

DOCUMENT RESUME

ED 083 221

SP 007 419

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TITLE How to Research the Power Structure of Your University or College.
INSTITUTION Nebraska Univ., Lincoln. Curriculum Development Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 73
NOTE 90p.
AVAILABLE FROM Nebraska Curriculum Development Center, 338 Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$1.00)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Faculty Evaluation; Program Evaluation; *Student Evaluation; *Student Research; *Student School Relationship

ABSTRACT

This manual offers an instrument for gaining knowledge about university power structures. Sample questionnaires for trustees, college presidents, deans and department heads, faculty students, campus workers, and community groups are given. Accompanying each example are discussions and alternative sources of information. Three hypothetical campus power structures are outlined: a large state university, a private college, and a church-related school. (JB)

ED 083221

HOW TO RESEARCH THE POWER STRUCTURE
OF YOUR UNIVERSITY OR COLLEGE

U.S. DEPARTMENT OF HEALTH,
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Bert Marian

Study Commission on Undergraduate Education
and the Education of Teachers

Lincoln, Nebraska

1973

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SP 007 419

This monograph prepared by the Students Committee of the Study Commission on Undergraduate Education and the Education of Teachers is one of a series of Study Commission publications and does not represent an official position of the Study Commission. The book is a study document for distribution to those associated with the work of the Commission. Requests for this book and other Study Commission publications should be addressed to: The Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508.

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Publication of this document at the University of Nebraska Printing and Duplicating Service was funded with a Grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

THE STUDENT COMMITTEE

The Student Committee, sponsored by the Study Commission on Undergraduate Education and the Education of Teachers, first met in January, 1972. The committee comprised a rather remarkable mix of different ethnic, sexual and social orientation, of students, ex-students, and non-students. It was able to work effectively from positions of both ethnic and social class orientation. The committee's membership is also remarkable in that all have at one time or another been involved as activists in campus change efforts--as editors, community organizers, resource people, student organizers and in a variety of other activities. At its second meeting in March, 1972, after overcoming much initial mistrust among its members, the committee designed a program to research and write a number of organizing manuals around various critical change issues in higher education. The purpose in writing the manuals was to produce usable materials that were low in rhetoric and high in practical information, resources and explanations. The writing was to be distinctly oriented to the student and lay public, avoiding as much as possible what was felt to be a preponderance of professionally oriented, in both language and ideology, literature on change issues in higher education. Documents on alternatives, access, bilingual-bicultural education, sexism and power structure research were developed. Writing was completed by the summer of 1973.

The remainder of 1973 and 1974 will involve an effort to disseminate these materials to those people who can most effectively use them. Because of the different constituent orientations of Student Committee materials (Black, Puerto Rican, Chicano, women, gay, high school students and others), individual efforts must be mounted for each publication. These dissemination efforts will concentrate on utilizing the resource potential of the publications to their fullest, following up such uses as curriculum materials, training documents, policy guides and resource directories. In the course of this activity, the seeds for networking student issue concerns will be planted, and hopefully will be used to further organize student and lay interests in changing higher education.

As many as thirty people combined to write the various documents of the Student Committee. Much writing, most editing and the organizing of resources was accomplished by the committee chairman. The Study Commission's staff was an invaluable resource for Student Committee work. More detailed information about the history, composition and work of the Student Committee can be obtained by contracting the Chairman, David Rosen, 935 Delaware Street, Berkeley, California, 415-527-7627. Descriptions of Study Commission activities may be obtained by contacting the Directorate (Paul Olson, Director, Study Commission on Undergraduate Education and the Education of Teachers, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508, Phone 402-472-2568 or 2569). A publications list of Student Committee materials is also available from the office of the Directorate.

The Nebraska Curriculum Development Center
Andrews Hall
University of Nebraska
Lincoln, Nebraska 68505

Student Committee Publications

- 1- Open Admissions: The Promise and the Lie of Open Access in American Higher Education -- Essays on access in the state higher education systems of Nebraska and California, as well as an extensive case study of the open admissions program at the City University of New York. The book speaks for the right to a free higher education of a student's choice, blasts the institutions that allegedly provide open admissions, and through critical examination of current programs, points the way to a viable radical plan for open admissions.
- 2- Education By, For and About African Americans: A Profile of Several Black Community Schools -- Deborah Daniels, a graduate student at Stanford University School of Education, has compiled profiles of nine independent and community based Black schools from pre-school levels to the community college level. The book forcefully states the need for such independent Afro-American education, and graphically illustrates the variety of schools associated with an independent Black schools movement.
- 3- We'll Do It Ourselves: Combatting Sexism in Education -- Coupling an analysis of sex role channelling and stereotyping with numerous alternative action outlines, this book states the case for a self-help orientation. It combines both feminist and gay perspectives with blueprints for creating women and gay studies centers, legal and medical clinics and day care services. The book contains several accompanying resource directories.
- 4- How to Research the Power Structure of Your University or College .
- 5- How to Research the Power Structure of Your Secondary School System-- Both of these manuals represent research outlines for finding out how decisions are made in these two educational communities. The books frame a large number of questions, provide probable sources for finding the answers, contain case studies, and offer bibliographies. They are intended to be used as workbooks for undergraduates and high school students.

Student Committee Publications (cont.)

- 6- Mini-Manual for a Free University -- With a long introductory guide section by Larry Magid of EdCentric Magazine in Eugene, Oregon, and Nesta King of the Center for Participant Education in Tallahassee, Florida, this book serves as a guide for setting up an autonomous, student-run education project. Several case studies are included, with a resource guide listing hundreds of groups, individuals, projects and publications.

- 7- Educación Cultural: A Manual for the Development of Chicano Bilingual-Bicultural Education -- By Mario Vasquez, a student at UCLA Law School and past administrator of the Chicano Pride program at Cal State University at Los Angeles, this book details from proposal writing to evaluation the methods, procedures and resources needed to operate a bilingual-bicultural escuela. Case studies of programs in Silver City, New Mexico, and Los Angeles are included, as well as an extensive resource bibliography.

- 8- Puerto Rican Studies Sourcebook -- Tracing the history of the development of Puerto Rican studies in New York City through numerous case studies, this book argues that such programs are currently redefining themselves. It prescribes an ideal model for developing a Puerto Rican Studies center. The book contains an extensive resource section listing curricular, faculty, course and literature resources, as well as a directory of all known programs, highlighting leaders and publications in the movement.

The cost of each book is \$1.00. This charge is for postage and handling.

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Publications

1. EDUCATION FOR 1984 AND AFTER --- Vito Perrone of the University of North Dakota's Teaching and Learning Center, Alfredo Castaneda of Stanford University, George Denmark of the University of Kentucky, along with other College of Education leaders, discuss targeted education for teachers, cultural pluralism and other topics. Related articles by Murray Wax of the University of Kansas, Nancy Arnez of the Center for Inner City Studies, Chicago, and others.
\$1 per copy for postage and handling.
2. THE UNIVERSITY CAN'T TRAIN TEACHERS --- A group of prominent school administrators, including Richard Foster of the Berkeley Unified School District, Barbara Sizemore of the Chicago Public Schools, Jose Cardenas of the Edgewood District of San Antonio, and Paul Salmon of the American Association of School Administrators talk about school-based training for future teachers and about how certification, accrediting, tenure and funding problems affect change in teacher education. Related essays and court cases. \$1 per copy for postage and handling.
3. OF EDUCATION AND HUMAN COMMUNITY --- Essays on education and the community-building process includes writings by Phillippe Aries, J. H. Van den Berg, President Julius Nyerere of Tanzania, James S. Coleman, Jerome S. Bruner, John Bremer and the editors of The Ecologist. A second section contains a value statement adopted by the Study Commission on Undergraduate Education and the Education of Teachers. A final section is an edited version of a discussion among leaders in experimental education. \$1 per copy for postage and handling.
4. TOWARD A COMMUNITY OF SEEKERS: A REPORT ON EXPERIMENTAL HIGHER EDUCATION --- Published for Johnston College, University of Redlands, Redlands, California and edited by Walter E. Tubbs, Jr., with a foreword by Frank Newman. This book covers in detail transcriptions from twelve sessions of the Johnston College National Symposium on Higher Experimental Education held in January 1972. An appendix includes names and addresses and people to contact at 267 experimenting college programs and related organizations.
Cost per copy is \$3.

5. NOTHING BUT PRAISE: THOUGHTS ON THE TIES BETWEEN HIGHER EDUCATION AND THE FEDERAL GOVERNMENT--- by Lewis N. Pino, Director of Research at Oakland University, Rochester, Michigan (a Study Commission member). Pino has worked with the National Science Foundation in the process of dispensing federal dollars for pre-college and undergraduate programs, and still serves as reviewer and consultant to NSF. The book also includes an essay by economist Kenneth Boulding of the University of Colorado on "The Economic System and the School System," in which he describes the problems resulting from education being part of the "grants" sector of the economy rather than the "exchange" sector. \$1 per copy for postage and handling.
6. THE SUPPLY AND DEMAND OF TEACHERS AND TEACHING--- by Evelyn Zerfoos and Leo J. Shapiro. This report of a market research firm under contract to the Study Commission suggests that the present perception of teachers as "single-purpose tools" rather than as professionals who are capable of working in a variety of situations increases the disparity between supply and demand. They warn that if current recommendations to curb the teacher surplus are put into effect that a shortage of teachers may result by 1990. \$1 per copy for postage and handling.
7. NEWSLETTER ---An attempt to facilitate the flow of information regarding Study Commission activities in the area of educational reform. The newsletter is sent out irregularly. No charge.
8. INFORMATION SHEET ON TRAINING DOCUMENTS --- prepared by the Student Committee of the Study Commission, including "Open Admissions: The Promise and the Lie of Open Access to American Higher Education," "How to Research the Power Structure of Your University or College," "We'll Do It Ourselves: Combatting Sexism in Education," "A Profile of Several Black Community Schools," and "Mini-Manual for a Free University." These documents will be available in Fall, 1973.

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TABLE OF CONTENTS

	Page
FOREWORD	v
INTRODUCTION	1
Campus Power Structure: Essential Information	8
CAMPUS STRUCTURE	11
Board of Trustees	13
President's Office	26
Deans and Department Heads	34
Faculty	41
Student Body	48
Campus Workers	52
Community Groups	55
BUDGET	57
THREE HYPOTHETICAL CAMPUS POWER STRUCTURES	65
A State Multiversity	68
A Private College	72
A Church-Related College	75
RESOURCES	81
Source Material and Where it Comes From	83
Persons You Should Contact	83
Offices Which Dispense University Publications	84
Biographical Directories	85
FOOTNOTES	87

FOREWORD

The manual which follows was developed by the Student Committee of the Study Commission on Undergraduate Education and the Education of Teachers. For some time, commentators on American education have remarked the extent to which teachers and teachers-to-be are out of touch with fundamental issues of power, institutional organization, and interest. The Education Professions: 1968, an official publication of the Department of Health, Education and Welfare developed under the direction of the Associate Commissioner for Education Professions' Development, remarks that "the Nation's future teachers are interracially inexperienced; they tend to prefer teaching the children of white-collar groups. Over 40 per cent of them have spent most of their lives in their present city, town, or county. . . . When they become teachers, they are likely to support their church or the State educational association but unlikely to take much interest in civil liberties groups or even in political associations which ask that they do more than vote."

The Study Commission's August Document remarks the same phenomena and uses much the same documentation. Martin Haberman, in a monograph prepared for the Association of Teacher Educators and based on nationwide research, remarks that vocationally oriented students (among them a large proportion of the students preparing to go into teaching) are persons who reject social change and see college as part of an "uninteresting weary struggle toward a higher place in the world." The situation is not much different in the case of those preparing to be school administrators. Leadership in American Education, the Academy for Educational Development's study of American school administrators, found them to be people who would like to assign conventional institutions more power in controlling societal problems, and society's critics, than men planning to go into all other fields.

The Study Commission, like the U. S. Civil Rights Commission, has argued that America's schools and its undergraduate institutions training teachers need changing. The next generation of teachers, if it is to change the schools, will need to know how power operates in educational institutions. Persons who use this book as a tool in the reform of teacher education may wish to look at power relationships connecting the College of Education and teacher education components of Arts and Sciences Colleges to forces outside the institution--especially through the placement office, the credentialing system, the professional teacher and administrator organizations which may have a voice in determining an institution's educational policy, its structure, or its support. The Study Commission has recommended that a new kind of teacher be recruited, one interested in and capable of creating change. If this document assists toward that end, it will

have served Study Commission agendas.

This Commission is preparing a final report. We would like to see any documents prepared using the techniques proposed in this manual, particularly if they concern the structure of undergraduate education or of teacher education. We will try to reflect the concerns of such reports in our final document.

Bert Marian, who prepared How to Research the Power Structure of Your University or College for the Study Commission's Student Committee, is an instructor of speech in the Arts and Sciences Department at Kirkwood Community College in Cedar Rapids, Iowa.

Paul A. Olson, Director
Study Commission on
Undergraduate Education
and the Education of Teachers

INTRODUCTION

What is it all about. . . ?

This booklet is a series of questions for students to ask about the power structures on their campuses. These questions are not asked for the mere sake of knowledge. They are intentionally designed to help you--the student--demystify your thinking. It is important for people to begin understanding the forces which greatly influence their lives. By understanding these forces people will gradually acquire the ability to act. Storming the Chancellor's house and demanding a switch to a pass/fail grading system rarely brings change. Even if student demands are met at times of mass disorder, the institution usually returns to its normal routine once things quiet down.

