Training university administrators: a programme guide

by Algo D. Henderson, with the assistance of Joseph Adwere-Boahmah and Katharine Kunst

Unesco Paris 1970
The development of higher education
Titles in this series

Published by Unesco:
The development of higher education in Africa.
The teaching of sciences in African universities.
Training university administrators: a programme guide.

Published by Unesco jointly with the IAU:
Access to higher education:
Higher education and development in South-East Asia:
   Vol. I: Director's report, by Howard Hayden.
   Summary report and conclusions.
Teaching and learning: an introduction to new methods and resources in higher education,
   by Norman MacKenzie, Michael Eraut and Hywel C. Jones.

Some other publications on higher education

Industrial sociology, by J.H. Smith. (Unesco, 1961. The University Teaching of Social Sciences series.)
Business management, by Roger Grégoire. (Unesco, 1966. The University Teaching of Social Sciences series.)
A survey of the teaching of physics at universities. (Unesco, 1966. The Teaching of Basic Sciences series.)
Preface

Historically, in addition to its task of transmitting and extending knowledge, higher education has determined the attitudes and preparation of generations of students; has furnished national leadership in various fields; and has been the cradle of research which affects the very nature of our society.

This traditional role of higher education has come to be reconsidered and re-examined in the context of the needs of contemporary society, which is faced in many countries with a crisis in education and a responsibility for development, with conflicts between economic requirements, employment opportunities, and the aspirations of the individual. Higher education has to meet the challenges of today by contributing to the renovation of over-all educational systems for the benefit of national development and international co-operation.

This involves new relations between teachers and learners, and an increasingly active participation of the latter in the functioning of universities. Accordingly, changes need to be wrought not only in contents and methods, but in the objectives and structures (both formal and non-formal), as well as in the organization and administration of higher education.

Administration of higher education must be organized on a systematic basis. It can no longer be improvised. All countries must consider ways of rationalizing the utilization of resources, both human and material, and this is a responsibility of the university administrator. The author of this study has stated: ‘Higher education is so different from business and governmental organizations, there cannot be a ready transference of knowledge about organization and administration. Organizational theory is basic to all, but the objectives, structures, processes and behaviour differ...’

The present study contains a programme guide and illustrations of many innovative experiments under way in various countries. It is hoped that it
will help those concerned with the determination of policies in higher education.

This study was prepared by Algo D. Henderson, with the assistance of Joseph Adwere-Boahmah and Katharine Kunst, at the request of the Unesco Secretariat which wishes to record its gratitude to them. The Secretariat also wishes to express its appreciation to the Center for Research and Development in Higher Education, University of California, Berkeley, California, for its readiness to allow the author to undertake this task; it joins the author in thanking many individuals and institutions which supplied information.
# Contents

Introduction 9
   Interdisciplinary programmes 14
   Implementing the training programme 14

Syllabus

I Some guide-lines 19
   Over-all purposes and uses 19
   Methods 21

II Topical outlines and bibliographies 22
   Topic 1: History—educational philosophy related to higher education 22
   Topic 2: Contemporary problems in higher education 24
   Topic 3: The organization and over-all administration of higher education 29
   Topic 4: Academic administration 31
   Topic 5: Student personnel administration 35
   Topic 6: The administration of business and financial affairs 37
   Topic 7: Administrative techniques 40
   Topic 8: The political organization and relationships of institutions of higher education 43

III Formal degree programmes 46
   The Doctor’s degree 46
   Other advanced degree programmes 47
   Undergraduate programmes 47

IV Institutes, workshops and seminars 49
   Long-term institutes: four to nine months 49
   Short-term institutes: three days to three weeks 51
   Workshops: one to six weeks 52
   Seminars, refresher courses 52

V Internships in administration 54
   Definitions 54
   Principles 55
Appendixes

1 Examples of advanced degree programmes for preparing college and university administrators
   The doctoral and post-doctoral programme at the Center for the Study of Higher Education, University of Michigan 59
   Advanced degree courses of study at the University of Michigan 59
   Qualifying and comprehensive examinations for the Doctor of Philosophy Degree in Higher Education at the University of Denver 62

2 Examples of programmes of institutes, workshops and seminars on college and university administration
   Course on university administration by the British Council 65
   Asian Institute of Educational Planning and Administration, New Delhi 67
   Asian Workshop on Higher Education, Hong Kong 71
   College Business Management Short Course, The University of Nebraska, Omaha 73
   Conference on University Planning and Management Models, Organization for Economic Co-operation and Development, Paris 74

3 Examples of internship programmes
   American Council on Education Academic Internship Program 77
   International Institute for Educational Planning Internship Programme 81
Introduction

Today’s colleges and universities are assuming new roles in many societies. Everywhere they have grown in size and complexity. In some countries the colleges and universities have become part of a system of institutions. Within the institutions, the student bodies have become increasingly heterogeneous in abilities, ages and socio-economic backgrounds. These events have demanded the formulation of fresh objectives for colleges and universities. They have brought the need for innovations in educational programmes and in methods of assisting students to learn. They have caused shortages of administrative personnel and created the need for trained administrators who are able to assume management roles and educational leadership. The college or university administrators of today are placed in the middle of human problems which require co-operative efforts for solution. Some form of training is therefore needed to strengthen the administrative skills of those in charge of running the institutions.

The term ‘college or university administrator’ may refer to a president, rector, chancellor, dean, registrar, or bursar. The administrator’s main function, for which special training is required, is an organizational one: to assure that the policies of the institution are well formulated and that the programme is effectively implemented.

As a consequence of the increased need for good administrators, many universities in the United States of America and some in Canada now offer formal programmes in higher education. Their main purpose is to train administrators, although in some universities emphasis is also placed upon giving prospective college teachers an insight into the teaching-learning process.

In addition to the formal degree programmes, universities in many countries of the world are offering institutes, workshops and seminars both to in-service and prospective administrators. Usually of short duration, these sessions focus
upon some problem in administration or new methods of management. The attendance response indicates that there is a need for these programmes. In such fields as public or business administration, these institutes are already numerous; now they are growing in number and type as an answer to the needs of college and university administrators.

At some universities, the faculty do research on the problems of institutions of higher education. Their findings can be useful in training new administrators. When the research aspect is developed sufficiently the faculty can be organized as a centre or institute for research and development in higher education, or it may function both as an academic department and as a centre for research and training.

For training purposes, a distinction needs to be drawn between those programmes which prepare for high-level policy determination and administrative responsibility, and those designed to fill the more technical positions within the administrative structure. A discussion of aims and contents of these different programmes is appropriate here.

The tradition of having an academic scholar as college president is relatively new. Until a century ago, it was the almost universal custom to give this responsibility to a religious leader. The value of having educational leaders with intellectual interests and academic orientation is evident. Because of the nature of the institution, the administration must be run by men who understand fully their task of converting tangible resources into intangible results. The scholar who understands intellectual inquiry and appreciates achievement will be concerned both with the discovery of knowledge and with its dissemination. He will also defend academic freedom. A man trained in the arts or sciences will probably have these values, but he may not have developed the skills necessary to administer an institution or assume the role as an educational leader. The question is, then, how to preserve these values and simultaneously train a person for administrative responsibilities.¹

One obvious way to achieve both objectives is to recruit persons who already possess a substantial scholarly background or doctor’s degree in an academic field. People of this calibre could then learn administrative skills in a post-doctoral programme. A research centre studying higher education might implement this by selecting a certain number of fellows to be associated with the centre for a year or more. This type of programme has been a genuine success as judged by the placement of the fellows at the Center for the Study of Higher Education at the University of Michigan.

It is also possible, however, to use the study of higher education and administration as the basis for the doctoral degree and other scholarly training. This is true of public, business and school administration programmes which were at first strongly opposed, as seen in Abraham Flexner’s criticism of the

Harvard Graduate School of Business Administration.¹ But the institutes and schools, located in major universities, are now well established and successful in the United States of America and in many other countries. These programmes have helped to advance both the art and the science of administration, have raised the ethical tone and the professional character of the services and have produced a welcome flow of persons with superior qualifications for administrative service and leadership. Now we are witnessing a strong movement, again involving major universities, to prepare persons in much the same manner for college and university administration.

A prospective administrator who studies organization and administration of higher education is pursuing both scholarly and professional fields. He will have the same set of values as the man who has studied economics, history or philosophy. In fact, the study of higher education will serve to enhance a man's understanding of his role as an administrator in an institute of higher education as well as provide him with a significant academic foundation. If the programme has an interdisciplinary approach, with content drawn from various appropriate fields and integrated around the concept of higher education, the study can be as much an intellectual experience in depth as that in many academic areas.

One subject to be included in such a programme is the history of higher education. Since every administrator must develop a matured philosophy of education, he should be involved in a critique of ideas—those of Newman, Ortega, and Dewey, among others. Philosophy needs to find expression in the curriculum and in learning experiences; hence, the definition of educational goals and outcomes for students, of principles involved in curriculum construction, and of the criteria for the evaluation of achievement are concerns for study. In similar ways, the characteristics of college students, their motivations, abilities, and needs, together with the knowledge we have of how learning takes place, become the subject of inquiry.

Of all types of organization, universities tend to be the most complex: the faculty is composed of professional men, peers of the administrators; the objectives of education are intangible; much of the research is on the borderline of knowledge and hence controversial; professors need an optimum degree of freedom in order to be creative. Because higher education is so different from business and governmental organizations, there cannot be a ready transference of knowledge about organization and administration. Organizational theory is basic to all, but the objectives, structures, processes, and behaviour differ; and therefore these need to be examined in detail by prospective educational leaders.

The style of administration often determines the shape of policy and this involves the discussion of communication, decision-making, group participation,

and incentives. For example, informal communication may be more important than formal; the peer relationship requires active group participation; the decision-making in fundamental matters may best be done at the point where student and professor meet. Incentives for faculty differ from those of other employees; power that is achieved by an individual because he is an expert or is referred to as an authority is common among university professors and staff; and authority is more dispersed and arises from different causal relationships.

Other subjects which would add greatly to an understanding of group organization and administrative processes are the behavioural sciences and more broadly the social sciences.

The post-war period has revealed the dependence of enterprises and institutions upon the colleges and the universities for educated manpower. Manpower, as capital, is becoming more important than natural resources and capital goods in technologically oriented societies. The systematic study of manpower requirements and the roles of educational institutions in supplying them are also subjects that deserve the further attention of students and research staff.

Financing institutions of higher education is becoming increasingly a grave social problem with issues involving public revenues, private philanthropy and student fees. The economics of higher education represents a substantial area of investigation. For instance, how much of its national income should a country invest in higher education?

The formal degree programme should also include several broad goals not directly related to administrative knowledge and skills. The first is sufficient preparation in a particular field to enable the administrator to teach at the undergraduate level. Whether or not he actually teaches, he will gain more fully the confidence of the faculty if he is competent to teach at the college level. Another aim is to help assure that the individual becomes a man of broad cultural interests and comprehensive knowledge. In either case, a by-product is increased understanding of the scholar's motivation and work.

Thus a programme designed to train advanced degree students would include the history of institutions and ideas, the relationship of institutions to social needs and trends, the nature and functioning of the organization, and the problems of creating and maintaining the desired institutions. Courses, seminars, and individual research in these basic areas are accompanied by the study, with appropriate emphasis, of practical problems related to higher education and the administration of institutions. The latter implicates the faculty and students in policy formation, student personnel services, teaching and curriculum implementation, problems of budgeting and of business management, institutional research and inter-institutional co-ordination and planning. Innovations in higher education, such as the public community college or technical institute, both very dynamic in their growth, should receive special attention. This education then, can be considered profitable for future peer
relationships as well as for the preparation of career responsibilities. It is as valuable an education as that received in most of the doctoral programmes within the university.

In a programme such as the one described above, the students and the faculty would consider the most significant questions in higher education. As a basis for analysis, what could be more complex than the human relations situation in a college or university? What more subtle than the study of students themselves? What more worth while than the interpretation of the philosophy of leading educators? What more meaningful than the study of social forces in relation to education? What more needed than the exploration of the economics of higher education?

