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## Career patterns of collegiate administrators in Virginia

Hugh Carrington Rowland

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**Career patterns of collegiate administrators in Virginia**

*Rowland, Hugh Carrington, Ed.D.*

The College of William and Mary, 1988

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Ann Arbor, MI 48106



**CAREER PATTERNS OF COLLEGIATE ADMINISTRATORS  
IN VIRGINIA**

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**A Dissertation  
Presented to  
The Faculty of the School of Education  
The College of William and Mary in Virginia**

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**In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education**

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**by  
Hugh Carrington Rowland  
December 1967**

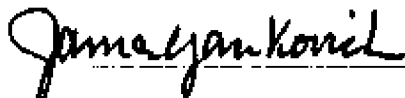
**CAREER PATTERNS OF COLLEGIATE ADMINISTRATORS  
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Hugh Carrington Rowland

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## INTRODUCTION

As modern colleges and universities have increased in size and complexity, the number of activities requiring experienced administrators has increased dramatically. Harris (1972) reports that between 1927 and the mid 1960's expenditures for administration increased 21 times. Martin (1974) found that the period between the mid 1960's and the early 1970's, the current fund expenditures for administration increased more than 30% contrasted with just a 10% increase for instruction.

During the twentieth century, a concomitant with these increases in the numbers and costs of administrators has been the evolution of areas of administrative specialization, coupled with what Jencks and Riesman (1968) have termed "professionalization." Early in this century many of the administrative functions were carried out by teaching faculty on a part-time basis (Angus, 1973). As the demands for administrative expertise and increases in workload made necessary full-time administrators, distinctive categories of administrators evolved. This evolution, which has been an on-going process that continues today,

manifested itself in a variety of formal and informal ways, including the development of career patterns.

Organizational theory has not kept pace with these evolving patterns and structures in higher education. Consequently, the conventional names that developed and that have been used to describe the patterns and structures, often are not adequate to describe the full complexity of academic organizations. This is true particularly in the area of collegiate administrators. Only a small amount of research has been devoted in the past to administrative positions, and that research tended to be limited to small groups of administrators, such as admissions officers or academic deans. Thus, little attention has been devoted to the development of better organizational theory relating to administrators.

Within the last decade, the developing lines of research in this area have begun to point out the inadequacy of our existing organizational concepts. This study will be an effort to explore the relationship of collegiate administrators career patterns to organizational structures within academic institutions. The study will introduce the concept of "career fields" as a new approach to the study of career patterns and will apply the concept to three organizational models.

### STATEMENT OF THE PROBLEM

Until recently, the conventional understanding was that two general types of administrators had evolved, the academic and the non-academic administrators. The evolution of academic administrators as a distinctive entity, vis-'a-vis the academic faculty and the non-academic administrators, may be viewed as an outgrowth of two broader trends, the professionalization of the academic faculty and the managerial revolution. According to Jencks and Riesman (1968), the professionalization of academic faculty was one of the most important, if not the most important, force in the development of collegiate organizations in the United States. They define professionalization as the general trend over the past century in our society whereby particular occupational groups have sought the exclusive right of setting the conditions of work, standards for entrance into the profession, and the right to "...judge one another's mistakes" (p. 201).

The professionalization of academic faculty, and the resultant growth in the power of the collective faculty, had far reaching implications for the various organizational forms that evolved within academic

institutions. Academic departments, which had originally represented divisions of knowledge, became the fundamental organizational unit of academic organizations (Ikenberry, 1972). Further, the college presidency evolved differently than in the corporate world. Influenced by the managerial revolution, governing boards during the early decades of the twentieth century turned over substantial power to the college president and other professional administrators. However, the resulting configuration of power and authority was dissimilar from the hierarchical form that developed in industry and government. Rather, the college presidency and the line of administrators leading to the presidency came to be understood as representing the "true" middle management, the academic faculty (Jencks and Riesman, 1968, p. 17).

The academic administrators evolved as the group that was entrusted with matters central to the overall governance of institutions, particularly matters relating to the well-being of the strongest entity in academic institutions, the academic faculty. Norms developed to keep academic administrators, as a group, closely aligned with the academic teaching faculty in terms of values, career origins, and educational levels.

Hence, today most academic administrators will have been a teaching faculty member at some point and will have attained the terminal degree in his/her academic field. Contrasted with non-academic administrators, academic administrators tend to have less managerial experience; view their roles as caretakers for the faculty rather than as managers; and interpret their careers in terms of their faculty origins rather than their managerial roles (Scott,1978).

By convention, the academic administrator category has come to be recognized as the line of administrators and their subordinates leading from the teaching faculty to the president. Most often this line includes the academic deans, the academic vice president, and the president, plus subordinates with the titles of associate or assistant. Department chairpersons are often excluded because they are seldom full-time administrators and because their roles tend to be more like the roles of teaching faculty than the roles of other types of administrators. Positions with special titles such as "assistant to" and "special assistant" are sometimes included and sometimes not included. The current study includes all of the above named positions, except department chairperson and president.

The general category of non-academic administrators appears to have been created out of convenience and convention. What was not considered an academic administrator position was categorized as non-academic administrator. Relative to their academic administrator counterparts, the non-academic administrator category evolved as a collection of functional specialization areas relatively unfettered by faculty norms. As the non-academic administrative specializations evolved, the people chosen as administrators tended to have origins, career experiences, and values that were wholly separate from the teaching faculty. Today, non-academic administrators generally have not served as teaching faculty and do not hold a terminal degree in a discipline. Contra academic administrators, nonacademic administrators tend to view their careers exclusively in terms of their managerial roles (Scott, 1978).

However, the conventional categorization of administrators into the academic/non-academic dualism may not be an adequate model for the study of collegiate administrators careers. The dualism recognizes primarily the fact that the academic administrator realm is all-but-inaccessible to non-academic administrators in terms of career movement. The big deficiency of the



dualism as a model for studying career patterns is that it treats the non-academic administrator category as an undifferentiated whole. It masks the diversity of career patterns within the non-academic realm.

Scott (1978) has observed that areas of specialization have developed within the non-academic realm that exhibit relatively well-defined career patterns. Specifically, nonacademic administrators tend to be hired on the basis of work experience in a particular area of specialization rather than on the basis of generyal administrative experience or formal training in management. Stated in terms of career patterns, the non-academic administrative realm does not appear to be a single entity (as the academic/non-academic dualism denotes). Due to this specialization, career mobility among the various non-academic specialization areas may be limited. Thus, the non-academic realm may be a mere collection of many career patterns that have evolved along with the development of the specialization areas. For example, it is very unlikely that a person whose work experience had been in student affairs would be chosen for an administrative position in the finance/budget areas.

The academic/non-academic dualism has remained largely unchallenged in previous research because most of the research studies has been limited in scope. Most of the career related research has focussed on academic administrators, particularly college presidents (Sagaria, 1983). Academic administrators, due to their close relationships with the academic faculty, have evolved career patterns that are relatively distinct and homogeneous; perhaps due to the career norms for academic administrators, particularly the prerequisites that the person hold a doctorate in a discipline and have college level teaching experience, few academic administrators are chosen from either the non-academic realm or from positions outside of higher education (Salimbene, 1982). The few career related studies of non-academic administrators have tended to limit their scope to a single area of administrative specialization, such as financial aid, admissions, student affairs, etc.

This study will address the general question of whether the non-academic administrators have developed distinct career patterns similar to the patterns exhibited by academic administrators. It will examine the academic/non-academic dualism plus two alternative

models relative to their suitability for studying career patterns among collegiate administrators.

The first alternative model was developed by the College and University Personnel Association (CUPA) to facilitate survey research on compensation and employment patterns of collegiate administrators in the United States. The CUPA model employs a five part categorization: (1) chief executive officers, (2) administrative affairs, (3) academic affairs, (4) student affairs, and (5) external affairs. Because college presidents were not included in this study, the CUPA category of chief executive officers will not be included in the CUPA model. Although the CUPA model is not theory based, it offers the potential for tying the findings from the current study to the extensive research findings of the three previous CUPA studies.

The second alternative model is a tripartite categorization developed by the organizational theorist, Henry Mintzberg. This categorization is part of a general organizational theory that is applicable to all types of organizations ranging from small, family operated businesses to complex research and development organizations. Within Mintzberg's model, administrators are categorized as (1) middle line administrators, (2)

support staff administrators, and (3) technocratic administrators. Middle line denotes all the academic administrators, except the president. The non-academic administrators are divided by Mintzberg into the support staff and the technocratic administrators (Mintzberg, 1979).

Mintzberg's model was not developed explicitly for the study of career patterns. However, as part of a general organizational theory, the model should have applicability beyond its formal structure aspects. The advantage of this model is that it links career patterns to formal structures within a large range of organizations, not just academic organizations.

### JUSTIFICATION OF THE STUDY

Several changes in higher education over the past 15 years have brought attention to the career concerns of collegiate administrators. First, the era of unprecedented growth, public support, good economy and governmental assistance that was enjoyed in the quarter century after World War II has undergone radical reversal in the 1970's and 1980's. With these changes have come a shift in emphasis from support staff functions to fiscal management skills (Balderston, 1979; Gaff, Festa and Gaff, 1978; Mortimer and Tierney, 1979) and enforcement of personnel procedures (Scott, 1978).

Scott (1978a) has observed that federal government regulations that have been implemented since the early 1960's have brought about not only the creation of new administrative positions, but also a new type of administrator. Contrasted with the traditional type of non-academic administrators whose work activities tended to be primarily support services, the new type administrators tend to work in control oriented capacities, i.e. establishing operational policies, monitoring and controlling the activities of others. Whereas the work experience of traditional non-academic administrators

had generally been acquired on-the-job, the work experience of the new type administrators has tended to be in areas of private industry, particularly in the finance and personnel related areas. Some commentators have predicted that the austere conditions of the 1980's and 1990's will increase the need for more control oriented "financial technocrats" and cause decreases in student affairs administrators (Baldrige, 1978; Scott, 1978a). To date, the emergence of the more technically oriented administrators has not been incorporated into a comprehensive view of academic organizations.

Second, governmental emphasis on Affirmative Action has focussed attention on the hiring practices of institutions, particularly in relation to career opportunities for women and minorities. An obvious effect has been the development of the Affirmative Action Director position, a new administrative specialist whose primary functions are control oriented.

Less obvious but much more sweeping effects of Affirmative Action are the changes being wrought in the very nature of academic organizations and the way we study them. Stewart (1978) ventures that Affirmative Action is bringing about a new organizational paradigm. Traditional organizational theory with its search for

universal sets and constructs have masked the problem of gender (Stewart, 1978, p. 338), a point borne out by other researchers (Moore and Sagaria, 1982; Sagaria, 1983a; Sagaria and Moore, 1981). Of concern from an Affirmative Action perspective are the research findings that despite Affirmative Action the patterns of hiring continue to resemble traditional hiring practices (Hutchison and Johnson, 1980; Touchton and Shavlik, 1978) that women are more likely to be found in the middle and lower levels of collegiate administration (Digest of Educational Statistics, 1978; Howard, 1978; Mark, 1981; Van Alstyne, et al., 1977); that employment patterns vary by institutional type with the majority of male administrators concentrated in traditional minority institutions and women in traditional women's colleges (Van Alstyne, et al., 1977); that women and minorities are found concentrated in relatively few positions, primarily in the support staff area (Van Alstyne, et al., 1977); and that even in areas such as student affairs women tend to advance slower than their male counterparts (Holmes, 1982).

Third, administrators themselves have brought pressure to bear on institutions. According to Moore, the large group of administrators who invested in higher

education administration as a career profession during the period of growth of the 1960's and early 1970's now are pressing for clarification of career paths and "...order and system to replace idiosyncrasy and intuition" (Moore, 1983, p.3). Moore (1983) suggests that these demands from administrators are part of the larger managerial revolution that higher education is undergoing.

Career concerns of college administrators have become the subject of an increasing number of studies. Few of these studies have been theory based. Most have been based on accounts of personal experience or on analyses of academic administrators, particularly the college presidency, from which generalizations about other administrators have been made (Moore, 1983; Moore and Sagaria, 1982; Moore, et al., 1983).

Until recently, it was generally assumed that the career patterns of academic administrators constituted a well-defined "career ladder", or "career trajectory", to the presidency (Cohen and March, 1974; Ferrari, 1970; Mark, 1981; Socolow, 1978). Recent studies have found substantial variation in the career patterns of presidents and academic deans, thereby raising serious doubt about the applicability of the career ladder, or



career trajectory, model for the study of academic administrator career patterns (Moore, et al., 1983; Salimbene, 1982).

Studies of non-academic administrators suggest not only that they are substantially different from their academic administrator counterparts (Scott, 1978), but that there are observable differences among the various non-academic administrative functions reflecting a growing recognition of specialization and competence therein (Bess and Lodahl, 1968; Scott, 1978). As yet, however, a comprehensive view capable of explaining similarities and differences among the various administrators' career patterns has not emerged (Moore, 1983).

The fundamental problem of developing such a comprehensive view is to determine how collegiate career patterns are organized. Put differently, what is an appropriate organizational model for studying career patterns?

The current study will contrast three organizational models (academic/non-academic dualism, Mintzberg's tripartite model, and CUPA's four part model) on the basis of the appropriateness of each model for studying career fields among collegiate administrators. To determine the appropriateness of a model, each

organizational part of the model shall be treated as a distinct career field. Career fields shall denote empirically observable regularities in the employment market of collegiate administrators that are measurable in terms of their impermeability. Impermeability shall be operationally defined as the degree to which the administrators' previous employment positions were in the same administrative area.

## THEORETICAL FRAMEWORK

The concept of career field forms the theoretical framework for this study. The concept derives from three sources: Schein's concept of boundary properties of organizations as they relate to careers; Spilerman's concept of career trajectories, or career ladders; and Mintzberg's model of organizational structures.

### Schein's Boundary Permeability

Schein's theoretical treatment of organizational boundaries and career patterns provides a necessary conceptual link between the individual career pattern and the organization (Schein, 1971). Two types of boundaries, inclusion and functional, are cited by Schein as affecting individuals' career movements. Inclusion boundaries relate to the importance of individuals or groups to the central operations and central authority figures of the organization. Functional or departmental boundaries relate functional separation of groups to formal structure (Schein, 1971, pp.403-405).

Boundaries vary in their degree of permeability (or impermeability), their filtering properties, and the

number of boundaries. For instance, Schein notes the universities have a large number of highly impermeable functional boundaries due to the formal organizational structure of academic departments. Because faculty are organized by academic disciplines, there is little movement between academic departments and between academic schools. Similarly, the academic areas of universities tend to have highly impermeable external inclusion boundaries, i.e., boundaries that control the difficulty of initial entry into the organization (Schein, 1971).

### Spilerman's Career Trajectory

Spilerman generally conceives of a career trajectory as regularities in the job market that can be observed empirically. Specifically, career trajectory denotes "relatively stable labor market structures through which workers 'flow' " in linear sequences (Spilerman, 1977, p. 559). In this study, career ladder and career line are used synonymously with career trajectory. Spilerman notes that in some instances "a career line consists of a sequence of positions within a single firm through which a worker must progress in a rigid manner," whereas in other instances the traject-

ories are "less well delineated by institutional rules and may contain several entry-level positions as well as multiple departure points at alternative career lines" (Spilerman, 1977, p. 560).

### Career Field

In contradistinction to "career trajectory", this study will employ the broader concept of "career field." Career fields will denote an empirical regularity of hiring within an organizational area of administration but not necessarily a linear sequence of specific positions in the field. This less restrictive definition should allow for the observation of patterns that range from the relatively well defined career lines in academic administration to some of the less well defined career patterns in the non-academic administration areas.

Recent research on the career patterns of academic administrators points to the need for a broader concept than career trajectories. Hence, the derivation in this study of the concept of career field. The essential characteristics of the career trajectory concept were first employed in higher education research by Cohen and March (1974) in their study of college presidents. They

advanced the notion of a normative "career ladder", or "promotional hierarchy", as "...a fairly well-defined ladder with a relatively large number of rungs...." The career ladder was conceived as a linear progression from the college faculty position to the department chairmanship to academic deanship to the academic vice president position and finally culminating in the college presidency (Cohen and March, 1974; Ferrari, 1970; Mark, 1981; Socolow, 1978).

