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A PROCESS FOR INVENTORYING FACULTY POTENTIALS APPLICABLE
TO PROGRAMS OF FACULTY SHARING IN THE ALABAMA
CONSORTIUM FOR THE DEVELOPMENT OF
HIGHER EDUCATION

by

BERNARD SLOAN

A DISSERTATION

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CHAPTER I

INTRODUCTION

The concept of inter-institutional cooperation in higher education is not a new one, but with the kaleidoscopic changes in higher education following World War II such cooperative arrangements have found wider acknowledgment.¹ In recent years colleges and universities have faced a mounting dilemma of increased societal demands to expand existing programs and to add new ones while, at the same time, there has been a steady erosion of support--both fiscal and moral--for higher education in general.² Among the host of responses to this dilemma has come a revival of interest in inter-institutional cooperation. This growing interest is reflected in various lists of consortia in America which report that the number of such arrangements

¹Stanley F. Salwak and William Deminoff, in Handbook of College and University Administration, ed. by Asa S. Knowles (New York: McGraw-Hill Book Company, 1970), p. 2-132.

²S. V. Martorana, James C. Messersmith, and Lawrence O. Nelson, eds., Cooperative Projects Among Colleges and Universities (Washington: Government Printing Office, 1961), p. 1.

have more than doubled in the last five years.³ There are many reasons that contribute to this growth, and selected ones are examined in this study.

Those who study man and his institutions know that cooperation is a highly sophisticated tool of competition and that cooperative endeavors are often created out of the need for some mutually beneficial exchange.⁴ Similarly, institutions of higher learning have neither effected various forms of cooperation because of altruistic pursuits, nor have they voluntarily sought inter-institutional cooperation as some esteemed ideal. Indeed, institutions of higher learning in America have guarded their individual autonomy--an attitude that, according to Laurence R. Veysey, has resulted in a laissez-faire competitive spirit which greatly stimulates expansion.⁵ Currently there is, ". . . a growing pressure on colleges and universities to create, communicate and apply new knowledge, to spread the opportunities and benefits of such a process among

³Lewis D. Patterson, ed., Directory of Academic Cooperative Arrangements in Higher Education (Kansas City, Missouri: Kansas City Regional Council for Higher Education, 1970), passim.

⁴Will and Ariel Durant, The Lessons of History (New York: Simon and Schuster, 1968), p. 19.

⁵Laurence R. Veysey, The Emergence of the American University (Chicago: The University of Chicago Press, 1970), p. 330.

the populace at large, and to do so within available wherewithal."⁶ This pressure largely accounts for the growing trend in higher education circles to abandon the concepts of autonomy and institutional individualism because, states Lewis B. Mayhew, they have become ineffective traditions.⁷ The alternatives to voluntary cooperation are even less appealing to the ivory towers. A survey by J. C. Paltridge, of the Berkeley Center for Research and Development, has noted that voluntary coordination is giving way to legally established agencies.⁸ There has been a nation-wide trend toward establishing statewide boards, commissions, and councils to give policy direction to higher education.

Higher education in brief, has become too crucial to the general welfare for its development to be left entirely in local hands. Many of the urgent issues and problems cannot be dealt with adequately by individual institutions acting unilaterally, and piece-meal approaches do not yield satisfactory patterns. With the growing collectivism of modern life, more and more decisions and actions affecting the present and future of higher education are being transferred from the private to the public arena, and from the local to the state or national level.⁹

⁶Salwak, p. 2-132.

⁷Lewis B. Mayhew, Colleges Today and Tomorrow (San Francisco: Jossey-Bass, Inc., 1969), p. 155.

⁸Logan Wilson, Sharing American Higher Education (Washington: American Council on Education, 1972), p. 48.

⁹Ibid., p. 46.

Government agencies, however, have reinforced the idea of voluntary inter-institutional cooperation as a partial solution to the massive problems facing higher education. For example, Title III of the Higher Education Act of 1965 provides funds for arrangements

. . . between two or more developing institutions in a consortium that will provide for the exchange or joint use of resources to the mutual benefit of the participants. The arrangements will include one coordinating institution, one or more participating institutions, and may also include one or more assisting institutions or agencies.¹⁰

There are, also, some very positive reasons in support of inter-institutional cooperation, such as: a more effective utilization of physical and human resources; a broadening and enriching of programs; and the opportunity to have a greater economy of operation.¹¹ All of these reasons have contributed to increased interest and participation in cooperative arrangements.

As reported earlier, the consortia movement is not a recent one in higher education. Examples of universities entering cooperative ventures can be found as early as the seventh century A.D. when the University of Sankori at Timbutu exchanged several faculty members

¹⁰United States Department of Health, Education and Welfare, Office of Education, Title III, Higher Education Act of 1965 as Amended, Strengthening Developing Institutions, Fiscal Year 1972 (Washington: U.S. Government Printing Office, 1971), p. 3.

¹¹Martorana, p. 11.

with Moorish University.¹² The voluntary consortia movement in America began in 1894 with a formal cooperative arrangement between Cornell University and New York State University. Later, during World War I, a major impetus was given to inter-institutional cooperation with the establishment of John D. Rockefeller, Jr.'s General Education Board. Under the auspices of this board, several attempts were made to engender cooperation among southern black institutions, and by the late 1920's, several of these institutions were joined in a variety of cooperative ventures, e.g., Spelman College and Morehouse College in 1921 and the Pomona College cluster in 1923. In the decade of the 1930's the trend was toward a cooperative acquisition of library holdings such as between the University of North Carolina and Duke, and among Vanderbilt, George Peabody College and Scarritt College. In 1940, the University Center in Georgia brought together what has grown to be nine institutions in that state.¹³ In 1945, Radcliffe students began to have many of their courses taught at Harvard. Following World War II several cooperative arrangements were produced to accommodate the influx of students who

¹²Lerone Bennett, "The African Past," Ebony, XVI (July, 1961), p. 36.

