

THE ROLE OF ADMINISTRATIVE ASSISTANT IN HIGHER EDUCATION
AS PERCEIVED BY COLLEGE AND UNIVERSITY PRESIDENTS
THROUGHOUT THE UNITED STATES

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AS PERCEIVED BY COLLEGE AND UNIVERSITY PRESIDENTS
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CHAPTER I

INTRODUCTION

The expertise needed to serve as president or executive officer of an institution of higher learning today precludes the selection of an individual who is unskilled, untempered, and untutored for the difficult job before him.

Today's college or university president, besieged by the demands of a restless faculty, an impatient student body, and an often ill-informed public, nevertheless must go about his daily task of being a president to all factions, both on and off campus. Whether at his desk or making a personal appearance at off-campus events, there are certain important responsibilities which must be carried out in the name of his office.

Many times the president cannot successfully meet all demands and attend to the myriad of details that beset him. Consequently, the need arises for a "personal" assistant, a "man-Friday" for the job. The man usually charged with this responsibility is the administrative assistant.

In recent years more and more college and university presidential and vice-presidential vacancies have been filled by persons who once served as an apprentice in the job of administrative assistant, or in a position of similar rank (8). Whether these selections have been by chance or design is of significance in evaluating the emerging concepts of desirable

administrative practice. Perhaps more important, however, the immediate question needs to be answered as to whether the college and university president has come to view the position of administrative assistant as a proving ground for potential successors or aspirants for higher jobs, or whether the president views the administrative assistant merely as a professionally competent person--one who performs his duties only and to the extent delineated.

Statement of the Problem

The problem of this study was the status of administrative assistants in higher education with special emphasis on (1) the role of the administrative assistant, (2) the internship aspects of the position, as perceived by college and university presidents throughout the United States, and (3) the professional qualifications held by persons filling positions as administrative assistants.

Purposes of the Study

The purposes of this study were (1) to identify the role of the administrative assistant as perceived by college and university presidents and (2) to ascertain their perceptions regarding the position of administrative assistant as an informal internship for a higher position. A secondary purpose of this study was to determine the extent, if any, of the variations of the professional qualifications held by persons serving as administrative assistants.

An additional purpose of this study was to provide useful data for college and university presidents to aid them in more accurately defining and possibly redefining the role of the administrative assistant and to provide persons who might aspire to this position with data with which to make a more accurate appraisal of the limitations and advantages of the position. Data gathered by this study might serve an additional purpose of providing the administrative assistant with information with which to make a self-assessment of his role in the administrative hierarchy. Recommendations will be made also, based on an interpretation of the data, with respect to the role of the administrative assistant in the future of higher education.

Hypotheses

Hypotheses developed for this study were concerned with the relationships between the perceptions of presidents of public institutions and the perceptions of presidents of private institutions and relationships of the perceptions of presidents of institutions of higher learning within private and within public institutions of higher learning. Special emphasis was devoted to the role, internship aspects, and professional qualifications of administrative assistants in higher education.

The following hypotheses were investigated in this study:

1. There will be a significant difference between the perceptions of presidents of public institutions of higher learning and the perceptions of presidents of private institutions of higher learning on each of the items of the instrument

designed to ascertain the role of the administrative assistant in higher education. The following subgroups of educational institutions were established to delineate this hypothesis:

- A. Small public vs. small private
- B. Small public vs. medium private
- C. Small public vs. large private
- D. Medium public vs. small private
- E. Medium public vs. medium private
- F. Medium public vs. large private
- G. Large public vs. small private
- H. Large public vs. medium private
- I. Large public vs. large private
- J. Sum of public vs. sum of private

2. There will be no significant difference between the perceptions of presidents within various public institutions of higher learning on each of the items of the instrument designed to ascertain the role of the administrative assistant in higher education. The following subgroups of educational institutions were established to delineate this hypothesis:

- A. Small public vs. medium public
- B. Small public vs. large public
- C. Medium public vs. large public

3. There will be no significant difference between the perceptions of presidents within various private institutions of higher learning on each of the items of the instrument designed to ascertain the role of the administrative assistant

in higher education. The following subgroups of educational institutions were established to delineate this hypothesis:

- A. Small private vs. medium private
- B. Small private vs. large private
- C. Medium private vs. large private

4. There will be a significant difference between the perceptions of presidents of public institutions of higher learning and the perceptions of presidents of private institutions of higher learning on each of the items of the instrument designed to ascertain the informal internship aspects of the position of administrative assistant in higher education. The following subgroups of educational institutions were established to delineate this hypothesis:

- A. Small public vs. small private
- B. Small public vs. medium private
- C. Small public vs. large private
- D. Medium public vs. small private
- E. Medium public vs. medium private
- F. Medium public vs. large private
- G. Large public vs. small private
- H. Large public vs. medium private
- I. Large public vs. large private
- J. Sum of public vs. sum of private

5. There will be no significant difference between the perceptions of presidents within various public institutions of higher learning on each of the items of the instrument

designed to ascertain the informal internship aspects of the position of administrative assistant in higher education. The following subgroups of educational institutions were established to delineate this hypothesis:

- A. Small public vs. medium public
- B. Small public vs. large public
- C. Medium public vs. large public

6. There will be no significant difference between the perceptions of presidents within various private institutions of higher learning on each of the items of the instrument designed to ascertain the informal internship aspects of the administrative assistant in higher education. The following subgroups of educational institutions were established to delineate this hypothesis:

- A. Small private vs. medium private
- B. Small private vs. large private
- C. Medium private vs. large private

7. Regarding the professional qualifications held by administrative assistants in higher education, the greatest degree of variations will exist between administrative assistants in public vs. those in private institutions of higher learning. The following subgroups are established to delineate this hypothesis:

- A. Small public vs. small private
- B. Small public vs. medium private
- C. Small public vs. large private

- D. Medium public vs. small private
- E. Medium public vs. medium private
- F. Medium public vs. large private
- G. Large public vs. small private
- H. Large public vs. medium private
- I. Large public vs. large private
- J. Sum of public vs. sum of private

8. Regarding the professional qualifications held by administrative assistants in higher education, only slight variations will be noted among administrative assistants in public institutions of higher learning. The following subgroups were established to delineate this hypothesis:

- A. Small public vs. medium public
- B. Small public vs. large public
- C. Medium public vs. large public

9. Regarding the professional qualifications held by administrative assistants in higher education, only slight variations will exist between administrative assistants in private institutions of higher learning. The following subgroups were established to delineate this hypothesis:

- A. Small private vs. medium private
- B. Small private vs. large private
- C. Medium private vs. large private

Definition of terms

1. Administrative Assistant--The administrative assistant (not a vice president) is any person of administrative and

academic rank who is directly responsible to the president of his institution and whose duties are defined and delegated by the president.

2. Assistant to the President--An assistant to the president might be regarded as an administrative assistant. Primary criteria for judgement are that the assistant to the president have academic rank and that his duties be other than primarily of a custodial nature.

3. College--A college is a four-year degree-granting institution of higher learning, not divided into schools and faculties, and affording a general or liberal education rather than technical training, terminating with the Bachelor of Arts or Bachelor of Science degree.

4. University--A university is a four-year institution which consists of a number of degree-granting schools and colleges at both the graduate and undergraduate levels, grouped together in one administrative system.

5. Public Institutions of Higher Learning--Institutions which are principally financed by city, county, or state funds.

6. Private Institutions of Higher Learning--Institutions of higher learning which are not principally financed by city, county, or state funds.

7. Role of the Administrative Assistant--What a person is expected to do constitutes the role associated with that position. Role encompasses the duties and responsibilities of the position. The role of the administrative assistant in higher

education is what the president of his institution deems it to be. For example, the administrative assistant may or may not function in an informal internship-type situation; his duties and responsibilities will be consistent with the needs of his institution as perceived by its chief administrative head; and his status will be dependent upon the importance delegated to the position by the president of his institution.

8. Perceptions--This term refers to a thought pattern or opinion expressed in response to an item found on the research instrument. (See Appendix, page 141)

9. President--Administrative head of an institution of higher learning.

10. Internship--An internship in educational administration is a phase of professional preparation in which a person works in the field under the competent supervision of a practicing administrator for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities.

11. Professional Qualifications--Professional qualifications are specific aptitudes, abilities, training, experience, and attainments that make a person especially suited for a particular professional position or job assignment.

12. Small Public Institution of Higher Learning--An institution principally financed by city, county, or state funds, and having an enrollment of fewer than 1,000 full-time students as listed in American Universities and Colleges.

13. Large Public Institution of Higher Learning--An institution principally financed by city, county, or state funds, and having an enrollment of more than 5,000 full-time students as listed in American Universities and Colleges.

14. Medium-Sized Public Institution of Higher Learning--An institution principally financed by city, county, or state funds, and having an enrollment of more than 1,000 full-time students but fewer than 5,000 full-time students as listed in American Universities and Colleges.

15. Small Private Institution of Higher Learning--An institution which is not primarily financed by city, county, or state funds, and having an enrollment of fewer than 1,000 full-time students, as listed in American Universities and Colleges.

16. Medium-Sized Private Institution of Higher Learning--An institution which is not primarily financed by city, county, or state funds, and having an enrollment of more than 1,000 full-time students but fewer than 5,000 full-time students as listed in American Universities and Colleges.

17. Large Private Institution of Higher Learning--An institution which is not primarily financed by city, county, or state funds, and having an enrollment of more than 5,000 full-time students, as listed in American Universities and Colleges.

Limitations of the Study

1. Questionnaires were sent to the presidents of the 1102 institutions of higher learning throughout the United States as listed in American Universities and Colleges.

2. This study was subject to all the various limitations concomitant to research data collected by mailed questionnaires such as failure of the respondent to answer all items.

3. This study did not attempt to determine why each respondent answered a certain way, only that he did answer as indicated.

Basic Assumptions

It was assumed that all materials received from various institutions of higher learning would reflect the expressed opinions of the presidents concerned.

Background and Significance

There are divergent viewpoints concerning the qualifications and background needed for persons sought to fill top-level administrative posts in institutions of higher learning. An editorial by Patton appearing in the Journal of Higher Education suggested that administration is an ancillary service, not the main objective and as such should be kept in proper perspective. The writer focused on the dilemma of academic administration with the statement that:

The growth of knowledge pulls faculty members into narrower and narrower specialization of interest. Such faculty members seldom make effective administrators. On the other hand, those who have grown up in administration equally rarely have an adequate understanding of the scholarly work and personnel they are called on to administer when they reach top levels (40, p. 99).

Fishman (22), is in the minority with his assertion that he has been able successfully to practice academic excellence

along with successful administration. He boasted that as a researcher, he became a more academically oriented administrator; as an administrator, he became a more organized researcher.

Conversely, Phillips (42) emphasized that "teaching, engaging in scholarly research, and practicing the art of administration are different occupations," adding that "If a person is at the same time teacher, scholar, and administrator, he will end up being none of them." (42, p. 163) Horn (30) suggested, along with other educational theorists and practitioners (3, 32, 35, 37, 42) that the president need not be the academic leader in the narrow sense. He is rather an "educational leader." Brickman's opinions (9) coincided with a sizeable corps of writers in the area of administration (6, 12, 32, 33, 35, 38, 39, 43) who argued that the skills, temperament, and educational background required for the educational administrator and the strict academician are diverse. Brickman stressed the importance of dedication of the administrator to the ideals of the university:

The university is a community of individuals devoted to scholarship, teaching and intellectual service. It should be directed by one who has an intimate knowledge of these functions (9, p. 387).

What sort of person is sought to fill the important post of president of an institution of higher learning today? The most definitive study in this field was done by Polman (8) and reported in 1965. He made an intensive study of the process of selection of college presidents. Questionnaires were sent

to 116 presidents of accredited, nonparochial four-year colleges and universities who had been appointed to their positions during 1959-62. Confidential interviews were held with more than 100 persons, among them members of governing boards, faculties, alumni, and administrative staffs. He found that 84 per cent had been full- or part-time deans or administrators of similar rank for an average of eight years. Only nine per cent were selected directly from a faculty to become president. Citing criteria for the selection of presidents--representative of the thinking of those interviewed--Bolman listed: "He should be a good administrator. . ." (8, p. 205). In a similar list of criteria for junior college administrators, Priest, under the heading "Experience" lists as the top requirements: "At least five years of highly successful administrative experience, preferably top level . . . college or university also favorably regarded." (43, p. 7) In a month's-long, nationwide search for a president for North Texas State University, the Board of Regents enumerated "Experience and demonstrated ability to manage the financial affairs of a large university" as a top-priority requirement (18).

While college and university faculty members are vociferous in their demands that incoming presidents be selected from the "hard-core" academic disciplines, those charged with the responsibility of finding able administrators do not weigh scholarly attainment as heavily as they do proved administrative ability (8, 11, 43). (Of course, it is the aim of all

governing boards to find a man who has demonstrated scholarship ability as well as administrative ability.)

At the 1964 Nineteenth National Conference on Higher Education, attended by approximately 250 faculty members and administrators from various colleges and universities in the United States, the topic of concern was "Toward Better Preparation of College and University Administrators." At this conference Frederick De W. Bolman spoke out on the matter of executive ability. He attributed his remarks to John Hemphill, who directed the Executive Study for the Educational Testing Services in Princeton:

. . . the qualities which make for executive activity in its proper sphere do not require this kind of academic background; that indeed those who have the academic background . . . may oftentimes be narrowed in their specialization and have difficulty overcoming that narrowness; that those who do have it will be selected and should be primarily because they have the kind of decision-making abilities which have nothing to do with a scholarly background (5, p. 18).

On the same panel with Bolman was David O. Henry, President of the University of Illinois, who said that "Administration is an academic specialization as demanding in scholarship and study as any other discipline" (5, p.14). Similarly, James W. Stevens, also a panelist, Director of Planning at Dartmouth College, stressed that his background in industry had enabled him "to do far better than I would be able to do with a strictly scholarly background" (5, p. 18). Finally, panelist Ellis F. White, Chairman of the Department of Higher Education, New York University, who works also for an executive search firm, said

there are many people who are successful presidents of industrial concerns who would do equally well as administrators in colleges and universities (5, p. 19). Bolman summarized the traditional selection process for top-level college and university administrators:

. . . that you get your final degree, based in part upon research; that you enter the lists in teaching; that you rise through the lists; that you assume part- or full-time administrative activity; and that you may then indeed be in a huge bull pen from which college presidents are selected (5, p. 18 and 19).

The purpose of this proposed study is not to isolate research that downgrades the attributes of the scholar and what he represents to the college and university setting; rather, it is to suggest that the role of administration in higher education is as important as the scholar's role; that administrative competencies are learned in an "internship" setting; and further, that presidents of colleges and universities have come to view certain lower administrative positions as invaluable training grounds for those who might be elevated to still higher positions of administrative responsibility.

The value of the internship approach in the preparation of persons who will fill higher administrative positions is evidenced by the support and endorsement given by various foundations in the United States. Chief among these are the Academic Administration Internship Program, sponsored by the American Council on Education; the Junior College Leadership Program, supported by a grant from the W. K. Kellogg Foundation;

The Program for the Michigan Fellows in College Administration at the University of Michigan; The Program of Internships in Academic Administration, supported by the Ellis L. Phillips Foundation; and The Leadership Training Project of the North Central Association of Colleges and Secondary Schools, underwritten by the Carnegie Corporation (42, pp. 50-52). The Carnegie Corporation also sponsors the Young Administrators Travel Grants Program "to broaden the perspectives of directors of admissions, deans of students, academic deans, directors of student employment, assistants to presidents, presidents," (7, p. 280) and others. Alumni of this program include men who subsequently became deans, provosts, presidents, and chancellors (7, p. 280). Other programs, of shorter duration, are presented in the form of workshops, seminars, and/or institutes at the University of Georgia; Teacher's College, Columbia University; the School of Education, New York University; the University of California at Berkeley; Stanford University; Indiana University; Florida State University; and a number of others (7, 8, 42).

Formalized internship programs attempt to offer (1) experience in administration, such as a one-year internship in a host institution that would offer broadening experiences for the trainee; (2) efforts to provide time and opportunity for self-improvement, such as employer-financed leave or sabbatical; and (3) efforts to provide a setting for the study

of higher education and the theory of academic administration, such as coursework of the type offered at the Center for the Study of Higher Education at The University of Michigan. The Kellogg Foundation listed the chief objectives of the internship program in educational administration as being:

to help the intern develop a more comprehensive view of educational administration, to provide him with the experience of real administrative responsibility, and to enable him to benefit from lessons learned by the sponsoring administrator during his professional experience (34, p. 23).

Bolman posed the ultimate question: "What is good preparation for entrance into each administrative post?" (7, p. 284) His reply to his own question is in effect a summation of the current state of affairs:

We are at bay concerning who should be responsible for preparation; our helter-skelter approach to date indicates interest in the problem but no systematic and cohesive appraisal of the issue of responsibility (7, p. 284).

The formal internship program, extensively broadened, might provide an ultimate solution to the current dilemma. The very few formal internship programs now functioning fall severely short of the number required. Some educational theorists (5, 8, 29, 35) suggest that each college or university must provide a means for the development of capable administrators. Their suggestions, although they vary somewhat, hint strongly at an informal internship program for each institution of higher learning. King made the following suggestion:

Administrative personnel development programs must be constructed to provide continuing growth experiences.

Deliberate changes in assignments must be designed for the development of greater breadth and depth of an administrative expertise (35, p. 153).

B. Lamar Johnson, Professor of Higher Education, University of California, observed:

Despite the fact that there are similarities, it is important for an administrator preparing to work in a particular type of institution to have experience with the reality of the situation with which he will be working (5, p. 15).

Campbell questioned the logic of the source of supply for administrators:

With few exceptions, administrators are chosen from the teaching ranks. This may have serious implications. Some of the best raw material for educational administration may be unavailable because of the commonly accepted teaching-first expectation (29, p. 181).

Bolman suggested that the need for administrators is such that a scheme for the development of administrative talent must be formulated:

. . . something like a reservoir of talent can be developed, made up of persons appointed to administrative positions below the level of the presidency (8, p. 208).

The purpose of this brief search into the literature has been an attempt (1) to examine past and current selection processes utilized in the choosing of persons to fill top level administrative positions in colleges and universities; (2) to enumerate the qualifications of persons sought for these positions; (3) to ascertain how persons may best prepare themselves professionally for these positions; and (4) to suggest that the position of administrative assistant has become

uniquely important as a training ground for still higher academic administrative positions.

The position of administrative assistant is relatively new, both to colleges and universities and to secondary schools. A thorough search of the Dissertation Abstracts revealed only three studies that had been done on this position (1, 2, 53). These were all concerned with the administrative assistant who functions at the secondary school level. No studies were found for this position at the university level. Adams, in his study of school systems in the United States having pupil enrollments of 12,000 or more, found that this position was regarded as a stepping stone to the incumbent:

The chief advantage to the incumbent was that he gained training and experience for higher positions, a belief supported by records of former administrative assistants (1, p. 1441).