The other category of training programme is designed for those who would assume not the high-level administrative responsibilities as described above but the technical positions. Those who would need to acquire a degree of technical competence are the controllers, accountants, personnel officers, admissions counsellors, data processors, plant managers, and directors of student housing. Thus, an accountant needs to know the principles and practices in accounting; a data processor needs a grounding in statistics and in computer programming and operation. The obvious answer as will be noted, is to train accountants and data processors, but the courses can be interdisciplinary. There would be little justification in creating separate programmes for these technical positions in higher education. These students, however, would gain an understanding of the nature and role of higher education in society by taking some selective courses that describe the purposes and problems of higher education and also portray the manner in which colleges and universities differ from business enterprises and governmental agencies.

The discussion of the two major categories of administrative positions leads to another problem which is possibly one of the most important for developing countries. It involves the training of men and women who, by reason of inexperience, must begin their duties in elementary positions, but who should rise rapidly in responsibility. These younger people might shortly become officers at the policy-forming level. How should they be trained?

In such cases, the broader training as outlined for the advanced degree programme might itself form a major concentration for an undergraduate or master’s degree with some requirement modifications. The latter would occur through a selection of topics and bibliography to fit the more elementary level of study. In the beginning, the job should be treated by the employer as an internship (this subject is treated later; see page 54). For example, it would be advantageous to send the interns to institutes and workshops and to visit the administrative offices of other institutions. Whether or not an institution has a formal training programme for college administrators, whether or not it can afford to send promising officers away for such study, it can nevertheless train through internships. A college or university should study its younger
personnel with the aim of selecting for special attention those who appear promising for promotions.

INTERDISCIPLINARY PROGRAMMES

The preparation of college-level administrators should not be thought of as a narrow specialization. In a way, the whole university should be concerned with and involved in the programme, as in the opening of possible internship positions and in using interdisciplinary courses and seminars to train administrators. Courses in the behavioural sciences that deal with the problems of human relations and with organizational theory and group processes are of special importance. Courses that study learning theory and curriculum planning may be found in other areas of professional education and the former may also be taught in a psychology department. A course in educational philosophy, taught for the benefit of all students in education, can be reoriented to meet the needs of students seeking a degree in higher education. Tool courses, such as statistics and empirical research procedures, can be drawn upon irrespective of the departments of the university where they are taught.

In some cases, the programme may prepare officers for more than one kind of administration. Obvious examples are in government positions where higher education is involved (e.g. the ministry of higher education, or public planning and co-ordinating staffs) or business offices in the university. Instruction for the more technical jobs should take place wherever the best training can be given. But it is also possible to arrange interdisciplinary programmes that combine either public or business administration with that of higher education. The University of Michigan has developed such programmes.

Institutes and workshops are usually concerned with a special topic or problem, although they may also be planned as a 'refresher' experience. In any event, the common practice is to staff them with experts who have the desired knowledge or experience from whatever academic or practical background.

IMPLEMENTING THE TRAINING PROGRAMME

A formal programme in the administration of higher education is not easy to start because of the shortage of appropriately educated faculty and teaching materials. The best faculty come from the area of the behavioural sciences, those who have studied the psychological and sociological aspects of organization and administration, but they are reluctant to transfer from their own discipline. Professors of secondary education are readily available, but they usually require a fresh orientation to college-level administration, and few if any of them have had significant experience in college administration. Experienced
administrators in other fields can become competent faculty members, but
they need to be versed in theory and able to teach by problem-solving rather
than by reciting anecdotes. The universities that now have doctoral and post-
doctoral programmes in administration are, of course, sources of personnel.

As for materials, the bibliographies listed later are intended to provide
the best sources available as of 1969. They are adequate for the purpose, but
as the study of higher education grows, the materials should become much
improved. Many of the more substantial books are drawn from related areas
of study, including the behavioural sciences, public administration, and business
administration.  

In this introduction, mention has been made of various training programmes
for administrative personnel; these programmes are more fully described in the
Syllabus. Descriptions of a few actual programmes will be found in Appendix I.

1. For more complete information about the formal programmes of study at American uni-
versities, see: James F. Rogers, Higher Education as a Field of Study at the Doctoral
Level, Washington, D.C., American Association for Higher Education, 1969; and John
C. Ewing, 'The Development and Current Status of Higher Education as a Field of
Graduate Study and Research in American Universities', Florida State University, School
Syllabus
I Some guide-lines

OVER-ALL PURPOSES AND USES

The purpose of this syllabus is twofold: to provide some guide-lines for the programmes which train administrators for institutions of higher education and the professors who undertake to teach courses and seminars in higher education.

The syllabus is divided into four sections: topical outlines and bibliographies; formal degree programmes; institutes, workshops and seminars; and internships in administration.

The topical outlines represent eight principal areas of literature and possible study. The first three topics are concerned with historical antecedents and statements of philosophy, with problems arising from current trends, pressures and needs with basic principles and procedures for organization and administration. The next three topics deal with the primary divisions of administrative concern and action: academic affairs; student affairs; and financial and business operations. The seventh topic is devoted to recent developments in administrative techniques, and the final one to the political and public setting of colleges and universities. These topics may be used in the following ways:

For an advanced degree programme. The candidate should attain general competence in all of these areas of knowledge, plus a more specialized competence in at least one of them. A university may also require a certain achievement in cognate areas or in interdisciplinary subject matter.

For a lesser degree. The candidate should have an elementary knowledge of all topics and a specialized knowledge of selected ones. He should also have attained some breadth of cultural knowledge, as a basis for dealing intelligently with academic policies and problems. This programme would use the same outlines and materials as for an advanced degree programme with selections appropriate to this level of training.
For institutes, workshops and seminars. Ordinarily an institute or workshop concentrates on a single topic or problem. One of the lecture sub-topics might be chosen, but it would be preferable if the topic grew out of a need felt by those who organized the project. The bibliographies are sufficiently comprehensive to suggest by titles those items which are relevant to the topic of the institute. Problems, however, usually produce a flow of journal articles and reports and the most recent of these probably would have the greatest relevance. The speakers or consultants invited to the institute's programme should be able to suggest appropriate current bibliographical materials.

For internships. For internships to be most successful, they should obviously include experiences as well as required and suggested reading. Ordinarily, the intern will be gaining experience in a particular area of administrative responsibility. In academic administration, for example, he should concentrate on readings selected from the bibliography under that topic, supplemented with selections from among the first three topics. It would seem advisable to give him all eight outlines and bibliographies, with counsel as to the reading that would be most helpful to him.

For in-service administrators. The outlines and the bibliographies should be used by in-service administrators, but they may also be used by persons for their own study as a means of becoming better informed about the body of knowledge that exists.

In designing this syllabus the best plan seemed to be to make it both comprehensive and flexible. The professor who designs a course of study presumably has a degree of competence to teach the course and hence a familiarity with the topics and bibliography relating to it. The comprehensive outline may suggest to him new or different ideas and the bibliography may list some items with which he is not familiar.

In a matured degree programme that is well staffed, each of the eight topics should be taught by one or more members of the faculty, or by the faculty who, as a group, teach courses and seminars that include the eight major areas. At the other extreme, the eight topics, or sections among them, might be the subjects of lectures or discussions included in a single course or series. Between these extremes is the possibility of two or more courses on particular topics or on a combination of topics. For example, areas of academic administration and student affairs might be combined for a course in the academic phase of administration.

The syllabus bibliography has been limited to books and reports of major significance. Journal articles are a fruitful source of additional material. They have not been included here because of space limitations. Moreover, it was impossible to search for articles relevant to each country. Because the best ones are apt to be those most recently published, the reader is referred to periodical indexes and abstracts.

The bibliography relating to specific job functions is weak and scattered. Most of the references in the syllabus are from American sources. Specific
job training, however, is obtained primarily through experience on the job. The literature is valuable in providing a comprehensive view of higher education and the basic theory of decision-making, group processes and styles of leadership.

Each major topic has 'Additional references' appended to the bibliography. Each director or professor will be able to expand these notes for his own use. The additional items should include references to official regulations and reports that pertain to higher education in the particular country.

METHODS

The methods for training college and university administrators can, in general, be the same as for other specialists. Ordinarily, teaching involves lecturing, demonstrations, leading discussions, devising experience situations and evaluating the student's learning. The university's standard criteria should be used in granting degrees or giving awards of achievement.

The administrative role is one of decision-making. Consequently, emphasis should be placed upon developing competence for decision-making. A good technique for this is problem-solving. It is good practice to devise problems for the student to analyse and to solve. Some of the suggestions for individual projects are of this type.

Cases that present problems that have faced administrators are excellent for use by a skilled teacher. They can be written with the collaboration of the administrator who faced the problem. A good source of published cases on college and university administration is Harvard University, Cambridge, Massachusetts. A catalogue of the available cases (and their prices) may be secured by writing to the Intercollegiate Case Clearing House at Harvard.

The student will get a more meaningful education if he engages in some independent study. After each topic is a list of suggestions for individual projects. These examples will hopefully stimulate the thought of the person who plans the programme of study.

Since reading materials and lectures tend to be abstract, and the job of administration is very concrete, the student should be encouraged to visit interesting institutions and administrative offices. In today's changing world, innovations in higher education take on added significance; a good way to grasp the objectives and the practices of an innovation is to examine it first hand.

The educative value of guided practical experience should not be overlooked. The experience can be gained through part-time work, part-time study schedules, or by arranging an internship for a year, a semester, or even a vacation period.
The outlines and bibliographies that follow are based upon eight broad topics, numbered and described in sequence below.

**TOPIC 1: HISTORY—EDUCATIONAL PHILOSOPHY RELATED TO HIGHER EDUCATION**

**Objectives**

To better understand the current problems of higher education by setting each in historical perspective.

To formulate the major ideas activating contemporary higher education.

To define the principal philosophical issues in higher education, including a recognition of their historical antecedents.

To compare and evaluate the different points of view about the nature and function of higher education in society.

To formulate (each student for himself) a systematic philosophy of higher education.

**Outline of lectures and/or discussions**

The origins of colleges and universities.

The nineteenth-century development of the university; the German university, its stimulation of research and graduate education.

1. In the bibliographies in this chapter, * denotes items of interest to additional topics, and † denotes items of special value for undergraduate courses.
Influence on higher education of industrialization and developments in agriculture; the American university, its schools for the applied sciences, agriculture and engineering.

Concepts of general and liberal education; the British influence toward liberal learning.

Influence on higher education of movements toward egalitarianism, socialism and democracy; the American public community college.

Comparative values in the continental, British, American and other approaches to higher education.

Articulation of secondary and higher education.

Technical and professional education; separated institutes v. schools integrated within the university.

The growing diversity in types of institutes, junior colleges, colleges and universities.

Academic freedom.

Underlying philosophies of contemporary higher education; philosophies basic to curriculum planning and student learning.

Higher education as a social investment; the mission of higher education in a nation.

Example of an individual project

A paper in which the student formulates a philosophy of higher education for himself, supporting his thesis by references to historical antecedents and contemporary theories about the purposes and roles of institutions of higher education.

Bibliography


Additional references. Many standard references on educational philosophy have relevance to this topic.

Each country has historical materials relating to its own institutions of higher education.

There exist histories of many institutions and some of these are of great interest in showing the phases in the development of the particular college or university; for example, the several volumes by S. E. Morison on the history of Harvard University, or Merle Curti and Vernon Carstensen, *The University of Wisconsin: A History, 1848-1925,* 1949, 2 vols.

**TOPIC 2: CONTEMPORARY PROBLEMS IN HIGHER EDUCATION**

**Objectives**

To understand more fully how the institutions of higher education can assist in developing the human and natural resources of society.
To be able to define and analyse the problems of higher education.
To become acquainted with the facts produced in some of the principal and recent surveys of higher education and also those of local concern.
To describe and evaluate the major trends that affect the nature, diversity and growth of institutions of higher education.

Outline of lectures and/or discussions

What have the principal surveys of higher education found with respect to the needs for higher education and the adequacy of the programmes to meet those needs?
Expanding concepts and functions of the institutions of higher education.
Student characteristics; widening beliefs as to who should go to college and why.
Struggles to balance: quantity-quality; breadth-depth.
Student unrest and demands, an evaluation.
National manpower problems and the function of higher education to solve them.
The economic contributions of higher education to society.
The social, cultural, political contributions of higher education.
Innovations in higher education in programme design and teaching methods.
Problems of staffing the colleges and universities.
The problem of academic standards: What should they be? How can they be met and maintained?
Future trends in institutional size, diversity, composition and functional roles.

