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A DESCRIPTIVE STUDY OF EXPRESSED FUNCTIONS AND FUNCTIONAL  
RELATIONSHIPS OF PRINCIPAL UNIVERSITY CONTINUING  
EDUCATION ADMINISTRATORS IN MICHIGAN  
PUBLIC UNIVERSITIES

By

Dawn Marie Patterson

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## ABSTRACT

### A DESCRIPTIVE STUDY OF EXPRESSED FUNCTIONS AND FUNCTIONAL RELATIONSHIPS OF PRINCIPAL UNIVERSITY CONTINUING EDUCATION ADMINISTRATORS IN MICHIGAN PUBLIC UNIVERSITIES

By

Dawn Marie Patterson

A descriptive study was conducted to determine the expressed functions and functional relationships of the principal university continuing education administrator (PUCEA) in Michigan public universities. The research sample consisted of the respondents from the two selected total populations of Michigan's nine public university presidents and nine PUCEAS.

A questionnaire, "A Questionnaire Concerning the Principal University Continuing Education Administrator," was adapted from the Whims research model by the researcher. The questionnaire was mailed to each Michigan public university president and each Michigan PUCEA. The questionnaire included items about eighteen identified functions of the university continuing education office; items about the locus of power, rank, and sphere of influence of the PUCEA; and items about the PUCEA'S background and the institution's background data. Sociological role theory concerning the superordinate and subject role perceptions served as the study's conceptual framework.



Presidents' and PUCEAS' responses were separately tabulated by each questionnaire item. An aggregate presidents' and PUCEAS' score was calculated for each function based on the weighted mean method. The data were reported according to the perceptions of the essentialness of the function and the assignment of the function in present practice and in future practice, defined as ten years in the future.

The following major conclusions were reached based on the research findings.

1. In Michigan public universities there is an agreement concerning the essentialness of nine continuing education functions. Liaison, personnel management, and program development were identified as highly essential functions in present and future practice.

2. In Michigan public universities both presidents and PUCEAS agreed that in present and future practice no function activities would be the total responsibility of the PUCEA. Direct supervision or assisting in supervision of the activities was the most frequent PUCEA relationship to the activities of the function.

3. Most presidents and PUCEAS agree that PUCEAS should be members of administrative councils and of standing and/or special committees.

4. Three-fourths of the PUCEAS indicated that the PUCEA should report directly to the president. Nearly all of the presidents indicated that the PUCEA should report to a vice-president or to the chief academic officer.

5. Three-fourths of the PUCEAS do not have formally stated job descriptions while five institutions have formally stated continuing education institutional mission or policy statements.

Recommendations for future research were made based on the questions raised by the study.

## ACKNOWLEDGMENTS

Many kind people have encouraged my efforts and supported my spirits throughout this research endeavor. My obligations to them are numerous.

Sincere appreciation is expressed to Dr. Howard Hickey, Dissertation Chairman, for his humanistic guidance, his professional support, and most of all his friendship throughout several of my developmental stages.

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Grateful appreciation is expressed to Dr. Frederick R. Whims whose work served as a model for the research inquiry.

This research could not have been completed without the cooperation of the presidents and principal university continuing education administrators who patiently responded to my questionnaire.

This dissertation is dedicated to those who were always a source of love and encouragement:

my parents, Robert and Dora Patterson and  
my children, Adrienne Lyn and Nathaniel Conrad.

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
LIST OF APPENDICES . . . . .	vii
 Chapter	
I. THE PROBLEM . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	7
Purpose of the Study . . . . .	7
Assumptions . . . . .	8
Need for the Study . . . . .	9
Definition of Terms . . . . .	10
Limitations of the Study . . . . .	11
Organization of the Study . . . . .	12
II. A SELECTED REVIEW OF THE LITERATURE . . . . .	14
Introduction . . . . .	14
Purposes of Higher Education . . . . .	15
Purposes of the University . . . . .	17
Continuing Higher Education . . . . .	20
Organizational Structure of Continuing Higher Education . . . . .	22
The Periphery-Core Concept of the Continuing Education Function . . . . .	31
Historical Origins of Continuing Higher Education . . . . .	34
Functions of Continuing Higher Education . . . . .	39
Continuing Higher Education Administration . . . . .	44
Preparation of Continuing Education Administrators . . . . .	58
Continuing Higher Education in Michigan . . . . .	60
Sociological Role Theory . . . . .	62
Summary . . . . .	68
III. DESIGN AND METHODOLOGY . . . . .	69
Introduction . . . . .	69
The Research Population . . . . .	69

Chapter	Page
The Research Instrument . . . . .	70
Data Collection Procedures . . . . .	81
Analysis of the Data . . . . .	82
Summary . . . . .	84
IV. RESEARCH FINDINGS . . . . .	85
Introduction . . . . .	85
Background Data: Subject Information . . . . .	86
Background Data: Institutional Information . . . . .	87
Functional Relationships . . . . .	92
Essentialness of the Function--Introduction . . . . .	94
Essentialness of the Function--Present Practice . . . . .	95
Highest and Lowest Functions--Essentialness--Present Practice . . . . .	98
Essentialness of the Function--Future Practice . . . . .	102
Highest and Lowest Functions--Essentialness--Future Practice . . . . .	104
Assignment of the Function--Present Practice . . . . .	107
Highest and Lowest Functions--Assignment--Present Practice . . . . .	109
Assignment of the Function--Future Practice . . . . .	115
Highest and Lowest Functions--Assignment--Future Practice . . . . .	115
Summary . . . . .	122
V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	123
Introduction . . . . .	123
Findings . . . . .	126
Conclusions . . . . .	131
Implications . . . . .	133
Recommendations for Further Research . . . . .	134
Reflections . . . . .	134
BIBLIOGRAPHY . . . . .	137
APPENDIX . . . . .	144

## LIST OF TABLES

Table	Page
3.1. A Comparison of the Office of Continuing Higher Education Functions as Identified in Selected Literature . . . . .	76
3.2. Principal Continuing Education Administrator Inventory Response Guide . . . . .	79
4.1. Profile of Michigan Public University Continuing Education Organizations . . . . .	93
4.2. The Functional Relationships of the Principal Continuing Education Administrators as Expressed by Presidents and PUCEAs . . . . .	96
4.3. Response Differential Between PUCEA and Presidents Relative to Essentialness of the Function--Present Practice . . . . .	99
4.4. Presidents' Responses Essentialness of the Function--Present Practice . . . . .	100
4.5. PUCEAs' Responses Essentialness of the Function Present Practice . . . . .	101
4.6. A Comparison of President and PUCEA Responses Essentialness of the Function--Present Practice . . . . .	103
4.7. Response Differential Between PUCEAs and Presidents Relative to Essentialness of the Function--Future Practice . . . . .	105
4.8. Presidents' Responses--Essentialness of the Function--Future Practice . . . . .	106
4.9. PUCEAs' Responses--Essentialness of the Function--Future Practice . . . . .	108
4.10. A Comparison of President and PUCEA Responses Essentialness of the Function--Future Practice . . . . .	110

Table	Page
4.11. Response Differential Between PUCEAs and Presidents Relative to the Assignment of the Function-Present Practice . . . . .	111
4.12. Presidents' Responses--Assignment of the Function-- Present Practice . . . . .	112
4.13. PUCEAs' Responses--Assignment of the Function--Present Practice . . . . .	114
4.14. A Comparison of President and PUCEA Responses Assignment of the Function--Present Practice . . . .	115
4.15. Response Differential Between PUCEAs and Presidents Relative to the Assignment of the Function-Future Practice . . . . .	117
4.16. Presidents' Responses--Assignment of the Function-- Future Practice . . . . .	119
4.17. PUCEAs' Responses--Assignment of the Function-- Future Practice . . . . .	120
4.18. A Comparison of President and PUCEA Responses Assignment of the Function--Future Practice . . . .	121

## LIST OF APPENDICES

Appendix	Page
A. A Questionnaire Concerning the Principal University Continuing Education Administrator . . . . .	145
B. Cover Letters . . . . .	163
C. Aggregate Frequency Distribution . . . . .	166
D. PUCEAs' and Presidents' Responses to Functions by Institutions Size . . . . .	176



## CHAPTER I

### THE PROBLEM

#### Introduction

Administration of continuing higher adult education programs in American universities is in a state of expansion philosophically, procedurally, and programmatically. The tripartite purpose of the university has traditionally been that of research, instruction, and public service. University governance, policy structures, and faculty reward systems as well as legislative subsidy formulas have contributed to those recognized purposes. Contemporary society with its inherent constant of change is forcing institutional leaders to examine practices, programs, and resource allocations in order to place public service, extension and continuing education activities in a new perspective.

American society is rapidly changing. Among others it is characterized by exponential knowledge explosion, prolific technological development, demographic fluctuations, increased automation, unemployment, political tensions, skill obsolescence and inflation. Increased costs are forcing tradition-bound universities to respond through policy revision, mission restatement, organizational restructure, program appraisal and alteration in order to meet the expressed and unexpressed needs of a post-industrial learning society. Henry M. Levin of Stanford University has summarized the

process by asserting "Significant changes in education occur only as a consequence of changes in overall social, economic, and political relations."<sup>1</sup>

Corson summarized five societal forces that have brought about change in governance of colleges and universities. They are: (1) the growth and substantial redistribution of the country's population; (2) the increasing pace at which new knowledge is accumulated forced institutions to expand; (3) the abandonment of the philosophy of elitism in higher education to meet the demand for the fulfillment of the democratic ideal; (4) the increased governmental involvement in higher education institutions through grant investment; and (5) the "uprising of the underdog" (students, women, blacks) who demanded a voice in institution decision making.<sup>2</sup>

As society changes, the needs of citizens change, and thus the expectations and demands made upon its institutions change.

Richman and Farmer summarized the conditions as follows:

It is clear that universities and colleges are under strong pressure to change, and that such pressure is unlikely to go away in the future. Academic institutions . . . are becoming increasingly open systems as they function in increasingly turbulent, changing, and competitive environments. Pressures from the external environment and from students will force academic institutions to become more structured--though not necessarily less democratic--and more concerned with clearer and ordered goals. Priorities will

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<sup>1</sup>Henry M. Levin, Stanford University as quoted in the New York Times, November 16, 1975, Section 11, p. 37.

<sup>2</sup>John Corson, "Changes in the Governance of Institutions of Postsecondary Education," Changing Patterns of Governance in Higher Education (Tucson: University of Arizona, 1976), p. 1.

have to be clarified and changed at many schools if the schools are to be viable and adequately successful.<sup>3</sup>

Strother stated that the university is in transition from a period of extraordinary uncontrolled growth to a period of general decline in enrollments. He concluded

I would suggest therefore a rethinking of our mission and a significant reassessment of our priorities is essential to the maintenance of some reasonable degree of growth and to the vigor of our institutions and that the prospect of such growth lies primarily in the public service and extension areas. . . .<sup>4</sup>

Strothers suggested the university confront two challenges: the use of university resources to solve societal problems and to reach new academic markets, as opposed to the traditional 18-21 year old residential student.<sup>5</sup>

Alan B. Knox summarized three broad societal trends that have contributed to a change in continuing education function in higher educational institutions from a marginal priority to a burgeoning interest: The societal trends are:

1. Increase of the new majority or the adult part-time participation in all types of continuing education;
2. A wide variety of sponsors of continuing education offerings;

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<sup>3</sup>Barry M. Richman and Richard N. Farmer, Leadership, Goals and Power in Higher Education (San Francisco: Jossey-Bass, 1974, 1974), pp. 289-290.

<sup>4</sup>George B. Strother, "The University's Role in Public Service and Extension," Proceedings (Athens, Georgia: University of Georgia, 1974), p. 13.

<sup>5</sup>Ibid.

3. Stabilization of institutions' resident instruction enrollments and budgets.<sup>6</sup>

As a result of the social trends Knox observed the following institutional trends:

1. Funding - leveling off or reduction in tax support for continuing education;
2. Control of continuing education programming efforts by departments and colleges;
3. Absorption of off-campus and evening credit courses by the academic units;
4. Rewards - an intensity for competition among faculty for salary increases, promotion, and tenure--thus a new focus on public service in the reward system;
5. Staffing challenges to attract and retain highly competent continuing education staff members;
6. Competition - for clients between the community institutions--the community colleges, the (public) schools and the universities!<sup>7</sup>

In Michigan the social order is in transition and so are Michigan institutions in transition. The fact of change is evident in the area of continuing education by the following activities:

1. The formation of the Michigan Coordinating Council for Continuing Higher Education in 1969;
2. The development of the University Consortium Center in Grand Rapids. Members in the 1973 action included Michigan State University, University of Michigan, Western Michigan University, and Grand Valley State Colleges;
3. The establishment of the College of Lifelong Learning at Wayne State University in 1973;

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<sup>6</sup>Alan A. Knox, "New Realities, The Administration of Continuing Higher Education," The N.U.E.A. Spectator, December, 1975, p. 6.

<sup>7</sup>Ibid., p. 6-7.

4. The Michigan Council of State College Presidents presented a plan, requested by the Legislature, for the coordination of higher education activities and services, including off-campus continuing education in 1975.
7. The establishment by Michigan State University Board of Trustees, of Lifelong Education Programs in 1975;
8. The establishment of a community requested University Consortium in Birmingham in 1976. Participating Institutions include Michigan State University, University of Michigan, Wayne State University, Eastern Michigan University, and Central Michigan University.<sup>8</sup>

One other identifiable activity is the change in the administrative title from Office of Field Services to Dean of Continuing Education at Eastern Michigan University.

Recognition of the need for change is evident among the Executive Committee of Michigan's Coordinating Council for Continuing Higher Education in an undated memorandum which states:

. . . a number of changes in the status and operation of Michigan Continuing Education have developed. Most important of these changes have been:

1. The growing importance of "Lifelong Education" on the national and state scene.
2. The increasing numbers of part-time students attending our state colleges and universities.
3. The development of new programs by some member institutions involving third and fourth year work leading to a bachelor's degree.
4. Increased competition among member schools in the major population centers. . . .<sup>9</sup>

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<sup>8</sup>Robert Sharer, To Be Continued . . . A Story of Adult Education in Michigan 1876-1976 (East Lansing: Michigan State University, 1976), pp. 22-29.

<sup>9</sup>Cornelius Lowe, Memorandum to the Executive Committee of the Coordinating Council for Continuing Higher Education, undated, pp. 1-2.

Michigan is involved in the trend toward the implementation of the concept of lifelong learning in institutional philosophy, institutional policy, and in institutional programs and practices. At a spring, 1976 meeting of the Coordinating Council for Continuing Higher Education held at Eastern Michigan University in Ypsilanti, Michigan, the deans, directors, and coordinators of Michigan's thirteen public four year colleges and universities spent a major portion of their agenda examining the organizational restructure of Michigan State University, Wayne State University, and Central Michigan University. The restructure appeared to be implemented by those institutions to more efficiently accommodate an expanded role in the area of public service and continuing education.

As institutions' missions appear to be expanded, as the populations institutions seek to serve are broadened, and as institutions' resources fluctuate; the functions and administrative demands made upon continuing education administrators are changed. The role of the principal public university continuing education administrator in Michigan seems to be an evolving, emerging, and expanding role because of the change in the institutions in which they serve.

There appears to be no current documentation of the scope of the responsibilities or functions of the principal university continuing education administrator (PUCEA) in the execution of the public university continuing education office in Michigan. Change cannot be documented in that office until a baseline of functions has been established as essential competencies of the

unique role of the PUCEA in the operation and management of Michigan public university continuing education. A survey of existing literature shows general descriptions of the functions of the continuing education office, but not of the relationship of the PUCEA to those functions. The literature does not show what activities are the responsibility of the PUCEA and what functions the PUCEA supervises or delegates.

#### Statement of the Problem

The research focus is a descriptive study to establish the expressed functions and functional relationships of the principal continuing education administrator in Michigan public universities.

#### Purpose of the Study

This study was undertaken for the purpose of investigating the perceived critical functions essential for administering central continuing education services in Michigan public universities. The major purpose of the study was:

1. To document a profile of the principal public university continuing education administrator in Michigan as it relates to sex, length of service, and academic rank;
2. To verify the functions expressed as essential to the exercise of the office of the principal university continuing education administrator as presently practiced and as forecast ten years in the future;

3. To determine the organizational relationships of the principal university continuing education administrator as they apply to locus of power, organizational rank, and sphere of influence;

4. To compare aggregate responses of Michigan principal university continuing education administrators with aggregate responses of public university presidents or their designee;

5. To provide implications for the pre-service and in-service development of university continuing education administration majors.

#### Assumptions

1. It is assumed that although the Michigan population of public university principal continuing education administrators may not be typical of other national principal continuing education administrators in public universities of the nation, some generalizations of this study are possible.

2. It is assumed that findings within the Michigan public university continuing education system may be similar to the functions and skills required of principal continuing education administrators in public universities in other states having similar systems.

3. It is assumed that the position of the principal continuing education administrator is sufficiently representative of other public universities to provide a composite principal continuing education administrator role definition.



4. It is assumed that a descriptive analysis and presentation is significant at this time in the development of the principal continuing education administrator's role.

5. It is assumed that the expressed opinions of individual participants will provide acceptable data relative to the functions and functional relationships of the principal continuing education administrator.

#### Need for the Study

A review of continuing education literature concerning the functions of the public university principal continuing education administrator seems to show a literature based on esoteric rhetoric, generalizations of experiences and surveys of a decade old or more. In spite of continuing education's increasing popularity and societal demand for competent, aware, visionary leadership, the essential functions of the public university principal continuing education administrator are less than lucid. As the institution is emerging, the principal continuing education administrator appears to be emerging into a more prominent role in the public university. He appears to be impacting policy decisions, influencing the scope of university programs, and determining the locations of services. This study was a step to begin to fill Michigan's research void. It is a descriptive survey which establishes a benchmark of the perceived functions and functional relationships of the principal continuing education administrator in Michigan public universities. The survey establishes the current structure of the office in

university organization and it establishes the expressed functions and functional relationships of the PUCEA. The study was needed because:

1. No in-depth analyses had been recently done to investigate the functions and functional relationships of public university principal continuing education administrators in Michigan.

2. There existed no sufficient data as a basis for improving the pre-service and in-service education of Michigan public university principal continuing education administrators.

#### Definition of Terms

##### Principal University Continuing Education Administrator

(PUCEA)--is defined as the chief executive officer responsible for the implementation of the public service program, extension or continuing education program and its related functions. The PUCEA may be given a variety of titles: Chancellor of Lifelong Education; Vice-president for Continuing Education; Dean; Director; Coordinator, et cetera.

Public Universities--is defined as the comprehensive four year degree granting post-secondary institutions which primarily rely on state appropriations for operating funds. The study focused on the public university; excluded are state colleges, private institutions and all other post-secondary institutions.

Functions--is defined as the responsibilities or acts performed in meeting the position's work requirements. Skill, function, and competency will be used interchangeably.

Public Service--is defined as one of the traditional functions of American higher education. It is that facet or activity which links the university with the community through applied knowledge. It may be referred to as the out-reach program of the institution. It involves more than instruction.

Continuing Education--is defined in the terms of the Michigan State University Task Force on Lifelong Learning definition. It is defined in terms of the individual and as it relates to post-secondary institutions. For the individual it is the process of lifelong learning; for the institution it is the process of providing instruction and services in meeting the lifelong learning needs of society. Continuing education and lifelong education or lifelong learning will be used interchangeably. It is much broader in scope than university extension of credit and non-credit course offerings.<sup>10</sup>

#### Limitations of the Study

This study was limited:

1. to Michigan public universities;
2. to the expressed perceptions of university presidents (or their designated representatives) and of principal continuing education administrators employed in Michigan public universities as revealed by questionnaires;
3. to the collection of data by mailed questionnaires; and
4. to the descriptive presentation of data.

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<sup>10</sup>Task force on Lifelong Education, The Lifelong University A Report to the President (East Lansing: Michigan State University, 1973), p. 5.

### Organization of the Study

The dissertation has five chapters which are organized according to the following format:

Chapter I includes an introduction, a statement of the problem, the purpose of the study, the need for the study, a definition of terms, the limitations of the study, and the organization of the study.

Chapter II provides a review of selected literature pertaining to the study. Topics summarized include:

- I Introduction
- II Purposes of Higher Education
- III Purposes of the University
- IV Continuing Higher Education
  - A. Periphery-Core Concept of Continuing Higher Education
  - B. Historical Origins of Continuing Higher Education
  - C. Functions of Continuing Higher Education
  - D. Administration of Continuing Higher Education
  - E. Functional Relationships of Continuing Higher Education Administrators
  - F. Preparation of Continuing Higher Education Administrators
- V Sociological Role Theory
  - A. Roles-Definitions
  - B. Role Theory--The Getzel and Guba Model

Chapter III describes methodology and procedures of the study. The research instrument, the method of data collection, and the procedures for analyzing the data are included.

Chapter IV displays the research findings and an analysis of those findings.

Chapter V provides the study conclusions with the implications and recommendations for further research.

## CHAPTER II

### A SELECTED REVIEW OF THE LITERATURE

#### Introduction

As society moves toward the beginning of the eighth decade of the twentieth century, social relevance becomes a compelling key to institutional survival. In an era where inflation, unemployment, recession, and retrenchment govern the social order's resource allocations, only changing institutions will survive in an ever evolving human system.

As society changes, citizen need changes and thus the collective expectations and demands made upon social institutions change. As institutions respond and emerge, those who function within the institutions find their roles in transition. Higher education is a social institution in a dynamic state of transition. Higher education is moving from the expansion of the 1960's to the stabilization or steadystate of the 1970's. Concomitantly the population higher education institutions serve is changing from programs oriented for the traditional eighteen to twenty-two year old student to programs designed for the lifelong learner.

As external forces impact higher education mission, purpose, organizational structure, and clientele, the roles of those who administer higher education programs must also be in an evolving or emerging state.

Emergence is a means of describing the role of the principal university continuing education administrator (PUCEA) in the public university. The purpose of this study was to document the functions and the functional relationships of the PUCEA in Michigan public universities. Chapter II reviews selected literature related to the study.

An examination of the functions and functional relationships of the PUCEA must be examined in relation to the purposes of higher education. A brief synopsis of higher education purposes will be presented along with an overview of the functions and purposes of the university. It will be followed by a summary of selected literature concerning continuing higher education, the organizational structure of continuing higher education, the periphery-core concept of the continuing higher education function, the historical origins of continuing higher education, the preparation of continuing higher education administrators, and an overview of Michigan continuing higher education. The review will conclude with a description of the Getzels and Guba model of sociological role theory, the theoretical framework upon which this study is based.

#### Purposes of Higher Education

The introductory assumption of Chapter II concerned the changed and changing social order. The assumption is supported by the Carnegie Commission on Higher Education. In its report, Purposes And The Performance of Higher Education In The United States, the Commission members published the statement that as the

forces of change impact the surrounding society substantially, so will those same forces have direct and indirect impacts on the complex purposes of American higher education. The Commission observed that

In few countries has higher education taken on largely of its own accord, such major responsibilities for service to society and for equality of opportunity as it has in the United States. . . . The purposes of higher education in the United States are plural, the constituent institutions are diverse, and performance is subject to many interpretations.<sup>1</sup>

The Carnegie Commission identified five major purposes of higher education in the United States today and in the future:

1. The provision of opportunities for the intellectual, aesthetic, ethical, and skill development of individual students, and the provision of campus environments which can constructively assist students in their more general developmental growth.
2. The advancement of human capability in society at large.
3. The enlargement of educational justice for the post-secondary age group.
4. The transmission and advancement of learning and wisdom.
5. The critical evaluation of society--through individual thought and persuasion--for the sake of society's self-renewal.<sup>2</sup>

Social relevance in a changing society has long been an implied and stated commitment of American higher education institutions. The Proceeding of the 12th Annual Conference for College and University Leaders in Continuing Education showed that social

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<sup>1</sup>Carnegie Commission on Higher Education, Purposes and the Performance of Higher Education in the United States (New York: McGraw-Hill, 1975), p. 53.

<sup>2</sup>Ibid., p. 1.



relevance was the theme of the 1970 meeting. In the preface to the Proceeding, Russell Kleis stated:

Across the continent, higher education stands in a changed and changing relationship to society. Once a sanctuary for reflection and detached criticism, it now is involved in a frenetic commerce in ideas. Once an enclave, hospitable to a few and hostile to most, it now embraces many and is increasingly anxious about those still excluded.

Once preoccupied with a quiet past and a predicted future, its attention is persistently pre-empted by a clamorous present. Once characterized as a community integrated by shared values and procedures, it has become specialized and segmented in value, purpose, function and discipline. Once the special domain of the young adult, it is becoming the knowledge center for adults of all ages. Once restricted to a point on the map, it now extends through dozens of devices across the community--be that a city, a state, a province or a world.<sup>3</sup>

Thus an institution created by the social order to provide opportunity, to advance human capability, learning, and self-renewal is in the same dynamic transition state as its social order. As society is changed, higher education is changed.

#### Purposes of the University

Although there are several institutional forms in American higher education, this review will focus only on the university since that institution is the environment in which the PUCEA functions.

The American university is expected to assist in providing the knowledge base for the citizens who support its many programs and activities. Walter Lippman states:

The community of professors is, in the modern world, the best available source of guidance and authority in the field

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<sup>3</sup>Russell J. Kleis, Toward the Impossible Dream: Social Relevance in Continuing Education (East Lansing: Michigan State University Continuing Education Service, 1970), p. V.

of knowledge. There is no other court to which men can turn and find what they once found in tradition and in custom, in ecclesiastical and civil authority. Because modern man in his search for truth has turned away from kings, priests, commissars and bureaucrats, he is left, for better or worse, with the professors.