The position of president at Angelo State College was filled by a former assistant to the president at Sam Houston State College (15). The incoming president at North Texas State University had served in a similar capacity at Kent State University (18). The incoming president at the University of Tulsa once served as assistant to the chancellor (16). The list might be exhaustive if data were gathered that would be revealing of the professional background of incumbent college and university presidents.

It will be a significant contribution to the study of administrative trends to ascertain the perceptions of presidents of institutions of higher learning toward the position of

administrative assistant. Data obtained and analyzed through the efforts of this study will be invaluable to persons who might aspire to become an administrative assistant. The same data will enable presidents of institutions of higher learning to define and possibly redefine the role of the administrative assistant, qualifications he should look for in persons sought for this position, and proper emphasis that should be assigned to this position in the administrative hierarchy.

Procedures for Collecting Data

The first step in the investigation was the construction of a questionnaire designed to reveal the perceptions of presidents of institutions of higher learning concerning the various aspects of the position of administrative assistant in higher education. The questionnaire was constructed through a survey of the literature of current books and periodicals that pertain to administration, and especially, to the position of the administrative assistant. Data pertinent to the unique character of this position were utilized in constructing the questionnaire.

The next step was the selection of a panel of fifteen judges for testing the validity of the items to be included in the questionnaire. Every effort was made to establish face validity--that is, each question must be related to the topic under investigation; there must be an adequate coverage of the overall topic; and the questions must be clear and unambiguous.

Judges were asked to offer suggestions that might contribute to the improvement of the questionnaire.

Members of the panel of judges were selected by a random-sampling from the presidents of colleges and universities in the United States. The questionnaire with an accompanying letter was mailed to each of the fifteen judges. They were requested to respond to the questionnaire by indicating whether they thought each item was valid for use in the study, invalid for use in the study, or whether they were unable to make a decision. Eight of the fifteen judges were to agree that an item is valid for use in the study for it to be retained in the questionnaire. Judges were asked to suggest additional items that might be added to the questionnaire. An item was to be added if a simple majority suggested the item.

After establishing validity for the instrument the test-retest method was used to establish reliability for the set of measurements that comprise the questionnaire. The procedure for doing this was as follows: The questionnaire in its final form was administered to the same subjects who participated in the validity study. After a period of two weeks had elapsed, items on the questionnaire were rearranged and the same educational administrators were requested to fill out the revised instrument. The correlation between their scores on the two administrations served to establish reliability.

Once validity and reliability for the questionnaire were established, the subjects for the study were contacted by mail.

The questionnaire with an accompanying letter was sent to each of the presidents of the 1102 institutions of higher learning as listed by states in American Universities and Colleges. These presidents were asked to respond to each item included in the questionnaire. Follow-up letters were mailed until a fifty-one per cent return was reached.

Procedures for Treating Data

The tenability of the hypotheses of this study was tested by treating them statistically in the following manner:

The research hypotheses were restated in the null form for statistical treatment. Data for each subject was punched on cards and computations were made by the Data Processing Center at Kansas State University.

As a test for independence an item analysis was conducted through use of the chi square statistical method. This statistical treatment was applied to the hypotheses for which quantitative data was gathered (hypotheses one through six). A chi square table was used to determine independence. The null hypotheses were rejected at the .05 level or above.

Following the statistical computations data were entered into tables for clarity of presentation.

Descriptive data gathered relative to the professional qualifications of the administrative assistant were inspected to ascertain whether any trends were apparent, as related to the various subgroupings that were delineated.

Conclusions, implications, and recommendations were formulated consistent with the data collected.

Organization of Remainder of the Study

The second chapter is a presentation of the related research. Methods and procedures for the collection of data are described in Chapter III. Findings are presented and hypotheses are analyzed in Chapter IV. A summary of the study, along with conclusions and recommendations for further consideration, are presented in Chapter V.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A survey of the literature was undertaken in an effort to substantiate some general observations regarding the role of the administrative assistant in higher education in the United States. The purpose of this search was to provide data which would be useful in developing the study. The literature gleaned was limited essentially to dissertations, journals, and books in which current trends, issues and questions continue to be raised in the area of educational administration at the higher level of university and college functioning. Special consideration was given at all times to the specific relationship and involvement of the administrative assistant in administrative endeavor.

The Administrative Setting

Administrative theorists for the most part have neglected the position of administrative assistant in higher education, preferring rather to concentrate on the broader aspects of administration. Although not examined in a diagnostic manner, the position of administrative assistant must be considered an integral part of the broader picture of administration in higher education.

Beginning with the basic premise that such a position could be spawned and nurtured only in an atmosphere which promoted democratic thought and action, it becomes the task of the researcher to define clearly what is meant by democratic administration. Graff and Street make the assertion that democracy assumes that:

1. Paramount value is placed on the dignity and inherent worth of the individual.

2. All who are influenced by a decision should have an appropriate part in its determination and in its implementation.

3. Every individual is obligated to become reliably informed concerning social problems and to act with others in their solution.

4. Actions, both individual and group, should be based on the method of intelligence rather than upon intuition, revelation, authoritative decree, or impulse.

5. Both social and individual development of the best kind is realized through calculated evolutionary means rather than through expediency or revolutionary violence.

6. Freedom of action is not laissez-faire action, but rather is earned as the result of increasing individual and group responsibility for the results of action (17, p. 170).

Administrative theorists, including Griffiths (19), Halpin (21), Campbell (11), and others are in basic agreement that the tenets mentioned above are essential to successful democratic administration.

The Internship Approach

The day-to-day practice and encouragement of the democratic ideal in educational administration is a must for the

perpetuation of such a system in higher education. Sargent and Belisle put it very succinctly with their observation that

Administrators-to-be develop models and images of desired administrative behavior through their experience with or observation of the behavior of other administrators. Administrators 'teach' administration to others through their practice of it, even though they may not consider themselves as teaching it, and even if their pupils accept the opposite of their teachings (34, p. 64).

Programs which exemplify the democratic ideal and which "teach administration" in the very practical sense have come into prominence only in the last decade. Phillips, in evaluating formal internship programs on the current scene cited as a common purpose of the programs

. . . to match up the intern in administration with a host institution which will offer him a broadening experience with a mentor or officer in the host institution who will take a personal interest in him, assist his self-directed study, and facilitate his entree into the decision-making councils of the host college or university (7, p. 154).

In the selection of persons who might enter educational administration at a high level to serve in an internship relationship, one must first delineate problems associated with the selection process. Such was the task of participants in a sectional meeting of the 19th National Conference on Higher Education. Meeting in 1964, they isolated the following eight areas as significant to the problem:

1. Should you pick a good teacher who has demonstrated loyalty to his institution and "throw" him into an administrative job? Or do college and university administrations have unique functions which can be better performed with distinctive academic capabilities? (5, p. 5).

2. Does the role of the administrator in higher education require various competencies, among which are professional

skill, comprehensive understanding of the institution served, and political insight into the function of the institution in society? (5 pp. 6-9, 14-15).

3. Should employment in administration, at all levels above the clerical and blue-collar ranks, be viewed as service in a distinct profession having its own scholarly requirements, its own standards, and its own esprit de corps? (5).

4. Is administration in higher education an academic discipline, based upon theory and historical perception, worthy to be studied in and of itself, or is it something which can only be learned in the context of a specific assignment at a particular institution? (5, pp. 24, 26-29).

5. Should the emphasis in the training of administrators be put on the acquisition of skills, techniques, and background knowledge, or on the development of personal qualities latent within the potential administrator, or equally on both? (5, pp. 26-27).

6. Should a research degree in a "hard" discipline be required for a senior administrative post? (5, pp. 16-20).

7. Is it correct to view the governance of a college or university as proceeding from the trustees and president on down through the department head level, or rather out from and in response to the needs and demands of the students, the faculty and the broader public served by the institution? (5, p. 21).

8. Is in-service self-improvement as important to the institution in the case of the administrator as it is in the case of the teacher-scholar? (5).

A positive and professional answer to the above questions is an absolute necessity if administration in higher education is to be an inducement for bright, capable men and women desirous of entering the profession. An editorial appearing in the Journal of Higher Education considers essentially the same problems noted above. The concluding statement is not an answer; it is more an attempt to alibi for the current selection process:

In effect, our society does not produce properly qualified administrators for higher education. Thus we have to train them on the job. We can hope, without assurance of uniform success, that intuition will lead to the appointment of top administrators who will endeavor to acquire an objective view of their tasks, who will be willing to learn as they go, and who will thereby achieve success in keeping all aspects of their educational operation in optimal proportion. Such persons will be the educational statesmen of the future. Fortunately, the history of higher education reveals that they can be found (29, p. 99).

The Administrative Assistant

Bolman (7, 8) and others (15, 19, 32) have lamented the low esteem given administrators by others in the academic community. Bolman declared that a common belief is that "only students and professors ever really learn anything and that administrators simply grow accustomed to their work" (7, p. 273). He added, "For a faculty member to declare any personal interest in administration is often a guaranteed way for him to be shunned by his colleagues" (7, p. 273). Brickman asserted that college and university presidents have deserted their ranks in increasing numbers because their multifarious duties have left them "with little direct connection with the basic mission of higher education In short," he continues, "What appears to be a position of glamor and influence turns out in many cases to be a bore and a man killer" (9, p. 387). Campus unrest and student militancy have added still another burdensome responsibility to the administrative office. Not only are college and university presidents being made the scapegoat for what has fermented on the campus, they are being

criticized for their dealing with the current problem. They are assailed from within and outside the academic community for their decision-making, in matters that seemingly have no apparent "right answers."

This is the administrative climate in which the position of administrative assistant must either flourish, or perish. Assaying the situation from the viewpoint of the college or university president, one might conclude that the position exists to fulfill a "felt need" of the president. Brickman suggested that "Presidential assistants and associates should be appointed to take over many of the variegated and time-consuming duties of the president" (9, p. 387). Horn, in examining administrative organization, alluded to the harmonious relationship of the president with his administrative assistant: "The president does have someone who is his man--no question about it--his administrative assistant" (22, p. 466). J. C. Matthews, recently retired president of North Texas State University said every president has one person on his administrative staff whom he deems his administrative assistant. "He may or may not bear that title," Matthews said (28). That there is a need for a person or persons to relieve the president of many of the burdensome and routine aspects of his office, there can be no doubt. The administrative assistant is a logical choice for this responsibility.

The argument, although valid to a point, that the position of administrative assistant exists because the president needs

an administrative assistant is not a fair analysis of the organizational structure of college and university administration today. The position of administrative assistant has been incorporated into the administrative organization of numerous colleges and universities. While the administrative assistant serves in a needed capacity, performing critical tasks, he is in a unique position to be elevated to a higher administrative post, even the presidency (8, 31). Chief administrative officials and boards that honor an allegiance to their respective institutions are acutely aware of the importance of developing administrative expertise and talent, not only for their own institutions, but for higher education in general. Bolman has suggested that "something like a reservoir of talent can be developed, made up of persons appointed to administrative positions below the level of the presidency" (8, p. 128). King pointed out further that "administrative personnel development programs must be constructed to provide continuing growth experiences. Deliberate changes in assignments must be designed for the development of greater breadth and depth of an individual's administrative expertise" (26, p.153). Persons who aspire to a higher level of administrative endeavor are aided in a formal sense by several foundations through their sponsorship of internship programs (30).

King, in a brief statement, characterizes the current situation and dilemma:

As operation of institutions of higher learning becomes increasingly complex and expensive, there are two basic

personnel problems: replacing administrators as a result of loss through normal attrition, and finding administrative talent to assume the additional load resulting from growth, expansion and reorganization. The answer to these problems is administrative personnel training in depth (26, pp. 151-152).

The questions that remain, however, all begin with how? How does one train to become an administrator? How are administrators selected? How does one study administration? And so on. . . . These questions, essentially, were posed by the author of an article appearing in Review of Educational Research:

College and university administrators still remain untouchable as objects for systematic research on role perception and conflict, personality characteristics, value orientation, status-seeking behavior, and identification with institution. Published works about administrators, of which there is no dearth, are mainly anecdotal or advisory. The more extensive statements attempt to cover such matters as style; leadership; duties and responsibilities; relationships with administrative colleagues, faculty, students, governing board, and the public; and selection and training (11, p. 352).

The author of the article cited above concluded by stating that "the major barrier to the new exploration is the sensitivity, frequently bordering on resistance, of colleges and universities to intensive scrutiny of organizational values, of administrative behavior, and of patterns of authority, influence and communication" (11, p. 357).

The review of the literature provided insight into the issues, problems, and concerns of the status of educational administration in higher education today. Questions raised by the various authors studied were noted with the explicit purpose

of incorporating them into the present. Specific comments concerning the selection process, the internship aspects, and administrative role provided extremely valuable background information and served to guide the development of the instrument used in the pilot study, and later in the final questionnaire which was sent to college and university presidents in the United States.

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CHAPTER III

PROCEDURE OF THE STUDY

The purposes of this study were (1) to identify the role of the administrative assistant as perceived by college and university presidents and (2) to ascertain their perceptions regarding the position of administrative assistant as an informal internship for a higher position. A secondary purpose of this study was to determine the extent, if any, of the variations of the professional qualifications held by persons serving as administrative assistants. Subpurposes were to compare the relationships between the perceptions of presidents of public institutions and the perceptions of presidents of private institutions and relationships of the perceptions of presidents of institutions of higher learning within private and within public institutions of higher learning. Size and type of financial support were basic criteria used for establishing the following six basic categories: (1) small private, (2) medium private, (3) large private, (4) small public, (5) medium public and (6) large public. A small college or university was classified as one having fewer than 1,000 students; a medium educational institution was one having an enrollment of at least 1,000 students but not more than 5,000; a large educational institution was one having more than 5,000 students enrolled.

Statistics for this breakdown were obtained from the College Facts Chart and American Colleges and Universities.

To accomplish the stated purposes of this study, the following procedures and methodology were employed.

Development and Administration of the Pilot Study Questionnaire

A thorough search was made of current professional periodicals, books and related studies to compile a comprehensive assessment of the responsibilities and involvement of the administrative assistant in higher education. The nature of the internship aspects of this position was investigated also, as were the qualifications most often noted to be held by persons filling this position. Concepts and trends which tended to focus on the role of the administrative assistant were delineated. After several consultations with persons known to possess an intimacy and expertise in the field of educational administration, the questionnaire was formulated into three parts, as follows: Part One--Role of the Administrative Assistant, forty-eight items; Part Two--Internship Aspects of the Position of Administrative Assistant, eleven items; and Part Three--Personal and Professional Data, seventeen items. Part One was further subdivided into specific areas of involvement, including (1) Represent the President, six items; (2) Finance and Development, seven items; (3) Liaison and Public Relations, seven items; (4) Program Development, Decision Making, Policy Implementation, six items; (5) Personnel, seven

items; and (6) Administrative Routine, fifteen items. A lengthy consultation with Dr. J. C. Matthews, out-going president of North Texas State University, served to reinforce the worthiness of the study and the validity of the various items of the questionnaire. Many helpful suggestions made by Dr. Matthews were noted and his advice concerning the construction of a cover letter to be sent with the questionnaire proved to be an invaluable contribution.

A pilot study was conducted to validate the various items contained in the questionnaire and to determine the consistency of responses obtained from the selected population. The questionnaire was designed specifically to determine the perceptions of college and university presidents regarding the role of administrative assistants and the personal and professional qualifications of persons filling this position. Extreme care was taken to communicate to the various presidents, in the cover letter and in the construction of the questionnaire, that their perceptions should concern the position as it exists and is being utilized, not how it ought to be ideally.

The task of establishing an appropriate panel of judges to determine validity and reliability was given careful consideration. It was determined that only college and university presidents could provide relevant comment and evaluation to the various items of the questionnaire. From the 1102 institutions of higher learning selected for inclusion in this study, the presidents of fifteen of these institutions were

chosen through a table of random numbers to aid in establishing validity and reliability for the questionnaire. A letter of instruction (see Appendix page 125) and a six-page questionnaire (see Appendix page 127), along with a return-addressed, stamped envelope were mailed July 27, 1968 to each president of the fifteen institutions. The presidents were requested to respond to each item of the questionnaire in one of three ways. To the left of each item, with appropriate space for indicating a choice, were the following choices: (1) valid for use in the study, (2) invalid for use in the study, and (3) cannot determine. If the item were clear and appropriate to the questionnaire, they were to check "valid . . ."; if the item were unclear or inappropriate, they were to check "invalid . . ."; if the item were such that they could not determine validity or invalidity, they were to so indicate. If the item were considered valid, they were further instructed to respond to each item on the questionnaire using the following five choices, provided to the right of each item: (1) to a great extent, (2) to a more than average extent, (3) to an average extent, (4) to a less than average extent, and (5) not at all. A definition was provided for what was meant by "to an average extent," as well as the other choices provided. The third portion of the questionnaire called for specific information, which was also requested, following determination that the item was valid. Space was provided following each subclassification of items for the presidents to suggest additional items which

might be included, or to comment on various aspects of the questionnaire.

Eleven of the fifteen judges responded. It was determined, therefore, that six of the judges must agree that an item is valid for it to be retained in the questionnaire.

In an effort to establish reliability college and university presidents who cooperated in the validity check were sent questionnaires to fill out a second time to determine consistency of response. This questionnaire did not include the checklist to the left of the items, which was used for a validity check only (see Appendix page 134). A cover letter (see Appendix page 133) requesting that the administrators fill out the questionnaire a second time for a reliability check was included with the second questionnaire, as was a self-addressed, stamped envelope. The questionnaires to check for consistency of responses were sent out August 15, 1968, more than two weeks after the initial mailing.

Table I was constructed to indicate the validity judgments of the seven college and university presidents who returned a questionnaire. Of the eleven responses received, four were in the form of a written reply stating that they did not have an administrative assistant; hence, did not feel qualified to judge the validity of various items of the questionnaire. As a result of the pilot study, all seventy-six items of the questionnaire were considered to be valid by at least six or

TABLE I

VALIDITY JUDGMENTS OBTAINED FROM SEVEN
COLLEGE AND UNIVERSITY PRESIDENTS
SERVING AS A PANEL OF JUDGES

Questionnaire		Questionnaire		Questionnaire		Questionnaire	
Item	Response	Item	Response	Item	Response	Item	Response
1	7	20	6	39	7	58	7
2	7	21	7	40	7	59	7
3	7	22	7	41	7	60	7
4	7	23	7	42	7	61	7
5	5	24	6	43	7	62	7
6	6	25	7	44	7	63	7
7	7	26	7	45	7	64	7
8	7	27	7	46	7	65	7
9	7	28	7	47	6	66	7
10	7	29	7	48	6	67	7
11	7	30	7	49	7	68	7
12	7	31	7	50	7	69	7
13	6	32	7	51	7	70	7
14	7	33	7	52	7	71	7
15	7	34	7	53	7	72	7
16	7	35	6	54	7	73	7
17	7	36	7	55	7	74	7
18	7	37	7	56	7	75	7
19	7	38	7	57	7	76	7

Example: Item 4, Represent You at Faculty Meetings, was indicated by seven of the seven members of the panel of judges to be a valid item for this study.

more of the judges. This met or exceeded the requirements which were established earlier in preparation of the study.

