated that a 51 per cent response from the study population would be sufficient to continue the study. In fact, in excess of 57 per cent of the individuals, and in excess of 69 per cent of the institutions that comprise the study populations responded. In order to ascertain presidential

perceptions along with reports of actual responsibilities by executive vice presidents, two similar questionnaires were developed. The presidential questionnaire used terms of supervisory evaluation, and the vice-presidential questionnaire used terms of self-evaluation. These instruments were judged by a panel of five professors in higher education for acceptability of each proposed item. Items approved by four of the five educators were considered appropriate to the study and were included in the final instrument.

Institutions in the study population were classified according to type of institution (i.e., public four-year, public two-year, private four-year, private two-year) and to size of institution (under 2,000 students, 2,000-4,999 students, 5,000-9,999 students, 10,000-19,999 students, and 20,000 or more students). Instruments and appropriate cover letters were mailed to each president and executive vice president in the population; follow-up letters were sent when necessary. At the conclusion of the data-gathering phase, results were tabulated and entered into computer programs that were designed to provide mean, mode, median, sample size, deviation, and (where appropriate) one-way analysis of variance, as well as Fisher Least Significant Difference (LSD) when multiple comparisons were required. The following sections of this chapter present a summary of the major findings of the study grouped under the demographic information and the seven research questions as stated in Chapter I.

## Findings

The results of this study provide information that, until now, has not been available. In particular, this study demonstrates that presidents and executive vice presidents who responded to the study view the role of president as becoming increasingly complex; therefore, they believe that there is a great need for the position of executive vice president.

### Demographic Information

The 261 institutions in the study population constitute 8.3 per cent of the entire group of institutions of higher education in the United States. This group is composed of the following:

1. 186 four-year institutions (9.5% of all four-year colleges/universities).
2. 75 two-year colleges (6.4% of all two-year colleges).
3. 132 public colleges/universities (8.9% of all public institutions).
  - a. 65 public four-year institutions (11.6%).
  - b. 67 public two-year institutions (7.2%).
4. 129 private colleges/universities (7.8% of all private institutions).
  - a. 121 private four-year institutions (8.7%).
  - b. 8 private two-year institutions (3.2%).

When size was considered, smaller private four-year colleges were found to utilize the position of executive vice president heavily, as do larger public four-year institutions, and medium-sized, public two-year institutions.

#### Research Questions

In relation to Research Question 1 [What are the major responsibilities ascribed to the position of the executive vice president as perceived by presidents and as actually practiced by the individual occupying the position?], responses from presidents and vice presidents were compiled from the responses to the questionnaires and presented in descending order from "most significant." Those duties that received the highest-ranked means can be grouped into the following categories:

1. Highest priority duties are associated with being the "supervisory administrator" under the president;
2. Planning and resource allocation responsibilities;
3. Personnel supervision and development;
4. Presidential representation responsibilities.

In relation to Research Question 2 [Which institutions utilizing the position have written job descriptions describing responsibilities and establishing qualifications?], responses to questionnaires indicate that,

1. Public two-year institutions have the greatest percentage of utilization (83.5%);
2. Private four-year institutions have the second largest percentage of utilization (63.2%);

3. Private two-year institutions have the third largest percentage of utilization (61.5%);

4. Public four-year institutions have the lowest percentage of utilization (55.9%).

In addition, comparison of all (fifty-one) of the returned job descriptions proved of little value in analyzing the position. Many documents consist of one general paragraph; others had varying value. A few contain specific descriptions of the position, but the largest number of documents contain only non-specific generalities.

In relation to Research Question 3 [What are the major duties/responsibilities of this position as described by these official documents?], comparison of the official documents and ranking of responses proved difficult and did not fit responses to the questionnaire items. Neither did this data fit any pattern established by any sub-group. For these reasons the data generated from the evaluation of official documents were considered imprecise and was deleted from further consideration.

In relation to Research Question 4 [How do perceptions of presidents and the reports of individuals occupying the position compare?], responses from presidents and vice presidents differed at the .05 level of significance only on three of the thirty-nine items when treated by a one-way analysis of variance. The same technique was applied to the data when

it was grouped by institutional type. Presidents and vice presidents of public four-year institutions differed at the .05 level of significance on only three activities. Respondents from public two-year institutions differed significantly on only one activity. Respondents from private four-year institutions differed at the .05 level on three activities, while presidents and vice presidents of private two-year institutions differed significantly on one activity.

Grouping by size evidenced a difference at the .05 level between responses of presidents and vice presidents from institutions of under 2,000 students on only one activity. Respondents from institutions having between 2,000 and 4,999 students differed significantly only on one activity; for institutions enrolling between 5,000 and 9,999 students, significant differences occurred on two activities. For those institutions with student bodies ranging in size between 10,000 and 19,999, significant differences occurred on two activities, while those having over 20,000 students evidenced a significant difference on only one activity.

When comparing responses from presidents of various types of institutions (public/private, four-year/two-year), significant differences occurred on most (thirty-six) of the thirty-nine activities; when comparing vice presidential responses from these differing types of institutions, significant differences occurred on thirty-seven of the thirty-nine activities. When comparing responses from presidents of



institutions differing in size, significant differences occurred on approximately one-half (sixteen) of the thirty-nine activities; vice presidents differed on fourteen of the thirty-nine activities.

In relation to Research Question 5 [What are the major qualifications for the position as presented in official documents?], official documents offer little help in determining position qualifications because so few of them stated prerequisites for the position. Those documents that did specify qualifications indicated the necessity of a terminal degree; most often mentioned was prior administrative experience; college teaching was often listed; a few documents listed administrative training; several others mentioned personal traits of judgment, temperament, and honesty.

In relation to Research Question 6 [What has been the history and growth (or lack thereof) of this position?], it was discovered that during the past ten years there has been a yearly growth of at least 5 per cent in the total number of institutions having the position. During several specific years, the growth exceeded 10 per cent per year. This growth in total utilization was true in most years for public four-year, public two-year, and private four-year institutions. The growth within private two-year institutions primarily has been confined to the recent four years.

In relation to Research Question 7 [What elements of a job description of the position and what general qualifications can be discerned from responses to the test instrument?], data as reported by all respondents were analyzed for those items dealing with duties of and qualifications for the position. These data were treated to determine the mode response to each item, and this mode response was utilized to determine elements for a job description. Those items with a mode value of four (greatly involved) and three (more-than-average involved) were included. Those items with a mode value of two (average extent) were conditionally included; those items with one or zero values were not considered. A composite job description with qualifications for the position was developed; it is presented as part of this study in Appendix K.