. . . The universities, therefore, are not only the depositories of wisdom. . . . They are also laboratories where alchemists work, whose function is to transmute knowledge into human wisdom. If the scholars do this, insofar as they do this, they transcend the sterile controversies about the two cultures, the scientific and the humanistic, and they learn to transcend the intellectual puzzle about specialism and generalism. For knowledge transmuted into wisdom places the sciences and the humanities within one universe of discourse.<sup>4</sup>

In order to achieve the purposes for which it was created, the public university has identified various appropriate programs that its publicly supported resources may provide in order to maximize contributions to the social order.

Moos and Rourke state that the program and activities emphasized by universities include the following:

1. Comprehensive offerings. Ideally, the university is the only institution capable of offering a comprehensive range of subjects. The complete university is not only comprehensive in the range of disciplines it offers; it also provides study at every instructional level, from 1st-year undergraduate study through the doctoral degree level, and offers opportunities for post doctoral scholarship.
2. Graduate education. At the heart of the university are its scholars, special facilities, research activities, and graduate programs. This rare and costly environment is so difficult to create and maintain that progression from a 4-year senior college to a university cannot even be attempted without a clear demonstration of unusual potential. Aside from high cost and the scarcity of scholars, most graduate programs are confined to universities because study of high quality cannot be successfully carried on

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<sup>4</sup>Walter Lippman, "The University," The New Republic, May 28, 1966, pp. 18, 20.

in isolation. Interrelation among fields of knowledge and their mutual interdependence make it difficult to provide high level work in one subject without providing similar work in related or cognate disciplines.

3. Professional education. The university generally has exclusive jurisdiction over training in certain professions. These include dentistry, law, medicine, veterinary medicine, theology, and graduate architecture.
4. Sponsored research and technical services. The university is the primary agency for conducting sponsored (organized) research. The scarcity of qualified researchers, the need for multidisciplinary approaches to problem-solving, and the costly equipment and facilities required explain in part the need to concentrate research at the university level. So endowed, the university must share its special talents. Most universities normally provide reasonable access to their libraries, computer centers, research facilities, and other special facilities, admitting qualified citizens, agencies, and members of the faculties of other higher education institutions.
5. Public service. Clearly, a traditional function of the university is to provide a wide range of public service. Visible evidences of such service are the allocation of faculty time to community betterment, the existence of university extension programs, and other efforts designed to disseminate knowledge developed within the university. Because a university has the intellectual freedom to pursue truth, it serves society as both critic and designer of the future.<sup>5</sup>

Richman and Farmer cited a 1974 study of thirty-one college and university presidents' opinions conducted by Cohen and March which concluded that university and college goal systems are ambiguous. Richman and Farmer built upon that conclusion and advanced the idea that the goals and priorities universities and colleges actually pursue, strive to attain, and desire to

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<sup>5</sup>Malcolm Moos and Francis E. Rourke, The Campus and the State (Baltimore, Md.: Johns Hopkins Press, 1959), pp. 317-318.

achieve--what they actually do and would do if they could--are dependent upon the perceptions of the administration and faculty.<sup>6</sup>

Richman and Farmer cautioned that conceptions of higher education institution goals and priorities are still largely in the hypothesis stage. They suggested that an examination of pursued goals and priorities serve as a basis for prediction and prescription as well as reveal much about the troubles and conflicts in institutions. The authors further asserted that "Perceived goals are often not the same as goals actually pursued, but they do shed much light on pursued goals."<sup>7</sup> They concluded that although a number of factors may be used to make a meaningful assessment of an institution's goals and priorities actually pursued, the budget sets constraints on goal attainment.

#### Continuing Higher Education

Richman and Farmer list thirty-one common goals pursued by higher education administration and faculty. The authors grouped them into five basic categories: program goals, student impact goals, faculty oriented goals, institution and administration goals, and goals related to the outside world. "Part-time and continuing education" falls under the category of "Program Goals" and is defined as follows:

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<sup>6</sup>Barry M. Richman and Richard N. Farmer, Leadership, Goals and Power in Higher Education (San Francisco: Jossey-Bass Publishers, 1943), p. 109.

<sup>7</sup>Ibid., p. 111.

Part-time and continuing education . . . includes both degree and nondegree programs, usually for adults. Extension and correspondence programs, open university concepts, special courses, and conferences of varying lengths and covering various topics, career training, general education, leisure and hobby courses, and current issue seminars all come under this category. Many of these programs may not even be conducted on the main campus.<sup>8</sup>

Part-time and continuing education is placed twenty-sixth on the Richman and Farmer list of pursued goals of American universities and colleges. The following is Richman and Farmer's list of rank orderings, priorities, and institutional typologies of pursued higher education goals:

1. Protect the faculty
2. Undergraduate education
3. Financial support and resources
4. Faculty benefits and privileges
5. Graduate education
6. Research
7. Income, perquisites, prestige, and job protection for administrators
8. Outside validation of programs
9. High institutional prestige and pride, good facilities, and healthy climate
10. Top quality in most important programs
11. Student intellectual development
12. Student scholarship, scientific research, and/or creative endeavor
13. Admission of students of high potential
14. Faculty governance
15. Student personal development
16. Truth
17. Athletics
18. Cultural and religious assimilation
19. Student activities and rights
20. Democratic governance
21. Innovation
22. Preparation of students for useful careers, jobs, and status in society
23. Public service
24. Social egalitarianism

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<sup>8</sup>Ibid., p. 113.

25. Provision of culture and information to community
26. Part-time and continuing education
27. Accountability and goal-attainment verification
28. High quality in all programs in a balanced way
29. Social criticism and activism
30. Operating efficiency
31. Effective and efficient staffing of management and support positions.<sup>9</sup>

Just as mission, purposes, priorities, and goals impact a university program, so does the internal organizational structure impact the program. Several authors have discussed the internal university organization of continuing higher education. Some are included in the following:

Organizational Structure of Continuing  
Higher Education

C. Price Ratchford, President of the University of Missouri, stated there are variations of size, mission, and special circumstances in public and private colleges and universities, but they are organized in essentially the same way. The basic unit is the department organized around a discipline which is a subset of a school or college which is organized into a campus labeled a university.<sup>10</sup>

Ratchford suggested that regardless of the size, mission, and organizational framework of an institution the following basic conditions must exist for a public service or extension delivery system:

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<sup>9</sup>Ibid., pp. 119-120.

<sup>10</sup>C. P. Ratchford, "Organizing to Accomplish the Public Service Objectives," Proceedings (Athens, Georgia: University of Georgia, 1974), p. 79.

1. There must be a strong institutional commitment to the function. . . .
2. The rewards system for the individuals who chose to devote their time to public service functions must offer the same salaries and job security available to those involved with more traditional university activities. . . .
3. The public service program must be continuous in order to develop continuing rapport and communications with the student body it serves. . . .
4. . . . the public service function should be integral to the university. . . . The extension programs must use the knowledge base of the university. . . .
5. The system must have permanent off-campus staff who interreact regularly with the consumers of the service--students. . . .
6. The institution must develop a quite precise definition of the role and scope of its public service or extension activities. No university can be everything to everyone.<sup>11</sup>

Ratchford made the following suggestions for organizing an effective university extension system:

1. The university, whether a campus or a system of campuses, should have a coordinated thrust. . . . There must be within the university a leader in a spot and with a title and with the administrative clout, to achieve coordination. He must have a major voice in the allocation of resources within the public service area. . . .
2. [There is] . . . no suitable alternative to the basic model pioneered by Cooperative Extension. . . . This model included faculty within regular academic departments who were responsible for validity of program content and training of field staff. The field staff, or county agents and home agents . . . integrated the information from several departments and related this to their particular student bodies. . . . If this model is applied to the entire campus . . . it means that every department accepts public service as part of its responsibility.<sup>12</sup>

Ratchford indicated that this organizational pattern required faculty paid to do extension work. It required department chairmen

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<sup>11</sup>Ibid., pp. 80-81.

<sup>12</sup>Ibid., pp. 81-82.

who accept responsibility for the program. It required the dean's office to accept responsibility for the function at the college or school level. In the university it required a person in the office of the chief executive who has the responsibility for administering the extension function and serving as the advocate of the extension function.<sup>13</sup>

Cyril O. Houle, in Major Trends in Higher Adult Education, addressed himself to trends among universities and colleges which were likely to impact adult education. In that work, he lightly touched on the role of the dean or director of higher adult education.

Houle proposed the idea that the higher adult education administrator has two sources of power. He stated that the two lines of authority in higher education are the administrators of the institution and the faculty of the institution. Houle described five alternatives the administrator may choose in working out organizational patterns and in balancing human relationships in order to advance higher education. Those alternatives are:

1. To ally with the administration of the university, to exercise only the powers which it gives, and to rely chiefly on authority. This strategy is used by those not grounded in academic tradition and do not know how to cope with its mores and folkways.
2. To appoint a distinguished scholar as a dean or director of extension. He indicates they may contribute, but there are problems in making scholars into administrators.
3. To take the field of adult education as a proper academic specialty and to insist that it provides the standing

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<sup>13</sup>Ibid.



needed. The approach is to stimulate and lead the institutions' faculties to a better realization of the personal and social ends which might be achieved by sound programs in higher adult education.

4. To have the dean and members of his staff become active powers within the academic senate. This may be difficult to achieve because leadership in university councils is seldom bestowed upon administrative officers.
5. To pursue the organizational route, using two major devices. To create a special committee for extension, made up of leading faculty members. To establish a framework of faculty members who are assigned, as part of this load, the responsibility for working with extension.<sup>14</sup>

Houle concludes the cause of higher education will be advanced only when the two lines of authority within institutions can achieve harmony. The correct balance is achieved when the various staff roles are discharged without too much internal conflict. The various roles he describes are:

. . . academicians with their own subject-matter identification; as members of the university community; as strategists in the university councils; as representatives of the university to the publics outside it; and as administrators.<sup>15</sup>

Houle sees the administrative hierarchy as the other source of power. The purpose of that is to "get . . . administrative relationships completely established in a way which will be most favorable to the advancement of [the continuing education] . . . program."<sup>16</sup> Direct access to the president is the best way to achieve the advancement of the program. Houle suggested that higher

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<sup>14</sup>Cyril O. Houle, Major Trends in Higher Adult Education (Chicago, Ill.: Center for the Liberal Education for Adults, 1959), pp. 30-33.

<sup>15</sup>Ibid., pp. 33-34.

<sup>16</sup>Ibid.

adult education needs men who act like deans whatever their title, but the one problem is that when they act like deans, they soon become presidents.

Kleis summarized his perceptions of the organizational patterns of university continuing education as follows:

1. . . . [A university] may vest authority and responsibility in each of its several colleges and departments.
2. . . . [A university] may authorize one of its already established units to administer the Continuing Education work.
3. . . . [A university] may establish a new unit charged with total responsibility for the Continuing Education function.
4. . . . [A university] may establish a central, highly placed unit for administrative, coordinative and service functions but with program responsibility shared throughout the university.<sup>17</sup>

Kleis stated experiences of many universities show that alternatives one and two are unfruitful choices because of the few successes of those patterns. He asserted that alternatives three and four characterize strong central units and universities which have established strong central units have maintained significant continuing education programs.

Kleis cited his perceptions of the advantages and disadvantages of alternatives three and four. The advantages of separate and centralized administrative patterns of university continuing education are:

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<sup>17</sup>Russell J. Kleis, "Alternative Patterns of Organization for the Continuing Education Work of the University," mimeographed, undated, p. 1.

1. Minimum administrative confusion.
2. Speed in mounting the program.
3. Clarity of purpose, responsibility and function.
4. Promptness of response to manifest needs.
5. Freedom to negotiate and innovate.
6. Integrity of program and procedure.

Among the disadvantages are:

1. Separation of the Continuing Education Function from other educational functions of the various units of the university.
2. Necessity to develop separate staff with possibilities for competition, status differential, and conflict.
3. Exclusion or withdrawal of some university resources from the Continuing Education arena.
4. Sharp delineation of budget with consequent prospect of competition and risk of reduction or elimination of budget for Continuing Education.
5. Discontinuity and lack of communication between resident and Continuing Education program and student body.

Universities which have adopted this pattern with success have given major attention to the budget hazards and staffing problems. Conversely, universities who have adopted this pattern and who have failed to attend to the peculiar staff and budget problems have been singularly unsuccessful.<sup>18</sup>

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<sup>18</sup>Ibid., p. 2.

Kleis observed the following advantages and disadvantages of the institutions with an organizational pattern of strong centralized continuing education administration coupled with broad university-wide participation in program:

The advantages of this pattern include:

1. Integration of resident and Continuing Education functions.
2. Encouragement of collaboration within and between colleges.
3. Significantly larger commitment of total university resources to Continuing Education.
4. Symbiotic relationship between resident and Continuing Education programs with special tendency to strengthen, enrich, and vitalize resident programs.
5. A "freeing up" of structures and policies of the institution which often results in development of new curricula and increased flexibility in both resident and Continuing Education programs.
6. Exposure of faculty to fruitful new areas for research and publication as well as for teaching.

Among the very real disadvantages of such a pattern of decentralization are:

1. Slow "start up."
2. Administrative and fiscal ambiguity.
3. An element of lethargy in the development of new program.

4. Problems of role and status confusion on the part of Continuing Education agency personnel.<sup>19</sup>

Kleis concluded, "I . . . favor . . . the strongest possible central administrative unit and the broadest possible decentralization of program participation."<sup>20</sup>

In a discussion concerned with serving the part-time student needs and the implications for university internal mechanisms, Philip E. Frandson, Dean of Extension, University of California, Los Angeles, addressed the issues of the contribution or impact of this group upon the status of university extension or continuing education. He asserted that ". . . with continuing education and its part-time students accelerating into a majority component of higher education, extension has become a center of power and income."<sup>21</sup> He suggested that the concurrent decline in standard degree enrollment has contributed to the issue of centralization-decentralization of continuing education. Frandson argued for strengthening of the centralized continuing education organization within the general structure of the higher education institution. He defined centralization as follows:

Scope of structures:

1. At one end of the spectrum is the extension dean or director who serves primarily a coordinating function,

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<sup>19</sup>Ibid., p. 3.

<sup>20</sup>Ibid.

<sup>21</sup>Philip E. Frandson, "Territorial Imperative: The Part-time Student," The N.U.E.A. Spectator, XL, No. 24 (June, 1976), p. 43.

with much of program planning, budgeting, personnel hiring and related areas of responsibility under the aegis of individual schools, colleges and departments on the main campus.

2. At the other end of the range, the extension dean or director has full responsibility for program initiation, planning, development and presentation, as well as employment of personnel, budgeting, promotional activities--indeed for all continuing education functions with the exception of final academic approval of courses and the instructors.<sup>22</sup>

Frandsen argued for the latter based on the following:

1. . . . the increasing overlap of academic disciplines. . . . Study . . . has become interdisciplinary to an irreversible degree. And major decision-making in individual lives as well as on the national level often involves a multi-professional approach.
2. . . . of equal significance in service to the public, is the unique new breed of academic known as the continuing education specialist.
3. . . . an effective continuing educational organization structure is also best based on a centralized support operation, rather than on a myriad of fragmented promotional, registration, budgetary, information systems and other support services inefficiently scattered through a whole range of campus schools and department. . . . A centralized support function can also enhance long-range programming and budgetary planning as a whole . . . effective planning would seem to be best directed toward full campus support of strong, well-financed, well-staffed, centralized continuing education operation.<sup>23</sup>

Thus Richman and Farmer show that continuing education appears to be one of the lowest priorities in the pursued goals of higher education. One of the factors that appears to contribute to its status is the internal organizational structure. The periphery-core concept described by Eldon Johnson sheds further light on the

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<sup>22</sup>Ibid.

<sup>23</sup>Ibid., pp. 43-44.

internal rank of continuing education or extension activities in the university. It influences the functions and functional relationships of the PUCEA.

The Periphery-Core Concept of the Continuing  
Education Function

Eldon L. Johnson, Vice-president, University of Illinois, described the internal image of the extension function as being peripheral, not central to the university responsibility. He suggested that the academic community perceived the extension or public service function as a marginal role. He cited eleven status indicators to support his observations of the internal institutional image of university extension:

1. the literature deficiency. (An incredibly small amount of hard data, and even less theoretical treatment, exists as compared with other university functions.)
2. faculty resistance or indifference. (This has been singled out as the No. 1 stumbling block in almost all the studies which have been made.)
3. the assumption that it is competitive with, and subtracts from, research and writing, to say nothing of teaching.
4. dependence on "surpluses" left over from other functions, whether instructional time, or space or funds.
5. unequal treatment of students and faculty whenever they are caught in an "extension" category.
6. the common and often popular suggestion to "let somebody else do it," somebody else being another part of the university, an entirely new institution, or a professional association.

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<sup>23</sup>Ibid., pp. 43-44.

7. the widely-accepted, but unexamined ideal, that public service should "pay its own way," rather than share equitably in the basic institutional funding.
8. general absence from centers of academic power and financial clout.
9. the extraordinary ambiguities which pervade every feature, from style of organization to whether there is an identifiable profession.
10. the derivative, fall-out theory which ways that teaching or research is service (i.e., the latter needs no explicit attention).
11. the "state papers," both of the universities and their national spokesmen, which "forget" to mention the function. (The higher-education theses of the American Academy of Arts and Sciences found space in one item out of a total of 85.)<sup>24</sup>

Petersen and Petersen provided a similar perspective to Johnson. In a summary of the place of continuing education, Petersen and Petersen directed attention to the fact that in contrast to Cooperative Extension:

General extension . . . has no roots outside the university; and in the university it is a marginal activity, lacking both the prestige and the funds afforded to nominally equivalent divisions. Among university adult educations, one can find little or no agreement on basic mission, educational practices, or organization and administrative pattern.<sup>25</sup>

Ronald R. Renne, at the time, President of Montana State College, suggested:

One of the first major statements relative to adult education concluded the origin of the problem lies deep within the institution and what it perceives to be its purposes. A

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<sup>24</sup>Eldon L. Johnson, "The Internal Image," Proceedings (Athens, Georgia: University of Georgia, 1974), pp. 84-85.

<sup>25</sup>Renee Petersen, University Adult Education (New York: Harper and Brothers Publishers, 1960), p. 228.



workable solution can be found only when the institution as a whole attaches purpose, priority, and standards to the education of adults and indeed the whole of the institution's extension activities.<sup>26</sup>

If institutional priorities are to be reordered, the university must change. Among the authors who have addressed the problem of change are Volkart and Carson.

Edmund H. Volkart identified four elements significant to change within the university in his essay "Role of the Administrator and Faculty Member in the Process of Change." Those four elements are: the personnel, organization, curriculum, and institutional goals.<sup>27</sup>

John J. Corson identified four major impediments to change in the university as follows:

1. the individualism of the faculty member,
2. the isolation of the academic department,
3. the inhibition of the dean or vice-president for academic affairs, and
4. the inertia of presidents and trustees.<sup>28</sup>

Carson concluded that changes in the university are primarily attributable to forces external to the university. The factor of external social order impact upon the institution was the initial

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<sup>26</sup>Ibid., p. IX.

<sup>27</sup>Edmund H. Volkart, "Role of the Administrator and Faculty Member in the Process of Change," Institutional Backgrounds of Adult Education, 1966, p. 41.

<sup>28</sup>John J. Corson, "Impediments to Essential Change in the College and University," Institutional Backgrounds of Adult Education, ed. by R. J. Ingham, 1966, pp. 14-18.

premise of the study. It is apparent that the current internal status of continuing higher education and the external fact of social change impacts the functions and functional relationships of the PUCEA.

### Historical Origins of Continuing Higher Education

The roots of the history of university adult education are not clearly discerned. Non-existent records, undefined programs, and proliferation of institutional endeavors cloud the precise documentation. Institutional mission, policy, goals and organizational patterns and roles cloud the search for a precise identification of the individuals and institutions responsible for initiating continuing higher education activities. It is impossible to completely separate philosophical beginnings from processes and practices.

Kolbe concluded:

The educational system of the United States represents not a uniform plan, developed in accordance with pre-determined laws, but rather the result of innumerable separate initiatives whose aims and methods have been dependent upon their attendant conditions of inception and growth.<sup>29</sup>

The following statements are merely a brief summary of what appeared to be the significant highlights of the history concerned with higher adult education. It provides a framework for establishing the current status of the functions and functional relationships of the principal university continuing education administrator.

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<sup>29</sup>P. R. Kolbe, "The Colleges in War," School and Society, May 31, 1919, p. 12.

Petersen and Petersen alleged that:

Adult education in universities has grown haphazardly, with little consideration given to underlying principles, with each problem met ad hoc when it arose. University adult education, thus, is at least as heterogeneous as American higher education itself; and just as there are few statements that would apply without qualification to Harvard and the University of California, and to small independent liberal arts colleges, and to denominational schools and junior colleges, so also there are few generalizations about university adult education that could not be challenged by citing this or that exception. Since this diversity is combined with a paucity of statistical or other objective data, any analysis of university adult education necessarily reflects, at least in its emphases and overtones, the point of view of the analyst.<sup>30</sup>

Thus continuing education activities appear to be significantly related to the historical development of the American university. It is also related to administrative leadership perceptions of the purposes, mission and role and programs of the institution.

Liveright identified ten historical highlights and landmarks in the development of American adult education. He referred to (1) the colonial town meeting as the first civic affairs discussion group; (2) the Junto organized by Benjamin Franklin in 1730 in Philadelphia as the first discussion group; (3) the organization of the Philadelphia Library Society in 1735 which serves as the progenitor of United States libraries; (4) the Lyceum movement started by Josiah Holbrook in 1826 in Milbury, Massachusetts to promote improvement and to disseminate knowledge by establishing libraries and museums; (5) the Mechanics Institute begun in 1831 to enrich the lives and provide educational resources for American workers; (6) the Chautauqua Movement begun in 1874 as a residential and

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<sup>30</sup>Petersen and Petersen, p. 52.

touring adult education activity; (7) the launching of the first university program of continuing education and extension (The Universities of Wisconsin, Minnesota, and California claim credit for launching the first programs;) (8) the agricultural extension concept created by the Morrill Act of 1862 and the Hatch Act of 1887; (9) the establishment of vocational education under the Smith-Hughes Act in 1917; and (10) recent landmarks which included worker and labor education, occupational and professional education, and Congressional support of university extension and continuing education.<sup>31</sup>

Liveright cited five common characteristics of American adult education:

1. Adult education has always been a basic part of American life. It . . . has stimulated educational progress in libraries, museums, correspondence study, and the public elementary school system;
2. Significant advances, innovations, and developments in adult education appear to be the combined product of a social need and a creative individual. . . .
3. Federal involvement in adult education has followed private innovation and demonstration until recently.
4. Federal involvement in adult education has been almost entirely vocational and agricultural until relatively recent years, whereas voluntary associations have been concerned primarily with civic and liberal education.
5. Although some twenty-five million adults now participate in adult education, involvement was probably proportionately greater during the final decade of the 19th century and the first decade of the present century.<sup>32</sup>

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<sup>31</sup>A. A. Liveright, A Study of Adult Education in the United States (Boston: Center for the Study of Liberal Education for Adults, 1968), pp. 19-22.

<sup>32</sup>Ibid., pp. 22-23.

Drazek, et al., summarized the first half century of university extension history as a period of changing goals and philosophies.

"Extension's heritage was predominantly a lecture-based program of liberal education following the English model. Its early leaders were imbued with the Lyceum and Chautauqua program patterns and objectives. [The University of Wisconsin] broke away from this concept. She [sic.] determined to make the resources of the state university available and familiar to every citizen of the state. . . . Radio and television erased the Lyceum and Chatauqua influences . . . [as] group discussion and individual participation . . . replaced the lecture method.<sup>33</sup>

The authors concluded their brief historical description with the statement that many programs developed by university administrators have been taken over by other competitive community adult education agencies.<sup>34</sup>

As to the place of adult education in the university, Creese stated:

University extension, unlike most other forms of adult education, is directly related to the accredited, traditional functions of higher education. . . . professional, graduate and undergraduate teaching, research, and finally, extension. These are not always congenial elements.<sup>35</sup>

Extension teaching has lacked prestige in the academic community. Academic advancement is to be earned more readily by research, by publication, and by campus teaching than by teaching at night, by patient work with students at a distance, or by bringing together professional, trade, labor, or social groups for some kind of consistent study.<sup>36</sup>

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<sup>33</sup>Stanley Drazek, et al., Expanding Horizons . . . Continuing Education (Washington, D.C.: North Washington Press, 1965), pp. 34-35.

<sup>34</sup>Ibid.

<sup>35</sup>James Creese, The Extension of University Teaching (New York: American Association of Adult Education, 1941), p. 21.

<sup>36</sup>Ibid., p. 22.

University of Wisconsin, delivered at the First National University Extension Conference held at the University of Wisconsin, at Madison, Wisconsin on March 10, 1915. His basic premise was that a general principle of the university function is to "carry to people the knowledge which they can assimilate for their betterment. . . ."<sup>37</sup>

Van Hise labeled the function "University Extension" and described several institutions' methods of placing university scholarship at the "service of the population desiring information concerning varied fields of intellectual endeavor."<sup>38</sup> Van Hise stated that utilizing the opportunity to carry out knowledge to the people will contribute to the growth of the university. He cautioned that this should not be the purpose; "the purpose should be simply that of service."<sup>39</sup>

Van Hise concluded that the aim of extension should be to assist every individual with the opportunity to "develop to the fullest degree the endowments given him by nature whether they be large or small."<sup>40</sup>

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<sup>37</sup>Charles E. Van Hise, "The University Extension Function in the Modern University," Proceedings of the First Annual Meeting of the National Conference on University Extension, 1915, mimeographed, p. 1.

<sup>38</sup>Ibid., p. 4.

<sup>39</sup>Ibid., p. 14.

<sup>40</sup>Ibid.