Examples of individual projects

An investigation of the surveys or other studies of higher education made in a particular country.
An empirical survey of a community to discover needs and possible programmes for a public two-year college or technical institute.
A paper on the manpower needs for skilled and professional personnel in a nation.
A paper on the cultural needs of a nation and how the institutions of higher education might help supply them.
A paper on the role of the institution in pure and applied research.
An analysis of local student demands with proposals for responses to them.
A paper on the educational planning for a particular institution.
Caution: these projects need to be carefully worked out to be effective and co-ordinated to the student’s programme; some could be directed as group projects rather than as individual ones.
Bibliography

* AMERICAN COUNCIL ON EDUCATION. *Fact book on higher education.* Washington, D.C., American Council on Education. (Loose-leaf reporting series.)


Syllabus: topical outlines and bibliographies


The following is a list of country profiles:

Africa


East Asia

The idea of a university in East and West. Hong Kong, Ching Chi College, 1962.

Europe

Colloque sur le développement de l'enseignement supérieur, Antwerp, 1966. Quelques problèmes de développement de l'enseignement supérieur en Europe. (Under the auspices of the Kingdom of Belgium and OECD.)


Latin America


CUBA. MINISTERIO DE EDUCACIÓN. La enseñanza superior. La Habana, 1968.


GONZALES. Essai de réforme universitaire. Chile, Universidad de Concepcion, 1968.
Training university administrators: a programme guide


MONGE ALFARO, Carlos. La universidad y la integración de América Latina. Publicaciones de la Universidad de Costa Rica, 1968. (Serie Misceláneas, no. 112.)


Oceania


South Asia

Ceylon: laws, statutes. Ceylon, Government Press, 1966. (A bill to provide for the establishment, maintenance, and administration of higher education.)

U.S.S.R.


United States of America


The following is a list of case studies in higher education: ¹

Changements et innovations dans l'enseignement supérieur en France. (Working paper by Grignon and Passerron, Centre de Sociologie Européenne à Paris.)

Innovations in two new universities in Germany. (Working paper by Eberhard Boning and Karl Boeloffs.)


Additional references. In every country there are available books by local scholars, governmental reports, and reports of studies by ad hoc and permanent commissions that would bear upon this topic.

In the United States, the Carnegie Commission on Higher Education, Berkeley, California, and such centres for the study of higher education as those at the universities of Columbia, Michigan, and California have active research programmes and issue reports on the study of the problems of higher education.

In Paris, Unesco, the Organization for Economic Co-operation and Development (OECD) and the International Institute for Educational Planning (IIEP) issue relevant publications.

1. Issued by the Organization for Economic Co-operation and Development.
It is appropriate to request being placed on the mailing list of any of the above offices.

**TOPIC 3: THE ORGANIZATION AND OVER-ALL ADMINISTRATION OF HIGHER EDUCATION**

**Objectives**

To understand basic theory of organizations.
To be able to apply that theory to colleges and universities; to understand how an institution of higher education differs in organization and administration from a business enterprise, a military, or governmental agency.
To create a broader and more personal awareness of what ‘administration’ (especially in higher education) means and what the concomitant processes, styles and techniques are that describe it.
To develop a personal concept of administrative style which is congruent with one’s personal attributes and skills, the social context and the organizational setting in which administration is to be practised.
To understand the nature of authority, persuasion, incentive and power in an institution of higher education.
To understand the processes of decision-making and the implementation of decisions.

**Outline of lectures and/or discussions**

Basic theories of organization.
The distinguishing characteristics of a college or university of relevance to the manner in which it should be organized and administered.
Variations in patterns of university organization: American, British, continental and other; the strengths and weaknesses of each plan.
The relationship to or control by the State.
The role of governing boards and councils.
The internal organization of colleges and universities.
Theories and practices in participation in decision-making.
The decision-making process.
Styles of leadership.
Communication as a factor in administration.
The nature of authority, persuasion, incentive and power.
Types of problems encountered in the administrative process.

**Examples of individual projects**

A critical study of the organization of a particular university with evaluations of the pattern.
A critical study of the decision-making process that was involved in deciding some issue.
Characterize styles of leadership from biographies or autobiographies of selected administrators.
Using the 'in-basket technique', prepare a description of the administrative role and style of a major officer.
A paper that compares various patterns of organization.
A paper on the role of administrators or faculty, or students in decision-making.

Bibliography

† INTERNATIONAL ASSOCIATION OF UNIVERSITIES. The administration of universities. Paris, IAU, 1967. (Paper 8.) (Also available in French.)
**TOPIC 4: ACADEMIC ADMINISTRATION**

**Objectives**

To understand the roles of academic administrators.
To understand how best to gain the co-operation and make good uses of the services of academic colleagues—for counselling, teaching, research and public service.
To learn good personnel policies as they apply to professional personnel.
To apply philosophy of education to the design of curricula.
To learn techniques for good curriculum and course of study construction.
To understand the variety of teaching-learning methods that are available to teachers and the research evaluations that have been made of them.
To learn methods for the evaluation of faculty teaching and student learning.
To become more aware of innovations in higher education.

**Outline of lectures and/or discussions**

The role of the academic administrator.
Training university administrators: a programme guide

The roles of faculty in a college or university.
Personnel policies relating to professional personnel.
Principles of curriculum planning.
Problems related to the subdivision of the curriculum for general and special preparation of students: (a) general education, the co-ordination and integration with specialized and professional training; and (b) the professional curricula and schools.
The function and the programme in graduate education.
What constitutes good teaching; the administrative evaluation of teaching.
The various methods of teaching and their best uses.
New approaches to teaching and learning: teaching aids, programmed instruction, individualized learning, the factor of personal experience.
The evaluation of student achievement.
Institutional self-studies and research as means of evaluating programmes and methods and anticipating future needs.
Innovations in the academic aspects of higher education.

Examples of individual projects

A paper devoted to a particular curriculum, such as technical education, general education, business education, or medical education.
The design of a plan for an evaluation of faculty teaching, faculty research, or the comprehensive achievement and growth of students.
The design of a plan for a self-study of the academic programme of a particular institution.
A project in role-playing in which an academic dean endeavours to ease a situation involving a personal conflict with a faculty member.
A paper discussing policies for sabbatical allowances, off-campus part-time employment, social security and other benefits and perquisites of faculty.
A paper on the role of an academic dean.

Bibliography

The academic administrator—1968. Austin, Tex., Association of Texas Colleges and Universities and the Coordinating Board of Texas College and University System, 1968. (Proceedings of the Second Annual Summer Seminar on Academic Administration.)


Additional references. There are many journals devoted to higher education and to programmes of liberal education and the professions where academic administration, including curriculum planning and management and methods of teaching are discussed. The annual series entitled Current Issues in Higher Education, of the American Association for Higher Education, Washington, D.C., includes discussions of high relevance to academic administration. Recent issues have been published by Jossey-Bass, San Francisco.

The summary reports of the general conferences of the International Association of Universities contain relevant papers and discussions.1

TOPIC 5: STUDENT PERSONNEL ADMINISTRATION

Objectives

To better understand the characteristics of college-age youth.
To understand the influences that affect the growth of students and their academic achievement.
To gain insights into the counselling needs of students.
To learn possible ways to deal with discontent and anti-social behaviour.
To prepare for the management of services that are auxiliary to the academic.
To formulate a philosophy relating to student participation in decision-making.

Outline of lectures and/or discussions

The administrative area concerned with student personnel; defining a role for student personnel work.

1. Available from International Association of Universities, c/o Unesco House, 1 rue Miollis, 75 Paris-15e.
Comparative practices related to student affairs; American, British, continental and others.
The developmental needs of college-age youth.
The various influences that affect student learning and growth.
Student counselling, academic.
Student counselling, vocational; vocational placement.
Student counselling, personal and general.
Student discontent, disruptions, activism.
Theories and practices of student discipline.
Student housing, problems and management.
Student union (social and recreational) facilities, design and management.
Student participation in decision-making in college and university administration.

Examples of individual projects

A paper that develops a philosophy relating to student personnel services.
An examination of the student personnel services of a particular institution with proposals for change.
A study of the use of student unions at American and other universities.
A paper on vocational outlets for university graduates.
An empirical study of the personal problems (finances, health, sex, etc.) of students at some university.

Bibliography

ALTBACH, Philip G. Student politics and higher education in India. Bombay, Lalvani Publishing House, 1968. (Reprinted from Turmoil and transition: higher education and student politics in India.)
Bakken, C. J. The legal basis for college student personnel work. ACPA monographs. American College Personnel Association, 1965. (Student Personnel series, 5.)
Brady, T. A.; Snoxell, L. F. Student discipline in higher education. ACPA monographs. American College Personnel Association, 1965. (Student Personnel series, 5.)


Additional references. The journals, especially in the area of the behavioural sciences, carry many perceptive papers about college students.

In some countries, especially in the United States of America, there are many conferences of administrators and student counsellors that result in published reports.

Some of the national surveys of higher education provide data about student characteristics and educational needs.

TOPIC 6: THE ADMINISTRATION OF BUSINESS AND FINANCIAL AFFAIRS

Objectives

To understand the functions and the kinds of problems that are involved in the business management of an institution of higher education.
Training university administrators: a programme guide

To become acquainted with good practices in the organization and management of business affairs.
To understand the relationship of and the impacts upon the academic programme and personnel by the business office and its policies and procedures.
To introduce the various specialized functions of the area, thus to equip the administrator better for the management of one or more of them.
To become acquainted with the problem of financial support for higher education.

Outline of lectures and/or discussions

The functional area of the administration of business affairs; the relationship with other functional areas, such as the academic and student affairs; also with the governing board.
The role of the business officer in decision-making.
Comparative practices in the organization and administration of business affairs.
Plant design and management.
Financial management: (a) resource allocations; (b) budgetary formation and administration; (c) financial controls and reports.
Purchasing functions, practices, controls.
Other aspects of the business management: insurance, real estate, investments, faculty benefits and so forth.
The administration of non-academic personnel.
Business and financial relationships of a college or university with governmental agencies.
Problems in gaining financial appropriations and philanthropic support for an institution.
Policies and problems relating to institutional earnings: student charges, rents, income from investments, patent royalties and so forth.
Legal problems of institutions: charter authority, laws that govern contracts, tort liabilities, labour laws.

Examples of individual projects

Prepare a manual of procedures for a particular office, such as for plant management, data processing, or purchasing.
Prepare a statement of policies to govern the administration of non-academic personnel.
A paper on the laws that regulate the administration of universities.
Prepare a policy statement to govern budgetary procedures.
An essay on the manner in which the business policies of a university should differ from those of a profit-making enterprise.
Prepare a model insurance programme for an institution.
Bibliography


HARKNESS, Charles A. *College staff personnel administration.* Urbana, Ill., College and University Personnel Association, 1965.


HULL, L. E.; McWhorter, D. A. *Unit cost analysis procedure—Indiana University.* Bloomington, Ind., Indiana University Foundation, 1964. (Mimeo.)


TOPIC 7: ADMINISTRATIVE TECHNIQUES

Objectives

The objective of this section of the syllabus is to acquaint students with sophisticated, modern techniques of management. This includes analytical methods of planning, institutional research and self-surveys, programming, budgeting, systematic methods for allocating resources, the development and use of information systems and cost-quality analyses.

The outline and bibliography can be used in either of two ways: (a) to make prospective administrators sufficiently aware of these technical developments to assist them in recruiting trained personnel and in making judgements about the systems and procedures that are feasible and needed in a particular situation; or (b) to train personnel intensively for these specialized purposes.

Outline of lectures and/or discussions

Overview of recent developments in management practices in industry and in institutions.

The computer: types, uses, limitations.

Information systems and their uses; computerized systems for such offices as the registrar, accounting, and payroll.

Programming as an adjunct to planning.

Budgeting, including programme budgeting.

Programme cost accounting; cost-benefit analyses.