The presidents used in the validity check were asked to suggest additional items for the questionnaire, which might improve it. No additional items were suggested. Comments made by the judges were noted and recorded for use in the final reporting of the study.

The seven presidents who returned the questionnaire for validity check were sent the questionnaire a second time in order to determine consistency of response. Of the seven presidents who received the second questionnaire for reliability, five responded with a completed questionnaire. A sixth response came from an administrative assistant who said his president had suggested that the investigator use the president's first response, as he did not have time to fill out the questionnaire a second time. There was, of course, no way to do this.

In an effort to determine consistency of response from the two questionnaires which were answered and returned by five college and university presidents, Table II was constructed.

As noted in Table II, sixty-seven of the items had a high degree of consistency of response, with all judges responding to each item in the same way on the two occasions. Only nine items were not answered with the same consistency by the panel of judges. All seventy-six items of the questionnaire received an exceptionally high degree of consistency in the responses by the judges.

TABLE II
 CONSISTENCY RESPONSES OBTAINED FROM FIVE
 COLLEGE PRESIDENTS SERVING
 AS A PANEL OF JUDGES

Questionnaire		Questionnaire		Questionnaire		Questionnaire	
Item	Response	Item	Response	Item	Response	Item	Response
1	5	20	5	39	5	58	5
2	5	21	5	40	5	59	5
3	5	22	5	41	5	60	5
4	5	23	5	42	5	61	5
5	4	24	5	43	4	62	5
6	4	25	5	44	5	63	5
7	5	26	5	45	5	64	5
8	5	27	4	46	5	65	5
9	5	28	5	47	5	66	5
10	5	29	5	48	5	67	5
11	5	30	5	49	5	68	5
12	4	31	5	50	4	69	5
13	5	32	4	51	5	70	5
14	5	33	5	52	4	71	5
15	5	34	5	53	4	72	5
16	5	35	5	54	5	73	5
17	5	36	5	55	5	74	5
18	5	37	5	56	5	75	5
19	5	38	5	57	5	76	5

Example: Item 22, Assist in Formulating Policy, received five consistent responses from the five members of the panel of judges on the two different administrations of the questionnaire.

Construction of the Final Questionnaire

Construction of the final questionnaire (see Appendix page 141) was aided by the responses obtained from the panel of judges who served to help establish validity and reliability for the instrument. Based on their assessments of the various items included in the questionnaire, it was determined that the same form originally submitted to the panel of judges would be used for the final questionnaire. In order to make the questionnaire more attractive and readable, and to reduce its weight for mailing, the questionnaire was printed by offset lithography, utilizing typefaces which are easy to read and aesthetically pleasing.

Identification of the Population Surveyed

As previously declared, college and university presidents were classified according to size of institution and type of financial support. Further, it was determined that all colleges and universities would be included that offered at least an accredited bachelor's degree program. Service academies were included in the study. Final authority for selection of the population was the College Facts Chart and American Universities and Colleges. Using these two publications as a cross-reference and final check, 1102 colleges and universities were selected for inclusion in the study. These publications also designated whether an institution was publically or privately controlled, what the current student enrollment was, and highest degree

granted. These data were used to establish the various sub-classifications necessary to perform the proposed statistical analyses of the data.

Of the 1102 institutions surveyed, 321 were classified as small private institutions, 362 as medium private, seventy-three as large private, twenty-eight as small public, 151 as medium public, and 167 as large public.

Administration of the Questionnaire

Questionnaires were mailed to 1102 college and university presidents from November 1, 1968, through November 17, 1968. A cover letter explaining the nature of the study (see Appendix, page 139) was included with each questionnaire, along with a return-addressed, stamped envelope. The cover letter instructed the presidents to fill out the questionnaire with reference to "one person deemed the administrative assistant." They were cautioned to respond to the various items of the questionnaire in terms of the current situation, not what they thought it ought to be.

Approximately three weeks after completion of the first mailing, a follow-up letter was sent (see Appendix, p. 140) to non-respondents requesting them to participate in the study. A second copy of the questionnaire was enclosed.

On February 5, 1969, 751 returns, or 68.15 per cent, had been received from college and university presidents. The number of questionnaires, and other returns, by type of institution, is depicted in Table III.

TABLE III

QUESTIONNAIRES MAILED, FILLED OUT QUESTIONNAIRES RETURNED,
OTHER RETURNS, REASONS FOR NOT FILLING
OUT QUESTIONNAIRE

	Small Private	Medium Private	Large Private	Small Public	Medium Public	Large Public	Sum
Number of Questionnaires Mailed	321	362	73	28	151	167	1102
Filled Out Questionnaires Returned	75	115	15	8	65	69	347
Letters or Other Responses	141	125	23	10	44	46	389
Late Returns	3	7			1	4	15
Total Returns	219	247	38	18	110	119	751
Per Cent	68.22	68.23	52.05	64.29	72.85	71.25	68.15
No Administrative Assistant	130	110	14	9	43	40	
New to Presidency-- Not Qualified	10	8			2	5	
Plan to Add Administrative Assist.	22	7	1	1	9	10	
Would Like Results Others Do Jobs of Adminis. Assist.:	44	26	2	1	11	12	
Spread Among Many Vice Presidents:	19	19	3	2	3	11	
Academic	1	3			1	1	
Financial	1	6				1	
Development	4	5					
Administrative Affairs		1			1	1	
Student Personnel	1	3			1	1	
Dean	5	4			2		
Business Manager	5	1			1		
Secretary	3	1		1		2	
Do Not Fill Out Questionnaires	7	4	2	1		3	
Worthwhile Project	22	4		1	4	3	
Enclosed Job Descrip.	2	1					
Presently Without President	5	5	2			3	

There were 347 filled out questionnaires that were used in the final statistical tabulation. Fifteen questionnaires were returned after the February 5 cut-off date and were not usable. An additional four questionnaires were not included in the study because there was some doubt as to the identity of the school responding.

There were 389 responses wherein the respondent did not fill out the questionnaire for some reason. Most common explanation was that they did not have an administrative assistant, therefore, were unable to respond. Other presidents stated that they were new on the job and did not feel qualified to answer the questionnaire. Seventeen presidents, or their assistants, explained that they had a policy of answering questionnaires only from government agencies, or that they were too busy to answer the many questionnaires that come to their attention. The most gratifying responses--and there were many--were from presidents who took the time to explain in detail how their administrative alignment was such that it did not allow for an administrative assistant; presidents who expressed an interest in the study and requested a summary of the findings to use in employing such a person or to more clearly identify his responsibilities. The contents of these letters and notes penned on questionnaires will be examined in detail and the findings will be presented in a logical and systematic manner in Chapter IV of this study.

CHAPTER IV

PRESENTATION OF FINDINGS

The research hypotheses for this study concerned the differences among and between the responses of college and university presidents in the United States on each item of a questionnaire designed to ascertain the presidents' perceptions of the role of the administrative assistant in higher education. For the purposes of this study, six classifications of educational institutions were established. These included small, medium and large private institutions and small, medium and large public institutions. This chapter was organized to complement the hypotheses and to present the results in sequential order for each of the seventy-six items of the questionnaire. For further clarification, findings were analyzed in relation to specific pre-determined sub-groupings of the instrument.

The basic statistical technique used for this study was the chi square test for independence. In this regard, chi square analyses were performed in three separate ways, using the basic data that were punched onto IBM cards. These tests included (1) a test for independence when each item of the questionnaire was analyzed according to the six classifications of educational institutions; (2) a test for independence when

each item of the questionnaire was analyzed according to type of support: private vs. public; and (3) a test for independence when each item of the questionnaire was analyzed according to the size of institution: small-medium-large. The .05 level of confidence was used to test the hypotheses, and the significant chi squares are presented in tabular form for each item of the questionnaire and for each chi square treatment. Data which appear to indicate significant trends and direction are discussed. In the tabular presentation, All Six Groups refers to Test 1, the first statistical treatment; Private-Public refers to the second statistical treatment, Test 2; and Small-Medium-Large refers to the third statistical treatment, Test 3. Total N for statistical evaluation was 347 questionnaires. For the first forty-eight items, total N for each item surpassed 340 on forty items. There were six items where N was more than 330, but below 340. For the eleven items of the questionnaire concerned with internship aspects, N was between 330 and 340 because a few presidents chose not to respond to that section. The latter part of the questionnaire, concerned with personal and professional data, has a large N for all items, but shows the greatest degree of variance of any section of the questionnaire. Where data are missing beyond the limits cited above, an explanation will be given. Statistical computations made on each chi square test took into account missing data. All statistical computations were made at the Computing Center at Kansas State University.

Of significance to this study are data which were obtained in the form of written comment, solicited as a part of the questionnaire, and information which was volunteered by numerous college and university presidents who did not feel this study was relevant to their institution, but who felt their special situation should be taken into account. These comments have been examined and analyzed to determine significant trends and developments and the results are presented in a logical, ordered manner as a necessary and valuable part of the findings.

The findings of this study are presented in such a manner as to parallel the development of the questionnaire. The first forty-eight items of the instrument concerned the perceptions of college and university presidents regarding the role of the administrative assistant. This section was grouped further into the following categories: Represent the President, six items; Finance and Development, seven items; Liaison and Public Relations, seven items; Program Development, Decision Making, Policy Implementation, six items; Personnel, seven items; and Administrative Routine, fifteen items. The next section of the questionnaire, containing eleven items, was entitled Internship Aspects of the Position of Administrative Assistant. The final portion of the questionnaire contained seventeen items requesting the president to provide personal and professional data regarding his administrative assistant.

The research hypotheses for the first fifty-nine items of the questionnaire were (1) that there would be a significant

difference between the perceptions of presidents of public institutions of higher learning and the perceptions of presidents of private institutions of higher learning, (2) that there would be no significant difference between the perceptions of presidents within various private institutions of higher learning, and (3) that there would be no significant difference between the perceptions of presidents within various public institutions of higher learning.

Findings Relating to Represent the President

The six items of the questionnaire under the heading, Represent the President, were designed to determine college and university presidents' perceptions of the extent to which the administrative assistant represents the president in an official capacity. The results for the three separate chi square tests for independence are reported in Table IV. There were four chi square values that were significant at the accepted level of confidence ($P = .05$) or greater. The remaining fourteen chi square values did not reach an acceptable level for significance.

There was little variance statistically among the responses of All Six Groups, with one exception: Presidents showed a significant variance in their use of the administrative assistant to "appear before the legislature when you are unable to" (Item 5). The significance of this difference ($P = .05$) was heightened to the .01 level of confidence when the responses of presidents from private institutions were compared

TABLE IV

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE
AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE
INSTRUMENT DESIGNED TO DETERMINE THE EXTENT
TO WHICH THE ADMINISTRATIVE ASSISTANT
REPRESENTS THE PRESIDENT

Questionnaire Item ⁺	All Six Groups	Private-Public	Small-Medium- Large
1	21.83	9.66*	4.60
2	25.22	7.82	4.86
3	15.90	5.42	5.42
4	27.17	15.09**	13.32
5	34.06*	16.98**	12.20
6	30.52	3.65	13.80
	df = 20	df = 4	df = 8

⁺Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

**Significant at .01 level.

with those of presidents from public institutions (Test 2). Item 5 was one of two items of the first fifty-nine to receive fewer than 330 checked responses. A total of 301 responses were recorded for this item. Most of those who did not respond wrote "not applicable," "N/A," or "does not apply to this institution." These responses were made by presidents of private institutions and might have been considered a "not at all" response. The decision was made, however, to declare these

comments a non-response for fear of inserting bias into the study. Of the total 301 responses to this item, 199, or two-thirds of the responses, were "not at all." Neither public nor private institutions use this person in this area to any great degree. Only eleven "to a great extent" responses were recorded for all groups. There was negligible difference according to size, regardless of type of support.

Reaching a high level of significance ($P = .01$) was the private vs. public perception regarding Item 4: Represent you at faculty meetings. Presidents of public institutions, regardless of size, tended to use this person more than would be expected statistically whereas presidents of private institutions used this person less than would be expected statistically. The opposite was true for Item 1: Represent you at off-campus events of an official nature. Presidents of private institutions used the administrative assistant to a greater degree than would be expected and presidents of public institutions used this person to a lesser extent than would be expected.

There was a pronounced negative skewness to Items 3 through 6 and a slight negative skewness to Items 1 and 2. In view of the statistical outcomes of the three separate tests for independence, it must be concluded that research hypothesis 1, that there would be a significant difference among the perceptions of private vs. public presidents, must be accepted for Items 1, 4, and 5. Research hypotheses 2 and 3, that

there would be no significant difference regarding perceptions of presidents within private and within public institutions, respectively, must be accepted for Items 1 through 6.

Findings Relating to Finance and Development

The seven items of the questionnaire under the heading, Finance and Development, were designed to determine the extent of involvement of the administrative assistant in these areas, as perceived by college and university presidents. The results for the three chi square tests are reported in Table V. There were eight significant chi squares noted ($P = .05$) out of twenty-one possible. Significance appeared in five out of seven items, or in Items 9 through 13.

Two significant chi squares ($P = .05$) were noted in Test 1 for independence. Variances noted in the All Six Groups test were for Item 9: Work with campus planning and development, and for Item 10: Prepare educational specifications for buildings. Differences were due to size, as depicted by the chi square values recorded in Table V. A careful scrutiny of the actual percentages and responses revealed that presidents in small and medium institutions tended to use the administrative assistant significantly more in these areas than did presidents of public institutions. There was very negligible difference according to type of funding, borne out by the actual responses. For Item 11: Work with salary schedule, presidents of private institutions tended to use the administrative assistant to a

TABLE V

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE INSTRUMENT DESIGNED TO DETERMINE THE EXTENT TO WHICH THE ADMINISTRATIVE ASSISTANT IS INVOLVED IN FINANCE AND DEVELOPMENT

Questionnaire Item [†]	All Six Groups	Private-Public	Small-Medium-Large
7	18.16	2.56	8.75
8	25.41	0.86	14.18
9	31.94*	2.80	15.88*
10	32.70*	1.93	17.75*
11	29.56	9.69*	17.43*
12	27.65	12.54*	8.68
13	25.60	9.78*	14.59
	df = 20	df = 4	df = 8

[†]Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

greater extent than did presidents of public institutions. Presidents of small and medium institutions, likewise, used the administrative assistant more than did presidents of larger institutions. It must be noted that for Items 11 through 13 significant chi square values ($P = .05$) were reached in Tests 2 or 3 although significance was not obtained in the All Six Groups test for independence (Test 1). It is

important to note, however, that values approaching significance ($P = .05$) were obtained.

Interestingly, significance was obtained for Item 12: Devote his efforts to fund raising, because administrative assistants in private institutions were much more involved in this area than were those in public institutions, according to actual responses. The opposite was true for Item 13: Devote his efforts to obtaining research and development funds. Administrative assistants in public institutions were more involved in this area than were their counterparts in private institutions. A difference could be noted for Item 13 after examining the data from Test 3. Presidents in small and medium institutions utilized their administrative assistants more than did presidents in large institutions.

Positive skewness was noted in only one instance: Item 9. The administrative assistant appears to be actively involved in campus planning and development, especially in medium and smaller institutions, regardless of funding. Negative skewness was noted for the remaining six areas, with pronounced skewness to the left for Items 8, 12, and 13.

Research hypothesis 1, that there would be a significant difference between perceptions of presidents of private and public institutions can be supported statistically only for Items 11, 12, and 13. Research hypotheses 2 and 3, of no significant difference in perceptions of presidents within public and within private institutions can be clearly accepted

only for Items 7 and 12. Significant differences ($P = .05$) were found for Items 9, 10, and 11, using Test 3, and significance at the .10 level of confidence was found for Items 8 and 13, casting further doubt on the hypotheses of no difference.

Findings Relating to Liaison and Public Relations

Seven items were delineated to determine the role of the administrative assistant in the area of liaison and public relations. Perceptions of college and university presidents were recorded and treated statistically. Results of three separate chi square tests are reported in Table VI. The .05 level of confidence, or better, was reached in five instances out of a possible twenty-one. Significant chi squares ($P = .05$) appeared in three questionnaire items: 15, 16, and 18.

Examination of the data from the three tests indicates little perceptible difference according to size although three items, not significant, showed high chi square values. The statistical variance noted in the All Six Groups test for Item 15: Work with community-area-state leaders, and for Item 18: Prepare news releases for the mass media, is accounted for in Test 2--perceptions of presidents in private institutions vs. perceptions of presidents in public institutions. The latter uses the administrative assistant to a much greater degree ($P = .01$) than private university presidents in working with community-area-state leaders. The same is true for Item 18 ($P = .05$) although there is less involvement by the

TABLE VI

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE INSTRUMENT DESIGNED TO DETERMINE THE EXTENT TO WHICH THE ADMINISTRATIVE ASSISTANT IS INVOLVED IN LIAISON AND PUBLIC RELATIONS

Questionnaire Item [†]	All Six Groups	Private-Public	Small-Medium-Large
14	28.66	6.89	14.82
15	37.05*	22.43**	8.54
16	28.78	12.87*	12.68
17	28.21	7.00	7.23
18	33.72*	11.78*	12.92
19	10.77	1.84	6.00
20	20.02	9.01	7.64
	df = 20	df = 4	df = 8

[†]Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

**Significant at .01 level.

administrative assistant in this area. Presidents in public institutions tended to assign more responsibility for public relations to the administrative assistant than did their counterparts. There was little difference, however, among all six types of institutions.

Data reveal that presidents in public institutions use the administrative assistant to a far greater extent in the

area of liaison and public relations than do presidents of private institutions. This trend could be noted in all items of this section except Item 19: Serve as "campus guide" No real trend could be noted here in any direction.

Obvious positive skewness was apparent for Items 14 and 15, with more than 88 per cent of the total responses indicating involvement ranging from "average" to "to a great extent" for Item 14, and more than 80 per cent in the same range for Item 15. No skewness could be detected for Item 19, indicating "to an average extent" as the mean response. Very slight negative skewness could be observed for Items 16 and 17, with a more pronounced negative skewness apparent for Items 18 and 20.

Surveying the total picture regarding liaison and public relations, it must be concluded that no significant differences exist within private and within public institutions of higher learning. This would call for acceptance of research hypotheses 3 and 4 for Items 14 through 20. Differences were noted between private and public institutions of higher learning on Items 15, 16, and 18. Research hypothesis 1 should be accepted for these items.