Subsequent researchers have found the number of variations from the ladder as described by Cohen and March to be substantial enough to question the existence of well defined ladders for higher education administrators (Moore, et al., 1983; Muzzin and Tracz, 1981; Salimbene, 1982). Salimbene (1982) found that only 3.2% of the presidents in her sample had occupied all the positions in the Cohen and March career ladder. Among Canadian presidents a great deal of variation has been found in their career patterns (Muzzin and Tracz, 1981). Moore, et al. (1983) summarized the limitations of the career ladder concept as follows:

As a strictly defined, hierarchical, linear model, it does not reflect the actual experience of a national sample of current college and university presidents. It is most accurate in describing the principal entry

portal to the college presidency- faculty experience- and identifying four other positions that commonly appear within the trajectory, of which the provost position seems the most potent for predicting subsequent move to the president... A strictly hierarchical linear model for the deanship is equally unsatisfactory for describing the actual career experiences of current academic deans.

(p. 513)

None of the studies, however, attempted to develop an alternative conceptualization to the career ladder, or career trajectory, notion.

Evidence from the above cited studies suggests the existence of a career field among academic administrators that is distinct relative to non-academic administrators. In this sense, the academic/non-academic dualism, or "dual hierarchy," is a useful concept. Although the available studies are limited to the presidential and academic dean positions, the evidence strongly suggests that among academic administrators there is a high degree of impermeability, i.e., restricted movement into academic administrator positions from non-collegiate employment markets or non-academic administrator positions. Salimbene (1982) found only 9% of her sample had come to the presidency from previous employment positions outside higher education and half of those had held teaching faculty

positions at some point in their careers. Similarly, Moore, et al. (1983) found among academic deans substantial permutations in their career trajectories but only an average of 5% had entered the deanship from a position outside higher education. Only 15% of the deans and 21% of the presidential respondents had not had faculty experience, which suggests that the faculty position is a major entry position into academic administration and that the values and qualifications of academic faculty, such as the Ph.D. in a discipline, professorial rank, and tenure, are important filters.

The "dual ladder" career concept generally exists as a well recognized normative pattern in academic institutions, but is not a formal, codified rule (Atwell, 1981; Cohen and March, 1974; Mintzberg, 1979; Scott, 1978; Socolow, 1978). Mintzberg (1979) explains the prominence of these normative career patterns as a reflection of a fundamental truth about the organizational and power structure of academic institutions, namely, that the academic faculty tends to insist that their administrators, the academic administrators, be certified members of the academic teaching faculty.

So well established are the academic/non-academic dualism and the dual ladder concept in the literature as



to be considered paradigmatic. Even Scott's trail-blazing studies of non-academic middle managers assume this dualism. Scott (1978, 1978a) refers to non-academic administrators as the professionals and the academic administrators as "amateurs" because the latter group tends to reflect the faculty prejudice that academic leaders should not view their tasks as managerial.

A conceptual drawback of Scott's studies, and previous studies of higher education administrators in general, is the lack of an organizational theory to link career patterns to academic organizations. Working within the academic/non-academic dualism framework, Scott (1978) observes that non-academic administrators exhibit a wide variety of career patterns that do not have the academic teaching faculty position as the main career entry position and that are totally separate from the academic administrator career hierarchy. However, Scott does not systematically categorize and describe these career patterns.

For example, Scott hints that a major career division in non-academic administrators is between student support personnel and the more technical, control oriented administrators. He notes that personnel and budget cuts in student affairs area are

predicted, but that the employability of the technical type administrators within academic institutions and out in industry should remain good (Scott, 1978). Yet he does not offer evidence of specific positions from either group. Scott's work points to the need for an organizational theory to tie the support staff functions, technical, control oriented functions, and the academic administrator functions to career patterns.

#### Mintzberg's Model

The current study will also employ Mintzberg's model of organizational structures, particularly his tripartite division of middle level administrators into support staff, technocratic administrators, and middle line (academic) administrators (Mintzberg, 1979). According to Mintzberg, all organizations exhibit five basic structural parts: an operating core, middle line administrators, strategic apex, support staff, and a technostructure. Corresponding to these five basic structural units are five general types of organizations, each of which is defined by a structural configuration that emphasizes the predominance of one or a combination of the basic structural parts. The five types of organizations are: simple structure, machine

bureaucracy, professional bureaucracy, divisionalized form, and adhocracy.

Colleges and universities, along with hospitals, CPA firms, social work agencies, and craft production firms, are categorized as professional bureaucracies (Mintzberg, 1979). Professional bureaucracies share qualities of two models of administration, the professional model and the bureaucratic. What distinguishes the professional bureaucracy from the machine bureaucracy, the traditional notion of a bureaucracy, is the predominant structural part of each. In the machine bureaucracy, the technostructure predominates, whereas in the professional bureaucracy the operating core predominates.

According to Mintzberg, the organizational feature that has the greatest effect on the whole character of colleges and universities is that the operating core (the academic faculty) predominates. The faculty "not only control their own work, they also seek collective control of the administrative decisions that affect them...", such as the distribution of resources and the certification of standards for members of the profession and their line administrators (Mintzberg, 1979, p. 358). The strong influence of the academic faculty's profes-

sionalism affects all areas of the organization. The only structural part that is fully elaborated other than the academic faculty is the support staff: the support staff carry out routine work, thereby relieving the more highly trained and specialized faculty professionals to concentrate on teaching, research, community service, faculty governance, etc. The support staff is fully elaborated in much the same way as the basic faculty organizational unit, the academic department. Both academic departments and support staff are organized as multiple units or fields of functional expertise that exist in a highly decentralized environment (Mintzberg, 1979).

The technostructure exists by functional definition to standardize and control the work of all the other parts of the organization. It is the least developed area in a professional bureaucracy. Because the academic faculty in the operating core insist in large measure on setting their own work conditions and the support staff have evolved with similar notions of professional autonomy, there is little need for a technostructure except in areas of finance and personnel matters relating to non-professional staff (Mintzberg, 1979).

Mintzberg views the academic faculty (operating core) and the presidency (strategic apex) as being connected by the academic administrators (middle line administrators). This line of authority, which stretches from the faculty to the presidency, is affected by the predominance of the professionalism of the faculty. Both the strategic apex and the middle line tend to be less elaborated than their counterparts in industry and government in terms of authority and the number of administrators. More importantly in terms of careers, academic faculty tend to insist the academic administrators be certified members of the teaching profession. Put differently, the faculty insist on highly impermeable inclusion boundaries and have developed strong filtering requirements for entrance into the academic administrator career field (Mintzberg, 1979; Gerstenberger, 1981).

In terms of careers, administrators in the technocratic field tend to work in standardized functions that are common to non-academic organizations, whereas the support staff and the middle line (academic) administrators tend to work in activities fairly unique to educational institutions. Consequently, technocratic administrators' careers should exhibit more mobility

with external sources of employment than the other two fields. Middle line administrators should exhibit the least number of work experiences external to higher education due to the uniqueness of academic administration work activities and the strong inclusion boundaries and filtering properties attached to entrance to the field.

In short, Mintzberg's model is a simple elaborated form of the academic/non-academic dualism. Mintzberg's model divides the academic administrators into the middle line and the strategic apex administrators, but the model is in basic agreement with the academic/non-academic dualism concerning the existence of the line of authority, values, and careers that extends from the operating core (academic faculty), through the middle line (academic deans and vice presidents), to the strategic apex (president). The support staff and technocratic administrators categories are simply an elaboration of the non-academic realm.

## DEFINITION OF TERMS

Academic/Non-Academic Dualism. A conventional concept that assumes a division of values, lines of authority, employment requirements, and status between the academic administrators and the non-academic administrators. The dualism assumes the academic administrator category includes the line of administrators that stretches from the department chairpersons, to the academic deans, to the academic vice-president(s), to the presidency (the academic administrators) and the professional level subordinates to each of the administrator positions in the line. Non-academic administrators are assumed to be the diverse collection of administrative positions that are not included in the academic administrator category.

Administrator Career Field. Empirically observable regularities in the employment market of collegiate administrators which are based around an organizational structure and which reflect a low incidence of movement into the area from external labor markets or other collegiate administrator areas.

Career Ladder. A conventional concept that holds that the certain employment markets have developed a linear progression of specified employment positions and that the pattern of this linear progression is highly impermeable to movement from external employment positions into any of the specified positions. Also known as "career line" and "career trajectory."

Impermeability. An objective measure of the degree to which the boundaries of a career field act to limit movement into the career field by administrators from external labor markets or other administrator career fields.



**RESEARCH HYPOTHESES**

Contrasted with the non-academic career fields in each of the three models, the Academic career field will exhibit the greatest degree of external impermeability from non-collegiate sources.

Contrasted with the non-academic career fields in each of the three models, the Academic career field will exhibit the highest degree of "career line" relationships.

Contrasted with the Dualism and the CUPA models, the career fields of Mintzberg's model will exhibit a higher degree predictability of external impermeability among non-academic collegiate administrators, specifically the Mintzberg model will show much greater degree of external permeability with the Technocratic career field than with the Support Service career field.

Contrasted with the non-academic career fields of all three models, the Academic career field will exhibit the least degree of career disruption from non-collegiate sources.

## CHAPTER II

### REVIEW OF THE LITERATURE

Career related issues of collegiate administrators have become the subject of increasing concern in higher education in recent years. Although numerous studies and reports had been conducted during this century on various aspects of the college presidency, it is only recently that scholarly attention has begun to focus on career characteristics of middle level collegiate administrators. The convention of separating collegiate administrators into an academic/non-academic dualism has carried over into the research. Due to the career commonalities that academic middle level administrators have with the presidency, academic administrators have hitherto received greater attention. All other middle level administrators have been categorized as non-academic and have received less attention from researchers.

Recent studies cast doubt on the adequacy of conventional assumptions about the structural characteristics of collegiate administrator career patterns and, thereby, point to the need for alternative conceptual bases for future studies. In particular, this study

will examine the evidence relating to the limitations of the academic/non-academic dualism and the career trajectory notion, which in higher education have developed out of the conventional understanding of the career pattern leading to the college presidency. This study will suggest the advantage of differentiated categorizations of non-academic administrators and the concept of career field over conventional understandings.

#### Academic Administrator Career Characteristics

Previous studies have tended to distinguish between academic administrators and non-academic administrators, and most have limited themselves to the former. The most studied position has been the college presidency. Cohen and March (1974) described the profile that has emerged from the studies of presidents as follows.

American college presidents today and in the recent past are most commonly middle aged, married, male, white, Protestant academics, from a relatively well educated middle class professional-managerial, native-born, small-town family background. They represent in social terms, a conventional elite group for the general population of the American college and university students and faculty. There are numerous exceptions to the general pattern. The frequency of those exceptions appears to be related systematically to variations among colleges and universities in

their student clientele and faculty personnel. Atypical student and faculty populations are more likely to have atypical presidents. (pp. 7-8)

The most salient feature that emerges from the research is that presidents are strong academics. As elites, presidents reflect the major values of the types of institutions they lead. This is reflected in presidents' academic degrees and career patterns. As the number of faculty with earned doctorates have increased during this century, the proportion of presidents with earned doctorates has likewise increased. Warren (1938) reported that 223 of the 636 (35%) presidents in his study had earned doctorates. Cohen and March (1974) reported the figure had risen to "about 75 to 80% of all new presidents and more than 90% of the presidents of better known schools" (p.13).

The increase in earned doctorates, however, varies by institutional type and academic discipline. Ferrari (1970) found that 78% of his sample of public university presidents had earned doctorates, contrasted with 61% of the Protestant church related liberal arts college presidents. The academic fields of presidents tend to fall within three general areas: humanities, social sciences, and education (Bolman, 1965; Cohen and March,

1974; Ferrari, 1970; Ingraham, 1968). The percentage of presidents from each general area, however, is not consistent across all types of institutions. Higher percentages of presidents whose academic field was education tend to be located in teachers' colleges and universities that have developed from teachers colleges. Liberal arts colleges tend to have presidents with academic backgrounds in liberal arts (Cohen and March, 1974; Hodgkinson, 1971). Presidents with social science backgrounds have been found more prominently in larger institutions (Cohen and March, 1974).

The career patterns of college presidents consistently reflect the notion of a well developed career field for academic administrators. Entry into the presidency from non-collegiate employment markets has been quite restricted. Most college and university presidents have spent a majority of their professional experience in academic organizations (Cohen and March, 1974). Warren's study, which did not distinguish presidents by institutional type, reported that of the presidents who had held their positions for 25 years or longer, 81% had been in "school work" and 13% had been in the ministry prior to entering the presidency; of the presidents who had been in their positions for 5 or

fewer years, 73% had been in "school work" and 19% in the ministry (Warren, 1938). Cohen and March (1974) note that entry to the presidency directly from the clergy diminished during this century, and is found in only limited instances today in institutions closely affiliated with religious orders. Bolman's study of 116 newly selected presidents found that 41% of his sample had worked only in higher education, and that only 6% of the others had worked greater than 5 years outside higher education (Bolman, 1965).

In addition to the diminution of non-collegiate sources of access to the presidency, two other patterns have evolved. First, the academic faculty experience has become increasingly prevalent. Ferrari (1970) found 86% of the presidents in his sample had college teaching experience and the median number of years teaching college was 11. Bolman (1965) reported that 81% of his sample had had teaching experience at the college level and 70% had been full professors; as in the Ferrari (1970) study, the median number of teaching years was 11. Salimbene (1982) found that more presidents in her sample had held faculty teaching positions than had served as either academic vice presidents, academic

deans, of departmental chairpersons; 79.5% had faculty teaching experience.

Second, collegiate administrative experience has become prevalent. Of the presidents in Bolman's sample, 73% indicated that they had experience as full-time administrators and 47% had part-time experience (Bolman, 1965). Ferrari (1970) showed 69% had full-time experience. The mean number of years administrative experience for Bolman (1965) and Ferrari (1970) was 8 and 10, respectively. Salimbene's analysis identified 58.4% of the presidents as having had academic line administrative experience (academic vice president, academic dean, department chairperson); that percentage increased to 85.4% when other types of collegiate administrative experience were included (Salimbene, 1982).

Cohen and March (1974) observed that even though some presidents are chosen directly from the faculty ranks, this phenomenon is much more prevalent among the smaller type institutions; they surmise that 90% of the presidents at large public and independent universities have had prior administrative experience. Ferrari (1970) found that only 3% of the presidents in his study had begun their careers in educational administration,

hence giving credence to the importance of the faculty positions for entry into academic administration.

Observing these regularities, Cohen and March (1974) first introduced the concept of normative career line, or career ladder, to the study of collegiate administrators.

Although the career path to the presidency varies from one type of school to another and has varied over the past 70 years, presidents are made, for the most part, by the logic of a hierarchy. That is, most presidencies in American colleges are now occupied by individuals who entered an academic career as a college teacher, were asked at some point to assume administrative duties as a department chairman, institute director, dean, or similar position, were subsequently promoted to higher administrative position and then to a presidency... The pattern is distinctly--and increasingly--promotion through the hierarchy of academic administration (p.19).

Although Ferrari (1970) had earlier alluded to a presidential career line in the general sense of career patterns, Cohen and March (1974) specified a presidential career ladder as a promotional hierarchy composed of specific positions. Similar to the concept of "career trajectory" developed later by Spilerman (1977), the career ladder concept assumed linear job sequences in the market place that could be observed



empirically. Features of this career ladder included entry level experience as a college teaching faculty member, upward linear progression, and a six rung ladder of employment positions. Cohen and March (1974) concluded that "on the basis of this analysis, we believe that the career path to the presidency is a fairly well-defined ladder with a relatively large number of rungs" (p.23).