Systems approaches to the evaluation of educational programmes.

Master plans (five- or ten-year plans for future development).

Planning for new institutions.

Institutional research offices, their roles and the uses of their findings.
Institutional self-studies, a means of institutional evaluation and a basis for long-run planning.

Examples of individual projects

Develop a plan for the use of a computer for the office of registrar.
A paper describing the factors that should be considered in making a ten-year plan for the development of an institution.
Prepare a programme for the planning, design and erection of a major building.
A paper that would propose a plan for an office of institutional research (or research and development) for a university.
A paper describing the principles and procedures that should govern resource allocation within a university.

Bibliography

BOXUS, L.; JADOT, J.; WALCKIERS, P. Essai d'application des techniques de planning-programming-budgeting systems à l'Université Catholique de Louvain. Louvain, Université Catholique de Louvain, 1969.
ESMAN, M. J.; BLAISE, H. C. *Institution building research: the guiding concepts.* Pittsburgh, Pa., University of Pittsburgh, Graduate School of Public and International Affairs, n.d.


FOX, K. A.; McCAMLEY, F. P.; PLESSENER, Y. *Formulation of management science models for selected problems of college administration.* Ames, Iowa, Iowa State University, Department of Economics, November 1967. (Final Report submitted to United States Department of Health, Education and Welfare.)


Practical uses of cost analysis to improve educational planning. Paris, IIEP, 1969. (Chapters describing case study application of CAMPUS (Comprehensive Analytical Methods for Planning in University Systems) by J. B. Levine and R. W. Judy.)


TA NGOC CHAU. Demographic aspects of educational planning. (IIEP working paper.)


Additional references. See the papers read at various conferences on management techniques held by the Organization for Economic Co-operation and Development (OECD), Paris. An extensive literature is available on computers and on data processing. The Western Interstate Commission for Higher Education, Boulder, Colorado (United States of America), is currently undertaking research relating to new management techniques. The International Institute for Educational Planning (IIEP), Paris, is a source of information and sponsors workshops on the topic.

TOPIC 8: THE POLITICAL ORGANIZATION AND RELATIONSHIPS OF INSTITUTIONS OF HIGHER EDUCATION

Objectives

To understand the role of government in creating and supporting colleges and universities.
To appreciate the need to cultivate public support.
To understand the differing concepts of the university as an autonomous institution or as an instrument for the implementation of governmental policy.
To become knowledgeable about plans for the co-operation of institutions through systems or voluntary consortia.
To understand the impacts on institutional policy and behaviour of politics, scholarly societies, accrediting agencies and so forth.

Outline of lectures and/or discussions

The legal basis for organizing a college or university; types of laws and regulations for its operation.
The concerns of the state that determine public policies for the establishment and support for institutions of higher education.
Institutional autonomy versus control by the state; comparative practices in various countries.
The growing need for state or regional planning and co-ordinating in higher education; the effect upon the institutions.

43
Voluntary consortia among institutions.
The impacts of outside agencies, such as faculty unions and student organizations.
The relationship of faculty with scholarly societies and academies.
The impacts of accreditation requirements: those by governmental departments; those by voluntary associations.
Are universities political institutions? The impacts of politics and responses to political pressures.
The cultivation of public understanding of higher education.

Each lecture topic lends itself to an individualized, intensive study project.

**Examples of individual projects**

Interviews in offices of the ministry of education, or of agencies that have impacts on the institutional policies, programmes and standards.
A paper analysing certain conflicts of opinion, such as between student activist groups and conservative political leaders.

**Bibliography**


*Additional references.* There is an extensive literature on the general topic of the university and its relationship to the state.
III Formal degree programmes

Degree programmes in any area of knowledge are authorized by the local college or university. Degree programmes in higher education will presumably have to conform to the criteria established by the university. Since these differ among countries and universities, local inquiry should be made prior to designing a programme.

THE DOCTOR'S DEGREE

Doctoral programmes are usually aimed at preparing broad-gauged educational leaders and/or highly competent specialists for administration, teaching, or research. Therefore, to receive a doctor's degree, a student should be well grounded in all aspects of the subject of higher education. The eight broad areas of knowledge listed above are those which a doctoral candidate should be expected to know. The department of higher education may also include in the programme certain interdisciplinary courses such as in the behavioural sciences, public administration, and business administration.

In addition, the student should possess specialized in-depth knowledge of one or two aspects of higher education. He could specialize in such subjects as the history of universities, organizational theory as applied to institutions of higher education, principles of curriculum design and administration. A major thesis or dissertation is one means of studying in depth.

The programme should be staffed with faculty whose own knowledge is substantial. A characteristic of a good programme at the doctoral level should be the presence of ongoing research on the problems of higher education.

Material pertaining to doctoral programmes will be found in Appendix 1.

46
OTHER ADVANCED DEGREE PROGRAMMES

Programmes of one or two years in length, offered at the graduate level, usually differ from the doctor's degree programme in two respects: (a) the study covers much of the broad scope of subject matter, but less intensively and hence general understanding rather than high-level competence is emphasized; (b) the training is usually directed toward preparing practitioners for various areas of administration. Such a programme could train a prospective administrator of student affairs in the specialized area of vocational counselling, for example.

A particular university might want to specialize in the preparation of one or two types of administrators, such as academic officers, business officers, registration and records officers. In this case, the programme would include one or more survey courses to provide the comprehensive view, plus appropriate courses, seminars and internship experiences to provide adequate training for the special area.

As an example, if the aim is to prepare an administrator for student personnel services at the master's degree level, Topic 5 should be emphasized strongly; Topics 2 and 4 given substantial study, and the remaining topics reduced to survey study. Topic 5 should be supplemented by courses in learning theory and in student counselling. For some positions, such as in keeping and analysing student registrations and records, training in data processing and analysis would be essential.

Obviously the faculty would be selected with the special interest in mind. It is sometimes possible to use as part-time faculty or as lecturers and demonstrators, administrative officers of the university or nearby institutions who have the desired competence. A word of caution: busy administrators often do not have time to prepare well for a class or seminar meeting, and the administrator may or may not be familiar with good theory and practice in his area of responsibility.

UNDERGRADUATE PROGRAMMES

The formal degree programmes to train college and university administrators that exist in the United States are all at the graduate level. The reasons for this policy should be apparent from the discussion in the Introduction.

In the United States most of the administrative staff for technical positions are trained in technical courses. Controllers are trained in accounting; data processors in statistics and computer techniques; plant managers are often trained in engineering. In this manner they gain a higher degree of competence for their work than if they majored in higher education. In some universities, the students who aim to enter university employment in one of these capacities will elect on an interdisciplinary basis one or more courses in higher education.
In spite of the advantages of graduate-level training, some universities may wish to provide an undergraduate programme in higher education. This may be warranted in those countries where there are pronounced shortages of administrative personnel.

An undergraduate programme can be both interdisciplinary in order to gain the cultural component and an intensive major in higher education administration. This breadth-depth programme would be directed toward training general and academic administrators rather than more technical administrators.

Cultural knowledge, often spoken of as ‘breadth’ of learning, should be oriented to the purposes of colleges and universities in educating students for research and for public service. The objectives should encompass the following: (a) improving the student’s ability to be literate and articulate; (b) increasing his knowledge of his physical and human environment; (c) increasing his skills in reasoning and problem-solving; and (d) assisting him in the development of a philosophy of life and in his choice of values. The student can achieve these objectives by selecting courses in the humanities or the social sciences, for example. Although his time may be limited he can, taking the standards of the university into account, arrange a reasonable balance between breadth and depth, say, half of his time devoted to each.

In some universities the faculty assumes that the student has sufficiently achieved the objectives of cultural literacy and breadth in the secondary level. To the extent that this is true, more time in college becomes available to study the specialized subject.

The intensive major or depth component can be constructed from the eight topics and related objectives and bibliography. All of the eight topics are relevant. But the main content of major study should be drawn from Topics 2 to 5 inclusive. Two survey courses, one on Topic 1 and one on Topics 6 to 8 inclusive should be given. Because Topic 6 is not particularly relevant to the academic role, it along with Topic 1 can be given limited treatment. The emphasis placed on Topics 7 and 8 will depend on the sophistication of the students.

At the undergraduate level, the planning should call for reading and discussions at an elementary level or at a reasonably slow pace. Language teachers do this and the same method applies here. To assist undergraduate course planning, attention is brought to the books in the bibliographies prefixed by the reference mark †.
IV Institutes, workshops and seminars

Short-term educational programmes may be categorized as institutes, workshops, or seminars. The division is based on the purposes, methods, and content of the programme. The precise manner in which the suggested programmes are to be used must depend on the professional knowledge and skills of the individuals concerned.

The theme of an institute, workshop, or seminar determines who should be invited to participate (in terms of educational or professional background). For specialized topics, it is desirable to invite specialists from government, business and other universities to deliver lectures on given topics.

LONG-TERM INSTITUTES: FOUR TO NINE MONTHS

Objectives

To provide students with a broad view of college or university education and academic administration.
To provide them with the skills to become effective administrators.
To increase students' awareness and understanding of contemporary problems in higher education, e.g. the dynamics of the competing pressures on education and on institutional resources.
To help students to know the abstract objectives of higher education and to relate them to the concrete problems confronting the institution.
To help the administrator to understand the relationship between educational institutions and the environment, and how it affects college or university organization.
Training university administrators: a programme guide

**Course content built around three problem areas**

Concepts and comparisons of institutions of post-secondary education; theory of organization and administration.
Internal organization of college or university.
The external environment (because it is neither passive nor neutral to the educational process).

**Organization of the institute**

First session could be devoted to the first problem area listed above; second session could be devoted to the second problem area; and the third session to the third and integration of all three.

**Students for the course**

Beginning or in-service administrators who desire to enhance their leadership potential.

**Examples of topics**

*The theory of organization and administration*
The nature of administrative process in formal organization.
Human relations and behaviour in organizations.
University as a complex organization.
Decision-making process.
The role of consensus and the level of decision in policy- and decision-making.
Public relations for the business office and principles of personnel administration.
Plant and physical facilities (some specialized topic such as good library planning).

*The internal organization of the university*
Internal organization—departments, schools, divisions or faculties.
Governance—governing boards, grant committees, academic senate, etc.
Role differentiation and decision-making in educational institutions.
Definition of internal purposes, roles, structure and function of the university.
Faculty characteristics and influence on university administration.
Student characteristics and influence on university administration.
Rationale for academic administration.

*The external environment*
College or university education and recent trends—social and economic forces on today's education; implications.
Implications of higher education as an instrument of social change.

50
The impact of manpower planning, increases of population and high cost of education.

Nationalism and university education—implications for academic administration.

The concept of academic freedom and its significance in protecting critical study and against political intrusions.

Higher education as an investment in the future; persuading the public as to its social value.

*Topical questions for integrating the three problem areas*

What are the purposes of university education and what variations should exist among programmes?

What historical antecedents have influenced (or still influence) today's pattern of authority and influence in university education?

What should be the framework or principles (a) for determining the administrative organization of a university and (b) for making major decisions in higher education?

How does the academic administrator differ from the non-academic administrator?

What are some of the internal and external constraints on institutional decisions concerning goals, finances, students, innovations?

What are the problems in assuring adequate financial resources for an institution?

**SHORT-TERM INSTITUTES: THREE DAYS TO THREE WEEKS**

*Nature and objectives*

Short-term institutes generally deal with a number of topics, oriented to a particular area of administration. Obviously, more ground can be covered in three weeks than in ten days, or three days; hence, the scope of subjects under attention must be determined by the purpose of the institute, the length and the composition of the proposed membership. The purpose generally is to offer a set of distinctive experiences to college and university administrators in order to help them become more effective in their roles.

*Students for the course*

Since the time is brief and the purpose is limited, it is important to cater to persons who have reasonably homogeneous aims and responsibilities.
The programme

The suggestions made for the long-term institutes can be drawn upon in framing the programme, the main difference being the more limited or specialized scope. Many institutes are planned around a single specialized programme.