### Functions of Continuing Higher Education

The numbers of articles and volumes written about continuing higher education appear to be increasing. A general review of the literature showed the primary themes of continuing education literature focus on opinions, observations, and summaries of experiences on designing programs for adults; syllabi for extension courses, costs and plans for university extension departments; modes and methods for teaching adults; promotion, publicity, and commercial approaches to marketing programs, accountability; student data; and among others, studies of students. The literature shows general descriptions of the functions of the continuing education office, but little is written on the relationship of the principal continuing education administrator to those functions.

Keith Glancy examined sponsorship, instructional staff, program planning, groups for whom programs are planned, and sources of funds for non-credit university adult education. He concluded that university personnel attitudes impact non-credit adult education programs.<sup>41</sup>

### Continuing Education Programs in California Higher Education

defined the programming functions of California institutions in an effort to reflect the roles, resources, strengths, and capabilities of junior colleges, state colleges, and the University of California.

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<sup>41</sup> Keith Glancy, Noncredit Adult Education of the University Level, a Summary Report, Purdue University, Lafayette, Indiana, 1958, L XXXVIII, pp. 7-19.

The intent was to coordinate program delivery rather than duplicate and eliminate competition.

The monograph did not define functions of administrators. It addressed only the programmatic function along with inter-institutional coordination and cooperation.

The conclusion of the report quoted a mimeographed statement of Jack London and Robert Wenkert on "Some Reflections on Defining Adult Education" in which they stated that the more important present functions of continuing higher education may provide:

1. Education made necessary by special occasions of social dislocation (i.e., retraining, citizenship training).
2. Remedial programs.
3. Education in connection with actual experience.
4. Duplication of instruction provided by the formal education institutions.
5. Specialized vocational training.
6. Cultural materials and support to the values of education, learning, thinking, and reflection.
7. Instruction for special interests.<sup>42</sup>

Professor Russell Kleis stated that the university continuing education agency has a unique set of functions. One could infer that the chief administrator is responsible for a unique set of functions:

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<sup>42</sup>Coordinating Council for Higher Education, Continuing Education Programs in California Higher Education Delineation of Functions, Coordination, Finance, General Extension Centers, Number 1005 Sacramento, 1963, p. 36.



1. It is the one unit in the university to maintain an over-all view of the total Continuing Education program of the institution.
2. It must be both free and competent to objectively evaluate, constructively criticize, acceptably propose and impartially negotiate.
3. It must be effectively involved in budget allocation and control, and must itself have budget for assisting in the development of new and needed projects (preferably through the appropriate college or department; if necessary on its own).
4. It must maintain its own staff of field "counselors" with direct and continuing relationship to the individuals and groups who are to be served.
5. Its directors must have ready access to chancellor or president, as well as to all other principal administrators so that: (1) significant problems and programs are not deliberately or inadvertently kept from their attention; (2) appropriate budget provision may be made; (3) changes in direction or emphasis may be recommended; (4) the highest council of the university may be constantly responsive to the opportunities and obligations that the institution has in Continuing Education.<sup>43</sup>

Milam advised that the function of those who manage general university extension is to influence the president of the institution; since the president is the manager's primary access to the board of trustees and through them to the political decision makers.<sup>44</sup>

Frandsen indicated that marketing is a function of the continuing education administrator. He asserted that Madison Avenue and Academia must be merged in meeting the continuing education needs and interests of potential audiences. He suggested that the

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<sup>43</sup>Kleis, loc. cit., p. 5.

<sup>44</sup>Max Milam, "How to Influence Decision Making by Institution Presidents, Boards of Trustees and Legislators," N.U.E.A. Spectator, Vol. XXXVII, No. 17 (December, 1974), p. 30.

development of academic programs must be combined with the communication of information about those programs.<sup>45</sup>

Buchanan suggested that the continuing education specialist is responsible for marketing programs in the most efficient way possible. He defined marketing as a philosophy of management which is client-need oriented and cost conscious. It is the result of manipulating the variables of product, place, promotion, and price.<sup>46</sup>

Petersen and Petersen state,

The chief administrative officers of adult education generally have little or no voice in broader university councils and thus a reduced prestige among their nominal peers . . . we feel, their participation in setting over-all policy should be taken for granted.<sup>47</sup>

Hall-Quest identified the function of the university extension service as any contribution the university makes to human welfare. He identified problems and difficulties in fulfilling the extension function. His perceptions, summarized, follow:

Problems of registration

- need for uniform statistical blanks for various bureaus
- methods of keeping office records and files
- the determination of standard fees
- standard correspondence course assignments

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<sup>45</sup>Philip E. Frandson, "The Great American Merger: Madison Avenue and Academia (or--Oh Say, Can You Sell?)" N.U.E.A. Spectator, VOL. XXVIII, No. 16 (June, 1974), pp. 8-13.

<sup>46</sup>Wroy W. Buchanan, "Continuing Educators are Marketers, The Marketing Function," N.U.E.A. Spectator, Vol. XXVIII, No. 16 (June, 1974), pp. 14-16.

<sup>47</sup>Petersen, loc. cit., p. 147.

- more uniform and definite policies pertaining to credit
- lack of complete social statistic data
- lack of enrollment distinction data between (class) enrollments and matriculations
- clear records of cost accounting
- uniform system of catalogue announcements

#### Problems of instruction

- how to secure adequate instructors
- how to supervise instruction
- how to measure value of educational activities, such as institutes, short courses, etc.
- how to provide sufficient materials for instruction

#### Problems of promotion (publicity)

- "the weakest link in the chain that draws the university to the state"

#### Problems of capacity to meet demands.<sup>48</sup>

Hall-Quest then summarized the essential interaction that must occur between the university and society as a whole:

It is conceivable that through the windows of the extension divisions will come further light upon the meaning of university education and the relation of the university to society as a whole. The problems of the extension division point the way to a larger and more effective university.<sup>49</sup>

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<sup>48</sup>Alfred Lawrence Hall-Quest, The University Afield (New York: MacMillan Company, 1926), pp. 253-273.

<sup>49</sup>Ibid., p. 264.

### Continuing Higher Education Administration

A few authors have examined continuing higher education administration through general administrative theory literature and thorough the survey technique. They wrote in the time frame of 1920 through 1974. Their assumptions, purposes, definitions, hypotheses, perceptions, and conclusions will serve as the basis of the discussion of continuing higher education administration.

#### Bittner Study

Based on the assumption that there was a large need for university extension in 1920 and that it would grow in the next few years, Bittner in The University Extension Movement described, among others, the development and definition of university extension, the history of university extension, the essential elements of university extension, the extent and content of university extension. Bittner described the organizational structure of thirty-four institutions surveyed in his study. The administrative issues he summatively and briefly addressed are:

- instruction, lectures, i.e., the method of faculty employment, supervision and evaluation of instruction and correspondence study as well as group study effectiveness;
- cooperation, i.e., the relation of cooperation established with a variety of institutions, agencies, and organizations for business, charitable, general welfare, and general educational purposes; and
- budget--described the appropriateness for extension work, the fees charged, and fund accounting, the methods of instruction and instructor expense payment, and sources of division income.<sup>50</sup>

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<sup>50</sup>H. S. Bittner, The University Extension Movement (Washington, D.C.: United States Government Printing Office, 1920).

### Morton Study

In 1951-1952, John R. Morton, Director of Continuation Education at the University of Alabama, conducted a study of university extension in the United States. The research project was funded by the National University Extension Association and the Fund for Adult Education. The purposes of the study were:

1. to obtain a complete and detailed account of university extension activities in the United States;
2. to determine the place of extension in the structure of contemporary colleges and universities;
3. to distinguish the particular place of university extension in the total adult education pattern of our nation.<sup>51</sup>

Morton reported his findings in a book, University Extension in the United States. Only two Michigan institutions were included among the seventy-six members of the National University Extension Association in 1951. They were the University of Michigan and Michigan State College (which became Michigan State University). The report included the origins and development of university extension, the functions and administrative arrangements, the facilities used, staffs, users, financing, principal subject areas, and methods of development and instruction in the National University Extension Association member universities.

Morton summarized the major function of university extension as follows:

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<sup>51</sup>John R. Morton, University Extension in the United States (Birmingham, Alabama: University of Alabama Press, 1953), p. V.

Its major function is to take the university and its resources directly to the people, and it is the means by which the people can be brought into the life of the university. Essentially it is a mechanism for projecting the functions of the university into the widest possible field of service offered by the culture supporting the institution. The extent to which it does these things is the measure of its success.<sup>52</sup>

The researcher reported nine "aims of university extension organizations as reported by fifty-three universities." The aims are:

To expand the services of the parent institution by making its physical facilities and faculties available to the supporting communities in every possible way;

To encourage and to help every individual develop himself to the extent of his capacities;

To distinguish and to call public attention to problems and issues significant to the development of supporting communities;

To promote the establishment and maintenance of essential educational facilities in the supporting communities;

To promote understanding of the educational process;

To provide leadership in the development of continuing education;

To assist in the location and use of educational resources throughout the supporting communities whether or not these resources are associated with the parent institution;

To emphasize educational rather than purely service functions;

To provide the parent institution essential intramural service not otherwise available.<sup>53</sup>

Morton reported a general profile of the university extension chief officer relative to title, rank, tenure, and degrees held. The specific functions of the principal administrative official of

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<sup>52</sup>Ibid., p. 30.

<sup>53</sup>Ibid., p. 27.

the university extension organization were not clearly described by Morton. He did indicate a difference between part-time and full-time chief officer responsibilities. He indicated that time was divided between a one term per year teaching assignment and one or two administrative services. He stated that in large organizations administrative staff members were sometimes responsible for one or more functions, but more often for general administrative problems in certain geographical areas.<sup>54</sup> Thus, although functions and functional relationships were implied by Morton's study, they were not the focus of his study.

#### Carey Study

In 1957, James T. Carey conducted a diagnostic survey of eighteen American colleges and universities in order to obtain "as accurate and as detailed a description as possible" of the liberal arts programs in extension and evening colleges. A detailed questionnaire was sent to 266 universities and colleges in order to gather information regarding the forces that shaped program activity. Carey examined the assumed crucial forces of factors which either favor or inhibit the development of liberal adult education. The factors he examined are listed below in the priority of significance:

1. The caliber and local status of the adult dean or director. The attitudes of the key administrative officer were crucially important.

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<sup>54</sup>Ibid., p. 74.

2. The degree of parent institution acceptance of adult education. Other key university personnel and the president's view of liberal adult education.
3. The local history and budgeting tradition was a significant index of university acceptance of liberal adult education.
4. The source of control and organization of the adult division was another indices of internal support within the university.
5. The community context or clientele of the adult program was important but considered of lesser importance than the other factors.<sup>55</sup>

Carey developed five hypotheses which attempted to relate the characteristics of the key administrator to the program he administered. The characteristics he examined were: the educational background of the dean, his career line, his length of time on the job, and his attitudes toward liberal education for adults.<sup>56</sup>

Carey declared that the schools offering a larger share of adult education programming were those in which "the president has a kind of 'missionary' goal" for adult education.<sup>57</sup>

Carey concluded:

The long-range future for liberal adult programming seems most favorable in the large private universities. Prospects look brighter there than in the state universities or the struggling urban colleges. The immediate future seems to favor the state universities. Their budgets are larger, they are more diversified, and they actually have more plans afoot for liberal adult programs. But the long-run effect of

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<sup>55</sup>James T. Carey, Forms and Forces in University Adult Education (Chicago: Center for the Study of Liberal Education for Adults, 1961), pp. 5-13.

<sup>56</sup>Ibid., p. 127.

<sup>57</sup>Ibid., p. 160.



legislative queries about expenditure of public money for this purpose may drastically curtail any effort in liberal education. The development begun with the Lyceum and Chautauqua and carried through the early extension divisions, may well be taken up by the large private universities, who in the final accounting may be their only heir.<sup>58</sup>

### Daigneault Study

Daigneault's 1961 study was primarily concerned with descriptive information to clarify the decision making process in university evening colleges prior to 1961. The intent was to make the information available to evening deans and other university administrators "when the purposes and organization of university adult education are being re-examined in many institutions."<sup>59</sup>

Based upon Herbert Simon's Administrative Behavior<sup>60</sup> model, the author explored the role of the department chairman through perceptions of evening college objectives, legitimacy of the evening programs, authority of the department chairman, and evaluation of the evening programs.

Administrative functions were implied through a description of the expectations of the chairmen and evening deans in meeting objectives of the department. The expectations were grouped as follows:

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<sup>58</sup>Ibid., p. 153.

<sup>59</sup>George H. Daigneault, Decision Making in the University Evening College, The Role of the Resident Department Chairman (Chicago, Illinois: Center for the Study of Liberal Education for Adults, 1963), p. V.

<sup>60</sup>Herbert Simon, Administrative Behavior (New York: Free Press, 1957).

- Mechanistic expectations--i.e., the execution of mechanical tasks, i.e., class rolls, class physical environment, or operational concerns.
- Combination of Mechanistic and Policy Expectations--specific mechanistic factors to general policy statements relating to the discussion of ideas for courses, ability to sponsor activities, maintaining academic standards.
- Policy level--the findings ranged from involvement in policy making with the assumption that office staff would handle mechanical problems.<sup>61</sup>

### N.U.E.A. Survey

The Golden Anniversary publication of the National University Extension Association (N.U.E.A.) was titled, Expanding Horizons . . . Continuing Education, edited by Stanley J. Drazek, Nicholas P. Mitchell, Hugh G. Pyle, and Willard L. Thompson. The purpose of the publication was to provide a short history of the university extension movement in the United States and its English antecedents. The volume also provided a brief summary of the programs administered by member institutions in 1965. Michigan Institutions included; Central Michigan University, Eastern Michigan University, Michigan Technological University, Michigan State University, Northern Michigan University, Oakland University, University of Michigan, Wayne State University, and Western Michigan University.

An N.U.E.A. "Policy Statement" was included which listed seven problem areas for which American universities have responsibility and one may extrapolate from that the implied responsibility of the university extension administrator. The responsibilities included:

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<sup>61</sup>Ibid., pp. 5-11.

- Education for adults whose regular academic program has been interrupted
- Technical, professional and post-graduate education
- Opportunity throughout life for intellectual growth and creative activity
- Education for family living and the advancing years
- Citizenship education for civic literacy and public responsibility
- Education for international cooperation
- Community development programs to cope with the problems of changing population patterns.<sup>62</sup>

A more detailed statement of responsibility was described by the division of General Extension of the National Association of State Universities and Land-Grant Colleges. The responsibilities suggested:

- University work for adults whose regular academic program has been interrupted.
- Citizenship training for civic literacy and public responsibility
- Continuing opportunities for cultural, intellectual, physical, and emotional development
- Family life and consumer education
- Retirement orientation
- Urban and community development including applied research on a wide range of urban problems
- Labor education
- International education

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<sup>62</sup>Stanley J. Drazel, et al., Expanding Horizons . . . Continuing Education (Washington, D.C.: North Washington Press, 1965), p. 37.

-Assistance to and cooperation with a wide range of adult education agencies; public and private; local and national, and international; compulsory and voluntary.<sup>63</sup>

Although not stated explicitly as a function, the responsibilities tend to imply the functions of university extension administrators.

### Shannon and Schoenfeld

Theodore J. Shannon and Clarence A. Schoenfeld in University Extension stated, "In their organizational patterns university general extension divisions are characterized by a lack of uniformity."<sup>64</sup> Whatever the organizational patterns the authors suggested that the general extension operation must accomplish the following responsibilities:

1. Executive management--broad planning, supervision, fiscal control, rendering of reports, and particularly, personnel relations.
2. Administrative support--accounting, registration, recording, stenographic and clerical services, publicity, and so on.
3. Instruction--including the gamut of informal consultative relationships as well as the more formal types of teaching.
4. Program development, promotion, and evaluation--determining the interests and needs of clientele and the arrangements by which they are willing and able to utilize university resources effectively.
5. Liaison--with campus colleges, schools, departments, offices, and faculty members; and with off-campus individuals, groups, organizations, and agencies.

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<sup>63</sup>Ibid., pp. 37-38.

<sup>64</sup>Theodore J. Shannon and Clarence A. Schoenfeld, University Extension (New York: The Center for Applied Research in Education, Inc., 1965), p. 26.

6. Instructional resources--duplicating, printing, editing, tests, audio-visual materials, library services, programmed materials, electronic devices--the ever-increasing technology of learning.
7. Logistics--management of facilities, stocking of supplies, fiscal control.
8. Applied research--surveys, field investigations, and so on, concerning public problems.
9. Institutional studies--self-analyses, formal or informal, designed to reveal or inspire ways of improving extensions operations.
10. Basic research--fundamental investigations, principally in the areas of psychology, sociology, and education, designed primarily to explore the phenomena of adult learning.<sup>65</sup>

Shannon and Schoenfeld asserted that there are four primary functions that can be identified for general university extension in seeking to accomplish the mission of transmitting university skills and resources widely in usable form. Those functions are:

1. The direct transmission of regular university course study to people who, for whatever reason, cannot come to the campus but who seek academic credits.
2. The transmuting of regular university instruction into patterns tailored to meet the intellectual, cultural, or vocational needs of youths and adults.
3. The placing of university departments and schools into a direct and essentially consultative relationship with secondary schools, libraries, state and federal agencies, organizations, groups, communities, industry, unions, counties--the gamut of public associations.
4. The actual creation of new, substantive agencies within the university, sharply attuned to emerging public needs; and the creation or encouragement of new agencies outside the university, focused on public problems.<sup>66</sup>

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<sup>65</sup>Ibid., pp. 26-27.

<sup>66</sup>Ibid., pp. 28-29.

The authors identified three support functions in order to carry out the four primary functions. Those functions are:

1. Reconnaissance. Through a variety of devices organized and informal, extension serves as the eyes and ears of the campus, ferreting out public problems, deducing public needs, verbalizing public aspirations, and transmitting these impulses back to the university, where they form the basis for new directions in research and teaching.
2. Program development . . . a set of activities similar to, although more refined than, what business would call product development and promotion.
3. Applied research. Before it has viable data to extend, extension must frequently find the facts. As residence departments move increasingly into the orbit of basic research, extension divisions are assuming more and more of the applied-research function.<sup>67</sup>

#### Drazek Study

A 1974 survey conducted by Stanley J. Drazek concerned developments in continuing education between 1964 and 1974; one facet focused on the "role" of the "senior" administrator. The functions Drazek described were: planning; programming; budgeting; financing; data collecting and marketing.

Drazek asked one question concerning the future, "What important trends do you visualize in terms of the next decade?" Response analysis indicated administrators were concerned with growth in continuing education, closer intra-institutional relationships and cooperation in continuing education, change in programming types, more effective educational methodology and technology, and increased budgets.<sup>68</sup>

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<sup>67</sup>Shannon, loc. cit., pp. 28-29.

<sup>68</sup>Stanley J. Drazek and Henry Walker, "Survey of Senior Continuing Education/Extension Administrators: A Summary," The N.U.E.A. Spectator, Vol XXXVIII, No. 16 (June, 1974), pp. 20-27.

## Others

Professor Russell Kleis summarized the role of the continuing educator as follows:

A peculiar role of the Continuing Education agent is that of "friend of the client." He speaks with and for the Continuing Education student; he counsels the student in areas both personal and professional; he identifies and clarifies objectives; he participates in the designing of program; he enlists the involvement of appropriate departments in program development, and fully respects their competence to implement and direct it; he invites, where necessary, collaboration of disparate specialities or disciplines; he serves as a bridge of two-way communication between the client community and the academic community, and not infrequently between units of the latter.<sup>69</sup>

Alan A. Knox described the need for continuing education administrators to develop greater internal collaboration and greater external collaboration. The strategies he recommends for internal collaboration are:

1. Coordination of contact with individual and organizational clients for all those in the university involved in continuing education. This can best be accomplished by someone in the president's or chancellor's office responsible for coordination of continuing education and public service activities.
2. Priorities - participation of the continuing education administrator in policy meetings related to the central administration, individual colleges, academic senate, planning committees for individual programs.
3. Faculty - develop criteria of excellent faculty performance in continuing education and public service activities. Seek out faculty members who have great potential for planning and conducting programs.
4. Program Development - exploration of program ideas, development of innovative and effective program designs, and attention to program evaluation.<sup>70</sup>

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<sup>69</sup>Kleis, loc. cit., p. 4.

<sup>70</sup>Alan A. Knox, "New Realities, The Administration of Continuing Higher Education," The N.U.E.A. Spectator, December, 1975, pp. 6-7.

The strategies for greater external collaboration are:

1. Outreach - structure a single door to the institution concerning continuing education. Increase marketing efforts and identify requests for programs.
2. Differentiation - encourage the wide range of continuing education sponsors to emphasize their unique potential.
3. Colleagueship - join forces with counterparts from similar institutions and other sponsors of continuing education (ex. governmental agencies) to accomplish together that which is difficult to accomplish separately.
4. Support - influence institutional and state policies that impart continuing education.<sup>71</sup>

Sadler suggested that continuing education administrators are responsible for moderately good teaching, for forming a student union, for using a peripatetic staff and for rotating curriculum.<sup>72</sup>

Scott called for a university mechanism to "integrate and synthesize the capabilities of the academic community"<sup>73</sup> in the resolution of local and state problems. He suggested the development of a process of setting long-range goals and the development of policies to achieve those goals.

After a panoramic overview summary of the history, patterns, structures, and eras of higher education; Houle suggested the need for the establishment of new forms of university collaboration with

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<sup>71</sup>Ibid., pp. 8-9.

<sup>72</sup>M. E. Sadler, "The Organization and Function of Local Centres," The Proceedings of the First Annual Meeting of the National Conference on University Extension (Philadelphia: J. B. Lippencott Company, 1892), pp. 113-121.

<sup>73</sup>Robert W. Scott, "State Government as a Client for Public Service and Extension Activities," Proceedings (Athens, Georgia: University of Georgia, 1974), p. 23.



other institutions of society. Among the institutions Houle recommended for collaboration are professional societies or associations, government bureaus, commercial purveyors of information, voluntary associations, libraries, museums, labor unions, commercial and industrial companies.<sup>74</sup>

The Task Force for Lifelong Education at Michigan State University recommended the following organizational pattern and functions for the administrator of lifelong education:

. . . the office of the provost should assume responsibility for lifelong education at Michigan State University. Its duties should include: (1) monitoring, coordinating, and evaluating lifelong education programs in relation to evolving individual and community needs; (2) stimulating new lifelong education opportunities and projects; (3) overseeing the phased centralization of the university telecommunications system, and effectively relating that system to others developed in the state; (4) administering the Kellogg Center and the regional continuing education centers, conference and institute programs, and telecommunications system of the university; (5) engaging in community-university liaison, enunciating the mission of lifelong education, and providing visible access points, information, and assistance to the public, faculty, staff, and student body; (6) providing required managerial and facilitating services in support of lifelong education activities; (7) maintaining cooperative relationships with external agencies and institutions and, where appropriate, developing collaborative arrangements in the interest of effective and efficient lifelong education programs at both state and community levels; (8) developing budgets and obtaining funds for lifelong education programs and support services and seeking resources from private foundations and federal and state governments to support lifelong education; (9) providing direction and management for the community lifelong education project; and (10) maintaining, both on and off campus, a total university response capability for relating institutional resources to complex education problems of interdisciplinary character.<sup>75</sup>

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<sup>74</sup>Cyril Houle, "The Third Era of American Higher Education," Proceedings (Athens, Georgia: University of Georgia, 1974), p. 44.

<sup>75</sup>Theodore Hesburgh, et al., Patterns for Lifelong Learning (San Francisco: Jossey-Bass Publishers, 1973), p. 98.

Prisk compared the perceptions of the actual and ideal role behavior of the Directors of Adult Education in North Carolina's community colleges as perceived by deans of instruction, directors of student personnel services, and directors of adult education. Prisk explored fifty-eight behavior statements clustered into the six role areas of planning, organizing, promoting, supervising, managing, and controlling.<sup>76</sup>

Prisk concluded that a significant degree of disagreement existed between the three role-defining groups in the area of managing for ideal role behavior. There was a significant degree of difference perceived by directors of adult education between actual and ideal role for planning, organizing, supervising, and controlling. Deans of Instruction showed a significant degree of difference between actual and ideal role behaviors for planning, promoting, supervising, and controlling. Directors of Student Personnel Services perceived a significant degree of difference between actual and ideal role behavior for planning, organizing, promoting, supervising, and controlling.<sup>77</sup>

#### Preparation of Continuing Education Administrators

In 1973 Thomas K. Connellan conducted a study to determine the twenty competencies, from a test of ninety competencies, which

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<sup>76</sup>Dennis Prisk, "The Role of the Director of Adult Education" (unpublished Ed.D. dissertation, Virginia Polytechnic Institute and University, 1975).

<sup>77</sup>Ibid., pp. 106-112.

were perceived as critical to the job success of continuing education administrators in public community colleges. He surveyed community college continuing education administrators and the membership of the Professors of Adult Education of the Adult Education Association of the U.S.A. Connellan made seven significant graduate program planning recommendations which follow:

1. Professors should deemphasize the development of competencies which are related to the management of larger organizations;
2. Professors should place more emphasis upon the community service and marketing aspects of continuing education;
3. Professors should concentrate less upon the development of instructional competencies and more upon the development of program planning competencies;
4. Professors should concentrate upon the development of certain administrative competencies which are more critical in small organizations than in large organizations;
5. Professors should place less emphasis upon the nature of the adult learner;
6. Professors should more actively utilize field internships for the development of competencies; and
7. Professors should improve the effectiveness of their graduate programs.<sup>78</sup>

Connellan concluded his recommendations with:

The number of competencies upon which there were significant differences was quite substantial, as were the differences in these competencies selected by different percentages of professors and administrators. What this suggests is that perhaps students in graduate programs of continuing education are not learning the proper competencies, a costly and wasteful situation. . . .<sup>79</sup>

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<sup>78</sup>Thomas K. Connellan, "The Administration of Continuing Education in Public Community Colleges: A Study of Competencies Perceived Critical to Job Success" (unpublished Ph.D. dissertation, University of Michigan), pp. 90-108.