### Conclusions

Based upon the findings of this study, the following conclusions appear to be warranted:

1. The use of the position of executive vice president is growing numerically and in importance.
2. Both presidents and vice presidents view the executive vice president as the second-in-command (deputy) directly under the president.
3. There seem to be perceptual differences between administrators from colleges and universities of differing type and size regarding the order of importance of the specific duties of the executive vice president.

4. The majority of extant job descriptions regarding the position of the executive vice president seem to be designed to provide only very broad guidelines for the position.

5. A majority of presidents and vice presidents seems to regard the position of the executive vice president as that of a "very senior supervisory administrator."

6. The position of executive vice president has been growing steadily during the past decade, and it can be expected to continue to grow in the foreseeable future.

#### Implications

1. Leadership of academic institutions is changing. Proactive planning instead of reactive response is becoming increasingly important. The need for increased ability and strength is most evident at the presidential level. This increased burden can be effectively shared by a trained and experienced administrator (i.e., an executive vice president).

2. The increased utilization of the position of executive vice president as a supervisory administrator places a greater emphasis on thorough training for administrators of higher education. The priority duties for this position, as indicated by this study, would imply the need for overall academic administrative training, management training, human relations training, some

degree of financial training, training in institutional planning and research, and public speaking.

#### Recommendations for Further Study

1. Further studies should be conducted concerning the specific differences in duties of the executive vice president in public/private, four/two-year institutions, as well as in institutions of differing size.

2. Studies should be conducted concerning the perceived need (or lack thereof) for the position in those institutions not presently utilizing an executive vice president.

3. There is a need to determine why a group of institutions discontinued the position.

4. There is a need to clarify the role of the executive vice president in relatively new problem areas (such as, student retention and marketing).

5. Studies should be conducted to determine the future role of the president as either academician or manager, and the interfacing of the position of the executive vice president within such a revised presidential role.

6. Studies are needed that relate to the purpose and philosophy of job descriptions and to the establishment of some criteria for their development.

7. Further studies regarding the working relationships between presidents and vice presidents would enhance knowledge regarding leadership in higher education.

8. Studies should be conducted to determine how present and future academic executives can be trained for their present and future responsibilities through the development of graduate and post-graduate programs.

9. Studies regarding the feasibility and nature of internship programs related to the position of executive vice president could promote qualified academic leadership.

APPENDIX A

APPENDIX A

THE NORTH TEXAS STATE UNIVERSITY  
CENTER FOR HIGHER EDUCATION

ROLE OF THE EXECUTIVE VICE PRESIDENT SURVEY

Proposed Presidential Questionnaire

A. ADMINISTRATIVE NEEDS.

To what degree do you view the role of president as becoming increasingly complex and, therefore, as requiring a greater amount of highly professional assistance from a senior administrator such as an executive vice president? There are five choices from "greatly" (1) to "not at all" (5). Please check one.

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. DUTIES OF THE EXECUTIVE VICE PRESIDENT.

Several titles are used in regard to this position, but, regardless of the specific title, this position includes responsibilities as the principal decision-making officer under the president (the senior administrator to whom other administrators report or the senior vice president among other vice presidents).

Instructions--Part B

Please endeavor to assess the role of the executive vice president without regard for the unique characteristics of the individual presently occupying that position. Regarding the following questions, you are again given five choices ranging from "greatly" (1) to "not at all" (5) as involves the executive vice president.

1. GREATLY would imply frequently or more often than any other administrator.
2. TO MORE THAN AN AVERAGE EXTENT would imply often. However, other administrators may also do this function but not as often.

3. TO AN AVERAGE EXTENT implies that the major effort may be that of the president or another senior administrator but that all involved (other than the president) are involved approximately on an equal basis.
4. TO A LESS THAN AVERAGE EXTENT implies that the major effort may belong to the president or some other administrator but that the executive vice president is occasionally involved.
5. NOT AT ALL implies that the responsibility is solely that of the president or some other administrator.

TO WHAT EXTENT DOES THE EXECUTIVE VICE PRESIDENT:

Administrative Functions

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1) Serve as chief executive officer under the president (second-in-command)?     |   |   |   |   |   |
| 2) Serve as a supervisor and coordinator of the efforts of other administrators? |   |   |   |   |   |
| 3) Assure thorough and completed staff work on the part of other administrators? |   |   |   |   |   |
| 4) Devote his/her efforts primarily to implementing presidential decisions?      |   |   |   |   |   |
| 5) Interpret the status (tone) of the college/university to the president?       |   |   |   |   |   |
| 6) Supervise Risk Management within the institution?                             |   |   |   |   |   |
| 7) Make committee assignments?   |   |   |   |   |   |
| 8) Actively participate in formulating major policy?                             |   |   |   |   |   |
| 9) Supervise physical plant operations?  |   |   |   |   |   |
| 10) Act as lay informant in legislative/legal matters?                           |   |   |   |   |   |



Administrative Functions--Continued.

- |  | 1                        | 2                        | 3                        | 4                        | 5                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11) Administer day-to-day operations of the college/university?      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) Serve as a consultant to other administrators?                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) Serve as expeditor or trouble-shooter in special problem areas?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) Chair special staff/faculty committees (i.e., self-study, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Planning and Program Development Functions

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15) Supervise institutional research?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16) Review and update institutional goals and objectives?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17) Supervise development of institutional strategic and short-range goals and plans? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18) Supervise development of specific plans and programs?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluation Functions

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19) Supervise the Management Information System of the university/college? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20) Establish measurement criteria?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21) Participate in evaluating specific programs?                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22) Participate in personnel evaluation?                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23) Provide follow-up, progress, and completion reports to the president?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24) Recommend program alteration or termination?                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluation Functions--Continued.