Further, they reported that the career ladder leading to the presidency (and, by extension, to all academic administrators) was wholly separate from the career advancement patterns of non-academic administrators. They deemed these normative career patterns the "dual career ladder". Neither the presidential career ladder nor the dual ladder concepts were empirically tested in their study.

Subsequent researchers (Moore et al., 1983; Salimbene, 1982) report evidence to indicate that the career path to the presidency includes much greater variation among their patterns of previous employment than reported by Cohen and March. Salimbene (1982) found only 3.2% of her sample had held all the positions in the Cohen and March normative career ladder. To test the Cohen and March career ladder paradigm, Salimbene

developed 15 possible career path variations that were based on which of the career ladder positions were included.

Salimbene (1982) included career path variations for presidents who had worked outside higher education. Consistent with previous studies that revealed presidential experience to be primarily within academia (Cohen and March, 1974; Ferrari, 1970), Salimbene (1982) found only 4.5% had entered the presidency directly from the outside academia and only 4.5% had entered after having been a faculty member before working outside. This supports the contention that the academic administrator career field, at least in terms of college presidents, exhibits high impermeability.

Analysis by Salimbene (1982) of the non-collegiate administrative posts formerly held by presidents support the claim that academic administration--at least for those who succeeded to the presidency--has a highly impermeable functional boundary. Salimbene's career path #10, which was defined as "Faculty to Administration to President," included 26 of the 156 presidents 16.7% in the sample. Administration was defined in the study as being any administrative positions (both academic and non-academic) outside the specific positions designated

by the Cohen and March career ladder. The 26 presidents had held 49 administrative positions outside the career ladder. Of these, 5 (19.2%) had worked as Chief Student Affairs Officer, 1 (3.8%) as Assistant/Associate Dean of Students, 5 (19.2%) as "Other" Student Affairs Officer, 5 (19.2%) as Business Officer and 3 (11.5%) as Development Officer. Although Salimbene does not reveal how many of the 26 presidents had worked in non-academic administrative positions, it is obvious that it is a very small number.

Career path #15, which constituted the 16 presidents (10.3% of the 156 presidents) directly from non-career ladder administrative positions to the presidency, reported even less experience in non-academic posts. Of the 26 total positions listed by these 16 presidents, only 5 indicated experience as Development Officers, 3 as Business Officers, 4 as Other Student Affairs Officers and none as Chief Student Affairs Officers or Assistant/Associate Dean of Students.

Empirical studies relating to the career experiences of other types of academic administrators have been rare. Ingraham (1968) provided a statistical profile of four-year college administrators that

included academic administrators (president, academic vice president, liberal arts dean, graduate dean, and library director) and non-academic administrators (business officer, dean of students, director of admissions, registrar, and director of development).

The study itself did not make a distinction between academic and non-academic administrators; nor did it assume any other organizational model as a frame of reference. Each position was treated as a distinct entity.

The profiles for academic vice president, liberal arts dean and graduate dean were similar to that of the presidents in terms of sex distribution and the percentage of earned doctorates. These profiles differed by institutional type, with universities and public institutions registering higher percentages than liberal arts colleges and private institutions, respectively (Ingraham, 1968, pp. 294-295).

In Ingraham's study, twenty-three (5%) of the vice presidents and 97 (16%) of the liberal arts deans were women; however, of these, only one woman vice president and no women deans were from universities (p.168). Similar to the pattern found in the presidential profiles, the highest percentage of vice presidents and

graduate deans with the Ed.D. degree and teaching backgrounds in education disciplines were from public colleges (pp. 294-295), which may be explained by the prevalence of state teachers colleges in this category.

The profile for library director presented a completely disparate picture: relative to other academic administrators, there were higher percentages of females and lower percentages of earned doctorates, with the greater differentials appearing between universities and liberal arts colleges (pp. 294-295). Comparison of Ingraham's findings with other studies is made more difficult by the choice of institutional categories in the study. Research findings were reported by type of control (public or private) and further sub-divided by size (university or college).

### Non-Academic Administrator Career Characteristics

Much less attention has been paid to the larger and more diverse administrative group, the non-academic administrators (Bess and Lodahl, 1969; Sagaria, 1981; Scott, 1978). Yet, to a large degree, the tremendous growth in collegiate administration during this century has occurred among non-academic administrators, not the academic administrators (Scott, 1978). Fife has aptly described the range and importance of non-academic administrators as follows:

These are people who are responsible for the non-instructional functions of an institution. The vast majority of them serve in positions that greatly affect the day-to-day operations of an institution, its educational mission, and even its survival...

.....

With the exception of top-level executives, e.g., presidents and vice-presidents, most of these employees have very low visibility within the academy. Yet they are the ones who control the budgets, assign and train support personnel, select the students who will be attending the institution, and negotiate matters with state and federal offices. They also are the ones who develop and transmit information that creates the public image of the institution. And they are the ones that help to attract gifts that allow the faculty to have increased freedom to pursue their academic interests.

(Fife, in Foreword to Scott, 1978, p.7)

The changes in higher education over the past 15 years and the attendant growth in emphasis on fiscal management lend credit to the sub-division of non-academic administrators. Glenny (1972) expressed the belief that the technocratic type administrators, by virtue of their responsibilities in institutional research, analytical studies, and budget matters, have diminished the real power of the faculty, students, and academic administrators and have emerged as "the anonymous leaders of higher education." Further, increases in numbers and resources for the "financial technocrats" are expected (Baldrige, 1978), while decreases for support staff are likely (Scott, 1978).

Broad-based, empirical research on the non-academic administrators has to date been sparse. Most of the literature has centered around specific administrative areas, such as financial aid or career placement, and conveys a narrow range of practical information and opinion. Research about career patterns and career administrator characteristics tend to limit themselves to the concern of the specific administrative area, e.g., studies about student affairs personnel published in the NASPA Journal (Brooks and Avila, 1974; Harter, Moden, and Wilson, 1981; Paul and Hoover, 1980; Rickard,

1981) or financial aid (Hauser and Larzarsfeld, 1964). According to Scott (1978), the professional organizations that sponsor many of these journals have developed during this century out of administrators' needs for training and knowledge dissemination. Academic institutions traditionally have not provided explicit training for administrators. While providing interesting and practical insights into specific non-academic fields, the narrow focus of this genre of studies has tended to preclude the development of a broader conceptual scheme.

Only two major studies have taken an overview of non-academic administrators (Bess and Lodahl, 1969; Scott, 1978). Both studies treated non-academic administrators as a completely separate entity. The dualism model was the implicit organizational categorization for both studies.

The Bess and Lodahl (1969) study, which was conducted in 1966 during the period of tremendous growth in higher education, reported 15% of non-academic administrators had previously been teaching faculty and 22% had held non-university jobs. Six positions were surveyed: admissions, student personnel, university relations, registrar, institutional research, and financial aid.



Non-academic administrators tended to stay in the same administrative specialty. About three-fourths of the respondents indicated that they had done the same kind of work in their previous jobs. Mobility between institutions was limited: only 13% came from similar positions. Due to specialization in particular administrative positions, many directors faced the situation of dead end jobs and low career ceilings.

A series of articles by Robert Scott (1977, 1978, 1978a, 1979, 1979a) offers the most comprehensive view to date of non-academic, middle-level administrators. Scott found that the organizational structure and the value systems manifested themselves through certain traditional practices that affect the career patterns of collegiate administrators. First, the most obvious is the separation of academic administrators from other types of administrators. Scott excludes academic administrators on the basis that they embody a completely different career value system; whereas non-academic administrators view themselves as having life-long administrative careers, academic administrators view themselves as "amateur administrators" whose true career is as a faculty member (Scott, 1979a). According to Scott (1978), non-academic administrators as a whole

exhibit organized career patterns that do not originate in teaching faculty positions.

Second, academic institutions tend to organize their administrative functions into specialty areas, such as admissions, student life offices, and development. Historically, these specialty areas have been added on as institutions have adapted to their environments (Scott, 1978). Earlier in the century the support staff functions were accomplished by academic faculty (Angus, 1973). As academic institutions have grown in size and complexity, they have differentiated the functions into separate offices and have developed full-time administrators with expertise in the particular field. Scott (1978) observed that this evolution can be observed today between small and large institutions. For example, both small and large institutions must carry out admissions and registrar functions. Whereas at a small institution a secretary may handle both and at a large university the functions may be handled by separate corps of full-time administrators and secretaries.

Third, normative patterns for hiring and training have developed around the specialty areas. Academic institutions have traditionally relied on on-the-job

training rather than formal training (Scott, 1978). In response to the need for training and dissemination of information, professional organizations have tended to develop along the lines of the administrative specialty areas.

Hiring practices tend to reinforce the importance of specialty areas as career orientations. Academic institutions generally emphasize employment experience in a specialty area rather than general administrative skills or formal training. Many of the specialty areas do not have very many levels between the entry level position and the chief administrator (most often a director), junior administrators traditionally have had to relocate to other institutions to advance (Scott, 1977). With emphasis on experience in a specialty field, chief administrators of specialty fields are often faced with the reality that they attained their position at a relatively early age and are faced with low prospects for future advancement.

In organizational terms, Scott described the non-academic realm as being long, flat hierarchy composed of many individual specialty areas that act as individual career fields. He opined that, taken as a whole, the non-academic administrator realm had developed a

distinct career market; that is, it had developed functional boundaries that increased impermeability relative to the academic administrator and the non-collegiate employment market.

### Methodological Issues

The methodologies and the characteristics of the studies of collegiate administrators have varied substantially, thereby confounding the interpretation of results. The earliest study by Warren (1938), which simply looked at biographical data, employed the 1936 Educational Directory and the 1936-37 "Leaders in Education" and the "Who's Who in America."

The predominant method of inquiry, however, has been the mail survey (Bolman, 1965; Demerath, et al., 1967; Ingraham, 1968; Ferrari, 1979; Salimbene, 1982; Moore et al., 1983). The Bolman study (1965), conducted under the auspices of the American Council on Education, was based on responses to a mail questionnaire to 135 "recently selected presidents of accredited, non-parochial, four-year institutions reported in Liberal Education in the calendar years 1960 through 1962" (p. 32). Demerath, et al. (1967) used a mail survey of 270 presidents from U.S. Office of Education

listing of accredited colleges and universities: the sample included teacher's colleges, technical and professional schools, and junior colleges, but not Black colleges, women's colleges, or parochial schools. Ingraham (1968) reported on survey questionnaire responses from 813 presidents and 5462 other academic and non-academic administrators from four-year institutions offering a liberal arts and general program and listed in the U.S. Office of Education 1965-66 Education Directory. Ferrari (1970) surveyed all the 1118 presidents of the four-year accredited institutions listed in the 1967 American Council on Education semi-annual directory.

All four of the above cited studies shared methodological or reporting deficiencies. All used national listings of accredited institutions, but only Ferrari (1970) was explicit about the population size, sample size, and response rate. Supplementary sources of data, such as interviews with a sub-sample (Bolman, 1965; Demerath, 1967; Ferrari, 1970) and use of institutional and biographical information from national listings (Demerath et al., 1967; Ferrari, 1970) were incorporated into some of the studies, but there was no indication that any supplementary data was used to establish the

validity of questionnaire responses. Ferrari (1970) was the only researcher to report use of a pilot study to increase check for construct validity. Each of the survey questionnaires appeared to have been originally designed by the researcher; no tests for reliability of questionnaire items against previous research or later tests for reliability were reported.

The two major survey-based studies devoted to non-academic administrators (Bess and Lodahl, 1969; Scott, 1978) exhibit methodological and reporting problems that raise doubts about the accuracy of their reported findings. Bess and Lodahl (1969) surveyed by mail 204 administrators in six administrative positions from 17 Ivy League and Big Ten universities, yet they generalized their findings to all non-academic administrators in all types of institutions. Only 34% of the surveys were returned, yet the authors did not comment on the implications of low response for interpreting the results. Likewise, matters such as questionnaire construction, pilot study, administration instructions and other things that would have a bearing on validity were not discussed.

Scott published numerous articles (1977, 1978, 1978a, 1979, 1979a) based on an Exxon Foundation study.

Most of the general findings are reported in "Lords, Squires, and Yeomen: Collegiate Middle Managers and Their Organizations" (Scott, 1978). None of the published articles contain explicit methodological information. Consequently, one can only treat Scott's works as a source of insights and conjecture about non-academic administrators.

More recent studies of academic administrators have shown improved methodology (Moore, et al., 1983; Salimbene, 1982). Both studies utilized the same research design and data source. Salimbene's dissertation (1982) looked at the career paths of college presidents. Moore, et al. (1983) extended the analysis to the career paths of academic deans. The population for the two studies consisted of approximately 20,000 upper-level line administrators at 1614 accredited, four-year, degree granting institutions in the continental U.S. A large sample (4092, or 20%) was stratified by the Carnegie Council Institutional Types I, II, and III, was chosen to allow for analyses by institutional type, position, sex, and race. Development and implementation of the mail questionnaire were based on three sources: the Dillman (1978) "total design method"; a design from a previously conducted statewide

survey (Sagaria, 1980); and a pilot study that consisted of 25 administrators drawn from positions and institutions similar to those in the study. Questionnaire items were both objective and attitudinal, yet there is no indication that the questions are based on any particular construct. A response rate of 72.8% was recorded, and follow-up telephone calls were made to determine whether non-respondents were the same as the respondents. Questions of reliability were not addressed.



### CHAPTER III

#### METHODOLOGY

##### Target Population and Data Gathering Procedures

The study will involve a secondary analysis of data collected in the summer of 1981 in a statewide survey of collegiate administrators. The target population comprised all the middle level administrators (N=617) at the director level or above from thirty-three state supported and independent colleges and universities (Carnegie Commission Types I, II, and III) from the Commonwealth of Virginia. Only institutions offering a four-year academic course of study leading to the granting of a baccalaureate degree were considered. Types of institutions not included were two-year institutions; institutions that were not accredited or were accredited only by one professional association; and other institutions with specialized missions that make them unique, such as law schools and medical schools. College presidents and academic chairpersons were not surveyed.

The survey questionnaire was designed to elicit both objective and subjective data about career characteristics and work activities of administrators

from four-year institutions. The objective questions related to personal characteristics, educational and professional background, and job characteristics. The subjective questions related to current work activities and the relationship between career experiences and work performance.

The Dillman (1978) "total design method" was used in the design of the questionnaire instrument and the survey techniques to promote a higher response rate. A relatively high response rate of 76.5%, based on 472 usable responses, was recorded.

### **LIMITATIONS**

Methodological and practical considerations guided the choice of the mail survey method. Whereas career pattern information for each individual was primarily objective, the diversity of institutions and administrator types required large samples. Mail questionnaire survey techniques have the advantage of being efficient for gathering data from a large sample dispersed over a wide geographic area and from a wide diversity of institutions (Dillman, 1978). Mail surveys have a high reliability when objective questions are asked (Kerlinger, 1973). Limitations include validating who actually fills out the questionnaire and limited success in avoiding item nonresponse (Dillman, 1978).

Another limitation was that the study included only middle level administrators from academic institutions in the Carnegie Council Institutional Types I, II, and III. Presidents, department chairpersons, administrators below the rank of director were not included in the target population. Career patterns of administrators from two year, professional, technical, and non-accredited institutions were not included. Thus, generalization will necessarily be limited to the

locality and the type of institutions and administrative positions contained in the study.

A third limitation is the degree of inaccuracy implicit in the use of standard directories for determining the population and sample. To secure the most accurate and comprehensive directory of administrators working at state-supported institutions, payroll records of existing personnel were obtained from the Virginia Department of Personnel and Training. The personnel office of each state-supported institution was then contacted to verify and update this list. For private institutions, a list of administrators was first compiled from the most recent college catalogue for each institution; then, the office of personnel for each private institution was contacted by telephone to verify the accuracy of the list and to add additional positions that had not appeared in the catalogue. Finally, explicit instructions were included with each questionnaire requesting that only the addressee fill out the form; that the respondent's current position be indicated on the questionnaire; and that the researcher be notified if the addressee was no longer in the position.