¹³Patterson, p. 20.

were veterans, for example, the University Center in Virginia in 1946 and a cooperative program for Hamline, Macalester, St. Thomas, and St. Catherine Colleges in Minnesota in 1953. In 1954 the Southern Regional Education Board (SREB) was established, closely followed by the Western Interstate Commission on Higher Education (WICHE). A Carnegie Foundation grant in 1957 provided funds for the committee for Institutional Cooperation of the Big Ten and the University of Chicago (CIC). This latter consortium was founded primarily to prevent a compulsory regional compact in the midwest. The Kansas City Regional Council for Higher Education (KCRCHE) was formed in 1953 to bring the resources of urban institutions to bear on community problems. The Higher Education Act of 1965 is an outstanding benchmark in the history of consortia, and in its first year of funding, financial aid was granted to eighty-four programs, and since that first year, hundreds of cooperative ventures in higher education have benefited from this measure.¹⁴

In Alabama the state legislature created a Special Education Study Commission which in 1968 strongly

¹⁴ Lawrence C. Howard, "Survey and Analysis of the Literature Related to Inter-institutional Cooperation in Higher Education," in Inter-institutional Cooperation in Higher Education, ed. by Lawrence C. Howard (Wisconsin: Institute of Human Relations, 1967), pp. 109-110.

recommended greater cooperation between colleges and universities in the state, and this commission specifically recommended the establishment of an Alabama Commission on Higher Education. This latter recommendation has been implemented and funded by the Legislature for the specific purpose of acting as an advisory body to the legislature and the Governor on matters concerning higher education in the state, and as an agency to coordinate programs of higher education in the state. The Commission has a further mandate to collect information pertinent to fulfilling its role as a coordinating and advisory body.¹⁵

Also, in 1968, the presidents of seven different Alabama institutions met to discuss the feasibility of bringing their institutions together in a formal, cooperative arrangement. These institutions were: Alabama A&M, Huntingdon College, Judson College, Miles College, Stillman College, The University of Alabama and the University of Montevallo.¹⁶ In December of this same year, a planning conference was held involving some 100 faculty and staff members from these seven institutions, and at this conference, five major areas

¹⁵Alabama Education Commission, Report on the Committee on Higher Education (Montgomery, 1968), p. 164.

¹⁶Lillian Manley, "A History of ACDHE" (unpublished manuscript, 1971), p. 3.

of cooperative endeavor were identified: curriculum development, faculty development, joint use of facilities, learning difficulties, and regional development. In 1970, the consortium was officially named the Alabama Consortium for the Development of Higher Education (ACDHE), with headquarters in Demopolis, Alabama, and Dr. Lillian Manley (Judson College) became its Executive Director.

In this same year a \$50,000 Title III grant was secured for program planning and implementation, and four other areas (with task forces) were added to the original five cooperative endeavors.¹⁷ Of the nine areas, the Faculty Development Committee has been identified as one having particular importance in ACDHE. During the fall of 1970, this committee sent every faculty member in ACDHE a profile form which was designed to identify areas of faculty expertise.¹⁸ In November, 1971, at a meeting of the Committee of Chief Academic Officers of member institutions, a decision was to have this original questionnaire redesigned and resubmitted to the faculty as a beginning step in establishing a faculty data bank for ACDHE institutions. The designing

¹⁷Lillian Manley, "Annual Report of the Alabama Consortium for the Development of Higher Education" (unpublished manuscript, 1971), p. 3.

¹⁸Q.v., Appendix A.

and testing of this new instrument is treated extensively in this dissertation.

A difficult but vital task for a consortium is developing ways and means for sharing its faculty resources, and it must often pursue this task within the constraints of its role as a facilitator. Since the sphere of activities of a consortium is more staff than line, the development of any system by it should remain within these bounds. A process to effect faculty sharing, for example, may identify personnel and programs whose potential for successful faculty sharing is great; and following this identification, it may then seek to develop tentative programs and to facilitate the implementation of these programs with the representatives of the individual institutions.

Statement of the Problem

The primary problem treated in this study was to develop a major component of an information system for ACDHE which would inventory faculty potentials among member institutions. The secondary problem treated was to develop and test a process in which the data from this component would be useful when applied to questions of faculty sharing, and the tertiary problem was to generate hypotheses applicable to the condition under which faculty sharing in ACDHE may be successful.

Need for the Study

The need for a study concerning faculty sharing was expressed from the beginning of ACDHE, and as noted in the statement of the problem, one of the first areas of cooperative endeavor identified was the Faculty Development Committee. The need was further evidenced by the decision of the Chief Academic Officers to intensify efforts in this area by having a new system designed to inventory faculty potentials.

In February, 1972, at a second meeting of the chief academic officers (along with sixty-five faculty members representing eight disciplines) the new instrument was presented.¹⁹ Both the deans and faculty members indicated a definite need for the kind of data this instrument would provide so that a more effective pattern of sharing between the disciplines could be established.

The need for discovering methods of developing faculty sharing, generally, is indicated by the lack of information in the literature concerning this activity.

¹⁹Q.v., Appendix B.

Delimitations of the Study

The data base of the study was limited to an inventory of current academic faculty potentials in the seven member institutions of ACDHE. It was delimited to the development of a process to utilize the data from this inventory to facilitate faculty sharing.

Sources of Data

The primary information base for this study was generated from a data collecting instrument; additional data were gathered from catalogs of the individual institutions, from interviews with faculty and staff members at these institutions, and from related pamphlets, consortium brochures, journals, and monographs.

Treatment of the Data and Procedure for the Study

The most important design consideration was to collect the data in a manner to facilitate its forming to assure that it could be used efficiently to create a part of an information retrieval system. The data, in effect, constitute an inventory which may be used for many purposes, for example: the system has the capability to retrieve a list of names of faculty members by discipline, by level of training, by experience in

teaching undergraduates, and by indicated willingness to teach a course using an electronic medium. Another example of the retrieval capabilities of the system could be a list of faculty members at a given institution who have a Ph.D. in physics. This information could then be used to determine the potential for pursuing arrangements to share faculty. Other areas of interest included: general areas of academic strengths, varieties of experience (travel, etc.); and the general willingness of faculty members to participate in a faculty sharing arrangement.