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 25) Coordinate cost-effectiveness evaluation?      |   |   |   |   |   |
| 26) Assist in development of outcome measurements? |   |   |   |   |   |

Financial Functions

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| 27) Supervise budget officer and/or internal auditor? |  |  |  |  |  |
| 28) Take a major part in budget preparation?          |  |  |  |  |  |
| 29) Exercise control over budgeted expenditures?      |  |  |  |  |  |
| 30) Take part in salary schedule development?         |  |  |  |  |  |
| 31) Authorize non-budget expenditures?                |  |  |  |  |  |

Personnel Functions

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| 32) Supervise personnel promotions, terminations, etc.?                                  |  |  |  |  |  |
| 33) Act as a buffer with persons involving non-major problems directed to the president? |  |  |  |  |  |
| 34) Recruit and hire new personnel?  |  |  |  |  |  |
| 35) Participate in the orientation of new personnel?                                     |  |  |  |  |  |
| 36) Direct professional development programs for administrative staff.                   |  |  |  |  |  |

Representational Functions

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| 37) Act as liaison with external agencies? |  |  |  |  |  |
|--|--|--|--|--|--|

Representational Functions--Continued.

- |  | 1                        | 2                        | 3                        | 4                        | 5                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 38) Represent the president at official functions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39) Represent the president in fund-raising?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## C. POSITION QUALIFICATION DATA:

What are the Ideal Qualifications for the position of Executive Vice President?

- 40) Ideal age upon entering the position:
- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| a. <input type="checkbox"/> under 30 | e. <input type="checkbox"/> 46-50   |
| b. <input type="checkbox"/> 31-35    | f. <input type="checkbox"/> 51-55   |
| c. <input type="checkbox"/> 36-40    | g. <input type="checkbox"/> 56-60   |
| d. <input type="checkbox"/> 41-45    | h. <input type="checkbox"/> over 60 |
- 41) Highest degree preferred in preparation for the executive vice president:
- |  |                                   |
|--|-----------------------------------|
| a. <input type="checkbox"/> Bachelor's | d. <input type="checkbox"/> Ph.D. |
| b. <input type="checkbox"/> Master's   | e. <input type="checkbox"/> Other |
| c. <input type="checkbox"/> Ed.D.      | specify: _____                    |
- 42) Area of concentration in that highest degree (e.g., history, English, education, administration of higher education, etc.):
- \_\_\_\_\_
- 43) How many years of administrative experience within higher education should an executive vice president have prior to occupying that position?
- |   |  |
|---|--|
| a. <input type="checkbox"/> none          | d. <input type="checkbox"/> 11-15 years        |
| b. <input type="checkbox"/> under 5 years | e. <input type="checkbox"/> 16-20 years        |
| c. <input type="checkbox"/> 5-10 years    | f. <input type="checkbox"/> more than 20 years |
- 44) Prior to becoming an executive vice president, what other experience should he/she have?
- |   |
|---|
| a. <input type="checkbox"/> college/university teaching.        |
| b. <input type="checkbox"/> industrial/business administration. |
| c. <input type="checkbox"/> military command or staff.          |
| d. <input type="checkbox"/> news profession.                    |
| e. <input type="checkbox"/> other; specify: _____               |
- \_\_\_\_\_

## C. POSITION QUALIFICATION DATA--Continued.

- 45) If college/university teaching is important, how many years of experience should he/she have? \_\_\_\_\_

## D. GENERAL INFORMATION

- 46) Do you consider the executive vice president to be a senior professional educator/administrator, business manager, detail man, etc.? (Select one.)

- a. \_\_\_ senior professional.  
 b. \_\_\_ business manager.  
 c. \_\_\_ detail man.  
 d. \_\_\_ other.

- 47) What is the approximate salary of your current executive vice president?

- |        |                   |        |                        |
|--------|-------------------|--------|------------------------|
| a. ___ | under \$21,000    | g. ___ | \$36,000-\$38,999      |
| b. ___ | \$21,000-\$23,999 | h. ___ | \$39,000-\$41,999      |
| c. ___ | \$24,000-\$26,999 | i. ___ | \$42,000 or over       |
| d. ___ | \$27,000-\$29,999 |        | for 12 months/<br>year |
| e. ___ | \$30,000-\$32,999 | j. ___ | other schedule.        |
| f. ___ | \$33,000-\$35,999 |        |                        |

- 48) When was this separate position first established at your institution? \_\_\_\_\_ (year)

- 49) List the most important characteristics (in each category) that you feel are required in an executive vice president.

Personal: A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_

Professional: A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_

- 50) DOES YOUR INSTITUTION HAVE A WRITTEN JOB DESCRIPTION FOR THE POSITION OF EXECUTIVE VICE PRESIDENT?

\_\_\_ Yes.      \_\_\_ No.

IF YES, PLEASE INCLUDE A COPY.

THANK YOU!

APPENDIX B

APPENDIX B

THE NORTH TEXAS STATE UNIVERSITY  
CENTER FOR HIGHER EDUCATION

ROLE OF THE EXECUTIVE VICE PRESIDENT SURVEY

Proposed Executive Vice President's Questionnaire

A. ADMINISTRATIVE NEEDS

To what degree do you view the role of president as becoming increasingly complex and, therefore, as requiring a greater amount of highly professional assistance from a senior administrator such as yourself, the executive vice president? There are five choices from "greatly" (1) to "not at all" (5). Please check one.

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. DUTIES OF THE EXECUTIVE VICE PRESIDENT

Several titles are used in regard to this position, but, regardless of the specific title, this position includes responsibilities as the principal decision-making officer under the president (the senior administrator to whom other administrators report or the senior vice president among other vice presidents).

Instructions--Part B

Please endeavor to assess your role as the executive vice president as you see it really exists. Regarding the following questions, again, you are given five choices ranging from "greatly" (1) to "not at all" (5) as involves how you are expected to function as executive vice president.

1. GREATLY would imply that you do this frequently or more often than any other administrator.
2. TO MORE THAN AN AVERAGE EXTENT would imply that you do this often. However, other administrators may also do this function but not as often.

- 3. TO AN AVERAGE EXTENT implies that the major effort may be that of the president or another senior administrator, but that you and other administrators (other than the president) are involved approximately on an equal basis.
- 4. TO A LESS THAN AVERAGE EXTENT implies that the major effort may belong to the president or some other administrator but that you are occasionally involved.
- 5. NOT AT ALL implies that the responsibility is solely that of the president or some other administrator.