**PROCEDURES**Q Sort Technique

The study employed a structured Q Sort technique to sort administrator position titles into each of the career fields. Kerlinger (1974) has defined the Q Sort technique as one that centers on "sorting decks of cards called 'Q Sorts' and on the correlations among the responses of different individuals to the Q sorts" (p. 582). The appropriateness of the Q technique for such tasks as distinguishing the administrator groups has been noted by Kerlinger (1974):

The main strength of "Q" is its close affinity to theory. Structured Q sorts, by definition, are theoretically oriented. In order to build a structured sort, one has perforce to enunciate some kind of theory.

(p. 594)

The study employed nine collegiate administrators in the Q Sort. Each of the Q Sort participants was screened to assure that he/she had not been a respondent in the original survey.

Each Q-Sort participant was provided with a packet containing a set of procedures, a description of each model, and three identical set of cards. Each card

contained one of the collegiate administrative titles. The procedures instructed the Q Sort participant to (1) read the description of the Dualism model, (2) sort the first set of administrator title cards into the model's fields and (3) then repeat the same process for the Mintzberg and CUPA models. To avoid ambiguity in the results, the procedures demanded that each administrator title be placed into a specific field; however, comments about the difficulties of categorizing specific titles were solicited.

#### Data Gathering

Data gathering for the survey questionnaire was governed by the mail survey techniques set out in Dillman's "total design method" (Dillman, 1978). Dillman's method has been employed successfully by others who have conducted similar research (Moore, et al., 1983; Sagaria, 1980; Salimbene, 1982). The survey questionnaire and cover letter were mailed at first-class rates to the target population administrators. An original typed cover letter introduced the purpose of the research and the researcher. The cover letter also promised to interested respondents a synopsis of the research at the conclusion of the

research. Because each questionnaire included a code that corresponded with the particular administrator's name and position, the cover letter also explained that the code was to be used only for determining which questionnaires had been received and that anonymity would be promised to all respondents. A postage-paid, self-addressed return envelope was included with the questionnaire and cover letter.

Two weeks after the original questionnaire had been mailed, a post card was sent to all non-respondents reminding them to return the survey. Three weeks later, a second questionnaire, cover letter, and envelope was be sent to all who had not responded by that point.

Because validity is a major concern in this type of research, special attention was paid to response rate and possible systematic bias of non-respondents. Dillman (1978) had reported response rates as high as 90% for researchers using his methods. Sagaria (1980), and Salimbene (1982) had reported response rates of 62% and 72.8%, respectively. The actual response on which this study is based rate was 76.5%.

Recognizing that representativeness of the respondents is questionable unless comparisons are made between respondents and non-respondents (Kerlinger, 1973), a

telephone survey of 10% of the non-respondents was conducted after all the respondents' surveys had been received and documented. A comparison of the the respondents and the 10% sample of non-respondents was conducted to determine whether a self-selection biasing effect of non-respondents had been present. Self-selection bias was not found to have been present.

### Treatments

The basic purpose of the study was to determine the extent to which career fields exist among collegiate middle administrators by examining the relationship of administrators' current career field orientation relative to the career field orientation of each of their previous employment positions. This career field orientation test was employed separately with each of the three organizational models to determine the analytical suitability of each for study of collegiate administrative careers.

### Ethical Safeguards

The anonymity to the individuals' responses in the the mail survey will be guaranteed. Analyses will only be reported in the aggregate form.



## INSTRUMENTATION

### Description

The survey questionnaire was designed by Dr. Mary Ann Sagaria, who based pertinent parts on a survey instrument that had been employed in previous research (Sagaria, 1980; Salimbene, 1982). The instrument design was intended to provide certain types of objective data: basic demographic information, career employment data, academic degree history, and faculty status.

In the developmental stage of the questionnaire, a pilot study was conducted to identify sources of ambiguity and design problems. Ten experienced administrators who were not part of the target population were asked to fill out the questionnaire and then suggest problems and potential improvements. Their suggestions were used to modify the instrument.

### Reliability

The use of non-parametric statistics appropriate for this type of study poses a serious threat to the ability or statistical power of those tests to show statistical significance. The relatively large size of the target population should reduce this threat.

Reliability is another factor contributing to this threat. However, Kerlinger (1973) has noted that the reliability of personal factual items in surveys is quite high relative to attitudinal response items.

### Validity

The questionnaire construction phase included a pilot study composed of 10 experienced administrators who were not part of the target population. To increase face validity, the pilot study participants were asked to fill out the survey; then, their criticisms and improvements were solicited.

Due to the relatively short length and the use of the Dillman survey method, validity threats, such as respondent inaccuracy, item non-response, and overall low response rate, should have been diminished.

### Design

The basic purpose of the present study was to examine the career patterns of collegiate administrators in terms of three organizational models. The design was a retrospective process in which each respondent's employment history was analyzed in terms of each of the three models.

Two sets of constructs were employed in this analysis. First, the study utilized the constructs of career lines and career fields. Career line, from which the broader construct of career field has been derived, assumes that career patterns tend toward a relatively homogeneous, continuous, linear set of employment positions. Two methods for examining careers as career lines have been developed (Salimbene, 1982). One way is to identify the entry-level positions for each career line and conduct a longitudinal study of all workers who entered through those positions. The lack of such longitudinal data for higher education administrators renders this approach unfeasible.

Another career line method is a retrospective analysis of the career histories of all the individuals currently occupying each position. Spilerman (1977) has noted that this latter approach is appropriate when the focus of the research is the patterns and permutations for a particular position and the characteristics of those who constitute those patterns. Cross-sectional data is appropriate for this type approach.

This second approach was employed in this study with modifications to the career line methodology to adapt it to the career field concept. The concept of

career field denotes empirically observable regularities in the employment market of collegiate administrators which reflect organizational structures and a low incidence of individuals moving into the field from "outside" sources. In this sense, "outside" is defined as any employment that is not the same as the respondent's current career field.

To define better the outside sources, the two additional constructs of external permeability and internal permeability were created. External permeability relates to employment sources that are not contained within any of the collegiate administrator career fields. External permeability is further subdivided into (1) non-collegiate sources and (2) collegiate non-administrative sources. Internal permeability relates to employment sources that are collegiate administrator positions yet are different than the respondent's current career field.

The design of the study follows from three main concerns: (1) to what extent experienced administrators agree on the career field orientation of specific positions; (2) whether career patterns among collegiate administrators can be identified; and (3) whether the Mintzberg and/or CUPA model are demonstrably better for

analyzing career patterns among collegiate administrators.

The first concern was addressed by the Q Sort procedure described earlier. The latter two concerns were addressed by analyzing each survey respondent's career history in terms of his/her current career field in each of the three models. The analysis proceeded retrospectively, first examining the position held just prior to the current position, then the second most recent position, and so forth until all a respondent's positions had been analyzed.

As each position was analyzed in this retrospective manner, the following four questions were raised. First, had all the respondent's employment positions to that point remained in the same field in an uninterrupted line? This question was asked to determine whether true administrative career lines exist. Second, if all sources of external permeability were eliminated, would then all the respondent's employment positions to that point have remained in the same field in an uninterrupted line? Third, what was the relative location and the specific type of any source of external permeability? This question was intended to determine whether employment positions that constituted sources of

external permeability tended to fall at the beginning of the respondents' careers before they entered collegiate administration or whether they tended to interrupt collegiate careers. Fourth, to what extent did the collegiate administrators tend to work in the same career field as his/her current position?

Eight career field patterns used in this analysis were: (1) in the same career field; (2) in one of the other career fields; (3) as a teaching faculty member; (4) in a non-administrative staff capacity in a collegiate setting; (5) in a student capacity; (6) in a non-collegiate administrative (non-military) capacity; (7) in a non-collegiate, non-administrative (non-military) position; or, (8) in a non-collegiate, military position.

## CHAPTER IV

### RESULTS

Career fields, as defined in this study, are relatively stable patterns of organizational structure. Three organizational models were chosen and the subdivisions of each were defined as career fields. A panel of experts sorted each of the titles of the administrative positions in the study into a career field of each of the three models. With the career fields thus defined in terms of specific titles, the career histories of each respondent in the survey of administrators in Virginia were examined to determine the extent to which career patterns had developed permeability.

The degree to which career fields are stable is what has been defined as their impermeability; conversely, the degree to which they are unstable, and less "patterned", is their permeability. Because measuring impermeability itself would require greater controls than the mail survey instrument can accommodate, this study will necessarily focus on measures of permeability.

The chapter is divided into two main sections. The first section is devoted to the results of the Q Sort procedure. The second section reports the measures of career field permeability derived from the analyses of the career histories of the survey respondents.



**RESULTS OF Q-SORT PROCEDURE**

The most salient outcome of the Q-Sort procedure was the extent to which the panel of experts agreed on the academic field in all three models. Particularly with the Dualism model, the panel showed little dissension. With the exception of four positions, the panel placed each title into either of categories of the Dualism model with a consensus exceeding 75 percent. The four exceptions (Director of the Educational Media Services, Assistant to the Chief Academic Officer, Assistant to an Academic Dean, and Chief Executive Vice President) were only slightly marginal, with two-thirds of the panel agreeing on Academic or Non-Academic career field.

The panel treated the academic administrators within the Mintzberg and CUPA models with the same degree of resolve at the deans' level and above. However, slightly lesser consensus was found with the assistant dean titles within the Mintzberg model: some panelists inclined toward the Support Service field. This lower consensus was found with both the associate dean titles and the assistant dean titles within the CUPA model, with dissenters inclining toward the CUPA

Administrative field. In the Mintzberg model, the panel was split to a greater degree on the title "Assistant Dean - Other (Academic Area)" than on the other assistant dean titles, perhaps due to the ambiguity of the title itself.

Contrasting the panel's sorting of titles for the Mintzberg and CUPA models, some very definite patterns emerge. First, the Support Service (Mintzberg) field tends to have fewer position titles included under it than the Technocratic (Mintzberg) field, but the field appears to correspond closely with the Student Support Service (CUPA) field. Of the 17 positions in the Support Service (Mintzberg) field, 13 were categorized as Student Support Service (CUPA).

Second, the Support Service (Mintzberg) showed little overlap with the External (CUPA) field: the "Staff Other -Development" position was the only instance of such overlap.

Third, the Technocratic (Mintzberg) field closely corresponds with the Administrative (CUPA) and External (CUPA) fields, perhaps because the Academic and Technocratic fields within the Mintzberg model are relatively distinct and correspond with CUPA's Academic and Student Support Service fields, respectively. The

External (CUPA) field is comprised of only six titles, the rest being categorized as Administrative (CUPA). Among all the non-academic career fields within the Mintzberg and CUPA models, the Technocratic (Mintzberg) and the Administrative (CUPA) fields are relatively large. They have 28 and 31 positions, respectively.

Fourth, Technocratic (Mintzberg) and the Administrative (CUPA) fields tend to exhibit the greater number of positions in which a two-thirds consensus was not present. Within the CUPA model, 7 positions lacked two-thirds consensus, whereas within the Mintzberg model, 9 positions lacked this level of consensus, of which 7 showed slight advantage to the Technocratic field. With the CUPA model, the contested positions appear to be in the areas of continuing education, "assistant to", and housing related positions. With the Mintzberg model, the contested positions appear to be also in the areas of "assistant to" and housing positions, but perhaps more significantly, in the areas of financial aid, registrar, athletics, information/ public relations, and administrative dean.

Fifth, the Support Service (Mintzberg) and Student Support Service (CUPA) tend to be quite limited, not only in the number of positions, but also in the level

of the positions. The highest level is student affairs deans positions. Whereas under the Technocratic (Mintzberg), the Administrative (CUPA) and the External (CUPA) fields are areas that quite often have vice president level positions, such as business, research, personnel, development, and public relations. Within the CUPA model, even the Chief Executive Vice President is categorized as Administrative.

Finally, under the Mintzberg model, several non-academic areas were categorized differently at the top than at the subordinate levels. Dean of Admissions, Director of Housing, Director of Development and Associate/Assistant Director of Development were classified as Technocratic; whereas the Associate/Assistant Director of Admissions, Associate/Assistant Director of Housing, and Staff Other - Development were classified as Support Service. Significantly, the CUPA model exhibited this only in the area of housing.

Overall, the Dualism model emerged from the Q Sort superior to the other two models in terms of the level of consensus and consistency within administrative areas. The panel was in basic agreement on all three models as to what positions constituted the academic field, but showed less resolve with the Mintzberg and

CUPA models. Within the CUPA model, the panel was seriously split between the Academic and Administrative fields. To an even greater extent with the Mintzberg model, the panel was split between the Support Service and Technocratic fields and split within the ranks of some functional areas such as admissions.

**PERMEABILITY ANALYSIS**

Career fields exhibit external and internal sources of permeability. External sources, used here to denote any employment positions that are not collegiate administrative positions, fall into two general categories, non-collegiate sources and collegiate non-administrative sources.

Internal sources of permeability are collegiate administrative positions that nonetheless do not fall within the respondent's current career field. For example, when a respondent's career history is being analyzed with the Dualism model and his/her career field has been established as being the "Academic", then any previous collegiate administrative positions that the respondent had held that were "Non-academic" would not be in the same career field and, therefore, would be sources of internal permeability. Using the same example, when the Mintzberg model is employed with the same respondent's career history and assuming the respondent's current administrative position has established his/her career field to be "Academic", then any of the respondent's previous collegiate administrative positions that were either "Support Service" or

"Technocratic", would constitute internal sources of permeability.

#### External Sources of Permeability

Collegiate administrative career fields exhibit four primary types of external permeability. First, individuals may come into collegiate administration having worked previously in non-higher education positions or non-administrative collegiate positions. Second, some individuals exhibit disrupted career patterns, i.e. they leave and then return to collegiate administration. Third, some collegiate administrators hold non-collegiate administration positions concomitantly. Finally, a fourth type of permeability is one in which individuals leave collegiate administration altogether.

This study excludes the third and fourth types of permeability. The third type, concomitant positions, appears to be very prevalent in higher education, but it is very difficult to define and measure. Hence, significant, if not insurmountable, problems of validity exist. One example is National Guard and military reserve experience. A second, more prominent type is faculty positions held concomitantly with administrative

positions. Some do have concomitant faculty roles, whereas others hold the faculty rank but concentrate totally on the administrative positions. A third equally challenging example relates to consulting and directing research grants concomitant with administrative positions. The need for stricter definitions of concomitance that will increase validity is an area for future research and will be discussed in the final chapter.

The fourth type of permeability is simply beyond the scope of this study. Whereas a study of the reasons individuals leave collegiate administration may be interesting and worthwhile, such a study would require a very different conceptual framework and data gathering methods.

#### Measures of External Permeability

The primary reason for attempting to measure external permeability is to determine the extent to which higher education administration has developed distinctive career patterns that inhibit or prevent entry from external sources. The external sources are here subdivided into non-collegiate sources and non-administrative collegiate sources.



Figure 1 contrasts collegiate administrative positions with these two sources of external permeability.

Figure 1

AGGREGATION OF CAREER POSITIONS HELD BY ALL RESPONDENTS

		COLLEGIATE ADMINISTRATIVE *	COLLEGIATE NON-ADMINISTRATIVE	NON-COLLEGIATE
DUALISM				
	ACADEMIC	22.7 %	53.4 %	23.8 %
	NON-ACADEMIC	32.9 %	30.3 %	36.8 %
MINTZBERG				
	ACADEMIC	22.8 %	53.9 %	23.3 %
	SUPPORT SERVICE	37.9 %	31.1 %	31.1 %
	TECHNOCRATIC	31.3 %	29.8 %	38.9 %
CUPA				
	ACADEMIC	22.7 %	53.4 %	23.0 %
	ADMINISTRATIVE	30.7 %	32.1 %	37.1 %
	EXTERNAL	35.7 %	18.6 %	45.7 %
	STUDENT SUPPORT	37.9 %	32.0 %	30.1 %

NOTE: Throughout this analysis, "staff other" positions were included with collegiate non-administrative positions, even though, in some cases, the "staff other" positions are very administrative in nature.