Findings Relating to Program Development, Decision Making, Policy Implementation

There were six questionnaire items devoted to determining the role of the administrative assistant in the areas of program development, decision making, and policy implementation

as perceived by college and university presidents. A significant chi square value ($P = .05$) was reached in only one instance: Item 22. A significant difference was noted in Test 3 when institutions were tested for independence according to size. Noticeable differences were observed in the small-large dichotomy. Presidents of large institutions rely on their administrative assistants to assist in formulating policy to a much greater degree than do presidents from small institutions. Presidents of medium-sized institutions used this position as might be expected. Results of the three chi square tests are presented in Table VII.

Although statistical significance was reached in only one of eighteen possible areas, there are certain data that point to definite trends. Items 22, 25, and 26 were concerned with the formulation and implementation of new policy and the role of the administrative assistant as "expediter." There was a definite positive skewness noted for each of these items, regardless of size or type of support. Items 21, 23, and 24 involve the presidents' perceptions of decision-making power granted to the administrative assistants. Each of these items showed a definite negative skewness for all institutions, regardless of size or method of funding.

That there would be a significant difference between perceptions of presidents of private institutions and those of public institutions cannot be supported to any degree by the statistical data analyzed. Therefore, research hypothesis 1

TABLE VII

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE INSTRUMENT DESIGNED TO DETERMINE THE EXTENT TO WHICH THE ADMINISTRATIVE ASSISTANT IS INVOLVED IN PROGRAM DEVELOPMENT, DECISION MAKING, POLICY IMPLEMENTATION

Questionnaire Item [†]	All Six Groups	Private-Public	Small-Medium-Large
21	16.84	2.86	7.31
22	28.29	4.17	19.45*
23	13.17	3.42	6.93
24	13.05	6.74	3.00
25	15.05	4.26	4.68
26	22.32	6.92	6.02
	df = 20	df = 4	df = 8

[†]Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

must be rejected for each item of the questionnaire pertaining to Program Development, Decision Making, and Policy Implementation. Research hypotheses 2 and 3, of no significant difference within public and within private institutions, must be accepted for Items 23 through 26 and for Item 21. These research hypotheses must be rejected for Item 22.

Findings Relating to Personnel

Seven items were formulated for the questionnaire that were considered relevant to the involvement of the administrative

assistant in the area of personnel. Out of a possible twenty-one significant chi square values that might have been obtained, only five were noted for the three tests. Results reaching the .05 level of confidence or better involved three of the seven items. These were Item 27: Serve as consultant. . . , Item 28: Act as "buffer. . . ," and Item 33: Work with graduate council. Chi square values for the three tests relating to items falling under the heading of Personnel are presented in Table VIII.

TABLE VIII

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE INSTRUMENT DESIGNED TO DETERMINE THE EXTENT TO WHICH THE ADMINISTRATIVE ASSISTANT IS INVOLVED IN PERSONNEL AREAS

Questionnaire Item [†]	All Six Groups	Private-Public	Small-Medium-Large
27	23.50	12.91*	7.40
28	28.57	8.24	24.50**
29	20.75	3.46	12.16
30	27.16	1.96	12.52
31	22.58	4.82	13.52
32	17.76	1.81	6.76
33	36.37*	10.48*	17.11*
	df = 20	df = 4	df = 8

[†]Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

**Significant at .01 level.

Significance for Item 27 was reached only for Test 2, wherein the perceptions of presidents of private institutions were compared with those of public institutions of higher learning. While the difference was great enough to reach the .05 level of confidence, there was no perceptible trend to the responses. Responses made by the presidents were spread randomly among the five choices provided. Conversely, there was a noticeable pattern established by the responses made by presidents to Item 28, which reached the .01 level of confidence in Test 3. Presidents of large institutions tended to use the administrative assistant as a "buffer" much more than did presidents of either small or medium institutions. Presidents of small institutions used the administrative assistant slightly more than presidents of medium institutions. There were 288 responses to Item 33, the lowest response total for the first 59 items of the questionnaire. As with Item 5, many respondents indicated that this item "does not apply," "not applicable," etc. While these might have been counted a "not at all" response, the decision was made to record it as a non-response. The .05 level of confidence was reached for all three tests. Although responses were quite varied among the five possible choices, there was no recognizable trend. Regarding size (Test 3), presidents of small institutions used the administrative assistant to a much lesser extent than did presidents of large institutions. Presidents

of medium institutions used the administrative assistant slightly more than did presidents of small institutions, but less than presidents of large institutions.

There was a marked negative skewness to all items of this section except Item 28, which showed a profound positive skewness. For example, "not at all" responses were given by 61 per cent of the presidents to Item 33; 52 per cent to Item 31; 38 per cent for Item 29; and 39 per cent to Item 30. Research hypothesis 1 can be accepted only for Items 27 and 33, that there is a significant difference between the perceptions of presidents of private institutions when compared with presidents of public institutions. Research hypotheses 3 and 4, of no significant difference within private and within public should be accepted for Item 27 and for Items 29 through 32.

Findings Relating to Administrative Routine

For that section of the questionnaire designed to ascertain the presidents' perceptions of the involvement of administrative assistants in administrative routine, fifteen items were formulated. Results pertaining to this section are found in Table IX.

For the three separate chi square tests for independence, it was possible to achieve forty-five significant chi square values. Only nine were reached and these appeared in six out of fifteen items. In the All Six Groups test (Test 1), a

TABLE IX

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE
AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE
INSTRUMENT DESIGNED TO DETERMINE THE EXTENT
TO WHICH THE ADMINISTRATIVE ASSISTANT IS
INVOLVED IN ADMINISTRATIVE ROUTINE

Questionnaire Item ⁺	All Six Groups	Private-Public	Small-Medium- Large
34	49.57**	6.58	27.58**
35	26.88	5.15	5.45
36	24.97	9.18	11.21
37	11.35	0.50	5.97
38	34.42*	11.82*	21.94**
39	12.29	1.61	4.01
40	21.88	2.35	15.03
41	27.31	7.29	22.15**
42	25.14	6.94	9.12
43	35.17*	5.95	3.34
44	14.91	2.28	11.22
45	25.75	6.19	20.64**
46	17.75	0.74	10.39
47	19.60	1.14	4.62
48	30.17	7.41	24.80**
	df = 20	df = 4	df = 8

⁺Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

**Significant at .01 level.

significant chi square value ($P = .05$) was reached for Item 34: Take care of routine correspondence; for Item 38: Make committee assignments; and for Item 43: Prepare agenda for board meetings. Item 34 was significant at the .01 level of confidence and at the same level for Test 3. The variance in responses were spread among all five possible choices, making it difficult to pinpoint a trend. If a trend could be noted, it would be that presidents of small and medium institutions use the administrative assistant to a lesser degree than do presidents of large institutions. The same conclusions must be drawn for Item 38, which reached the .01 level of confidence in Test 3. Additionally, it must be concluded that presidents of public institutions use the administrative assistant more in committee work than do presidents of small and medium institutions. Item 41, highly significant at the .01 level of confidence, when tested according to size, showed presidents of large institutions to be using the administrative assistant to a greater degree than presidents of small and medium institutions. The same may be said for Item 44 and Item 48, both of which reached the same level of confidence on chi square Test 3.

Seven of the items included under the heading, Administrative Routine, showed a definite positive skewness. These were Items 34, 39, 40, 42, and Items 44 through 46. A pronounced negative skewness was observed for six items, including Items 35, 38, 41, 43, 47, and 48. Items 36 and 37 showed a

near-normal distribution. A content analysis of those items which are skewed to the right reveals that they are areas involving the greatest amount of routine, areas of involvement whereby the president is given relief from some very routine and time-consuming tasks.

Research hypothesis 1, that there would be a significant difference between the perceptions of presidents in private institutions vs. those in public institutions, can be accepted only for Item 38, and this must be qualified. The variance is probably due more to size than to type of support. Research hypotheses 2 and 3, of no significant difference among presidents within private and within public institutions of higher learning can be accepted for Items 35, 36, 37, 39, 40, 42, 43, 44, 46, and 47.

Findings Relating to Internship Aspects of the Position of Administrative Assistant

There were eleven items selected to determine the presidents' perceptions of the internship aspects of the position of administrative assistant. Only three significant chi squares ($P = .05$) were found out of thirty-three possible for the three separate tests. The chi squares noted were observed in only two items. Chi square values for the three tests are presented in Table X. Presidents of the various institutions were asked to comment on the internship aspects of this position. A sampling of their comments will be included in this section of the findings.

TABLE X

SUMMARY OF CHI SQUARE VALUES OF PERCEPTIONS OF COLLEGE
AND UNIVERSITY PRESIDENTS ON EACH ITEM OF THE
INSTRUMENT DESIGNED TO DETERMINE THE EXTENT
OF THE INTERNSHIP ASPECTS OF THE POSITION
OF ADMINISTRATIVE ASSISTANT

Questionnaire Item [†]	All Six Groups	Private-Public	Small-Medium- Large
1	21.53	3.40	7.65
2	18.75	4.21	7.11
3	25.51	3.56	13.05
4	11.71	0.42	4.95
5	25.07	6.72	8.54
6	20.45	1.78	9.49
7	21.71	6.65	2.39
8	9.66	2.18	3.80
9	25.17	10.14*	9.26
10	22.64	5.33	8.06
11	31.85*	2.42	24.74**
	df = 20	df = 4	df = 8

[†]Questionnaire is reproduced in Appendix, p. 141.

*Significant at .05 level.

**Significant at .01 level.

The .05 level of confidence was reached on Test 2 for Item 9 of this section: . . . seek a person who has one or more degrees in the field of educational administration.

Presidents of public institutions assigned more importance to this qualification than did presidents of private institutions. It should be noted, however, that this was the only item of this section that had a pronounced negative skewness, indicating that having a degree in educational administration was not a condition of employment for the administrative assistant. Item 11: . . . "career" position, was found to be significant ($P = .05$) for Test 1 and for Test 3 ($P = .01$). The high significance for Test 3 lies in the fact that presidents of small institutions view the position to a great degree as being a "career" position; presidents of medium institutions view it such to a lesser extent; and presidents of large institutions to still a lesser extent.

Items 1, 8, and 11 showed a definite skewness to the right, leading to the conclusions that presidents do provide working opportunities for their respective assistants; that they seek a man who has demonstrated administrative ability as a chief requisite; and that they do consider the position a "career" position. Research hypothesis 4, that there would be a significant difference between the perceptions of presidents of private institutions and those of public institutions may be accepted only for Item 8. Research hypotheses 4 and 5, that there would be no significant differences in presidents' perceptions within public and within private institutions must be accepted for Items 1 through 10 of this section.

Items concerning the internship aspects of the position of administrative assistant, although few in number, were deemed important enough to be considered a separate entity for this questionnaire. These items have been evaluated from a statistical viewpoint. It was concluded in the formulation of the questionnaire that space should be provided in this section for an open-ended response for any president who desired to add additional remarks. Comments were made by many presidents relevant to the internship aspects of the position. A representative sampling of these comments are presented for each group. No attempt will be made to evaluate the significance of their respective statements, or to relate one group to another.

Selected Comments from Presidents of Small Private
Institutions Regarding Internship Aspects

This person is considered to be a primary candidate to succeed to the office of president.

. . . In our case the position has been essentially an operational assignment because the incumbent is the same age as, or older than, the other key administrators who are senior to him here. Unquestionable, however, he has learned much in this position which would equip him well for top-level administrative functions in many colleges and universities.

I work with my Academic Dean as an administrative assistant.

Valuable--but he should progress rapidly to broadened responsibilities. Too long in the same office would be deadly to his effectiveness.

Internship is impractical. Administrative assistant should "grow up" with the business in order to qualify.

My assistant is new to a new position. My reporting is of limited value to your study.

In a small college like this with only one administrative assistant it is more of a career position than a training position. I could not live with much of a turnover.

This office is new this year. The person interned at _____ University in all administrative offices before assuming the position.

The position of Provost is not explicitly designed to be a training ground for any other position; but it might very naturally lead to a presidency.

Position is definitely not an internship.

Present assistant came to us in the first year as a Phillips Foundation Intern.

The many and varied responsibilities in coordinating the affairs of the college give wide experience in every area and afford training and preparation for practically any administrative post in the institution.

. . . He is in no sense an intern but a full member of the administrative staff.

. . . There is, therefore, an "internship" dimension, especially since my assistant has a hand in a wide variety of general administrative concerns.

Comments from Presidents of Small Public Institutions Regarding Internship Aspects

Only four comments were made on the eight responses that were received for this group.

An ideal position for an internship for future college presidents.

At present, the administrative assistant is responsible primarily for the financial affairs of the college and for the supervision of non-professional personnel. He is considered equal to the deans of academic and student affairs. Thus, he is less of an intern and more of a "vice president."

There would be opportunities for real administrative experience, but there is a great deal of time consuming detail connected with the job which does not leave much time to take advantage of the administrative opportunities.

Our administrative assistant is always a young graduate who wishes to enter the field of educational administration. Consequently, he is an intern who eventually moves to an area of particular interest to him.

Selected Comments from Presidents of Medium Private
Institutions Regarding Internship Aspects

A majority of the presidents in this group who answered the questionnaire chose also to comment on the internship aspects of the position of administrative assistant. Their most salient remarks are reported below:

Currently I am seeking a young administrative assistant with the express purpose of preparing him to assume the presidency here. . . .

It is a very valuable internship for a bright, capable, young teacher who might or might not go on in administration. I keep him as assistant for a maximum of three years. . . .

He should have proven ability before becoming administrative assistant. It is a good training ground for other areas, particularly financial development.

My first assistant served seven years and he and I were always conscious of the internship aspect and potential of the assignment. When a vacancy in a top-level administrative post here (Director of Development) took shape, he was given that assignment.

The position is not an internship, but the person holding the position needs to be experienced and capable of handling the affairs of the college because of his knowledge and experience.

The position is not considered as having an internship aspect.

We do not regard this person as in training for a higher position.

Present assistant wants to attain a leadership post--preferably at another institution--and wants to learn as much as possible about "higher" or "central" administration.

At present, because I myself am new, I would prefer that my administrative assistant be experienced. Eventually this position would probably be a preparation for the President's position, so that the assistant would be totally involved in presidential work.

This is a new, developing position on our campus. My assistant is a young professor who at present helps me primarily with routine and detail but whom I see assuming more responsibility as time goes on.

At present the administrative assistant is trained to take greater and greater responsibility in being the alter ego of the president in routine matters, students meetings, etc. There is, however, no planned program.

I regard this as among the most important aspects of the position both in fairness to the individual and in order to assist in the creation of a manpower pool in the ever-increasingly difficult science of college administration.

The position can have important internship aspects, depending upon the age, background experience and training, etc., of the individual involved.

The position of Assistant to the President serves as a good internship to becoming President. . . .

This is an ideal place to get an overview of the college-- a fine place to train as a dean or president.

I am trying to prepare a "top flight" man for a college presidency. . . .

. . . We do not view the position as a training ground for another position.

Very important--should be given broad and many professional experiences.

At this college the assistant to the president is a career position concerned with all publics and all aspects of college activities. It is not a training ground for other positions.

Position is regarded as a full-time professional job-- not a training ground for another position or an opportunity for internship.

The person designated here is primarily a development

This is a new position with us. I think it will be a stepping-stone position, but our choice may be to broaden duties and authority first and make position more central to our decision-making machinery.

Have given little thought to this program but one could be developed which could be quite effective.

Selected Comments from Presidents of Medium Public
Institutions Regarding Internship Aspects

Presidents of medium public institutions commented quite readily on the internship aspects of the position of administrative assistant. A cross-section of their comments follows:

This position has been available to us for only a brief time. Its scope and character are still evolving and have developed in relation to the strengths and interests of the incumbent.

Should have some prior experience in some college or university administrative position.

Currently capable of serving as chief administrator.

The first requirement of the post is to accomplish some of the work load of the Office of the President. The variety of tasks undertaken, the active participation in many types of relationships, and direct involvement in today's pressures on university administration provides a wonderful opportunity to develop insights and to try out ideas under guidance.

The internship idea is an excellent one, and I have used it in other cases. . . .

Internship aspects of the position at this small military college are substantially different than they would be at another type of college or university. The position is not considered a stepping stone to other higher academic administrative positions.

The position provides much opportunity for a person to work closely with a president and other administrators in many situations in which facts are gathered and ideas developed in the decision making process.

The position is a very good training for further work in administration.

There is no position at our college to which the assistant to the president might advance such as executive vice president. I try to give my assistant responsibilities that will prepare him for a better position some day at another institution.

Having served myself as one and having had the services of others I believe that the personality and background of the individual determines his functions and his value to the president more than his title can.

Depends upon the assistant; the position to be useful cannot be to a great extent an internship or short termed.

We don't have a policy-making administrative assistant.

Where the president grants to the administrative assistant a wide range of responsibilities having relevance to the overall administration of the institution, the internship provides invaluable experience for the assumption of the executive function, should such an occasion present itself.

The internship aspects of the position are of secondary nature to the primary function of the position. They are real, however, since a capable person will eventually be promoted to a higher position at this college or elsewhere. . . .

Our situation is different from what it has been or will be in the future. In the future, I would hope to have an administrative assistant that would serve for 1 1/2 to 2 years and then become a division head or dean. This would be a training ground. . . .

Comments from Presidents of Large Private Institutions Regarding Internship Aspects

Only four presidents of large private institutions chose to comment on the internship aspects of the position of administrative assistant. Their comments are presented below:

Prefer an assistant who comes with extensive experience and having already served in several areas of administration, including teaching, if possible.

Exposure to all phases of university operations, although depth of one given exposure is limited. Primary responsibility is to "run" the president's office--to handle all routine, giving the president more time to address himself to policy and planning matters.

Although a comparative newcomer to university administration, he was familiar with our institution; is zealous to become as proficient as possible, and is doing so, with the aim of making his position a career. His "internship" is about completed, his emphasis now is in becoming more proficient at the job. He is mainly a personal assistant. . . .

Good.

Selected Comments from Presidents of Large Public
Institutions Regarding Internship Aspects.

A majority of presidents of large public institutions commented on the internship aspects of the position of administrative assistant. A representative sampling of their comments follows:

My assistant could fill any dean's position on campus if it were vacated. With a little more maturity and training, he would be a logical successor to me.

Internship possibilities are unlimited. The president who undertakes the supervision of such an experience should be convinced that he would like to do it. In addition, he should allow himself adequate time to do it. This is probably the best way (at least one of a few) to develop a college president in future years.

At this institution the assistant to the president is not considered to be an internship. While some of our people move on to other university responsibilities, they are hired to perform in this position.

Excellent "trial area" for an individual with a primarily academic background to sample administrative activities.

I have now reached the conclusion that although this is not considered a career position, that a commitment to the job of 5 or 6 years is absolutely necessary.

Provides best possible overview of entire operation.

A great place to learn academic administration, in a variety of areas, while under fire.

Administrative assistant must be a man of unusual talents. The character and responsibilities of the position are tailored to a great extent to fit the man.

An excellent area for such experience. I have not used as such.

The person holding this office would be in preparation for a more responsible position on campus.

In our circumstance this is not a training situation.

In my current situation the "administrative assistant" is an experienced executive. Therefore, the internship is virtually non-existent.