Organization of the Study

The study was organized into six chapters. Chapter I included the introduction, the statement of the problem, the need for the study, the purpose of the study, the limits of the study, the sources of the data, the treatment of the data, the organization of the study, and definitions of key.

Chapter II presented a review of the related literature concerning inter-institutional cooperation.

Chapter III presented a design of the study and the manner in which the data gathering instrument was developed.

Chapter IV was devoted to the compilation and analysis of the collected data.

Chapter V contained the findings, conclusions, and recommendations for faculty sharing in ACDHE.

Chapter VI was a summary of the entire study.

Definition of Terms

Inter-institutional cooperation--any exchange of services or resources between two or more institutions either on a formal (having some mutually agreed on structure) or informal basis for any reason beneficial to one or both institutions.

Consortium--a cooperative arrangement that meets the following criteria:

Each consortium: (1) is a voluntary formal organization, (2) has three or more member institutions, (3) implements multi-academic programs, (4) employs at least one full-time professional to administer consortium programs, and (5) has a required annual contribution or other tangible evidence of long-term commitment of member institutions.²⁰

Faculty exchange--any arrangement by which a faculty member teaches on more than one campus.

A system--a set of ". . . interconnected complexes of functionally related components."²¹

²⁰Patterson, p. 2.

²¹C. W. Churchman, et. al., Introduction to Operations Research (New York: John Wiley and Sons, Inc., 1957), p. 200.

CHAPTER II

REVIEW OF THE LITERATURE

The following bibliographical essay is topically arranged and includes a selection of the outstanding works in major areas of the literature concomitant with the consortium movement which has been arranged under the following categories: (1) bibliographical guides, (2) the theory of organizations, (3) general literature on consortia, (4) historical literature on consortia, (5) material concerning the organization and administration of a consortium, and (6) literature on sharing academic programs. Four observations may be made as an opening generalization concerning the literature. First, the growth of written material in this area has been every bit as rapid and as mercurial as the growth of the movement itself. Second, much of the material exists in the form of brochures, pamphlets, mimeographed essays, and other kinds of fugitive literature whose circulation is limited to consortia directors or others with specific interests in consortia. Third, monographs and articles concerning this topic

tend to follow two extremes by either being very broad or general--i.e., they seemingly are designed for the neophyte--or they tend to be extremely esoteric, often being written exclusively for or applicable to one particular consortium. Fourth, very little appears in the literature concerning the category of interest in this paper, viz, faculty sharing among consortia. There is more, however, on the general topic of sharing academic programs.

Bibliographical Guides

The two best bibliographical guides are somewhat dated, but they do provide a springboard from which one may find more recent material. First, is Lewis Patterson's Consortia in American Higher Education (1970). This short publication includes over sixty titles of the most important literature on consortia, and it is made more valuable by an extensive annotation.¹ The second work cited under this topic is by Lawrence C. Howard, "Survey and Analysis of the Literature Related to Interinstitutional Cooperation in Higher Education" (1967).² This older work is valuable because it includes

¹Lewis D. Patterson, Consortia in American Higher Education (Washington: ERIC Clearinghouse of Higher Education, 1970), pp. 11-21.

²Howard, pp. 99-110.

many titles not in Dr. Patterson's work, especially those dealing with the earlier days of the consortia movement in America.

Perhaps the most complete collection of consor-
tial literature in America is located at The Kansas City
Regional Council for Higher Education (KCRCHE) Kansas
City, Missouri, and another important agency with ex-
tensive holdings in this area is the ERIC Clearinghouse
of Higher Education, Washington, D.C. For a listing of
consortia in America, there are two major works. First,
there is a Department of Health, Education and Welfare
publication, A Guide to Higher Education Consortiums
(1965) edited by Raymond S. Moore.³ This useful guide
includes an alphabetical listing of state colleges and
universities and the cooperative arrangements with which
they are involved. Also, there is a cross index of some
1500 consortia with a listing of their respective in-
stitutions. The major deficiency of this guide is that
it is almost seven years old, and it includes cooperative
arrangements not universally accepted as consortia. The
second major guide is a Kansas City Regional Council
for Higher Education publication whose latest edition
(1971) lists sixty-six consortia which meet the criteria

³Raymond S. Moore, A Guide to Higher Education
Consortiums: 1965-66 (Washington: U.S. Department
of Health, Education and Welfare, 1967), passim.

of KCRCHE.⁴

Organizational Theory

There is a broad category of literature concerning the theory of organizations that should be familiar to any student of inter-institutional cooperation. Among the prominent scholars in the field of organizational structure one must list such works as Chris Argyris, Understanding Organizational Behavior (1960); Chester I. Barnard, The Functions of the Executive (1938); and the pioneering work of Max Weber on bureaucracies, The Theory of Social and Economic Organizations (1947).

Of further importance to the understanding of the social systems theory of complex organizations the works of Amitai Etzioni, Charles P. Loomis and Talcott Parsons are vital. The importance of an understanding of social systems theory and organizational behavior as it particularly relates to inter-institutional cooperation may be found in an outstanding article by Frampton Davis, "Developing Colleges Through

⁴Supra., p. 13.

Interinstitutional Cooperation," Educational Record (1967).⁵

General Consortium Literature

Since the consortium movement has found new vitality in recent years, much of the literature has been devoted to the dissemination of basic information concerning it. The following nine articles have been selected as the best representation of this kind of writing about consortia: Framton Davis, "Developing Colleges Through Interinstitutional Cooperation," Educational Record (1967); George F. Donovan, "The Philosophy of Interinstitutional Cooperation in American Higher Learning"; Ruth Eckert, "Patterns of Interinstitutional Cooperation," Current Issues in Higher Education (1953); Alfred T. Hill, "Cooperation Among Small Colleges," College and University Interinstitutional Cooperation (1965); S. V. Martorana, et. al., eds., "Cooperative Projects Among Colleges and Universities," (1961); Raymond S. Moore, "Interinstitutional Cooperation," In Search of Leaders (1967); Lewis D. Patterson, "The Potential of Consortia," Compact (1971); and Stanley

⁵Frampton Davis, "Developing Colleges Through Interinstitutional Cooperation," Educational Record, (1967), 35ff.