<sup>79</sup>Ibid., p. 110.

Continuing Higher Education in Michigan

John Dale Russell's The Final Report of the Survey of Higher Education in Michigan (1958) included a survey of extension and adult education services of the State-controlled institutions. The Report stated:

An adequate program of higher education in a state should be organized so as to reach as many people as possible who are not able to be in full-time attendance at the various campuses of the colleges and universities. The objective of the extension service is to extend the educational advantages of an institution beyond the borders of its campuses.<sup>80</sup>

The report indicated that Michigan's "general university extension activities dates back to 1911 when the University of Michigan first set up such activities."<sup>81</sup> By 1958, as it is today, all of the state-controlled institutions offer extension services. Extension activities include among others, credit and non-credit activities, workshops, conferences, correspondence courses, community services, and consultant services.

The Russell Report addressed some of the problems and issues of general university extension in Michigan and made recommendations. Many of the issues and problems still exist and may be interpreted as a PUCEA function. The recommendations are:

- A. That the institutions have in view as an ultimate objective a single, State-wide extension system, pooling the resources of all the institutions and applying these resources as wisdom and economy indicate they should be applied.
- B. That in order to give better service to the people of Michigan, a judicious but substantial enlargement of joint

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<sup>80</sup>John Dale Russell, The Survey of Higher Education in Michigan (Lansing: Michigan Legislative Study Committee on Higher Education, 1958), p. 33.

<sup>81</sup>Ibid., p. 34.

offerings in extension services be seriously and studiously undertaken.

- C. That there be a greater measure of self-imposed limitations on extension services by the various institutions, extending to a refusal to operate activities that could be made available through the services of such local educational institutions as the high school, the community college, or other nearby State-controlled institutions, or perhaps private institutions, unless the local or neighboring institution is unable or unwilling to undertake the services. Even here, the State-controlled institutions of higher education should, by and large, leave to the lower schools the field of sub-collegiate adult education.
- D. That a serious analysis be undertaken of the total educational needs of the State for extension and adult education, and that a reasonable determination be made of the proportion of public funds which should be made available for such purposes, with the idea that subsidies for adult education and extension activities need to be enlarged sufficiently so as to remove from such activities the burden of almost complete support.
- E. That there be a cooperative examination and analysis of the available curriculums and programs in extension and adult education on the part of all State-controlled institutions in order to determine whether or not the offerings are responsive to actual needs, in order to confine the offerings and activities of each of the State-controlled institutions to fields in which the institutional resources are adequate, and to insure that the instructional quality of such offerings and activities will be maintained at a level consistent with collegiate or university performance and standards.<sup>82</sup>

A 1970 Status Report to the Council of State College

Presidents on Continuing Education Programs and Services prepared by a committee chaired by Armand Hunter was an attempt to provide information to assist in decision making in institutional extension and public services planning for the future. The report is a compilation of data on programs, services, and activities of eleven

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<sup>82</sup>Ibid., pp. 39-40.

of the thirteen members of the Michigan Coordinating Council of State College Field Services. It is an attempt to:

analyze the trends and developments, and [to] identify the problems and needs of the adult and continuing education divisions of the state-supported colleges and universities of Michigan over the period of the 60's (1960-1969).<sup>83</sup>

One significant paragraph in the report concluded:

. . . the general extension or continuing education divisions of the state-supported colleges and universities in Michigan are not standard. They have certain common elements and program services; but their range in administrative structure, scope of function, nature of responsibilities, number of activities, size of staff, and level of support, is quite extensive. There is no apparent pattern or design in this variety, other than what might be attributed to the variation in education resources available for extension and/or in the educational philosophy of the individual institutions.<sup>84</sup>

The scope of the report is limited to the data and activities of the general extension divisions of the reporting institutions as reported by the Deans or Directors of general extension and their fiscal officers. The detail of the report implied a multitude of essential functions, but at no time are they explicitly stated.

### Sociological Role Theory

#### Roles

Broom and Selznick referred to the basic unit of social structure as "social role" or "role." They stated that "It (role)

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<sup>83</sup>Armand Hunter, Status Report to the Council of State College Presidents on Continuing Education Programs and Services (East Lansing: Michigan State University, 1970), u.n.p.

<sup>84</sup>Ibid., p. 5.

may be defined as a pattern of behavior associated with a distinctive social position. . . .<sup>85</sup> While concerned with the complexity of the concept, the authors dichotomized roles into ideal role and actual role behavior. The ideal role represented prescribed obligations as well as rights and duties of a social position. The actual role is specific to a social setting, to an individual personality, and to actual performance or conduct. The authors suggested that in emergent roles, where expectations are unclear or undefined, the distinction between ideal and actual falters. The complexity of roles though they may be definitely specified are learned through interactions with others.

The authors asserted that "to analyze a role completely it is necessary to specify in detail the social position with which it is associated."<sup>86</sup> They concluded that an analysis of specific roles reflected the particular way a given group is organized.

J. P. Chaplin in the Dictionary of Psychology defined role as:

1. an individual's function or part in a group or institution
2. the function or behavior which is expected of an individual or is characteristic of him.<sup>87</sup>

The concept of "role" is central to the analysis of organized social interaction. Role is a term adapted from the language of the

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<sup>85</sup>Leonard Broom and Philip Selznick, "Roles and Role Strain," Sociology (New York: Harper and Row, 1968), p. 18.

<sup>86</sup>Ibid., p. 19.

<sup>87</sup>J. P. Chaplin, Dictionary of Psychology (New York: Dell Publishing Company, 1968), p. 433.

theatre by sociologists "to denote the part, or pattern of behavior, which one is expected to play in social interaction."<sup>88</sup> Popenoe defined role as:

A set of expectations and behaviors associated with a specific position in a social system. . . .<sup>89</sup>

Social systems are a result of human efforts to organize in order to resolve problems. Parsons defined social systems as:

". . . being composed, not of individuals, but of the actions of individuals, the principal units of which are roles and the constellation of roles."<sup>90</sup>

Bay stated that:

American society as a whole can be considered one large social system that can be analyzed in terms of an almost infinite variety of subsystems. Higher education in the United States, too, is one social system of which the many colleges and universities are the most obvious subsystems. Within each college, professors and students may for various purposes of analysis be said to form separate subsystems, criss-crossed for other purposes by other systems in which professors and students are united. . . .

Every . . . new college, or department, or type of course, creates a new social system. . . .

. . . they are organizations as well as social systems. A college . . . is a deliberately established social system; it is an organization with explicit rules of procedure, including rules for determining who makes the important decisions, under what circumstances, utilizing what procedures, and guided by what criteria.<sup>91</sup>

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<sup>88</sup>David Popenoe, "Social Relationships and Social Roles," Sociology (New York: Appleton, Century, Crofts, 1971), p. 32.

<sup>89</sup>Ibid., p. 641.

<sup>90</sup>Talcott Parsons, Toward a General Theory of Action (Cambridge, Mass.: Harvard University Press, 1953), p. 197.

<sup>91</sup>Christian Bay, "A Social Theory of Intellectual Development," The Sociology of Education, ed. by Robert R. Bell (Homewood, Ill.: The Dorsey Press, 1968), p. 339.



The theoretical framework for the study of the functions and functional relationships of the PUCEA will be role theory. The nine public universities of Michigan comprise the social system for the study of the expressed functions and functional relationships of the PUCEA.

### Role Theory

J. H. Getzels and E. G. Guba's psycho-sociological framework for the study of educational administration served as the theoretical base for the examination of the perceived functions and functional relationships of the principal continuing education administrator in Michigan public universities.

Getzels, in an article titled "A Psycho-Social Framework for the Study of Educational Administration," summarized the following assumptions:

- Administration relationships is the basic unit for inquiry.
- Structurally, administration is conceived as the hierarchy of subordinate-superordinate relationships within an institution.
- The hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve institutional goals.
- Administration always operates in an interpersonal setting that makes the nature of the relationship the crucial factor in the administrative process.
- The functioning of the administrative process depends on the nature of the interaction; i.e., in terms of the individual expectations, needs, and goals of the subordinate and the expectations, needs and goals of the superordinate.
- There are three dimensions of the relationship:

- authority dimension--the source of the superordinate's dominance and the subordinate's acceptance of dominance.
- scope of the relationship dimension--the effective range of roles and facilities covered by the relationship.
- affectivity dimension--the nature of the personal interaction between the participants in the relationship.<sup>92</sup>

#### The Authority Dimension of the Administrative Relationship

The authority dimension of Getzels and Guba is premised on Max Weber's three types of legitimate authority: traditional, charismatic, rational--none of which operates in pure form. Though the authors assert that "it is possible to use them as relatively unambiguous concepts for ordering empirical data and for systematic analysis."<sup>93</sup>

Getzels stated that the educational administrator does not claim his right to authority based on traditional or charismatic grounds--rather it is based on superior knowledge and technical competence in a particular element in the division of labor; thus, the educational administrator's source of authority is rationality. The educational administrator has the technical training and the competence for allocating and integrating roles and facilities required for attaining the institutional goals as perceived by both the superordinates and the subordinates in the hierarchy.<sup>94</sup>

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<sup>92</sup>G. W. Getzels, "A Psycho-Sociological Framework for the Study of Educational Administration," Harvard Education Review, Vol. XXII, No. 4 (Fall, 1972), pp. 235-237.

<sup>93</sup>Ibid., p. 237.

<sup>94</sup>Ibid.

### The Scope of Roles and Facilities Dimension of the Administrative Relationship

The "scope of roles and facilities" dimension of the administrative relationship is defined by Getzels as concerned with two types of interpersonal interaction--functionally diffuse and functionally specific. The types describe the boundaries and obligations of the superordinate and subordinate in the hierarchy. In the functionally diffuse type of interaction, boundaries and obligations are potentially limitless. In the functionally specific type, of which educational administration is characterized, the obligations and boundaries are restricted to the individuals' technical competence and institutional status.<sup>95</sup>

### The Affectivity Dimension of the Administrative Relationship

The administrative act functions within an interpersonal relationship. Educational administration, according to Getzels, is distinguished by the concepts of universalism and particularism. The important question in the particularistic relationship is who is involved: in the universalistic relationship the important question is what is involved. A relationship is particularistic when the interaction between the participants in the relationship is determined by personal-emotional ties and universalistic when the relationship is determined by the impersonal function of offices. Getzels stated that in educational administration impersonal

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<sup>95</sup>Ibid.

functional competence relationships are more important factors than personal-emotional factors.<sup>96</sup>

The Getzels' model provided the theoretical justification for examining the functions and functional relationships of the principal university continuing education administrator in Michigan public universities.

### Summary

Chapter II provided a summary of selected literature concerned with the purposes of higher education, the purposes of the university, the goals of continuing higher education, the functional relationships of the PUCEA and preparation of continuing education administrators. It also provided an overview of continuing higher education in Michigan and sociological role theory.

Chapter III which follows, summarizes the methodology and procedures used in determining the functions and functional relationships of Michigan public university principal continuing education administrators. It describes the research population, the research instrument, the method of data collection, and the data analysis procedures.

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<sup>96</sup>Ibid.

## CHAPTER III

### DESIGN AND METHODOLOGY

#### Introduction

Chapter III will describe the methodology and procedures used in this study. The research design includes a description of: the research population, the research instrument, data collection procedures, and the data analysis procedures.

#### The Research Population

Two populations were selected to determine the expressed functions and functional relationships of principal university continuing education administrators in Michigan public universities. Questionnaires were mailed to Michigan's nine public university presidents (or his designated representative) and to the nine principal continuing education administrators as identified from the roster of the 1976-77 Directory of Michigan Institutions of Higher Education published by the Michigan Department of Education. They represented the total potential population.

The rationale for limiting the study to Michigan public universities is based on the following assumptions:

1. Michigan public universities offer sufficient breadth in terms of mission, role, size, scope and programs in order to permit generalizations regarding the functions and functional

relationships of the principal university continuing education administrator in Michigan.

2. The functions and functional relationships of the principal university continuing education administrator in Michigan public universities are similar to each other and to those in public universities in other states.

3. The data gathered may serve as a basis for investigating the functions and functional relationships of the principal continuing education administrators in private universities.

#### The Research Instrument

The research instrument was adapted and redesigned from a similar instrument designed by Frederick R. Whims.<sup>1</sup> Whims designed the original instrument to establish and clarify the functions and organizational relationships of Michigan comprehensive community college chief business officers in 1974. He limited his research to the practices as perceived at that time.

The questionnaire, as adapted by the researcher, is designed to describe present practice and future practice of principal university continuing education administrators as expressed by Michigan's nine public university presidents and nine principal continuing education administrators.

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<sup>1</sup>Frederick Whims, "A Descriptive Study to Establish and Clarify the Functions, Skills, and Organizational Relationships of Chief Business Officers in Selected Michigan Comprehensive Community Colleges" (unpublished Ph.D. dissertation, Michigan State University, 1974).

The questionnaire, "A Questionnaire Concerning the Principal University Continuing Education Administrator" is divided into three separate parts. Part I, "PUCEA Functions" consists of eighteen PUCEA functions examined from four dimensions. Each function is stated, defined, and illustrated assignments are described as follows:

1. Administrative Support: Activities performed by PUCEA designed to facilitate programming activities. Illustrated Assignments: Registration of students for programs, recording, accounting, stenographic and clerical services . . . et cetera.

2. Accountability: Activities performed by PUCEA designed to formally or informally report to superordinates, the public, the State Department of Education, the legislature, accrediting agencies et cetera.

3. Communication: Activities performed by PUCEA designed to inform colleagues, co-workers, and constituency. Illustrated Assignments: A communication bridge between the client community through promotions, public speaking, council membership . . . et cetera.

4. Facilities Management: Activities performed by PUCEA designed to insure effective use of available facilities. Illustrated Assignments: Identify space type, size, number of students, estimate percentage of use of space (hours used per week--weekly cost) . . . et cetera.

5. Fiscal Management: Activities performed by PUCEA designed to determine allocations for programs, to prepare budgets, and to

maintain accurate financial records. Illustrated Assignments: Prepare budget requests, project long-range financial needs, prepare monthly and annual financial reports, receive and account for all funds . . . et cetera.

6. Institutional Studies: Activities performed by PUCEA designed to reveal or inspire ways of improving university continuing education operations. Illustrated Assignments: Self-analyses, formal staff evaluations, and informal assessments of activities . . . et cetera.

7. Interinstitutional: Activities performed by PUCEA designed to promote cooperation, coordination, and articulation among postsecondary educational agencies. Illustrated Assignments: Develop cooperative programs with institutions offering programs in a geographical area . . . et cetera.

8. Instruction: Activities performed by PUCEA designed to facilitate advanced learning. Illustrated Assignments: Formal classroom teaching, consultative relationships . . . et cetera.

9. Legislative Relations: Activities performed by PUCEA designed to inform legislators of programs, needs, and legislative impact. Illustrated Assignments: Personal contact with legislative representatives, maintaining knowledge of proposed and pending legislation, maintaining contact with university legislative representatives . . . et cetera.

10. Liaison: Activities performed by PUCEA designed to inform campus colleges, schools, and departments, and faculty members of unit activities and needs. Activities designed to inform



off-campus individuals, groups, organizations, and agencies of institutional resources and services . . . et cetera.

11. Personnel Management: Activities performed by PUCEA designed to provide a corp of competent support staff; to provide a system for recruitment, use and inservice development; to maintain a high level of staff morale. Illustrated Assignments: Recruiting and screening applicants, establishing a training and supervisory program, developing salary and wage plans, maintain personnel records . . . et cetera.

12. Planning: Activities performed by PUCEA to provide the university with anticipated expenditure requirements for facilities, staff, program activities and so forth and to assist the university in making expenditure commitments in keeping with anticipated revenues. Illustrated Assignments: Obtain long range data projections . . . cost of living data projections, prepare an analysis of cost/revenue factors . . . et cetera.

13. Policy Formulation: Activities performed by PUCEA designed to assist the university president in identifying and preparing policy recommendations for board of trustees action and to translate board policies into operational procedures and guidelines. Illustrated Assignments: Serve as a member of the president's policy formulating cabinet . . . policy development recommendations . . . et cetera.

14. Program Development: Activities performed by PUCEA designed for determining the interests of clientele, planning curriculum development, promotion, and evaluation of program.

Illustrated Assignments: Field investigations to assess areas of need, designing programs that best use resources of the university, follow-up evaluations . . . et cetera.

15. Research: Activities performed by PUCEA to gather basic information to contribute to the knowledge base. Illustrated Assignments: Field investigations, surveys, and so forth concerning public problems or issues. Basic research to explore the phenomena of adult learning . . . et cetera.

16. Statesman: Activities performed by PUCEA designed to represent the institution on a state or national scale. Illustrated Assignments: Participating in conferences, institutes, and workshops aimed at improving the university stature.

17. Student Personnel Services: Activities performed by PUCEA designed to provide support to students participating in continuing education programs. Illustrated Assignments: Counseling students, financial aid directions, ease of access to programs . . . et cetera.

18. Writing: Activities performed by PUCEA designed to inform and apply for support. Illustrated Assignments: Annual report writing, letter writing, proposal writing, grantsmanship publishing articles, books, et cetera.

The functions were identified by reviewing the literature in continuing education concerned with the functions of the office of continuing education. That literature was summarized in Chapter II and shows that very few authors have addressed themselves to the specific functions of the principal university continuing education

administrator in carrying out the functions of the office. A digest of literature follows in Table 3.1.

As the literature was analyzed, the functions were identified and each was written on a card in order to devise a "Q-sort" approach. Upon completion of that task the cards were taken to Len Bianchi, Research Consultant, Office of Educational Research, Michigan State University, for evaluation of form and content. Concepts and function statements were clarified and rewritten.

Function content validity was juried by Dr. Floyd Parker, Associate Director of Michigan State University's Continuing Education Service and by Dr. Melvin C. Buschman, Director of University Extension, Michigan State University. All were acceptable as stated and three additions were recommended.

The functions were then designed into a questionnaire format based upon Whims' model which required four responses to each function statement as it was perceived in the present practice and four responses to the same statement as it was perceived that it will be ten years in the future referred to as future practice. A model of the cell responses follows:

ACCURACY OF DESCRIPTION	ESSENTIALNESS OF FUNCTION	ASSIGNMENT OF FUNCTION	TIME DEMAND OF FUNCTION
PRESENT PRACTICE			
Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
FUTURE PRACTICE			
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

TABLE 3.1.--A Comparison of the Office of Continuing Higher Education Functions as Identified in Selected Literature.

Function	Author																		
	Bittner <sup>a</sup>	Buchanan <sup>b</sup>	California <sup>c</sup>	Carey <sup>d</sup>	Daigneault <sup>e</sup>	Drazek '65 <sup>f</sup>	Drazek '74 <sup>g</sup>	Frandsen <sup>h</sup>	Glancy <sup>i</sup>	Hall-Quest <sup>j</sup>	Kleis <sup>k</sup>	Knox <sup>l</sup>	Milan <sup>m</sup>	Morton <sup>n</sup>	Petersen <sup>o</sup>	Russell <sup>p</sup>	Sadler <sup>q</sup>	Shannon <sup>r</sup>	Task Force <sup>s</sup>
1. Administrative Support					X					X								X	
2. Accountability																			
3. Communication		X					X	X			X	X	X	X			X	X	X
4. Facilities Management														X				X	X
5. Fiscal Management	X			X							X							X	X
6. Institutional Studies			X								X	X				X		X	X
7. Interinstitutional			X			X						X				X		X	X
8. Instruction	X				X		X		X	X				X				X	
9. Legislative Relations																			
10. Liaison		X				X	X	X		X	X	X		X		X	X	X	X
11. Personnel Management									X									X	X
12. Planning							X					X						X	X
13. Policy Formulation											X	X				X			X
14. Program Development	X		X			X	X	X	X		X	X			X	X		X	X
15. Research						X										X		X	X
16. Statesman																			X
17. Student Personnel Services											X								
18. Writing																			

<sup>a</sup>Bittner, 1920

<sup>b</sup>Buchanan, 1974

<sup>c</sup>California, 1963

<sup>d</sup>Carey, 1961

<sup>e</sup>Daigneault, 1963

<sup>f</sup>Drazek, 1965

<sup>g</sup>Drazek, 1974

<sup>h</sup>Frandsen, 1976

<sup>i</sup>Glancy, 1958

<sup>j</sup>Hall-Quest, 1926

<sup>k</sup>Kleis, n.d.

<sup>l</sup>Knox, 1975

<sup>m</sup>Milan, 1974

<sup>n</sup>Morton, 1953

<sup>o</sup>Petersen and Petersen, 1960

<sup>p</sup>Russell, 1958

<sup>q</sup>Sadler, 1892

<sup>r</sup>Shannon and Schoenfeld, 1965

<sup>s</sup>Task Force for Lifelong Education, 1973

The questionnaire subjects were asked to respond to each function on an adaptation of a Likert-Type Scale of 1 to 5. The meanings of each cell follows:

"The Description of The Function." Each subject was asked "How would you judge the accuracy of the statement pertaining to this function?" The Response Guide Key required one of the following answers:

1. Is not a function at your university. Proceed to next function.
2. Inaccurate
3. Accurate with major modification required.
4. Accurate with slight modification.
5. Accurate as stated.

If answers 2, 3, or 4 were given, please write a modified statement where comments are requested.

"The Essentialness of the Function." Each subject was asked, "How would you judge the essentialness or significance of the stated function to the operation of your university?" The Response Guide Key required one of the following answers:

1. Not essential
2. Somewhat essential
3. Essential
4. Highly essential
5. Extremely essential

"The Assignment of the Function." Each subject was asked, "Your responsibilities in relationship to the activities associated with this function is best described as:

1. Not involved
2. Occasional contribution
3. Assisting in supervision
4. Direct supervision
5. My total responsibility no supervision involved

"The Time Demands of the Function." Each subject was asked, "How would you measure your time spent in activities related to this function?" The Response Guide Key required one of the following answers:

1. None (0 Hours)
2. Little (Less than 1 hour per week)
3. Occasionally (1 to 2 hours per week)
4. Considerable (3-4 hours per week)
5. Extensive (over 5 hours per week)

Table 3.2 shows the "Principal Continuing Education Administrator Inventory Response Guide."

Part II of the instrument consisted of three questions concerning the principal university continuing education administrator "Functional Relationships." Three questions were asked relative to the position of the PUCEA in the organizational structure of the institution. The dimensions examined were (1) "locus of power" which was concerned with the reporting status of the PUCEA; (2) "rank" which was concerned with the organizational status of the

TABLE 3.2.--Principal Continuing Education Administrator Inventory Response Guide.

The Description of the Function	The Essentialness of the Function	The Assignment of the Function	The Time Demands of the Function
How would you judge the accuracy of the statement pertaining to this function?	How would you judge the es- sentialness or significance of the statement function to the operation of your uni- versity?	Your responsibilities in relationship to the acti- vities associated with this function is best de- scribed as:	How would you mea- sure your time spent in activities rela- ted to this func- tion?
Key	Key	Key	Key
1. Is not a function at your university. Proceed to next function.	1. Not essential	1. Not involved	1. None (0 Hours)
2. Inaccurate	2. Somewhat essential	2. Occasional contribution	2. Little (Less than 1 hr/wk)
3. Accurate with ma- jor modification required.	3. Essential	3. Assisting in supervision	3. Occasionally (1 to 2 hours per week)
4. Accurate with slight modification	4. Highly essential	4. Direct supervision	4. Considerable (3-4 hrs/week)
5. Accurate as stated	5. Extremely essential	5. My total responsibility no supervision involved.	5. Extensive (over 5 hours/week)
If answers 2, 3, & 4 were given, please write a modified statement where comments are requested.			

PUCEA; and (3) "sphere of influence" which was concerned with the council and committee status of the PUCEA.

Part I and Part II of the questionnaire were sent both to the nine university presidents and the nine PUCEA in Michigan's public universities.

Part III of the instrument was sent only to the PUCEA. It was divided into sections 1.0 and 2.0. Section 1.0 was concerned with "Background Data" of the PUCEA. Nine questions were asked. Section 2.0 sought "Background Data" relative to the institution. Fourteen questions were asked relative to the university size, title of the continuing education unit, organizational structure of the unit, and the status of a formal mission statement or policy statement of the unit.

The Whims' questionnaire adaptation and the final questionnaire format design was completed with the guidance of the researcher's doctoral committee.

The questionnaire was field tested in Washington, D.C. in February, 1977 at two major national organizations concerned with university continuing education activities. The experts contacted to test the instrument were: Dr. Lloyd Davis, Executive Director of the National University Extension Association, and Dr. James Turman, Executive Director of the National Advisory Council on Extension and Continuing Education along with his associate, Dr. Richard McCarthy. Each made recommendations for minor revisions which resulted in the final draft of the questionnaire sent to the Michigan university presidents and principal continuing education



administrators. The appendices shows a copy of the questionnaire (see Appendix A).

#### Data Collection Procedures

Questionnaires were concurrently mailed to Michigan's nine public university presidents and nine principal continuing education administrators during April, 1977. Each was sent with a cover letter in which their support was requested in the research project. Each administrator was informed that the other administrator had been sent a similar questionnaire. The cover letter to the president directed the president to "please respond to the statements in terms of your perceptions of the PUCEA role." The cover letter requested that the questionnaires be returned within one week in an enclosed self-addressed stamped envelope. See Appendix B for the cover letter contents.

Six deans and four presidents responded immediately. All of the deans' questionnaires were usable while three of the presidents' questionnaires were usable. The following week all of those who had not returned the questionnaire were telephoned. Each was asked if a questionnaire had been received and upon an affirmative answer was asked to complete the questionnaire. One dean preferred to dictate his responses by telephone. Two deans and two presidents returned their usable questionnaires within a two week period. One institution indicated they would not respond because their temporary staff were not qualified to reflect the institution's position in a meaningful manner. The final cut-off resulted in an 89% return from

the PUCEAs, a sample of eight of the population potential of nine and a 67% return from the presidents which represented a sample of six of the population potential of nine.