The position is actually an extension of the office of the president. Since the duties and responsibilities of the academic vice president and financial vice president are carefully delineated, he has less direct responsibility in these areas, but is well-informed as to their activities.

I look at the man--his ability to communicate, to plan, to produce, to work with people. I can teach him the techniques. . . .

An excellent place to learn the nature of administrative authority and responsibility. I use it as a "starter" rather than as a "finisher."

My administrative assistant is "assistant to the president and Special Assistant Attorney General"--a young man on a three-year appointment who plans to complete his doctorate.

An internship aspect is not structured as such.

I feel there is a definite career opportunity as the assistant to the president. It could lead to higher office if other qualifications were met, but for some, the assistant's role can be terminal with great professional satisfaction and rewards.

Findings Relating to Personal and Professional Characteristics of Administrative Assistants

The final section of the questionnaire was concerned with personal and professional data thought to be relevant to the administrative assistant in higher education. There were fourteen items that were analyzed statistically; three items were recorded as open-ended responses; and the final two questionnaire items requested the presidents to list the three most important personal and three most important professional characteristics that led them to select their respective administrative assistants to fill that position. Hypotheses were formulated relative to the professional characteristics of the various administrative assistants. These were that the greatest degree of variance would exist between administrative assistants in public vs. those in private institutions of higher learning regarding professional qualifications held (hypothesis 7); that, regarding professional qualifications held by administrative assistants in higher education, only slight variations would exist between administrative assistants in public institutions of higher learning (hypothesis 8); and that, regarding professional qualifications held by administrative assistants in higher education, only slight variations would exist between administrative assistants in private institutions of higher learning (hypothesis 9).

As a preamble to a more detailed discussion of this section of the questionnaire and an analysis and interpretation of

the statistical findings, it might be interesting to present a composite profile of the person who fills the position of administrative assistant in higher education today. This composite is based on the most frequently rendered answer, not necessarily the mean response, although in almost all cases the two would be the same.

The administrative assistant is a male between the ages of 41 and 45, who holds a master's degree in education. He has fewer than five years' administrative experience within the institutional setting and fewer than five years' administrative experience outside the institutional setting. Prior to becoming an administrative assistant, a position he was sought for and did not apply for, he was employed at the institution at which he now works, in an administrative capacity. His official title is Assistant to the President and he has held his present position for fewer than five years. He is considered both a professional and a "leg man" by his president, who rewards him with an annual salary in excess of \$16,500. He is held in high esteem by his superior who sees his administrative assistant as a college or university president someday. He was chosen for his job because of his personality, his integrity, his ability to get along with people, and his intelligence. Professional characteristics that brought him to the attention of his president were his demonstrated administrative abilities, his professional competence, his academic credentials, and his knowledge of the institution.

The same chi square analyses used in the first two parts of the questionnaire were used for the final portion of the questionnaire. In nine of the fourteen items which were treated statistically, N was 336, or greater. For the remaining five items, N was 334, 328, 216, 215, and 182, the latter N being the second part of a two part segment, which could be answered only if related to the first part. A summary of chi square values is presented in Table XI.

Of the fourteen items that were tested for significance in three separate tests, there were thirteen chi square values that reached the accepted level of confidence ($P = .05$). These chi squares were noted in six out of the fourteen items. These included Items 2, 3, 5, 8, 10, and 17.

Item 2 was to determine the sex of the various administrative assistants. The .01 level of confidence was reached on all three tests, due largely to the deviations, respectively, of small private institutions, medium public institutions, and large public institutions from their expected values, and their variances from each other. Of seventy-four responses from presidents of small private institutions, twenty-one women were listed as serving as administrative assistants. Large institutions, on the other hand, reported only three out of sixty-seven were women, while only seven out of sixty-four were listed for medium public institutions. There were only fifty-five women reported holding jobs as administrative assistants, compared with 281 men.

TABLE XI

SUMMARY OF CHI SQUARE VALUES ON EACH ITEM
OF THE INSTRUMENT DESIGNED TO GATHER
PERSONAL AND PROFESSIONAL DATA ON
THE ADMINISTRATIVE ASSISTANT

Questionnaire Item ⁺	All Six Groups	df	Private- Public	df	Small-Medium- Large	df
1	44.73	40				
2	18.97**	5	8.53**	1	15.18**	2
3	18.65	20	10.72*	4	10.64	8
5	37.95*	25			17.65	10
6	33.70	25			12.82	
7	49.50	40				
8	32.83*	20	14.59**	4	13.26	8
9	14.48	20	5.22	4	6.98	8
10	11.74*	5	0.28	1	10.24**	2
12	14.15	10	0.28	2	6.84	4
13	6.03	5	0.96	1	2.10	2
15	7.31	5	0.65	1	3.92	2
16	1.29	5	0.12	1	0.91	2
17	75.07**	40	29.97**	8		

⁺Refers to final section of the questionnaire, reproduced in Appendix, p. 143.

*Significant at the .05 level.

**Significant at the .01 level.

Item 3 asked the presidents to record the highest degree held by their respective administrative assistants. There was little difference noted, except in Test 2, private vs. public institutions. A chi square value sufficient to reach the .05 level was reached although the difference is spread over many responses in small degrees rather than in noticeable differences. Most often checked response was master's, marked by 149 respondents. Then came bachelor's, seventy-five; Ph. D., sixty-seven; Ed. D., thirty-one; and other, nineteen. Heading the list for "other" was J. D., Ll. D., and B. D.

Item 5 questioned how many years' experience the administrative assistant had within the institutional setting. Significance ($P = .05$) was reached for Test 1 and Test 2. The greatest variances noted were in small private institutions and medium public institutions. Presidents in small private institutions checked "5-10 years" twenty-nine out of a possible seventy-four times, or 39 per cent. There was no distinct pattern for medium public institutions although only three responses out of sixty-five were noted for "none," the lowest percentage of all groups. Among all groups, there were 102 responses for "under 5 years"; 100 for "5-10 years"; fifty-one for "11-15 years"; thirty-nine for "none"; and twenty-five each for "16-20 years" and "more than 20 years."

Item 6 failed to reach significance ($P = .05$). For "years outside the institutional setting" among all groups, 102 responses were given for "under 5 years." Ninety-five

administrative assistants had no experience; sixty-eight had from five to ten years; thirty-eight had from eleven to fifteen years; and sixteen each had either from sixteen to twenty years or more than twenty years.

Item 7 was not significant for either of the three tests. 55 per cent of the administrative assistants were either college administrators or college teachers, with 121 listed as college administrators and sixty-five as college teachers. The next most commonly given response was "other," with seventy-four, followed by "in business-industry," with thirty-nine responses. There was no pattern discernable for professions listed under "other," so varied were the occupations cited. Only one person had been a secondary school superintendent, only four had been a secondary school principal; eight had been ministers.

Item 8 was keyed to the preceding item and queried presidents regarding years' experience of their administrative assistants as college teachers. Once again, variances were great enough to reach the .05 level of confidence for Test 1 and the .01 level for Test 2. Variances, however, were spread over all possible responses and do not indicate a trend or pattern. Skewness is to fewer years' experience for all groups and this trend holds for all groups when considered individually. Most administrative assistants--37 per cent--who were teachers taught for a period of five to ten years. Thirty-two per cent

taught for fewer than five years, with the remaining 30 per cent having more than eleven years' teaching experience.

Item 9, "How long has he been your administrative assistant?" was not significant for either test. Among all groups, 258 administrative assistants have held their jobs fewer than five years; sixty-two from five to ten years; and twenty-two for more than eleven years. Only two persons have been administrative assistants for more than twenty years.

Item 10 concerned place of employment of the administrative assistant before he became an administrative assistant. A chi square significance ($P = .05$) was reached for Test 1 and for Test 3 ($P = .01$). Variances were accounted for by size, with administrative assistants in medium institutions coming to a greater degree from within the institutions and administrative assistants in small institutions coming from outside the institution. There was no observable trend for large institutions. Of the total $N=342$, 198 of the administrative assistants came from within the institution; 144 were employed from outside the institution.

When asked whether the president considered this administrative assistant a professional, a "leg man," or both, 190 responded that they considered him both a "leg man" and a professional; 131 considered him a professional only; and seventeen thought of him as a "leg man" only. There was very little variance in the responses.

Among all groups 241 presidents responded that they did not have a job description for their administrative assistant; seventy-five reported that they did have a job description. There was little variation in their responses.

For Items 15 and 16, presidents reported that in 234 instances the administrative assistant did not seek his job; ninety-four of them did; and 275 presidents indicated that they sought the administrative assistant for the job; forty did not.

Regarding salary, Item 17, the .01 level of confidence was reached for all three tests, indicating a great degree of variance according to type of support and size. An inspection of the actual data reveals why. Private institutions pay lower salaries, with most of the administrative assistants receiving from \$12,000 to \$13,499. Large private institutions deviated from this, however, falling into the "over \$16,500" range with all public institutions as the most frequently checked response. Small and medium private institutions showed a downward drift from the most frequently checked response, with approximately 30 per cent of administrative assistants receiving from \$9,000 to \$11,499. Forty-five per cent of administrative assistants employed in large public institutions make more than \$16,500 annually. Highest salary noted for this group was \$27,000 for an administrative assistant who had himself been a university president. An administrative

assistant for a large private institution was paid \$35,000 annually for his services. Other salaries that were given ranged from \$17,000 to \$25,000, with a clustering at the \$21,000 range.

In summary, it must be concluded that variations do exist in the professional qualifications and personal attributes of persons who fill positions as administrative assistants. The greatest variations are found in the areas of salary, prior employment, experience, and degrees held. The differences for the most part are attributable to type of funding, rather than size of institution. Research hypothesis 7, that the greatest degree of variation would exist between private vs. public institutions regarding professional qualification, must be accepted. Research hypotheses 8 and 9, that only slight variations would be noted among private and among public institutions regarding professional qualifications of administrative assistants, should be accepted also. Differences were noted on three of fourteen items, but these differences did not point to any observable trend that could be accounted for by size alone.

In addition to information that could be obtained by a checklist, and subsequently treated statistically, presidents were requested to provide data regarding their respective administrative assistants that could not be analyzed statistically. These questionnaire items called for specific information and for an evaluation of the president's

relationship with his administrative assistant. Item 4 of the third portion of the questionnaire asked the president to record the area of concentration in the highest degree held by his administrative assistant. A summary of these findings is presented in Table XII.

TABLE XII

AREA OF CONCENTRATION IN HIGHEST DEGREE
HELD BY ADMINISTRATIVE ASSISTANT

	Small Priv.	Small Public	Medium Priv.	Medium Public	Large Priv.	Large Public	Sum
Education	5	3	25	22	5	16	76
Educational Administration	12		5	7		7	31
Business Administration	4		6	9		8	27
English	6	1	12	4	1	5	29
Journalism	5		8	3		4	20
Law	1		8	2	1	5	17
History	7		10	5		3	25
Biology	3		3				6
Economics	3		4	2	1	1	11
Other	23	2	32	11	6	17	91
Total N	69	6	113	65	14	68	333

It is interesting to note that among persons filling the position of administrative assistant, almost one-third of them, or 107, obtained their highest degree in the field of education; of this number, thirty-one have degrees in educational administration. There is little variance from this overall percentage ratio, with the exception that the percentage is slightly greater in public institutions than in private institutions.

Holders of degrees in English, business administration, history, journalism, and law follow in that order. Beyond these categories, there were no disciplines mentioned in any group more than two times. These were grouped in the single category, "other."

Item 11 of the final section of the questionnaire requested the presidents to give the exact title of persons filling the position of administrative assistant. Response to this item, and others that required the presidents to fill in a written response, was consistently high. A tabulation of these responses is presented in Table XIII.

By far, the most favored title for administrative assistants is "Assistant to the President," which is used by almost 55 per cent of colleges and universities. Slightly more than 20 per cent of institutions prefer the title, "Administrative Assistant." The only significant deviation from the above percentages is among medium public and large private institutions, both of which use the title "Assistant to the President" more frequently than any other, but to a lesser degree than other colleges and universities. Second choice for these institutions is "Administrative Assistant." Small and medium private institutions give their administrative assistants the rank of vice president to a greater extent than other institutions. In almost 35 per cent of the cases, persons filling the position of administrative assistant bear one of the above-mentioned titles. Titles for the remaining 15 per cent vary

TABLE XIII

EXACT TITLE OF ADMINISTRATIVE ASSISTANT
IN VARIOUS COLLEGES AND UNIVERSITIES

	Small Priv.	Small Public	Medium Priv.	Medium Public	Large Priv.	Large Public	Sum
Assistant to the President	33	3	66	32	8	41	183
Administrative Assistant	13	2	21	19	5	13	73
Vice President for Admin.	13		10	2	2	2	29
Academic Vice President	1		5			1	7
Executive Assistant						2	2
Secretary			2	1		1	4
Dean of Administration	2			4		2	8
Academic Dean	4	2	1	1			8
Other	4	1	8	4		6	23
Total N	70	8	113	63	15	68	337

to the degree that the president chooses to designate his administrative assistant. These include Director of Development, Director of Alumni Relations, Director of Institutional Relations, Provost, Assistant for University Relations, Director of Research and Development, and many others.

On Item 14 of the questionnaire, presidents were requested to speculate on what might be the next position up the promotional ladder for their administrative assistants. Total N for this item was 244, with respondents decreasing an almost equal percentage in all group categories. There were many instances where the respondent simply drew a line, or made a similar mark, leading one to surmise that he must have pondered the question, but chose not to answer it. A summary tabulation of the results is presented in Table XIV.

TABLE XIV
 NEXT POSITION PREDICTED FOR
 ADMINISTRATIVE ASSISTANT

	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	Sum
President	17	2	15	11	2	11	57
Vice President	9	3	12	7	1	8	40
Dean	4		4	2	1	7	18
Department Head				1		1	2
Director of Development	2		2	1		1	6
None	4		23	9	1	10	47
None without doctorate		1		1	1		3
None determined	4		25	10	4	11	54
Other	3	1	4	5		4	17
Total N	43	7	85	47	10	53	244

Presidents of all educational institutions see the position of administrative assistant as a logical training ground for future college and university presidents, as indicated by the fact that the "next position" mentioned most often was "President." Small private institutions see this as a logical next position more than any other; the same is true for medium public institutions. Approximately one-fourth of the presidents saw the position of president as the logical next promotion. Next most frequently made response was "none determined." This was followed by "none," "vice president," and "dean." Many presidents who answered "none determined" added that a move or promotion would be at the discretion of the administrative assistant. Many who answered "none" added

that promotion from this position was restrictive at his particular institution, suggesting that a promotion would involve a move to another institution.

The final two items of the questionnaire requested presidents to list the three most important personal characteristics and the three most important professional characteristics of his administrative assistant that led to his selection for his current position. Because this called for an open-ended response, there was no logical way to tabulate these responses. The decision was reached to list every response made, even if made only once, as some were. Some latitude was taken in interpreting some responses, so that categories could be kept to the fewest number possible. Where there was the slightest question of meaning, a new category was established. Many presidents who did not fill in these portions wrote that they did not select their administrative assistants. Numerous presidents responded either to the "personal" or to the "professional" portion, choosing to eliminate one or the other part. Also, some presidents listed only one, or two, personal or professional characteristics where three were requested. A tabulation of these responses are presented in Table XV and Table XVI.

Table XV shows the variances in responses of presidents of various colleges and universities concerning personal qualifications that led them to select their respective administrative

TABLE XV

PERSONAL CHARACTERISTICS SOUGHT IN ADMINISTRATIVE ASSISTANTS BY PRESIDENTS HIRING THEM

	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	Sum
Ability to get along with people	9	2	13	19	5	15	63
Dependability	3			5	1	4	13
Willingness to work	3	1	7	3	2	6	22
Knowledge and experience of the institution	6	1	16	2	3	10	38
Sensitivity to people	1		7	2		7	17
Personality	18	2	37	19	3	17	96
Leadership			3	1	1	1	6
Poise		1	3	2		3	9
Character	3		3	2		3	11
Industry	9		12	13		9	43
Mature Judgement	4	1	10	5		5	25
Appearance	4	1	7	4	1	4	21
Devotion to duty	2	2	7	4	2	5	22
Capacity for detailed work	6	1	7	2		5	21
Reliability	3		3		1	1	8
Integrity	12	2	20	17	5	16	72
Ability to Communicate	4					1	5
Loyalty	4		15	8	2	14	43
Tact	2	1	8	4		3	18
Intelligence	15	1	23	13	1	9	62
Emotional stability	3		4	2	1	5	15
Vision-Imagination	1		5	2	1	4	13
Dedication to high ideals	2					1	3
Follows through	4		4	2		3	11
Effectiveness	1		1			1	3
Desire to improve	4		2	1		2	9
Courage	1			1		1	3
Well liked by undergraduates	1		1	1		1	4
Insight in dealing with situations		1	3	4		3	11
Creativity	3	1	6	6		1	17
Altruistic approach to people	1		3				4

assistants. There were thirty-one items delineated for presentation and discussion in Table XV. Personal characteristics that were mentioned only once were not included in the table. There were approximately fifty of these and included such qualities as "good family man," "candor," "good poker player," "accuracy," "alertness," "trustworthiness," and so on.

Personality was the single most revered personal trait sought by presidents of the various institutions in selecting administrative assistants. Of the six groups, only presidents of large private institutions did not list it most frequently. "Personality" was named a total of ninety-six times by all the presidents. The next three most frequently named traits were "integrity," mentioned seventy-two times; "ability to get along with people," sixty-three times; and "intelligence," sixty-two times. These were not necessarily in rank order of importance for all groups, but they were named, without exception, to the top five by presidents in all groups. Numbers diminished very rapidly to a second plateau of personal traits most often mentioned. These included "loyalty," named forty-three times; "industry," named forty-three times; and "knowledge and experience of the institution," named thirty-eight times. There was very little variance among all six groups in naming these traits to this level. The next plateau of responses was at the twenty-one-and-below-response level, where there was

a clustering of several traits. At this point, traits mentioned form such a diverse pattern, there are no discernable trends.