Salwak and William Deminoff, "Interinstitutional Cooperation," Handbook of College and University Administration (1970).

Articles of this genre, typically, seek to answer the following questions: What is a consortium?, Why do colleges and universities form consortia?, What can a consortium expect to do?, and What are the factors necessary for a successful consortium? A seriatim discussion of how these questions are answered in the general writings on consortia will illustrate the contents of this facet of the literature.

Consortia are most often defined as voluntary cooperation between two or more colleges, universities or related educational organizations. The literature, however, is not always clear about differentiating between inter-institutional cooperation and consortia. Inter-institutional cooperation is generally described in the literature as a somewhat more informal arrangement, and it includes all cooperative ventures including consortia.⁶

The overriding issue that prompts institutions to form or to join consortia, according to the literature, is that many institutions feel that their resources alone are insufficient to meet the rising demands on their

⁶Salwak, p. 2-132, and Martorana, p. 1.

programs. Davis, Eckert, Hill, Johnson, and Martorana all show this as a major reason for inter-institutional cooperation. Eldon Johnson, however, indicated that this movement is a part of the current social trend to pull widely separate entities together into new and sometimes different combinations, and ". . . furthermore systematic sharing of social risks and responsibility is one of our few modern social inventions."⁷

Research, in an unpublished dissertation by Richard B. Lancaster in 1969, indicated that the analysis of the consortia he studied revealed that no particular reason for cooperation seemed to exist and that cooperation was "almost an end to itself."⁸

The literature indicated that consortia potentials lie in the following general areas: the improvement of the quality of educational programs; the expanded educational opportunities; as agents for change; to better relate institutions to their communities; and to achieve economy. The potential for improving the quality of education, according to Patterson, lies in the joint use of academic programs which tend to

⁷Eldon L. Johnson, "Consortia in Higher Education," Educational Record, XLVIII (Fall, 1967), 343.

⁸Richard B. Lancaster, "Interdependency and Conflict in a Consortium for Cooperation in Higher Education: Toward a Theory of Interorganizational Behavior," (unpublished Ph.D. dissertation, University of Michigan, 1969), p. 4.

avoid duplication while enhancing those programs already of good quality.⁹ Johnson supports this by stating that the general extension of opportunity by providing ". . . new dimensions for both faculty and students is one of the most appealing of the cooperative potentialities."¹⁰ The concept of a consortium as a change agent will be subsequently treated in more detail, but many executive directors of consortia view this as their major role.¹¹ One of the important potentials of consortia lies in the area of community relations and community services. For example, the resources of a consortium provides a much wider selection of services and activities wherein adult education, special workshops, and other such programs may be realized.¹² The potential of achieving economics is one that is regarded with a degree of caution. Even though there is some economy to be gained through joint purchasing and joint use of facilities and resources, this should not,

⁹Lewis D. Patterson, "The Potential of Consortia," Compact, (October, 1971), 20.

¹⁰Johnson, p. 344.

¹¹Patterson, "The Potential of Consortia," p. 21. Infra, p. 27.

¹²George F. Donovan, "The Philosophy of Inter-institutional Cooperation in American Higher Learning," in College and University Inter-institutional Cooperation, ed. by George F. Donovan (Washington: The Catholic University of America Press, 1964), p. 12.

according to the literature, be over emphasized. Certainly no cooperative venture should be based entirely on the premise of direct savings.

One of the few clear cut answers regarding financial implications of consortia is that an institution will increase its operational costs, not diminish them, as a result of joining a multipurpose consortium.¹³

Several general factors are mentioned in the literature as necessary for the success of a consortium. Strong among these factors is the necessity for administrative leadership, and one writer suggests that "this is perhaps the single most important element in stimulating and effectuating inter-institutional cooperation."¹⁴ Geographic proximity of the participating institutions is desirable, but not essential for success.¹⁵ Another very important factor that is often mentioned in the literature is that there must be wide spread participation in the planning and the administering of programs. Often consortia will bring together the top officers, rarely, involving faculty members or staff in a meaningful way. This trend is to be avoided

¹³Patterson, "The Potential of Consortia," p. 20.

¹⁴Martorana, p. 35.

¹⁵Alfred T. Hill, "Cooperation Among Small Colleges," in College and University Cooperation, ed. by George F. Donovan (Washington: The Catholic University of America Press, 1964), p. 35.

if a consortium is to be successful.¹⁶

Special attention is called to the section on consortia in the Handbook of College and University Administration prepared by Stanley F. Salwak and William Deminoff.¹⁷ Even though this chapter does not contain a definitive treatment of inter-institutional cooperation, it would be a good starting place for anyone beginning a study of consortia and thereby deserves special consideration in this topic of general literature.

History of Consortia

Apparently there is no monograph treating the history of the consortia movement, but rather fragmented bits of information may be gleaned throughout the literature. Perhaps the two best articles, which seem to be richer than others in historical data, is Lawrence C. Howard's "Survey and Analysis of the Literature related to Interinstitutional Cooperation in Higher Education" (1967),¹⁸ and William E. Cadbury's,

¹⁶Ernest L. Boyer, "Inter-institutional Cooperation and the Exchange of Instructional Materials," in In Search of Leaders, ed. by G. Kerry Smith (Washington: American Association of Higher Education, 1967), p. 284.

¹⁷Salwak, pp. 2-131 - 2-147.

¹⁸Howard, pp. 101-123.

"Cooperative Relation Involving the Liberal Arts Colleges" (1966).¹⁹ Both of these works contain information pertinent to the historical development of American consortia in this century.