The academic career field of each model provides few surprises. Each of the three models contained an academic administrator career field, and with few exceptions, the same position titles were contained under each model. Thus, it is to be expected that the variance across the three models would be quite small. The data indicate that this is indeed the case with only 0.1 % difference in the three models.

As general patterns are identified among the non-academic type administrators, the value of the three contrasting models begins to emerge. Among all three models, the academic type administrators exhibit the lowest percentages of collegiate administrative positions. Relative to the Dualism model, the Mintzberg and CUPA models exhibit greater differentiation of the data. This is most obvious with the results yielded by the Support Service (Mintzberg) and Student Support Service (CUPA) career fields. It appears that support service type administrators have held much lower percentage of non-collegiate positions than the Technocratic administrators (Mintzberg) or Administrative and External administrators (CUPA).

Similarly, the greater differentiation among the non-academic type administrators afforded by the Mintzberg and CUPA models is evidenced in the other non-academic career fields. External administrators

(CUPA) held a relatively low percentage of collegiate non-administrative positions but relatively high non-collegiate positions. In terms of career field characteristics, the External administrators (CUPA) have high permeability with the non-collegiate market, whereas the Support Service administrators (CUPA) tend to exhibit greater external permeability in the collegiate non-administrative area.

Figure 2 further elaborates on the differences in career patterns among the various types of non-collegiate sources. Support Service (Mintzberg) and Student Support Service (CUPA) type administrators exhibit about twice the percentage of teacher positions as any of the other career fields. Non-collegiate teaching existed in about the same proportion for all the other categories, including the academic categories. And support service type administrators have very similar patterns to academic administrators in the "non-collegiate (other)" category, which includes most of the positions from government and industry. By contrast, the Technocratic (Mintzberg) and the Administrative and External (CUPA) administrators exhibit a relatively high level of positions from government and industry. The Technocratic (Mintzberg) and Administrative (CUPA) fields, relative to all the other career fields, had higher levels of military experience.

Figure 2

EXTERNAL PERMEABILITY: NON-COLLEGIATE SOURCES

	TEACHERS	MILITARY	NON-COLLEGIATE (OTHER)	TOTAL
DUALISM				
ACADEMIC	6.6 %	2.2 %	15.0 %	23.8 %
NON-ACADEMIC	8.6 %	4.0 %	24.0 %	36.8 %
MINTZBERG				
ACADEMIC	6.5 %	2.1 %	14.7 %	23.3 %
SUPPORT SERVICE	15.5 %	1.6 %	14.0 %	31.1 %
TECHNOCRATIC	6.8 %	4.8 %	27.3 %	38.9 %
CUPA				
ACADEMIC	6.4 %	2.1 %	14.5 %	23.0 %
ADMINISTR.	7.5 %	5.6 %	24.0 %	37.1 %
EXTERNAL	7.9 %	0.7 %	37.1 %	45.7 %
STUDENT SUPPORT	14.4 %	1.3 %	14.4 %	30.1 %

Figure 3

EXTERNAL PERMEABILITY: COLLEGIATE NON-ADMINISTRATIVE SOURCES

	STAFF OTHER	DEPARTMENT CHAIR	FACULTY	OTHER	TOTAL
DUALISM					
ACADEMIC	5.6 %	8.5 %	37.1 %	2.2 %	53.4 %
NON-ACADEMIC	12.9 %	1.5 %	12.8 %	3.1 %	30.3 %
MINTZBERG					
ACADEMIC	5.7 %	8.6 %	37.4 %	2.2 %	53.9 %
SUPPORT SERVICE	17.1 %	2.1 %	9.8 %	2.1 %	31.1 %
TECHNOCRATIC	11.6 %	1.3 %	13.5 %	3.4 %	29.8 %
CUPA					
ACADEMIC	5.6 %	8.7 %	37.8 %	2.2 %	54.3 %
ADMINISTRATIVE	11.7 %	1.5 %	15.0 %	3.9 %	32.1 %
EXTERNAL	13.6 %	0.0 %	4.3 %	0.7 %	18.6 %
STUDENT SUPPORT	16.3 %	2.6 %	11.1 %	2.0 %	32.0 %

However, in terms of all the other categories of career positions, military experience was conspicuously low. Respondent bias and researcher coding methods may have contributed to this effect. Because the survey was ostensibly collecting information about collegiate experiences, respondents may not have elaborated on military experience. The coding of certain types of career experiences, such as military and collegiate teaching, pose unique problems that may contribute to bias. Should each rank be treated as a unique employment position? Should the military experience that was held concomitantly with other employment (military reserves or National Guard) be counted as separate employment positions? Coding of the original surveys and coding at the analysis may have biased military experience.

The elaboration of the collegiate non-administrative positions in Figure 3 provides a very unexpected insight, namely, a relatively high percentage of faculty positions within the Mintzberg Technocratic (13.5%) and the CUPA Administrative (15.0%) models. By contrast, the External (CUPA) field has the least proportion of collegiate non-administrative experiences with only 4.3% faculty and 0.0% department chair positions. Relative to the academic career fields, all the non-academic career fields have high percentages of "staff other" and

"other" positions, the implications of which will be explored later in this chapter.

To summarize the results of the analysis of external permeability, the academic career fields appeared the least permeable, or most impermeable, to non-collegiate sources. In this way, but to a somewhat lesser degree, the support service fields were similar to the academic administrators; and most of the difference between academic administrators and support service administrators on external permeability is explainable in terms of the high percentage of non-collegiate teaching positions held by the latter. Support service administrators boasted the greatest percentage of collegiate administrative positions. The similarity between academic type administrators and support service administrators extended to high permeability to collegiate non-administrative positions. Once "staff other" positions are factored out of collegiate non-administrative category, the support service field appears to have the least overall degree of external permeability.

#### Internal Sources of Permeability

The notion of internal permeability relates to the degree to which career patterns have developed within collegiate administrative fields. Three tests were



applied: (1) how many positions remained in a non-interrupted line of the same career field; (2) how many just remained in the same field (but not necessarily in an uninterrupted line); and (3) what extent and by what sources have career fields been interrupted.

As observed in the previous discussion of external permeability, the proportion of collegiate administrative positions to the total number of career positions is quite low. Consequently, the sources of external permeability tend to mask career patterns internal to collegiate administration. The previous analysis identified the types and magnitudes of sources. The analysis, however, could not identify fully the relative location of external sources in the career histories. That is, the analysis did not distinguish whether the external positions were held before the respondents entered collegiate administration or whether the external positions interrupted the respondents' collegiate administrative careers.

To study collegiate administrative patterns per se it is necessary first to eliminate sources of external permeability, i.e. all sources of collegiate non-administrative positions and all non-collegiate employment positions. Figure 4 indicates the number of positions that were initially "in the same line" and "in the same field" before the sources of external permea-

bility have been winnowed out. As might be expected from the low percentage of collegiate administrative positions discussed above, the ratio of "in-line" and "in-field" positions to total career positions is very low indeed. Overall, support service type administrators demonstrate the highest percentage of collegiate administrative career positions, yet not significantly greater. It clearly confirms that collegiate administration, as a whole, lacks well defined career structure.

Figure 4

IN-LINE/IN-FIELD FOR ALL CAREER POSITIONS

	TOTAL POSITIONS	TOTAL IN-LINE	TOTAL IN-FIELD
DEALISM			
ACADEMIC	727	98 (13.5%)	121 (16.6%)
NON-ACADEMIC	869	203 (23.4%)	250 (28.8%)
MINTZBERG			
ACADEMIC	722	94 (13.0%)	118 (16.3%)
SUPPORT SERVICE	193	39 (20.2%)	51 (26.4%)
TECHNOCRATIC	681	105 (15.4%)	128 (18.8%)
CUPA			
ACADEMIC	715	94 (13.1%)	116 (16.2%)
ADMINISTRATIVE	588	100 (17.0%)	125 (21.3%)
EXTERNAL	140	22 (15.7%)	29 (20.7%)
STUDENT SUPPORT	153	28 (18.3%)	35 (22.9%)

Figure 5

After Sources of Internal Permeability Removed: In-Line and In-Field  
Positions Contrasted with Total Collegiate Administrator Positions

	TOTAL ADMINISTRATOR POSITIONS	STAYED IN LINE	STAYED IN FIELD
DUALISM			
ACADEMIC	165	115 (69.7 %)	121 (73.3 %)
NON-ACADEMIC	286	241 (84.3 %)	250 (87.4 %)
MINTZBERG			
ACADEMIC	165	112 (67.9 %)	118 (71.5 %)
SUPPORT SERVICE	73	47 (64.4 %)	51 (69.9 %)
TECHNOCRATIC	213	123 (57.7 %)	128 (60.1 %)
CUPA			
ACADEMIC	162	110 (67.9 %)	116 (71.6 %)
ADMINISTRATIVE	181	117 (64.6 %)	125 (69.1 %)
EXTERNAL	50	26 (52.0 %)	29 (58.0 %)
STUDENT SUPPORT	58	32 (55.2 %)	35 (60.3 %)

Stated differently, the high proportion of external career positions tends to mask any career patterns internal to collegiate administration. Figure 5 provides the results of the process of stripping away sources of external permeability, thereby allowing much clearer observation of some internal career patterns.

Several interesting characteristics of collegiate administrative careers are accentuated as a result of the stripping away process. First, the Dualism model shows clearly that a higher percentage of academic administrators had held non-academic administrative positions than vice versa. Greater than one out of every four collegiate administrative positions that academic administrators (as a group) had held were non-academic positions.

Second, whereas there appears to be only a small percentage of non-academic administrators who have held academic administrator positions, there appears to be a much greater degree of movement within the non-academic career fields. The lower percentages among the non-academic administrators within the career fields of the Mintzberg and CUPA models indicate clearly a higher degree of internal permeability. This is particularly true of the Technocratic (Mintzberg) and the External (CUPA) and Student Support Service (CUPA) fields. The Support Service (Mintzberg) and the Administrative

(CUPA) fields very closely resemble the low permeability of the academic career fields.

Third, the number of administrators who "stayed in line" was quite close to the those who "stayed in field". Figure 6, below, expresses the correspondence between the two in terms of a percentage. The extremely high correspondence points to the location of internal permeability: most changes in career fields tend to take place early in administrators's careers. Put differently, once collegiate administrators have entered a career field, they are less likely to change career fields.

Figure 6

COLLEGIATE ADMINISTRATIVE POSITIONS "IN LINE" AND "IN FIELD"

	IN-LINE	IN-FIELD	RATIO OF IN-LINE TO IN-FIELD
DUALISM			
ACADEMIC	115	121	95.0 %
NON-ACADEMIC	241	250	96.4 %
MINTZBERG			
ACADEMIC	112	118	94.9 %
SUPPORT SERVICE	47	51	92.2 %
TECHNOCRATIC	123	128	96.1 %
CUPA			
ACADEMIC	110	116	94.8 %
ADMINISTRATIVE	117	125	93.6 %
EXTERNAL	26	29	89.7 %
STUDENT SUPPORT	32	35	91.4 %

Internal Permeability: Sources of Career Disruption

Another measure of permeability is the degree to which career patterns are disrupted by external sources of permeability, by (1) non-collegiate sources and (2) by collegiate non-administrative.

The overall patterns of career disruption are somewhat surprising. Given the high proportion of non-collegiate administrative positions to total career positions, one might reasonably assume that the non-collegiate administrative positions would be distributed throughout respondents. That is, one might expect to find a high incidence of collegiate administrators taking non-collegiate-administrative positions and then returning to college administration. Instead, as shown below in Figure 7, there appears to be overall a very low incidence of career disruption.



Figure 7

INCIDENCE OF NON-COLLEGIATE-ADMINISTRATIVE POSITIONS  
INTERVENING IN COLLEGIATE ADMINISTRATIVE CAREERS

	TOTAL CAREER POSITIONS	TOTAL DISRUPTIONS	PERCENTAGE DISRUPTIONS
DUALISM MODEL			
ACADEMIC	727	29	4.0 %
NON-ACADEMIC	869	37	4.3 %
			100
MINTZBERG MODEL			
ACADEMIC	722	29	4.0 %
SUPPORT SERVICE	193	6	3.1 %
TECHNOCRATIC	681	31	4.6 %
CUPA MODEL			
ACADEMIC	715	29	4.1 %
ADMINISTRATIVE	588	26	4.4 %
EXTERNAL	140	5	3.6 %
STUDENT SUPPORT	153	6	3.9 %

Figures 12 and 13 provide a refined view of the career disruption information. The incidence of disruption is not uniform; rather it appears to follow some of the same patterns discussed in the foregoing analysis. Military positions appear to be a negligible source of career disruption. That non-collegiate sources of career disruption appear exceptionally low could be predicted. The higher levels of "non-collegiate (other)" positions in the Technocratic (Mintzberg), the Administrative (CUPA) and the External (CUPA) fields are paralleled here with high disruption patterns in the "non-collegiate (other)" category. The obverse, though, appeared to hold for collegiate teaching positions among the Technocratic (Mintzberg) and the Administrative (CUPA) fields: in the external permeability analysis these fields stood out among the non-academic fields with high percentages of collegiate faculty positions, but Figure 9 indicates low incidence of disruption.

The patterns of the support service fields Support Service (Mintzberg) and Student Support Service (CUPA) approximate those of the academic administrator fields, perhaps lending credence to Mintzberg's observation that the support service area of academic organization exhibit characteristics of the dominant area, the academic administrators.

Figure 8

NON-COLLEGIATE SOURCES OF CAREER DISRUPTION

	MILITARY	NON-COLLEGIATE (OTHER)	TOTAL
DUALISM			
ACADEMIC	0.1 %	0.8 %	0.9 %
NON-ACADEMIC	0.1 %	3.0 %	3.1 %
MINT2BERG			
ACADEMIC	0.1 %	0.8 %	1.0 %
SUPPORT SERVICE	0.0 %	1.6 %	1.6 %
TECHNOCRATIC	0.1 %	3.4 %	3.5 %
CUPA			
ACADEMIC	0.1 %	0.8 %	1.0 %
ADMINISTRATIVE	0.2 %	3.1 %	3.2 %
EXTERNAL	0.0 %	3.6 %	3.6 %
STUDENT SUPPORT	0.0 %	2.0 %	2.0 %

Figure 9

COLLEGIATE FACULTY SOURCE OF CAREER DISRUPTION

FACULTY

DUALISM  
ACADEMIC 3.0 %  
NON-ACADEMIC 1.2 %

MINTZBERG  
ACADEMIC 3.0 %  
SUPPORT SERVICE 1.6 %  
TECHNOCRATIC 1.0 %

CUPA  
ACADEMIC 3.1 %  
ADMINISTRATIVE 1.2 %  
EXTERNAL 0.0 %  
STUDENT SUPPORT 2.0 %

## OTHER INTERPRETATIONS

The basic purpose of this study was to determine the extent to which career fields exist among collegiate administrators. For analytical purposes, the design initially limited definition of collegiate administrator career fields to a definable set of collegiate administrative titles. Collegiate non-administrative and non-collegiate positions entered the analysis as external influences.

The foregoing analysis, as well as previous studies, suggests that special consideration should be given to include certain "external sources" in the analysis. This section contains the results of the analysis of three such sources: (1) non-categorized positions, such as "staff other"; (2) collegiate faculty and department chairpersons; and (3) non-collegiate teachers and school personnel.

### Non-Categorized Positions

That collegiate institutions tend to lack the standardization of a bureaucracy--a point made earlier in the context of a general discussion of organizational models--is evidenced by the collegiate positions that do not fit into the career positions employed in this study.

The categories of "staff other" and "other" point to the difficulty of conducting this type of research on a dynamic organizational area as higher education administration. New job titles and job responsibilities are constantly being created. The lower incidence of "staff other" and "other" titles among the career histories of academic administrators may be an extension of the already observed attribute of the "academic" career field, namely, that academic administrators tend to be a more homogeneous group who remain in their career field. But it may also point to the relative stability of academic administration, i.e. not as open to the creation of new positions.