WORKSHOPS: ONE TO SIX WEEKS

Nature and objectives

A workshop differs from an institute in that it functions as a laboratory. It is problem focused. The problem may be one that is announced in advance and on which all persons work as a group. An illustration would be the problem of using a computer for registration and student records. An alternative method is to offer a laboratory situation to which each member may bring a problem from his institution and work on it under the direction of staff. For example, each member might plan the design and erection of a building, or as another possibility each person might design a curriculum in general education for his institution.

Students for the course

The number of students in a group should be small to facilitate good communication. This is particularly important in discussing technical subjects. A group of twenty and not more than thirty seems optimal. The size may be controlled by providing more group leaders. The organizers of workshops may need information on the backgrounds of participants for assorting the discussion groups.

Excepting for the difference in method, the suggestions made for institutes may also apply to workshops. Often the two terms are used interchangeably.

SEMINARS, REFRESHER COURSES

These may correspond to the academic semester or be held for a shorter period.

Nature and objectives

The seminar as used in a degree programme offers the student an opportunity for the study of a specialized interest (for example, related to a thesis or dissertation), or for study and discussion that are designed to assist him in integrating his knowledge. The objectives would be the same as for institutes
and workshops. The refresher course is what the name implies, a course for the practitioner who wants to update his knowledge.

The topics and bibliographies given above can be used selectively in offering seminars and refresher courses.

Appendix 2 gives several actual examples of programmes for institutes, workshops, or seminars. These terms have not been used consistently in accord with the definitions provided above but this is not too important. The programmes have been selected from many possible examples to demonstrate the planning, the objectives, the topics or problems, the speakers and resource persons and the methods used. Some distribution by topic and by geography is presented. The examples may serve as models.
The educative value of practical experience was well documented by the philosopher, John Dewey, in his volume *Experience and Education.*¹ One procedure for training college and university administrators uses experience as the primary method—an internship. The internship experiences may or may not be interrelated with the formal study of administration. The best learning takes place when the two, experience and study, are joined.

**DEFINITIONS**

*Internship*

That period of experience spent under the guidance of a college or university administrator in an institution of higher education or concerned with its problems for the purpose of developing greater awareness and knowledge of the problems and methods of academic administration.

*Intern*

A person who, through a selection process, has been designated by the supporting agency as possessing potential for academic administration and who actually spends a designated period of time in a host institution in that capacity.²

The experience situations may be classified as follows: (a) as an understudy of a particular position; (b) as a succession of experiences in a variety of posi-


54
tions, ordinarily comprehending two or more major functions in administration; and (c) part-time experiences coupled with a seminar or other formal instruction.

An internship needs to be distinguished from ‘on-the-job’ training in that the internship is consciously directed toward educational objectives, and the learning should be evaluated. The internship should be activated under certain principles that govern the arrangements and the objectives.

PRINCIPLES

Some guiding principles for the conduct of an internship:
Each person engaged in an internship experience should be under the direct supervision of an administrator or faculty member who is qualified to counsel him and direct his learning experiences.
The locations and types of experiences should be compatible with the intern's resources, interests and aspirations.
An intern may or may not serve with compensation or scholarship.
All internship experiences should be provided under conditions of a three-way understanding and agreement among the employing institution, the intern, and an adviser from the sponsoring institution as to the nature and purposes of internship experiences.
There should be an understanding on the part of the intern, campus adviser and representative of the institution in direct charge as to the specific educational objectives of the internship experiences.
Experiences should be progressively educational and varied taking into consideration both the needs of the student and the interests of the institution providing the experience. The educational principles of continuity, sequence and integration apply.
Every precaution should be taken to prevent intern exploitation in work assignments through confinement to routine or repetitive work.
Periodic consultations and evaluations involving the adviser, the employing institutional representative in direct charge and the intern should be conducted.
The learning experience will be intensified if the intern is stimulated to participate in problem-solving and decision-making situations, to do selected reading and to join in any available seminars for discussions of observations and administrative problems.
A record of activity with a summary evaluation of the experiences should be expected of the intern after the experience is completed.
University credit is sometimes given for internship experience; if so, a member of the faculty should assume responsibility for certifying it and file a report describing and evaluating the experience with the chairman of the department.
The reason why these principles need to be followed is that job experiences can be educative or non-educative; progressive in learning or routine and needlessly repetitive; supervised with definite objectives in view or unsupervised and drifting in purpose. In an internship the growth in knowledge and skills by the intern supersedes in importance the criterion of efficiency in earning the compensation.

Two examples of internship programmes are given in Appendix 3.
Appendixes
1 Examples of advanced degree programmes for preparing college and university administrators

THE DOCTORAL AND POST-DOCTORAL PROGRAMME AT THE CENTER FOR THE STUDY OF HIGHER EDUCATION, UNIVERSITY OF MICHIGAN

Founded in 1954, the Center for the Study of Higher Education maintains a national reputation as a focal point for the advanced study of American higher education. The center is primarily a teaching unit whose mission is the preparation of college and university administrators who will be responsive to the nation's rapidly changing higher-educational system. The study of philosophical issues and conceptual frameworks and a futuristic orientation, complement an action-orientation to administrative techniques and operational procedures involved in contemporary university management. This emphasis has been maintained in order to develop both the theories and the skills essential to institutional administration and leadership.

Representative areas of concern

Colleges and universities as complex social systems: the application of systems analysis and social-psychological methodology to organizational and individual dynamics.

Historical and philosophical traditions of higher education: a focus on the trends and influences affecting American colleges and universities; development of a context for viewing contemporary issues.

Interinstitutional relationships and co-ordination: exploration of the dynamics and operations of consortia, state-wide and regional co-ordinating agencies and other suprastructures for co-operative long-range planning.

Community and junior colleges: a focus on aspects of universal opportunity in higher education, training for middle manpower needs and the direction of growth of community and junior colleges; preparation of persons for two-year college administration and teaching.

1. Because of space limitations, the published announcements and programmes given here have been condensed.
The contemporary college student: emphasis on sociological and psychological conceptualizations and research relevant to the college student as both a developing individual and a member of the academic community.

The learning environment: a concern with the total student environment, the impact of learning experiences; innovations in curriculum, strategies for change.

College and university faculty: research studies and theory on faculty, their socialization in graduate school, recruitment, mobility, career patterns; the life style and cycle of the academic man.

Institutional finance and institutional research: development of techniques and theories in the areas of programme analysis and budgeting, long-range planning and administrative research.

These and other topics are dealt with through formal course arrangements, special-interest seminars and informal exchanges among faculty and students.

**Faculty**

Robert T. Blackburn: college faculty and curricula; liberal arts colleges.
James I. Doi: organization and administration; state-wide co-ordination; institutional research.
Gerald Gurin: college students; research methodology.
Norman C. Harris: Junior and community colleges; technical education.
James A. Lewis: administration; student personnel services.
James L. Miller, Jr. (Director): government and higher education; finance; inter-institutional co-operation.
Marvin W. Peterson: theory and analysis of organizations and administrative processes; research methodology.
Todd H. Bullard (Visiting Professor 1968/69): community and junior colleges.

**Students**

Doctoral students come from a variety of academic backgrounds and an equally varied range of administrative, teaching and professional experiences. They range in age from the early twenties to the early forties. Post-doctoral scholars generally have had more experience in academic and administrative positions. Centre graduates typically enter administrative positions in community colleges, colleges, universities, or state and national higher education agencies; an increasing number are also accepting positions in research or university professorships in higher education.

**Programme**

The Ph.D. programme consists of a core of department of higher education courses, cognate requirements in related fields (e.g. psychology, sociology, political science, economics, history, sciences, or business administration), the preliminary doctoral qualifying examination and the dissertation. Full-time study is encouraged. Doctoral programmes are typically completed in two to three years of full-time study beyond the master's degree, depending on individual needs and qualifications. A limited number of fellowships are available through the centre; other forms of financial assistance can be gained through the University of Michigan.
Eligibility and application for admission

Applicants for doctoral programmes generally possess the master's degree in a liberal arts discipline or professional area. Post-doctoral scholars must possess an earned doctorate or equivalent.

ADVANCED DEGREE COURSES OF STUDY AT THE UNIVERSITY OF MICHIGAN

Higher Education in America: the development and significance of the chief current trends in American higher education.

Educational Statistics: intermediate course in the application of statistics to educational problems; includes a review of the use of biserial and tetrachoric correlation, regression equations, etc.; emphasis on small-sample techniques, analysis of variance and covariance, and experimental design.

Current Problems in Higher Education: primarily for graduate students who hold or plan to seek teaching or administrative positions in colleges; analysis of the composition and character of college student bodies, the objectives and construction of curricula and of trends affecting such matters as finance and accreditation.

The Community College: primarily for graduate students holding or seeking teaching or administrative positions in two-year colleges or desiring knowledge of the community college movement; the place of the two-year college, organization, college parallel and technical sources, adult education, student problems, staff and plant needs will be discussed.

The College and University Professor: traces the life cycle and style of the academic person; analyses research studies and theories of faculty as people at work in organizations; examines the training, recruitment, and mobility of faculty; the labour market for academics; the nature of their work, their relationships to students, administrators, and colleagues.

College Organization and Administration: to examine basic concepts of organization and administration and to apply them to the internal administration of institutions of higher education.

Curriculum Planning and Administration at the College Level: designed to develop a more precise knowledge of the organization and administration of the curriculum of American colleges and universities, to develop some ability in analysing the structure and some skill in evaluating the curriculum of a college.

Financial Administration of Higher Education: the interpretation and uses of financial data in the administration of colleges and universities; sources and methods of securing funds; developmental programmes, financing higher education, including policies for philanthropy, public funds, student charges, and other economic aspects.

Pro-seminar.—The College Student: reviews research on the college student, including studies of freshman-to-senior change, of college environments and student subcultures, of college drop-outs and student activism; relates discussion to cogent social-psychological theories and to problems of college teaching and administration.

Technical Education in Community and Junior Colleges: primarily for community

1. Taken from the bulletin of the School of Education, 1969/70.
Training university administrators: a programme guide

...and junior college teachers and administrators who are concerned with the development of occupational curricula of a technical-vocational character; techniques in identifying community needs; planning curricula and courses; organizations for technical education; evaluation of the programme.

Higher Education and Manpower Development: an examination of the roles which higher education is taking in the development of manpower resources; analysis of the manpower spectrum and the diversity of educational programmes required; manpower utilization in business, industry, science, institutions and government; manpower research techniques; changing demands within advanced technological societies; problems of manpower development in under-developed nations.

Methods of Research in Education: for students desiring an understanding of the various theories involved in scientific method and the research techniques employed in educational investigations, in order to better interpret and evaluate scientific studies.

Seminar—Community College: critical examination of current problems and issues in junior and community colleges; in addition to broad readings and class discussion, each student will select an area of special interest for intensive investigation; open to students preparing theses or research reports; may be taken twice for a total of six hours' credit.

Seminar—Higher Education: individual intensive studies of programmes or problems in higher education, including those pertaining to community colleges, liberal arts colleges, and various types of professional schools; open to students preparing theses or research reports; may be elected twice.

Pro-seminar—Institutional Research and Planning: to examine the techniques and functions of institutional research, and planning in colleges and universities, with special emphasis on their significance for organizational decision-making and change.

Pro-seminar—Critique of Ideas Concerning Higher Education: intensive study of influential nineteenth- and twentieth-century books and articles on higher education.

Pro-seminar—Advanced Studies in Higher Education: the specific subject matter of this seminar will vary from term to term; information may be obtained from the Department of Higher Education office; may be re-elected for a total of six hours of credit.

In addition to these courses, cognates are required. They are selected by the student and approved by the department.

For a doctor's degree, competence in a foreign language and a dissertation are required.

Qualifying and Comprehensive Examinations for the Doctor of Philosophy Degree in Higher Education at the University of Denver

Qualifying examination

This examination should be taken during the first year of enrolment, preferably after the first or second full quarters of the study. It is an essay examination designed to measure both general knowledge of the issues in higher education and the ability

to write clearly and succinctly. The examination is reviewed by a team of evaluators. Before a student may continue with his graduate studies, he must receive a ‘pass’ on the examination. Should he fail the examination, he may retake it on petition, if the petition is approved by his adviser and permission is granted by the Co-ordinator of Graduate Programmes.