This booklet is designed to help you understand the student role so that you may bring about permanent change. By acquiring knowledge of the power structure of your school you can begin to break down the feeling of apathy that so often overcomes people when they think they are confronted with an immovable mass.

So it is important that you begin this research with a definite aim. A conglomeration of facts confuses people. By beginning with a definite issue you can place your energy in that direction. If you would like to see students affect the hiring of faculty, begin this study with that in mind. At every phase of the study, look for the people responsible for the hiring of faculty. Who makes recommendations? Is there a faculty committee which recommends people to a representative body composed of just faculty and administrators, or is everyone appointed by the president? Does the Board of Trustees have the ultimate approval power? Ask specific questions and don't let anyone intimidate you. Be persistent.

As a student, you soon find out that you are in a powerless situation. You are not taught how to become critical, aware individuals. You are taught to think in sophisticated terms that mask reality--"cultural pluralism" for racism, "cultural deprivation" for class exploitation, "objectivity" for bias.

This socialization is in the interest of the ruling class. Scientists are turned out to conduct government and corporation-financed research and development. Social scientists are trained to teach the ethic of academic objectivity and to impose this impossibility on a biased society. Medical schools foster elitist conceptions of medicine that help erect barriers between doctor and patient, and between patients and an understanding of their own health care. Law schools train people to support the legal system of the ruling community. Teachers from grammar school to graduate

school prepare people to accept the socializing process of dominant education. Definite group interests benefit from prevailing educational practices at the expense of the interest of others.

It is important that we begin to act immediately. We must start demystifying our existences by understanding those institutions which daily affect our lives. Prepare yourself for an enlightening look into your campus power structure.

A campus power structure is those people and pressures responsible for decisions on major campus policies. Some persons are part of the power structure because of their formal positions (the president, academic deans), others are very influential because of their informal position (a senior professor respected by his colleagues). A college's charter and policy statement are formal pressures, but the college's need for money and good public relations are often more significant in decision making.¹

What Makes a Campus Power Structure,
National Student Association, 1966

Like almost every institution in America, colleges and universities are run by power structures. Although they vary in terms of actual and formal power, almost every college delegates responsibility to certain officers or boards. Final authority inevitably rests with the board of trustees or regents, who delegate administrative authority to a president. Depending upon the size of the institution, the academic dean(s) are responsible for overall academic goals and policy, while the department chairpersons usually oversee personnel and curricula.

This paper suggests the things you should know when you're dealing with campus authorities and trying to find out who runs what. It is only a beginning, but even at that, to become fully aware of the ramifications of the local structure, one must plan on a lot of research and digging because not all of the information we have judged to be valuable will be readily available.

When we asked the former chairperson of a local branch of the

¹Footnotes are on Page 87.

American Association of University Professors (AAUP) for some suggestions on how to go about discovering and investigating a campus power structure, he said:

What you want to find out is what the people are like, not just how a chart or graph on university organization looks. And to find out about the people, you have got to find some friends who are willing to share what they already know.

It is very important to document all your information. But it is essential that you establish contacts with persons who already have an idea of what's happening. A sympathetic and trustworthy informant is no substitute for documentation, but good informants may save you hours of search--and open up new directions that you weren't aware of.

Talk to graduate teaching assistants, meet the student body officers, talk to the school newspaper's editor; information can come from many sources.

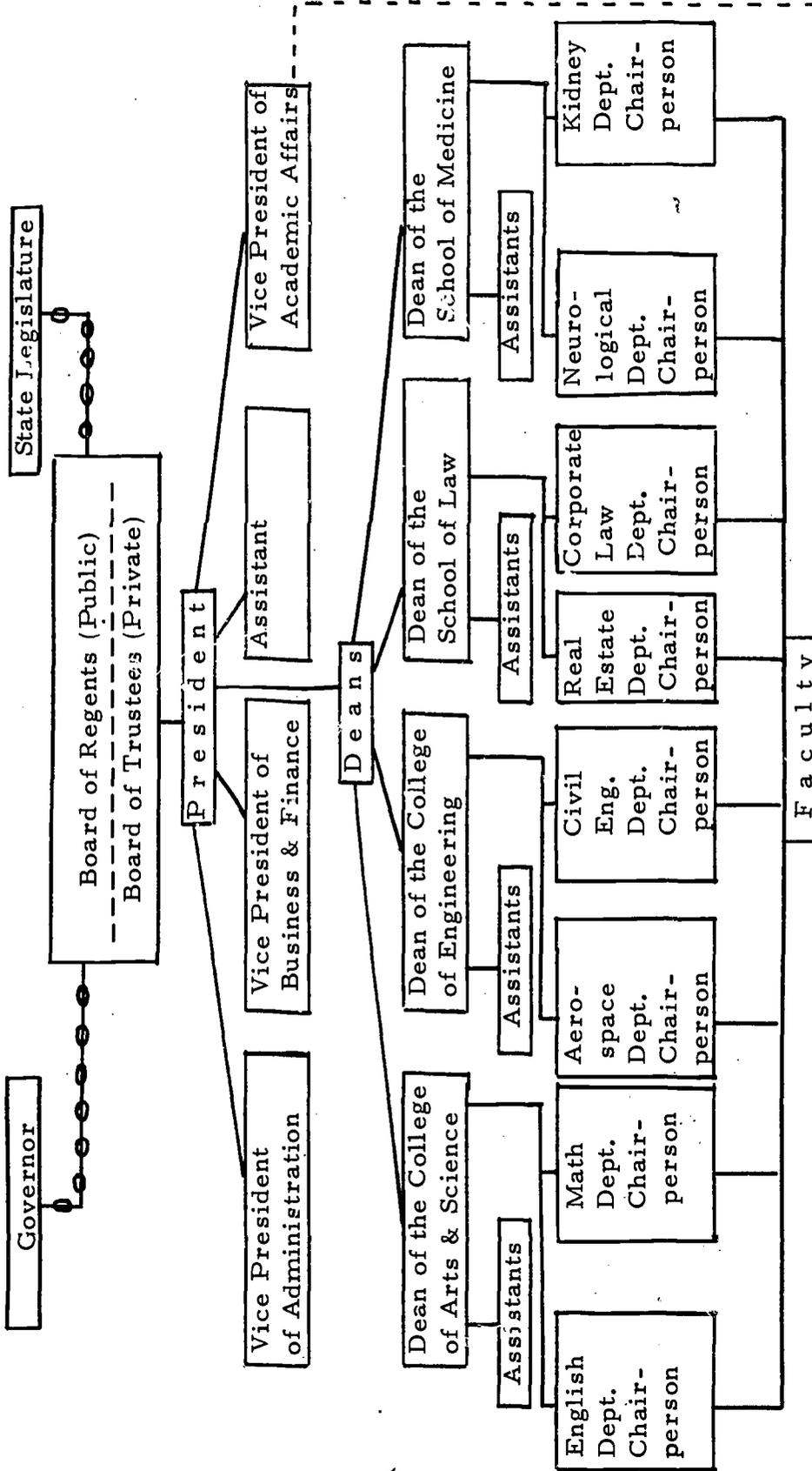
To begin, look at the diagram on the next pages. This is the basic organizational plan for every college and university in America. This should give you a general idea of the relative positions of the officers of the college. Find out the names of the people who fill these positions and decide which of them you wish to investigate.

For more specific questions to ask about each of the units within the campus organization and for suggestions on finding the answers, consult the worksheets in the "Campus Structure" section. There are obviously many additional questions which will be generated by the suggested guidelines, and the resulting research may lead in many directions. But when the answers begin to come in, you will better understand the power structure of your campus and perhaps begin to see what actions could be taken.

It may be useful to write and circulate descriptions of how the power structure operates on your campus. Three samples illustrating the possible form of such descriptions are reprinted in the section entitled "Three Hypothetical Campus Power Structures."

POSSIBLE CAMPUS ORGANIZATION

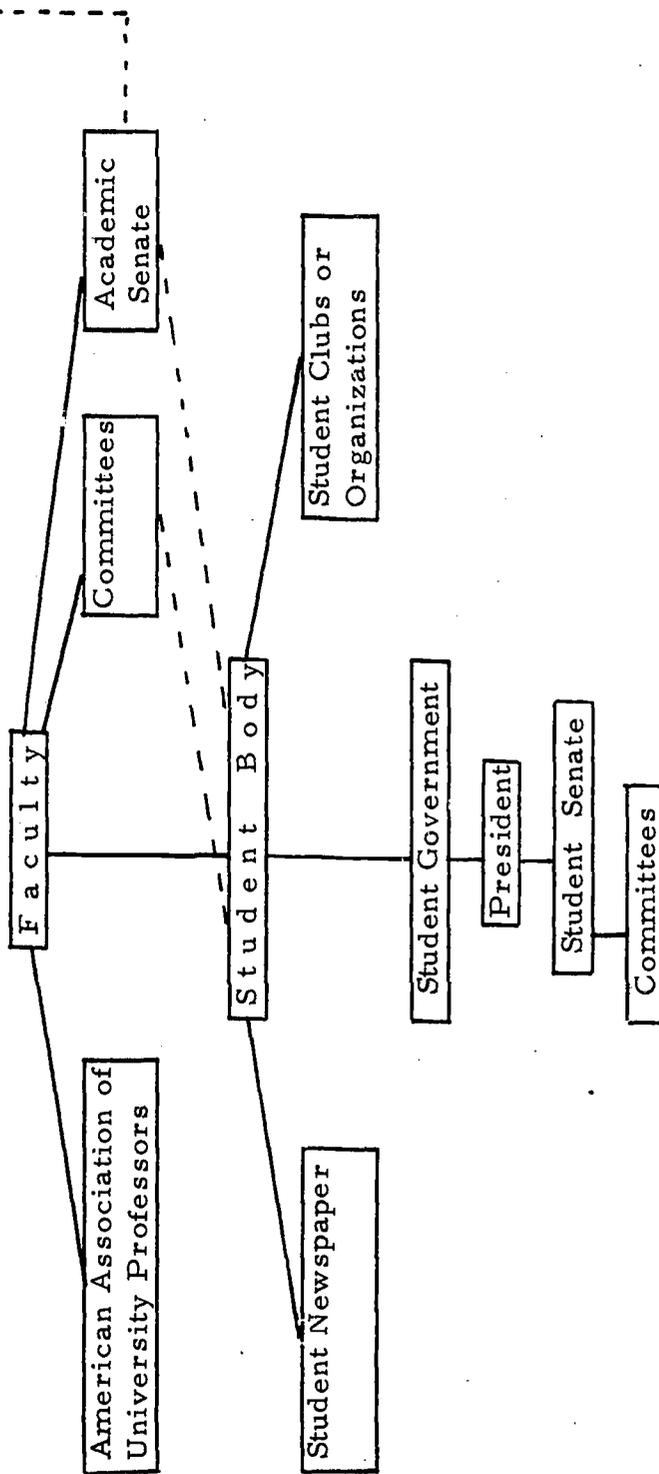
Public
Public & private



(Continued on next page)



POSSIBLE CAMPUS ORGANIZATION (Continued)



Campus Power Structure: Essential Information

It may be well to begin with a general idea of what a college decision-making structure looks like. The diagram on pages 6 and 7 resembles the basic lines of authority in most colleges. Although this diagram obviously will not fit every college, it will give you an idea of which officials and boards should probably be investigated.

With this in mind, compile a list of questions to be answered--both in the initial stages of your investigation and throughout. For example, you will have to know whether the school is publicly or privately controlled; the name of the formal governing board and its relationship to the school; the president; the names and titles of the college's officers; when the institution was founded; the scope of the school's educational programs--does it offer graduate degrees, which colleges are part of the university--the number of students, faculty members and staff personnel.

With questions like these in hand, first gather all of the public information bulletins about the school--its catalog, an "information for prospective students" bulletin, perhaps a book about the college's history. With these, you should be able to pull out the basic facts about the institution: the president is _____, the dean of students is _____, the school is governed by a Board of Trustees headed by chairperson _____, the board has _____ members.

The catalog and/or the other bulletins will briefly describe the school: it is publicly controlled, or it is a Methodist Church college; it offers graduate degrees in education and music only, or it consists of colleges of arts and science, engineering, pharmacy and law; the school has 1,482 or 32,600 full-time students with a faculty numbering 43. Often the catalog will list the faculty by department, and perhaps their degrees and the institutions that granted them.

When you can answer some of these basic questions, fill in the charts contained in this booklet. Names and titles are essential so that you can ask intelligent questions when you really start digging out information about the institution.

Bulletins like the one quoted from on the next page will fill you in on some basic information on the school you're about to study. This gives you facts about the origin, the school's purpose, facilities, size of the student body and faculty, colleges, etc.

Information for Prospective Students

The University of Wisconsin-Madison campus spreads out from a series of wooded hills on the shore of Lake Monona, a mile from the state capitol. Since its founding here in 1848, the University has grown to become one of the nation's leading public, land-grant institutions, with 35,549 students and the equivalent of about 4,000 full-time faculty members in Madison in 1969-70. The University also has three other major campuses and a system of two-year centers.

The University's primary purpose, as stated by the faculty, "is to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life."

Scholarship and academic freedom are highly valued at Wisconsin. A plaque on Bascom Hall contains the Board of Regents' declaration that the University "should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Courses are offered in 110 departments ranging from African studies to zoology. Madison has the largest concentration of graduate, professional, and research programs in the state as well as a broad, balanced undergraduate program. There are honors programs for students who seek the greatest challenge and counseling for

those who have problems. The University includes all races and creeds, and seeks to minimize economic barriers with jobs, scholarships, and loans.