By contrast, the higher percentages of "staff other" and "other" titles among non-academic administrators (Figure 10) would seem to indicate an evolving field because an evolving field would by its very nature exhibit a higher level of permeability. Are the higher percentages attributable to greater permeability or to the imprecision of our measurements? The answer may be both.

Figure 10

COLLEGIATE NON-CAREER FIELD POSITIONS			
	STAFF OTHER	OTHER	TOTAL
DUALISM			
ACADEMIC	5.6 %	2.2 %	7.8 %
NON-ACADEMIC	12.9 %	3.1 %	16.0 %
MINTZBERG			
ACADEMIC	5.7 %	2.2 %	7.9 %
SUPPORT SERVICE	17.1 %	2.1 %	19.2 %
TECHNOCRATIC	11.6 %	3.4 %	15.0 %
CUPA			
ACADEMIC	5.6 %	2.2 %	7.8 %
ADMINISTRATIVE	11.7 %	3.9 %	15.6 %
EXTERNAL	13.6 %	0.7 %	14.3 %
STUDENT SUPPORT	16.3 %	2.0 %	18.0 %

### Collegiate Faculty and Department Chairpersons

Scott (1979a) had mused that academic administrators were "amateurs" because their actual collegiate administrative experience tended to be more limited than their non-academic counterparts. Scott had not included the department chairperson experience because that position has a strong faculty component; it is not wholly administrative. This study followed Scott in that same logic.

However, the career linkage between academic administrators, department chairpersons, and collegiate faculty is so well established in previous studies as to warrant consideration of a broader definition of career field. Figure 11 provides evidence that, if the department chairperson positions are considered as collegiate administrators, academic administrators career experiences nearly equal most of the categories of non-academic administrators.

Figure 12 demonstrates that when both department chairperson and faculty positions are calculated, the value of a broader definition of collegiate career fields becomes more obvious.

By the same logic, the higher proportion of the collegiate unclassified positions and certain non-collegiate career sources among non-academic administrators perhaps should be considered part of



their career fields. This is addressed in the next section.

Figure 11

COMBINED COLLEGIATE ADMINISTRATIVE AND DEPARTMENT CHAIRPERSONS

	COLLEGIATE ADMINISTRATIVE	DEPARTMENT CHAIR	TOTAL
DUALISM			
ACADEMIC	22.7 %	8.5 %	31.2 %
NON-ACADEMIC	32.9 %	1.5 %	34.4 %
MINTZBERG			
ACADEMIC	22.8 %	8.6 %	31.4 %
SUPPORT SERVICE	37.9 %	2.1 %	40.0 %
TECHNOCRATIC	31.3 %	1.3 %	32.6 %
CUPA			
ACADEMIC	22.7 %	8.7 %	31.4 %
ADMINISTRATIVE	30.7 %	1.5 %	32.2 %
EXTERNAL	35.7 %	0.0 %	35.7 %
STUDENT SUPPORT	37.9 %	2.6 %	40.3 %

Figure 12

TOTAL COLLEGIATE ADMINISTRATORS, DEPARTMENT CHAIRPERSONS,  
AND FACULTY RELATED POSITIONS

	COLLEGIATE ADMINISTRATIVE	DEPARTMENT CHAIRPERSONS	FACULTY	TOTAL
DUALISM				
ACADEMIC	22.7 %	8.5 %	37.1 %	68.3 %
NON-ACADEMIC	32.9 %	1.5 %	12.8 %	47.2 %
MINTZBERG				
ACADEMIC	22.8 %	8.6 %	37.4 %	68.8 %
SUPPORT SERVICE	37.9 %	2.1 %	9.8 %	49.8 %
TECHNOCRATIC	31.3 %	1.3 %	13.5 %	46.1 %
CUPA				
ACADEMIC	22.7 %	8.7 %	37.8 %	69.2 %
ADMINISTRATIVE	30.7 %	1.5 %	15.0 %	47.2 %
EXTERNAL	35.7 %	0.0 %	4.3 %	40.0 %
STUDENT SUPPORT	37.9 %	2.6 %	11.1 %	51.6 %

Non-Collegiate Teachers and School Personnel

Non-collegiate teaching poses a challenge to a strict division of careers into collegiate and non-collegiate. When non-collegiate teaching positions are added to collegiate administrative and collegiate non-administrative positions an interesting picture develops. Overall, a very high percentage of collegiate administrators' careers have been spent in education related work. Further, when non-collegiate teaching positions are added in, the support service fields in the Mintzberg and CUPA models exceed the academic administrator fields in terms of the percentage of total career positions.

Figure 13

ALL EDUCATION RELATED POSITIONS (INCLUDING TEACHERS)

	COLLEGIATE ADMINISTRATIVE	COLLEGIATE NON-ADMINISTRATIVE	TEACHERS	TOTAL
DUALISM				
ACADEMIC	22.7 %	53.4 %	6.6 %	82.7 %
NON-ACADEMIC	32.9 %	30.3 %	8.6 %	71.8 %
MINTZBERG				
ACADEMIC	22.8 %	53.9 %	6.5 %	83.2 %
SUPPORT SERVICE	37.9 %	31.1 %	15.5 %	84.5 %
TECHNOCRATIC	31.3 %	29.8 %	6.8 %	67.9 %
CUPA				
ACADEMIC	22.7 %	53.4 %	6.4 %	82.5 %
ADMINISTRATIVE	30.7 %	32.1 %	7.5 %	70.3 %
EXTERNAL	35.7 %	18.6 %	7.9 %	62.2 %
STUDENT SUPPORT	37.9 %	32.0 %	14.4 %	84.3 %

## CHAPTER V

### DISCUSSION AND CONCLUSIONS

To what extent have distinct career patterns developed in collegiate administration? If so, in what areas?

At what level can career patterns be studied most effectively? Is career line a useful concept for collegiate administration? Career field?

Do any of the conventional or theoretical organizational models match career patterns? To what extent do experienced people working in higher education agree on the location of specific positions in these organizational models?

The primary purpose of this study was to examine the career patterns of collegiate administrators in terms of three organizational models. A secondary purpose was to introduce and evaluate the concepts of career fields and permeability for the study of career patterns and organizations in general. Of the three models, one was conventional (Dualism), the second was drawn from organizational theory (Mintzberg) and the last had been previously developed as the basis for a

periodic national survey of collegiate administrators (CUPA).

To test the suitability of each model for studying career patterns, the subdivisions of each model were treated as the basic unit of study, the "career fields." An initial assignment of titles to models was necessary to analyze the administrators' career histories in terms of job titles. To guard against researcher bias, the assignment of titles to each of the subdivisions, or "career fields", of the three models, was carried out by an impartial group of collegiate administrators utilizing a Q Sort process. With titles thus assigned, each respondent's career history was then analyzed with respect to his/her current career field.

This chapter discusses and interprets the research findings of the Q Sort process and the permeability analyses. The chapter is divided into five sections. The first section is a review of the results of the Q Sort process and their implications for the subsequent analysis and the study in general. The second section entails a discussion of the career field characteristics of the three models. The third section treats the limitations of the study in terms of the target population, the methods employed, and the generalizations that can be drawn from this study about collegiate administrators' career patterns. The final section is

a broad discussion the implications of the study for the development of theory and for practical application.



### Q SORT PROCEDURE

The Q Sort procedure served two essential purposes. First, it provided an initial assignment of titles to the three organizational models. This was necessary because this study covered a wider range of positions than previous studies of collegiate administrator career patterns. Most studies had focussed on a particular position, most often the college presidency, or a narrow range of positions. The division of administrators into academic and non-academic was implicit in even the broader studies; likewise, the assignment of particular position titles to one or the other of what has been described herein as the career fields of the Dualism model was made on the basis of conventional knowledge.

Of the three models in this study, only the CUPA model had actually had titles assigned to the categories. Because the CUPA studies from which the CUPA model was adapted did not cover the range of titles of the current study and because the initial assignment of titles by the CUPA organization was not done on the basis of any theoretical model, the assignment of titles by the Q Sort process was included also for the CUPA model.

Second, the Q Sort procedure provides initial insights about the shape of the career fields,

particularly the degree to which positions are viewed as affiliated with one field or linked to more than one field. As such, the Q Sort procedure itself can serve as an exploratory device for the creation of new organizational theory.

The most definite result of the Q Sort procedure was in the general area of academic administrators. The position titles that were categorized as academic found a high degree of consensus among panel members both within specific models, but more importantly, across the several models. That the Dualism model exhibited the greatest degree of consensus tends to confirm the implicit assumption of previous studies that academic administrators exist as a well defined group vis-'a-vis non-academic administrators.

The panel exhibited a lesser degree of consensus on the lower level academic administrator positions, particularly at the associate dean and assistant dean levels. In the Mintzberg model, associate dean positions inclined slightly towards the Support Service field; in the CUPA model, both associate dean and assistant dean positions inclined towards the Administrative. Three assistant dean positions under the CUPA model actually were categorized as Administrative, but were strongly inclined towards the Academic field.

Are lower level positions less attached to a career

field than higher level positions? If so, is this characteristic of all fields of collegiate administration or just the academic field? A definitive answer would require the examination of particular positions, a level of analysis not included in this study because it would require a much larger target population. This study chose the career field as its unit of study. However, the question can be partially answered by looking at the non-academic career fields within the Mintzberg and CUPA models. For the most part, lower level non-academic positions were categorized within the same career field as the higher level positions. It would appear thus to be a characteristic particular to academic administrators.

A surprising result was the relatively small size of the Support Service field within the Mintzberg model. Mintzberg, himself, had theorized that the academic administrator area would be large due to the differentiation of academic disciplines and the need to represent these disciplines with dean, associate dean and assistant dean positions. The breadth of the Academic administrator field would have been even greater had academic department chairpersons been included as administrators in the study. However, Mintzberg had also theorized that, relative to the Technocratic field, would be quite large but generally

flat: the highest level position would be, for the most part, the directorship. He theorized that the Technocratic field would be the converse: it would be relatively small, but it would include more higher level positions. The results of the Q Sort support Mintzberg's prediction concerning the degree of vertical shape. However, the size of the Technocratic fields relative to the Technocratic explicitly contradicts Mintzberg's theory.

One explanation could be that in addition to technical, control oriented positions having been created in the last two decades, many non-academic collegiate administrative positions have become more control oriented, more technocratic. Although a definitive answer to this would require historical data that was not available, the lack of panel consensus on a number of the titles under the Technocratic field would support the view that many former Support Service type positions have taken on technocratic type responsibilities in the last few years. This view is also supported by the unusual division between the upper level and lower level positions in some areas such as admissions and housing. Further, the fact that most to the titles under the Technocratic (Mintzberg) field coincide with the Administrative (CUPA) field lends credence to this interpretation.

The Q Sort highlights the genre of positions that collectively can be called the "assistant to" positions. These positions, which has grown substantially in number in recent years, have tended to be rather "ad hoc". Often, they have been created for a specific person or to meet a specific need that cannot be addressed easily within the confines of formal organizational structure. As such, one would expect a greater degree of ambiguity concerning career field location and greater emphasis on technical, administrative aspects. The findings were consistent with this expectation with respect to the two positions that are aligned with academic administrators, the "Assistant to an Academic Dean" and the "Assistant to the President".

However, the one case of a position aligned with a non-academic administrator, the "Assistant to the Chief Student Life Officer", did not exhibit the pattern of the academic "assistant to" positions. The same appears to be true of non-academic "staff - other" positions: they are closely aligned with their particular administrative functional area. One explanation may derive from the observation by Scott (1979a) that the primary emphasis of academic and non-academic administrators is fundamentally different. Non-academic administrators tend to be hired and promoted primarily on administrative experience in a particular functional area, such

as admissions or financial aid. But for academic administrators, a primary emphasis is prior experience in non-administrative collegiate areas, particularly collegiate teaching. The emphasis is on conserving the academic value system rather than promoting administrative competency.

In the next section, the characteristics of the career fields that were defined with the Q Sort procedure are reviewed and discussed.

**CAREER FIELD CHARACTERISTICS**

In general, no career field within collegiate administration appears to have evolved as a tightly structured career entity when measured in terms collegiate administrative experience relative to total employment history. Support Service (Mintzberg) and Student Support Service (CUPA) fields had the highest percentage of collegiate administrative positions, yet the percentage didn't exceed 18 percent. All the career fields, except the two aforementioned support service fields, had a higher percentage of non-collegiate employment positions than collegiate administrative positions. At the aggregate level, the data reveals little in the way of career patterns.

However, the difficulty may lie with the lack of sophistication of questions relating to careers. Should we assume that all areas of collegiate administration should exhibit the same career patterns? Should collegiate non-administrative experience be included or excluded in the study of career patterns? What constitutes "external" work experience?

This study did not assume that all career fields would have, or should have, the same characteristics. Consequently, the several levels of analyses carried out in this study rendered results that indicate some

definite yet varied patterns.

One general finding was that most of the non-collegiate employment experience was before the respondents entered collegiate administration. There is little indication that collegiate administrators in any career field tend to go back into government and/or industry and then return. What was found was that administrators tend to hold a significant number of concomitant employment positions which are difficult to categorize. Should concomitant employment be considered "non-collegiate"? How should military reserve and national guard experience be categorized?

Another similar finding was that support service type administrators tend to have career field characteristics similar to academic administrators. Both have a low percentage of non-collegiate positions, particularly business/government and military positions. Both had relatively high percentages of teaching experience, academic administrators at the collegiate level and support service administrators at the elementary/secondary level. Academic and support service administrators exhibited the highest and very similar patterns on the "in line" and "in field" measures of internal permeability.

These findings concerning academic and support service administrators reinforce the results of the Q



Sort analysis. Both appear to be well defined career fields in which combined collegiate experience (collegiate administrative plus collegiate non-administrative employment positions). As such, these findings support Mintzberg's observation that support service administrators share the values of the dominant part of collegiate organizations, the academicians.

The results from the permeability analyses concerning the Technocratic (Mintzberg) and Administrative (CUPA) and External (CUPA) also tend to support the Q Sort procedure. These fields exhibit greater heterogeneity in terms of non-collegiate employment experience, greater levels of disruption from non-collegiate sources and lower measures of "in line" and "in field" experience. A more detailed examination of specific positions that is beyond the scope of this study is needed to determine more specific characteristics of these administrators.

### LIMITATIONS

This study was a departure from previous research which had tended to study collegiate administrators in a very limited scope, divorced from organizational theory. Due to the breadth of its object of study, the application of three organizational models, and the introduction of more refined analytical concepts and methods, the study was necessarily somewhat exploratory in nature. The results must be viewed in light of this exploratory intent and the limitations of its data source.

The paucity of career pattern studies, particularly among collegiate administrators, required that the results be interpreted mostly internally. What would be a tightly structured career pattern? To what extent have career lines and career fields developed in government or industry? Have other institutional types that exhibit organizational characteristics similar to collegiate organizations, exhibit similar career patterns?

Even the previous studies that had been conducted often had failed to report essential operational definitions. Previous studies nowhere have addressed what work experience positions were included, how concomitant employment was handled, or whether different

ranks of academic faculty positions or military service were treated as single or separate entities.

The study used as its unit of study the career field rather than administrative positions themselves. Consequently, only in the Q Sort procedure could any direct measure of boundary positions be gleaned. A further quantitative study with a larger, target population would be needed to explore more in depth any internal career paths to specific positions within a field or to what extent a particular position in a mainstay or borderline in a field. A longitudinal study would be needed to determine if, and to what extent, a particular career field is evolving into another, such as support service administrators becoming more technocratic. A qualitative study could serve to explore the understanding that collegiate administrators themselves have of their careers.

The results also must be interpreted in light of the limitation of the data source. Although the mail survey that was utilized had a high response rate and objective information, such as career histories, have been shown to have a high rate of validity, the small, localized data set compromises generalizability. Due to the relatively small size of the target population, this study did not attempt to examine career fields in terms of institutional type, sex, race, or age of respondent.

To what extent are Virginia administrators representative of the national population of administrators? To what degree are the institutional types in Virginia typical of the United States as a whole?