Unquestionably, the most important professional characteristic sought in administrative assistants by presidents who selected them was "demonstrated administrative abilities." As depicted in Table XVI, this response was more than double the second most frequently mentioned trait. There were, in fact, three traits which clustered about the fifty-response level. These were "professional competence," named fifty-two times; "academic credentials," named fifty-one times; and "knowledge of the institution," named forty-nine times. "Demonstrated administrative abilities" was named 118 times, to head the list. There was very little variation from one group to the next in their naming these as the top four. The exception might be ability to communicate with written word, which received a total of forty votes, most of which came from medium private and large public institutions. Other qualifications deemed important by college and university presidents included "broad educational background," named thirty-seven times; and "knowledge of state, state government, state leaders"; "organizational ability"; and "ability to deal effectively with people"--each named thirty-two times. There were twenty-five categories established in categorizing professional characteristics. Other traits were mentioned one time and not repeated by a second president. Of approximately sixty traits of this

TABLE XVI

PROFESSIONAL CHARACTERISTICS SOUGHT IN ADMINISTRATIVE ASSISTANTS BY PRESIDENTS HIRING THEM

	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	Sum
Ability to communicate with written word	6		16	4	1	13	40
Knowledge of the institution	11	2	9	10	4	13	49
Ability to be innovative	5		1	2		2	10
Demonstrated administrative abilities	13		51	26	5	23	118
Dedication to academic standards	2		13	4	1	7	27
Knowledge of state, state government, state leaders	2	1	6	3		9	32
Ability to work with mass media	4	1	6	3		1	15
Ability to deal with activist students						2	2
Organizational ability	8	2	10	6		6	32
Ability to deal effectively with people	7	1	6	7	3	8	32
Legal training	1		4	1	1	4	11
Efficient	4	1	7	1		6	19
Teaching competence	2	1	7	3		2	15
Business experience	14	1	2	5		5	27
Professional competence	7		18	10	4	13	52
Broad educational background	4		15	8	3	7	37
Broad experience	3					2	5
Ability to work with others			5			3	8
Speaking ability	3		9	6		3	21
Acceptance by professional colleagues	6	1	5	4		4	20
Ability to work without direction	3	1	5	4		2	15
Academic credentials	11	3	11	17	3	6	51
Dedication to professionalism	3		4	6		1	14
Faith in our institution	2		4				6
Attention to details	4	1					5

nature, some examples include, "ordained minister," "fund-raising skills," "knowledge of our publics," "cultural level," "diplomacy," "high recommendation," "lack of professional diplomacy," and so on.

Analysis of Responses from Presidents Who Did Not Fill Out the Questionnaire

Of the 751 returns recorded for the study, 389 were in some form other than a completed questionnaire. These responses included comments ranging from single-spaced letters that were more than two pages long to very brief comments on the instrument itself. A great many presidents praised the undertaking and stressed the need for such a study. Letters of encouragement were received along with an apology, in many cases, for their inability to participate in the study. Several presidents responded, but kept the questionnaire, explaining that they intended to use it for a job description. Excerpts will be taken from a representative sampling of letters and comments received from the various presidents. Their most salient remarks will be used in an effort to capture the essence of their feelings regarding the position of the administrative assistant and this study.

There were, in their comments, many statements common to all presidents. Each letter was evaluated in a content analysis to ascertain trends and consensus regarding this study and the position of administrative assistant. Each time

a different comment was made, it was recorded. Some letters defied categorization, and as a result, they will be cited, in part, in the following narrative report of this chapter, where it is deemed such letter makes a worthy contribution to the findings of this study. Following in Table XVII are comments made by presidents in lieu of filling out the questionnaire.

TABLE XVII
SUMMARY OF COMMENTS IN LETTERS
RECEIVED FROM PRESIDENTS

	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	Sum
Don't Have Adm. Assist.	130	9	110	43	14	40	346
New to Presidency--Not Qualified to Answer	10		8	2		5	25
Plan to Add Adm. Assist.	22	1	7	9	1	10	50
Worthwhile Project	22	1	4	4		3	34
Would Like Results	44	1	26	11	2	12	91
Presently Without Permanent President	5		4		2	3	14
Don't Fill Out Questionnaires	7	1	4		3	3	18

A total of 346 presidents responded that they did not fill out the questionnaire because they did not have an administrative assistant "nor," as many stated, "anyone who fits that description." Fifty presidents added that they had plans to add this position to their administrative alignment and,

accordingly, would like to receive the results of the study. An additional forty-one, for a total of ninety-one presidents, requested the results of the study, some wondering "if I am using this person most effectively," with others expressing a purely academic interest in ongoing research. Thirty-four presidents stated specifically that they thought this was a worthwhile study and wrote encouragingly of the project.

Very logical reasons were given for not responding to the questionnaire. Twenty-five presidents said they were new to the presidency and did not feel qualified to answer relative to their administrative assistant. Responses were received from fourteen institutions declaring that their institutions were presently without a permanent president, hence, did not feel they could participate. Seventeen presidents, or a delegated representative of the president, wrote that they had a policy of not answering questionnaires. Reasons given were that there were so many questionnaires received by them that they had instituted a policy of responding only to questionnaires received from official governmental agencies, or that there was not adequate time to respond to the instrument in a thoughtful manner. Two of the seventeen presidents who said they did not fill out questionnaires gave lack of time as a reason, then proceeded to write a single-spaced, two-page letter, elaborating on various aspects of their administrative organization. In an effort to be cooperative, three presidents went to the extent of enclosing a job description as an explanation of why

their situation was different. The content of many letters was an explanation of why each respective situation was different. Fifty-seven presidents said the duties of an administrative assistant, or the duties outlined in the questionnaire, were spread among many persons. A breakdown of positions charged with these responsibilities is depicted in Table XVIII.

TABLE XVIII
SUMMARY OF ADDITIONAL COMMENTS IN LETTERS
RECEIVED FROM PRESIDENTS

	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	Sum
Spread Among Many	19	2	19	3	3	11	57
Dean	5		4	2			11
Secretary	3	1	1			2	7
Business Manager	5		1	1			7
Vice Presidents:							*15
Academic	1		3	1		1	6
Financial	1		6			1	8
Development	4		5				9
Administrative Affairs			1	1		1	3
Student Personnel	1		3	1		1	6

*Five presidents listed three unnamed vice presidents.

After indicating that these responsibilities were spread among many, several presidents went on to name the titles of the individuals involved. These included deans, secretaries, business managers, and vice presidents. Five presidents in large institutions stated simply that these duties were carried

out by three vice presidents. Presidents in medium private institutions used vice presidents quite extensively to carry out the administrative responsibilities outlined in the questionnaire.

Excerpts from Letters Received from Presidents
of Small Private Institutions

The majority of the letters received from presidents of small private institutions contained information which could be isolated and presented in tabular form. A letter, representative of this type, follows:

Thank you very much for your letter of recent date regarding the responsibilities of an "Administrative Assistant." I am returning the Questionnaire incomplete, as we do not have a person serving in this capacity. It is my feeling that such a person would be of great assistance to me, but this position has not been created. Therefore, I do not have the experience factor on which to base answers.

I would appreciate receiving a copy of the Study, as it will no doubt be of value to me in the future. Best wishes in your work.

The following excerpts are representative of a cross-section of comments made by presidents of small private institutions:

I do not have an administrative assistant as such. I am looking for one! Your questionnaire is very well prepared. I would appreciate the results of this study.

We have no "Administrative Assistant" at _____.
Administration is a team concept. . . .

Currently we have no assistant president or administrative assistant to the president. I am happy to send you a job description of the person we are seeking.

Our school would fall in the category you mentioned in your letter--"cannot identify one person who serves" as administrative assistant so I am returning the questionnaire to you.

. . . . We do not at present have an administrative assistant. I have just recently been inaugurated as President, and I do anticipate such a person in the future. . . .

This is my first year as president of the College, and I do not have an administrative assistant. . . .

. . . . Some time ago I found that I was being sent a considerable number of such forms, including questionnaires, Therefore, I have had to take the position of very reluctantly declining to do questionnaires, except (a) those coming from agencies or bodies to which _____ is required to report; and (b) questionnaires coming from organizations of which _____ or I personally are members. . . .

. . . . In the near future we are planning a reorganization of our administrative staff and we would greatly appreciate a copy of the results of your study when it is completed.

Your letter of November 1 to _____ has been referred to my office. We are sorry to announce that President _____ died. . . . I do not feel that it would be appropriate for me to fill out the questionnaire. We would be vitally interested in receiving the results of the study. This will be of great value to the college in making adjustments in its administrative organization within the next few months.

Unfortunately, there is no such individual on this campus. There are four principal administrative officers, including the President, all of whom have some assistants, except for the President's office, which is operated by the President and his secretary who assumes whatever administrative assistant's duties as such.

At the present time, there is no one who qualifies for this title. However, I personally feel there is a need for such a person, and I am working on this matter at the present time. Please send me the results of this study. I am very interested.

. . . . There will be a time, I believe, when we will need such an officer here at the college. The bulk of

detail which is brought to the President's desk is such that he does really need someone to help him with it. When the load gets too large now, I usually distribute it among other staff officers as the subject matter or content would indicate is logical. . . .

. . . .But I believe that it is a most valuable study, and I do want to receive the results of your findings when they are ready. We are giving serious consideration to this opportunity and problem presented by having such an assistant and would like to profit from the experience of others. . . .

I am very interested in your questionnaire concerning the role of the administrative assistant. I have been exploring the possibility of making such an appointment. . . . With your permission, I would like to keep the copy of the questionnaire as a guide to a job analysis for an administrative assistant, should I have the good fortune to make such an appointment. . . .

. . . . Ours is a small liberal arts college for women with an enrollment of some 780 students and we have only recently reached the point where an administrative assistant has become a necessity for the smooth operation of the college.

. . . . We are actively negotiating with an interested candidate now; the report reflects the concepts of the office and the agreements which we have agreed upon in our discussions. . . .

. . . . Unless we hear otherwise from you, however, we should like to keep your questionnaire since it seems to give such a complete job analysis for such a position. . . .

. . . . I presently do not have an assistant because I have never been able to be entirely sure as to what such a person should do or how he should relate to the personalities of everyone else involved in a college. For this reason I will be especially interested in seeing the results of the study although I can't contribute to the making of it.

. . . . Even though we are relatively small, however, I personally feel that we would be well advised to institute such a position. Perhaps at some future date this might become feasible for us. . . .

Excerpts from Letters Received from Presidents
of Small Public Institutions

Letters received from presidents of small public institutions were very brief, with most of them stating simply that they did not have an administrative assistant. The following excerpts are representative of these responses:

We do not have anyone who serves in this capacity. I have a very competent secretary who "covers" for me when I am out of town. The business manager covers the financial area. There is no one person I can keep in mind when answering these questions. . . .

I regret that the position of Administrative Assistant has not yet been established at _____ . We hope to do this within the next two to four years.

I don't have an administrative assistant as such. On my immediate staff is an Associate Dean, a Business Manager and Budget Director, several fiscal aides, a personnel assistant and a very able secretary.

Excerpts from Letters Received from Presidents
of Medium Private Institutions

There were numerous letters from presidents of medium institutions, most of which could be tabulated. The following letters, quoted in part, characterize the essence of the content of most of the letters received in addition to forming that group which could not be readily tabulated:

. . . . Our situation seems to fit paragraph five in your letter. In other words, no one person assists me exclusively in the various ways that your questionnaire seems to specify. . . .

I have received your very interesting questionnaire on the "Role of the Administrative Assistant." This is the first year such a position has been in effect at our college, and so it is too soon to answer most of the questions decisively. . . .

. . . . I am a new president and have not yet appointed an administrative assistant. . . .

. . . . I have not filled out the questionnaire because our particular administrative organization is in a state of flux and the several assignments which would normally go to a direct administrative assistant are divided among three different individuals.

As acting president since September 1, I doubt that my answers would have validity. Hence, I'm returning the blank schedule. . . .

. . . . The duties of an administrative assistant are covered within the framework of our administrative staff functions but they are not performed by any one person designated as "Administrative Assistant". . . .

At _____ we have four vice presidents, of equal authority and responsibility, in the areas of Academic Affairs, Development Affairs, Financial Affairs and Student Affairs. . . .

. . . . Our structure and operation leaves this role out. I believe it would distort your results to regard any existing officer at _____ in this role. . . .

I have not introduced the position you are inquiring about in your questionnaire into my administration, but am contemplating doing this in the near future. . . .

. . . . I do not have an administrative assistant but am very much interested in getting one. . . . I think you have developed a good instrument. . . .

. . . . I have one person who is listed as Assistant to the President but his special area of responsibility is in the field of church relationships. . . .

. . . . If he were to try to answer the questions, he would not be able to base his answers on his relations with any one individual, because he confers with different members of his staff, depending on what the particular problem is. . . .

At the moment I do not have an administrative assistant, though it is a good idea. I am tempted to outline a hypothetical character, but will restrain myself. . . . Incidentally, I think the pattern of questions you ask is very helpful

. . . . Literally, we are inundated by questionnaires and were we to try to fill them all out an administrative assistant would have to be assigned for that purpose alone. Our policy is, therefore, to answer questionnaires coming from the government and from bodies and organizations related to the University. . . .

. . . . Accordingly, since we have not yet had experience with the position on which you are doing your study, it would not be appropriate for me to complete the questionnaire you have sent. . . .

Your study on the administrative assistant is most intriguing. However, we do not have such a position. . . .

. . . . We have been considering several possible avenues of administrative reorganization. Therefore, we would like very much to receive the results of your survey.

We have had the position of Assistant to the President for less than one-half of a year. Therefore, I feel that my comments to the survey would be less than minimal. . . .

Excerpts from Letters Received from Presidents of Medium Public Institutions

Responses from presidents of medium public institutions were such that most of the information could be presented in tabular form. There were many letters that indicated a desire to add the position of administrative assistant to the organizational alignment. The first letter is representative of this plan. Other letters which follow differ only slightly in content.

We have your questionnaire concerning the "Role of the Administrative Assistant" and I congratulate you for its clearness and conciseness. This is a refreshing contrast to much of the material we receive which obfuscates instead of elucidates.

Although we do not have an administrative assistant, we do have an interest in adding such a person to our staff and I would be grateful for a copy of the results of your study.

. . . . I do hope to have one next year. It would seem to me that this is a position that will vary according to the capabilities of the person who fills it, covering a wide range from clerkship to associate president.

The administrative alignment at _____ does not provide for an administrative assistant. Good luck to you on a worthwhile project.

. . . . The structure of our faculty and administration is such that a job of the type you inquire about does not exist. . . .

_____ does not have an administrative assistant at this time. We will have one for 1969-70.

I regret very much that, at the present time, _____ does not have an Administrative Assistant on its staff nor is there an individual in a similar position. . . .

_____ does not have an assistant to the president. I think there is need for one, however, and would appreciate your sending me the results of your study.

I do not, at present, have an administrative assistant. However, as the new president here, I do intend to appoint one. The results of your study would be of interest to me.

. . . . We are a small institution, having less than 3,000 students, therefore, we do not have an administrative assistant in our organization. I do not foresee the addition of this position to our budget in the near future.

Excerpts from Letters Received from Presidents of Large Private Institutions

Responses from presidents of large private institutions showed a great variance in content. Many presidents of "prestige" universities detailed their particular reasons for not answering the questionnaire; others responded that they did not have time. Some examples are as follows:

. . . . The University is at the present time reappraising its entire administrative structure and it may be that there will emerge from the present review an expanded

presidential staff which is charged with responsibility similar to that which you describe. . . .

President _____ has asked me to express his regret that because of the heavy pressure of his official schedule he does not have time to properly complete your questionnaire.

President _____ has asked me to acknowledge your letter of November 1, and explain that he does not have the time to reply personally to your questionnaire. . . .

The functions you describe in your study are, in our case, divided among a great many different people and I am wondering if our answer might distort your study. . . .

I'm sure you will find the widest range of uses of "Administrative Assistants" to the presidents whom you are circularizing. I have three, whose duties basically fit in the last section of your questionnaire. One handles all incoming correspondence. . . .

. . . . President _____ has a policy of not answering questionnaires, and therefore we are not able to return it to you.

Excerpts from Letters Received from Presidents of Large Public Institutions

Presidents of large public institutions responded that they were, for the most part, in a state of flux regarding utilization of the position of administrative assistant.

Excerpts from the following letters are representative of the letters which did not fit readily into tabular format.

. . . . I wish to congratulate you on your study, and I would like to see the results of your investigation. I think the post is most important in an institution, and I think I would answer "to a great extent" the questions relating to this position's responsibilities and services. . . .

A new position for an administrative assistant to the president has been tentatively established but no clear definition of function has been developed. . . I regret that we do not have enough information that can be useful

to you in your study. We would appreciate, however, receiving the results of your study. Perhaps these results will assist us in developing an adequate job description when we do employ someone.

. . . . Since I do not have an assistant and there are no present experience patterns to use, I know you would prefer my not answering the questionnaire. . . .

. . . . Because of the inordinate number of questionnaires received at the College, and because of the limited staff available to compile the information requested we must, of necessity, limit our replies to questionnaires from government agencies. . . .

. . . . We do not have an Administrative Assistant here at _____, so we have not filled out the questionnaire. However, we are planning to provide an Administrative Assistant in the future and would therefore, like a copy of the results of the questionnaire. . . .

. . . . Many of the functions listed in your questionnaire are performed by one or more of our six vice presidents.

. . . . We do have the position of administrative assistant in the Office of the Chancellor, but since I arrived in August, it has not been filled. . . .

. . . . Even though we do not have such a position at the present time, it is possible that the permanent president, when appointed, may wish to have such a person on his staff, and I am sure he would be interested in seeing the results of your study.

Since I replaced _____ who retired July 1, my experience and pattern of working with my assistant are limited and subject to much change and development. . . .

. . . . Dr. _____ is acting president and the administrative assistant position is vacant and will no doubt remain so until a permanent appointment to the presidency is made. . . .

CHAPTER V

SUMMARY, CONCLUSIONS, INFERENCES, AND RECOMMENDATIONS

Summary

The primary purposes of this study were (1) to identify the role of administrative assistant as perceived by college and university presidents, and (2) to ascertain their perceptions regarding the position of administrative assistant as an informal internship for a higher position. A secondary purpose of this study was to determine the extent, if any, of the variations of professional qualifications held by persons serving as administrative assistants. An additional purpose of this study was to provide data for college and university presidents to aid them in more accurately defining the role of the administrative assistant and to provide persons who might aspire to this position with data with which to make a more accurate appraisal of the limitations and advantages of the position. Subpurposes were concerned with the relationships between the perceptions of presidents of public institutions and the perceptions of presidents of private institutions and relationships of the perceptions of presidents of institutions of higher learning within private and within public institutions of higher learning.

The investigation began with a review of the literature. A questionnaire was subsequently constructed using as a basis for formulation the concepts which were conceived from the issues, concerns, and questions which were revealed. The instrument was constructed to be used specifically to compare the responses of college and university presidents regarding the position of administrative assistant in higher education. A pilot study was undertaken to establish validity and reliability for each item of the instrument. To accomplish this, fifteen presidents were selected at random from the entire population of college and university presidents.

Final form of the questionnaire was in three parts, including Part One--Role of the Administrative Assistant, forty-eight items; Part Two--Internship Aspects of the Position of Administrative Assistant, eleven items; and Part Three--Personal and Professional Data, seventeen items. Part One was further subdivided into specific areas of involvement, including (1) Represent the President, six items; (2) Finance and Development, seven items; (3) Liaison and Public Relations, seven items; (4) Program Development, Decision Making, Policy Implementation, six items; (5) Personnel, seven items; and (6) Administrative Routine, fifteen items.