The Memorial Library and 19 other libraries on the campus have a total of more than 2.9 million volumes.

Students have a voice in the operation of the University through the Wisconsin Student Association and many student-faculty committees. The Union and many other student organizations cater to nearly every conceivable interest. There is a wide variety of leisure-time educational, cultural, and social activities.

Students and faculty come to Madison from many different native and foreign cultures. They learn from one another in an informal, friendly community.

Here is the departmental organization of the colleges and schools, within which are many added specialties.

College of Letters and Science
African Languages and Literature
Afro-American Studies
Anthropology
Art History
Astronomy
Botany
Chemistry
Classics
Communicative Disorders
Comparative Literature

(This is a sample page from the University of Wisconsin-Madison college catalog.)

CAMPUS STRUCTURE



Board of Trustees: General Information

Again we begin with the basics. Find out how the governing board is organized, how does it handle the mechanics of administering the college? Especially important is the nature of appointment or election to the board. Find out how political the board membership is. For example, some state institutions require that appointments to their boards be made to balance membership between the two major political parties. Find out how many members are needed for a quorum and to transact business.

This elementary information should be relatively easy to acquire. Ask the president's office, the board's secretary or the college's public relations office for a copy of the school's constitution, charter or by-laws. These documents should give some essential data on board powers, membership requirements and methods of appointment.

Some Board of Trustees handbooks are designed primarily for new members. Get a copy of one of these. It should list procedural guidelines, specific responsibilities and duties--all in a rather concise manner. This document could prove to be valuable.

Often the college catalog will provide you with basic information to get your study off the ground. In this case, it lists the trustees and their hometowns, as well as the institution's officers. (See example on page 14).

STATE BOARD OF REGENTS

The University of Iowa, the Iowa State University of Science and Technology, the University of Northern Iowa, the Iowa Braille and Sight Saving School, and the Iowa School for the Deaf are governed by the State Board of Regents consisting of nine members. The membership of the Board is as follows:

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(This is a sample page from the Catalog of the University of Iowa, 1970-72, Iowa City, Iowa, p. 374.)

BOARD OF TRUSTEES
General Information

Note: All of this is public information and should
be made available to anyone who asks

Questions	Answers	Where to Find Answers
Name and address of board		<u>State Code</u> Board member's handbook Board Secretary University catalog President's or Public Relations Office
How many members?		Same as above
How are they chosen and by whom?		Same as above
What are the qualifications for membership?		Same as above

BOARD OF TRUSTEES
General Information

Questions	Answers	Where to Find Answers
What are the duties and responsibilities of the board?		Same as above
Are there any standing committees? What responsibilities do the committees have?		Same as above Minutes of board meetings
How many times does the board meet? When are the meetings?		Same as above
Where are the meeting time & places announced? Are they open to the public?		Newspapers Same as above
How can you get to talk before the board?		Same as above

Board of Trustees: Personal Information

Now we're getting a little deeper into the study. To know a person's political party, occupation, income and education is valuable in helping you understand his or her actions.

It isn't difficult to obtain the names and addresses of board members. It is public knowledge as to the length of his or her term, who appointed him or her and what committees he or she may serve on. Check your catalog, president's office, and public relations office for this information.

More important, however, is the member's educational and economic level. Occupation is the key here. While checking the sources listed for personal background information, keep your eyes open for bits and pieces of data that indicate club membership, directorates and the like. One researcher at the University of Iowa discovered when going through Who's Who that a Regent belonged to a yacht club in Florida which was segregated.

If the member is an officer of a corporation, you can write the Securities and Exchange Commission in Washington and find out how much stock he or she owns. Also investigate his or her ties with any corporation that does business with the university. Often a member's husband or wife or close relative(s) may be connected with a firm doing business with the school. Find out a wife's maiden name, from Who's Who, and see what her business connections are.

Political affiliation, socio-economic status, and education are factors which greatly influence the decisions and policies made by these board members. These factors can affect the excellence of the institution. Other factors sometimes determine the amount of motivation a board member has.

The Committee on Revision of Standards and the Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools attempted to relate the characteristics of Boards of Trustees to excellence of institutions.

Those characteristics closely identified with academic excellence include (1) length of terms of board membership, (2) provisions for overlapping terms of board membership, and (3) occupational distribution of board membership, and (4) functions performed by the board and board committees.

Those factors which did not appear to be significantly related to excellence were: (1) number of board members, (2) method of selecting, (3) number and kinds of committees, (4) frequency of regular meetings, (5) attendance at meetings, (6) residence of members, and (7) ages of members.

Another study which examined the attributes of good vs. bad motivation for membership and related effectiveness of board members of lower public schools showed that factors such as sex, marital status, education and age (except after 65), income and occupation were not significantly related to good motivation while having children in school, and residence were. Political involvement was considered a negative factor in terms of motivation.

Each Board of Trustees will be different. Following are several examples of documents you can use for your study.

This is an excerpt from an official state directory, The Iowa Official Register, and contains a biographical sketch that should be helpful when studying trustees of state public institutions. It contains information on length of term, appointment, political and community organizational experience.

IOWA OFFICIAL REGISTER--1967-1968

State Board of Regents

(Office located on fifth floor of State Office Building, Des Moines)

Appointed by Governor, Term of six years

STANLEY F. REDEKER, Boone, Republican, Chairman; term expires June 30, 1973.

MRS. JOSEPH F. ROSENFELD, Des Moines, Democrat; term expires June 30, 1969

JONATHAN B. RICHARDS, Red Oak, Democrat; term expires June 30, 1969.

MELVIN H. WOLF, Waterloo, Democrat; term expires June 30, 1969.

WILLIAM B. QUARTON, Cedar Rapids, Republican; term expires June 30, 1971.

CASEY LOSS, Algona, Democrat; term expires June 30, 1971.

THOMAS A. LOUDEN, Keokuk, Democrat; term expires June 30, 1971

NED E. PERRIN, Mapleton, Republican; term expires June 30, 1973

RALPH H. WALLACE, Mason City, Republican; term expires June 30, 1973.

R. WAYNE RICHEY, Des Moines, Executive Secretary of Board.

IOWA OFFICIAL REGISTER--1967-1968 (Continued)

The State Board of Regents is the governing board for the State University of Iowa, Iowa City; the Iowa State University of Science and Technology, Ames; the University of Northern Iowa, Cedar Falls; the Iowa Braille and Sight Saving School, Vinton; and the Iowa School for the Deaf, Council Bluffs.

Staff of the Board Office

Appointed by the State Board of Regents

R. WAYNE RICHEY, Des Moines, Executive Secretary.
DAVID A DANCER, Des Moines, Assistant Executive Secretary.
CARL F. GERNETZKY, Des Moines, Administrative Assistant.

REDEKER, Stanley, Boone County
Republican
Chairman, State Board of Regents

Born in Lincoln, Neb., Aug. 4, 1928. Moved to Boone, Iowa, 1930. Graduate of Boone High School and Boone Junior College. Attended University of Notre Dame. B. A. degree in economics from Stanford University, Calif., in 1949. Two years U. S. Navy, World War II; two years U. S. Army, Korean War. Owner and operator of home furnishings retail store in Boone. Recipient of award as country's outstanding home furnishings retailer in smaller towns. Past president of Boone Chamber of Commerce and Boone Lions Club. Past general chairman, Boone Community Chest Official Board, First Methodist Church. Director, Boone Industrial Corp. Recipient, Community Distinguished Service and Boss of the Year Awards. Appointed Board of Regents, 1961. Married Maxine Erickson of Boone, 1953; two children, Ellen Jane and Joel.

The following is from the 'granddaddy' of all biographical works: Who's Who in America. It's one of a series of biographical references such as Who's Who in the Midwest, Who's Who Among American Women, Jewry, etc. The sketches are succinct but quite complete, even naming the individual's offspring. Again, education, occupation, organizational

and community ties are listed, along with significant achievements and awards.

FLEMING, Edward McClung, mus. dean; b. Kasauli, India, May 29, 1909 (parents U. S. citizens), s. Daniel Johnson and Elizabeth (Cole) F.; student Ecole Alsacienne, Paris, France, 1923-24, Hill Sch., Pottstown, Pa., 1925-26; B. A. Yale, 1930; M. A. Columbia, 1934, Ph.D., 1943; m. Patricia Crew, Sept. 14, 1940; children--Malcolm McClung, Daniel Johnson III, Elizabeth, Bruce. History faculty Forman Christian Coll., Labore, India 1930-32; fellow in history Columbia, 1935-36; instr. history dept. Coll. City N. Y., 1936-42, chmn. dept. history, sch. bus. and civic adminstrn., 1942-43; prof. history, dean of coll. Park Coll., Parkville, 1947-55; head education div., curator Henry F. DuPont Winterthur Museum, 1955--. Chairman of the zoning subcommittee of the Parkville Planning Commission, 1951-53. American delegate Anglo-Am. Conf. World Student Christian Fedn., also World Youth Peace Congress, Eerde, Holland, 1928; mem. Continuing Conf. on Gen. Edn. and Social Scis., 1950-52; student administry. com. West Central Area Bd. YMCA; gov. Council World Affairs. Greater Kansas City; trustee Tatnall Sch. 1st lt. AUS. 1944-47, information edn. officer Combat Tng. Command. Fellow Nat. Council Religion in Higher Edn.; mem. Am. Studies Assn. (treasurer assn. 1962-65). North Central Assn. (commn. univs. and colls. 1953-56), Mo. State Tchrs. Assn. (pres. div. higher edn. 1953-54), Am. Hist. Assn., N. Y. State, Platte Co. hist. socs., Am. Association of University Professors, also mem. Am. Assn. Museums (chmn. edn. sect. 1960-61), Analytical Psychology Club of N. Y. (exec. com. 1936-38, v. p. 1938), Phi Beta Kappa, Presbyn. (elder) Clubs; University (Kansas City), Parkville Rotary (pres.); Torch, Yale (Del.). Author: R. R. Bowker: Militant Liberal, 1952. Contbr. articles, book reviews to profl. journs. Home: 196 Brecks Lane, Wilmington, Del. 19507. Office: Henry Francis DuPont Winterthur Museum, Winterthur, Del. 19735.³

If you think that the individual you're investigating--a trustee or a president--has considerable business ties, specialized directories such as Who's Who in Finance and Industry may be helpful. Here you find addresses, educational and occupational data, family information, community experience, organizational affiliations, etc. The following is an example:

HUMANN, WALTER JOHANN, aerospace co. exec.; b. Dallas, May 30, 1937; s. Walter Cristoph and Lois (Smith) H; B. S. in Physics, Mass. Inst. Tech., 1959; M. B. A. Harvard, 1961; postgrad U. Okla, 1961-62; J. D. (LL. B.), S. M. U.; m. Beatrice Read, July 31, 1959; children--Walter John, David Andrew, Lisa Kathleen. Admitted to Tex. bar, 1966; gen. mgr. consumer products div. Dorsett Electronics, Inc., Norman, Okla., 1962-63; engr. project mgmt. staff Ling-Temco-Vought, Inc., Dallas, 1963-67; partner G. O. F. & Co., 1964-67; sec., asst. treas. LTV Aerospace Corp., Dallas, 1967-70, v. p., sec. gen. counsel, 1970. LTV Recreation Devel., Inc.; dir. LTV Edn. Systems, Inc., 1969--; Internat. Technovation, Inc., 1970--Asst. to nat. postmaster-gen. and White House fellow, 1966-67; nat. chmn. Citizens for a Postal Corp.; vice chmn., Dallas Task Force on Edn.; mem. sec. labor's adv. bd. employment security, 1968-70. Apptd to President's commn. on White House Fellows, 1968-69. Served as 1st lt. AUS, 1961-62. Recipient Outstanding Young Man of Dallas award Dallas Jaycees, 1969; named One of Four Outstanding Young Texans, Texas Jaycees, 1970; One of Ten Outstanding Young Men of Am. U. S. Jaycees, 1970. Mem. White House Fellows Assn. (pres. 1968-69), Am. Tex. Dallas bar assn. Sigma Xi, Sigma Alpha Epsilon. Episcopalian. Clubs: Dallas Forum, Dervish (Dallas). Home: 3533 Stanford St. Dallas, TX 75225. Office: LTV Aerospace Corp. PO Box 5003, Dallas, TX 75222.⁴

If you suspect that the official you're investigating is an officer or director of a major corporate concern, check the listings at the back of Poor's Register.

BOOTH, CHARLES H., JR. (b. 1919 Newkensington, Pa.-- Washington & Jefferson Coll.--BPOE; LOOM)--V. P. & Dir. Burrell Const. & Supply Co., One Fifth St. New Kensington, Pa. 15068--Res: 1500 Fairmont St. New Kensington 15068.

Burrell Industrial Supply Co., V. P & Dir.
Standard Terminals Inc., V. P & Dir.
Continental Development Co., V. P. & Dir.
Penn Builders Supply Co., V. P & Dir.
Murray Hill Estates, V. P & Dir.
Burrell Trucking Co., V. P & Dir.⁵

Dun and Bradstreet's Million Dollar Directory will be less help, but might give you some leads. Look in the back for an alphabetical listing entitled "Top Management."