Organizing and Administering Consortia

One of the prominent names in this category of literature is Fritz Grupe. He has written several articles that deal with the organization and planning in consortia. His latest, "Founding Consortia: Idea and Reality," Journal of Higher Education (1971),²⁰ attempts to highlight some sober realities about the founding of consortia--an activity that often abounds with heady optimism. He states that few realize the constraints which may circumscribe a consortium's efforts, and seldom do consortium planners seek to identify these constraints at the outset.²¹ For example, the reality that each institution in a cooperative arrangement will tend to act introspectively in matters of import, is often overlooked. This absence of planning is further documented by Grupe in a survey

¹⁹Cadbury, pp. 213-217.

²⁰Fritz H. Grupe, "Founding Consortia: Idea and Reality," Journal of Higher Education, XLII (December, 1971), 747-762.

²¹Ibid., p. 749.

by him which showed that more than 80 per cent of the consortia reporting to his survey were formed with no plans for the projects they eventually undertook.²²

In another article, "An Emerging Trend,"²³ Grupe indicates that consortia show signs of including more enlightened planning techniques in their activities. This planning is accomplishing three things according to Grupe: "Consortium planning facilitates the identification and clarification of institutional goals; consortium planning is essential for the creation of visible cooperative programs; and consortium planning provides faculty, staff and students with a clearer perception of the perspectives, understandings and goals around which the consortium is designed."²⁴

Another outstanding article in this area is one by Edgar L. Sagan, "An Analysis of the Process of Developing a Consortium" (1969).²⁵ Sagan continues

²²Ibid., p. 755.

²³Q.v., Fritz H. Grupe, "Consortium Planning: An Emerging Trend" (Paper presented at the Consortium Director's Seminar, Potsdam, N.Y., 1971), pp. 1-4.

²⁴Ibid., pp. 9-10.

²⁵Edgar L. Sagan, "An Analysis of the Process of Developing a Consortium," in Papers of Two Consortia Seminars, ed. by Lewis D. Patterson (Kansas City, Mo.: Kansas City Regional Council for Higher Education, 1970), pp. 21-28.

in the planning theme of Fritz Grupe, and he has developed guidelines to assist consortia in their organizational task through systems analysis. Details of the following steps are outlined in this article.

1. Establish the goal or objective.
2. Project definition--disassemble the tasks that must be accomplished to attain the objective (system analysis). This usually results in a hierarchical plan or chart featuring several levels of tasks which lead to goal accomplishment.
3. Develop a project plan--utilize a graphic representation (i.e., flow chart) of the hierarchical plan, illustrating sequence and relationships encountered in progressing through the project.
4. Establish a schedule--assign time estimates and eventually calendar dates to each task.²⁶

More importantly, this article indicates the necessity of applying existing planning tools to a complex organization such as a consortium.

Many articles appear in the literature dealing with the role and function of the chief officer in a consortium, and the following three are representative of these kinds of writings; Henry A. Acres, "The Executive Role in Consortium Leadership" (1969);²⁷

²⁶Ibid., pp. 4-5.

²⁷Henry A. Acres, "The Executive Role in Consortium Leadership," in Papers of the Academic Consortia Seminar on the Executives' Role in Consortium Leadership, ed. by Lewis D. Patterson (Kansas City, Mo.: Kansas City Regional Council for Higher Education, 1969), pp. 5-8.

Lillian C. Manley, "The Board of Trustees--Executive Director Relationship" (1971);²⁸ and James C.

Messersmith, "Role of the Executive Director," College and University Interinstitutional Cooperation (1964).²⁹

Each of these articles agrees that strong and energetic leadership must be present if consortium is to be effective, and the primary role of an executive director is not to be a "presidents' president" but to be a catalytic agent in achieving the goals and purposes of the consortium. The consortium director is often cast in the role of a change agent. North Burn in "Managing the Consortium as an Instrument of Change" (1969),³⁰ indicates that the executive director may play this role on three levels. First, he should make sure that his consortium is never an obstacle to change; second, the executive

²⁸Lillian C. Manley, "The Board of Trustees--Executive Director Relationship" in Papers of the Academic Consortia Seminar on the Executives' Role in Consortium Leadership, ed. by Lewis D. Patterson (Kansas City, Mo.: Kansas City Regional Council for Higher Education, 1971), pp. 32-33.

²⁹James C. Messersmith, "Role of the Executive Director," in College and University Inter-institutional Cooperation, ed. by George F. Donovan (Washington: The Catholic University of America Press, 1964), pp. 53-63.

³⁰North Burn, "Managing the Consortium as an Instrument of Change," in Papers of the Academic Consortia Seminar on the Executives' Role in Consortium Leadership, ed. by Lewis D. Patterson (Kansas City, Mo.: Kansas City Regional Council for Higher Education, 1969), pp. 12-14.

director should be a facilitator for change; and finally, the director may use the consortium to bring about change.³¹ The organization and administration of a consortium should reflect what the consortium's purpose is, according to Lewis Patterson. If it is to be a strong and viable force to bring about significant change, its administrative structure should certainly be different than if it is to deal only with minor or peripheral matters.³²

Sharing Academic Programs

One of the most valuable benefits that a consortium can bring about is the sharing of academic programs, but, unfortunately, this is one of the most difficult to achieve.³³ In comparison with other topics in the literature on consortia, very little appears concerning academic program sharing. Perhaps the best paper in this area is by Fritz Grupe, "Inter-College Cooperation at the Departmental Level (1970)."³⁴ In this

³¹Ibid., p. 12.

³²Patterson, Consortia in American Higher Education, p. 5.

³³Patterson, "The Potential of Consortia," p. 20.

³⁴Fritz H. Grupe, "Inter-College Cooperation at the Department Level" (Paper for the Associated Colleges of the St. Lawrence Valley, Potsdam, New York, 1972), p. 39-42.

paper, Grupe has organized available information concerning, ". . . the forms of successful cooperative ventures which have taken place between specific academic departments."³⁵ He categorizes these ventures thusly: joint curriculum developments; facilities sharing; inter-college staff utilization; cooperation to improve research; faculty development through consortia; and cooperative co-curricular agreements.