TO WHAT EXTENT DO YOU AS THE EXECUTIVE VICE PRESIDENT:

Administrative Functions

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1) Serve as chief executive officer under the president (second-in-command)?     |   |   |   |   |   |
| 2) Serve as a supervisor and coordinator of the efforts of other administrators? |   |   |   |   |   |
| 3) Assure thorough and completed staff work on the part of other administrators? |   |   |   |   |   |
| 4) Devote your efforts primarily to implementing presidential decisions?         |   |   |   |   |   |
| 5) Interpret the status (tone) of the college/university to the president?       |   |   |   |   |   |
| 6) Supervise Risk Management within the institution?                             |   |   |   |   |   |
| 7) Make committee assignments?   |   |   |   |   |   |
| 8) Actively participate in formulating major policy?                             |   |   |   |   |   |
| 9) Supervise physical plant operations?  |   |   |   |   |   |
| 10) Act as lay informant in legislative/legal matters?                           |   |   |   |   |   |

Administrative Functions--Continued.

- |   | 1                        | 2                        | 3                        | 4                        | 5                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11) Administer day-to-day operations of the college/university?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) Serve as a consultant to other administrators?                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) Serve as expeditor or trouble-shooter in special problem areas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) Chair special staff/faculty committees (i.e., self-study, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Planning and Program Development Functions

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15) Supervise institutional research?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16) Review and update institutional goals and objectives?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17) Supervise development of institutional strategic and short-range goals and plans? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18) Supervise development of specific plans and programs?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluation Functions

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19) Supervise the Management Information System of the university/college? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20) Establish measurement criteria?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21) Participate in evaluating specific programs?                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22) Participate in personnel evaluation?                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23) Provide follow-up, progress, and completion reports to the president?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Evaluation Functions--Continued.

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 24) Recommend program alteration or termination?   |   |   |   |   |   |
| 25) Coordinate cost-effectiveness evaluation?      |   |   |   |   |   |
| 26) Assist in development of outcome measurements? |   |   |   |   |   |

Financial Functions

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| 27) Supervise budget officer and/or internal auditor? |  |  |  |  |  |
| 28) Take a major part in budget preparation?          |  |  |  |  |  |
| 29) Exercise control over budgeted expenditures?      |  |  |  |  |  |
| 30) Take part in salary schedule development?         |  |  |  |  |  |
| 31) Authorize non-budget expenditures?                |  |  |  |  |  |

Personnel Functions

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| 32) Supervise personnel promotions, terminations, etc.?                                  |  |  |  |  |  |
| 33) Act as a buffer with persons involving non-major problems directed to the president? |  |  |  |  |  |
| 34) Recruit and hire new personnel?  |  |  |  |  |  |
| 35) Participate in the orientation of new personnel?                                     |  |  |  |  |  |
| 36) Direct professional development programs for administrative staff?                   |  |  |  |  |  |

Representational Functions

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 37) Act as liaison with external agencies?         |   |   |   |   |   |
| 38) Represent the president at official functions? |   |   |   |   |   |
| 39) Represent the president in fund-raising?       |   |   |   |   |   |

## C. POSITION QUALIFICATION DATA

What are the Ideal Qualifications for the Position of Executive Vice President?

- 40) Ideal age upon entering the position:
- |                 |                |
|-----------------|----------------|
| a. ___ under 30 | e. ___ 46-50   |
| b. ___ 31-35    | f. ___ 51-55   |
| c. ___ 36-40    | g. ___ 56-60   |
| d. ___ 41-45    | h. ___ over 60 |
- 41) Highest degree preferred in preparation for the executive vice president:
- |                   |                |
|-------------------|----------------|
| a. ___ Bachelor's | d. ___ Ph.D.   |
| b. ___ Master's   | e. ___ Other   |
| c. ___ Ed.D.      | specify: _____ |
- 42) Area of concentration in that highest degree (e.g., history, English, education, administration of higher education, etc.): \_\_\_\_\_
- 
- 43) How many years of administrative experience within higher education did you have prior to occupying this position?
- |                      |                           |
|----------------------|---------------------------|
| a. ___ none          | d. ___ 11-15 years        |
| b. ___ under 5 years | e. ___ 16-20 years        |
| c. ___ 5-10 years    | f. ___ more than 20 years |
- 44) Prior to becoming an executive vice president, what other experience did you have?
- |   |
|---|
| a. ___ college/university teaching        |
| b. ___ industrial/business administration |
| c. ___ military command or staff          |
| d. ___ news profession                    |
| e. ___ other; specify: _____              |

C. POSITION QUALIFICATION DATA--Continued.

- 45) If college/university teaching was part of your experience, how many years of experience did you have?
- \_\_\_\_\_.

## D. GENERAL INFORMATION

- 46) Do you feel that you are expected to function as a senior professional educator/administrator, business manager, detail man, etc? (Select one.)
- a. \_\_\_ senior professional  
 b. \_\_\_ business manager  
 c. \_\_\_ detail man  
 d. \_\_\_ other
- 47) What is the appropriate salary range for this position this year at your institution?
- |                          |                          |
|--------------------------|--------------------------|
| a. ___ under \$21,000    | g. ___ \$36,000-\$38,999 |
| b. ___ \$21,000-\$23,999 | h. ___ \$39,000-\$41,999 |
| c. ___ \$24,000-\$26,999 | i. ___ \$42,000 or over  |
| d. ___ \$27,000-\$29,999 | for                      |
| e. ___ \$30,000-\$32,999 | j. ___ 12 months/year    |
| f. ___ \$33,000-\$35,999 | k. ___ other schedule    |
- 48) When was this separate position first established at your institution? \_\_\_\_\_ (year)
- 49) List the most important characteristics (in each category) that you feel are important to anyone occupying the position of executive vice president at your institution.
- Personal: A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_
- Professional: A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_
- 50) DOES YOUR INSTITUTION HAVE A WRITTEN JOB DESCRIPTION FOR THE POSITION OF EXECUTIVE VICE PRESIDENT?
- \_\_\_ Yes.      \_\_\_ No.

IF YES, PLEASE INCLUDE A COPY.

THANK YOU!