### Analysis of the Data

The population of Michigan PUCEAs and presidents of public universities was small (nine of each). A two-thirds response from the PUCEAs and a two-thirds response from presidents was established as an acceptable return. The analysis of responses was based on a weighted formula developed with the cooperation of the Office of Research Consultation, College of Education, Michigan State University. The weighted means was identified as the most useful tool as opposed to establishment of statistical significance, validity, or reliability of the functions. The sample was too small to employ such statistical methods.

The formula was based on the questionnaire response guide Likert scale. In order to reflect each responses' relative importance each cell was assigned the weight of its own number with the exception of the first cell. It was assigned a -1 value. Each response concerned with the highest possible value indicated a greater perceived function of the PUCEA. It indicated a greater involvement in the activity by the PUCEA. The responses were weighted as follows for each cell of each of the four dimensions and the sum was divided by the number of responses:

1 weighted - 1

2 weighted + 2

3 weighted + 3

4 weighted + 4

5 weighted + 5

The collected data was grouped together according to PUCEAs' responses by cell and according to presidents' responses by cell. Data was aggregated so that no individual responses could be identified.

The gathered data was hand tabulated and analyzed as follows:

1. A tabulation by frequency of presidents' responses separated by university headcount enrollment in the fall of 1975 (Appendix C).
2. A tabulation by frequency of PUCEAs' responses separated by university headcount enrollment in the fall of 1975 (Appendix C).
3. A comparison of composite responses grouped by presidents and PUCEAs by each function and function dimension based on the perception of the present practice and future practice (Appendix D).
4. A rank order of each function was developed based on a weighted mean formula developed in cooperation with the Office of Research Consultation, College of Education, Michigan State University for the essentialness and assignment dimensions. The writer took the option to exclude the other two dimensions.
5. A comparison of composite responses to determine the highest and lowest ranked functions in the essentialness and assignment dimensions of each function.

Summary

Chapter III summarized the methodology and procedures used in determining the functions and functional relationships of Michigan public university principal continuing education administrators. The research population, the research instrument, the method of data collection, and the data analysis procedures were described.

Chapter IV will be a report and analysis of the research findings.

## CHAPTER IV

### RESEARCH FINDINGS

#### Introduction

The purpose of the study was to establish the functions and functional relationships of Michigan public university principal continuing education administrators (PUCEA) through the questionnaire survey process. Chapter IV is a report of the research findings beginning with a discussion of information concerned with PUCEA background information and institution background information. It will be followed by a discussion of functional relationships which provides the context for the discussion of function essentialness and function assignment.

A three-part questionnaire was mailed to the nine principal university continuing education administrators in Michigan public universities. A two-part questionnaire was mailed to the nine presidents of the same institutions. The responses of the PUCEAs and presidents are compared through a weighted mean approach. The formula was designed in cooperation with the Office of Research Consultation, College of Education, Michigan State University, for analysis of the first two parts of the questionnaire which were identical for both populations. The dimensions compared included the perceptions of present and future practice relative to the function essentialness, and the assignment of eighteen different

functions associated with the office of public university continuing higher education. Data from part three of the PUCEAs' questionnaire is summarized first. It contains information relative to PUCEAs' background and the institutions' organizational backgrounds.

Background Data: Subject Information

All of the PUCEA responders were males who had spent an average of seven and one-half years in their position. The range of years in the position of PUCEA was less than one year to nineteen years. All but one PUCEA was in a full-time position. The PUCEA in the part-time position spent sixty percent of his time with continuing education activities and forty percent of his time as secretary to the governing board.

The titles of Michigan PUCEAs varies. Five have the title of Dean while three are Directors and one is a Vice-President for Continuing Education. One PUCEA has two titles; one is Director and the other is Acting Dean. The following shows the full titles:

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PUCEA TITLES IN MICHIGAN PUBLIC UNIVERSITIES

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Dean, Division of Continuing Education (2)

Acting Dean, Lifelong Education Programs

Dean, College of Lifelong Learning

Dean, School of Continuing Education and Community Service

Director of Continuing Education Service

Director, Extension Service

Director of Public Service

Vice-President for Continuing Education and Extension

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Five PUCEAs hold joint appointments with another department or college. One is with the Department of Speech Communication and Theatre, three are associated with a College of Education and one is in Public Service--Adult Education. Two indicated teaching as their responsibility and three indicated administration as a responsibility. Only two responded that twenty-five percent of their time was spent in meeting joint appointment area responsibilities. Five indicated that their academic rank was full professor. Two indicated rank of associate professor.

Three-fourths of the PUCEAs do not have formally-stated job descriptions. Of the two who do have job descriptions only one sent a copy to the researcher.

#### Background Data: Institutional Information

There are nine public universities in Michigan's state supported higher education system. All of the institutions have a central unit for continuing education or extension activities. The eight institutions represented in this study include Central Michigan University, Michigan State University, Michigan Technological University, Northern Michigan University, Oakland University, University of Michigan, Wayne State University, and Western Michigan University. The discussion which follows is concerned with summary statements about the PUCEAs' organizations.

Seven of the PUCEAs are at single campus institutions. One PUCEA indicated that classes are offered at one-hundred locations while one other indicated operations at four regional centers.

Division is the most frequent term for referring to the PUCEAs' organizations. Four institutions have division in the title. One each have the following: school, unit, service, program, and college. Full titles are listed below:

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PUCEAS' ORGANIZATION'S TITLES IN  
MICHIGAN PUBLIC UNIVERSITIES

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Division of Continuing Education (2)  
 College of Lifelong Learning  
 Continuing Education Service  
 Division of Continuing Education and Extension  
 Division of Public Services  
 Extension Service  
 Lifelong Education Programs  
 School of Continuing Education and Community Service

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Five PUCEAs report to the president of their institution. One reports to the academic vice-president and two report to the provost. One PUCEA reports to the vice-president for academic affairs. One PUCEA reports both to the president and the provost.

The major pattern of internal PUCEA communication appears to be to the office to which he is responsible and with his immediate subordinate. The following shows the office titles of the people within the PUCEAs' institution with whom they most frequently confer:



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PUCEA PATTERNS OF INTERNAL COMMUNICATION  
IN MICHIGAN PUBLIC UNIVERSITIES

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Assistant or Associate Director (4)  
Provost (3)  
President (2)  
Director of Development  
Academic Vice-president  
Associate Vice-president  
Vice-president for Business Affairs  
Vice-president for Campus Affairs  
Vice-president of Finance and Operations  
Associate Provost  
Vice-provost--Academic Services  
Vice-provost--Institutional Research

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There appears to be no regular pattern of external PUCEA communication. The most frequent contacts appear to be with counterpart deans or directors of continuing education and the Michigan Department of Education. One PUCEA simply stated "None regularly--no pattern" in response to the titles and agencies of the three people external to your institution with whom you most frequently confer. The following shows the grouped responses.

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PATTERNS OF PUCEAS' EXTERNAL COMMUNICATION  
FROM MICHIGAN PUBLIC UNIVERSITIES

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Counter-part deans of continuing education (3)

Chamber of Commerce Personnel (2)

Chairman of Coordinating Council for Continuing Higher Education

Business and industry personnel

Michigan Employment Security Commission

Executive Director of J.C.E.T.

Executive Director of National Advisory Council for Extension and Continuing Education

President and Executive Director of National University Extension Association

HEW--Upper Great Lake Regional Reg. Commission

President Upper Peninsula Health Education Corporation

Various superintendents of schools

---

PUCEAs' staff sizes range from nine to two-hundred. The average staff size when a simple mean is computed is forty. Staff size apparently is unrelated to institution size. The most frequent staff size mentioned is nine personnel. The largest staff of two-hundred does include an unknown number of clerical-technical staff. The number of professionals who report directly to the PUCEA ranges from two to twenty-two. The two largest number of personnel directly reporting to the PUCEA are fifteen and twenty-two.

Michigan PUCEAs apparently do rely on support from advisory councils. Six appear to have ongoing advisory councils while the

other two indicated that they use many ad hoc advisory groups by program, though not for the overall unit. The general background of advisory council members is listed below with the number of institutions using the representative listed in parenthesis:

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GENERAL BACKGROUND OF PUCEAS' ADVISORY COUNCIL MEMBERS

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Faculty of my institution (6)

Administrators (other than deans of my institution) (5)

Deans of institution (4)

Business Representative (3)

Industrial Representative (3)

Volunteer Agency Representative (2)

Senior Citizen Representative (2)

Governmental Representative (2)

Students of my institution (1)

Community members (1)

---

Five institutions have a Governing Board approved continuing education institutional mission statement or policy statement. This indicates institutional goals, but when compared to a PUCEA job description there is apparently a need to develop the means of accomplishing the goals. The most current policy statement was written in 1977. Although one PUCEA did not respond, the oldest was revised in 1968 while the two others were written in 1973 and 1975.

Continuing education began operating in public universities in Michigan in 1911. Two PUCEA indicated they did not know, while

years 1928, 1949, 1957, and 1958 were indicated as beginning years for unit continuing education.

Organizational patterns of Michigan public university continuing education is shown in the following display.

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ORGANIZATIONAL PATTERNS OF PUBLIC UNIVERSITY CONTINUING  
EDUCATION UNITS AS DESCRIBED BY MICHIGAN PUCEAS

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- 6 A central unit is established for administrative coordinative and service functions, but the continuing education program responsibility is shared throughout the university.
  - 2 One central unit is charged with the total responsibility for continuing education
    - 2 The unit was established to carry on continuing education
    - The unit was carrying on other activities and continuing education was added to its responsibilities
    - Each college and/or department has the authority and responsibility for carrying on continuing education.
- 

Table 4.1 presents a summary profile of the continuing education organizations in the responding Michigan public universities. It shows a comparison of PUCEA titles, the office to which the PUCEA reports, PUCEA staff size, number of advisory councils, and whether or not the institution has a mission statement for continuing education along with a PUCEA job description.

#### Functional Relationships

There were three areas of agreement in the realm of functional relationships. Six of the presidents and all of the PUCEAs agreed

TABLE 4.1.--Profile of Michigan Public University Continuing Education Organizations.

University	Enrollment Fall 1975 <sup>d</sup>	PUCEA Title	Reports to	Staff Size <sup>c</sup>	Advisory Councils	Mission Statement	Job Description
Central Michigan University <sup>a</sup>	16,744	Dean School of Continuing Education	Provost	15	3	Yes	
Michigan State University <sup>a</sup>	48,488	Director, Cont. Ed. & Dean Lifelong Ed. Programs	Provost & President	200		Yes	
Michigan Technological University <sup>b</sup>	5,958	Director, Public Services	President	9	Many Ad Hoc by Program		Yes
Northern Michigan University <sup>a</sup>	9,548	V.P. for Continuing Ed. & Extension	President	30	5		Yes
Oakland University <sup>b</sup>	10,526	Dean of Continuing Education	President	18	3	Yes	
University of Michigan <sup>a</sup>	45,837	Director Ext. Services	Academic Vice-President	26	3	Yes	
Wayne State University <sup>a</sup>	38,073	Dean of Lifelong Learning	President	9		Yes	
Western Michigan University <sup>a</sup>	23,279	Dean, Division Continuing Education	Vice President for Academic Affairs	9			

<sup>a</sup>Institution has a central unit established for administrative, coordinative and service functions, but the continuing education program responsibility is shared throughout the university.

<sup>b</sup>Institution has established one central unit charged with the total responsibility for continuing education.

<sup>c</sup>Some reported only professional staff, other reported total staff.

<sup>d</sup>Michigan Department of Education, 1976-77 Directory of Michigan Institutions of Higher Education (Lansing: Michigan Department of Education, 1977), pp. 5-11.

that the PUCEA should be a member of the administrative councils. While all of the presidents and six of the PUCEAs agreed that the PUCEA should be a member of standing and/or special committees. Four PUCEAs and five presidents agreed that the PUCEA should have faculty rank.

There was considerable disagreement relative to PUCEA rank with the chief academic office. No one agreed that the PUCEA should have higher status than the chief academic officer while five PUCEA agreed that the PUCEA should have equal organizational status with the chief academic officer.

No one agreed that the PUCEA should report to a member of the Board of Trustees. The highest response was that the PUCEA should report to the chief academic office. Six presidents agreed while three PUCEA agreed. The response showed a disparity between the perception of locus of power. Six PUCEA agreed that the PUCEA should report directly to the president while only one president agreed. Five presidents agreed that the PUCEA should report to a vice-president. Only two presidents and one PUCEA agreed that the PUCEA should hold a staff position in the organization.

Table 4.2 shows the responses of the presidents and PUCEAs relative to the functional relationships of the PUCEA.

#### Essentialness of the Function--Introduction

The essentialness of the function was concerned with the PUCEAs' and presidents' judgment of the essentialness or significance of the function to the operation of the university. Judgment was

expressed in a Likert Scale response of one to five. One indicated the function was not essential, two indicated somewhat essential, three indicated the function was essential while four indicated the function was highly essential, and five indicated the function was extremely essential to the operation of the respondent's university. Responses were aggregated and weighted means were computed to obtain a PUCEAs' mean and a presidents' mean for the essentialness of each function. A discrepancy greater than  $\pm 1.0$  was selected to indicate a difference between PUCEAs' and presidents' perception of the essentialness of the function. Responses were evaluated in terms of present practice and future practice, defined as ten years in the future.

#### Essentialness of the Function--Present Practice

The weighted means of PUCEAs' and presidents' responses showed little disparity between perceptions of the essentialness of nine functions in terms of present practice. The functions were administrative support, accountability, communication, institutional studies, liaison, personnel management, policy formulation, program development, and research. Table 4.2 is a display of the response differential between PUCEAs and presidents relative to the essentialness of the function in present practice.

Apparently there is general agreement between the PUCEAs and the presidents concerning the significance of those functions to their respective institutions.

TABLE 4-2.--The Functional Relationships of the Principal Continuing Education Administrators as Expressed by Presidents and PUCEAs.

Functional Relationships		Number Agree	Number Disagree	Number No Opinion
<u>Locus of Power</u>				
The PUCEA should:				
1. Hold a staff position	PRES.	2	4	0
	PUCEA	1		
2. Report directly to the president	PRES.	1	5	0
	PUCEA	6	2	0
3. Report to a vice-president	PRES.	5	0	1
	PUCEA	1	5	0
4. Report to the chief academic office	PRES.	6	0	0
	PUCEA	3	5	0
5. Report to a member of Board of Trustees	PRES.			
	PUCEA	0	0	0
<u>Rank</u>				
The PUCEA should have:				
6. Higher organizational status than the chief academic officer	PRES.	0	7	0
	PUCEA	0	5	0
7. Equal organizational status with the chief academic officer	PRES.	0	7	0
	PUCEA	5	0	0
8. Faculty Rank	PRES.	5	0	1
	PUCEA	4	0	1
<u>Sphere of Influence</u>				
The PUCEA should be:				
9. A member of the administrative councils	PRES.	6	0	0
	PUCEA	8	0	0
10. A member of standing and/or special committees	PRES.	7	0	0
	PUCEA	6	0	1

Note: Presidents--N = 7  
PUCEAs--N = 8



There were nine functions where a discrepancy greater than  $\pm 1.0$  occurred between the weighted mean responses of the PUCEAs and the presidents relative to the essentialness of the function to their universities. The functions with the greatest response disparity were legislative relations and planning. The value difference in both functions was 2.0. In both instances the PUCEAs indicated that legislative relations and planning were of greater significance to their office than did the presidents.

The six functions in which the presidents expressed a greater degree of essentialness to the operation of the university than did the PUCEAs were facilities management, fiscal management, interinstitutional, statesman, student personnel services and writing. The comments of one PUCEA clarified the disparity of responses. The comment was: "Essential?? Essential to the office, yes! For the PUCEA? No!" Other comments from both PUCEAs and presidents indicated that other personnel and/or other offices were responsible for the functions.

Another function in which the PUCEAs indicated a greater significance than did the presidents was the instruction function. The apparent disparity was clarified by one president's statement, "Instruction the function of the college, not continuing education."

Houle appropriately summarized the situation as follows:

The leaders of higher adult education are essentially administrators who spend most of their time either organizing and arranging instruction or supervising the work of those

who do. As in every other institution, the more important the academic administrator is in the hierarchy the less he is able to share in the basic work itself.<sup>1</sup>

The statement seems to apply to Michigan PUCEAs.

Highest and Lowest Functions--Essentialness--  
Present Practice

The six functions rated highest in essentialness by Michigan university presidents were fiscal management, liaison, program development, communication, interinstitutional, and writing. Table 4.3 shows the function ranks by presidents' weighted means responses. The six highest rated functions in essentialness by PUCEAs were liaison, personnel management, planning, policy formulation, program development and accountability. Table 4.4 is a display of the functions' essentialness ranks based upon PUCEAs weighted mean responses.

The functions were PUCEAs and presidents agreed upon the highest ranking in terms of essentialness of the function to the public university were liaison, program development, communication, and personnel management. Table 4.5 is a chart of the comparison of the highest and lowest function ranks of the presidents and PUCEAs.

The five lowest ranked functions in terms of essentialness in present practice rated by the presidents were legislative relations, instruction, research, planning, and administrative support. The five functions ranked lowest by the PUCEAs were legislative relations, administrative support, research, student personnel services, and instruction.

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<sup>1</sup>Houle, loc. cit., p. 12.

TABLE 4.3.--Response Differential Between PUCEA and Presidents  
Relative to Essentialness of the  
Function-Present Practice.

Function	PUCEAs Mean	Presidents Mean	Difference Pum-Prm +
1. Administrative Support	2.3	3.0	-0.7
2. Accountability	3.8	3.3	0.5
3. Communication	3.8	4.5	-0.7
4. Facilities Management	2.9	4.3	-1.4 <sup>a</sup>
5. Fiscal Management	3.5	4.8	-1.3 <sup>a</sup>
6. Institutional Studies	3.6	4.2	-0.6
7. Interinstitutional	3.3	4.5	-1.2 <sup>a</sup>
8. Instruction	2.6	1.3	1.3 <sup>a</sup>
9. Legislative Relations	2.0	0.0	2.0 <sup>a</sup>
10. Liaison	4.9	4.9	0.2
11. Personnel Management	4.8	4.2	0.6
12. Planning	4.5	2.5	2.0 <sup>a</sup>
13. Policy Formulation	4.1	3.7	0.4
14. Program Development	4.1	4.7	-0.6
15. Research	2.5	2.3	0.2
16. Statesman	2.8	4.1	-1.3 <sup>a</sup>
17. Student Personnel Services	2.5	3.8	-1.3 <sup>a</sup>
18. Writing	3.0	4.5	-1.5 <sup>a</sup>

Note: + PUCEAs Mean - Presidents Mean = Difference

<sup>a</sup>Significant differences.

TABLE 4.4.--Presidents' Responses Essentialness of the Function--  
Present Practice.

	0	1	2	3	4	5
1. Fiscal Management				4.8	3.6	
2. Liaison				4.7		
2. Program Development				4.7		
3. Communication				4.5		
3. Interinstitutional				4.5		
3. Writing				4.5		
4. Facilities Management				4.3		
5. Institutional Studies				4.2		
5. Personnel Management				4.2		
6. Statesman				4.1		
7. Student Personnel Services				3.8		
8. Policy Formulation				3.7		
9. Accountability				3.3		
10. Administrative Support				3		
11. Planning				2.5		
12. Research				2.3		
13. Instruction				1.3		
14. Legislative Relations				0		

Presidents' Grand Mean

TABLE 4.5.--PUCEA Responses Essentialness of the Function Present Practice.

	0	1	2	3	4	5
1. Liaison				4.9		
2. Personnel Management				4.8		
3. Planning				4.5		
4. Policy Formulation				4.1		
4. Program Development				4.1		
5. Accountability				3.8		
5. Communication				3.8		
6. Institutional Studies				3.6		
7. Fiscal Management				3.5		
8. Interinstitutional				3.3		
9. Writing				3		
10. Facilities Management				2.9		
11. Statesman				2.8		
12. Instruction				2.6		
13. Student Personnel Services				2.5		
14. Administrative Support				2.3		
15. Legislative Relations				2		

PUCEA Grand Mean

The points of agreement for lowest ranked functions in the dimension of essentialness were legislative relations, instruction, research, and administrative support. Comments both from presidents and PUCEAs indicated the functions were fulfilled by other university departments or staff.

#### Essentialness of the Function--Future Practice

The presidents' and PUCEAs' weighted mean responses relative to the essentialness of the function in future practice (ten years in the future) showed agreement for twelve functions. That is, there was less than a  $\pm 1.0$  difference in the weighted mean ratings of the functions. The functions were administrative support, accountability, communication, institutional studies, interinstitutional, instruction, liaison, personnel management, policy formulation, program development, research and writing. Table 4.6 shows the response differential between presidents and PUCEAs relative to the essentialness of the function in future practice.

A differential greater than  $\pm 1.0$  was evidenced in the weighted mean responses of six functions in the future practice in terms of the essentialness of the function. The presidents rated facilities management, fiscal management, statesman, and student personnel services higher than the PUCEAs rating. The PUCEAs rated legislative relations and planning higher than did the presidents. Apparently the PUCEAs perceive a greater significance for their involvement with legislative activities and planning

TABLE 4.6.--A Comparison of President and PUCEA Responses Essentialness of the Function--Present Practice.

Function	0	1	2	3	4	5
1. Administrative Support			X	+		
2. Accountability				+	X	
3. Communication					X	+
4. Facilities Management				X	+	
5. Fiscal Management				X		+
6. Institutional Studies					X	+
7. Interinstitutional				X		+
8. Instruction		+	X			
9. Legislative Relations	+		X			
10. Liaison						+ X
11. Personnel Management					+	X
12. Planning			+		X	
13. Policy Formulation				+	X	
14. Program Development					X	+
15. Research			+X			
16. Statesman			X	+		
17. Student Personnel Services			X	+		
18. Writing				X	+	

Note: Mean of Presidents' Responses (N = 6) = +  
Mean of PUCEA Responses (N = 8) = X

than do the presidents. When one examines the Michigan legislature's posture that continuing education activities must be self-supporting one readily perceives the desire of the PUCEAs to be involved with legislative activities. Both presidents and PUCEAs indicated that the functions were conducted by separate offices in the university.

Highest and Lowest Functions--Essentialness--  
Future Practice

The seven functions ranked highest in the dimension of function essentialness in future practice by Michigan public university presidents were fiscal management, liaison, program development, communication, interinstitutional, facilities management and writing. Table 4.7 shows the rank order of the eighteen functions based upon the weighted mean of the presidents' responses to the essentialness of the function in future practice. The seven functions rated highest by the PUCEAs were personnel management, planning, policy formulation, program development, liaison, communication, and institutional studies. Table 4.8 shows the PUCEAs rank order of the eighteen functions relative to the essentialness of the function in future practice.

Table 4.8 is a display of the comparison of the presidents' and PUCEAs responses. It shows agreement in the rank for liaison, program development, and communication as highest in essentialness in future practice.

The presidents rated five functions as lowest in the essentialness of the function in future practice. The functions were



TABLE 4.7.--Response Differential Between PUCEAs and Presidents  
Relative to Essentialness of the  
Function-Future Practice.

Function	PUCEAs Mean	Presidents Mean	Difference Pum-Prm +
1. Administrative Support	2.7	2.3	0.4
2. Accountability	3.4	3.3	0.1
3. Communication	3.9	4.5	-0.6
4. Facilities Management	2.8	4.3	-1.5 <sup>a</sup>
5. Fiscal Management	3.6	4.7	-1.1 <sup>a</sup>
6. Institutional Studies	3.9	4.2	-0.3
7. Interinstitutional	3.6	4.5	-0.9
8. Instruction	1.9	1.8	0.1
9. Legislative Relations	2.1	0.0	2.1 <sup>a</sup>
10. Liaison	4.0	4.7	-0.7
11. Personnel Management	4.8	4.2	0.6
12. Planning	4.4	2.5	1.9 <sup>a</sup>
13. Policy Formulation	4.1	3.7	0.4
14. Program Development	4.1	4.7	-0.6
15. Research	2.7	2.3	0.4
16. Statesman	2.9	4.1	-1.9 <sup>a</sup>
17. Student Personnel Services	2.6	3.8	-1.2 <sup>a</sup>
18. Writing	3.6	4.3	-0.7

Note: + PUCEAs' Mean - Presidents' Mean = Difference

<sup>a</sup>Significant differences.

TABLE 4.8.--Presidents' Responses--Essentialness of the Function--  
Future Practice.

	0	1	2	3	4	5
1. Fiscal Management				4.7	3.6	
1. Liaison				4.7		
1. Program Development				4.7		
2. Communication				4.5		
2. Interinstitutional				4.5		
3. Facilities Management				4.3		
3. Writing				4.3		
4. Institutional Studies				4.2		
4. Personnel Management				4.2		
5. Statesman				4.1		
6. Student Personnel Services				3.8		
7. Policy Formulation				3.7		
8. Accountability				3.3		
9. Planning				2.5		
10. Research				2.3		
10. Administrative Support				2.3		
11. Instruction				1.8		
12. Legislative Relations				0		

Presidents' Grand Mean

legislative relations, instruction, administrative support, research, and planning. The PUCEAs rated instruction, legislative relations, student personnel services, research, and administrative support lowest (Tables 4.7 and 4.8).

The four functions rated lowest by consensus were legislative relations, instruction, administrative support, and research. The areas of disparity were student personnel services and planning. Comments indicated that all six functions are the responsibility of support staff or other departments in the university.

#### Assignment of the Function--Present Practice

The assignment of the function concerned the responsibilities of the PUCEA in relationship to the activities associated with the function.