HULTON STANLEY S Sec Tr Alabama Binder & Chemical Corp. Sec Tr Pennsylvania Indus Chem Corp
 HULTQUIST PAUL Pr & Dir Pierce Brothers
 HULTQUIST W B Pr & Dir West Bend Thermo Serv Inc.
 HULTS MITCHELL P Ch Bd, Sec Tr & Dir Eaton Stamping Co.
 HULVER VIRGINIA Dir. Wilson Mnfg Co
 HUMAN JR F WILLIAM Dir First National Bank of Clayton (St Louis Mo)

If your person is listed there, you can check the front of the book for some bare information on who his associates are and the size and scope of the business he or she directs.⁶

D.U.N.S. 05-140-6786
HURST PERFORMANCE INC (Pa)
 (Suby of Sunbeam Corp)
 50 W St Rd, Warminster, Pa 18974
 Tel (215) 672-5000 Sales 13MM Emp 313
 SIC 3714 3729 3742
 Mnfr Auto Specialties Aircraft Parts, Railroad & Street Cars
 *Robert F Draper Pr
 *Thomas R Franklin VP Sec Tr
 Donald L Chance VP Indusl Rl
 John J Duffy VP Advt Pb Rl
 William R Windemier VP Mfg
 John Scafidi VP Sls
 John Clark Coms
 Brian Delaney Pur
 William Elliott John Fawcett
 William J Suchors

D.U.N.S. 05-250-3521
HURSTBOURNE-NAUTILUS #1
 9200 Shelbyville Rd, Louisville, Ky 40222
 Tel (502) 426-3806 Sales 500M Emp 4
 SIC 6552
 Real Estate Developer
 L Leroy Highbaugh Jr Pt
 Dorothy (Mrs L L) Highbaugh Pt
 Highbaugh Enterprises Inc Pt
 Nautilus Realty Co Inc Pt

D.U.N.S. 00-793-1785
HURT OIL CO LTD
 1519 1st Nat Bk, Houston, Tex 77002
 Tel (713) 228-1401 Sales 2MM Emp 5
 SIC 1311
 Oil Producer
 Harry Hurt Genl Pt
 R L Cook Prd

D.U.N.S. 00-623-0593
HUSKY INDUSTRIES INC (Wyo)
 (Suby of Husky Oil Co* Delaware)
 62 Perimeter Center E, Atlanta, Ga 30338
 Tel (404) 252-9990 Sales 13MM Emp 450
 SIC 2999 2819 2861
 Mnfr & Whl Charcoal Products
 *M Dale Ensign Pr
 A J Eibert VP Mfg
 J C Ramsey VP Mktg
 V L Ekedahl VP Sls
 Donald H Ficra Sec
 K V McNeely Tr
 S L Cate Glenn E Nielson
 James E Nielson Genl E Rsnrk

D.U.N.S. 00-792-1885
HUSSEY C W & CO
 110 S Front St, Memphis, Tenn 38103
 Tel (901) 525-4506 Sales 6MM Emp 7
 SIC 5052 6153
 Cotton Broker & Factor
 Robert J Hussey Ownr
 D M Wright Pur
 C W Hussey Jr Sls

D.U.N.S. 00-912-1963
HUSSMAN-CALIFORNIA CO* (Cal)
 HUSSMANN-FREMONT
 (Suby of Pet Inc)
 48233 Warm Springs Blvd, Fremont, Cal 94537
 Tel (415) 651-0500 Sales 2MM Emp 150
 SIC 2542
 Mnfrs Metal Store Fixtures
 *Charles M Ruprecht Pr
 *Thomas F Latzer VP Sec Tr
 *Vince B Winkler Asst Sec

D.U.N.S. 00-696-7731
HUSSMANN REFRIGERATION INC (Del)
 (Suby of Hussmann Refrigerator Co)
 12999 St Chas Rk Rd, Hazelwood, Mo 63042
 Tel (314) 291-2000 Sales NA Emp 500
 SIC 5077
 Whl Refrigerator & Air Conditioning Equipment
 *Gordon R Garrey Pr
 Landon Y Jones VP
 R W Sprowls VP Mktg
 *M R Roche Sec
 *Thomas R Pellett Tr

D.U.N.S. 00-626-7223
HUSSMANN REFRIGERATOR CO* (Mo)
 (Suby of Pet Inc)
 12999 St Chrls Rock, Hazelwood, Mo 63042
 Tel (314) 291-2000 Sales NA Emp 3540
 SIC 3585
 Whl Refrigeration & Air Conditioning Commercial & Industrial Equipment
 *Charles M Ruprecht Pr
 *Thomas F Latzer VP Sec
 H F Burkhardt VP
 C E Hall VP
 R W Sprowls VP
 E A Neimeier VP
 T G Briggs VP
 V B Winkeler Tr

HUSSMANN-FREMONT
 See HUSSMAN-CALIFORNIA CO*

TRUSTEES
Personal Information

Questions	Answers	Where to Find Answers
Name Address Title (official position on board) Salary and sex		State official directory Board Secretary University catalog President's or Public Relations Office
What are the specific duties and responsibilities of this member?		Board Secretary Minutes of board meetings Board contact
Does this person have any informal or undefined influence?		Board contact
When did the individual begin to serve on the board? How long does his or her term last?		State official directory Board secretary
Elected or appointed? And by whom?		Same as above President or Public Relations Office

TRUSTEES
Personal Information

Questions	Answers	Where to Find Answers
Is the individual a member of any standing committees within the board?		Same as above
What position does he or she hold on the committee(s)? What duties?		Same as above
Occupation Education Religion (church membership)		Same as above <u>Who's Who</u> Local newspaper people
Political party, connections		Newspaper contact Board contact League of Women Voters
Voluntary Association --Kiwanis, Rotary, etc.		Same as above

TRUSTEES
Personal Information

Questions	Answers	Where to Find Answers
Occupation of husband or wife		<u>Who's Who</u>
Personal income Family income		Newspapers Newspaper contact
Does the individual have any corporate business or financial ties? Does the husband or wife have any corporate business or financial ties?		<u>Moody's</u> <u>Who's Who</u> <u>Poor's Register</u> Board contact Newspaper contact
Do any of the above-named corporations, financial concerns, subsidiaries thereof do business with the college or university?		Check press releases on contracts issued by the college or university Comptroller of school
If so, who is in charge of the business transactions with this interest?		Same as above

President's Office : General Information

When researching the president's office, the first thing you should do is find out the president's relationship to the Board of Trustees, both informally and formally. Check the charter or constitution to see what formal duties are relegated to the president and which remain with the Board.

A chat with a faculty member or a presidential assistant should give you an indication of the scope of the president's powers. Can the president freely dictate curricula, fund those projects he or she feels deserve funding, suspend students or faculty members, or approve dormitory regulations unilaterally? Before you seek any agreements or concessions from the president, make sure that they are within his or her power to give. It is futile to have worked for six months for a dormitory rule change approved by the president only to have it overturned by the trustees.

As in any large bureaucracy, a college president is surrounded with assistants. A chat with any one of them will probably elucidate the specific duties and functions of each assistant. Especially at larger schools presidential assistants often know more about an issue than the president does, and usually only one assistant will be familiar with each issue. So, if you're dealing in terms of money, see the assistant in charge of business and/or budget; if in terms of regulations, see the assistant in charge of student relations.

Seek out your best sources of information and use them.

The catalog may list administrative needs which will give you an idea of who to go to for specific information on the budget or dormitory rules. (See the example on the next page, which is from the Catalog of the University of Iowa, 1970-72, p. 375.)

OTHER EDUCATIONAL UNITS

DIVISION OF EXTENSION AND UNIVERSITY SERVICES

Dean, Robert F. Ray, Ph.D.

AudioVisual Center

Director, William Oglesby, Ph.D.

Bureau of Educational Research

Director, J. Leonard Davies, Ph.D.

Bureau of Police Science

Director, Richard Holcomb, B.S., M.A.

Center for Conferences and Institutes

Director, Brooks W. Booker, B.S., M.A.

Bureau of Instructional Services

Director, J. Leonard Davies, Ph.D.

Institute of Public Affairs

Director, M. Dean Zenor, B.A., M.A., Ph.D.

Iowa Lakeside Laboratory

Director, Richard V. Bovbjerg, B.S., Ph.D.

Publications, Printing Service, Campus Stores

Director, John E. Simmons, B.A.

Radio Stations WSUI-KSUI

Director, Hugh V. Cordier, B.A., M.A., Ph.D.

COMPUTER CENTER

Director, Gerard P. Weeg, B.S., M.S., Ph.D.

INSTITUTE OF CHILD BEHAVIOR

Director, Charles C. Spiker, B.A., M.A., Ph.D.

LIBRARIES

Dean, Leslie W. Dunlap, B.A., M.A., B.S.L.S.,
Ph.D.

SUMMER SESSION

Director, George A. Chambers, B.A., M.A.,
Ph.D.

HEALTH AFFAIRS UNITS

Vice-Provost for Health Affairs, Robert C.
Hardin, B.S., M.D.

UNIVERSITY HOSPITALS

Superintendent, Gerhard Hartman, B.A.,
M.A., Ph.D.

PSYCHOPATHIC HOSPITAL

Director, Paul E. Huston, B.S., M.A., M.D.,
Ph.D.

STATE BACTERIOLOGICAL LABORATORY

Director, William J. Hausler, B.A., M.A.,
Ph.D.

Consulting Director, Franklin Henry Top,
A.B., M.D., M.P.H.

OAKDALE FACILITIES

Superintendent, William M. Spear, M.D.C.M.
Director, John C. MacQueen, E.D., M.D.

Director, Robert A. Wilcox, M.D.

STATE SERVICES FOR CRIPPLED CHILDREN

Director, John C. MacQueen, B.S., M.D.

RESEARCH ADMINISTRATION

Vice President for Research, Duane C. Spriestersbach, Ph.D.

OFFICE OF RESEARCH SERVICES AND ADMINISTRATION

Director, Margery E. Hoppin, M.A.

OFFICE OF AGENCY LIAISON

Director, C. David Cornell, M.A.

OFFICE OF PROJECT DEVELOPMENT

Director, Tony H. Evans, Ph.D.

STUDENT SERVICES

Vice-Provost, Philip G. Hubbard, Ph.D.

ADMISSIONS AND RECORDS

Dean, W. Albert Cox, M.A.

Director of Admissions, Robert D. Leahy,
M.A.

Registrar, John F. Demitroff, M.A.

CAREER COUNSELING AND PLACEMENT

Director, Helen M. Barnes, M.A.

IOWA MEMORIAL UNION

Director, Loren V. Kottner, M.A.

STUDENT AFFAIRS

Dean of Students and Director, Marion L.
Huit, M.A.

STUDENT FINANCIAL AIDS

Director, John E. Moore, M.A.

UNIVERSITY COUNSELING SERVICE

Director, John C. Crites, B.A., Ph.D.

UNIVERSITY EXAMINATION AND EVALUATION SERVICE

Director, Douglas R. Whitney, M.A.

BUSINESS AND FINANCE

Vice-President, Elwin T. Jolliffe, B.S.C.

BUSINESS OFFICE

Controller and Secretary, Leonard R. Brecka,
B.S.C.

Business Manager and Treasurer, Ray B.
Mossman, B.S.C.

Purchasing Agent, Ainsley Burks, B.S.

UNIVERSITY PERSONNEL SERVICE

Director, Fred H. Doderer, B.A.

DORMITORIES AND DINING SERVICES

Director, Theodore Martin Rehder, B.S.C.

UNIVERSITY ARCHITECT

George Lewis Horner, B.S., R.A.

PRESIDENT'S OFFICE
General Information

Questions	Answers	Where to Find Answers
Name and address of President's Office		Catalog University telephone directory
How many presidential assistants are there?		Operations manual President's secretary Knowledgeable Faculty Senate contact AAUP or Teachers' Union contact Interview with president or assistant
How are the president and his or her assistants chosen? And by whom?		Same as above Charter Public Relations Office State Code
What are the qualifications for these positions?		Same as above
How long do the president and his or her assistants hold their positions?		Same as above

PRESIDENT'S OFFICE
General Information

Questions	Answers	Where to Find Answers
What are the duties and responsibilities of the president and his or her assistants?		Same as above
Are there any standing committees relevant to the president's office?		Same as above
What responsibilities do the committees have?		Same as above
How many times do the president and his or her assistants meet?		Same as above
Is it possible to attend these meetings?		Same as above

President's Office: Personal Information

Any personal information concerning the president will provide a clearer understanding of the reasons for his actions. Here you want to clarify this person's power. What did he do before coming to the university? How was he chosen and for what reasons? Does he have any informal or undefined influences?

A look into Who's Who in American Colleges and Universities will give information concerning education, occupation, and organizational and community ties. Talk to faculty members and people in the president's office.

All of this information will help you understand an important segment of your school.

PRESIDENT'S OFFICE
Personal Information

Questions	Answers	Where to Find Answers
Name		Catalog
Address		Telephone Directory
Title		Public Relations Office
Salary		
Sex		
What are the specific duties and responsibilities of this person?		Charter Faculty and AAUP contacts President's secretary Interview with assistant State Code
Does this person have any informal or undefined influence?		Faculty and AAUP contact Interview with assistant
When did the individual begin at this position?		Same as above Catalog
How long will the job last?		State Official Directory <u>Who's Who in American Colleges and Universities</u>
How was this person chosen?		Same as above
And by whom?		