APPENDIX C

APPENDIX C

Informing Cards

**NORTH TEXAS STATE UNIVERSITY CENTER FOR HIGHER EDUCATION ADMINISTRATION**

**STUDY ON THE EXECUTIVE VICE PRESIDENT**

*Dear President, Please Note:*

*Your institution has been selected as part of the population of the more than three hundred colleges and universities utilizing an executive vice president. You, as president, will be contacted by the project director. Your response, separate from your vice president, is important. In approximately two weeks both you and your vice president will receive differing research instruments.*

*Your participation will be greatly appreciated.*

**NORTH TEXAS STATE UNIVERSITY CENTER FOR HIGHER EDUCATION ADMINISTRATION**

**STUDY ON THE EXECUTIVE VICE PRESIDENT**

*Dear Executive Vice President, Please Note:*

*Your institution has been selected as part of the population of the more than three hundred colleges and universities utilizing an executive vice president. You, as Executive Vice President, will be contacted by the project director. Your response, separate from your president, is important. In approximately two weeks both you and your president will receive differing research instruments.*

*Your participation will be greatly appreciated.*

APPENDIX D

# *J.C. Matthews Chair of Higher Education*

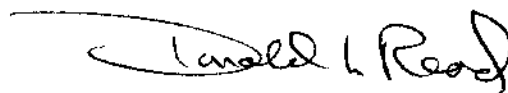
The Center For Higher Education  
Box 12917 NTSU Station  
Denton, Texas 76203

Dear President:

The North Texas State University Center of Higher Education is securing data for a study of the role of the Executive Vice President in Higher Education. The study seeks to determine the role and changing trends regarding the Executive Vice President. Specific responsibilities of the position as you view it in your institution and separately, as viewed by your executive vice president are most important in the study. Strict confidentiality will be adhered to in gathering and publishing the results.

Please complete the Presidential Questionnaire attached. Your early response will be greatly appreciated. A summary report and a consensus job description will be developed as part of the study and all participants will receive a copy of the job description and summary.

Sincerely,



DONALD L. READ  
Vice President for University Life  
University of Mary Hardin Baylor  
Project Director

**DLR:fb**

**Enclosures**

APPENDIX E



**THE NORTH TEXAS STATE UNIVERSITY  
CENTER FOR HIGHER EDUCATION  
SURVEY**

Project Number 2064-4143  
COMPUTER NUMBER  
(1) (2) (3) (4) (5) (6) (7)  

--	--	--	--	--	--	--

 A  
computer use only

**THE ROLE OF THE EXECUTIVE VICE PRESIDENT  
PRESIDENTIAL QUESTIONNAIRE**

**PART A - ADMINISTRATIVE NEED**

Computer  
Number 8)

To what degree do you view the role of president as becoming increasingly complex and, therefore, as requiring a greater amount of highly professional assistance from a senior administrator such as an executive vice president? There are five choices from "greatly" (1) to "not at all" (5).  
Please circle the proper choice (number)

Please circle  
proper number  
1 2 3 4 5

**PART B - DUTIES OF THE EXECUTIVE VICE PRESIDENT**

Several titles are used in regard to this position, but, regardless of the specific title, this position includes responsibilities as the principal decision-making officer under the president (the senior administrator to whom other administrators report or the senior vice president among other vice presidents).

Instructions - Part B

Please endeavor to assess the role of the executive vice president without regard for the unique characteristics of the individual presently occupying that position. Regarding the following questions, you are again given five choices ranging from "greatly" (1) to "not at all" (5) as involves the executive vice president.

1. GREATLY would imply frequently or more often than any other administrator.
2. TO MORE THAN AN AVERAGE EXTENT would imply often. However, other administrators may also do this function but not as often.
3. TO AN AVERAGE EXTENT implies that the major effort may be that of the president or another senior administrator other than the executive vice president but he/she and others are somewhat involved approximately on an equal basis.
4. TO A LESS THAN AVERAGE EXTENT implies that the major effort may belong to the president or some other administrator but that the executive vice president is occasionally involved.
5. NOT AT ALL implies that the responsibility is solely that of the president or some other administrator and the executive vice president is not involved.

**To What Extent Does The Executive Vice President:**

Please circle proper number for each question

- |   | Greatly | More Than Average | Average Extent | Less Than Average | Not at all |
|---|---------|-------------------|----------------|-------------------|------------|
| 9) Serve as chief executive officer under the president [second-in-command]?      | 1       | 2                 | 3              | 4                 | 5          |
| 10) Serve as a supervisor and coordinator of the efforts of other administrators? | 1       | 2                 | 3              | 4                 | 5          |
| 11) Assure thorough and completed staff work on the part of other administrators? | 1       | 2                 | 3              | 4                 | 5          |
| 12) Devote efforts primarily to implementing presidential decisions?              | 1       | 2                 | 3              | 4                 | 5          |

**EVALUATION FUNCTIONS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 13) Supervise the Management Information System of the university/college? | 1 | 2 | 3 | 4 | 5 |
| 14) Establish measurement criteria?  | 1 | 2 | 3 | 4 | 5 |
| 15) Participate in evaluation specific programs?                           | 1 | 2 | 3 | 4 | 5 |
| 16) Participate in personnel evaluation?                                   | 1 | 2 | 3 | 4 | 5 |

	Greatly	More than average	Average extent	Less than average	Not at all
17] Provide follow-up, progress, and completion reports to the president?	1	2	3	4	5
18] Recommend program alteration or termination?	1	2	3	4	5
19] Coordinate cost-effectiveness evaluation?	1	2	3	4	5
20] Assist in development of outcome measurements?	1	2	3	4	5

**FINANCIAL FUNCTIONS**

21] Supervise budget officer and/or internal auditor?	1	2	3	4	5
22] Take a major part in budget preparation?	1	2	3	4	5
23] Exercise control over budgeted expenditures?	1	2	3	4	5
24] Take part in salary schedule development?	1	2	3	4	5
25] Authorize non-budget expenditures?	1	2	3	4	5

**OPERATIONS AND PERSONNEL FUNCTIONS**

26] Supervise personnel promotions, terminations, etc.?	1	2	3	4	5
27] Interpret the status (tone) of the college/university to the president?	1	2	3	4	5
28] Supervise Risk Management within the Institution?	1	2	3	4	5
29] Make committee assignments?	1	2	3	4	5
30] Actively participate in formulating major policy?	1	2	3	4	5
31] Supervise physical plant operations?	1	2	3	4	5
32] Act as lay informant in legislative/legal matters?	1	2	3	4	5
33] Administer day-to-day operations of the college/university?	1	2	3	4	5
34] Serve as consultant to other administrators?	1	2	3	4	5
35] Serve as expeditor or trouble-shooter in special problem areas?	1	2	3	4	5
36] Chair special staff/faculty committees (i.e., self-study, etc.)?	1	2	3	4	5

**PLANNING AND PROGRAM DEVELOPMENT FUNCTIONS**

37] Supervise institutional research?	1	2	3	4	5
38] Supervise review and update of institutional goals and objectives?	1	2	3	4	5
39] Supervise development of institutional strategic and short-range goals and plans?	1	2	3	4	5
40] Supervise development of specific plans and programs?	1	2	3	4	5
41] Act as a buffer with persons involving non-major problems directed to the president?	1	2	3	4	5