In the section "Inter-college Staff Utilization," Grupe points to the fact that, even though there is no longer a major problem of securing competent faculty and staff, there remains the difficult task of ". . . fully utilizing available talents within more effective organizational structures, or through the use of improved technological media."³⁶ He lists ten categories of potential joint staff utilization which are: joint appointments; faculty exchange; short-term faculty exchange; extra duty assignments; team teaching; scholar in residence; companies in residence, e.g., music groups etc.; staff specialization, e.g., team teaching in distinctive subjects; on site coordinator (to coordinate staff exchange); and program development.³⁷

³⁵Ibid., p. 39.

³⁶Ibid., p. 11.

³⁷Ibid., p. 39.

Some of these categories go beyond the more specific topic of this paper, but they do indicate some of the potentials in sharing academic faculty.³⁸

Other works which mention faculty sharing include the following: Five College Cooperation; Directions for the Future: Report of the Five College Long Range Planning Committee (1969);³⁹ Stuart M. Stoke, "Cooperation at the Undergraduate Level" in College and University Interinstitutional Cooperation (1964);⁴⁰ and Carl Alan Trendler, "Inter-Institutional Cooperation for Academic Development Among Small Church Related Liberal Arts Colleges" (1970).⁴¹ These works also suggest areas where faculty sharing may be desirable, but they report little practical evidence of successful ventures in this area.

Summary

The literature abounds with material on general consortia matters such as "philosophical" statements, essays on organizational concepts, and reviews of current

³⁸Ibid.

³⁹Cf. Five Colleges.

⁴⁰Cf. Stuart M. Stoke.

⁴¹Cf. Carl Alan Trendler.

developments in the consortium movement. Many other important works on the consortia movement which do not appear in this survey of the literature are included in the bibliography.

The lack of material on faculty sharing--although most agree to its desirability--is indicative of its difficult nature. The fact however that colleges are, on the whole, financially beleaguered institutions with an abundance of personnel, clearly shows the need for finding more effective methods of utilizing this valuable resource. Sharing faculty among cooperating institutions may provide a partial response to this dilemma.

CHAPTER III

DESIGN OF THE STUDY

This study was designed to accomplish the following three objectives: to develop a major component of an information system for ACDHE which would inventory faculty among member institutions; to develop and test a process in which data from this component would be useful when applied to questions of faculty sharing; to generate hypotheses applicable to the condition under which faculty sharing in ACDHE may be successful. Among the constraints that had to be considered in this project were the inherent problems of dealing with seven diverse institutions of higher education whose traditions of autonomy could not be entirely ignored; the gathering of data in a survey form from over one thousand faculty members; and operating within a participatory planning mode.

Seeking approval for this venture was an early priority. In securing initial support, the project received approval by the presidents of each institution through the adoption of a formal motion of the ACDHE

Coordinating Committee on December 18, 1971. Since this project involved a large number of faculty and staff at seven institutions, a wide spectrum of cooperation was mandatory. Foremost among the users of the system were the Executive Directors of ACDHE and the chief academic officers on each campus, and their support and participation was vital. The Committee of the Chief Academic Officers gave their support and approval in a meeting on November 11, 1971. Participation by faculty and staff on each campus also was coordinated by these Chief Academic Officers.¹

The first objective of this study, the design of the major component of an information system, was predicated by the identification of the categories of data that this component would contain and by determining how best these data could be collected. Five categories of data were identified: (1) basic personnel identification information; (2) information concerning attitudes toward faculty sharing; (3) information about academic training, teaching-research experience, and other areas of expertise; (4) information about faculty

¹Manley, "Annual Report," p. 4. The Coordinating Committee, as the representation of the presidents on each campus, is the executive committee of ACDHE. The Committee of the Chief Academic Officers represents the top academic administrators on each campus.

work loads; and (5) information about peripheral experiences, skills, and talents. From these categories of data a list of planning questions were generated, i.e.:

1. Who were the faculty personnel who were willing to participate in some phase of faculty sharing?

2. In relation to their academic training and experiences, how effective might programs be involving those who were willing to participate?

3. What were some program areas where faculty sharing might be successful?

4. How many faculty were willing to participate in particular aspects of faculty sharing, e.g., through electronic media or as consultants?

5. How many faculty were desirous of pursuing advanced degrees on their own?

6. What were the general attitudes of the faculty to faculty sharing?

To collect this information, the individual survey technique was chosen because a rapid return of information was desirable and because a survey instrument with a specific design purpose would centralize useful data. In developing this faculty instrument some obstacles were identified, and chief among these was the general attitude of faculty about completing yet another form. This was compounded on some campuses by a latent opposition toward the concept of a faculty data bank.

In response to this obstacle, several design features were included. The instrument, for example, was made to be as esthetically pleasing as possible in order to indicate that a degree of care had gone into its preparation. Also, the printed format clearly identified the form as an officially approved document of each institution and of ACDHE. In further support of a good return ratio, the chief academic officers of each institution and the Executive Director of ACDHE co-signed a cover letter which accompanied each instrument. This letter indicated the purpose and importance of the survey.²

Careful attention was also given to the length of the instrument and to the sensitivity of faculty members to the kinds and depth of information requested. Certain data, that might have been useful, were not requested since their value would have been diminished if reaction against them had prompted a lower percentage of return. Some of the types of data which were excluded--upon the advice of faculty and academic administrators--ranged from the social security number to salary figures. An example of the consideration of depth of information was the device for measuring faculty work loads. These items in the instrument dealt only with

²Q.v., Appendix C.

estimates of averages or of percentages, thus precluding a faculty member's having to make more lengthy calculations about his activities, while at the same time giving a good indication of how each faculty member viewed his own workload. Obviously, these kinds of data were readily available in more detail in other caches, but the information contained in the instrument was sufficient for the general planning of faculty sharing programs. More specific information (needed for example in negotiating an individual faculty member's role and compensation in a faculty sharing venture) was not within the purview of ACDHE. However, it was a function of ACDHE to determine categories of activities and personnel strengths that lent themselves to programs involving faculty sharing.³

The second objective of this study was to develop and test a process which would be useful when applied to questions of faculty sharing. This process began with the basic planning procedures of identifying needs, forming objectives, evaluating alternative courses of action, and selecting a course of action. Following this, approval was sought from the proper sources, i.e.,

³Other survey instruments were examined preparatory to the designing of the one for ACDHE, and most prominent among these were the Miami-Dayton Valley Consortium faculty data bank form and a rather lengthy faculty profile instrument now under development at The University of Alabama.

the Coordinating Committee. After the basic plan had been approved, the spectrum of participation in the project was broadened so that more of those who were affected could contribute.