PRESIDENT'S OFFICE
Personal Information

Questions	Answers	Where to Find Answers
Is the individual a member of any standing committees relevant to the institution?		President's secretary Interview with assistant Faculty contact
What duties and responsibilities does this person have on the committees?		Same as above Minutes of committee meetings
Occupation before and what relation to this institution?		Check newspapers <u>Who's Who in American Colleges and Universities</u> Faculty contact <u>Presidents and Deans of Amer. Col. & Univ.</u>
Education Religion		Same as above
Political party, connections		Same as above League of Women Voters

PRESIDENT'S OFFICE
Personal Information

Questions	Answers	Where to Find Answers
Occupation of husband or wife		Newspapers <u>Who's Who</u> Faculty contact
Family income		Newspapers Newspaper contact
Does the individual have any corporate business or financial ties?		<u>Moody's</u> <u>Who's Who</u> <u>Poor's Register</u> Faculty contact Newspaper contact
Does the husband or wife have any corporate business or financial ties?		Same as above
Do any of the above-named corporations, financial concerns, subsidiaries do business with the college or university? If so, who is in charge of the transaction?		Check press releases on contracts issued by the college or university. Comptroller's Office

Deans and Department Heads: General Information

Although personal background information about the academic deans is valuable, here you want to know how much power they exert.

As in the case of the president's office, discover the deans' assistants and how much influence they have. Again, their field of specialization is something you need to know. If you are challenging a grading curve, don't go to the assistant in charge of degree requirements.

Try to find the division of authority between deans and department heads. Does the dean rubber stamp department curricula offerings and the hiring of new personnel, or does he or she rigidly review subject offerings? What about tenure? Check the school's operations or procedural manual to find out the formal qualifications for the granting of tenure and then talk to the local AAUP chairperson or the head of the faculty senate to find out what is really required (like publications rather than a good teaching record). Who decides to grant tenure--the dean, the department head, or the department faculty?

What about salary increases? Are they up to the discretion of the department head, or the dictates of the dean?

The institution's catalog usually lists the deans, his or her assistants and department. (There is also a directory entitled Presidents and Deans of American Colleges and Universities.) The sample below is from the University of Michigan's college catalog:

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

Robben W. Fleming, B.A., LL.B., LL.D., *President of the University*
Allan F. Smith, A.B.Ed., LL.B., LL.M., S.J.D., *Vice-President for Academic Affairs*
Frank Harold Trevor Rhodes, B.Sc., Ph.D., D.Sc., *Dean*
Hayden K. Carruth, Ph.D., *Associate Dean*
Samuel Krimm, Ph.D., *Associate Dean*
Charles G. Morris, Ph.D., *Associate Dean*
James H. Robertson, Ph.D., *Associate Dean and Director of the Residential College*
Charles Witke, Ph.D., *Associate Dean*
Dean C. Baker, A.B., *Assistant Dean and Chairman, Faculty Counselors for Juniors and Seniors*
Hans J. Fabian, Ph.D., *Assistant Dean and Chairman, Faculty Counselors for Freshmen and Sophomores*
Oto C. Graf, Ph.D., *Director, Honors Council*

DEANS AND DEPARTMENT HEADS
General Information

Questions	Answers	Where to Find Answers
Names and locations of offices of deans and department heads		Catalog Public Relations Office
How are the deans and department heads chosen? And by whom?		Charter Operations manual Faculty and teaching assistant contacts
What are the qualifications for these positions?		Same as above
How long do the deans and department heads hold their positions?		Same as above
What are the duties and responsibilities of the deans and department heads?		Same as above Secretary of dean or department head

DEANS AND DEPARTMENT HEADS
General Information

Questions	Answers	Where to Find Answers
Are there any standing committees relevant to these positions?		Same as above
What responsibilities do the committees have?		Same as above

Deans and Department Heads: Personal Information

Understanding the powers of the deans and department heads is important. Just as important is information concerning the more subtle relationships that influence these powers.

Find out the specific duties and responsibilities of these people. Probe the hidden relationships. Do they have any undefined power? Talk to your AAUP, faculty, teaching assistant, and secretary informants. Look at the charter.

The power of these individuals is directly related to the length of time they have served in their positions. Find out when and by whom they were appointed. Who's Who in American Colleges and Universities and the local and/or student newspapers will be helpful.

The socio-economic status of the deans and department heads can have an effect on their decisions and actions. Who's Who. . . will give you much of the information you will need to begin unraveling this area.

DEANS AND DEPARTMENT HEADS
Personal Information

Questions	Answers	Where to Find Answers
Name Address Title Salary Sex		Catalog Public Relations Office Telephone directory
What are the specific duties and responsibilities of this person?		Secretary of dean or department head Charter Faculty Senate and AAUP contacts
Does this person have any informal or undefined power?		Same as above Faculty and teaching assistant contacts
When did the individual begin at this position?		Same as above Newspapers <u>Who's Who in American Colleges & Universities</u>
How was this individual chosen? And by whom?		Faculty and teaching assistant contacts

DEANS AND DEPARTMENT HEADS
Personal Information

Questions	Answers	Where to Find Answers
Is the individual a member of any standing committees relevant to this position?		Same as above Secretary of dean or department head
What duties and responsibilities on the committee(s)?		Same as above Minutes of committee meetings
Occupation before and relation to this institution		Newspapers <u>Who's Who in American Colleges & Universities</u> Faculty and teaching assistant contacts
Education Religion		Same as above
Political party, connections		Same as above League of Women Voters

DEANS AND DEPARTMENT HEADS
Personal Information

Questions	Answers	Where to Find Answers
Occupation of husband or wife		Same as above
Family income		Same as above Newspaper contact
Does this person have any corporate business or financial ties?		<u>Moody's</u> <u>Who's Who</u> <u>Poor's Register</u> Faculty contacts Newspaper contacts
Does this person's husband or wife have any corporate business or financial ties?		Same as above
Do any of the above-named corporations, financial concerns, subsidiaries thereof do business with the college or university? If so, who is in charge of the transaction?		Check press releases on contracts issued by college or university Comptroller's Office

Faculty: General Information

Where does the faculty of an institution fit into the power structure? An interview with one professor could light the way to a basic understanding of the faculty's position within this structure. Check the Charter for formal conceptions of the faculty but feel free to interview AAUP representatives as well as graduate assistants.

It is important to look at the power relationships within the faculty also. Does the faculty have any organization which has some effect on administrative decisions? Does the faculty have any grievance procedures? Who decides on raises and promotions and who sets grading curves? The operations manual would give you an idea of the formal structure. Again, a simple interview might reveal hidden influences of senior professors.

Faculty: Personal Information

Personal information about the faculty can be valuable for understanding the power structure within the faculty, the relationships between certain professors and committees, the reasons why some professors hold more power than others, and the factors which influence the actions of these people.

Begin by checking the catalog for the names of professors. The Personnel Office or department offices can also give you some information about the faculty.

From here you can look up the biographies of these people in reference books such as The Directory of American Scholars. Interviews with different faculty members would also be helpful in understanding the influences of various prominent professors.

The socio-economic factor is also important in clarifying the different policy positions that these men take. Everything must be taken into account to give a complete picture of the internal workings of the faculty.

FACULTY
General Information

Questions	Answers	Where to Find Answers
How are the faculty chosen and by whom?		Graduate assistants Faculty Senate contact AAUP contact Charter
What are the qualifications for a faculty position?		Same as above
How long does the job last?		Same as above
What are the duties and responsibilities of the faculty?		Same as above
Are there any standing committees relevant to faculty positions?		Same as above

FACULTY
General Information

Questions	Answers	Where to Find Answers
What duties and responsibilities do the committees have?		Same as above

FACULTY
Personal Information

Questions	Answers	Where to Find Answers
Name Address Title Salary Sex		Catalog University telephone directory
What are the specific duties and responsi- bilities of this per- son?		Faculty contact Graduate teaching assis- tants Secretary of same depart- ment
Does this person have any informal or undefined powers?		Same as above
When did the individual begin at this position?		Same as above
How was this person chosen? And by whom?		Same as above

FACULTY
Personal Information

Questions	Answers	Where to Find Answers
Is the individual a member of any standing committees relevant to the faculty position?		Same as above
What duties and responsibilities on the committee(s)?		Same as above Minutes of committee meetings
Occupation before and relation to this institution		Faculty contact Graduate teaching assistants Secretary of same department <u>Who's Who in American Colleges & Universities</u>
Education Religion		Same as above Newspapers
Political party, connections		Same as above League of Women Voters

FACULTY
Personal Information

Questions	Answers	Where to Find Answers
Occupation of husband or wife		Faculty contact Newspaper contact
Family income Property holdings, stocks		Same as above Newspapers

Some catalogs containing complete faculty listings in the back show where the person's degrees were earned and when he or she came to the institution, as in the example below, which is from the Catalog of the University of Iowa, 1970-72, p. 377.

- Aarnott, David A., B.S. Utah, 1962; M.S. Washington, 1935
Acting Head Catalog Department, University Libraries,
1970 (1970)
- Abadi, Djahanguir M., A.B. Doane, 1952; M.S. Nebraska,
1955; Ph.D. Washington, 1955
Assistant Professor, Medical Technology, 1965
- Abbenhaus, James I., B.A. University of Montana, 1956;
B.S. University of South Dakota, 1952; M.A. 1959;
M.D. University of Colorado, 1964
Assistant Professor, Otolaryngology and Maxillofacial
Surgery, 1969
- Abboud, François M., M.B., B.Ch. Ein Shams (Egypt),
Professor, Internal Medicine, 1961 (1968)
- Abdallah, Wadie, A., M.B. Cairo (Egypt), 1948; Ch.B. 1948;
M.D. 1951
Research Associate, Internal Medicine, 1968
- Abel, Charles H., B.A. Morningside College, 1932; M.S.W.
University of Nebraska, 1934
Assistant Professor, Social Work, 1969

The following is a sample of the kind of information that is available on faculty members in The Directory of American Scholars⁷ and similar biographical reference books.

In this brief biographical sketch, the individual's academic career is the main subject of the article, but it is valuable for its record of promotion, publications, degrees and educational background.

HUNTLEY, DR. STIRLING L(OUIS), b. Los Angeles, Calif, Dec. 22, 25; m. 50; c. 1. SPEECH, DRAMA. B. A., Univ. Calif. Los Angeles, 45, M. S. 49; Ph.D. Stanford Univ., 56. Scene technician, Univ. Calif., Los Angeles, 48-50; instr. speech & drama, STANFORD UNIV, 55-57, asst. prof. 57-58, production coordinator, 56-58, assoc. dir. admis, 63-67, DIR. TRANSFER ADMIS, 63- U. S. N. R. 43-46, 51-53, Lt. Am. Educ. Theatre Asn; Nat. Asn. For. Stud. Affairs (v. pres, 66-67); Am. Asn. Coll. Registr. & Admis. Off. Theatre organization; aesthetics of theatre. Add: 796 Cedro Way, Stanford, Calif. 94305.

HUNTRESS, PROF. KEITH G(IBSON), b. South Portland, Maine, May 6, 13; m. 40; c. 5. ENGLISH, A. B. Wesleyan Univ, 35, A. M. 36; Ph. D. Univ. Ill. 42. Instr. ENG. IOWA STATE UNIV, 41-42, asst. prof, 42-44, assoc. prof. 44-46, PROF, 46- Vis. assoc. prof, Wesleyan Univ., 46, vis. prof. 51-52. Alumni award, Wesleyan Univ, 65; Distinguished prof. sci. & humanities, Iowa State Univ, 66. MLA. American and English literature; poems. Publ: Co-auth, Analysis of propaganda, Holt, 49 & Essentials of good writing, Heath, 59; auth, Murder of an American prophet, Chandler, 63; co-auth, Design for reading, 64 & Ideas and backgrounds, 64, Am. Bk. Add: Dept. of English & Speech, Iowa State University, Ames, Iowa 50010.

HUNTSBERRY, PROF. WILLIAM E(MERY), b. Cleveland, Ohio, Dec. 13, 16; m. 44; c. 1. ENGLISH. B. A., Mich. State Norm. Coll, 42; M. A. Univ. Hawaii, 49; State Univ. Iowa, 51-54. Instr, high sch. Mich, 42-44; Culver Mil. Acad, Ind. 44-45; Kamehameha Sch. Boys, Hawaii, 45-46; ENG. UNIV. HAWAII, 46-63, asst. prof, 57-63, ASSOC. PROF, 63- Publ: Harbor of the little boats, 58 & Oscar Mooney's head, 61, Holt; The big wheels, Lothrop, 67. Add: Dept. of English, University of Hawaii, Honolulu, Hawaii 96822.

The Student Body

Normally, students are excluded from policy-making circles on campus. It is important to understand just how this exclusion takes place. Start by looking at the school's catalog. Is there a student government? Is there a campus-wide representative body? Look at constitutions, operations manuals, by-laws and talk to the representatives and leaders. Depending on what particular issue you are concerned with, keep your research directed. Ask specific questions.

It is also important to understand the ethnic and socio-economic composition of the student body on your campus. All institutions receiving federal money (and this means your school) are required to annually submit a report on the ethnic breakdown of their student populations. Get a copy of this report. Find out the exact title of it and go into the president's office, or the office of institutional research, or the appropriate dean's office, and politely ask for the current report and the report for previous years. (This information should be on file to 1967.) It is a public document and you are entitled to a copy. Don't be intimidated. If you encounter any difficulty, find a sympathetic professor or administrative official to get copies for you.

Many schools also keep information on family income levels of the student body. If your school is part of a larger public system, such data should be on file in a central office of data collection or office of institutional research. Find out who to approach and the exact titles of the documents you want to obtain. It is better to go there in person than to call or write. Make an appointment if necessary. Don't rely on verbal sources when dealing with this information--get the documents. Smaller schools may have this information at the registrar's office, or a professor in the social sciences may have done research in this area. Talk to these people and try to get a copy of their findings. Be courteous, cooperative and persistent.