The presidents and PUCEAs agreed in terms of the assignment of four of the functions. That is, there was less than a  $\pm 1.0$  difference in the weighted mean rating of administrative support and student personnel services (PUCEA not involved to an occasional contribution); accountability and interinstitutional (PUCEA assist in supervision to involved with direct supervision). Table 4.9 shows the response differential between presidents and PUCEAs relative to the assignment of the function in present practice.

Seven functions showed a disparity between the perceptions of the presidents and the PUCEAs relative to the assignment of the function in present practice. Three functions showed over a 2.5 span of rating difference relative to the following functions:

TABLE 4.9.--PUCEAs' Responses--Essentialness of the Function--Future Practice.

	0	1	2	3	4	5
1. Personnel Management				4.8	3.4	
2. Planning				4.4		
3. Policy Formulation				4.1		
3. Program Development				4.1		
4. Liaison				4		
5. Communication				3.9		
5. Institutional Studies				3.9		
6. Fiscal Management				3.6		
6. Interinstitutional				3.6		
6. Writing				3.6		
7. Accountability				3.4		
8. Statesman				2.9		
9. Facilities Management				2.8		
10. Administrative Support				2.7		
11. Research				2.7		
12. Student Personnel Services				2.6		
13. Legislative Relations				2.1		
14. Instruction				1.9		

PUCEA Grand Mean

liaison, policy formulation, and program development. Based on the response guide PUCEAs indicated their relationship to function activities ranged from direct supervision to total responsibility while the presidents indicated that PUCEAs were not involved or made only an occasional contribution to the function activities. PUCEAs indicated an occasional contribution to assisting in supervision while presidents indicated that PUCEAs were not involved in the functions concerned with planning, personnel management, research, and writing.

Table 4.10 shows that communication, facilities management, fiscal management, institutional studies, instruction, legislative relations, and statesman were rated differently by presidents and PUCEAs. Responses exceeded a  $\pm 1.0$  span of difference and in each case the PUCEAs' perception of the assignment exceeded the presidents perception.

Highest and Lowest Functions--Assignment--  
Present Practice

The five functions ranked highest, based on weighted means of presidents' responses relative to the PUCEAs' responsibility in relationship to the activities associated with the present practice, were interinstitutional, accountability, institutional studies, communication, and fiscal management. Table 4.11 shows the broad span of the rating of assignment by the presidents. In contrast, Table 4.12 shows the highest ranked functions by the PUCEAs. Ten functions received a ranking over 3.6 which was 0.3 above the highest ranked assignment of the function of the presidents. PUCEAs ranked

TABLE 4.10.--A Comparison of President and PUCEA Responses Essentialness of the Function--Future Practice.

Function	0	1	2	3	4	5
1. Administrative Support			+ X			
2. Accountability				+X		
3. Communication					X +	
4. Facilities Management			X		+	
5. Fiscal Management				X		+
6. Institutional Studies				X +		
7. Interinstitutional				X		+
8. Instruction			+X			
9. Legislative Relations	+		X			
10. Liaison				X		+
11. Personnel Management					+	X
12. Planning			+		X	
13. Policy Formulation				+	X	
14. Program Development					X +	
15. Research			+ X			
16. Statesman				X	+	
17. Student Personnel Services			X		+	
18. Writing				X		+

Note: Mean of Presidents' Responses (N = 6) = +  
Mean of PUCEAs' Responses (N = 8) = X

TABLE 4.11.--Response Differential Between PUCEAs and Presidents  
Relative to the Assignment of the  
Function-Present Practice.

Function	PUCEAs Mean	Presidents Mean	Difference Pum-Prm +
1. Administrative Support	1.4	1.3	0.1
2. Accountability	3.6	3.2	0.4
3. Communication	3.9	2.2	1.7 <sup>a</sup>
4. Facilities Management	2.0	0.8	1.2 <sup>a</sup>
5. Fiscal Management	2.9	1.7	1.2 <sup>a</sup>
6. Institutional Studies	3.9	2.3	1.6 <sup>a</sup>
7. Interinstitutional	3.8	3.3	0.5
8. Instruction	1.1	0	1.1 <sup>a</sup>
9. Legislative Relations	1.9	0.1	1.8 <sup>a</sup>
10. Liaison	4.4	1.2	3.2 <sup>a</sup>
11. Personnel Management	3.9	1.0	2.9 <sup>a</sup>
12. Planning	3.9	0.3	3.6 <sup>a</sup>
13. Policy Formulation	4.1	0.8	3.3 <sup>a</sup>
14. Program Development	4.1	1.0	3.1 <sup>a</sup>
15. Research	2.6	-0.2	2.8 <sup>a</sup>
16. Statesman	3.0	1.5	1.5 <sup>a</sup>
17. Student Personnel Services	1.0	0.3	0.7
18. Writing	3.9	0.7	3.2 <sup>a</sup>

Note: + PUCEAs' Mean - Presidents' Mean = Difference

<sup>a</sup>Significant differences.

TABLE 4.12.--Presidents' Responses--Assignment of the Function--  
Present Practice.

	0	1	1.2	2	3	4	5
1. Interinstitutional					3.3		
2. Accountability					3.2		
3. Institutional Studies					2.3		
4. Communication					2.2		
5. Fiscal Management					1.7		
6. Statesman					1.5		
7. Administrative Support					1.3		
8. Liaison					1.2		
9. Personnel Management					1.0		
9. Program Development					1.0		
10. Policy Formulation					.8		
10. Facilities Management					.8		
11. Writing					.7		
12. Student Personnel Services					.3		
12. Planning					.3		
13. Legislative Relations					.1		
14. Instruction					0		
15. Research					- .2		
			Presidents' Grand Mean				



liaison, policy formulation, program development, communication, institutional studies, personnel management, planning, writing, interinstitutional and accountability in the PUCEA responsibility range from assisting in supervision to direct supervision. None were ranked by any PUCEA as his total responsibility.

The points of agreement were administrative support, accountability, and student personnel services. Only those three functions revealed less than  $\pm 1.0$  difference in span of rank between presidents' and PUCEAs perception of the assignment of the function. Table 4.14 displays the great differences between the responses of the two groups.

The ten functions ranked the lowest by presidents relative to the PUCEAs' responsibility in relationship to the activities associated with the functions (all were ranked at 1.0 or less which indicated that the PUCEA was perceived to not be involved) were research, instruction, legislative relations, planning, facilities management, personnel management, policy formulation, program development, student personnel services, and writing (Table 4.11).

The six functions ranked the lowest by the PUCEAs were student personnel services, instruction, administrative support, legislative relations, facilities management, and research (Table 4.12).

TABLE 4.13.--PUCEAs' Responses--Assignment of the Function--Present Practice.

	0	1	2	3	4	5
1. Liaison				4.4		
2. Policy Formulation				4.1		
2. Program Development				4.1		
3. Communication				3.9		
3. Institutional Studies				3.9		
3. Personnel Management				3.9		
3. Planning				3.9		
3. Writing				3.9		
4. Interinstitutional				3.8		
5. Accountability				3.6		
6. Statesman				3		
7. Fiscal Management				2.9		
8. Research				2.6		
9. Facilities Management				2		
10. Legislative Relations				1.9		
11. Administrative Support				1.4		
12. Instruction				1.1		
13. Student Personnel Services				1		
				PUCEA Grand Mean		

TABLE 4.14.--A Comparison of President and PUCEA Responses Assignment of the Function--Present Practice.

Function	0	1	2	3	4	5
1. Administrative Support		+X				
2. Accountability				+ X		
3. Communication			+		X	
4. Facilities Management		+	X			
5. Fiscal Management			+	X		
6. Institutional Studies			+		X	
7. Interinstitutional				+	X	
8. Instruction	+	X				
9. Legislative Relations	+		X			
10. Liaison		+				X
11. Personnel Management		+			X	
12. Planning	+				X	
13. Policy Formulation	+				X	
14. Program Development	+				X	
15. Research	+		X			
16. Statesman		+	X			
17. Student Personnel Services	+	X				
18. Writing	+			X		

Note: Mean of Presidents' Responses (N = 6) = +  
Mean of PUCEA Responses (N = 8) = X

### Assignment of the Function--Future Practice

The responses of the presidents when compared to the PUCEAs relative to the PUCEAs' responsibilities in carrying out the functions in the future continued to show considerable disparity.

There are six functions in which there is agreement. That is there was less than a  $\pm 1.0$  difference in the weighted mean rating of administrative support, accountability, facilities management, fiscal management, interinstitutional, and student personnel services. Table 4.15 shows the response differential between PUCEAs and presidents relative to the assignment of the function in future practice.

Twelve functions showed a disparity between the perceptions of the presidents and the PUCEAs relative to the assignment of the function in future practice. Eight functions showed a response differential greater than 2.0. Included were communication, liaison, personnel management, planning, policy formulation, program development, research, and writing. In each instance PUCEAs' weighted mean rating ranked a greater responsibility for the PUCEA than did the presidents.

### Highest and Lowest Functions--Assignment-- Future Practice

The five functions ranked highest by presidents based on the weighted means responses relative to the PUCEAs responsibility in relationship to the activities associated with the function in future practice were interinstitutional, accountability, institutional studies, communication, and fiscal management. Table 4.16 displays

TABLE 4-15.--Response Differential Between PUCEAs and Presidents  
Relative to the Assignment of the  
Function-Future Practice.

Function	PUCEAs Mean	Presidents Mean	Difference Pum-Prm +
1. Administrative Support	1.4	1.3	0.1
2. Accountability	3.5	3.2	0.3
3. Communication	4.0	2.2	2.2 <sup>a</sup>
4. Facilities Management	1.6	1.3	0.3
5. Fiscal Management	2.9	2.0	0.9
6. Institutional Studies	4.0	2.3	1.7 <sup>a</sup>
7. Interinstitutional	3.9	3.3	0.6
8. Instruction	1.1	0.0	1.1 <sup>a</sup>
9. Legislative Relations	1.6	0.3	1.3 <sup>a</sup>
10. Liaison	4.0	1.2	2.8 <sup>a</sup>
11. Personnel Management	3.5	1.0	2.5 <sup>a</sup>
12. Planning	3.5	0.3	3.2 <sup>a</sup>
13. Policy Formulation	4.0	0.7	3.3 <sup>a</sup>
14. Program Development	3.6	0.8	2.8 <sup>a</sup>
15. Research	2.6	-0.2	2.8 <sup>a</sup>
16. Statesman	3.1	1.5	1.6 <sup>a</sup>
17. Student Personnel Services	1.1	0.3	0.8
18. Writing	3.5	0.7	2.8 <sup>a</sup>

Note: + PUCEAs' Mean - Presidents' Mean = Difference

<sup>a</sup>Significant differences.

the rank order rating of the presidents. None of the functions were rated above an assisting in supervision status by the presidents. In contrast the PUCEAs rank ten functions above those of the presidents relative to their perception of PUCEA involvement with the function in the future. Again the PUCEAs did not indicate that any function would be their total responsibility. The functions PUCEAs ranked as either assisting in supervision or direct supervision included communication, institutional studies, liaison, policy formulation, interinstitutional, program development, accountability, personnel management, planning, writing, and statesman. Table 4.17 displays the rank order rating of the weighted mean responses of the PUCEAs relative to the assignment of the function in future practice.

Three functions showed relative agreement of responsibility in comparison of presidents and PUCEAs responses. Those functions are interinstitutional, accountability, and institutional studies.

The functions ranked the lowest both by presidents and PUCEAs were research, instruction, student personnel services, and legislative relations.

A comparison of the president and PUCEA responses relative to the assignment of the function in future practice (Table 4.18) shows a considerable span of difference relative to the role of the PUCEA in carrying out the activities related to the functions. The greatest differences exist in the areas of policy formulation and planning. Comments by presidents and PUCEAs indicates that a separate university office carries out the functions. One president

TABLE 4.16.--Presidents' Responses--Assignment of the Function--Future Practice.

	0	1	2	3	4	5
1. Interinstitutional				3.3		
2. Accountability				3.2		
3. Institutional Studies				2.3		
4. Communication				2.2		
5. Fiscal Management				2.0		
6. Statesman				1.5		
7. Administrative Support				1.3		
7. Facilities Management				1.3		
8. Liaison				1.2		
9. Personnel Management				1.0		
10. Program Development				0.8		
11. Policy Formulation				0.7		
12. Writing				0.7		
13. Legislative Relations				0.3		
13. Planning				0.3		
13. Student Personnel Services				0.3		
14. Instruction				0.0		
15. Research				-0.2		
Grand Mean						

TABLE 4.17.--PUCEAs' Responses--Assignment of the Function--Future Practice.

0	1	2	3	4	5
1. Communication	4	2.9			
1. Institutional Studies	4				
1. Liaison	4				
1. Policy Formulation	4				
2. Interinstitutional	3.9				
3. Program Development	3.6				
4. Accountability	3.5				
4. Personnel Management	3.5				
4. Planning	3.5				
4. Writing	3.5				
5. Statesman	3.1				
6. Fiscal Management	2.9				
7. Research	2.6				
8. Facilities Management	1.6				
8. Legislative Relations	1.6				
9. Administrative Support	1.4				
10. Instruction	1.1				
10. Student Personnel Services	1.1				

PUCEA Grand Mean



TABLE 4.18.--A Comparison of President and PUCEA Responses Assignment of the Function--Future Practice.

Function	0	1	2	3	4	5
1. Administrative Support		+X				
2. Accountability				+ X		
3. Communication			+		X	
4. Facilities Management		+ X				
5. Fiscal Management			+	X		
6. Institutional Studies			+		X	
7. Interinstitutional				+	X	
8. Instruction	+	X				
9. Legislative Relations	+	X				
10. Liaison		+			X	
11. Personnel Management		+		X		
12. Planning	+			X		
13. Policy Formulation	+				X	
14. Program Development		+		X		
15. Research	+			X		
16. Statesman		+		X		
17. Student Personnel Services	+	X				
18. Writing	+			X		

Note: Mean of Presidents' Responses (N = 6) = +  
Mean of PUCEAs' Responses (N = 8) = X

responded "Description is probably accurate, but we have other mechanisms through which the Executive office develops policy."

### Summary

Apparently there is a considerable need for communication of the PUCEAs' extent of involvement in carrying out the variety of functions for which the office of continuing education is responsible. Although the study did not measure the extent of disparity statistically, it did indicate or document that a perceptive disparity exists.

Chapter IV was a report and analysis of the research findings.

Chapter V will provide the study conclusions with the implications and recommendations for further research.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This study was undertaken for the purpose of investigating the perceived functions essential for administering public university central continuing education services in Michigan. The major purposes of this study were:

1. To document a profile of the principal public university continuing education administrator in Michigan as it relates to sex, length of service, and academic rank;
2. To verify the functions expressed as essential to the exercise of the office of the principal university continuing education administrator as presently practiced and as forecast ten years in the future.
3. To determine the organizational relationships of the principal university continuing education administrator as they apply to locus of power, organizational rank, and sphere of influence.
4. To compare aggregate responses of Michigan principal university continuing education administrators with aggregate responses of public university presidents or their designee.

5. To provide implications for the pre-service and in-service development of university continuing education administration majors.

The conclusions and recommendations of this study will be presented in relationship to the purposes of this study.

A questionnaire was designed after the format of that developed by Frederick R. Whims.<sup>1</sup> His instrument was modified to elicit the responses of Michigan's nine public university presidents and nine principal continuing education administrators relative to their perceptions of the functions and functional relationships of the principal university continuing education administrator. The questionnaire was divided into three parts. Part I was concerned with eighteen functions considered essential to the university office of continuing education. Both presidents and PUCEAs were asked to respond to the function statement in terms of present practice and future practice, defined as ten years in the future. Each was asked to evaluate the function in a five part Likert type scale concerning the accuracy of description, the essentialness of the function, the assignment of the function, and the time demand of the function. Part II, Functional Relationships, required both presidents and PUCEAs' perceptions of the locus of power, the rank, and the sphere of influence of the PUCEAs. Responses were in the agree, disagree, and no opinion format. Only the PUCEAS

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<sup>1</sup>Frederick Whims, "A Descriptive Study to Establish and Clarify the Functions, Skills, and Organizational Relationships of Chief Business Officers in Selected Michigan Comprehensive Community Colleges" (unpublished Ph.D. dissertation, Michigan State University, 1974).

were sent Part III of the questionnaire which requested information about the background of the PUCEA and institutional background information (Appendix A).

Eight of the nine PUCEAs returned the questionnaire for an 89 % return. Seven presidents returned their questionnaires, but only six contained usable data. That represented a 67% return. The president of one institution sent a letter to the researcher indicating that the university staff was under going a change therefore the current temporary staff would not respond since the institutions "present staff would not reflect the university's position in a meaningful manner."

The data gathered from the questionnaires was hand tabulated and analyzed as follows:

1. A tabulation of frequency of presidents' responses separated by university headcount enrollment in the fall of 1975 (Appendix D).
2. A tabulation of frequency of PUCEAs' responses separated by university headcount enrollment in the fall of 1975 (Appendix D).
3. A comparison of composite responses grouped by presidents and PUCEAs for each function and function cell based on perception of the present practice and future practice.
4. A rank order of each function was developed based on a weighted mean formula developed in cooperation with the Office of Research Consultation, College of Education, Michigan State University for the essentialness and assignment dimensions.

5. A comparison of compsite responses to determine the presidents' and PUCEAs' perception of the highest and lowest functions in the dimensions of essentialness and assignment of each function.

### Findings

A detailed presentation of the research findings is included in Chapter IV and the Appendices. A brief summary of some of the major findings follows:

1. In Michigan public universities there is an agreement between the perception of presidents and PUCEAs concerning the essentialness of nine continuing education functions in present practice. Both groups agreed that liaison, personnel management and program development were highly essential functions. Accountability, was an essential function while administrative support and research were somewhat essential to the PUCEA function. Communication, institutional studies, and policy formulation were clustered in the essential to highly essential category of essentialness to the operation of the university office of continuing education.

2. In Michigan public universities legislative relations, instruction, and planning represent the widest disparity in the perceptions of the presidents and PUCEAs relative to the continuing education operation of the university. Presidents indicated that legislative relations and instruction are not essential while PUCEAs indicated they were somewhat essential. Presidents indicated that planning was somewhat essential to the university operation while PUCEAs perceived it to be highly essential in present practice.

Presidents indicated those functions were the responsibility of other university offices.

3. In Michigan public universities there is an agreement between the perceptions of presidents and PUCEAs concerning the assignment of continuing education functions in present practice. Both agreed that the PUCEAs' responsibility was that of direct supervision relative to accountability and interinstitutional functions. They both agreed that the PUCEA was not involved in administrative support activities, instruction, legislative relations, and student personnel services.

4. In Michigan public universities liaison, personnel management, planning, policy formulation, program development, research, and writing were perceived differently relative to the PUCEAs' relationship to the activities associated with the functions in present practice. Presidents indicated that PUCEAs were not involved in those functions while PUCEAs indicated direct supervision of liaison, policy formulation, and program development functions. PUCEAs further indicated that they assisted in supervision of personnel management, planning, and writing. PUCEAs perceived their responsibility as an occasional contribution to research.

5. In Michigan public universities there is an agreement between the perception of presidents and PUCEAs concerning the essentialness of continuing education functions in future practice. Both groups agreed that liaison, personnel management, and program development would be highly essential functions ten years in the future just as they are in the present. They also agreed that

accountability would be essential in the future while administrative support and research would be somewhat essential. They both agreed that instruction (i.e., formal classroom teaching) would not be an essential activity performed by the PUCEA in the operation of the continuing education office in the future. Their comments indicated that instruction would be carried on by other university departments.

6. In Michigan public universities legislative relations represented the widest disparity between the perceptions of the presidents and the PUCEAs. Presidents indicated that legislative relations would not be essential while PUCEAs indicated that they will be somewhat essential in the future.

7. In Michigan public universities the presidents and PUCEAs perceived communication, institutional studies, inter-institutional, policy formulation, and writing to be clustered in the essential to highly essential categories of essentialness to the operation of the university.

8. In Michigan public universities there is an agreement between the perceptions of the presidents and PUCEAs concerning the assignment of continuing education functions in future practice. Both agreed that the PUCEAs' relationship to the activities associated with administrative support, facilities management, instruction, legislative relations, and student personnel services would be that of a not involved status. Others would carry-out those activities.

9. In Michigan public universities the widest disparity of perceptions of PUCEAs' relationship to activities associated with



the function in the future is in the liaison, personnel management, planning, policy formulation, program development, research, and writing functions. Presidents indicated that PUCEAs would not be involved in liaison, personnel management, planning, policy formulation, program development, research, or writing. PUCEAs indicated direct supervision of liaison and policy formulation while they indicated they would be assisting in supervision of personnel management, planning, program development, and writing ten years in the future.

10. In Michigan public universities both presidents and PUCEAs agreed that in present practice and future practice no function activities would be the total responsibility of the PUCEA. PUCEAs will supervise others who carry out the activities.

11. In Michigan public universities most presidents and most PUCEAs agreed that PUCEAs should be a member of the administrative council and of standing and/or special committees. Since those councils and committees generally represent the policy making bodies of the institutions there appears to be some disparity between the presidents' expression of the relationship of the PUCEA to the policy formulation function in the public university which represents sphere of influence in this study of functional relationships.

12. In Michigan public universities there is a difference of opinion of the rank the PUCEA should have in the organizational structure. Over half of the PUCEAs agreed that they should have faculty rank and equal organizational status with the chief academic officer. Half of the presidents agreed with the faculty rank, but

disagreed with the equal organizational status with the chief academic officer.

13. In Michigan public universities three-fourths of the PUCEAs indicated that the locus of the PUCEA power should be that of reporting directly to the president. Nearly all of the presidents indicated that the PUCEA should report to a vice-president or to the chief academic officer.

14. In Michigan public universities all of the PUCEAs are males seven of whom work full-time in their positions. Only one PUCEA is in a part-time position. The average length of service is seven and one-half years in the position.

15. Most PUCEAs in Michigan public universities have the title of dean or director. However in nine institutions there are seven different organizational titles.

16. In Michigan public universities three-fourths of the PUCEAs do not have formally stated job descriptions although five institutions have a governing board approved continuing education institutional mission or policy statement.

17. In Michigan public universities three-fourths of the PUCEAs rely on support from advisory councils.

18. In Michigan public universities the most common internal communication pattern is to the immediate super-ordinate and to the immediate sub-ordinate.

19. In Michigan public universities there is no regular pattern of external PUCEA communication. The most frequent indication is communication with counter-part deans.

20. In Michigan public universities the most frequent organizational pattern is that of a central unit established for administrative coordinative and service functions, but the continuing education program responsibility is shared throughout the university.

### Conclusions

As a result of the findings of this study, the following major conclusions were reached:

1. It would appear that liaison, personnel management, and program development are the most critical functions in the continuing education unit of the public university for which the PUCEA is held accountable.

Both groups seemed to agree that both in present practice and future practice those three functions were and would be highly essential functions.

2. It seems that none of the eighteen functions' activities as listed are the total responsibility of the PUCEA in present practice and will not be his total responsibility in future practice. PUCEAs will supervise others who carry out the activities.

Both groups agreed that the PUCEA's relationship to the functions is that of assisting in supervision or in direct supervision. This seems to imply a coordinating, organizing, and leadership role. Therefore the implication seems to be that pre-service and in-service continuing education administrator programs must provide the best leadership models in developing skills to meet

the functions of liaison, program development, and personnel management.

3. It would seem from an examination of the literature and an examination of the research findings that the role of the PUCEA is yet to be clearly defined.

The evidence of the emergence of the role is in the fact that so few public universities have developed a job description for the PUCEA. The lack of a job description may also explain the disparity between the perceptions of the presidents and PUCEAs relative to the assignment of the function. Perhaps some of the ambiguity and marginality of the role would be more clearly defined with a job description developed at each university by both presidents and PUCEA.

4. It does appear that PUCEAs are involved in influencing policy in Michigan public universities.

Perhaps the PUCEA involvement and contribution would have a greater recognition factor if a better communication pattern existed in the internal organization of the institution. It would seem there should be a concerted effort to draw attention to the contribution PUCEAs make to the institutional effort through their participation in administrative councils and on committees. This also seems to have implications for pre-service and in-service training in the effective means of developing policy contributions as well as developing effective communication tools and strategies.

5. Apparently there will be no significant changes between present practice and future practice relative to the functions of the PUCEA as they are expressed by both groups.

This appears to be contrary to the literature which indicates an expanded role for the continuing education program in the era of declining enrollments. The implications for deciphering the disparity between rhetoric and reality will be determined in time.

### Implications

There are limitations to this study due to the size of the research sample and the geographical limitations. It was not intended to be a statistical study which permits tests of statistical significance. There are limitations due to the style and complexity of the research instrument.

The nature of the complicated questionnaire provides some cautious insights into the implications for pre-service and in-service development of university continuing education administrators. The evidence seems to show that developmental programs must provide the best leadership development models for skills in meeting the functions of liaison, program development, and personnel management.

The evidence also appears to indicate that effective participation in policy development as well as effective means of communication strategies are implications for pre-service and in-service training of university continuing education administrators. That is essential in terms of internal communication to superordinates, as represented by presidents in this study. Apparently

presidents do not have a clear understanding of the PUCEAs' intensity of involvement in the various functions. Perhaps a more effective communication strategy would alleviate the situation.

### Recommendations for Further Research

Several questions were raised by this study which could serve as a foundation for further research. The findings of this study would be supplemented if research were conducted in the following areas:

1. Further study to compare the responses of four year college administrators in both public and private institutions.
2. Expand the study to include the perceptions of other superordinates and subordinates in the university.
3. Compare and contrast the responses of PUCEAs in larger and smaller states both in public and private institutions.
4. Compare and contrast the responses of PUCEAs with those who administer continuing education programs in the community college.
5. Conduct the study with a larger sample using the same instrument.
6. Compare and contrast the PUCEAs' role with that of the traditional academic dean.