The next step in the process involved the gathering of information. First, basic categories of needed information were determined from which the more specific planning questions were generated. Following this, a selection of a data gathering process was made, and the data were collected. The data were then introduced into a sub-process (automatic data processing) where they were arranged into desired patterns so that certain arithmetic and sorting operations could be performed on them in order to produce the desired outputs. These outputs were then analyzed and applied to the planning questions generated earlier. An indispensable feature of any process is a looping mechanism which allows for the repeating of certain steps when changes become necessary. This looping makes the optional selection of alternatives an integral part of the system following any evaluation of the inputs, components, or outputs of the process. An outline of this process follows in seriation:

1. (Make revisions as needed, see number 8).
2. Identify needs.
3. State objectives.
4. Identify constraints.
5. Evaluate alternatives.

6. Select a course of action.
7. Obtain approval.
8. (Return to number 1 if approval is denied; or if granted pending changes; or for fundamental changes in process) If not continue.
9. (Make revisions as needed). If not continue.
10. Establish lines of communication with all participants.
11. Determine classes of data needed.
12. Generate planning questions.
13. Determine methods of collecting the data.
14. Collect data.
15. Process and analyze the data.
16. Apply information from the data to planning questions.
17. Evaluate process and note needed revisions.
18. (Return to number 8).

It should be noted that the first thirteen steps in this process have already been described earlier in this paper. The next step (collection of the data) was basically mechanical, but one important feature of this activity was the support given by the chief academic officers. These deans distributed and collected the instruments through their offices--a major factor in securing widespread faculty participation.

After collecting the instruments, the data were then coded and punched on IBM computer cards.⁴ Computer programs were written so that any combinations of data sorting could be made and printed in a useful form.⁵ These programs were specifically written to

⁴Q.v., Appendix D.

⁵Q.v., Appendix E.

retrieve information relating to the planning questions. In applying this information to questions of faculty sharing, each question formulated earlier was considered in light of the information from the instruments, and any new questions that were generated in the process were also considered.

The evaluating of the process compared the desired outcomes or objectives with the actual accomplishments. Questions of the following type were applied to the outcomes: How successful was the major component in gathering the data? How well did the data respond to questions of faculty sharing? What data elements needed to be included or excluded? How effective was the entire process in producing new programs of faculty sharing or of enhancing ones already in existence?

The third major element of the study was to generate hypotheses applicable to the condition under which faculty sharing in ACDHE may be successful. Francis J. Bridges has defined an hypothesis as ". . . leading ideas or tentative guide lines to be used in initiating and guiding the collection of problem-related information."⁶ Hypotheses may be generated

⁶Francis J. Bridges, et al., Management Decisions and Organizational Policy (Boston: Allyn and Bacon, Inc., 1971), p. 21.

from two major sources; they may come from insight, speculation, or intuition, or they may come from empirical investigations.

In laying a framework to facilitate the generation of hypotheses for this study, the following items were given careful consideration. These items were selected because of their potentiality for producing hypotheses either by data manipulation or through intuition.

1. Faculty attitudes toward faculty sharing.
2. Academic and non academic faculty sharing potentials.
3. Potentialities for effecting curriculum or instructional innovation.
4. Inter-institutional or intra-institutional changes that might facilitate faculty sharing.
5. Methods of achieving faculty sharing programs.

CHAPTER IV

COMPILATION AND ANALYSIS OF THE COLLECTED DATA

The faculty inventory instrument was designed to collect information in five categories. These categories were: (1) basic personnel identification information; (2) information concerning attitudes toward faculty sharing; (3) information about academic training, teaching-research experience, and other areas of expertise; (4) information about faculty work loads; and (5) information about peripheral experiences, skills, and talents. This chapter presented the basic information which was collected by the instrument in each of these categories. Next it showed how these data were applicable to relevant planning questions, and suggestions were made for future utilization of the data not exploited by this study. Since this study was concerned with the general question of faculty sharing greater attention was given to the first three categories of data since the remaining two categories (information about work loads and peripheral experiences) are more relevant to questions involving an individual

faculty member's potential for sharing.

Basic Personnel Identification Information

This category produced the basic kinds of information on individual faculty members such as name, institution, sex, race, marital status, and number of dependents. Of the 1147¹ full time faculty members in seven institutions, 647 responded to the instrument for a 57 per cent return rate. As a comparison, the return rate on the original ACDHE faculty profile instrument (only one page in length) was 50 per cent.² The following table (Table 1) shows the total responses by institutions, and it includes the responses to the original instrument.

A general profile of the responding faculty was compiled from the following items in this data category: 68 per cent of the faculty were male; 15 per cent were black; 78 per cent were caucasian (7 per cent did not respond to this item); 77 per cent were married; and the average number of dependents was two. The datum items of sex and race may have a future use

¹This was the total full time faculty at the time the instrument was given to the faculty. The source of this total came from the count given by each dean's office at that time.

²The approximate total of faculty when the original instrument was distributed was 1200.

TABLE 1
TOTAL RESPONSE TO THE INSTRUMENT

Institution	Total Faculty	Faculty Response	Percentage Response	Original Instrument
Alabama A&M	170	98	58%	84
Huntingdon	46	42	91%	47
Judson	29	28	97%	23
Miles	86	24	28%	19
Stillman	43	37	86%	47
The Univ. of Alabama	608	312	51%	269
University of Montevallo	128	106	83%	109
Grand Total	1107	647	58%	598

in planning programs in which particular minority groups are specified or desirable. The items concerning marital status and dependents could be useful in determining the mobility of faculty in programs where this element may be critical, such as in a direct exchange of faculty members.