**Comprehensive examination**

This examination should be taken near the conclusion of the course work in the doctoral study programme. It consists of a series of essay examinations over the core courses, the field of specialization and the cognate. If a student fails one or more portions of the examination, he may petition the School of Education to retake the examination. The examination is designed to measure the student's grasp of his field and his ability to integrate the content of his various courses and study in the application to problems and issues in higher education. He is expected to perform at a level considerably higher than that required for passing the qualifying examination.

Both the qualifying and comprehensive examinations will touch upon topics surveyed in the course in the School of Education entitled The Nature of Higher Education (University catalogue reference no. 422: 1, 2, 3). A general outline of the three-quarter sequence will be helpful in guiding review and preparation for the examination.

**GENERAL OUTLINE OF THE CORE SEQUENCE**

‘THE NATURE OF HIGHER EDUCATION’

I. **Current issues in higher education**
   B. Diversity in American Higher Education—Real or Imaginary?
   D. The Financing of Higher Education—Federal, State, Local, Private Funds, the Past and Future Prospects.
   E. The Co-ordination of Higher Education—Consortia, State and Regional Planning.
   F. The American College Student—Conflict in Generations.
   G. Graduate and Professional Education—Serving the Public or Self-Perpetuating?
   H. The College Curriculum—Revolution, Reform or More of the Same?
   I. Partners of Accreditation—Quality Control in the Service of the Public or Encouragement of Mediocrity?
   J. Higher Education as a Field of Study.

II. **The internal structure of the university—curriculum, faculty, students**
   A. General Theory of Curricular Development.
   B. Programs in General Education.
   C. Curriculum Planning in the College.
   D. Internal Organization and Governance.
   E. The College Faculty Members—Roles, Old and New.
   F. The College Faculty Member in Literature.
   G. Toward a General Theory of Teaching at the College Level.
   H. The Contemporary College Student—A Description.
J. Future Patterns of Organization—Administration, Faculty, Students.

III. American higher education—the historical context
A. The Beginnings to the Yale Report of 1828.
B. Continuation of the Classical Curriculum to the Morrill Act of 1862.
C. The Land Grant College and the Emergence of the American University, 1862–1910.
D. Reconstruction of the College and the General Education Movement, 1910-1942.
E. The War Years and Thoughts of the Future, 1942-1955.
F. Current Developments in Higher Education, 1956-present.
G. European Antecedents.
I. Future Directions.
2 Examples of programmes of institutes, workshops and seminars on college and university administration

COURSE ON UNIVERSITY ADMINISTRATION, BY THE BRITISH COUNCIL, LONDON, MANCHESTER, SHEFFIELD, HULL, 25 JUNE TO 21 JULY 1967

Programme

Monday 26 June, London
- Theory and Principles of University Administration, Dr. S. J. Worsley.
- University Administration as seen by a Vice-Chancellor, Lord Morris.
- Public Relations, Internal and External, Lord Morris.

Tuesday 27 June, London
- Structure and Organization of a University, Dr. S. J. Worsley.
- Relations between the University Grants Committee and the Universities, Sir John Wolfenden.
- Co-operation at Various Levels, Lord Chorley.

Wednesday 28 June, London
- University Finance, C. H. Stewart.
- Discussion of previous lecture.
- Institutes of Education, Professor W. R. Niblett.

Thursday 29 June, University of Sussex
- The Philosophy of the University of Sussex, Professor J. P. Corbett.

Tour of the university conducted by M. J. Batchelor.

Friday 30 June, London
- Entry Requirements and School Examinations, G. Bruce.

Monday 3 July, University of Manchester
- The Government of the University, Sir William Mansfield Cooper.
- The Manchester Education Precinct Plan, G. H. Kenyon.

Tour of the university conducted by S. J. Edgecumbe.

Tuesday 4 July, University of Manchester, Institute of Science and Technology

Tour of the Institute of Science and Technology.

1. Because of space limitations, the published announcements and programmes given here have been condensed.
Visit of the John Rylands Library
(Librarian: Ronald Hall).
Visit the Central Library, Manchester
Public Libraries (City Librarian: D. I. Colley).

Wednesday 5 July, University of Lancaster
Talk on site development plans followed by a tour of the buildings, W. Harwood.
Making a New University, Professor C. F. Carter.

Thursday 6 July, University of Manchester
The Work of a University Registrar, Vincent Knowles.
Selection of Students, Dr. G. N. Burkhardt.

Friday 7 July, University of Keele
A New University: Problems of Growth, J. F. N. Hodgkinson.
Tour of the university conducted by A. F. Tough.

Monday 10 July, Manchester
The Place of a Teaching Hospital in a Civic University, Professor J. H. Kellgren.
Visit to the Manchester Museum conducted by Dr. D. E. Owen.

Tuesday 11 July, Sheffield
The University and Industry, Professor A. G. Quarrell.
Tour of the English Steel Corporation works.

Wednesday 12 July, Sheffield
The University in the City, Dr. H. D. Turner.
Tour of the city conducted by A. B. Drought.

Thursday 13 July, York
The Special Problems of a New University, Lord James of Rusholme.

Tour of the university conducted by John West-Taylor.

Friday 14 July, Hull
The Administration of the University, Dr. Brynmor Jones.
Tour of the university conducted by Dr. Campbell.

Monday 17 July, London
Running a Hall of Residence, A. Tattersall.
Building up a Special Library, J. D. Pearson.

Tuesday 18 July, London
The British Council and the Universities, S. W. White.

Wednesday 19 July, Reading
The Faculty of Agriculture and the Overseas Service Unit, Professor A. H. Bunting.
The Provincial Agricultural Economics Service, A. K. Giles.
Visit to the university farm, Sonning-on-Thames.
The University Farm, Professor J. C. Bowman.
Visit to the National Institute for Research in Dairying, Shinfield, address by Professor Sir Ronald G. Baskett.

Thursday 20 July, London
A Student Health Service, Dr. N. Malleson.
Tour of the centre, Central Institutions Student Health Service.

Friday 21 July, London
The External Work of the University of London and the University of the Air, L. E. Ball.
Summing-up, Dr. S. J. Worsley.

Members of the course. Among the enrolled members were thirty educators representing nineteen countries. They occupied such positions as Deputy Vice-Chancellor, Secretary-General, Vice-President for Financial and Business Affairs, Academic Dean, Assistant Registrar and Bursar. The members lived and ate together and at some of the meals they met informally with officers of the various English universities.
Appendixes

ASIAN INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, NEW DELHI

The institute: its objects and organization

The Asian Institute of Educational Planning and Administration, New Delhi, was formally opened in September 1962, by agreement between Unesco and the Government of India, with three principal objects in view: (a) to provide short in-service training courses for the officers of the various ministries or departments of education of participating Asian Member States; (b) to undertake and promote research in the technique of educational planning, administration and supervision and to place the results at the disposal of such Member States; (c) to assist such States, upon request, in organizing educational planning services and in holding national training courses.

The general supervision of the institute is vested in a Steering Committee of three members, with the Secretary to the Ministry of Education, Government of India, as Chairman. The other two members are the Director of the Unesco Regional Office for Education in Asia, Bangkok and the Chief of the Unesco Mission in India.

Qualifications required of fellows

In awarding fellowships, Unesco considers the following as basic qualifications: Participants in the course should be persons who are holding or likely to hold important positions in the administration and planning of education or in training and teaching connected with these fields, in its various sectors, namely, school education, higher education, adult and youth education or technical and vocational education and at various levels, local, provincial or national.

Participants should be graduates. It may, however, be possible to consider other candidates whose previous academic background and experience provide evidence of capacity for profiting from an advanced training course. A degree or diploma in education or public administration would be regarded as an added qualification. They must possess sufficient knowledge of English to enable them to take full advantage of the lectures and discussions.

Obligations of fellowship-holders

Fellowship-holders are required to commit themselves to the full period of the fellowship and to serve their governments in such a way as to make full use of the training after returning to their own countries. There are special provisions for withdrawal, upon agreement, before the conclusion of the course if this becomes necessary; but the requirement as to service in their own countries still stands. Candidates withdrawing from the course after the award of a fellowship are required to repay to the Organization the full amount spent on them up to that time.

A comprehensive report must be submitted to the Unesco Regional Office for Education in Asia at Bangkok by each fellowship-holder within four months of the termination of the fellowship. The report should indicate the fellow's knowledge and understanding of his particular field before the commencement of the fellowship course of study, and the increase in his knowledge and understanding resulting from

1. The course was organized by the institute and sponsored by Unesco and was held from September 1969 to January 1970.
his fellowship. It should also indicate what use the fellowship-holder has been able to make of his increased knowledge.

Fellowship-holders are expected to devote their entire time, during the period of the fellowship, to the approved plan of study and to refrain from engaging in any income-producing activities.

They are also requested not to speak in public or to give interviews to the press or on the radio. Exceptions may be made if these activities relate to their special fields of competence and have the prior approval of Unesco or the administering agency. This restriction does not apply to informal talks which are not open to the public.

In the event of unbecoming conduct on the part of a fellowship-holder, his fellowship is liable to be terminated without notice.

The present course

The course, as planned, will consist of three parts. The first part will last for the first five weeks, the second part from mid-October to about the end of December 1969, the third part accounting for the remaining period. The main elements of the course will include the following:

First part: (a) a general discussion of the social, economic and educational characteristics of the Asian region; (b) a review of Unesco initiative to promote educational development in the region; (c) introduction to important education, economic, statistical and sociological concepts and techniques fundamental to educational planning; and (d) presentation by participants of country reports on the present status of educational development including educational planning and administration in their respective countries.

Second part: (a) a practical exercise in educational planning; (b) lecture discussions on important issues relevant to practical planning of education; and (c) important problems and modernization of educational administration.

Third part: (a) presentation of term papers by the participants; and (b) lectures on important educational issues, according to the needs felt by the participants.

Detailed contents of the course

First part. Apart from the participants' presentation of country statements on the present status of educational development, the contents of this part will be as follows:

Educational planning (definition, evolution of the idea).

Development (social and economic).

Educational process and education as an instrument of change.

Equality of opportunities.

Education as investment.

Educational systems in Asia.

Unesco's role in education: (a) general; and (b) in Asia (Karachi Plan, Tokyo Conference, Bangkok Conference, Asian Model, Unesco-sponsored institutes/programmes and Unesco Regional Centres and educational plans elaborated under the initiative of Unesco).

Educational planning process: objectives of education; diagnosis; projections; implementation; evaluation; and revision.
Appendixes

Structure of education: evolution of structure—relation to the level of economic development; primary and compulsory education; lower secondary education trends; upper secondary education—the comprehensive school, diversification trends; vocational and technical education; higher education—recent trends; and planning structure of education.

Curricula: quality and quantity of education; curricula and educational aims; curricula and economic needs; and planning curricula.

Manpower: active population and classification; the three economic sectors and its evolution in relation to economic growth; relations between manpower, production and productivity; diagnosis of the present situation; and techniques of manpower forecasting.

Enrolments: the increases of enrolments and its consequences; wastage in education—repeaters and drop-outs; enrolments and democratization of education; diagnosis of the present situation; projections of enrolments; and conversion of manpower needs into educational needs.

Teachers: the universal phenomenon of scarcity of teachers; age and sex of teachers—shortage and problems of women teachers; training of teachers—the different approaches; curricula and structure of teacher-training institutions; methods for the calculation of future needs of teachers; and methods for the better utilization of teachers.

Cost of education: the components of cost; recurrent cost and capital cost; unit costs; and costing an educational plan.

Financing of education: the sources of finance of education; and national accounts, budget.

Determination of the feasibility of the educational plan.

Formulation, implementation and evaluation of the educational plan.

Second part: (a) the practical exercise. Apart from educational administration, the practical exercise will form the backbone of the course. The demographic, sociological, economic and educational data to be used in the exercise will be hypothetical but will bear a fairly close resemblance to typical situations in countries of the region. Different steps in the exercise will include diagnosis of the educational situation (qualitative as well as quantitative), analysis of trends and enrolment and projections of the same, clarification of the desirable and practicable directions of curricular and educational change, and the building up of a plan of educational action taking into account its costs and its manpower outputs. The exercise will also offer scope for the application of Programme Evaluation and Review Techniques (PERT). The sequence of the practical exercise will be as follows:

Timing of an educational plan, the PERT method.