The completed form of the questionnaire, along with a cover letter of explanation, was then sent to presidents of all the accredited four-year colleges and universities in the

United States. There were 1102 such institutions selected for inclusion in the study. Each president was requested to respond to each of the seventy-six items of the questionnaire with reference to one person whom he deemed his administrative assistant. Further, each president was asked to use as a frame of reference what the current status was, not what it ought to be.

Responses to the questionnaire were received from 751 presidents, representing 68.15 per cent of the population surveyed. Of this number, there were 347 filled out questionnaires, or 31.48 per cent, which were analyzed statistically. The statistical procedure used to analyze the data was the chi square test for independence. The .05 level of confidence was accepted as significant for testing each of the hypotheses.

Findings

The following findings were formulated from the computed data which were transferred from the mailed questionnaires.

Summary of Findings Relating to Represent the President

The extent to which the responses of presidents of the various institutions differed significantly is represented in three of six items which reached the accepted level of confidence ($P = .05$). The greatest differences were noted in the private vs. public dichotomy on these items; size was not a factor. Specifically, presidents of private institutions

used the administrative assistant to a great extent to represent him at off-campus events of an official nature and to represent him at faculty meetings. Neither presidents from private nor public institutions used the administrative assistant to an appreciable degree to appear before the legislature when he was unable to. Negative skewness of all six items indicated the administrative assistant was used to a "less than average extent" by all college presidents as his official representative.

Summary of Findings Relating
to Finance and Development

The extent to which the responses of presidents of the various institutions differed significantly was represented in five out of seven items which reached the accepted level of confidence ($P = .05$). For three items, data revealed that presidents of small- and medium-sized institutions tended to use the administrative assistant significantly more than presidents of large institutions in the areas of campus planning and development, preparation of educational specifications, and in working with the salary schedule; in addition, presidents of private institutions used the administrative assistant more in working with the salary schedule. For the remaining two items, the administrative assistant proved to be much involved in fund raising in private institutions, whereas administrative assistants in public institutions proved more involved than their counterparts in obtaining research and development funds.

Six out of seven items showed a negative skewness, indicating minor involvement of the administrative assistant in matters of finance and development.

Summary of Findings Relating to Liaison and Public Relations

The extent to which the responses of presidents of the various institutions differed significantly is represented in three out of seven items which reached the accepted level of confidence ($P = .05$). Differences noted were due to type of funding; size was not a factor. Presidents of public institutions used the administrative assistant to a greater extent than their counterparts in working with community-area-state leaders, in preparing news releases for the mass media, and in assuming the major responsibility for public relations. Data revealed that presidents of public institutions used the administrative assistant to a far greater degree than did their counterparts in private institutions. Presidents indicated extensive involvement or no involvement at all in the various areas; skewness occurred without regard to funding or size.

Summary of Findings Relating to Program Development, Decision Making, Policy Implementation

The extent to which the responses of presidents of the various institutions differed significantly is represented in one of six items which reached the accepted level of confidence ($P = .05$). On this item data revealed that presidents of large institutions rely on their administrative assistants to

assist in formulating policy to a greater extent than might be expected statistically. Three items of this section were concerned with the administrative assistant as "expediter." There was a definite positive skewness to these items for all institutions. The remaining three items were concerned with the decision-making power of the administrative assistant. There was a definite negative skewness for these items among all types of institutions.

Summary of Findings Relating
to Personnel

The extent to which the responses of presidents of the various institutions differed significantly was represented in three of seven items which reached the accepted level of confidence ($P = .05$). The greatest differences noted were where the administrative assistant served as consultant to department heads, wherein no perceptible trend was noted; where he acted as a "buffer," used to a great extent by presidents of large institutions; and where the administrative assistant worked with the graduate council, used in this regard to a great degree by presidents of large institutions. There was a marked negative skewness to all items of this section except one, act as "buffer," which showed a strong positive skewness. The administrative assistant, therefore, was not very much involved in matters concerning personnel.

Summary of Findings Relating
to Administrative Routine

The extent to which the responses of presidents of the various institutions differed significantly is represented in five of the fifteen items which reached the accepted level of confidence ($P = .05$). The greatest degree of difference noted in the five items was due to size of the institution. Presidents of large institutions used the administrative assistant to a greater extent than would be expected statistically and to a greater extent than presidents of small- and medium-sized institutions. These five items, involving the greatest amount of routine of the fifteen items included in this section, showed a distinct positive skewness. An additional two items showed positive skewness, with six showing a pronounced negative skewness, and two items a near-normal distribution.

Summary of Findings Relating to Internship Aspects
of the Position of Administrative Assistant

The extent to which the responses of presidents of the various institutions differed significantly was represented by two of eleven items which reached the accepted level of confidence ($P = .05$). Presidents of small institutions viewed the position of administrative assistant as a "career" position. Presidents of public institutions viewed, to a greater extent than their counterparts, having a degree in educational administration as a condition of employment. The latter was the only one of eleven items which had a negative skewness in this

section. This would suggest that all presidents were very much aware of the internship aspects of the position. There was little variance in the viewpoints of presidents of the various institutions; presidents tended to agree that the internship aspects are extremely important although they admittedly do not use an internship concept with the most effectiveness.

Summary of Findings Relating to Personal
and Professional Characteristics
of Administrative Assistants

The greatest degree of variations appeared in the areas of salary, prior employment, experience, and degrees held. Differences noted were due in the most part to type of funding, rather than size of the institution, i. e. public institutions, generally; paid larger salaries and hired administrative assistants from within their organizations. These administrative assistants have had more experience and hold more advanced degrees; the latter two qualifications were found most often in large public institutions. Presidents evidently value the worth of a degree in education and/or educational administration evidenced by the fact that approximately one third of the administrative assistants concerned with in this study have their highest degree in education. Regarding personal qualifications, presidents were in general agreement that "personality" was the most valued attribute. Next came "integrity," "ability to get along with people," and "intelligence." Professional qualifications deemed most important included

"demonstrated administrative abilities," overshadowing the next three: "professional competence," "academic credentials," and "knowledge of the institution."

Conclusions

The results of the study lead to the following major conclusions:

1. Administrative assistants in higher education were not given much decision-making power or tasks of great responsibility by their respective presidents; they were, in fact, relegated to performing routine tasks requiring little or no authority.

2. Presidents of medium-sized public institutions were more effective and realistic in their utilization of the administrative assistant.

3. Presidents recognized the importance of the position of administrative assistant as a training ground for preparing administrators in higher education.

4. Presidents of public institutions viewed the position of administrative assistant as a stepping stone to a higher position; presidents of private institutions viewed the job as a career position.

5. Basic positive personality traits and sound academic and professional credentials were prime requisites for employment and retention of the administrative assistant.

6. Large public institutions are using a nucleus of from three to six vice presidents, in lieu of an administrative assistant, to serve presidents.

7. Assistant to the president has emerged as the most popular title for the administrative assistant.

8. Presidents are becoming more aware of the internship possibilities of the position; many reported using it as such, although in an informal, unplanned manner.

9. Presidents anticipate that tenure in the position will be brief, evidenced by many expectations that the administrative assistant will move on to a higher position.

10. College and university presidents were concerned about the position of administrative assistant in higher education, judging by the number of respondents who contributed both time and effort to the completion of this study.

Inferences

1. There appears to be a need for more studies of this type, as evidenced by comments made by college and university presidents.

2. Requests for the results of the study and other positive comments penned on questionnaires indicate a felt need for data of the type assembled by this instrument to use as a guideline for a job description of the position.

3. The position of administrative assistant is in need of a comprehensive job description; many presidents kept the questionnaire as a model for formulating a job description.

4. Presidents without an administrative assistant would like very much to add this position; many indicated plans to do so.

Recommendations

The following recommendations are made on the basis of the findings and conclusions of this study:

1. Each of the three broad areas of this study should be explored in depth.
2. A follow-up study should be made on the perceptions of administrative assistants regarding their respective roles.
3. A study should be conducted concerning college and university presidents' perceptions of what the role of the administrative assistant ought to be; a comparative study of presidents' and administrative assistants' perceptions should follow.
4. A study should be undertaken to determine what administrative alignments exist where there is no provision for the position of administrative assistant.
5. Efforts should be continued to develop and improve research techniques designed to measure the perceptions of educators at all levels in an effort to improve administrative efficiency.

APPENDIX

1714 West Mulberry
Denton, Texas 76201
July 27, 1968

This study proposes to ascertain the role of the administrative assistant in institutions of higher learning, to examine the "internship aspects" of the position, and to draw a profile of persons currently serving in this position.

"The administrative assistant to the president of a college or university," one university president has said, "is that administrator with whom the president has complete rapport, that administrator with whom the president spends most of his working hours."

The administrative assistant might be a person who bears the title, "Administrative Assistant." He might have the title, "Assistant to the President." He might have any one of numerous other titles. There might be two, or three, or more persons who serve as administrative assistants.

For the purposes of a study, however, there must be only one person deemed the administrative assistant. Please respond to the enclosed instrument with reference to one administrative assistant.

The enclosed questionnaire will be sent to ALL college and university presidents in the United States. Prior to this mailing, an attempt is being made to establish validity for the various items included in the questionnaire. In this regard, you have been selected as one of the judges for this instrument.

PLEASE INDICATE WHETHER YOU THINK EACH ITEM IS (1) VALID FOR USE IN THE STUDY, (2) INVALID FOR USE IN THE STUDY, OR (3) WHETHER YOU ARE UNABLE TO DETERMINE VALIDITY. PLEASE NOTE AMBIGUOUS, IRRELEVANT, OR "LOADED" ITEMS AND SUGGEST ADDITIONAL ITEMS THAT MIGHT BE ADDED TO THE QUESTIONNAIRE. ADDITIONAL COMMENTS AND SUGGESTIONS WILL BE WELCOMED.

Your immediate return of this material in the enclosed stamped envelope will be appreciated.

Sincerely,

Jim R. Morris

INSTRUCTIONS

You are given five choices with which to assess the role of your administrative assistant. These range from "to a great extent" to "not at all." Degree of involvement of the administrative assistant in a particular area might be rated thus, as per the following example (not to be used in the questionnaire results):

To what extent does the administrative assistant: make speeches before civic clubs?

- () TO A GREAT EXTENT: The administrative assistant is greatly involved in this area very frequently, more than anyone else on my staff.
- () TO A MORE THAN AVERAGE EXTENT: The major effort is mine. Other members of my staff are involved, however, with the administrative assistant involved perhaps more than others.
- () TO AN AVERAGE EXTENT: The major effort is mine. The administrative assistant is involved in this area, along with others, on a regular basis, when needed.
- () TO A LESS THAN AVERAGE EXTENT: The major effort is mine. I call on the administrative assistant to assist on infrequent occasions to "help out."
- () NOT AT ALL: The administrative assistant is not involved to to any degree in this area.

FOR VALIDITY CHECK

Please check the appropriate space to the left of each questionnaire item as to whether you consider the item "valid," "invalid," or whether you "cannot determine" validity.

If you consider an item "valid," please respond to that item by using the choices provided at the right to make your answer.

ROLE OF THE ADMINISTRATIVE ASSISTANT

Use for use in the study
INVALID for use in the study
CANNOT determine

To what extent does the Administrative Assistant:

Represent the President

-) () () 1. Represent you at off-campus functions of an official nature?
 -) () () 2. Represent you at off-campus functions of a social nature?
 -) () () 3. Make speeches in your stead when you are unable to?
 -) () () 4. Represent you at faculty meetings?
 -) () () 5. Appear before the legislature when you are unable to?
 -) () () 6. Appear before private benefactors and benevolent institutions when you are unable to?
- OTHER(S) _____
- _____
- _____
- _____

To a great extent
To a more than average extent
To an average extent
To a less than average extent
Not

- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()

Finance and Development

-) () () 7. Take a major part in preparation of the budget?
 -) () () 8. Exercise control over budget expenditures?
 -) () () 9. Work with campus planning and development?
 -) () () 10. Prepare educational specifications for new buildings?
 -) () () 11. Work with salary schedule?
 -) () () 12. Devote his efforts to fund raising?
 -) () () 13. Devote his efforts to obtaining research and developmental funds.
- OTHER(S) _____
- _____
- _____
- _____

- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()
- () () () () ()

Liaison and Public Relations

-) () () 14. Extend services of president's office?
-) () () 15. Work with community-area-state leaders?

- () () () () ()
- () () () () ()

INVALID for use in the study
CANNOT for use in the study
cannot determine

To what extent does the Administrative Assistant:

-) () () 16. Have the major responsibility for public relations?
 -) () () 17. Arrange interviews with the press for news makers on campus and visiting dignitaries?
 -) () () 18. Prepare news releases for the mass media?
 -) () () 19. Serve as "campus guide" to visiting dignitaries and patrons?
 -) () () 20. Work with the alumni association?
- OTHER(S) _____
- _____
- _____
- _____

Program Development, Decision Making, Policy Implementation

-) () () 21. Have decision-making power in matters of policy when you are absent from the campus?
 -) () () 22. Assist in formulating policy?
 -) () () 23. Make decisions affecting faculty members?
 -) () () 24. Make decisions affecting student activity?
 -) () () 25. Assist in implementing new policy?
 -) () () 26. Serve as "expediter" for school projects and operations?
- OTHER(S) _____
- _____
- _____
- _____

Personnel

-) () () 27. Serve as consultant to department heads?
 -) () () 28. Act as "buffer" with persons with minor problems or complaints?
 -) () () 29. Recruit and hire new personnel?
 -) () () 30. Plan orientation programs for new personnel?
 -) () () 31. Recommend promotions?
 -) () () 32. Work with faculty council?
 -) () () 33. Work with graduate council?
- OTHER(S) _____
- _____
- _____
- _____

To a great extent
To a more than average extent
To an average extent
To a less than average extent
Not a

DU for use in
 the study
 INVALID for use in
 the study
 CANNOT determine

To what extent does the Administrative Assistant:

Administrative Routine

To a great extent
 To a more than
 average than
 extent
 To an average
 extent
 To a less than
 average
 Not a

- 34. Take care of routine correspondence? () () () () ()
- 35. Serve as secretary to official college board? () () () () ()
- 36. Work with student personnel and related student affairs? () () () () ()
- 37. Keep you informed of current legislation and laws affecting your institution? () () () () ()
- 38. Make committee assignments? () () () () ()
- 39. Meet report deadlines? () () () () ()
- 40. Provide relief from administrative detail? () () () () ()
- 41. Serve as director of research-federal projects? () () () () ()
- 42. Prepare special materials for president's reports? () () () () ()
- 43. Prepare agenda for board meetings? () () () () ()
- 44. Interpret "tone" of school to president? () () () () ()
- 45. Serve as "troubleshooter" in special problem situations? () () () () ()
- 46. Answer questionnaires addressed to you? () () () () ()
- 47. Supervise the college-university press? () () () () ()
- 48. Devote his efforts to securing grant funds? () () () () ()

OTHER(S) _____

INTERNSHIP ASPECTS OF THE POSITION OF ADMINISTRATIVE ASSISTANT

VALID for use in the study
INVALID for use in the study
CANNOT determine

To a great extent
To a more than average extent
To an average extent
To a less than average extent
Not

- 1. To what extent do you provide new working opportunities for the administrative assistant with the expectation of making him a more capable administrative assistant?
- 2. To what extent do you permit the administrative assistant, in your absence, to make decisions you would make if you were there to make them?
- 3. To what extent do you assign the administrative assistant tasks in areas in which he is inexperienced?
- 4. To what extent do you provide the administrative assistant close personal supervision in his tasks?
- 5. To what extent is the position of administrative assistant in your institution a training ground for a higher position?
- 6. To what extent are the present responsibilities such that the position of administrative assistant might be a logical place in which a board might find a qualified college or university president?
- 7. To what extent, when employing a new administrative assistant, do you seek a man with a "scholarly" background as a chief requisite?
- 8. To what extent, when employing a new administrative assistant, do you seek a man who has demonstrated administrative ability as a chief requisite?
- 9. To what extent, when employing a new administrative assistant, do you seek a person who has one or more degrees in the field of educational administration?
- 10. To what extent do you provide working opportunities for the administrative assistant in the various administrative posts in your institution?
- 11. To what extent do you consider the position of administrative assistant a "career" position?

Please give your comments on the internship aspects of the position of administrative assistant. _____

NOT for use in
the study
INVALID for use in
the study
CANNOT determine

PERSONAL AND PROFESSIONAL DATA

- () () () 1. Present age of your administrative assistant
 - 1) _____ under 25
 - 2) _____ 25-30
 - 3) _____ 31-35
 - 4) _____ 36-40
 - 5) _____ 41-45
 - 6) _____ 46-50
 - 7) _____ 51-55
 - 8) _____ 56-60
 - 9) _____ over 60

- () () () 2. Sex 1) _____ Male 2) _____ Female

- () () () 3. Highest degree held by your administrative assistant
 - 1) _____ Bachelor's
 - 2) _____ Master's
 - 3) _____ Ed.D.
 - 4) _____ Ph.D.
 - 5) _____ Other (specify) _____

- () () () 4. Area of concentration in highest degree held by administrative assistant, e.g. history, English, physics, journalism, education _____

- () () () 5. How many years' administrative experience has your administrative assistant had within the institutional setting?
 - 1) _____ none
 - 2) _____ under 5 years
 - 3) _____ 5-10 years
 - 4) _____ 11-15 years
 - 5) _____ 16-20 years
 - 6) _____ more than 20 years

- () () () 6. How many years' administrative experience has he had outside the institutional setting?
 - 1) _____ none
 - 2) _____ under 5 years
 - 3) _____ 5-10 years
 - 4) _____ 11-15 years
 - 5) _____ 16-20 years
 - 6) _____ more than 20 years

- () () () 7. Prior to becoming your administrative assistant, was he most recently
 - 1) _____ a college teacher
 - 2) _____ a college administrator
 - 3) _____ a secondary school supt.
 - 4) _____ a secondary school prin.
 - 5) _____ a minister
 - 6) _____ in business-industry
 - 7) _____ in the military
 - 8) _____ in news profession
 - 9) _____ Other (specify) _____

- () () () 8. If he were a college teacher, how many years' teaching experience has he had?
 - 1) _____ under 5 years
 - 2) _____ 5-10 years
 - 3) _____ 11-15 years
 - 4) _____ 16-20 years
 - 5) _____ more than 20 years

1714 West Mulberry Street
Denton, Texas 76201
August 11, 1968

Thank you for the prompt attention and serious consideration you gave the questionnaire I mailed to you recently for a validity check. Your responses and suggestions have been incorporated into a revised form of the questionnaire, which is enclosed.

As a further refinement of this instrument, in compliance with recommended research procedures, I must call on you once again to respond to the items on the enclosed questionnaire. This step will serve to determine if the various items are constructed in such a way that they will tend to elicit consistent responses over a period of time.

This final check for reliability of the instrument will enable me to mail the questionnaire to all college and university presidents in the United States. Your responses to this questionnaire will be included in the final statistical tabulations of this study.

I will forward the results of this study to you with the sincere hope that they may be of some benefit to you.