	Greatly	More than average	Average extent	Less than average	Not at all
42) Recruit and hire new personnel?	1	2	3	4	5
43) Participate in the orientation of new personnel?	1	2	3	4	5
44) Direct professional development programs for administrative staff?	1	2	3	4	5

REPRESENTATIONAL FUNCTIONS

45) Act as liason with external agencies?	1	2	3	4	5
46) Represent the president at official functions?	1	2	3	4	5
47) Represent the president in fund-raising?	1	2	3	4	5

PART C - POSITION QUALIFICATION DATA

	Circle one number for proper answer				
48) Ideal age upon entering the position of executive vice-president	1	2	3	4	5
1. 25 or under					
2. 26 - 34					
3. 35 - 41					
4. 42 - 50					
5. Over 51					
49) Highest degree preferred in preparation for the executive vice president:	1	2	3	4	5
1. Bachelor's					
2. Master's					
3. Ed.D.					
4. Ph.D.					
5. Other					
Specify: _____					
50) Area of suggested academic concentration in highest degree (e.g., history, English, education, administration of higher education, etc.):					
_____					
51) How many years of administrative experience within higher education should an executive vice president have prior to occupying that position?	1	2	3	4	5
1. under 3 years					
2. 4-10 years					
3. 11-17 years					
4. 18-24 years					
5. 25 years and over					
52) Prior to becoming an executive vice president, what other experience should he/she have?	1	2	3	4	5
1. college/university teaching					
2. industrial/business administration					
3. military command or staff					
4. news profession					
5. other					
specify other: _____					
53) If college/university teaching is important, how many years of experience should he/she have?	1	2	3	4	5
1. under 3 years					
2. 4-10 years					
3. 11-17 years					
4. 18-24 years					
5. over 25 years					

**PART D - GENERAL INFORMATION**

54] Do you consider the executive vice president to be a senior professional educator/administrator, business manager, detail man, etc.? 1 2 3 4 5

- 1. senior professional
- 2. business manager
- 3. detail man
- 4. administrative assistant
- 5. other specify \_\_\_\_\_

55] What is the approximate salary of your current executive vice president? 1 2 3 4 5

- 1. under \$25,999
- 2. \$26,000 - \$34,999
- 3. \$35,000 - \$43,999
- 4. \$44,000 - \$50,000
- 5. \$51,000 and up

56] When was this separate position first established at your institution? \_\_\_\_\_ [year]

	1. before 1961	6. 1965	11. 1970	16. 1975
Circle Number	2. 1961	7. 1966	12. 1971	17. 1976
of	3. 1962	8. 1967	13. 1972	18. 1977
Proper Year	4. 1963	9. 1968	14. 1973	19. 1978
	5. 1964	10. 1969	15. 1974	20. 1978

57] Does your institution have a written job description for the position of executive vice president? 1 2

- 1. Yes.
  - 2. No.
- (if yes please include a copy)

58] List the most important characteristics (in each category) that you feel are required in an executive vice president.

**Personal:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Professional:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Thank you for your help!**

APPENDIX F

## *J.C. Matthews Chair of Higher Education*

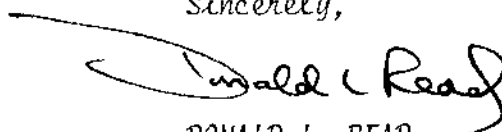
The Center For Higher Education  
Box 12917 NTSU Station  
Denton, Texas 76203

Dear Executive Vice President:

The North Texas State University Center of Higher Education is securing data for a study of the role of the Executive Vice President in Higher Education. The study seeks to determine the role and changing trends regarding the Executive Vice President. Specific responsibilities of the position as you view it in your institution and separately, as viewed by your president are most important in the study. Strict confidentiality will be adhered to in gathering and publishing the results.

Please complete the Vice Presidential Questionnaire attached. Your early response will be greatly appreciated. A summary report and a consensus job description will be developed as part of this study and all participants will receive a copy of the job description and summary.

Sincerely,



DONALD L. READ  
Vice President for University Life  
University of Mary Hardin-Baylor  
Project Director

**DLR:fb**

**Enclosures**

APPENDIX G

**THE NORTH TEXAS STATE UNIVERSITY  
CENTER FOR HIGHER EDUCATION  
SURVEY**

Project Number 2064-4143  
COMPUTER NUMBER  
(1) (2) (3) (4) (5) (6) (7)  
       B  
computer use only

**THE ROLE OF THE EXECUTIVE VICE PRESIDENT  
VICE PRESIDENTIAL QUESTIONNAIRE**

**PART A - ADMINISTRATIVE NEED**

Computer

Number 8] To what degree do you view the role of president as becoming increasingly complex and, therefore, as requiring a greater amount of highly professional assistance from a senior administrator such as an executive vice president? There are five choices from "greatly" (1) to "not at all" (5). Please circle the proper choice (number)

Please circle proper number  
1 2 3 4 5

**PART B - DUTIES OF THE EXECUTIVE VICE PRESIDENT**

Several titles are used in regard to this position, but, regardless of the specific title, this position includes responsibilities as the principal decision-making officer under the president (the senior administrator to whom other administrators report or the senior vice president among other vice presidents).

**Instructions - Part B**

Please endeavor to assess your role as executive vice president as you see it really exists. Regarding the following questions, you are again given five choices ranging from "greatly" (1) to "not at all" (5) as involves your position as executive vice president.

1. GREATLY would imply that you do this frequently or more often than any other administrator.
2. TO MORE THAN AN AVERAGE EXTENT would imply that you do this often. However, other administrators may also do this function but not as often.
3. TO AN AVERAGE EXTENT implies that the major effort may be that of the president or another senior administrator, but you and other administrators are somewhat involved approximately on an equal basis.
4. TO A LESS THAN AVERAGE EXTENT implies that the major effort may belong to the president or some other administrator but that you are occasionally involved.
5. NOT AT ALL implies that the responsibility is solely that of the president or some other administrator and you are not involved.