Demographic projections.
Training university administrators: a programme guide

Diagnosis of an educational system: structure; curricula; enrolments; teachers; economic condition of the country; and global diagnosis. Projections: curricula; structure; enrolments; teachers; and cost. Regionalization of the total targets. School mapping. Formulation of the educational plan. Determination of priorities. An over-all view of the educational plan. After the elaboration by the participants of certain sequences of the practical exercise, some lecture discussions will follow to eliminate the difficulties they may have encountered. Examples are as follows:

Presentation of a case study on the application of the PERT method to educational planning. Economic projections. Projections on curricula, structure, enrolments, costing, etc. Determination of priorities.

Second part: (b) lecture discussions on important issues relevant to practical planning of education. The lecture discussions will centre around themes which have a direct bearing on the progress of the practical exercise, professional and practical problems which a practising planner encounters in actual planning, and on theoretical concepts fundamental to educational planning. Examples are as follows:


Second part: (c) educational administration. The educational administration element will be built around the following: (a) administrative implications of educational planning at various levels of government; (b) the administrative process—formal and informal organization, the work group, human relations in the organization and relations with the community, delegation of authority,
co-ordination and control; (c) concepts and techniques essential to modernization of educational administration; and (d) action-oriented research in educational administration.

Third part. Every participant will be expected to select, in consultation with staff, a subject of research or special study before the end of the first month of the course. The term paper embodying the results of the study should be completed before the end of December. The term papers will be presented by the participants during the month of January.

General. The weekly schedule will provide for 'director's seminar' on some topical subjects of educational interest. These discussions will be chaired by the director and will be attended both by faculty and participants.

The course will also offer scope for advanced work in educational planning and administration to participants possessing special interest in and aptitude for such work.

---

ASIAN WORKSHOP ON HIGHER EDUCATION, HONG KONG, 18-30 AUGUST 1969

TOPIC: A NEW MAN FOR A NEW SOCIETY: UNIVERSITIES AND COLLEGES AS AGENTS OF CHANGE

Purposes

The central purpose of the workshop is to provide an opportunity for intensive study and discussion of ways and means for improving the quality of liberal arts education at the undergraduate level and thus to stimulate action on the part of the participating institutions. There are all too few opportunities for faculty and administrative officers in Asian higher education to join in serious consideration and unhurried discussion of the large issues of the educational policy—the issues which transcend a single discipline, a single institution, a single country. The hope of the workshop is to foster such discussion and to invite outstanding scholars in the field of higher education to play a major role in bringing their experience and research findings into the heart of the workshop discussions.

A basic assumption of the workshop is that every institution of higher learning must work out its own destiny by defining its problems, setting its priorities, and solving its problems in the light of its own traditions and resources. It follows that much of the emphasis of the workshop falls upon the problem statements drawn up in advance by the participating institutions. Yet to isolate the educational discussion of a given institution from the rest of the academic world would be parochial in theory, unrealistic in fact, and grossly wasteful of academic talent. A second assumption of the workshop, therefore, is that the sharing of insight and experience which is possible when twenty or so institutions participate in the give and take of a residential workshop can help each of them to resolve local problems in the light of new wisdom and perspective.

1. Held at the Chinese University of Hong Kong.
Training university administrators: a programme guide

In sum, the workshop endeavours to bring together theorists, activists, administrators and scholars and to do so in a setting free of the inhibitions of a single institution and free of the competing distractions of everyday campus life.

Programme

Speech of welcome by Dr. Choh-Ming Li, C.B.E., Ph.D., Director of the Workshop and Vice-Chancellor of the Chinese University of Hong Kong.
Address by His Excellency Sir David Trench, G.C.M.G., M.C., Governor of Hong Kong and Chancellor of the Chinese University of Hong Kong.
Main speech, ‘A New Man for a New Society in Asia: Colleges and Universities as Agents of Change’, by Tarlok Singh, Visiting Senior Research Economist, Woodrow Wilson School of Public and International Affairs, Princeton University.

Lecturers

The University in Relationship to Traditional Culture
  Gungwu Wang, Professor of Far Eastern History, Australian University, Canberra, A.C.T. (Australia)
The University in Relationship to Social Structure
  Kasem Udyanin, Dean of Political Science, Chulalongkorn University, Bangkok (Thailand)

The Decision-Making Process
  Chihiro Hosoya, Dean of Law, Hitotsubashi University, Tokyo (Japan)

Seminar leaders

The Humanities
  Slametmuljana, Professor of Malay Studies, Nanyang University, Singapore; formerly Dean of Letters, University of Indonesia

The Social Sciences
  Hla Myint, Professor of Economics, London School of Economics and Political Science; formerly Vice-Chancellor of University of Rangoon (Burma)

The Natural Sciences
  Kamaluddin Ahmad, Professor of Biochemistry, University of Dacca (Pakistan)

The Role of the Student
  Kentaro Shiozuki, Secretary for University Teachers Work in Asia (Japan)

The Role of the Teacher
  Cesar A. Majul, Dean of Arts and Sciences, University of the Philippines

Innovation and Experimentation
  Hahn-Been Lee, Dean of Graduate School of Public Administration, Seoul National University (Republic of Korea)

Participants. The 102 members represented 23 colleges and universities and 7 associations and foundations. Their positions included those as president, vice-chancellor, academic dean, professor, lecturer and others. Twelve Asian nations sent representatives.
Appendixes

COLLEGE BUSINESS MANAGEMENT SHORT COURSE, THE UNIVERSITY OF NEBRASKA, OMAHA, NEBRASKA, 27 JULY TO 2 AUGUST 1969
PURPOSE: A PROFESSIONAL APPROACH FOR TRAINING COLLEGE AND UNIVERSITY BUSINESS MANAGEMENT PEOPLE

Course schedule and description

Basic Lectures in College Business Management. The basic lectures include a complete survey of the administrative organization and the structure and the philosophy of operation of all business functions. (Twelve course hours.)

Public Relations for the Business Office and Principles of Personnel Administration. (a) Public Relations: Sound practices in public relations techniques, both within and outside colleges, will be explored and developed. The material presented concerns itself with the business officer's relationship and responsibility for effective public relations. (Six course hours.) (b) Personnel: Emphasis will be placed on the basic principles of personnel administration in such areas as salary administration, position classification, recruiting and placement, use of local facilities for staff development, problems of supervision and policies regarding staff benefits. (Six course hours.)

Management of the Physical Plant. A discussion of the principles employed in the organization and operation of the physical plant department. (Six course hours.)

College Law. Elementary legal concepts involved in higher education. The legal approach to some of the operational problems facing the business administrator and his institution. (Six course hours.)

Purchasing. A study of basic philosophy, principles and techniques by which the modern institutional purchasing department operates. (Six course hours.)

Management Uses of Computers. An orientation for management personnel to the results which may be expected from computer applications in all phases of college and university administrative uses. (Six course hours.)

Auxiliary Enterprises. A study of case histories of experiences by college business managers in their supervision of auxiliary enterprises. (Twelve course hours.)

Accounting and Budget Preparation. A discussion of the principles of accounting applicable to colleges and universities and of internal controls and financial reporting. Also includes principles of budgeting and procedures for budgetary controls. (Twelve course hours.)

Insurance and Retirement Programmes. This course is designed to help determine the hazards to which a college is subject, to help decide which of the many hazards should be protected by insurance and determine how the insurance can be provided in an economical way. Colleges are spending increasing amounts each year on retirement plans, group life insurance and more recently, major medical expense and disability
benefits insurance. Basic objectives and the important decisions involved in planning these staff benefit programmes are discussed. (Six course hours.)

Staff and participants

The speakers and discussion leaders numbered eleven and included experienced business officers from a variety of positions in ten universities and managerial consulting agencies.

The above programme was the twentieth annual institute held for the purpose. Many hundreds of college business officers have attended. Ordinarily, a member attends for two successive years in order to have time to enrol in all of the courses.

CONFERENCE ON UNIVERSITY PLANNING AND MANAGEMENT MODELS, ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, PARIS, 21-24 APRIL 1969

Purpose

The growing competition between higher education, other levels of education and other sectors of the economy for limited government funds has made the need for more systematic methods of planning and management of higher education systems and institutions of urgent importance. This need is further underlined by the rapidly growing number of students in higher education and the current crisis which higher education has been going through in most member countries.

Recently, techniques of systems analysis have been successfully applied to some of the resource allocation problems of higher education institutions. However, the extent of the role which the systems approach to educational planning can play is still in the stage of exploration and much significant experimentation in this field has not yet fully been evaluated and disseminated.

To this end and as part of the programme of work of the Committee for Scientific and Technical Personnel, OECD held a conference on university planning and management models on 21-24 April 1969. The purpose of the meeting was to bring together experts and representatives from member countries to discuss common areas of interest and to assess the state of development of quantitative planning and management techniques in higher education.

Content

The Conference sought to explore the problems faced in university planning and management by examining actual planning experience. The techniques have proved themselves valid in theory but certain problems have been discovered when these ideas are applied to real situations: (a) Are the techniques really implemented successfully as an administrative policy-making tool, or do they appear successful only because of an excellent marketing job of the idea? Since these quantitative techniques are meant to aid university administrators in the making of policy, it is the successful implementation which should have priority. (b) Are there political problems to be faced between quantitative planners and university administrators or faculty? How
can these be overcome? (c) Should the theoretical techniques or the necessary accompanying data systems be developed first?

The Conference was organized in two sections: (a) presentation and discussion of papers; and (b) working groups.

The six presentations given covered an array of interrelated planning problems: management information systems, financial and budgetary planning, resource allocation models, student enrollment models and physical facilities planning.

Three of these experiences were North American and the other three reflected European work. Speakers were asked to stress the actual state of their work in order that the outcomes of different approaches and methods could be compared. Each presentation was formally discussed by a pre-selected expert, and followed by a more informal question period.

The three working groups provided a forum for a more intensive discussion on the topics of optimization models, costs and efficiency and new dimensions in university governance. Each workshop had a discussion leader who made an introductory statement but not formal presentation.

Dr. Charles Hitch, President, University of California, inaugurated the Conference and delivered the keynote address.

Participants

The Conference was attended by a number of experts; three or four country representatives were nominated by their respective national authorities.

Schedule

First day: Keynote address, Rationality Under Stress in Higher Education, Dr. Charles J. Hitch, President, University of California. (Chairman: Recteur Antoine, French Ministry of Education.)

The Concept of a University: An Idealized System Versus Social Reality, Dr. Abdul G. Khan, OECD Secretariat.

Second day: University of California Planning Models, Dr. F. E. Balderston, University of California. (Discussant: Professor A. Jensen, Technical University of Denmark.)

Systems Analysis for Efficient Resource Allocation in Higher Education: A Report on the Development and Implementation of Campus Techniques, Professor R. W. Judy, University of Toronto. (Discussant: Dr. P. Walckiers, University of Louvain.)

Working group: Optimization Models for University Planning, Dr. Karl Fox, Iowa State University.

Third day: University Information System for the Federal Republic of Germany and West Berlin, Dr. W. Krönig, Stiftung Volkswagenwerk. (Discussant: Dr. W. Dreschel, University of Amsterdam.)

University Administrative Data Systems, Dr. Carl Roessler, Yale University. (Discussant: Dr. D. A. Angerman, University of Heidelberg.)

Working group: Cost and Efficiency in University Planning, Professor J. A. Bottomley, University of Bradford; O. Magnussen, Department of Education (Norway.)
Fourth day: Institutional Management and Planning Techniques at the University of Sussex, Mr. G. Lockwood, Planning Officer; Mr. H. Jones, Research and Development Officer. (Discussant: Dr. D. B. Rathbun, University of Pittsburgh.)

Physical Planning in Universities: A Simulation Approach, N. O. Bullock, P. G. Dickens, J. P. Steadman (all University of Cambridge). (Discussant: A. Musso, Cologne.)