### Reflections

The cooperation and the support of this research effort by professionals who have multiple demands upon their limited time was

the most significant element of this effort. It is apparent that there is a concern to examine the dimensions of the PUCEAs' functions and to contribute to the knowledge of those functions even when a complicated research instrument serves as the vehicle for examination. There appeared to be some apprehension on the part of some of the PUCEAs who participated in that there were requests for anonymity in the display of the data. It may be that this is one of the factors affecting the internal communication effectiveness of the PUCEA. The presidents' perceptions of the PUCEA appear to be less than the perceptions of those who are involved in the continuing education activity. Perhaps more open communication would alleviate some of the disparity of perceptions.

Currently the PUCEA role appears to be an idiosyncratic one due to the fact that there are so few functioning with a job description. In marginal operations such as continuing education that there is not yet a consistent job description may be due to the fact that there are not yet consistent levels of authority to establish such a document. It may be due to the fact that the PUCEA functions in a relatively ambiguous bureaucratic-political universe. The role is vague as is evidenced in the multiple terms used to identify so few continuing education units. The role appears to require a generalist capable of entrepreneurial developmental activities specific to the range of institutional resources across the academic program areas and specific to the range of identified community needs.

In this milieu continuing education professional development programs must address the traditions of the university and the emergent needs of the social order. Aggressive but collaborative collegial leadership must be developed in order to maximize the university's interaction with the community it serves. The esoteric and the pragmatic must be skillfully bound together in program scope and sequence in order to provide future continuing education leadership with a broad based set of knowledge, skills, and abilities critical for assuming responsibility in an emergent arena. As the PUCEA role is more clearly defined the components of a pre-service and in-service developmental curriculum will be more precisely delineated.

The challenge of the next decade will more than likely be that of determining the answer to the perennial question concerning the status and function of continuing higher education relative to the purposes of the university. As the social order forces the university to respond to its needs, the decision will be made in defining the responsibility for instruction and the involvement of the PUCEA in carrying out the function of carrying out the knowledge of the university to the people who support it.



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## APPENDICES



APPENDIX A

A QUESTIONNAIRE CONCERNING THE PRINCIPAL  
UNIVERSITY CONTINUING EDUCATION  
ADMINISTRATOR

A QUESTIONNAIRE CONCERNING THE PRINCIPAL  
UNIVERSITY CONTINUING EDUCATION ADMINISTRATOR

INSTRUCTIONS -- PART I

Part I consists of statements describing eighteen FUNCTIONS thought to be performed by principal university continuing education administrators (PUCEA). Will you please react to those eighteen functions.

The following directions are provided to facilitate your responses to the first two or three questions. After that you will be accustomed to the response process and answering will be easier.

1. READ the "Response Guide" printed on yellow paper on page iii.
2. Pull out the "Response Guide" and put it below the first function statement on page 1.
3. READ the statement and CIRCLE the number (1 through 5) in each column of the row "Present Practice" which represents:
  - a. Your evaluation of the Accuracy of the statement relative to the function at your university (if you circle answer 2, 3 or 4 write a brief modified statement which reflects the function at your university);
  - b. Your evaluation of its present significance or essentialness at your university;
  - c. Your present involvement in executing the function; and
  - d. Your estimate of the present measure of time you spend relative to the function.

EXAMPLE:

(a)	(b)	(c)	(d)
ACCURACY OF FUNCTION DESCRIPTION	ESSENTIAL- NESS OF FUNCTION	ASSIGNMENT OF FUNCTION	TIME DEMAND OF FUNCTION
PRESENT PRACTICE			
Accuracy	Essentialness	Assignment	Time
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. Respond to the same function statement under the row "Future Practice" as you foresee each of the four dimensions at your university ten years from now.

ACCURACY OF FUNCTION DESCRIPTION	ESSENTIAL- NESS OF FUNCTION	ASSIGNMENT OF FUNCTION	TIME DEMAND OF FUNCTION
FUTURE PRACTICE			
Accuracy	Essentialness	Assignment	Time
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

5. Complete the eighteen functions in the same manner
6. If you would identify further functions please list them on the bottom and back of this sheet.
7. Please return your completed questionnaire in the self-addressed stamped envelope. Thank you for your cooperation!

# PRINCIPAL CONTINUING EDUCATION ADMINISTRATOR INVENTORY

## RESPONSE GUIDE

THE DESCRIPTION OF THE FUNCTION	THE ESSENTIALNESS OF THE FUNCTION	THE ASSIGNMENT OF THE FUNCTION	THE TIME DEMANDS OF THE FUNCTION
How would you judge the <i>accuracy</i> of the <i>statement</i> pertaining to this function?	How would you judge the <i>essentialness</i> or <i>significance</i> of the stated function to the operation of your university?	Your <i>responsibilities</i> in relationship to the activities associated with this function is best described as:	How would you measure your <i>time</i> spent in activities related to this function?
KEY	Key	KEY	KEY
1. Is not a function at your university. Proceed to next function.	1. Not essential	1. Not involved	1. None (0 Hours)
2. Inaccurate	2. Somewhat essential	2. Occasional contribution	2. Little (Less than 1 hr/wk)
3. Accurate with major modification required.	3. Essential	3. Assisting in Supervision	3. Occasionally (1 to 2 hours per week)
4. Accurate with slight modification	4. Highly essential	4. Direct supervision	4. Considerable (3-4 hrs/week)
5. Accurate as stated.	5. Extremely essential	5. My total responsibility no supervision involved.	5. Extensive (over 5 hours/week)
If answers 2, 3, & 4 were given, please write a modified statement where comments are requested.			

PART I —PUCEA FUNCTIONS

FUNCTION	ACCURACY OF DESCRIPTION	ESSENTIALNESS OF FUNCTION	ASSIGNMENT OF FUNCTION	TIME DEMAND OF FUNCTION
<b>1. <u>ADMINISTRATIVE SUPPORT:</u></b>  <i>Activities performed by PUCEA designed to facilitate programming activities. Illustrated Assignments: Registration of students for programs, recording, accounting, stenographic and clerical services...et cetera.</i>  <b>Comments:</b>	PRESENT PRACTICE			
	<i>Description</i>	<i>Essentialness</i>	<i>Assignment</i>	<i>Time Demand</i>
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	FUTURE PRACTICE			
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 2. ACCOUNTABILITY:

*Activities performed by PUCEA designed to formally or informally report to superordinates, the public, the State Department of Education, the legislature, accrediting agencies et cetera.*

Comments:

PRESENT PRACTICE			
Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
FUTURE PRACTICE			
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

### 3. COMMUNICATION:

*Activities performed by PUCEA designed to inform colleagues, co-workers, and constituency. Illustrated Assignments: A communication bridge between the client community through promotions, public speaking, council membership ... et cetera.*

Comments:

PRESENT PRACTICE			
Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
FUTURE PRACTICE			
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 4. FACILITIES MANAGEMENT:

*Activities performed by PUCEA designed to insure effective use of available facilities. Illustrated Assignments: Identify space type, size, number of students, estimate percentage of use of space (hours used per week--weekly cost)... et cetera.*

Comments:

#### PRESENT PRACTICE

Description

Essentialness

Assignment

Time Demand

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

### 5. FISCAL MANAGEMENT:

*Activities performed by PUCEA designed to determine allocations for programs, to prepare budgets, and to maintain accurate financial records. Illustrated Assignments: Prepare budget requests, project long-range financial needs, prepare monthly and annual financial reports, receive and account for all funds...et cetera.*

Comments:

#### PRESENT PRACTICE

Description

Essentialness

Assignment

Time Demand

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 6. INSTITUTIONAL STUDIES:

*Activities performed by PUCEA designed to reveal or inspire ways of improving university continuing education operations. Illustrated Assignments: Self-analyses, formal staff evaluations, and informal assessments of activities...et cetera.*

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

### 7. INTERINSTITUTIONAL:

*Activities performed by PUCEA designed to promote cooperation, coordination, and articulation among postsecondary educational agencies. Illustrated Assignments: Develop cooperative programs with institutions offering programs in a geographical area...et cetera.*

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------



## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 8. INSTRUCTION:

Activities performed by PUCEA designed to facilitate advanced learning. Illustrated Assignments: Formal classroom teaching, consultative relationships...et cetera.

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

### 9. LEGISLATIVE RELATIONS:

Activities performed by PUCEA designed to inform legislators of programs, needs, and legislative impact. Illustrated Assignments: Personal contact with legislative representatives, maintaining knowledge of proposed and pending legislation, maintaining contact with university legislative representatives...et cetera.

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 10. LIAISON:

Activities performed by PUCEA designed to inform campus colleges, schools, and departments, and faculty members of unit activities and needs. Activities designed to inform off-campus individuals, groups, organizations, and agencies of institutional resources and services...et cetera.

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

### 11. PERSONNEL MANAGEMENT:

Activities performed by PUCEA designed to provide a corp of competent support staff; to provide a system for recruitment, use and inservice development; to maintain a high level of staff morale. Illustrated Assignments: Recruiting and screening applicants, establishing a training and supervisory program, developing salary and wage plans, maintain personnel records...et cetera.

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 12. PLANNING:

Activities performed by PUCEA to provide the university with anticipated expenditure requirements for facilities, staff, program activities and so forth and to assist the university in making expenditure commitments in keeping with anticipated revenues. Illustrated Assignments: Obtain long range data projections....cost of living data projections, prepare an analysis of cost/revenue factors...et cetera.

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
-------------	---------------	------------	-------------

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

### 13. POLICY FORMULATION:

Activities performed by PUCEA designed to assist the university president in identifying and preparing policy recommendations for board of trustees action and to translate board policies into operational procedures and guidelines. Illustrated Assignments: Serve as a member of the president's policy formulating cabinet...policy development recommendations...et cetera.

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
-------------	---------------	------------	-------------

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

## FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

### 14. PROGRAM DEVELOPMENT:

*Activities performed by PUCEA designed for determining the interests of clientele, planning curriculum development, promotion, and evaluation of program. Illustrated Assignments: Field investigations to assess areas of need, designing programs that best use resources of the university, follow-up evaluations...et cetera.*

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

### 15. RESEARCH:

*Activities performed by PUCEA to gather basic information to contribute to the knowledge base. Illustrated Assignments: Field investigations, surveys, and so forth concerning public problems or issues. Basic research to explore the phenomena of adult learning...et cetera.*

Comments:

#### PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

# FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

## 16. STATESMAN:

Activities performed by PUCEA designed to represent the institution on a state or national scale. Illustrated Assignments: Participating in conferences, institutes, and workshops aimed at improving the university stature.

Comments:

### PRESENT PRACTICE

Description

Essentialness

Assignment

Time Demand

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

### FUTURE PRACTICE

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

## 17. STUDENT PERSONNEL SERVICES:

Activities performed by PUCEA designed to provide support to students participating in continuing education programs. Illustrated Assignments: Counseling students, financial aid directions, ease of access to programs...et cetera.

Comments:

### PRESENT PRACTICE

Description

Essentialness

Assignment

Time Demand

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

### FUTURE PRACTICE

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

# FUNCTION

ACCURACY OF  
DESCRIPTION

ESSENTIALNESS  
OF FUNCTION

ASSIGNMENT  
OF FUNCTION

TIME DEMAND  
OF FUNCTION

## 18. WRITING:

*Activities performed by PUCEA designed to inform and apply for support. Illustrated Assignments: Annual report writing, letter writing, proposal writing, grantsmanship publishing articles, books, et cetera.*

Comments:

## PRESENT PRACTICE

Description	Essentialness	Assignment	Time Demand
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## FUTURE PRACTICE

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-----------	-----------	-----------	-----------

INSTRUCTIONS -- PART II

## FUNCTIONAL RELATIONSHIPS

How should the principal university continuing education administrator be placed in the organizational structure of the institution? What functional relationships should be held with other staff? To whom should the principal continuing education administrator report? Based upon your experience and observations decide whether the concepts presented below are appropriate functional relationships for the principal continuing education administrator in the publicly-supported university. Please make a check on the appropriate line that reflects your answer.

Functional Relationships		Agree	Dis- Agree	No Opinion
Locus of Power	The principal continuing education administrator should:			
1.	Hold a staff position	_____	_____	_____
2.	Report directly to the president	_____	_____	_____
3.	Report to a vice-president	_____	_____	_____
4.	Report to the chief academic officer	_____	_____	_____
5.	Report to a member of the Board	_____	_____	_____
Rank	The principal continuing education administrator should have:			
6.	Higher organization status than the chief academic officer	_____	_____	_____
7.	Equal organizational status with the chief academic office	_____	_____	_____
8.	Faculty rank	_____	_____	_____
Sphere of Influence	The principal continuing education administrator should be:			
9.	a member of the administrative councils	_____	_____	_____
10.	a member of standing and/or special study committees	_____	_____	_____

## PUCEA QUESTIONNAIRE

## PART III

- 1.0. BACKGROUND DATA: Subject Information
- 1.11. What is your sex? ☐ Male ☐ Female
- 1.12. What is your title? \_\_\_\_\_
- 1.13. My position is ☐ full-time ☐ part-time
- 1.14. How many years have you held this position? \_\_\_\_\_
- 1.15. Do you hold a joint appointment with another department or college? ☐ yes ☐ no. If yes, what is the name of the department or college? \_\_\_\_\_
- 1.16. What is the nature of your responsibility? ☐ Teaching  
☐ Research ☐ Administration
- 1.17. If yes, please circle the number that corresponds to your present academic rank.
- |                           |                                  |
|---------------------------|----------------------------------|
| 1. instructor or lecturer | 4. full professor                |
| 2. assistant professor    | 5. emeritus professor            |
| 3. associate professor    | 6. other (please specify: _____) |
- 1.18. What percentage of your time is required to fulfill your joint appointment area responsibilities? ☐ 25% ☐ 50% ☐ 75%  
☐ 100%
- 1.19. Do you have a formally-stated job description? ☐ yes ☐ no

If you have answered yes would you please send a copy of your job description when you return your questionnaire.



## 2.0. BACKGROUND DATA: Institutional Information

- 2.11. What is your institution type? Single Campus Multi-campus
- 2.12. Is your facet of the organization referred to as department  
school unit service program college  
other (specify) \_\_\_\_\_
- 2.13. What is your unit's title? \_\_\_\_\_
- 2.14. What is the title of the person to whom you report? \_\_\_\_\_
- 2.15. List the titles of the three people in your institution (excluding your secretary) with whom you confer most frequently.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2.16. List the titles and agencies of the 3 people external to your institution with whom you confer most frequently.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2.17. How many continuing education professionals are on your staff? \_\_\_\_\_
- 2.18. How many continuing education professionals report directly to you? (Exclude teaching and clerical personnel) \_\_\_\_\_
- 2.19. How many advisory councils do you have for your unit? \_\_\_\_\_
- 2.20. What is the general background of your advisory council members?  
Volunteer Agency Representative  
Business Representative  
Industrial Representative  
Senior Citizens Representative  
Governmental Representative  
Deans of my institution  
Faculty of my institution  
Administrators (other than deans) of my institution  
Students of my institution  
Community members  
Others (specify) \_\_\_\_\_

- 2.21. Do you have a Governing Board approved continuing education institutional mission statement or policy statement? ☐yes ☐no

If yes, please enclose a copy of the statement.

- 2.22. What year was that written? \_\_\_\_\_

- 2.23. What year did your institution begin its unit for continuing education? \_\_\_\_\_

- 2.24. What is the organizational pattern of continuing education at your institution? (Check one)

\_\_\_\_\_ Each college and/or department has the authority and responsibility for carrying on continuing education.

\_\_\_\_\_ One central unit is charged with the total responsibility for continuing education (If you checked this answer, check one of the sub answers)

\_\_\_\_\_ The unit was established to carry on continuing education

\_\_\_\_\_ The unit was carrying on other activities and continuing education was added to its responsibilities

\_\_\_\_\_ A central unit is established for administrative coordinative and service functions, but the continuing education, program responsibility is shared throughout the university.

\_\_\_\_\_ Other (please describe here)

---



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Would you like an abstract of the results of this study? ☐yes ☐no

APPENDIX B

COVER LETTERS

1612G Spartan Village  
East Lansing, Michigan 48823  
May 21, 1977

Dr. Lowell Eklund  
Dean of Continuing Education  
Oakland University  
Rochester, Michigan 48063

Dear Dr. Eklund:

The attached questionnaire is concerned with the functions and functional relationships of the principal university continuing education administrator (PUCEA) in Michigan's public institutions. The purpose of this study is to determine the functions and functional relationships of PUCEA as expressed by those who are contributing in this important role.

The results will be used as recommendations for improving continuing higher education administrator training programs.

Would you please respond to the questionnaire which asks for a minimum amount of your time. It can be completed in about twenty to twenty-five minutes.

I would appreciate your response within one week after receipt of the questionnaire. A stamped, self-addressed envelope is enclosed to facilitate return of the questionnaire.

Concomitant with requesting your response to the questionnaire, I am requesting the president of your institution to respond to a similar one in order to gain his perception of the functions you perform. The questionnaire seeks only an analysis of function and functional relationships. It is not a performance evaluation instrument.

If you would like an abstract of this study, please indicate that in your response.

Thank you for your cooperation.

Sincerely,

Dawn Marie Patterson  
Ph.D. Candidate  
Michigan State University

DMP/cb

Enclosures

1612G Spartan Village  
East Lansing, Michigan 48823  
April 22, 1977

Mr. George Gullen, Jr.  
President  
Wayne State University  
Detroit, Michigan 48202

Dear Mr. Gullen:

The attached questionnaire is concerned with the functions and functional relationships of the principal university continuing education administrator (PUCEA) in Michigan's public institutions. The purpose of this questionnaire is to determine the functions and functional relationships of principal university continuing education administrators as expressed by those who are superordinates.

The results will be used to develop recommendations for improving continuing higher education administrator training programs.

Would you please respond to the questionnaire which requires a minimum amount of your time. It can be completed in twenty to twenty-five minutes. As you use the response guide, please respond to the statements in terms of your perceptions of the PUCEA role.

I would appreciate your response within one week after receipt of the questionnaire. A stamped, self-addressed envelope is enclosed to facilitate return of the questionnaire.

Concomitant with requesting your response to the questionnaire, I am requesting the principal continuing education administrator at your institution to respond to a similar questionnaire. The questionnaire seeks only an analysis of function and functional relationships. It is not a performance evaluation instrument.

If you would like an abstract of this study, please indicate that at the end of the questionnaire.

Thank you for your cooperation.

Sincerely,



Dawn Marie Patterson  
Ph.D. Candidate  
Michigan State University

DMP/cb

Enclosures

APPENDIX C

A FREQUENCY DISTRIBUTION  
OF PUCEAS' AND PRESIDENTS'  
RESPONSES

# A FREQUENCY DISTRIBUTION OF PUCEAS'

## AND PRESIDENTS' RESPONSES

### KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

FUNCTION: ADMINISTRATIVE SUPPORT: Activities performed by PUCEA designed to facilitate programming activities. Illustrated Assignments: Registration of students for programs, recording, accounting, stenographic and clerical services... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1NAx																			
	2x		1x	1x	3x			1x	2x	2x	1x	4x				1x	4x			
	1+		1+		4+		1+	2+		2+	1+	3+	1+			2+	2+	1+		
F	2x		1x	1x	3x			1x	2x	2x	1x	1x	3x			3x	2x			
	2+		2+		2+			3+		1+	1+	1+	1+			3+	1+			

FUNCTION: ACCOUNTABILITY: Activities performed by PUCEA designed to formally or informally report to superordinates, the public, the State Department of Education, the legislature, accrediting agencies et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	2x		1x	1x	4x		2x	1x	2x	3x	2x			4x	3x	1x		5x	2x	
		1+	1+		4+	1+		2+		3+		3+		2+	1+		4+	1+		1+
F	1x		1x	2x	4x	1x	1x	1x	2x	3x	1NAx	1x		3x	3x	1x	2x	2x	3x	
		1+	1+		4+	1+		2+		3+		3+		2+	1+		4+	1+		1+

## A. FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

**FUNCTION:** COMMUNICATION: Activities performed by PUCEA designed to inform colleagues, co-workers, and constituency. Illustrated Assignments: A communication bridge between the client community through promotions, public speaking, council membership ... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P		1x		2x 1+	5x 5+	1x		1x 1+	2x 1+	4x 4+	1x 1+	3+	3x 2+	2x 2+	3x	1x 1+	2+	2x 1+	3x	2x 2+
F	1NAx			2x 1+	5x 5+			1x 1+	2x 1+	4x 4+	1+	3+	2x 2+	3x 2+	3x	1+	2+	1x 1+	2x	4x 2+

**FUNCTION:** FACILITIES MANAGEMENT: Activities performed by PUCEA designed to insure effective use of available facilities. Illustrated Assignments: Identify space type, size, number of students, estimate percentage of use of space (hours used per week--weekly cost) ... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	2x		1x 1+	2x	3x 5+			4x 2+	2x	1x 4+		5x 1+		2x		4+	5x	1x 2+	1x	
F	1NAx		1+	2x	3x 5+		1x	2x 2+	3x	1x 4+		6x 2+		1x		4+	5x	2x 2+		



## A FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

**FUNCTION: FISCAL MANAGEMENT:** Activities performed by PUCEA designed to determine allocations for programs, to prepare budgets, and to maintain accurate financial records. Illustrated Assignments: Prepare budget requests, project long-range financial needs, prepare monthly and annual financial reports, receive and account for all funds ... et cetera.

	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x		1x	2x 1+	4x 5+	1x		2x	2x 1+	3x 5+	2+	2x 2+	5x	1x 2+		2+	3x 2+	4x	1x 2+	
F	1x		1x	2x 1+	4x 5+	1x		2x	1x 2+	4x 4+	2+	3x 2+	3x	2x		1+	3x 3+	2x	3x 2+	

**FUNCTION: INSTITUTIONAL STUDIES:** Activities performed by PUCEA designed to reveal or inspire ways of improving university continuing education operations. Illustrated Assignments: Self-analyses, formal staff evaluations, and informal assessments of activities ... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x		1+	1x	6x 5+	1x		1x 2+	3x 1+	3x 3+	1+	1x 3+	3x	4x 1+	1x 1+	1+	1x 3+	2x 1+	4x 1+	1x
F	1x		1+	1x	6x 5+	1x		2+	3x 1+	4x 3+	1+	2x 3+	1x	5x 1+	1x 1+	1+	1x 3+	1x 1+	5x 1+	1x

A FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

FUNCTION: INTERINSTITUTIONAL: Activities performed by PUCEA designed to promote cooperation, coordination, and articulation among postsecondary educational agencies. Illustrated Assignments: Develop cooperative programs with institutions offering programs in a geographical area ... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x			1x 3+	6x 3+	1x	2x		2x 1+	3x 4+		1x 1+	2x 2+	3x 3+	2x		3x 2+	4x 1+	1x 2+	
F	1x			1x 2+	6x 4+	1x	1x		2x 1+	4x 4+		1x 1+	1x 2+	4x 3+	2x		2x 2+	2x 1+	2x 2+	2x

FUNCTION: INSTRUCTION: Activities performed by PUCEA designed to facilitate advanced learning. Illustrated Assignments: Formal classroom teaching, consultative relationships ... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	3x 3+	1x 1+			4x 2+		1x 1+	2x		2x 1+	1NAx 1+	1x 2+	2x		1x			5x		
F	1NAx 3x 2+				4x 2+		1x 2+	1x	1x 1+	2x		2x 2+		1x	1x			4x	2x	

A. FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

FUNCTION: LEGISLATIVE RELATIONS: Activities performed by PUCEA designed to inform legislators of programs, needs, and legislative impact. Illustrated Assignments: Personal contact with legislative representatives, maintaining knowledge of proposed and pending legislation, maintaining contact with university legislative representatives ... et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	3x 4+	1x 2+		1x	3x		1+	1x 1+	1x 1+	1x 2x		1+		3x 1+	1x 1+	1+		5x 2+		
F	3x 1NAx 4+				4x		1+	1x 1+		1x 3x		1+	1x 1+	2x	1x 1+		1x 1+	3x	1x	

FUNCTION: LIAISON: Activities performed by PUCEA designed to inform campus colleges, schools, and departments, and faculty members of unit activities and needs. Activities designed to inform off-campus individuals, groups, organizations, and agencies of institutional resources and services...et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x			2x	5x		1x	1x	1x	5x		1x	2x	3x	3x		1x	2x	3x	2x
			1+	1+	4+				2+	4+	3+	1+		2+		3+	1+		2+	
F	1x			2x	5x	1x			2x	5x		1x	1x	3x	3x		1x	2x	2x	3x
			1+	1+	4+				2+	4+	3+	1+		2+		3+	1+		2+	

## A FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

FUNCTION: PERSONNEL MANAGEMENT: Activities performed by PUCEA designed to provide a corp of competent support staff; to provide a system for recruitment, use and inservice development; to maintain a high level of staff morale.