To What Extent Do You:

Please circle proper number for each question

- |   | Greatly | More Than Average | Average Extent | Less Than Average | Not at all |
|---|---------|-------------------|----------------|-------------------|------------|
| 9] Serve as chief executive officer under the president [second-in-command]?      | 1       | 2                 | 3              | 4                 | 5          |
| 10] Serve as a supervisor and coordinator of the efforts of other administrators? | 1       | 2                 | 3              | 4                 | 5          |
| 11] Assure thorough and completed staff work on the part of other administrators? | 1       | 2                 | 3              | 4                 | 5          |
| 12] Devote efforts primarily to implementing presidential decisions?              | 1       | 2                 | 3              | 4                 | 5          |

**EVALUATION FUNCTIONS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 13] Supervise the Management Information System of the university/college? | 1 | 2 | 3 | 4 | 5 |
| 14] Establish measurement criteria?  | 1 | 2 | 3 | 4 | 5 |
| 15] Participate in evaluation specific programs?                           | 1 | 2 | 3 | 4 | 5 |
| 16] Participate in personnel evaluation?                                   | 1 | 2 | 3 | 4 | 5 |



	Greatly	More than average	Average extent	Less than average	Not at all
17] Provide follow-up, progress, and completion reports to the president?	1	2	3	4	5
18] Recommend program alteration or termination?	1	2	3	4	5
19] Coordinate cost-effectiveness evaluation?	1	2	3	4	5
20] Assist in development of outcome measurements?	1	2	3	4	5

**FINANCIAL FUNCTIONS**

21] Supervise budget officer and/or internal auditor?	1	2	3	4	5
22] Take a major part in budget preparation?	1	2	3	4	5
23] Exercise control over budgeted expenditures?	1	2	3	4	5
24] Take part in salary schedule development?	1	2	3	4	5
25] Authorize non-budget expenditures?	1	2	3	4	5

**OPERATIONS AND PERSONNEL FUNCTIONS**

26] Supervise personnel promotions, terminations, etc.?	1	2	3	4	5
27] Interpret the status (tone) of the college/university to the president?	1	2	3	4	5
28] Supervise Risk Management within the Institution?	1	2	3	4	5
29] Make committee assignments?	1	2	3	4	5
30] Actively participate in formulating major policy?	1	2	3	4	5
31] Supervise physical plant operations?	1	2	3	4	5
32] Act as lay informant in legislative/legal matters?	1	2	3	4	5
33] Administer day-to-day operations of the college/university?	1	2	3	4	5
34] Serve as consultant to other administrators?	1	2	3	4	5
35] Serve as expeditor or trouble-shooter in special problem areas?	1	2	3	4	5
36] Chair special staff/faculty committees [i.e., self-study, etc.]?	1	2	3	4	5

**PLANNING AND PROGRAM DEVELOPMENT FUNCTIONS**

37] Supervise institutional research?	1	2	3	4	5
38] Supervise review and update of institutional goals and objectives?	1	2	3	4	5
39] Supervise development of institutional strategic and short-range goals and plans?	1	2	3	4	5
40] Supervise development of specific plans and programs?	1	2	3	4	5
41] Act as a buffer with persons involving non-major problems directed to the president?	1	2	3	4	5

	Greatly	More than average	Average extent	Less than average	Not at all
42) Recruit and hire new personnel?	1	2	3	4	5
43) Participate in the orientation of new personnel?	1	2	3	4	5
44) Direct professional development programs for administrative staff?	1	2	3	4	5

REPRESENTATIONAL FUNCTIONS

45) Act as liason with external agencies?	1	2	3	4	5
46) Represent the president at official functions?	1	2	3	4	5
47) Represent the president in fund-raising?	1	2	3	4	5

PART C - POSITION QUALIFICATION DATA

Circle one number for proper answer

48) Ideal age upon entering the position of executive vice-president	1	2	3	4	5
1. 25 or under                      4. 42 - 50 2. 26 - 34                            5. Over 51 3. 35 - 41					
49) Highest degree preferred in preparation for the executive vice president:	1	2	3	4	5
1. Bachelor's                      4. Ph.D. 2. Master's                          5. Other 3. Ed.D.                              Specify: _____					
50) Area of suggested academic concentration in highest degree [e.g., history, English, education, administration of higher education, etc.]:					
_____					
51) How many years of administrative experience within higher education should an executive vice president have prior to occupying that position?	1	2	3	4	5
1. under 3 years 2. 4-10 years 3. 11-17 years 4. 18-24 years 5. 25 years and over					
52) Prior to becoming an executive vice president, what other experience should he/she have?	1	2	3	4	5
1. college/university teaching 2. industrial/business administration 3. military command or staff 4. news profession 5. other specify other: _____					
53) If college/university teaching is important, how many years of experience should he/she have?	1	2	3	4	5
1. under 3 years 2. 4-10 years 3. 11-17 years 4. 18-24 years 5. over 25 years					

**PART D - GENERAL INFORMATION**

54] Do you consider yourself as the executive vice president to be a senior professional educator/administrator, business manager, detail man, etc.? 1 2 3 4 5

- 1. senior professional
- 2. business manager
- 3. detail man
- 4. administrative assistant
- 5. other specify \_\_\_\_\_

55] What is your approximate salary? 1 2 3 4 5

- 1. under \$25,999
- 2. \$26,000 - \$34,999
- 3. \$35,000 - \$43,999
- 4. \$44,000 - \$50,000
- 5. \$51,000 and up

56] When was this separate position first established at your institution? \_\_\_\_\_ [year]

	1. before 1961	6. 1965	11. 1970	16. 1975
Circle Number	2. 1961	7. 1966	12. 1971	17. 1976
of	3. 1962	8. 1967	13. 1972	18. 1977
Proper Year	4. 1963	9. 1968	14. 1973	19. 1978
	5. 1964	10. 1969	15. 1974	20. 1979

57] Does your institution have a written job description for the position of executive vice president? 1 2

- 1. Yes.
  - 2. No.
- If yes please include a copy

58] List the most important characteristics [in each category] that you feel are required in an executive vice president.

**Personal.**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Professional:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Thank you for your help!**

APPENDIX H

## *J.C. Matthews Chair of Higher Education*

The Center For Higher Education  
Box 12917 NTSU Station  
Denton, Texas 76203

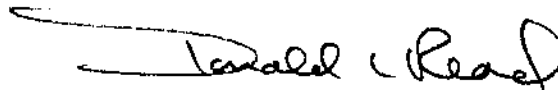
Dear

The data collection phase of the research on the role of the executive vice president is nearing completion. The questionnaire sent to you several weeks ago is not among the completed instruments in our file.