A constraint of a more general nature relates to the use of position titles for study of career patterns. Institutions of higher education, taken as a whole, do not tend to have consistency of titles, particularly at the upper levels of collegiate administration. More importantly, the titles tend to vary in terms of job responsibilities from institution to institution, or even within a given institution. Partially this may reflect the diversity of work from functional area to functional. But to a great degree it reflects the distinctive organizational character of colleges and universities. Much to the chagrin of the organizational theorist and the researcher, they tend to be organic in character rather than bureaucratic. That is, they tend to grow and define themselves by convention rather than as the result of specific planning and control as in a bureaucracy.

However, use of position titles are justified, if not essential because they represent the way administrators themselves understand their careers. Over time, position titles tend to become more well defined, particularly as professional organizations develop in

the functional area (Scott, 1978). Newly emerging titles and functional areas may tend to be less defined, or at least less understood by other collegiate administrators. The lack of consensus among the Q Sort panelists on some titles, such as the "assistant to" positions, may be illustrative of this. An area for future study could be a contrast of newly emerging titles with "older, more conventional" positions in a career field.

**THEORETICAL AND PRACTICAL IMPLICATIONS**

Careers of collegiate administrators, as with any other group, take place within an organizational context. Whenever they apply for administrative positions, a complex of organizational values are involved. Previous studies of collegiate administrator careers have tended to ignore or take for granted the larger organizational context. This was acceptable because the focus tended to be narrow, most often on a relatively small, homogeneous area of study. Most often college presidents or other higher level academic administrators were the subjects. When non-academic administrators were studied, most often the unit of study was a particular, well established position, such as admission director.

Studies of narrow, homogeneous groups render more conclusive results, but lack the breadth that is essential in the development of organizational theory. This study chose to study collegiate administrators in a very, broad fashion using three organizational models. It necessarily had to define the subunits of the organizational models--what was herein deemed "career fields"--in terms of specific titles. Previous studies had only implicitly defined career fields in terms of the conventional understanding of collegiate

administration, that is, in terms of the academic/non-academic dualism. Or in the case of the CUPA studies, an organizational model was superimposed on collegiate administration to facilitate their surveys.

In terms of theory, this study affirms the value of the conventional understanding of collegiate administrators as being naturally divided into two groups. By contrasting it with the other two models, the study demonstrated the value of viewing non-academic administrators in an organizationally differentiated way. It introduced organizational subunits, or "career fields", within the non-academic ranks.

Specifically, the study demonstrated that support service type administrators tend to be a distinct group with many of career characteristics of academic administrators. Further, the study raised issues about how collegiate organizations develop their internal structures. In the broadest sense, the study raised the question of whether career structures should be included in development of organizational theory.

On the practical level, the study points to the existence of structures that individuals should consider before embarking on careers in collegiate administration. Conventional wisdom has long held that faculty teaching experience would be almost essential for anyone contemplating academic administration and that non-

collegiate experience could actually be detrimental. This study affirms that conventional wisdom.

Less conventional wisdom has been available for individuals interested in collegiate administration per se, who did not want to pursue collegiate teaching first. This study pointed out that support service administration has a greater career field structure, but that structure tends to top out at the director level. The study raised the important question, but did not show, that advancement beyond the director level may entail moving into a distinctively different, more technically oriented career field in which previous experience in the field may be more important than formal, technical education.



## APPENDIX A

Q SORT RESULTS FOR DUALISM MODEL

RESULTS OF Q SORT: DUALISM MODEL  
ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
CHIEF EXECUTIVE PRESIDENT	6	3
CHIEF ACADEMIC OFFICER (PROVOST)	9	0
ASSOCIATE ACADEMIC OFFICER	9	0
ASSISTANT ACADEMIC VICE PRESIDENT	9	0
DEAN - ARCHITECTURE	9	0
DEAN - A&S; ARTS & LETTERS	9	0
DEAN - BUSINESS	9	0
DEAN - CONTINUING EDUCATION	9	0
DEAN - EDUCATION	9	0
DEAN - ENGINEERING	9	0
DEAN - FINE ARTS	9	0
DEAN - GRADUATE PROGRAM	8	
DEAN - HEALTH RELATED	9	0

RESULTS OF Q SORT: DUALISM MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
DEAN - HOME ECON	9	0
DEAN - LAW	9	0
DEAN - MEDICINE	9	0
DEAN - NURSING	9	0
DEAN - SOCIAL WORK	9	0
DEAN - SPECIAL SESSION	7	2
DEAN - TECHNOLOGY	9	0
DEAN - VETERINARY MEDICINE	9	0
DEAN - OTHER	9	0
ASSOC DEAN - AGRICULTURE	9	0
ASSOC DEAN - A&S	9	0
ASSOC DEAN - BUSINESS	9	0
ASSOC DEAN - CONTINUING EDUCATION	8	1
ASSOC DEAN - EDUCATION	9	0

RESULTS OF Q SORT: DUALISM MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASSOC DEAN - SOCIAL WORK	9	0
ASSOC DEAN - SPECIAL SESSION	7	2
ASSOC DEAN - OTHER	9	0
ASST DEAN - AGRICULTURE	8	1
ASST DEAN - ARCHITECTURE	8	1
ASST DEAN - A&S	8	1
ASST DEAN - BUSINESS	8	1
ASST DEAN - CONTINUING EDUCATION	8	1
ASST DEAN - DENTISTRY	8	1
ASST DEAN - EDUCATION	8	1
ASST DEAN - ENGINEERING	8	1
ASST DEAN - HEALTH	8	1
ASST DEAN - LAW	8	1
ASST DEAN - NURSING	8	1

RESULTS OF Q SORT: DUALISM MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASST DEAN - SOCIAL WORK	8	1
ASST DEAN - OTHER	8	1
ASSISTANT TO DEAN	6	3
CHIEF EXECUTIVE OFFICER	8	1
CHIEF EXECUTIVE OFFICER (SYSTEM)	8	1
DEAN - AGRICULTURE	9	0
DEAN - DENTISTRY	9	0
DEAN - ENGINEERING	9	0
DEAN - EVENING DIVISION	8	1
DEAN - EXTENSION	8	1
DEAN - JOURNALISM	9	0
DEAN - MUSIC	9	0
DEAN - LIBRARY SCIENCE	8	1
DEAN - NATURAL RESOURCES	9	0

## RESULTS OF Q SORT: DUALISM MODEL

## ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
DEAN - PHARMACY	9	0
DEAN - PHYSICAL EDUCATION	9	0
DEAN - PUBLIC HEALTH	9	0
DEAN - VOCATIONAL EDUCATION	9	0
ASSOC DEAN - ARCHITECTURE	9	0
ASSOC DEAN - DENTISTRY	9	0
ASSOC DEAN - ENGINEERING	9	0
ASSOC DEAN - EXTENSION	9	0
ASSOC DEAN - FINE ARTS	9	0
ASSOC DEAN - GRADUATE PROGRAMS	8	1
ASSOC DEAN - HEALTH RELATED	9	0
ASSOC DEAN - HOME ECONOMICS	9	0
ASSOC DEAN - JOURNAL	9	0
ASSOC DEAN - LAB SCHOOL	8	1

RESULTS OF Q SORT: DUALISM MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASSOC DEAN - LAW	9	0
ASSOC DEAN - LIBRARY SCIENCE	9	0
ASSOC DEAN - MEDICINE	9	0
ASSOC DEAN - MUSIC	9	0
ASSOC DEAN - NATURAL RESOURCES	9	0
ASSOC DEAN - NURSING	9	0
ASSOC DEAN - PHARMACY	9	0
ASSOC DEAN - PHYSICAL EDUCATION	9	0
ASSOC DEAN - PUBLIC HEALTH	9	0
ASSOC DEAN - TECHNOLOGY	9	0
ASSOC DEAN - VETERINARY SCIENCE	9	0
ASSOC DEAN - VOCATIONAL EDUCATION	9	0
ASST DEAN - EVENING DIVISION	8	1
ASST DEAN - EXTENSION	8	1

RESULTS OF Q SORT: DUALISM MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASST DEAN - FINE ARTS	8	1
ASST DEAN - GRADUATE PROGRAMS	8	1
ASST DEAN - HOME ECONOMICS	8	1
ASST DEAN - JOURNALISM	8	1
ASST DEAN - LIBRARY SCIENCE	8	1
ASST DEAN - MEDICINE	8	1
ASST DEAN - MUSIC	8	1
ASST DEAN - NATURAL RESOURCES	8	1
ASST DEAN - PHARMACY	8	1
ASST DEAN - PHYSICAL EDUCATION	6	1
ASST DEAN - PUBLIC HEALTH	8	1
ASST DEAN - SPECIAL SESSION	7	2
ASST DEAN - TECHNOLOGY	8	1



RESULTS OF Q SORT: DUALISM MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASST DEAN - VETERINARY SCIENCE	8	1
ASST DEAN - VOCATIONAL EDUCATION	8	1

RESULTS OF Q SORT: DUALISM MODEL

NON-ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
CHIEF PLANNING OFFICER	1	8
ASSISTANT TO THE PRESIDENT	1	8
ASST TO CHIEF ACADEMIC OFFICER	3	6
DIRECTOR OF RESEARCH	2	7
DIRECTOR OF LIBRARIES	2	7
CHIEF BUSINESS OFFICER	0	9
CHIEF BUDGET OFFICER	0	9
CHIEF DEVELOPMENT OFFICER	0	9
CHIEF PUBLIC RELATIONS	0	9
DIRECTOR, INFORMATION OFFICE	0	9
DIRECTOR, COMPUTER CENTER	0	9
AFFIRM ACTION/EQUAL	0	9
STAFF LEGAL OFFICER	0	9
CHIEF STUDENT LIFE OFFICER	0	9

RESULTS OF Q SORT: DUALISM MODEL

NON-ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASST TO CHIEF STUDENT LIFE OFFICER	0	9
DEAN OF STUDENTS	0	9
ASSOCIATE DEAN OF STUDENTS	0	9
ASSISTANT DEAN OF STUDENTS	0	9
DIR/DEAN OF ADMISSIONS	0	9
DIRECTOR, STUDENT PLACEMENT	0	9
DIR, FINANCIAL AID	0	9
DIR, STUD. HOUSING	0	9
DIR, STUD COUNSELING	2	7
STUDENT LIFE OFFICER - OTHER	0	9
DIR, ALUMNI AFFAIRS	0	9
DIR, EDUCATION MEDIA SERVICES	3	6
STAFF OTHER - MEDICINE	0	9
ASSOC/ASST DIRECTOR ADMISSIONS	0	9

RESULTS OF Q SORT: DUALISM MODEL

NON-ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASSOC/ASST COMPTROLLER	0	9
ASSOC/ASST DIR. OF DEVELOPMENT	0	9
COMPTROLLER	0	9
DIRECTOR, PERSONNEL SERVICES	0	9
DIRECTOR, INFO. SYS./INST. RESEARCH	0	9
DIRECTOR OF ATHLETICS	1	8
ASSOC/ASST DIRECTOR ATHLETICS	1	8
DIRECTOR, COMMUNITY SERVICES	0	9
REGISTRAR	0	9
DEAN OF WOMEN	1	8
DEAN OF MEN	1	8
DIRECTOR, SCIENTIFIC LAB	3	6
STAFF OTHER - DEVELOPMENT	0	9
DEAN OF ADMINISTRATION	0	9

RESULTS OF Q SORT: DUALISM MODEL

NON-ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>
ASSOC/ASST DIR OF PLACEMENT	0	9
ASSOC/ASST DIR FINANCIAL AID	0	9
ASSOC/ASST DIRECTOR OF HOUSING	0	9

# APPENDIX B

Q SORT RESULTS FOR MINTZBERG MODEL.

RESULTS OF Q SORT: MINTZBERG MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
CHIEF EXEC. VICE PRESIDENT	8	1	0
CHIEF ACAD. OFFICER (PROVOST)	8	1	0
ASSOCIATE ACADEMIC OFFICER	8	1	0
ASSISTANT ACAD. VICE PRESIDENT	7	1	1
DEAN - ARCHITECTURE	9	0	0
DEAN - A&S; ARTS & LETTERS	9	0	0
DEAN - BUSINESS	9	0	0
DEAN - CONTINUING EDUCATION	7	2	0
DEAN - EDUCATION	9	0	0
DEAN - ENGINEERING	9	0	0
DEAN - FINE ARTS	9	0	0
DEAN - GRADUATE PROGRAM	8	0	1
DEAN - HEALTH RELATED	9	0	0
DEAN - HOME ECON	9	0	0

RESULTS OF Q SORT: MINTZBERG MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
DEAN - LAW	9	0	0
DEAN - MEDICINE	9	0	0
DEAN - NURSING	9	0	0
DEAN - SOCIAL WORK	9	0	0
DEAN - SPECIAL SESSION	7	0	2
DEAN - TECHNOLOGY	9	0	0
DEAN - VETERINARY MEDICINE	9	0	0
DEAN - OTHER	9	0	0
ASSOC DEAN - AGRICULTURE	7	2	0
ASSOC DEAN - A&S	7	2	0
ASSOC DEAN - BUSINESS	7	2	0
ASSOC DEAN - CONTINUING ED.	7	2	0
ASSOC DEAN - EDUCATION	7	2	0
ASSOC DEAN - SOCIAL WORK	7	2	0



## RESULTS OF Q SORT: MINTZBERG MODEL

## ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
ASSOC DEAN - SPECIAL SESSION	6	3	0
ASSOC DEAN - OTHER	7	2	0
ASST DEAN - AGRICULTURE	6	3	0
ASST DEAN - ARCHITECTURE	6	3	0
ASST DEAN - A&S	6	3	0
ASST DEAN - BUSINESS	6	3	0
ASST DEAN - CONTINUING ED.	6	3	0
ASST DEAN - DENTISTRY	6	3	0
ASST DEAN - EDUCATION	6	3	0
ASST DEAN - ENGINEERING	6	3	0
ASST DEAN - HEALTH	6	3	0
ASST DEAN - LAW	6	3	0
ASST DEAN - NURSING	6	3	0
ASST DEAN - SOCIAL WORK	6	3	0

# RESULTS OF Q SORT: MINTZBERG MODEL

## ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
ASST DEAN - OTHER	5	4	0
ASSISTANT TO DEAN	4	3	2
CHIEF EXEC. OFFICER	9	0	0
CHIEF EXEC. OFFICER (SYSTEM)	9	0	0
DEAN - AGRICULTURE	9	0	0
DEAN - DENTISTRY	9	0	0
DEAN - ENGINEERING	9	0	0
DEAN - EVENING DIVISION	8	0	1
DEAN - EXTENSION	8	0	1
DEAN - JOURNALISM	9	0	0
DEAN - MUSIC	9	0	0
DEAN - LIBRARY SCIENCE	9	0	0
DEAN - NATURAL RESOURCES	9	0	0
DEAN - PHARMACY	9	0	0

RESULTS OF Q SORT: MINTZBERG MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
DEAN - PHYSICAL EDUCATION	9	0	0
DEAN - PUBLIC HEALTH	9	0	0
DEAN - VOCATIONAL EDUCATION	9	0	0
ASSOC DEAN - ARCHITECTURE	8	1	0
ASSOC DEAN - DENTISTRY	8	1	0
ASSOC DEAN - ENGINEERING	8	1	0
ASSOC DEAN - EXTENSION	8	1	0
ASSOC DEAN - FINE ARTS	8	1	0
ASSOC DEAN - GRADUATE PROGRAMS	7	2	0
ASSOC DEAN - HEALTH RELATED	8	1	0
ASSOC DEAN - HOME ECONOMICS	8	1	0
ASSOC DEAN - JOURNAL	8	1	0
ASSOC DEAN - LAB SCHOOL	7	2	0
ASSOC DEAN - LAW	8	1	0