	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P			1x 2+	1x 4+	6x 4+			2x 2+	1x 1+	5x 3+	3+	1x 1+	1x 1+	4x 1+	2x	3+	2x 2+	1x	4x 1+	1x
F		1x 2+		1x 4+	6x 4+	1x		2x 2+	5x 1+	3+	3+	1+	2x 1+	3x 1+	2x	3+	1x 1+	2x 1+	4x 1+	1x

FUNCTION: PLANNING: Activities performed by PUCEA to provide the university with anticipated expenditure requirements for facilities, staff, program activities and so forth and to assist the university in making expenditure commitments in keeping with anticipated revenues. Illustrated Assignments: Obtain long range data projections...cost of living data projections, prepare an analysis of cost/revenue factors...et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x 2+		1+	1x 1+	6x 2+			1x 1+	2x 1+	5x 2+	2+	1+	2x 1+	5x 1+	1x	2+	1x 1+	2x 1+	5x	
F	1NA 1+			1x 1+	6x 2+		1x		2x 1+	5x 2+		1x 2+	3x 1+	3x 1+	1x		1x 2+	2x 1+	3x 1+	2x

## A FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

FUNCTION: **POLICY FORMULATION:** Activities performed by PUCEA designed to assist the university president in identifying and preparing policy recommendations for board of trustees action and to translate board policies into operational procedures and guidelines. Illustrated Assignments: Serve as a member of the president's policy formulating cabinet...policy development recommendations...et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x 1+		1x	1x 2+	5x 3+		1x 1+	2x 2+		5x 2+	2+	1x 2+	2x	1x 1+	4x	2+	1x 2+	3x 1+	1x	3x
F	1x 1NAx 1+		1x		5x			2x	3x	3x		2x		2x	4x		1x	1x	2x	4x
				2+	3+		1+		2+	2+	2+	2+		1+		2+	1+	1+	1+	

FUNCTION: **PROGRAM DEVELOPMENT:** Activities performed by PUCEA designed for determining the interests of clientele, planning curriculum development, promotion, and evaluation of program. Illustrated Assignments: Field investigations to assess areas of need, designing programs that best use resources of the university, follow-up evaluations...et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x			1x	6x 5+		1x	1x	2x 2+	4x 4+			3x 1+	5x 1+		3+	1x 1+	5x 2+		2x
F	1x			1x	6x 5+		1x	1x	2x 2+	4x 4+		1x 3+	1x 1+	6x 1+		3+	1x 1+	4x 2+	1x	2x

## A. PRELIMINARY DISSEMINATION

## KEY:

x = FUTURE RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

**FUNCTION: RESEARCH:** Activities performed by PUCEA to gather basic information to contribute to the knowledge base. Illustrated Assignments: Field investigations, surveys, and so forth concerning public problems or issues. Basic research to explore the phenomena of adult learning... et cetera.

	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	1x 2+	1x		2x	4x 4+	2x	1x	2x	1x	2x	1x	1x	4x	2x		3+	4x 1+	3x	1x	
F	1x 1NA 1+	1x		1x	5x 4+	2x		2x	2x	2x	1x	1x	4x	2x				2x	6x	

**FUNCTION: STATESMAN:** Activities performed by PUCEA designed to represent the institution on a state or national scale. Illustrated Assignments: Participating in conferences, institutes, and workshops aimed at improving the university stature.

	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	2x			1x 1+	5x 5+	1x	3x	1x 2+	1x 1+	2x 3+	1x 3+	3x 1+		1x 2+	3x	3+	4x 1+	2x 1+	1x 1+	1x
F	2x			1x 1+	5x 5+	1x	2x	2x 2+	1x 1+	2x 3+	1x 3+	2x 1+	1x	1x 2+	3x	3+	3x 1+	2x 1+	2x 1+	1x

## A. FREQUENCY DISTRIBUTION

## KEY:

x = PUCEA RESPONSE

P = PRESENT PRACTICE

+ = PRESIDENT RESPONSE

F = FUTURE PRACTICE

**FUNCTION: STUDENT PERSONNEL SERVICES:** Activities performed by PUCEA designed to provide support to students participating in continuing education programs. Illustrated Assignments: Counseling students, financial aid directions, ease of access to programs...et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	3x		1x 1+	1x	3x 5+	1x 1NA	1x x 1+	1x 2+	3x	1x 3+	2x 4+	4x	1x 2+			4+	5x 2+		2x	
F	3x		1x 1+	1x	3x 5+	1x 1NA	1x x 1+	1x 2+	2x	2x 3+	2x 4+	4x		1x 2+		4+	5x 2+	1x		1x

**FUNCTION: WRITING:** Activities performed by PUCEA designed to inform and apply for support. Illustrated Assignments: Annual report writing, letter writing, proposal writing, grantsmanship publishing articles, books, et cetera.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	2x			1x	5x 5+	1x	1x	3x 1+	1x 1+	2x 4+	1x 4+	1x		5x 2+	2x	4+	1x		4x	3x
F	2x			1x	5x 5+	1x	1x	2x 1+	3x 2+	2x 3+	1x 4+		1x	4x 2+	2x	4+	2+	2x	3x	3x

APPENDIX D

PUCEAS' AND PRESIDENTS' RESPONSES TO  
FUNCTIONS BY INSTITUTION SIZE



PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE \*

FUNCTION: ADMINISTRATIVE SUPPORT: Activities performed by the PUCEA to facilitate programming activities.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	2X 1NA 1+																			
					1+		1+				1+					1+				
B	1NA			1X	1X			1X		1X	1X	1X				1X	1X			
					1+					1+		1+						1+		
C			1X 1+		2X 2+			2+	2X	1X 1+		3X 2+	1+			1+	3X 2+			
FUTURE PRACTICE																				
A	2X 1NA 1+																			
								1+			1+					1+				
B				1X	1X			1X		1X	1X	1X				1X	1X			
	1+		1+																	
C	1NA				2X			2X	2X	1X		1X	1X	1X		2X	1X			
			1+		2+			2+		1+		1+	1+	1+		2+	1+			
COMMENTS: <u>AX</u> - "Performed by the Office of V.P. for Administrative Services." <u>BX</u> - "Performed by Administrative Services Division of Continuing Education not by Dean (PUCEA)." <u>CX</u> - "Essential? Essential to the Division? Yes. Essential to be performed by PUCEA? No." <u>CX</u> - "Activities relate to unit not PUCEA. Sometimes occasional letter or appeal for refunds." <u>B+</u> - "We anticipate eventually incorporating CE into our regular registration and accounting system similar to other departments. PUCEA involved only with planning or budget problems. Will become wholly the provost's responsibility."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000 X = PUCEA RESPONSE + = PRESIDENT RESPONSE																				

PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE \*

FUNCTION: ACCOUNTABILITY: Activities performed by PUCEA designed to formally or informally report to superordinates, the public, the State Department of Education, the legislature, accrediting agencies, et cetera.

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1X				2X 2X		1X		1X	2+	1X	2+		1X	1X		2+	2X	1X	
B	1X	1+	1X			1+	1X	1X			1X			1+	1X	1X	1+	1X		
C			1+	1X	2X 2+			2+	1X	2X 1+		1+		3X 1+	1X 1+		1+	1+	2X	1X
FUTURE PRACTICE																				
A	1X				2X 2+	1X			1X	1X 2+	NA	2+		1X	1X	1X	2+	1X	1X	
B		1+	1X	1X		1+	1X	1X				1X		1+	1X		1+	2X		
C			1+	1X	2X 2+			2+	1X	2X 1+		1+		2X 1+	1X 1+		1+	1X 1+	2X	1+
COMMENTS: <u>BX</u> - Report to superiors not to SCE, legislate...																				
<u>B+</u> - Provost and President are main reporters. The Provost and I report to outside agencies. Little (PUCEA) time needed.																				
<u>CX</u> - Responsible only to Provost and President not outside agencies.																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975																				
A = Below 12,000										X = PUCEA RESPONSE										
B = 12,001 to 25,000																				
C = Over 25,000										+ = PRESIDENT RESPONSE										

## PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE :

FUNCTION: COMMUNICATION: Activities performed by PUCEA designed to inform colleagues, co-workers, and constituency.

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A		1X		1X	1X 2+	1X			1X	1X 2+	1+	1+	1X		1X	1X		1+	1+	1X
B				1X	1+ 1X			1X		1+ 1X		1+	1X		1X		1+		1X	1X
C				1+	3X 2+			1+	1+ 1X	1+ 2X		1+	1X	2+ 1X	1X				1+ 1X	2X 2+
FUTURE PRACTICE																				
A				1X	1X 2+					2X 2+	1+	1+		1X	1X	1+	1+		1X	1X
B				1X	1+ 1X			1X		1+ 1X		1+	1X		1X		1+		1X	1X
C				1+	2+ 3X			1+	1+ 2X	1+ 1X		7+		2+ 1X	2X 1X			1+ 1X		2X 2+
COMMENTS: <u>AX</u> - "The Chief operational officer, the Director of Cont. Education and Ext. Assists me greatly on this." <u>BX</u> - "Also assisted by Assistant Deans." <u>CX</u> - "Important function of College, but not personally involved-only occassional TV and radio appearance. Faculty involved; do make contact with colleagues."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000																				
										X = PUGEA RESPONSE + = PRESIDENT RESPONSE										

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	2X			1X	2+			2X		2+	2+			2X		2+		1X	1X	
B				1X	1+ 1X			1X	1X	1+	1+	2X				1+	2X			
C			1+ 1X		2+ 2X			2+ 1X	1X	1+ 1X		1+ 3X	2+			1+	3X	2+		
FUTURE PRACTICE																				
A	2X			1X	2+		1X	1X		2+	2+	1X		1X		2+	1X	1X		
B				1X	1+ 1X			1X	1X	1+		1+ 2X				1+	2X			
C			1+		2X 2+			2+	2X	1+ 1X		1+ 3X	2+			1+	2X	2+ 1+		
COMMENTS: <u>BX</u> - "Performed by Administrative Services Division of Continuing Education not by PUCEA." <u>CX</u> - "Done, not by me." <u>CX</u> - "Again, this function carried out by staff other than PUCEA."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000																				
										X = PUCEA RESPONSE										
										+ = PRESIDENT RESPONSE										

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1X			2X	2+	1X		1X	1X	2+	1+	1+	2X	1X		1+	1+	2X		
B				1+	2X			1X		1+	1+	1X	1X				1+	1X		1X
C			1X	1+	2X				1+	2+										
									1+	2+	1+	1X	2X	2+		1+	1X	2X	2+	
FUTURE PRACTICE																				
A	1X			2X	2+	1X		1X		2+	1+	1+		2X		1+	1+	1X	1X	
B				1+	2X			1X		1+	1+	1X	1X				1+	1X		1X
C			1X	1+	2+				1X	2X										
									1X	2+	1+	1X	2X	2+			1X	1X	1X	
COMMENTS: <u>AX</u> - "The Director of Continuing Ed. and Ext., is the Chief operational officer, handles most of the financial matters. I approve or disapprove. <u>BX</u> - "Also assisted by Division of Administrative Services." <u>B+</u> - "(PUCEA) helps with budgets and planning." <u>CX</u> - "Someone else does all spade work on budgets. Actively supervise." <u>CX</u> - "Have major staff member responsible for detailed preparation."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000 X = PUCEA RESPONSE + = PRESIDENT RESPONSE																				

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1X			1X	2+ 1X	1X		1X		2+ 1X		2+		2X	1X			2+ 1X	1X	1X
B					1+ 2X				1X	1+		1+			1X			1+		1X 1X
C			1+		2+ 3X			2+	1+ 2X	1X	1+	1X	1X	1+	2X	1+	1+		1+ 1X	1+ 2X
FUTURE PRACTICE																				
A	1X			1X	2+ 1X	1X			1X	2+ 1X		2+		2X				2+ 1X		2X
B					1+ 2X				1X	1+		1+		1X	1X			1+		1X 1X
C			1+		2+ 3X			2+	1+ 1X	2X	1+		1X	1X	1+	1+	1+		1+ 1X	1+ 2X
COMMENTS: <u>AX</u> - "The Director of Continuing Education and Ext. and I work jointly on these." <u>BX</u> - "Assisted by Division of Administrative Services and Assistant Deans." <u>B+</u> - "(PUCEA) Review reports, analysis etc." <u>CX</u> - "In areas of programs, involvement similar to fiscal activities."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000																				
										X = PUCEA RESPONSE + = PRESIDENT RESPONSE										

## PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE \*

FUNCTION: INTERINSTITUTIONAL: Activities performed by PUCEA designed to promote cooperation, coordination, and articulation among postsecondary educational agencies.

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1X			1+ 1X	1+ 1X	1X	1X			2+ 1X		1X	1+ 1X	1+ 1X	1X	1+	1+			
B				1+	2X		1X			1+ 1X		1+		1X	1X		1+	1X	1X	
C				1+	2+ 3X			1+	1+ 2X	1+ 1X			1+	2+ 2X	1X		1+	2X		2+ 1X
FUTURE PRACTICE																				
A	1X			1+ 1X	1+ 1X	1X			1X	2+ 1X		1X	1+	1+ 1X	1X	1+		1+ 1X		1X
B				1+ 2X			1X			1+ 1X		1+		1X	1X		1+ 1X	1X		
C				1+	2+ 3X			1+	1+ 1X	1+ 2X			1+	2+ 2X	1X		1+		2+ 1X	2X

COMMENTS: AX- "I delegate most of this to the Director of Continuing Education and Ext."  
B+- "(PUCEA) evaluates proposals, etc."  
CX- "Do much more as university, involved in Coordinating Council Continuing Higher Ed.; on occasion have other people."

KEY: \* UNIVERSITY HEADCOUNT ENROLLMENT, 1975  
A = Below 12,000  
B = 12,001 to 25,000  
C = Over 25,000

X = PUCEA RESPONSE  
+ = PRESIDENT RESPONSE

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION	ASSIGNMENT OF FUNCTION	TIME DEMAND OF FUNCTION																	
PRESENT PRACTICE																				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1+	1+							1+		1+					1+				
	1X	1X			1X		1X			1X			1X		1X			2X		
B	1+																			
	1X				1X			1X				1X						1X		
C	1+																			
	1X				2+		1+	1X		1+	1X	1NA	2+	1X			2+	2X		
FUTURE PRACTICE																				
A							1+		1+		2+									
	1X	1+	1+		1X		1X			1X		1X			1X	2+		3X		
B	1+																			
	1NA				1X			1X				1X						1X		
C	1+						1+			1+		2+					2+			
	1X				2+				1X	1X	1NA			1X					2X	
COMMENTS: A+ - "Instruction responsibility of academic area." CX- "Can't administer and teach. Both demanding jobs."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000 X = PUCEA RESPONSE + = PRESIDENT RESPONSE																				



ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION					
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	2+ 1X	1X			1X		1X			1X			1X		1X				2X	
B	1+ 1X				1X	1+			1X				1X		1+				1+ 1X	
C	1+ 1X		2+		1X	1X		1+	1+ 1X		1X		1+		1+ 1X	1X		1+		1+ 2X
FUTURE PRACTICE																				
A	2+ 1X				1X		1X			1X			1X			1X		1X	1X	
B	1+ 1NA				1X	1+				1X			1X		1+				1+ 1X	
C	1X		2+		2X		1+	1+		1X	1X		1+	1+		1X	1X		1+ 1X	1X
<p>COMMENTS: <u>AX</u>- All administrators at _____ do this through the President no direct contact with legislators.</p> <p><u>B+</u> - The president and V.P.'s performs these functions.</p> <p><u>CX</u>- Present university policy does not permit contact with legislative representatives.</p> <p><u>CX</u>- University has legislative representative to deal strictly with legislature.</p> <p><u>C+</u> - Present administrative structure prevents this.</p> <p><u>C+</u> - We have separate office which handles all liaison with legislators.</p>																				
<p>KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975</p> <p>A = Below 12,000</p> <p>B = 12,001 to 25,000</p> <p>C = Over 25,000</p> <p>X = PUCEA RESPONSE</p> <p>+ = PRESIDENT RESPONSE</p>																				

## PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE \*

FUNCTION: LIAISON: Activities performed by PUCEA designed to inform campus colleges, schools, and departments, and faculty members of unit activities and needs.

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1X		1+	1X	1+		1X	1X		2+	2+		2X		1X	2+		1X	1X	1X
B				1X	1+					1+	1+			1X	1X	1+				2X
C				1+	2+				2+	1+		1+		2+	1X		1+		1X	2+
				3X					1X	2X		1X		2X	1X				1X	2X
FUTURE PRACTICE																				
A	1X		1X	1X	1+	1X			1X	2+	2+	1X		1X	1X	2+	1X	1X	1X	
B				1X	1+					1+	1+			1X	1X	1+				2X
C				1+	2+				2+	1+		1+	1X	2+	1X		1+		1X	2+
					3X				1X	2X				2X	1X				1X	1X
COMMENTS: AX- "We call upon our Department of Information Services to perform the above externally; we handle it internally." BX- "Also assisted by Assistant Deans." CX-																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000 X = PUCOA RESPONSE + = PRESIDENT RESPONSE																				

PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE \*

FUNCTION: PERSONNEL MANAGEMENT: Activities performed by PUCEA designed to provide a corp of competent support staff; to provide a system for recruitment, use and inservice development; to maintain a high level of staff morale.

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A			1+ 1X	1X	1+			2X		2+ 1X	1+	1+		1X	1X	1X	1+	1+	1X	1X
B					1+ 2X				1X	1+	1+				1X	1X	1+			1X
C			1+		2+ 3X			2+	1+		1+		1+	1+	2X		1+	1+		1+
FUTURE PRACTICE																				
A		1X	1+		1+ 1X		1X		1X	2+	1+	1+		1X	1X	1X	1+		2X	1X
B					1+ 2X				1X	1+	1+			1X		1X	1+			1X
C			1+		2+ 3X			2+	1+		1+		1+	1+	2X		1+	1+	1+	2X
COMMENTS: <u>AX</u> - "This handled by the Director of Continuing Education and Ext. and his 5 bureau chiefs." <u>AX</u> - "As in previous areas of your questionnaire too many descriptions contained in your function. All universities of which I am aware have an Employee Relations Department or Personnel Office, etc." <u>A+</u> - "Performed by other personnel in Continuing Education." <u>CX</u> - "Activities important. Not handled by me or colleagues because of collective bargaining. Just supervise."																				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000																				
										X = PUCEA RESPONSE										
										+ = PRESIDENT RESPONSE										

*	ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION	ASSIGNMENT OF FUNCTION	TIME DEMAND OF FUNCTION
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*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1+				1+					1+	1+					1+			1X	
	1X				2X			1X		2X				3X					2X	
B					1+					1+		1+					1+			
				1X	1X				1X	1X			2X					1X	1X	
C	1+		1+	1+				1+	1+		1+			1+	1X	1+		1+		
					3X				1X	2X				2X	1X		1X		2X	

A					1+ 2X		1X			1+ 2X	1+		1X	1X	1X	1+		2X		1X
B				1X	1+ 1X				1X	1+ 1X		1+	2X				1+		2X	
C	1+		1+	1+	3X			1+	1+ 1X	2X	1+	1X		1+ 2X		1+	1X	1+	1X	1X

KEY: \* UNIVERSITY HEADCOUNT ENROLLMENT, 1975

+ = PRESIDENT RESPONSE

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
PRESENT PRACTICE																						
A	1X				2+ 2X		1X		1+		1+	2+			1X		2X	2+			1X	2X
B			1X		1+ 1X				1X		1+		1+ 1X				1X		1+ 1X			1X
C	1+			2+ 1X	2X		1+	1+ 1X			2X		1+		1X	1+ 1X	1X		1+	1+ 3X		
FUTURE PRACTICE																						
A	1X				2+ 2X			1X	1+ 2X	1+	2+					2X	2+			1X		2X
B			1X		1+ 1X			1X		1+ 1X		1+ 1X			1X		1+ 1X					1X
C	1+ NA			2+	2X		1+		1+ 1X	2X		1+			1+ 2X	1X			1+	1+ 2X	1X	
COMMENTS: <u>BX</u> - "Academic Policy flows through Chief Academic Officer not President." <u>CX</u> - "Member of the Council of Deans-overall policy making group." <u>CX</u> - "Member of Academic Affairs Advisory Council." <u>C+</u> - "Illustration unclear. Serves on academic council." <u>C+</u> - "Description is probably accurate, but we have other mechanisms through which the Executive Office develops policy."																						
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000																						
										X = PUCEA RESPONSE												
										+ = PRESIDENT RESPONSE												

KEY: \* UNIVERSITY HEADCOUNT ENROLLMENT, 1975

A = Below 12,000

B = 12,001 to 25,000

C = Over 25,000

X = PUCEA RESPONSE

+ = PRESIDENT RESPONSE

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
<b>PRESENT PRACTICE</b>																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1X			1X	2+ 1X		1X	1X		2+ 1X	2+		2X	1X		2+		1X	2X	
B					1+ 2X					1+ 2X	1+					1+				2X
C			1+		2+ 3X				2+ 2X	1+ 1X		1+	1+ 1X	1+ 2X			1+	2+ 3X		
<b>FUTURE PRACTICE</b>																				
A	1X			1X	2+ 1X		1X	1X		2+ 1X	2+	1X		2X		2+	1X	2X		
B					1+ 2X					1+ 2X	1+			2X		1+				2X
C			1+		2+ 3X				2+ 2X	1+ 1X		1+	1+ 1X	1+ 2X			1+	2+ 2X	1X	
COMMENTS:																AX- Responsibility of the Director of Continuing Education and Ext.				
																CX- Most done by staff.				
KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975																X = PUCEA RESPONSE				
A = Below 12,000																				
B = 12,001 to 25,000																				
C = Over 25,000																				
																+ = PRESIDENT RESPONSE				

## PUCEAS' AND PRESIDENTS' RESPONSES TO FUNCTIONS BY INSTITUTION SIZE \*

FUNCTION: RESEARCH: Activities performed by PUCEA to gather basic information to contribute to the knowledge base.

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	1+ 1X			1X	1+ 1X	1X	1X			1+ 1X	1+			2X	1X		1+		1X	1X
B		1X			1+ 1X	1X				1+ 1X	1+	1X		1X			1+		2X	
C	1+			1X	2+ 2X			2+ 2X	1X		1+		1X	1X	1+		1+	1+	1X	2X
FUTURE PRACTICE																				
A	NA 1X			1X	1+ 1X	1X		1X		1+ 1X	1+		1X	1X	1X		1+		3X	
B		1X			1+ 1X	1X				1+ 1X	1+	1X		1X			1+		2X	
C	1+				2+ 3X			2+ 1X	2X		1+			2X	1+		1+		1+	3X
COMMENTS: <u>AX</u> - Responsibility of the Director of Continuing Education and Ext. <u>BX</u> - No basic research. <u>CX</u> - Others on staff more heavily involved.																				
KEY: * UNIVERSITY HEADCOUNT ENROLMENT, 1975 A = Below 12,000 B = 12,001 to 25,000 C = Over 25,000																				
										X = PUCEA RESPONSE										
										+ = PRESIDENT RESPONSE										

*	ACCURACY OF THE DESCRIPTION					ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION				
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	2X			1X	2+	1X	2X	1+		1+	2+	1X	2X			2+		2X	1X	
B				1+	2X		1X			1+	1+				2+	1+		1X		1X
C				1+	2+			1+	1+	1+		1+			2X		1+	1+	1+	1X
				3X				1X	1X	1X				1X	2X		1X	1X	1X	
FUTURE PRACTICE																				
A	2X			1X	2+	1X	1X	1+		1+	2+	1X	1X			2+		1X	2X	
B				1+	2X		1X			1+	1+				1X	1+		1X		1X
C				1+	2+			1+	1+	1+		1+			1X		1+	1+	1+	2X
				3X				1X	1X	1X				1X	2X		1X			
<p>COMMENTS: <u>AX</u>- I delegate this to the Director of Continuing Education and Ext.</p> <p><u>BX</u>- Basic responsibility is to run university operations well - too much energy at state and national level may detract from this.</p> <p><u>CX</u>- Not to represent institution. Do so in N.U.E.A. Coordinating Council for Continuing Higher Education.</p>																				
<p>KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975</p> <p>A = Below 12,000</p> <p>B = 12,001 to 25,000</p> <p>C = Over 25,000</p> <p>X = PUCEA RESPONSE</p> <p>+ = PRESIDENT RESPONSE</p>																				



* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION									
PRESENT PRACTICE																				
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	3X				2+	1X	1X			2+	2+	1X	1X			2+		1X		1X
B				1X	1+					1+	1+					1+		2X		
C			1+		2+		1+	2+			1+	1X	2+			1+	2+			1X
			1X		2X				3X		1X	1X	1X			1X	2X			
FUTURE PRACTICE																				
A	3X				2+	1X	1X			2+	2+	1X				2+		1X	1X	
B				1X	1+			1X		1+	1+		2X			1+		2X		
C			1+		2+		1+	2+			1+	1X	1X	2+		1+	2+			1X
			1X		2X				2X	1X	1X	1X		1X		1X	2X			

COMMENTS: AX- Performed by Dean of Students Office with small input by PUCEA and his staff.  
BX- Performed by Administrative Services of Division of Continuing Education not PUCEA.  
CX- Not involved - staff responsibility.  
CX- Others on staff perform most of these functions.

KEY: \* UNIVERSITY HEADCOUNT ENROLLMENT, 1975  
 A = Below 12,000  
 B = 12,001 to 25,000  
 C = Over 25,000

X = PUCEA RESPONSE  
 + = PRESIDENT RESPONSE

* ACCURACY OF THE DESCRIPTION	ESSENTIALNESS OF FUNCTION					ASSIGNMENT OF FUNCTION					TIME DEMAND OF FUNCTION										
PRESENT PRACTICE																					
*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
A	2X			1X	2+	1X	1X	1X		2+	2+	1X		1X		2+		1X		1X	1X
B					1+ 2X				1X	1+				1X	1X	1+				1X	1X
C			1+		2+ 3X			1+	1+	1+	1+			2+	1X	1+		2+		2X	1X
FUTURE PRACTICE																					
A	2X			1X	2+	1X	1X		1X	2+	2+		1X	1X		2+			2X		1X
B					1+ 2X			2X		1+	1+			1X	1X	1+				1X	1X
C			1+		2+ 3X			1+	2+	1X	1+			2+	1X	1+	2+			2X	1X
<p>COMMENTS: <u>AX</u>- This is performed by the Director of Continuing Education and his staff.</p> <p><u>CX</u>- Examples a hodge-podge-too many. Communicate alot by letters. Proposals and grants written by others. Involved in internal communication.</p>																					
<p>KEY: * UNIVERSITY HEADCOUNT ENROLLMENT, 1975</p> <p>A = Below 12,000</p> <p>B = 12,001 to 25,000</p> <p>C = Over 25,000</p> <p>X = PUCEA RESPONSE</p> <p>+ = PRESIDENT RESPONSE</p>																					