Your views on the role of the executive vice president on your campus is very important to this study. Please be kind enough to complete the attached questionnaire and send it to us by return mail in the stamped envelope provided. A summary of the study will be sent to you in appreciation for your trouble.

Thank you for your help.

Sincerely,



DONALD L. READ  
Vice President for University Life  
University of Mary Hardin-Baylor  
Project Director

**DLR:fbr**

**Enclosures**

APPENDIX I

## *J.C. Matthews Chair of Higher Education*

The Center For Higher Education  
Box 12917 NTSU Station  
Denton, Texas 76203

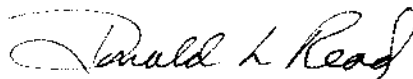
Dear

The data collection phase of the research on the role of the executive vice president is nearing completion. The questionnaire sent to you several weeks ago is not among the completed instruments in our file. We do however have the reply of your vice president.

Your views on the role of the executive vice president on your campus is very important for a proper statistical balance in this study. Please be kind enough to complete the attached questionnaire and send it to us by return mail in the stamped envelope provided. A summary of the study will be sent to you in appreciation for your trouble.

Thank you for your help.

Sincerely,



DONALD L. READ  
Vice President for University Life  
University of Mary Hardin-Baylor  
Project Director

***DLR:fbr***

***Enclosures***

APPENDIX J



# *J.C. Matthews Chair of Higher Education*

The Center For Higher Education  
Box 12917 NTSU Station  
Denton, Texas 76203

Dear

The data collection phase of the research on the role of the executive vice president is nearing completion. The questionnaire sent to you several weeks ago is not among the completed instruments in our file. We do however, have the reply of your president.

Your views on the role of the executive vice president on your campus is very important for a proper statistical balance in the study. Please be kind enough to complete the attached questionnaire and send it to us by return mail in the stamped envelope provided. A summary of the study will be sent to you in appreciation for your trouble.

Thank you for your help.

Sincerely,



DONALD L. READ  
Vice President for University Life  
University of Mary Hardin-Baylor  
Project Director

**DLR:fbr**

**Enclosures**

APPENDIX K

## APPENDIX K

### COMPOSITE JOB DESCRIPTION

POSITION TITLE: Executive Vice President

#### GENERAL QUALIFICATIONS:

- A. Have a terminal degree (Ph.D. preferred) and have demonstrated academic distinction.
- B. Have at least five years of successful experience in a senior administrative position in a college or university.
- C. Have at least five years of teaching experience in a college or university.
- D. Have training in administration, preferably formal training in administration of higher education, with a broad understanding of the trends and issues in higher education.
- E. Have demonstrated the ability to work effectively with faculty, students, and staff.
- F. Be at least forty years of age.

#### BROAD RESPONSIBILITIES:

The executive vice president is the chief executive officer under the president and is responsible to him/her for the overall management of the internal operations of the university. He/she is to provide the necessary leadership and management support and systems within the administrative group that will allow the university to meet its output and process goals in the most efficient and effective way possible. He/she is to be responsible, through the divisional vice presidents, to develop and implement institution-wide policy. He/she is to provide adequate research and information services for the institution, and, in conjunction with the president and divisional vice presidents, enter into timely and thorough planning to allow effective presidential decision-making. The executive vice president is to provide

to the president all appropriate follow-up, evaluation, and other reports regarding present and future operations of the institution. He/she is to act on behalf of the president in his/her absence or indisposition.

SPECIFIC RESPONSIBILITIES:

1. To act, in the absence of the president or at other times deemed appropriate, in the president's behalf in normal supervisory or decision-making matters.
2. To assume supervisory and coordination responsibilities within the administrative group, and in the absence of the president, function as its chairman, thereby facilitating and supporting actions taken by its members.
3. To develop and maintain, in conjunction with the business officer, a budgeting and evaluation system that is based on the stated and approved objectives of each budget decision unit.
4. To hear appeals to the president, solve those problems that are within his/her scope, and refer others to the president or other individuals who can solve them.
5. To provide the president with ongoing preliminary and after-action reports, as well as information regarding project status, evaluation, and/or cost effectiveness of existing or planned programs of the institutions.
6. To interpret administrative action to faculty, staff, and students.
7. To develop and maintain, in conjunction with the divisional vice presidents, an effective and systematic management system based on appropriate quantified objectives.
8. To assure, in conjunction with the business officer, that adequate data is presented to provide long- and short-range cost effectiveness estimates for all planning materials presented to the president.
9. To assist the president and other vice presidents in remaining aware of current changes in legal decisions and federal laws regarding students, handicapped persons, Affirmative Action, and the "on-campus status" of these and similar areas.

10. To cause, in conjunction with the president and divisional vice presidents, periodic reviews and updating, as needed, of the institutional "Missions Statements, Goals and Objectives."
11. To directly or indirectly supervise institutional research; to develop and overall management information system; and, thereby, to provide appropriate, accurate, and timely data for effective planning.
12. To serve as the chief planning officer of the university and to coordinate, in conjunction with the president and the divisional vice presidents, the final statement of such plans.
13. To assure complete staff action on all estimates, studies, and/or proposals which are presented to the president.
14. To be aware of major decisions, plans, and/or policies that involve the operation of the university.
15. To assure uniform institution-wide policies and to maintain an up-to-date university-wide policy manual reflecting these policies.
16. In conjunction with the chief academic officer, to assure timely and effective planning and execution of academic programs and thorough evaluation.
17. To keep the president aware of potential and/or actual problems, achievements, plans, ideas, deadlines, and other operational concerns.
18. To be responsible for the operation of the executive group of the administrative staff.
19. To represent the president and/or the university at such professional, institutional, community, and/or special meetings as is appropriate or as the president may direct.
20. To provide professional development programs for senior staff members and administrators and to evaluate the executive (senior) administrative staff.
21. In conjunction with the business officer, to develop and maintain an effective university risk management program.

22. To be an exofficio member of the Academic Council, the Student Council, and of all Board of Trustee committees.
- \*23. To be directly or indirectly responsible for overall marketing through research, planning, implementation, and evaluation programs that involve student recruitment, admissions, and retention.
24. To perform such other duties as the president may direct.

\*This activity is assumed as part of a present job description, and, very probably, it will be a very important part of the future responsibility of the executive vice president. This assumption is based on the type of activity presently requiring oversight of a senior executive in higher education.

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