RESULTS OF Q SORT: MINTZBERG MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
ASSOC DEAN - LIBRARY SCIENCE	8	1	0
ASSOC DEAN - MEDICINE	8	1	0
ASSOC DEAN - MUSIC	8	1	0
ASSOC DEAN - NATURAL RESOURCES	8	1	0
ASSOC DEAN - NURSING	8	1	0
ASSOC DEAN - PHARMACY	8	1	0
ASSOC DEAN - PHYSICAL ED.	8	1	0
ASSOC DEAN - PUBLIC HEALTH	8	1	0
ASSOC DEAN - TECHNOLOGY	7	2	0
ASSOC DEAN - VETERINARY SCIENC	7	2	0
ASSOC DEAN - VOCATIONAL EDUC.	7	2	0
ASST DEAN - EVENING DIVISION	6	3	0
ASST DEAN - EXTENSION	6	3	0
ASST DEAN - FINE ARTS	6	3	0

RESULTS OF Q SORT: MINTZBERG MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
ASST DEAN - GRADUATE PROGRAMS	6	3	0
ASST DEAN - HOME ECONOMICS	6	3	0
ASST DEAN - JOURNALISM	6	3	0
ASST DEAN - LIBRARY SCIENCE	6	3	0
ASST DEAN - MEDICINE	6	3	0
ASST DEAN - MUSIC	6	3	0
ASST DEAN - NATURAL RESOURCES	6	3	0
ASST DEAN - PHARMACY	6	3	0
ASST DEAN - PHYSICAL EDUCATION	6	3	0
ASST DEAN - PUBLIC HEALTH	6	3	0
ASST DEAN - SPECIAL SESSION	6	3	0
ASST DEAN - TECHNOLOGY	6	3	0
ASST DEAN - VETERINARY SCIENCE	6	3	0
ASST DEAN - VOCATIONAL EDUC.	6	3	0

RESULTS OF Q SORT: MINTZBERG MODEL

SUPPORT SERVICE FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
CHIEF PUBLIC RELATIONS	0	5	4
CHIEF STU. LIFE OFF.	0	8	1
ASST TO CHIEF STUDENT LIFE OFF	0	8	1
DEAN OF STUDENTS	0	8	1
ASSOCIATE DEAN OF STUDENTS	0	6	1
ASSISTANT DEAN OF STUDENTS	0	7	2
DIRECTOR, STUDENT PLACEMENT	0	8	1
DIR, STUD COUNSELING	1	6	2
STUDENT LIFE OFFICER - OTHER	0	8	1
STAFF OTHER - MEDICINE	0	6	3
ASSOC/ASST DIRECTOR ADMISSIONS	0	6	3
DIRECTOR, COMMUNITY SERVICES	0	6	3
DEAN OF WOMEN	0	7	2
DEAN OF MEN	0	7	2

RESULTS OF Q SORT: MINTZBERG MODEL

SUPPORT SERVICE FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
STAFF OTHER - DEVELOPMENT	0	6	3
ASSOC/ASST DIR OF PLACEMENT	0	6	3
ASSOC/ASST DIRECTOR OF HOUSING	0	6	3

RESULTS OF Q SORT: MINTZBERG MODEL

TECHNOCRATIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
CHIEF PLANNING OFFICER	2	1	5
ASSISTANT TO THE PRESIDENT	1	2	6
ASST TO CHIEF ACAD. OFFICER	1	2	6
DIRECTOR OF RESEARCH	0	2	7
DIRECTOR OF LIBRARIES	3	0	6
CHIEF BUSINESS OFFICER	0	3	8
CHIEF BUDGET OFFICER	0	1	8
CHIEF DEVELOPMENT OFFICER	0	2	7
DIRECTOR, INFORMATION OFFICE	0	4	5
DIRECTOR, COMPUTER CENTER	0	4	5
AFFIRM ACTION/EQUAL	0	3	6
STAFF LEGAL OFFICER	0	2	7
DIR/DEAN OF ADMISSIONS	0	3	6
DIR, FINANCIAL AID	0	2	7



RESULTS OF Q SORT: MINTZBERG MODEL

TECHNOCRATIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>SUPPORT</u>	<u>TECHNOCRATIC</u>
DIR, STUD. HOUSING	0	2	7
DIR, ALUMNI AFFAIRS	0	2	7
DIR, EDUC. MEDIA SERVICES	0	2	7
ASSOC/ASST COMPTROLLER	0	0	9
ASSOC/ASST DIR. OF DEVELOPMENT	0	3	6
COMPTROLLER	0	0	9
DIRECTOR, PERSONNEL SERVICES	0	2	7
DIRECTOR, INFO. SYS./INST. RES	0	0	9
DIRECTOR OF ATHLETICS	2	2	5
ASSOC/ASST DIRECTOR ATHLETICS	2	2	5
REGISTRAR	0	3	6
DIRECTOR, SCIENTIFIC LAB	0	2	7
DEAN OF ADMINISTRATION	0	4	5
ASSOC/ASST DIR FINANCIAL AID	0	4	5

## APPENDIX C

Q SORT RESULTS FOR CUPA MODEL.

RESULTS OF Q SORT: CUPA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
CHIEF ACAD. OFFICER (PROVOST)	9	0	0	0
ASSOCIATE ACADEMIC OFFICER	9	0	0	0
ASSISTANT ACAD. VICE PRESIDENT	9	0	0	0
DEAN - ARCHITECTURE	9	0	0	0
DEAN - A&S; ARTS & LETTERS	9	0	0	0
DEAN - BUSINESS	9	0	0	0
DEAN - CONTINUING EDUCATION	9	0	0	0
DEAN - EDUCATION	9	0	0	0
DEAN - ENGINEERING	8	1	0	0
DEAN - FINE ARTS	9	0	0	0
DEAN - GRADUATE PROGRAM	8	1	0	0
DEAN - HEALTH RELATED	9	0	0	0
DEAN - HOME ECON	9	0	0	0
DEAN - LAW	9	0	0	0

RESULTS OF Q SORT: CLPA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
DEAN - MEDICINE	9	0	0	0
DEAN - NURSING	9	0	0	0
DEAN - SOCIAL WORK	9	0	0	0
DEAN - SPECIAL SESSION	6	3	0	0
DEAN - TECHNOLOGY	9	0	0	0
DEAN - VETERINARY MEDICINE	9	0	0	0
DEAN - OTHER	9	0	0	0
ASSOC DEAN - AGRICULTURE	6	3	0	0
ASSOC DEAN - A&S	6	3	0	0
ASSOC DEAN - BUSINESS	6	3	0	0
ASSOC DEAN - CONTINUING ED.	6	3	0	0
ASSOC DEAN - EDUCATION	6	3	0	0
ASSOC DEAN - SOCIAL WORK	6	3	0	0
ASSOC DEAN - SPECIAL SESSION	6	3	0	0

RESULTS OF Q SORT: CUPA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
ASSOC DEAN - OTHER	6	3	0	0
ASST DEAN - AGRICULTURE	6	3	0	0
ASST DEAN - ARCHITECTURE	6	3	0	0
ASST DEAN - A&S	6	3	0	0
ASST DEAN - BUSINESS	6	3	0	0
ASST DEAN - CONTINUING ED.	6	3	0	0
ASST DEAN - DENTISTRY	6	3	0	0
ASST DEAN - EDUCATION	6	3	0	0
ASST DEAN - ENGINEERING	6	3	0	0
ASST DEAN - HEALTH	6	3	0	0
ASST DEAN - LAW	6	3	0	0
ASST DEAN - NURSING	6	3	0	0
ASST DEAN - SOCIAL WORK	6	3	0	0
ASST DEAN - OTHER	6	3	0	0

RESULTS OF Q SORT: CUPA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
ASSISTANT TO DEAN	5	4	0	0
CHIEF EXEC. OFFICER	6	2	0	1
CHIEF EXEC. OFFICER (SYSTEM)	8	0	0	1
DEAN - AGRICULTURE	9	0	0	0
DEAN - DENTISTRY	9	0	0	0
DEAN - ENGINEERING	8	1	0	0
DEAN - EVENING DIVISION	7	2	0	0
DEAN - EXTENSION	7	2	0	0
DEAN - JOURNALISM	9	0	0	0
DEAN - MUSIC	9	0	0	0
DEAN - LIBRARY SCIENCE	6	3	0	0
DEAN - NATURAL RESOURCES	9	0	0	0
DEAN - PHARMACY	9	0	0	0
DEAN - PHYSICAL EDUCATION	9	0	0	0

RESULTS OF Q SORT: CUPA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
DEAN - PUBLIC HEALTH	9	0	0	0
DEAN - VOCATIONAL EDUCATION	9	0	0	0
ASSOC DEAN - ARCHITECTURE	6	3	0	0
ASSOC DEAN - DENTISTRY	6	3	0	0
ASSOC DEAN - ENGINEERING	6	3	0	0
ASSOC DEAN - EXTENSION	6	3	0	0
ASSOC DEAN - FINE ARTS	6	3	0	0
ASSOC DEAN - GRADUATE PROGRAMS	6	3	0	0
ASSOC DEAN - HEALTH RELATED	6	3	0	0
ASSOC DEAN - HOME ECONOMICS	6	3	0	0
ASSOC DEAN - JOURNAL	6	3	0	0
ASSOC DEAN - LAB SCHOOL	6	3	0	0
ASSOC DEAN - LAW	6	3	0	0
ASSOC DEAN - LIBRARY SCIENCE	6	3	0	0

RESULTS OF C SORT: CUPA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
ASSOC DEAN - MEDICINE	6	3	0	0
ASSOC DEAN - MUSIC	6	3	0	0
ASSOC DEAN - NATURAL RESOURCES	6	3	0	0
ASSOC DEAN - NURSING	6	3	0	0
ASSOC DEAN - PHARMACY	6	3	0	0
ASSOC DEAN - PHYSICAL ED.	6	3	0	0
ASSOC DEAN - PUBLIC HEALTH	6	3	0	0
ASSOC DEAN - TECHNOLOGY	6	3	0	0
ASSOC DEAN - VETERINARY SCIENCE	6	3	0	0
ASSOC DEAN - VOCATIONAL EDUC.	6	3	0	0
ASST DEAN - FINE ARTS	6	3	0	0
ASST DEAN - GRADUATE PROGRAMS	6	3	0	0
ASST DEAN - HOME ECONOMICS	6	3	0	0
ASST DEAN - JOURNALISM	6	3	0	0



RESULTS OF Q SORT: CU'PA MODEL

ACADEMIC FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
ASST DEAN - LIBRARY SCIENCE	6	3	0	0
ASST DEAN - MEDICINE	6	3	0	0
ASST DEAN - MUSIC	6	3	0	0
ASST DEAN - NATURAL RESOURCES	6	3	0	0
ASST DEAN - PHARMACY	6	3	0	0
ASST DEAN - PHYSICAL EDUCATION	6	3	0	0
ASST DEAN - PUBLIC HEALTH	6	3	0	0
ASST DEAN - TECHNOLOGY	6	3	0	0
ASST DEAN - VETERINARY SCIENCE	6	3	0	0
ASST DEAN - VOCATIONAL EDUC.	6	3	0	0

RESULTS OF Q SORT: CUPA MODEL

ADMINISTRATIVE FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
DIRECTOR, SCIENTIFIC LAB	2	7	0	0
DEAN OF ADMINISTRATION	0	9	0	0
ASSOC/ASST DIR FINANCIAL AID	0	7	2	0

RESULTS OF Q SORT: CUPE MODEL

ADMINISTRATIVE FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
DIR, EDUC. MEDIA SERVICES	3	6	0	0
STAFF OTHER - MEDICINE	0	6	3	0
ASSOC/ASST DIRECTOR ADMISSIONS	0	7	2	0
ASSOC/ASST COMPTROLLER	0	9	0	0
ASST DEAN - EVENING DIVISION	4	5	0	0
ASST DEAN - EXTENSION	4	5	0	0
ASST DEAN - SPECIAL SESSION	4	5	0	0
COMPTROLLER	1	8	0	0
DIRECTOR, PERSONNEL SERVICES	3	8	0	0
DIRECTOR, INFO. SYS./INST. RES	1	8	0	0
DIRECTOR OF ATHLETICS	2	5	0	1
ASSOC/ASST DIRECTOR ATHLETICS	2	5	0	1
DIRECTOR, COMMUNITY SERVICES	0	6	0	3
REGISTRAR	0	7	2	0

RESULTS OF Q SORT: CUPA MODEL

ADMINISTRATIVE FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
CHIEF EXEC. VICE PRESIDENT	3	6	0	0
CHIEF PLANNING OFFICER	0	9	0	0
ASSISTANT TO THE PRESIDENT	0	9	0	0
ASST TO CHIEF ACAD. OFFICER	3	6	0	0
DIRECTOR OF RESEARCH	2	7	0	0
DIRECTOR OF LIBRARIES	2	7	0	0
CHIEF BUSINESS OFFICER	0	9	0	0
CHIEF BUDGET OFFICER	2	7	0	0
DIRECTOR, COMPUTER CENTER	1	8	0	0
AFFIRM ACTION/EQUAL	1	6	0	0
STAFF LEGAL OFFICER	0	7	0	2
DIR/DEAN OF ADMISSIONS	0	7	2	0
DIR, FINANCIAL AID	0	7	2	0
DIR, STUD. HOUSING	0	5	4	0

# RESULTS OF Q SORT: CUPA MODEL

## STUDENT SUPPORT FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
CHIEF STU. LIFE OFF.	0	0	9	1
ASST TO CHIEF STUDENT LIFE OFFICER	0	0	9	1
DEAN OF STUDENTS	0	0	9	1
ASSOCIATE DEAN OF STUDENTS	0	1	8	1
ASSISTANT DEAN OF STUDENTS	0	0	9	1
DIRECTOR, STUDENT PLACEMENT	0	2	7	1
DIR. STUD COUNSELING	0	3	6	1
STUDENT LIFE OFFICER - OTHER	0	0	9	1
DEAN OF WOMEN	2	0	7	0
DEAN OF MEN	2	0	2	0
ASSOC/ASST DIR OF PLACEMENT	0	3	6	0
ASSOC/ASST DIRECTOR OF HOUSING	0	4	5	0

RESULTS OF Q SORT: CUFA MODEL

EXTERNAL FIELD

<u>TITLE</u>	<u>ACADEMIC</u>	<u>ADMINISTRATIVE</u>	<u>EXTERNAL</u>	<u>STUDENT</u>
CHIEF DEVELOPMENT OFFICER	0	0	0	9
CHIEF PUBLIC RELATIONS	0	0	0	9
DIRECTOR, INFORMATION OFFICE	0	0	0	9
DIR, ALUMNI AFFAIRS	0	1	0	8
ASSOC/ASST DIR. OF DEVELOPMENT	0	2	0	7
STAFF OTHER - DEVELOPMENT	0	3	0	6

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## ABSTRACT

The purpose of this study was to determine whether career patterns of collegiate administrators could be explained in terms of existing organizational models of academic institutions.

The study involved a secondary analysis of data collected in the summer of 1981 in a statewide survey of collegiate administrators. The target population consisted of all the middle level administrators (N=617) at the director level or above from thirty-three state-supported and independent colleges and universities from the Commonwealth of Virginia. A strict adherence to the Dillman "total design method" resulted in a response rate of 76.5 percent.

Previous studies which had employed the narrow concept of career ladder had generally found career patterns in collegiate administration to be less defined than in industry or the military. To address the inadequacy of the career ladder concept, a broader concept, "career field" was introduced in this study. Three organizational models were chosen and the subdivisions of each were defined as career fields. Administrator titles were assigned to each career field of each of the three models by a panel of experts employing a Q-Sort technique.

The results of this research show that, when all career positions are included, positions held by respondents prior to entering collegiate administration tend to mask existent career patterns.

For academic administrators, most of their pre-administrator positions had been in teaching faculty or higher education related roles. The study confirmed that the academic administrator career field continues to be quite different due to its inextricable link to professorial career patterns. The study also found that among non-academic administrators, patterns of pre-administrator positions varied by the career fields of each model.

Among academic and non-academic administrators alike, there was little evidence of people leaving administration and then returning.

A significant but unexpected finding of the study was that many administrators carry on other career pursuits concomitantly. Previous career research may have been distorted by concomitant positions as well as pre-administrator positions. This finding points to the need for better definitions and stricter composition of career research instruments.