The student newspaper should also be checked out. Back issues on file in the paper's office can be used as an important information source. Check them out. The paper's staff can also be helpful; talk to them regularly. Also be aware of what other student organizations exist on your campus. Do any of them represent student constituencies or alternatives to the status quo? What services do they provide and how do they fit into various issues on campus? Talk to the people involved. Learn what they're doing.

Be sure to keep any organization informed that can be helpful to you. There is power in unity.

STUDENT BODY

Questions	Answers	Where to Find Answers
<p>Is there a separate student senate?</p> <p>What powers, if any, does it have?</p>		<p>Catalog</p> <p>Constitution, by-laws, and officers</p>
<p>Does this separation serve to contain and isolate students as an organized constituency on campus?</p>		<p>School newspaper, back issues</p> <p>Student leaders</p> <p>Students</p>
<p>Is there a campus-wide representative body?</p> <p>Are representatives appointed or elected? How?</p>		<p>Catalog</p> <p>Constitution, by-laws, Members of the body</p>
<p>What communication exists between the student body as a whole and its leaders & representatives? Who are leaders? How became involved? What issues are they concerned about?</p>		<p>Students</p> <p>Student representatives and leaders</p> <p>School newspaper back issues</p>
<p>Is there any student representation on various standing committees? (e. g. curriculum planning)</p>		<p>School Charter</p> <p>Committee members</p> <p>Operations manual</p> <p>Appropriate professor or dean</p>

STUDENT BODY

Questions	Answers	Where to Find Answers
<p>If so: How are they appointed? Who are they? What are their special issue concerns? What role do they play on their committees? Is it a more active one or a more token one?</p>		<p>Committee members Operations manual Student paper</p>
<p>How are student funds raised?</p> <p>Who controls them?</p> <p>How are they spent?</p>		<p>Student leaders School newspaper and back issues Student government constitution</p>
<p>What is the ethnic breakdown of your student population?</p>		<p>Office of Economic Opportunity reports (or by some other name) Student dissertations (School library)</p>
<p>What are the family income levels of the student body?</p> <p>How does your campus student body compare to others in the system?</p>		<p>Office of Institutional Research Social science professors Student newspapers Student dissertations (School library)</p>
<p>Do you have a student newspaper?</p> <p>How are editorial staffs selected?</p> <p>Who is the editor?</p>		<p>Catalog Student government Constitution Newspaper office</p>

STUDENT BODY

Questions	Answers	Where to Find Answers
<p>How is the paper supported financially? What is the status of your school paper? (independent or subject to administrative perusal?)</p>		<p>Paper's editor</p>
<p>What student organizations exist on your campus?</p>		<p>Catalog Student handbook Student paper Students</p>
<p>Are there any organizations which represent various student constituencies? (e. g. Latin American, Black, Asian student ass'ns, Women's Caucus or Gay Center)</p>		<p>Catalog Student leaders School newspaper</p>
<p>What services do they provide? How do they fit into various issues on campus?</p>		<p>Leaders or members of various organizations</p>
<p>Is there a free university, alternative newsletter, or reform group on campus?</p>		<p>School newspaper</p>

Campus Workers

The people who staff a university's services (cafeterias, grounds, security force and janitorial staff) find themselves in a curious position. They have nothing to do with the educational business of a university, and yet they find themselves in an educational community. Their power is even less defined than that of the student body, for they are viewed as having no vested interest in the business of a university: education. And yet they are subject to university policy. This can result in job discrimination (e. g. maids receiving less pay than janitors for the same work, indiscriminate layoffs, or job reclassifications). The worker's only entry to a university power structure is through a labor union.

It is important to understand your school's relations with these various constituencies. Begin by talking to a few employees. Find out if they are organized, what administration policies affect their positions, and what issues are important to them.

If the workers are not unionized, find out how they view their status, how arbitration is handled, and what issues they are concerned with. Talk to the workers, but also talk to the university official(s) in charge of personnel to find out about any policies the university has for dealing with these constituencies.

The campus newspaper will help you find answers to many of these questions.

CAMPUS WORKERS
(Union)

Questions	Answers	Where to Find Answers
<p>Are campus employees unionized?</p> <p>What is the name of the union?</p> <p>Where is the union's office? (address & phone)</p>		<p>Campus employees phone book</p>
<p>Who are its officers? (addresses & phone numbers)</p> <p>How are they elected?</p> <p>How well do they represent their members?</p>		<p>Union office</p> <p>Union charter, constitution, by-laws</p> <p>Union officers and members</p>
<p>Is the union a local of a larger organization?</p> <p>If so, which one?</p>		<p>Union office (local)</p> <p>Union officers</p>
<p>What is the relationship between the union and the local on campus?</p>		<p>Local office</p> <p>Local officers and members</p> <p>Union charter, constitution and by-laws</p>
<p>What recent issues have arisen between the union and the university?</p> <p>What were their resolutions?</p>		<p>School newspaper back issues</p> <p>Newspaper editor</p> <p>Local union office</p> <p>Administrative informants</p>

CAMPUS WORKERS
(Non-Union)

Questions	Answers	Where to Find Answers
How is arbitration handled by the university?		Official in charge of personnel
What issues are the workers concerned about?		Workers
How do they view their status?		Workers
How is arbitration handled by the workers?		Workers

Community Groups

Even further removed from any formal role within a campus power structure than students and campus employees are various community organizations or groups that may exist in the neighborhoods surrounding your campus. A university represents a vast array of resources that are normally denied to community groups for their use. It is a storehouse of resources for legal aid, medical aid, recreation facilities, psychological aid, supportive services for schools, research facilities; the list is nearly endless.

In addition, colleges and universities have direct impact on a community's local economy. Colleges are landlords to much of their surrounding neighborhood. It is important that you find out what community groups exist in your area, and around what issues they are organized. Find out who the "leaders" are in your community and what issues they represent. Is there a housing group that has been fighting relocation by university expansion? Is there a free clinic trying to obtain supplies and training from the medical school? Talk to the school newspaper for starters. Maybe some of the student groups on campus are working within the community. Talk with them. You'll find that your contacts will multiply rapidly.

COMMUNITY GROUPS

Questions	Answers	Where to Find Answers
<p>What services are offered to the community by the university?</p> <p>How are these services funded?</p> <p>Who decides what services are offered?</p>		<p>Public Relations Office Catalog Newspapers</p>
<p>Who decides what the prerequisites will be for using these services?</p>		<p>Same as above</p>
<p>In what areas does the university directly impinge on the power of the community?</p>		<p>Investment reports County Clerk's Office</p>
<p>What groups exist in the community that are organized for or against the university?</p> <p>Who are their leaders?</p>		<p>Newspapers</p>
<p>Are there any groups working toward an integration of the university with the community?</p>		<p>Newspapers Public Relations Office</p>

BUDGET

An area of extreme importance in any university power structure is budget and finance. The way an institution allocates its money determines policy priorities. What percentage of your college's funds supports research activities, and what percentage supports teaching activities? Is your institution paying \$35,000 a year for a big name professor who may teach only one graduate seminar? What funds, if any, support training activities, or the providing of community resource centers?

We have deviated from our format with this section on budget for two reasons: first, it is an area of such importance that we feel a compulsion to be specific here; and second, budget research serves as an example of how political research methodologies need to be connected to an issue and cannot exist in the realm of knowledge for knowledge's sake.

Generally, two things are of interest: the financial report which will list the university's income and expenses, and the investment portfolio which will show where the university has invested money. You will find the financial report in the Business Office and the investment portfolio in the Treasurer's Office. These offices may also have past reports on file. If not, ask where they may be found (they do exist) or go to the university library.

All of these records are supposed to be public information; that is, anyone should be allowed to look at them. But, in fact, you may get the run around. For example, you may be told that the records are at some other office when they aren't. This might happen for several reasons. Employees are insecure in their jobs and just plain afraid of doing anything to jeopardize them. They have orders to discourage you. They have a general prejudice against anyone "snooping around;" Or because they don't know that the records are in their office.

There are ways to help avoid this. Be open, polite, and cooperative. Tell them that you have reliable information that the records are there, you've already been to the offices that they've mentioned, and that you're quite sure you're at the right place. Know the exact titles of what you're looking for, demonstrating that you know what you want and won't be wasting their time. If nothing seems to work in getting you by the front desk, ask to see the head person (by name).

If you can put the person whom you are talking to at ease so that he doesn't feel threatened, he will be more happy to talk with you, and may even provide assistance and suggestions.

Do not settle for being allowed to look at the information. You are entitled to your own copy. A university's financial report is a public document. This is unquestionably true with public supported institutions. Investment portfolios will be more difficult to get.

If at all possible, enlist the aid of the people in the office where the records are located. They, above all, can provide perhaps the most valuable insights into reading and interpreting the information. If not, and you aren't familiar with financial language, find a business student, faculty person, accountant, or a treasurer of some organization to help you. Or walk into the local stockbroker's office and see if he or she will provide assistance. As a last resort you can find a book or pamphlet on finances. We suggest "How to Read a Financial Report." You can get a free copy of the pamphlet by writing to Merrill, Lynch, Pierce, Fenner & Smith, 70 Pine Street, New York, N. Y. 10005.

Generally you want to find out where the university's money is coming from, where it's going, and who makes the decision about where it goes. These answers, along with a good campus power structure study, should give you an idea of who holds what power and toward what ends it is being used.

On page 62 is a sample summary sheet of a financial report. The information contained in it is extremely limited in its usefulness. It indicates general sources of income for the university and general categories for expenditures (e. g. Instruction and Department Research, Organized Research, etc.) Some useful comparisons can be made from these figures, but only in gross figures. Such a "breakdown" of a university's budget tells you nothing about the costs of running the computer center as opposed to the cost of staffing the political science department. Dig deeper. Get a copy of faculty line budgets which shows expenditures for each position on your campus, both instructional and non-instructional. Find out how many hours various faculty members actually teach students. How does this figure compare with their salaries? What conclusions can be drawn about your school from such an analysis?

Most large public systems do not calculate costs on a per student or headcount basis, but rather do so on a fulltime equivalent basis. This means that instead of allocating money on a per capita basis, the institution does so by computing the number of average "fulltime" credit loads a campus is supporting. If fifteen credits is an average credit load per term, then the total number of credits taken in one term, divided by

fifteen, will equal the FTE count. Money is then allocated accordingly. Find out how appropriations are made at your school. Is an FTE count used? What is the rationale for its use? Does such an allocation policy tend to discriminate against certain segments of the student body? How? Talk to your school's budget officer, or staff people in the budget office.

Find out how student financial aid is administered at your school. Many schools are not at all aggressive in obtaining aid money they are eligible for. What is the process for applying for student aid money? Once your school receives its funds, how does it allocate them to the students? Is this an equitable allocation of funds? Is it adequate to meet student need?

These questions are just a start, but they outline the nature of the needed research.

SUMMARY OF CURRENT INCOME AND EXPENDITURES

For Year Ended June 30, 1971

(Sample of information to be gathered)

	<u>Total</u>
INCOME	
EDUCATIONAL AND GENERAL	
Governmental Appropriations	
State Appropriations	\$ 49,416,704.55
State Appropriations-- Tuition Replacement	93,243.00
U. S. Crippled Children's Bureau	1,235,441.52
Student Fees	13,675,841.93
Gifts, Grants and Contracts for Educational and General Purposes (Reimbursed Overhead)	
Current Gifts and Contracts	2,776,518.51
U. S. Government Grants and Contracts	21,352,831.52
Veteran's Administration Allowance	4,314.00
Sales and Services of Educational Departments	47,450.54
Organized Activities Relating to Educational Departments	18,782,066.39
Extension and Public Service Activities	2,676,010.84
Interest from Endowment and Other Investments	210,373.74
Sub-Total Educational and General	(110,270,796.59)
AUXILIARY ENTERPRISES	
Total Income	(14,634,888.41)
	<u>\$124,905,685.00</u>
EXPENDITURES	
EDUCATIONAL AND GENERAL	
General Administration	
Executive Offices	\$ 474,156.96
General Services	1,046,837.47

General Expenses	
General Institutional Expense	\$ 1,743,496.37
Student Services	2,923,755.59
Instruction and Departmental Research	36,456,299.49
Organized Activities Relating to Educational Departments	35,165,165.95
Organized Research	10,574,037.58
Extension and Public Service	6,085,592.80
Libraries	2,945,330.33
Annuities	3,900.00
Student Aid	
General Educational Fund	
Organized Educational and Public Service Activities	2,056,854.33
Endowment Income	112,381.52
Current Gifts	747,255.18
U. S. Government	3,881,714.48
Physical Plant Maintenance and Operation	5,985,753.39
Lakeside Laboratory	9,842.02
Sub-Total Educational and General	(110,213,423.51)
AUXILIARY ENTERPRISES	
General and Operating	9,665,422.65
Student Aid	418,262.14
Sub-Total Auxiliary Enterprises	(10,083,634.82)
Total Expenditures	\$120,297,106.33
Income Over Expenditures (Under*)	\$ 4,608,576.67

THREE HYPOTHETICAL CAMPUS POWER STRUCTURES

In order to be useful, the information gathered on the power structure of your university or college must be distributed to others. Though they may have taken the structure for granted, people in the college community will probably be interested to learn who can make major changes, who can spend money to hire new faculty or build new buildings, and who can decide how the faculty and students spend their time. The way money is managed and the way human resources are used may be open to criticism. And there may be ways of action that can be developed to make changes occur outside the normal channels. But first those normal channels must be thoroughly understood.