Working Group: New Dimensions in University Governance, Professor Guy Michaud, University of Nanterre.
AMERICAN COUNCIL ON EDUCATION ACADEMIC INTERNSHIP PROGRAM: A PROGRAMME TO TRAIN GENERAL ADMINISTRATORS

The American Council on Education, Washington, D.C., operates during each academic year a programme for academic interns. The interns are selected from applicants in a nation-wide competition. The interns are placed with colleges and universities that have agreed to accept one. Since the American Council on Education (ACE) includes as its members most of the colleges and universities in the United States, it is able to include as participants in the internship programme a few hundred of these institutions. Each institution may nominate a person for an internship; from among these nominees a maximum of 100 individuals are chosen each year to be interns.

Staff personnel of ACE in Washington administer the programme and supervise the interns. They also arrange week-long autumn and spring seminars for the interns and their mentors; reading lists; and they evaluate the analytical reports on academic administration prepared by each intern. The host institution also provides a mentor for the intern who guides his learning.

The guidelines that follow are intended to provide a broad framework within which council members as 'co-operating institutions' may participate in the Academic Administration Internship Program. The varying characteristics and needs of both institutions and interns suggest the wisdom of programme flexibility.

Purpose

The purpose of the programme is to strengthen leadership in American higher education by enlarging the number and improving the quality of persons available for key positions in academic administration. Its objectives are to help institutions identify

1. Because of space limitations, the published announcements and programmes given here (by Charles G. Dobbins, Director of the Academic Administration Internship Program (AAIP) and Douglas F. Bodwell, Assistant Director) have been condensed.
the younger faculty and staff members who have shown some promise for academic administration; to encourage them to make academic administration their professional career and to prepare for it; to provide them with opportunities for planned observation and experience in academic decision-making; and to learn more for higher education about identifying and developing potential administrative talent.

Responsibility of the American Council on Education

ACE sponsors and administers the Academic Administration Internship Program, supported by the Ford Foundation, which was initiated in the academic year 1965/66. The council annually invites the head of each member institution to nominate a qualified individual from his faculty or staff who shows promise of administrative ability. From these nominations, a maximum of 100 individuals are selected as ACE interns. The council provides each co-operating institution and its intern with recommendations for structuring the internship, a study programme in academic administration and staff consultation. In addition, staff members visit as many participating campuses during the year as is practicable. Each intern receives complimentary subscriptions to Higher Education and National Affairs, the Educational Record, and certain other ACE publications.

If a president nominating an intern approves exchange of the intern for the intern of another institution, or would like his intern to experience part or all of the year on another campus, the council will assist in making the arrangement whenever feasible.

The council will select from among ACE interns, after a screening of their dossiers and interviews with the finalists, a limited number of ACE fellows. ACE fellows are the chief representatives of their class of interns in the council's continuing programme of research in academic administration. They also participate at council expense in week-long autumn and spring seminars dealing with the problems and opportunities of academic administration.

Invitations to participate in each year's AAIP will normally be mailed in September of the preceding academic year. Presidents will be asked to nominate their candidates and forward the necessary papers to the council by 15 November. Interviews with those interns considered for selection as ACE fellows will be held in January or February, and the selection of fellows will be announced in March.

In these guidelines the general term 'interns' will be used in referring both to interns and to fellows.

Responsibility of the intern

Because the interests of interns vary so greatly, the council has purposely provided only a broad outline for structuring the internship. The intern is expected to work out the specific details with his mentor and to inform the council frequently of his plans and progress.

The intern's opportunity to observe and work with a high-level administrator affords great advantages. In developing his programme, however, he must remember that he is the only person on campus exclusively concerned with his internship, while his mentor holds responsibilities far beyond the internship. The mentor usually will
welcome the initiative and tactful suggestions of the intern throughout the year. The council, the institution and the mentor all expect the intern to demonstrate initiative and resourcefulness in his internship experience.

The intern on occasion may have to work out his own procedures. For example, one intern worried about lack of contact with his mentor who had an extremely busy schedule of travel and meetings off campus. Determined not to be idle or discouraged, the intern at a university party introduced himself to a vice-president, explained the purpose of the AAIP and asked if the vice-president had any work that needed doing. The quick reply, ‘Be in my office at 9 o’clock tomorrow morning’, opened doors to one of AAIP’s most meaningful internships. This is related not to encourage ‘mentor shopping’ but to stress the value of initiative and willingness to be much more than just an observer.

It is expected (a) that each intern or fellow will do certain assigned reading in academic administration, both prior to and during the internship; (b) that he will serve his home institution for the academic year following the internship; and (c) that he will produce by 1 April 1969 an analytical report of some significance in the field of academic administration. Authors of articles rated best by a council staff committee will receive appropriate recognition by special awards and by prospective publication of their articles in the Educational Record.

Responsibility of the institution

The institution in appointing an Academic Administration Intern for an on-campus experience, or in accepting an intern from another campus, assumes the obligation to involve him in administration at policy as well as operational levels. An intern should be closely associated with the president, dean and other major institutional officers.

The most important responsibility of the institution is the selection of an appropriate mentor under whose guidance the intern will spend his year. The mentor is the key to a successful internship. His interest in the intern and in accomplishing the purposes of the internship is the paramount factor determining the value of the experience. If the president is not the mentor, his full support is essential both to the mentor and to the intern. An appropriate announcement of this support and of the desire of the president that administrative officers co-operate with the mentor in providing appropriate experience for the intern, can go far toward assuring a meaningful internship.

The council’s experience suggests that there are distinct advantages both to the intern and to the co-operating institution in an arrangement by which the institution is responsible for the intern’s salary, travel and other expenses.

When an institution accepts an intern from another campus, it should promptly take appropriate steps to acquaint the intern with his host institution so that he and his family may become, as nearly as possible, a part of the normal campus life. The institution should also be mindful of the intern’s specific needs such as office, telephone, secretarial help—and most important, housing.

When an institution provides its intern with the internship experience on the home campus, special effort may be required to maintain appropriate focus on the purposes of the programme. There will be the natural temptation to make use of the intern’s knowledge and capabilities in routine assignments. The success of the internship,
however, depends in considerable measure upon the institution's ability to free the intern for wide observation and participation in decision-making.

To acquaint the intern with the institution's operation it is recommended that, preferably before the start of the internship, he be provided with the following literature: catalogues, descriptions of special programmes, organization charts, self-studies or management studies; reports of the president, deans, and directors of projects and offices, and materials on public relations and fund raising.

**Role of the mentor**

It is recommended that the president, or one of his major administrative officers, serve as the intern's mentor. The mentor has primary responsibility for structuring and supervising the internship, and indeed is the key to its success. The value of the internship relates directly to the extent of the mentor's involvement and personal interest in accomplishing the purposes of the programme. Ideally, he is friend as well as counsellor.

It is the responsibility of the mentor and the intern to work together in planning the details of the internship. Following the council's basic guide-lines, they should give consideration also to the particular background and needs of the intern and the special character of the institution.

The mentors are asked to involve their interns in all aspects of institutional administration, from the operation of the office of an academic dean through the levels of the general administration to the relationship of the administration to the governing board. Experience supports the use of a balance in methods of involvement—observation, consultation, non-directive participation, participation by project assignment and independent study.

Considerable value is placed on specific assignments which require fact gathering, analysis, recommendations and defence of those recommendations. One ACE intern felt that he was an 'outsider' and getting nowhere with his year's experience until his mentor arranged to make him the secretary of an important special faculty committee. From that time, deeply involved in the problems of the host institution, the intern found his internship a rich and rewarding experience.

**Planning the programme**

Although time may not permit experience for the intern in all the areas listed here, they are suggested as a checklist for use of the mentor and intern in planning a programme.

The intern should be given the opportunity to observe administration at the top level; the nature of educational leadership; relationships between the several levels of administrative officers; how decisions are reached at various levels; and how final recommendations are made to top administrative persons and the trustees.

He should observe how decisions are made as to budgetary support for departments and other divisions; what basic controls are used; how the budget is finally compiled and presented to the trustees or other governing body; how appointments and promotions of faculty are made; how administrators at all levels are appointed; and the procedures for creating committees, whether appointive or elective.
The intern should become informed about faculty authority for appointment and promotion of its members; composition of faculty organizations and how they are created; responsibility for curricular composition and changes; determination of faculty work-load, including teaching and research; impact of graduate programmes on undergraduate teaching; and the role of teaching assistants in departments.

He should observe the relationships of the student body to the various levels of administration; admissions policies; how decisions are reached to admit or not to admit students; faculty role in admissions; counselling of students; curricular planning; students’ role in administrative procedures and decisions affecting student life; administration of non-academic student activities; policy on off-campus activities; and the placement programme.

Other areas of major concern to the institutions and the interns which should be explored are long-term planning and development; fund raising; relations with the public in general, the alumni foundations, and the relevant governmental agencies; and research development and control.

It is of special importance that the intern be involved early in the year in some problems of the administration. His mentor and he should agree on a project that will bring him in contact with several levels of the staff and provide him with the opportunity to study a problem important both to him and to the institution. For example, interns have explored faculty appointment and promotion policy; the contact of students with permanent faculty and teaching assistants; sources, distribution, and controls of research grants in the institution; policies on admission in the several colleges of the university; sources, distribution, and types of student aid; and the distribution of graduate fellowships between the sciences and the humanities.

The intern’s schedule should also include a programme of planned reading and study. ACE’s suggested list of books related to the administration of higher education will provide basic reading, but the intern’s conversations, campus experiences, and personal initiative should lead to discovery of additional sources. One ACE intern has reported, ‘The year gave me my finest opportunity for wide reading. I had never really stopped to consider what education is all about.’

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING INTERNSHIP PROGRAMME—A PROGRAMME TO TRAIN STAFF SPECIALISTS

The IIEP established by Unesco in Paris operates each academic year an internship programme in educational planning. Fifteen persons selected from among applicants are admitted, twelve from the developing countries and three from economically advanced countries. The purpose is to qualify these persons to assume positions of substantial responsibility in educational planning.

All interns remain for the year with IIEP where for half of their time they do practical research and analytical work and for the other half they engage inorganized study of major aspects of educational planning. This study includes 140 sessions of lectures and practical exercises. In both cases they work under the immediate direction of staff members.

Announcement of the IIEP Internship Programme for 1969/70

The IIEP is an international centre for advanced training and research, whose purpose
is to expand useful knowledge and the supply of qualified experts in the field of educational planning. The institute was established in 1963 by Unesco, in cooperation with the World Bank, the French Government, and the Ford Foundation.

Thus far the institute has conducted research in some thirty countries on various aspects of educational planning and its relation to over-all national development. On the training side, it has conducted several seminars and in 1965 inaugurated an Internship Programme.

This announcement concerns the fifth annual cycle of the Internship Programme (1969/70), to which only fifteen qualified persons will be admitted in October 1969, approximately twelve from less developed countries and three from economically advanced countries.

Aims of the IIEP Internship Programme

The programme is designed to provide advanced training in the theory and practice of educational planning, including practical experience in research and analysis, to persons intending to make a career in this field and who already have a strong educational background and some initial work experience.

It is intended that graduates of this programme will be qualified to assume positions of substantial responsibility in educational planning, either in their own country (for example, in the Ministry of Education or general, economic or social planning agency, or as a researcher and teacher of educational planning), or with a bilateral assistance agency.

Contents and methods of the programme

Approximately half of each intern's time will be devoted to practical research and analytical work under the guidance of an appropriate institute staff member, on topics of special interest and usefulness to both the intern and the institute.

The other half of the programme consists of organized study of major aspects of educational planning, with emphasis on methodology and statistical analysis and on such specific problems as the integration of educational planning with the needs of economic growth and social development, educational costs and finance, teacher supply, qualitative aspects, educational reforms and innovations, out-of-school education and the implementation of educational plans. Visits to other organizations in Europe whose work bears on educational planning will also be part of the programme.

Working conditions

Interns are expected to devote full time to the programme and to adhere to the regular working hours of the institute.

Each intern is provided with office space and with typing facilities for official work. Seminars and other instructional activities are conducted in the institute's own facilities, provided by the French Government. Interns have full access to the institute's library and specialized collection of documents on educational planning:
arrangements can also be made to use other good libraries and document collections in Paris, at Unesco, OECD and various French institutions.

The institute does not provide living accommodation but assists interns in locating appropriate quarters.