Sincerely,

Jim R. Morris

Enclosures

ROLE OF THE ADMINISTRATIVE ASSISTANT

To what extent does the Administrative Assistant:

Represent the President

- | | To a great extent | To a more than average extent | To an average extent | To a less than average extent | Not at all |
|--|-------------------|-------------------------------|----------------------|-------------------------------|------------|
| 1. Represent you at off-campus functions of an official nature? | () | () | () | () | () |
| 2. Represent you at off-campus functions of a social nature? | () | () | () | () | () |
| 3. Make speeches in your stead when you are unable to? | () | () | () | () | () |
| 4. Represent you at faculty meetings? | () | () | () | () | () |
| 5. Appear before the legislature when you are unable to? | () | () | () | () | () |
| 6. Appear before private benefactors and benevolent institutions when you are unable to? | () | () | () | () | () |

Finance and Development

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 7. Take a major part in preparation of the budget? | () | () | () | () | () |
| 8. Exercise control over budget expenditures? | () | () | () | () | () |
| 9. Work with campus planning and development? | () | () | () | () | () |
| 10. Prepare educational specifications for new buildings? | () | () | () | () | () |
| 11. Work with salary schedule? | () | () | () | () | () |
| 12. Devote his efforts to fund raising? | () | () | () | () | () |
| 13. Devote his efforts to obtaining research and developmental funds. | () | () | () | () | () |

Liaison and Public Relations

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 14. Extend services of president's office? | () | () | () | () | () |
| 15. Work with community-area-state leaders? | () | () | () | () | () |
| 16. Have the major responsibility for public relations? | () | () | () | () | () |
| 17. Arrange interviews with the press for news makers on campus and visiting dignitaries? | () | () | () | () | () |
| 18. Prepare news releases for the mass media? | () | () | () | () | () |
| 19. Serve as "campus guide" to visiting dignitaries and patrons? | () | () | () | () | () |
| 20. Work with the alumni association? | () | () | () | () | () |

Program Development, Decision Making, Policy Implementation

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 21. Have decision-making power in matters of policy when you are absent from the campus? | () | () | () | () | () |
|--|-----|-----|-----|-----|-----|

To what extent does the Administrative Assistant:

- 22. Assist in formulating policy?
- 23. Make decisions affecting faculty members?
- 24. Make decisions affecting student activity?
- 25. Assist in implementing new policy?
- 26. Serve as "expediter" for school projects and operations?

Personnel

- 27. Serve as consultant to department heads?
- 28. Act as "buffer" with persons with minor problems or complaints?
- 29. Recruit and hire new personnel?
- 30. Plan orientation programs for new personnel?
- 31. Recommend promotions?
- 32. Work with faculty council?
- 33. Work with graduate council?

Administrative Routine

- 34. Take care of routine correspondence?
- 35. Serve as secretary to official college board?
- 36. Work with student personnel and related student affairs?
- 37. Keep you informed of current legislation and laws affecting your institution?
- 38. Make committee assignments?
- 39. Meet report deadlines?
- 40. Provide relief from administrative detail?
- 41. Serve as director of research-federal projects?
- 42. Prepare special materials for president's reports?
- 43. Prepare agenda for board meetings?
- 44. Interpret "tone" of school to president?
- 45. Serve as "troubleshooter" in special problem situations?
- 46. Answer questionnaires addressed to you?
- 47. Supervise the college-university press?
- 48. Devote his efforts to securing grant funds?

	To a great extent	To a more than average extent	To an average extent	To a less than average extent	Not at all
22. Assist in formulating policy?	()	()	()	()	()
23. Make decisions affecting faculty members?	()	()	()	()	()
24. Make decisions affecting student activity?	()	()	()	()	()
25. Assist in implementing new policy?	()	()	()	()	()
26. Serve as "expediter" for school projects and operations?	()	()	()	()	()
Personnel					
27. Serve as consultant to department heads?	()	()	()	()	()
28. Act as "buffer" with persons with minor problems or complaints?	()	()	()	()	()
29. Recruit and hire new personnel?	()	()	()	()	()
30. Plan orientation programs for new personnel?	()	()	()	()	()
31. Recommend promotions?	()	()	()	()	()
32. Work with faculty council?	()	()	()	()	()
33. Work with graduate council?	()	()	()	()	()
Administrative Routine					
34. Take care of routine correspondence?	()	()	()	()	()
35. Serve as secretary to official college board?	()	()	()	()	()
36. Work with student personnel and related student affairs?	()	()	()	()	()
37. Keep you informed of current legislation and laws affecting your institution?	()	()	()	()	()
38. Make committee assignments?	()	()	()	()	()
39. Meet report deadlines?	()	()	()	()	()
40. Provide relief from administrative detail?	()	()	()	()	()
41. Serve as director of research-federal projects?	()	()	()	()	()
42. Prepare special materials for president's reports?	()	()	()	()	()
43. Prepare agenda for board meetings?	()	()	()	()	()
44. Interpret "tone" of school to president?	()	()	()	()	()
45. Serve as "troubleshooter" in special problem situations?	()	()	()	()	()
46. Answer questionnaires addressed to you?	()	()	()	()	()
47. Supervise the college-university press?	()	()	()	()	()
48. Devote his efforts to securing grant funds?	()	()	()	()	()

INTERNSHIP ASPECTS OF THE POSITION OF ADMINISTRATIVE ASSISTANT

- | | To a great extent | To a more than average extent | To an average extent | To a less than average extent | Not at all |
|---|-------------------|-------------------------------|----------------------|-------------------------------|------------|
| 1. To what extent do you provide new working opportunities for the administrative assistant with the expectation of making him a more capable administrative assistant? | () | () | () | () | () |
| 2. To what extent do you permit the administrative assistant, in your absence, to make decisions you would make if you were there to make them? | () | () | () | () | () |
| 3. To what extent do you assign the administrative assistant tasks in areas in which he is inexperienced? | () | () | () | () | () |
| 4. To what extent do you provide the administrative assistant close personal supervision in his tasks? | () | () | () | () | () |
| 5. To what extent is the position of administrative assistant in your institution a training ground for a higher position? | () | () | () | () | () |
| 6. To what extent are the present responsibilities such that the position of administrative assistant might be a logical place in which a board might find a qualified college or university president? | () | () | () | () | () |
| 7. To what extent, when employing a new administrative assistant, do you seek a man with a "scholarly" background as a chief requisite? | () | () | () | () | () |
| 8. To what extent, when employing a new administrative assistant, do you seek a man who has demonstrated administrative ability as a chief requisite? | () | () | () | () | () |
| 9. To what extent, when employing a new administrative assistant, do you seek a person who has one or more degrees in the field of educational administration? | () | () | () | () | () |
| 10. To what extent do you provide working opportunities for the administrative assistant in the various administrative posts in your institution? | () | () | () | () | () |
| 11. To what extent do you consider the position of administrative assistant a "career" position? | () | () | () | () | () |

Please give your comments on the internship aspects of the position of administrative assistant.

2827 Illinois Lane
Manhattan, Kansas 66502
November 1, 1968

This study proposes to ascertain the role of the administrative assistant in institutions of higher learning, to examine the "internship aspects" of the position, and to draw a profile of persons currently serving in this position.

"The administrative assistant to the president of a college or university," one university president has said, "is that administrator with whom the president has complete rapport, that administrator with whom the president spends most of his working hours."

The administrative assistant might be a person who bears the title, "Administrative Assistant." He might have the title, "Assistant to the President." He might have any one of numerous other titles. There might be two, or three, or more persons who serve as administrative assistants.

For the purposes of a study, however, there must be only one person deemed the administrative assistant. Please respond to the enclosed instrument with reference to one administrative assistant.

The enclosed questionnaire is being sent to ALL college and university presidents in the United States. Validity and reliability for the various items included in this instrument were established in a pilot study which was conducted earlier.

Your prompt return of this questionnaire in the enclosed stamped envelope will be appreciated.

Sincerely,

Jim R. Morris

Enclosures

2827 Illinois Lane
Manhattan, Kansas 66502

Questionnaires addressed to you might be filled out by your administrative assistant. But not this one. It calls for your perception of the role of the administrative assistant.

Response to my initial mailing has been excellent, both in quality and quantity. Numerous college and university presidents have requested the results of the study preparatory to adding this position to their staff alignment, or to compare whether they are utilizing this person most effectively.

I feel this is an important study, the results of which should make a significant contribution to the advancement of administrative theory and practice. For this reason, I am making a second, and final, request that you fill out the enclosed questionnaire and return it to me.

Results of this study will be analyzed statistically and will become a part of a dissertation I am writing to fulfill the requirements for a doctoral degree at North Texas State University, Denton, Texas. (I am currently Director of Student Publications at Kansas State University.) I will send you an abstract and tabulations of the findings should you desire them.

If your administrative alignment does not provide for the position of administrative assistant, or if you cannot identify one person who serves in a similar position, please indicate this and return the questionnaire to me. Your return is important to the final tabulation. Your comments, even if you do not fill out the questionnaire, will make an invaluable contribution to the study. I will appreciate your thoughts regarding this study or the position of administrative assistant in general.

Please take a few minutes from your busy schedule to fill out this questionnaire.

Sincerely,

Jim R. Morris

P. S. Your individual answers and responses to the questionnaire will be treated in the strictest confidence.

Role of the Administrative Assistant

INSTRUCTIONS

You are given five choices with which to assess the role of your administrative assistant. These range from "to a great extent" to "not at all." Degree of involvement of the administrative assistant in a particular area might be rated thus, as per the following example (not to be used in the questionnaire results):

To what extent does the administrative assistant: make speeches before civic clubs?

- () TO A GREAT EXTENT: The administrative assistant is greatly involved in this area very frequently, more than anyone else on my staff.
- () TO A MORE THAN AVERAGE EXTENT: The major effort is mine. Other members of my staff are involved, however, with the administrative assistant involved perhaps more than others.
- () TO AN AVERAGE EXTENT: The major effort is mine. The administrative assistant is involved in this area, along with others, on a regular basis, when needed.
- () TO A LESS THAN AVERAGE EXTENT: The major effort is mine. I call on the administrative assistant to assist on infrequent occasions to "help out."
- () NOT AT ALL: The administrative assistant is not involved to any degree in this area.

To what extent does the Administrative Assistant:

REPRESENT THE PRESIDENT

To a great extent
To a more than average extent
To an average extent
To a less than average extent
Not at all

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. Represent you at off-campus functions of an official nature? | () | () | () | () | () |
| 2. Represent you at off-campus functions of a social nature? | () | () | () | () | () |
| 3. Make speeches in your stead when you are unable to? | () | () | () | () | () |
| 4. Represent you at faculty meetings? | () | () | () | () | () |
| 5. Appear before the legislature when you are unable to? | () | () | () | () | () |
| 6. Appear before private benefactors and benevolent institutions when you are unable to? | () | () | () | () | () |

FINANCE AND DEVELOPMENT

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 7. Take a major part in preparation of the budget? | () | () | () | () | () |
| 8. Exercise control over budget expenditures? | () | () | () | () | () |
| 9. Work with campus planning and development? | () | () | () | () | () |
| 10. Prepare educational specifications for new buildings? | () | () | () | () | () |
| 11. Work with salary schedule? | () | () | () | () | () |
| 12. Devote his efforts to fund raising? | () | () | () | () | () |
| 13. Devote his efforts to obtaining research and developmental funds. | () | () | () | () | () |

LIAISON AND PUBLIC RELATIONS

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 14. Extend services of president's office? | () | () | () | () | () |
| 15. Work with community-area-state leaders? | () | () | () | () | () |
| 16. Have the major responsibility for public relations? | () | () | () | () | () |
| 17. Arrange interviews with the press for news makers on campus and visiting dignitaries? | () | () | () | () | () |
| 18. Prepare news releases for the mass media? | () | () | () | () | () |
| 19. Serve as "campus guide" to visiting dignitaries and patrons? | () | () | () | () | () |
| 20. Work with the alumni association? | () | () | () | () | () |

PROGRAM DEVELOPMENT, DECISION MAKING, POLICY IMPLEMENTATION

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 21. Have decision-making power in matters of policy when you are absent from the campus? | () | () | () | () | () |
| 22. Assist in formulating policy? | () | () | () | () | () |
| 23. Make decisions affecting faculty members? | () | () | () | () | () |
| 24. Make decisions affecting student activity? | () | () | () | () | () |
| 25. Assist in implementing new policy? | () | () | () | () | () |
| 26. Serve as "expediter" for school projects and operations? | () | () | () | () | () |

To what extent does the Administrative Assistant:

PERSONNEL

	<i>To a great extent</i>	<i>To a more than average extent</i>	<i>To an average extent</i>	<i>To a less than average extent</i>	<i>Not at all</i>
27. Serve as consultant to department heads?	()	()	()	()	()
27. Act as "buffer" with persons with minor problems or complaints?	()	()	()	()	()
29. Recruit and hire new personnel?	()	()	()	()	()
30. Plan orientation programs for new personnel?	()	()	()	()	()
31. Recommend promotions?	()	()	()	()	()
32. Work with faculty council?	()	()	()	()	()
33. Work with graduate council?	()	()	()	()	()

ADMINISTRATIVE ROUTINE

34. Take care of routine correspondence?	()	()	()	()	()
35. Serve as secretary to official college board?	()	()	()	()	()
36. Work with student personnel and related student affairs?	()	()	()	()	()
37. Keep you informed of current legislation and laws affecting your institution?	()	()	()	()	()
38. Make committee assignments?	()	()	()	()	()
39. Meet report deadlines?	()	()	()	()	()
40. Provide relief from administrative detail?	()	()	()	()	()
41. Serve as director of research-federal projects?	()	()	()	()	()
42. Prepare special materials for president's reports?	()	()	()	()	()
43. Prepare agenda for board meetings?	()	()	()	()	()
44. Interpret "tone" of school to president?	()	()	()	()	()
45. Serve as "troubleshooter" in special problem situations?	()	()	()	()	()
46. Answer questionnaires addressed to you?	()	()	()	()	()
47. Supervise the college-university press?	()	()	()	()	()
48. Devote his efforts to securing grant funds?	()	()	()	()	()

INTERNSHIP ASPECTS OF THE POSITION OF ADMINISTRATIVE ASSISTANT

1. To what extent do you provide new working opportunities for the administrative assistant with the expectation of making him a more capable administrative assistant?	()	()	()	()	()
2. To what extent do you permit the administrative assistant, in your absence, to make decisions you would make if you were there to make them?	()	()	()	()	()
3. To what extent do you assign the administrative assistant tasks in areas in which he is inexperienced?	()	()	()	()	()
4. To what extent do you provide the administrative assistant close personal supervision in his tasks?	()	()	()	()	()
5. To what extent is the position of administrative assistant in your institution a training ground for a higher position?	()	()	()	()	()
6. To what extent are the present responsibilities such that the position of administrative assistant might be a logical place in which a board might find a qualified college or university president?	()	()	()	()	()
7. To what extent, when employing a new administrative assistant, do you seek a man with a "scholarly" background as a chief requisite?	()	()	()	()	()
8. To what extent, when employing a new administrative assistant, do you seek a man who has demonstrated administrative ability as a chief requisite?	()	()	()	()	()
9. To what extent, when employing a new administrative assistant, do you seek a person who has one or more degrees in the field of educational administration?	()	()	()	()	()

To a great extent
To a more than average extent
To an average extent
To a less than average extent
Not at all

- 10. To what extent do you provide working opportunities for the administrative assistant in the various administrative posts in your institution? () () () () ()
- 11. To what extent do you consider the position of administrative assistant a "career" position? () () () () ()

Please give your comments on the internship aspects of the position of administrative assistant. _____

PERSONAL AND PROFESSIONAL DATA

- 1. Present age of your administrative assistant
 - 1) _____ under 25
 - 2) _____ 25-30
 - 3) _____ 31-35
 - 4) _____ 36-40
 - 5) _____ 41-45
 - 6) _____ 46-50
 - 7) _____ 51-55
 - 8) _____ 56-60
 - 9) _____ over 60
- 2. Sex
 - 1) _____ Male
 - 2) _____ Female
- 3. Highest degree held by your administrative assistant
 - 1) _____ Bachelor's
 - 2) _____ Master's
 - 3) _____ Ed.D.
 - 4) _____ Ph.D.
 - 5) _____ Other (specify) _____
- 4. Area of concentration in highest degree held by administrative assistant, e.g. history, English, physics, journalism, education _____
- 5. How many years' administrative experience has your administrative assistant had **within** the instructional setting?
 - 1) _____ none
 - 2) _____ under 5 years
 - 3) _____ 5-10 years
 - 4) _____ 11-15 years
 - 5) _____ 16-20 years
 - 6) _____ more than 20 years
- 6. How many years' administrative experience has he had **outside** the institutional setting?
 - 1) _____ none
 - 2) _____ under 5 years
 - 3) _____ 5-10 years
 - 4) _____ 11-15 years
 - 5) _____ 16-20 years
 - 6) _____ more than 20 years
- 7. Prior to becoming your administrative assistant, was he most recently
 - 1) _____ a college teacher
 - 2) _____ a college administrator
 - 3) _____ a secondary school supt.
 - 4) _____ a secondary school prin.
 - 5) _____ a minister
 - 6) _____ in business-industry
 - 7) _____ in the military
 - 8) _____ in news profession
 - 9) _____ Other (specify) _____

8. If he were a college teacher, how many years' teaching experience has he had?

1) _____ under 5 years

4) _____ 16-20 years

2) _____ 5-10 years

5) _____ more than 20 years

3) _____ 11-15 years

9. How long has he been your administrative assistant?

1) _____ under 5 years

4) _____ 16-20 years

2) _____ 5-10 years

5) _____ more than 20 years

3) _____ 11-15 years

10. Was he employed at your institution immediately prior to becoming your administrative assistant?

1) _____ yes

2) _____ no

11. Exact title of your administrative assistant _____

12. Do you consider the administrative assistant a professional, or "leg man," or both?

1) _____ professional

2) _____ "leg man"

3) _____ both

13. Do you have a job description for the position of administrative assistant? (Please enclose one if answer is "yes.")

1) _____ yes

2) _____ no

14. What is the next position up the promotional ladder for the administrative assistant? _____

15. Did he seek the job of administrative assistant?

1) _____ yes

2) _____ no

16. Did you seek him for the job?

1) _____ yes

2) _____ no

17. What is his annual salary?

_____ 9 mos.

1) _____ under \$6,000

6) _____ \$12,000-\$13,499

_____ 10 mos.

2) _____ \$6,000-\$7,499

7) _____ \$13,500-\$14,999

_____ 11 mos.

3) _____ \$7,500-\$8,999

8) _____ \$15,000-\$16,499

_____ 12 mos.

4) _____ \$9,000-\$10,499

9) _____ over \$16,500

5) _____ \$10,500-\$11,999

(specify) _____

List his three most important personal characteristics that led you to select him as your current administrative assistant. _____

List his three most important professional characteristics that led you to select him as your current administrative assistant. _____

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