One way to provide information to those who might take some action is to write condensed versions of power structure studies which can be widely distributed through the student newspaper or other sources. The three examples on the following pages (prepared by the National Student Association⁸) are hypothetical summaries. They may provide guidelines for writing about other power structures.

A useful addition, if you have been able to obtain information on your university's budget as suggested in the previous section of this manual, would be to include actual figures allocated and spent. Though financial information is difficult to obtain, you need to know what university or college officials have discretionary (not tightly budgeted) funds to dispense and in what amounts. A quick look at where these discretionary funds go from year to year would indicate the trend of value judgments made by administrators.

Most state-funded institutions have their priorities outlined before the budget is submitted to the state legislature for a vote, and there is very little money to be spent on someone's whim. The budget priorities of the college or university and the lobbying efforts used to promote them, both before and after they are trimmed or added to by state officials, should be studied and analyzed. It is often not enough to report only actual expenditures. How did the university want to divide its money before the state set (perhaps different) priorities for it?

A private college, like the one cited in the following pages, provides an interesting power structure study in financial terms. While much of the president's time may be spent raising funds, he often has little power (or at least difficulty getting it) to determine spending policies. The Board of Trustees, who may have business alliances which influence their thinking, make most of the major decisions, leaving administrators with few discretionary funds.

In a church-related college, much spending power may be concentrated in one official in the church's hierarchy--not necessarily the college administrator, who has been appointed by church officials and who attends mainly to academic details.

In any case, power structure studies (similar to the three on

the following pages) can be documented with a closer look at the spending power of the state, church, local--as well as university--officials involved.

A State Multiversity

The university is located about 30 miles from the capital of its state; it has an enrollment of 23,000 students. It is older and larger than the state's other two universities.

With its legal control of university appropriations, the state legislature has considerable power in determining the limits of the university's policies and growth. Each house of the legislature has a committee on education; these regularly examine the operations of the state colleges and universities, as well as of the primary and secondary schools. The chairmen of both committees are inclined to be sympathetic to the aims of the university administration, though one of them is quite cautious about any "controversial" activities in the university. The chairmen of the appropriations committees are not so sympathetic: both are "economy men," and resent the very large part of the state budget that is devoted to higher education. The Governor's political party, which is the more liberal of the two, controls the legislature. But it has a rather slim majority, and its external image of unity is upheld only through constant compromises between the liberal and conservative wings within the party.

The Governor appoints the members of the university's Board of Regents; the Regents' terms are staggered, with each serving for ten years and being eligible for reappointment. Most of the Regents are reappointed, regardless of which party is in power; for there is a bipartisan tradition that favors retention of Regents on the assumption that long experience with the university is needed for wise decision-making. One result of this policy is that most members of the Board are very committed to the university as an institution, and have a great feeling of responsibility for it. Another result of the policy is that the average age of Board members is about 60; some of the members are "out of touch" and most are inclined to be fairly conservative about university affairs. The Regents meet only four times a year; they discuss and pass upon only the broadest university policies at these meetings. However, individual Regents tend to contact the President whenever they are disturbed by events, faculty, or students on the campus.

The President of the university is 55 years old; he assumed the presidency three years ago after making an excellent record as an administrator at another large university. He is very interested in educational policy, and constantly regrets that he cannot devote more time to it. Most of his time is taken up with financial matters, public relations work, and

the administrative problems created by the huge size and complexity of the university. He is thus forced to rely greatly on his Vice President for Academic Affairs for analysis and (attempted) coordination of educational policies. The Academic Vice President shares many of the President's views on the need for experimentation with new educational programs--as does the Dean of the College of Arts and Sciences.

But most of the other academic deans are preoccupied with administrative problems within their schools. Several of them are spending much time in negotiating research contracts--especially Federal Government contracts--for their schools. The various deans see research contracts as good ways of providing both facilities and reputations for their schools; but the President is worried about what seems to be a major imbalance in finances among the schools. (The scientific and technical schools are able to obtain large grants from government and industry for research projects; such grants make possible many new facilities, but keep taking emphasis away from the teaching of undergraduates. Most of the other schools receive very few research contracts, and thus have great problems in financing new facilities.) In any case, with financial problems added to many other administrative matters, very few of the academic deans are giving attention to university-wide problems in educational policy.

The faculty is the President's major headache. Although there are outstanding exceptions, most faculty members are so absorbed in their own disciplines, professional associations, and research that they have little interest in the way their courses complement (or repeat, or defeat the purposes of) those of their colleagues throughout the university. Each school's faculty seems to regard the school as a little university by itself, rather than as part of a larger institution. And there are many traditional conflicts between departments of the College of Arts and Sciences; these have been aggravated by financial imbalances similar to those existing on the university-wide level. The departmental chairmen are fairly powerful, especially in tenure decisions, and a few of them are quite interested in educational innovation. But all of them are under considerable pressure from their departmental colleagues to uphold the status, traditions, and--most importantly--the budgets of their respective departments. This makes cooperation on such reforms as interdisciplinary courses extremely difficult, if not impossible. And even the best chairmen find it hard to stimulate improvement of teaching methods without creating resentments on the part of many of their colleagues.

There is a university-wide Faculty Senate which has many committees of varying prestige and quality. The Educational Policies Committee is considered to be one of the most important; but here again, tradition and status continually battle with progress, and the result is usually a

stalemate. The faculty meets as a body only two or three times a year; these meetings are so large that they are always very formal, and seldom very productive. Tenure, academic freedom, and faculty salaries are about the only subjects on which there is general faculty agreement and cooperation. The university's chapter of the American Association of University Professors actively pushes faculty goals in these areas.

The Vice President for Student Affairs heads a large and ever-growing administrative branch. Directly responsible to this Vice President are the Dean of Students (who has several assistant deans), the director of the counseling bureau, director of the student health service, director of student financial aids, head of the housing bureau, and so on. The Student Affairs branch is a fairly efficient bureaucracy; both because of the interests of its staff and the default of faculty members, it actually makes most of the major decisions on student affairs. The older members of the Dean of Student's staff are inclined to see their role as one of preparing students for citizenship in the larger society, while at the same time controlling the troublemakers and boat-rockers among the student body. A couple of the younger staff members are more interested in stimulating students to think and act in their own interests, so that they are working at cross-purposes with the rest of the staff. But the younger staff members presently have "busy work" assignments that allow little time for pursuit of their goals. So there has been no open conflict within the staff.

Until recently, the university's student government might have been regarded as a part of the administration's power structure. Its leaders had usually been convinced by the Dean of Students that they could best serve the student body by coordinating activities and taking care of disciplinary matters. They had restricted themselves to these tasks and to providing a few social and educational programs. But in the past year or so, student government leaders have come to realize that their role has been quite narrow compared with that of many other student governments. They have also come to suspect that they have been "used" by the Dean--to perform administrative and disciplinary tasks that his staff couldn't handle. Their realization of all this had been aided by the constant heckling of an ad hoc group, the Campus Reform Caucus. The Caucus is composed largely of liberal and radical students who have been involved in off-campus political action; they have been calling for educational reform, liberalization of social rules, and student participation in all university decision-making. The Caucus ran some candidates for Student Senate seats in the last election. Most of them were elected, and this naturally serves as a pressure on other members of student government. Also, the previously-mentioned younger members of the Dean's staff have talked with several officers of student government, encouraging them to adopt many of the Caucus goals. The result of all this is that the student government has begun working on

several aspects of campus reform. Its first steps in this area have been halting and indefinite; but there seems to be a chance that students will at long last begin to have some influence in university affairs.

The major pressures operating on the state legislators are those created by their constituents. On the one hand, state residents have a certain pride in the university and are willing to give it at least minimum financial support. On the other hand, state residents are becoming alarmed about rising taxes--and many view with disfavor the radical political sentiments of some of the university's younger faculty and the political work of activist students.

The major pressures on the President and the Regents are financial ones. It is their responsibility to formulate the annual budget (for which the President must "lobby" with legislators). The President, some of the other administrative officers, and some of the deans and department heads are quite interested in the idea of reforming the university's traditional curriculum--and are now feeling some student pressures for this goal. But there are strong counter-pressures created by faculty specialization, and the tradition of faculty control of curriculum combined with faculty reluctance to accept change.

The major pressures on the faculty arise from their fields of study and, to some extent, from the whole "system" of higher education. That is, each professor had to specialize in one field of study and write his Ph. D. thesis on a very narrow aspect of that field, and each must continue research and publishing if he is to gain or keep a reputation within his discipline. (The young faculty members, of course, must publish in order to gain tenure.) There is also the lure of research grants and consulting fees from government and industry; these form a strong pressure for faculty in scientific and technical fields. Only the most dedicated and the most secure professors feel they can spare the time to really concentrate on teaching above all else.

Student government leaders are receiving much pressure from the ad hoc campus reform group. The ad hoc group is partly a stimulus for, and partly a result of, increased concern among "average" students about educational problems. The student government is just beginning to be a pressure on the administrative power structure; it may eventually become a pressure on the faculty power structure.

Of course there are other pressures operating on the major groups within the university community. For example, some community pressure is exerted directly; and the alumni are always calling for a better football team. The many pressures combined often make the President feel

that he is trapped by impossible forces on all sides. This feeling becomes intensified whenever an academic freedom issue arises, and whenever the President proposes educational innovations. The President is the most powerful figure in the university community by virtue of his position and his sense of direction, yet his power is severely limited by the power of others and by the force of tradition.

From this example, it is easy to see that speaking of "power structure" in the singular is often inaccurate. There are usually at least two major power structures within a campus community--one centering around the administration, and one centering around the faculty. And there is always at least one (board of regents or trustees) and often two (the board plus the legislature, or the board plus the church) outside it but having great authority over it.

At times there is enough consensus among those persons having greatest power that there is one power structure dominating all the others; and the members of this group work consciously for or against the status quo. But, especially in large institutions, policies that at first glance appear to be the results of a single power structure are sometimes the results of a deadlock between power structures. At times, too, there are different power structures existing at different times--depending on the issue involved. Thus, the Dean of Students and his staff are a power structure when the issue is one of rules governing student social conduct. At times, a few faculty members may be drawn into a controversy over such an issue; and the President may even become involved if the issue is extremely controversial. The Dean of Students and his staff, individual professors, and (again, if the issue becomes truly major) the President may be involved when there is a controversy over freedom of expression for students. The President, the academic deans, and the entire faculty power structure are involved when the issue is one of major educational reform.

A Private College

The college is located near a large city. It was founded over one hundred years ago and has a reputation of being a good liberal arts college. It is coeducational with an enrollment of 1,500 students.

The college's Board of Trustees has twenty members; terms are staggered, and the Board itself fills all vacancies. Several educators, several businessmen, and a number of the college's alumni are members of the Board. The Trustees take their responsibility quite seriously, and their monthly meetings cover many aspects of college life. As is the case with other colleges' trustees, they are forced to spend much time on

financial problems. But because of the college's fine reputation, and because a greater-than-average number of Board members are educators, the Board "makes" more time for discussion of educational policies than do most other boards of trustees. Yet the Trustees do not find discussion of educational plans an "easy" subject. In particular, the educators among the Trustees constantly find that their vision of educational progress is often frustrated by the "cold, hard facts" of finances. In recent years, the college has had to strain its resources severely to keep up with rising costs of education.

When the college's presidency became vacant several years ago, the Trustees spent a great deal of time in looking for a person who had both an ability for educational leadership and a talent for fund-raising. They interviewed many candidates for the post, and found many good educators but few good fund-raisers. After taking stock of the college's critical financial state once again, and after much heated debate, the Trustees finally decided on a candidate who had only a fair academic background but a superb reputation for fund-raising. (The decisive argument was made by a greatly-respected Trustee who said, "Gentlemen, it is no longer a question of 'both. . . and'-- It is a question of 'either. . . or.' Either we get a man who can put the college on sound financial footing, or we will never again be able to afford educational leadership. "

Since his selection, the President has done a great deal to put the college on sound financial footing. He first persuaded the Board to approve a large development campaign that put primary emphasis on building, and only secondary emphasis on faculty salaries and other direct educational expenses. In addition to pointing out the need for improvement of campus physical facilities, he argued that: (1) most donors would much rather give money for buildings--especially ones to be named after themselves--than for faculty salaries; and (2) plain economic facts dictated an expansion of the college's enrollment; and such expansion required several new and expensive buildings.

Because the development drive has been quite successful, the President has attained a position of considerable power with the Board of Trustees. . . And because he has a forceful personality, there is no question about who is in command of the administration. (The Dean of Students, for example, is viewed as "strictly the President's flunky" by the students.) However, the college's Academic Dean has serious reservations about the "new" direction. He had been willing to go along with it in the first two or three years, but had then viewed it as only a temporary thing. He now sees no indication that the President is ready to change emphasis to direct educational needs. The Academic Dean is finding it increasingly difficult to recruit new faculty members, for the college's salary scale still compares

unfavorably with the scales of similar colleges. Even more importantly, he fears that the emphasis on new buildings and the institution's public relations "image" is subtly altering the most basic goals of the college. The President and the Academic Dean find themselves in basic disagreement over major decisions more and more often as time goes by. The Trustees are aware of this; several of them are sympathetic to the Dean's point of view; several others feel that the President's emphasis is still correct; and the majority lean sometimes toward one point of view and sometimes toward the other.

The faculty has the same point of view as does the Academic Dean. But faculty members naturally have even stronger feelings about the salary question. Because of the comparatively low salaries, several departmental chairmen have been unable to recruit men they very much wanted for their departments. Young instructors and assistant professors find their salaries quite inadequate, and resent the continuing choice of buildings over salary raises. And almost all faculty members are concerned about the fact that classes seem to be growing larger, and that they thus have less time to devote to class discussion and to counselling individual students. Further, faculty members in general feel that the President shows little leadership--and not even much concern--about educational policies.

There is a fairly strong Faculty Senate. Through its committees and its general meetings, faculty members decide upon curriculum revision and other matters of educational policy. But faculty members are becoming increasingly annoyed by the realization that some of their decisions are not being implemented, simply because the money required to fulfill them is not included in the President's budget. They are annoyed, not only about specific issues that arise from time to time, but also by what they regard as an affront to their traditional role in the governance of the college.

Several professors who have taught at the college for a long time feel that the faculty must assert its prerogatives more strongly. One of these professors happens to be the chairman of the college's largest and best-known department. Another is Chairman of the faculty's Curriculum Committee. The rest have no official positions, but command much respect from their colleagues. This group is providing increasingly strong leadership in the Faculty Senate and the AAUP chapter.

The students are not really part of any power structure on campus; but student government leaders have become aware of the growing resentment of faculty members, the Academic Dean's worries, and the differences of opinion within the Board of Trustees. The student government

leaders are inclined to be sympathetic to the faculty's point of view; but they are just now beginning to understand the more complex educational and financial issues involved. They are also just beginning to realize that students could be a significant pressure on the administration, especially since students can have much impact on the college's "image."

The college's financial needs are obviously a major pressure on the Trustees. But its reputation and its educational tradition are also important pressures on the Board. And the dissent of the Academic Dean and of faculty members is bound to become an increasingly important pressure on the Board, unless the President makes some concessions to Dean and faculty.

The President feels financial pressure more keenly than any others. Yet he is not really aware of his internal pressure to prove beyond doubt that his course is the correct one. He does not realize that his feeling of insecurity about his academic qualifications has resulted in an attempt to compensate by overemphasizing his financial talents. But the President is very much aware of the growing pressure from faculty members. Since some of the most important professors are leading the faculty dissent, and since the Academic Dean and several Trustees are sympathetic to faculty goals, the President realizes that he will have to make some concessions. But he is determined to make as few as possible.

A number of faculty members (especially the younger ones) are subject to considerable pressure by their personal financial situations. The pressure of the college's educational tradition is a significant one for all faculty members--but perhaps most significant for those who have taught at the college for the longest periods. Finally, all faculty members are subject to much psychological pressure arising from the challenge to their role and their status within the campus community.

The students on this campus would seem to be in a good position to ally themselves with the faculty power structure. As they become more aware of the educational interests that they share with the faculty, they may move toward such an alliance.

A Church-Related College

This is a Catholic women's college. It has an enrollment of about 650, and is located in a large city. It was founded about fifty years ago by an order of nuns, and is still owned and operated by the order.

The college's Board of Trustees has as its Chairman the

Provincial Superior of the order. The President, Vice President and Treasurer of the college--all members of the order--are also members of the Board of Trustees. Four faculty members (who are departmental chairmen and members of the order) and two lay alumnae of the college are the other Trustees. The Provincial Superior, having in effect chosen the President, has great confidence in her. The Provincial Superior pays much attention to the financial matters of the college, but does not give detailed attention to educational or student affairs policies--both because she has so much confidence in the President and because she has many other matters to attend to. (Her province includes several states in which the order provides teachers for many Catholic high schools.) In effect, then, the administration runs the college--though with much influence from some of the nuns who have been on the faculty for many years.

The President is only 47 years old, and was chosen for her position six years ago. She had attained a good reputation in her academic field (European history), and had been noted as an excellent teacher. Since assuming the presidency, she has shown adequate administrative ability and determined (though somewhat cautious) educational leadership. While she believes there is much of value in the college's curriculum, she feels that the classical approach has been overdone somewhat. So she has been working toward modernization of the curriculum and of teaching methods, while still trying to keep the best of the traditional approach--and the support of the more conservative faculty members and administrators.

The Vice President of the college is one of the more conservative administrators. She is ten years older than the President, is (subconsciously) unhappy about the fact that she was not chosen for the presidency, but is quite loyal to the President. While agreeing with the President that some modernization is needed, she is not inclined to go as far or as fast as is the President. She has thus often been a restraining influence. At the same time, however, she has been invaluable to the President in winning over older faculty members to the support of these changes that have been made.

The Dean of Students is a nun of about the same age as the Vice President, but is even more conservative--especially in matters of social rules. She is accustomed to making most decisions about the regulation of student life, and feels it is one of her responsibilities to keep the President free of the burden of decision-making for student affairs. The President is grateful to be "protected" in this way, though often amused by the Dean's attitude and occasionally annoyed by the rather authoritarian way in which the Dean handles students. For the most part, however, the President does not interfere in the Dean's handling of student affairs.

Only about 40% of the fulltime faculty are nuns. A few priests

from a nearby Catholic university teach some courses in theology and philosophy. The rest of the faculty is composed of laymen and laywomen (about 80% of whom are Catholics). However, most of the departmental chairmen are nuns. Departmental chairmen are appointed by the President; although the current President feels that more laymen should be appointed chairmen, she is only gradually changing the old policy of having almost all chairmen be members of the order. Moreover, while some lay faculty have taught at the College for a long time, many of them are relatively new. In some departments, all lay faculty are so new that none has the experience needed in a departmental chairman.

The faculty meets as a body only a few times per year; occasionally, faculty meetings produce lively debate on committee reports, but the recommendations of committees are seldom modified very much. The top administrators and the chairmen of the largest departments are automatically members of the Educational Policies Committee; the other members are elected by the faculty, and include a number of lay faculty members. Other committees have varying compositions; but the Student Affairs Committee is composed primarily of administrators and religious faculty members.

A number of the younger faculty members, both religious and lay, are unsatisfied with the rather slow pace of curriculum changes at the college--especially in the theology and philosophy departments. And lay faculty in general want a larger voice in college policy-making, and greater priority for faculty salary raises. The college does not have an AAUP chapter, though there is currently discussion among the faculty about the desirability of starting one.

Many of the students have an impatience similar to that of the younger faculty members. The student government has not been very strong traditionally. Recently, however, it set up a curriculum committee to work on major student concerns--such as the theology and philosophy departments, graduation requirements, and the grading system. The student government is also calling for liberalization of social rules.

This college's Board of Trustees is not particularly important in policy-making. The Board's composition ensures legal control of the college by the order; and this, of course, is quite important. But the actual decisions are made by the President; the Board is more a legal formality than a controlling agent.

This is not to say, however, that the President is free of pressure. By no means. She is responsible to her order for the college's good name and financial stability. She is under consistent pressure from the

Vice President and the "old guard" among the religious faculty to go slowly in making changes--and under consistent and growing pressure from the lay faculty, younger faculty, and students to go farther and faster. Moreover, she feels the pressures of similarly "conservative" and "liberal" currents within the church and within her order.

The Vice President, the Dean of Students, and the older nuns on the faculty are secure enough in their positions and viewpoints to feel relatively free of pressure. Most tend to agree with the more conservative currents in the church and the order, so they do not even view these currents as pressures. They are, however, beginning to feel some pressure from the younger religious faculty, the lay faculty, and the students. Having never before been confronted with these pressures, they do not understand them, and tend to resent them. With the exception of the Academic Vice President, who is more perceptive and more flexible than the others, the older nuns tend to react quite defensively to the new pressures.

Some of the younger nuns on the faculty have the pressure of graduate course work and theses to complete. Many of the younger nuns are inclined to press for faster liberalization of the curriculum; and, while they are free to do so, they feel somewhat restrained by their junior status combined with the protocol of a religious community. Moreover, they cannot say things in haste or indignation in a faculty meeting, then go home and forget about it. The fact that they live with the older nuns is another pressure.

Some of the lay faculty members feel the pressure of personal financial difficulties. Almost all feel what might be called the pressure of comparative status. They realize that their colleagues in secular institutions generally have far greater voice in policy-making, and greater opportunity for advancement up the academic ladder. Also, most lay faculty feel the pressure of liberal currents within the church more strongly than do most of the religious faculty. In many cases, the lay faculty are simply more free of the conservative pressures. In many other cases, they have a better understanding of student needs and interests than do the religious faculty.

Increasing pressure from the younger faculty and from the students is likely to have the effect of making the President proceed more quickly in making changes. Ironically, the former do not realize that the President would secretly welcome increased pressure, since it would give her more leverage to use in convincing the older faculty members. But the President does not wish to reveal this, since she fears having too much pressure, or pressure for courses of action which she could not support. While pressures from younger faculty and from students will be helpful to

the President's aims in the near future, there is likely to come a time when the wishes of the former will conflict directly with the President's opinions or interests. The issue may be one of student social regulations, a specific educational issue, or the power of the lay faculty in college governance. If such a time comes, the President will almost certainly be forced from an unspoken alliance of interest with the younger faculty and the students to an open alliance with the older faculty. It is also quite possible that, over a long period of time, she will go back and forth from the conservative to the liberal sides--serving as a sort of mediating force while preserving her very real power.

RESOURCES

Source Material and Where it Comes From

Catalog: Gives names of officers, data about institution, educational information, faculty listings--available in Library, Registrar's Office.

Operations Manual: Formal by-laws and procedural rules of the institution; usually covers organization, personnel, regulations, committees, policies--available in Dean's Office, Library.

Charter, Constitution: Formal charge of the school with basic purpose, delegation of duties, formal requirements for officers, trustees, etc.--available in Library, President's Office.

Trustee's Manual: When available (from Board Secretary) lists duties, procedures of Board of Trustees.

Persons You Should Contact

Student Senate Officers: For information on student view, power, history of working with administration.

Faculty Senate Head: For information on faculty tenure, grievance, academic and educational procedures; inside information on who the powerful officers, trustees are.

Local AAUP Head: For information on current hassles, who's in control; advice on who to see.

Local Newspaper Reporters: Will tell you who runs things, recent history of the bureaucracy; lots of inside and off-the-record information.

Secretaries: Know everything, and often will tell.

Graduate Teaching Assistants: Always getting screwed, so willing to share their inside knowledge of departmental bureaucracy.

Representatives of New University Conference (NUC) and the American Federation of Teachers (AFT), etc.: For information on local hassles and elites.

Offices Which Dispense University Publications

Financial Office:

- (1) Treasurer's or Financial Report, Business Office Report which gives budget information.
- (2) University Investment Portfolio which lists its bond, stock, and real estate holdings.

Public Relations Office:

- (1) University press releases.
- (2) Biographical information on university trustees, administrators, and faculty.

Departmental Offices:

Departmental periodicals and catalogs.

Alumni Office:

Alumni Directory, periodicals and newsletters.

University Program Development or Fund Raising Office:

Promotional brochures outlining expansion plans.

Library of University History:

- (1) University histories.
- (2) Collections of official documents.

Dean of Students, Student Services:

- (1) Student code, rules.
- (2) University's disciplinary structure.
- (3) List of student organizations, officers.

Admissions and Registrar:

- (1) Class profiles bases on GPA, ACT, etc.
- (2) Breakdown on student body by hometown, college, class, etc.
- (3) Admission requirements, standards.

Biographical Directories

Who's Who in America

Who Was Who, Vol. I, 1897-1942
Vol. II, 1943-1950
Vol. III, 1951-1960

Who's Who of American Women

Who's Who of World Jews

Who's Who in the East, Midwest, South and Southwest, West (different volumes)

The International Who's Who

Current Biography Yearbook

National Encyclopedia of American Biography

Martindale-Hubbell Law Directory

Who's Who in Commerce and Industry

Who's Who in Banking

American Men of Science

State Department Biographical Roster (available from the Government Printing Office for \$3.50)

Congressional Directory (available from the Government Printing Office for \$3.50)

The International Yearbook and the Statesman's Who's Who

For directories of persons in other areas, look under "directory" and "who's who" in library card catalog

Social Register Locator (published by Social Register Association, 381 Park Ave. So., NYC, lists names of persons listed in 12 city editions)

Poor's Register of Corporations, Directors and Executives (lists alphabetically 27,000 directors and gives business information on each)

Moody's Banking and Finance, Industrials, Utilities and Transports (four books) and Dun and Bradstreet's Million Dollar Directory (other sources for business information)

Polk City Directories (give name, address, phone, occupation, and business ownership, whether individual owns home, etc.)

State Directories (when applicable, will often give very complete biographical sketches of trustees and primary institutional officers)

FOOTNOTES

1. From What Makes a Campus Power Structure, prepared by the Student Government Information Service of the United States National Student Association, Washington, D. C., August, 1966.
2. State of Iowa, Iowa Official Register, 1967-68, Des Moines, p. 260.
3. Who's Who in America, 1970-71, Vol. 50, Marquis Who's Who Inc., Chicago, p. 733.
4. Who's Who in Finance and Industry, 1972-73, 17th Edition, Marquis Who's Who Inc., Chicago, p. 468.
5. Poor's Register of Corporations, Directors, and Executives, U. S. and Canada, 1972, Standard and Poor's Corp., New York, p. 2318.
6. Dun and Bradstreet Million Dollar Directory, 1973, Dun and Bradstreet, New York, p. 1016.
7. Directory of American Scholars, Jacques Cattell Press, Bowker Co., New York, p. 263.
8. What Makes a Campus Power Structure, pp. 2-10.