Information Concerning Attitudes Toward Faculty Sharing

Perhaps the most critical factor in approaching questions of faculty sharing is the attitude of faculty members toward such ventures. This is especially important in developing programs, for without a willingness to participate all other factors are of little use. One index of general positivity was the return rate of the instrument itself, but a more useful measure of the attitudes of ACDHE faculty members was the bi-polar adjective response statement in the instrument. Each faculty member was asked to respond to a list of statements (on a scale of one to five) that indicated whether he (1) strongly agreed with the the statement, (2) agreed, (3) had no opinion, (4) disagreed, or (5) strongly disagreed with the statement. The list of statements follows:

1. I would be interested in teaching one or more on campus courses at one of the other institutions in ACDHE if satisfactory

arrangements could be made.

2. My department would benefit from sharing its faculty and or resources with similar disciplines in ACDHE.
3. I would be willing to teach a course through the use of an electronic medium to students at other institutions in ACDHE.
4. I would be willing to serve as a consultant in my discipline to the other Consortium member institutions if satisfactory arrangements could be made.
5. I would be interested in having a consultant from ACDHE in my discipline visit with my department or division.

The composite results of the responses to each statement were listed in Table 2. The clustering of responses around numbers one and two indicated that at least attitudinally there was a potential in ACDHE for faculty sharing, i.e., a high percentage of the faculty who responded seem to have a positive attitude about participating in some aspect of faculty sharing.

Although there is no way to verify this, probably the major potential for having successful faculty sharing programs were included in the personnel who participated in this initial response to the instrument. The fact that 94 per cent (608 of 647) indicated some positive reaction toward participation.

By sorting these responses on an item by item basis, (e.g., how did those who responded extremely most positively to statement number one respond to all of

TABLE 2

TOTAL RESPONSES TO THE ATTITUDE STATEMENTS

	Not Responding	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Statement 1--willing to teach on another campus.	0 28 4%	1 152 23%	2 244 38%	3 116 18%	4 63 10%	5 44 7%
Statement 2--department would benefit by sharing.	29 4%	192 30%	258 40%	109 17%	30 5%	29 4%
Statement 3--willing to teach through electronic media.	43 7%	87 13%	176 27%	162 25%	106 16%	73 11%
Statement 4--willing to serve as a consultant.	27 4%	261 40%	256 40%	69 11%	18 3%	16 2%
Statement 5--willing to have a consultant visit.	38 6%	200 31%	229 35%	118 18%	34 5%	28 4%

the other statements) it became evident that those who responded positively on one item tended to respond positively on the others. An example of this kind of a sort on those who responded most positively to statement number one is shown in Table 3.

The composite positive response (a 1 or a 2) to each statement, except one, was greater than 60 per cent. The most positive response (80 per cent) was to statement four which indicated a willingness to serve as a consultant in a discipline. The reasons for the popularity of this method of faculty sharing is probably because these faculty members are confident that they have something of value to offer, and they perceived this role as one that usually produced real rewards--a factor that must not be overlooked in building programs of faculty sharing. The statement with the second highest positive percentage (70 per cent) was similar to the one above, but it dealt with the less individualistic prospect of sharing the faculty and the resources of one's department. Again, here was an indication of a willingness and an ability to make a contribution in a discipline. Very near the positive percentage of the above statement was the response to the suggestion of having a consultant visit one's own department or division (66 per cent).

Sixty-one per cent of all faculty members

TABLE 3

POSITIVE RESPONSES TO STATEMENT NUMBER ONE

	Not Responding	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Statement 1--willing to teach on another campus.	0 0%	1 100%	2 0%	3 0%	4 0%	5 0%
Statement 2--department would benefit by sharing.	4 3%	96 63%	36 24%	10 7%	4 3%	2 1%
Statement 3--willing to teach through electronic media.	6 4%	56 37%	40 26%	26 17%	14 9%	10 7%
Statement 4--willing to serve as a consultant.	2 1%	126 83%	15 10%	7 5%	0 0%	2 1%
Statement 5--willing to have a consultant visit.	8 5%	97 64%	22 14%	20 13%	3 2%	2 1%

indicated a willingness to teach on another campus if satisfactory arrangements could be made. It is significant that this many faculty would be willing to participate in what is probably the most difficult kind of faculty sharing to achieve.

The relatively low response (41 per cent) to the prospect of teaching through an electronic medium indicated that this very viable method of sharing faculty was not as attractive as some of the other more logistically difficult methods. Since the utilization of electronic media is a rather specialized educational technique, the low positive response need not minimize its potential. Also, the fact that many have had no experience with these techniques may have prompted the low number of positive responses. A list of those faculty who indicated a willingness to participate through electronic media was produced for ACDHE.

One extremely valuable utility in the system to inventory faculty was the capability to sort on any one of the variables, or on any combination thereof, and further to compare any variable with its response to the attitude statements. For example, The University of Alabama faculty was almost half the total faculty so a comparison of Alabama's responses with all the others revealed that the least popular item (teaching via electronic medium) retained this position among

all institutions, but the other responses varied. Most popular at Alabama was the prospect of being a consultant (89 per cent) followed at a distant second by the willingness to teach on another campus (62 per cent). A composite of responses of all other institutions except Alabama revealed that statement two (sharing the resources of one's department) generated the most favorable responses (78 per cent) closely followed by a willingness to have a consultant visit one's department or division (74 per cent). This showed that faculty in these institutions were willing to make their own contributions while at the same time they were receptive to the idea of having faculty from other institutions make contributions in their area, i.e. faculty viewed the prospects of sharing as reciprocally beneficent. This utility gives an infinite possibility of comparisons for any future study. Utilization of this technique was further demonstrated in the following section.

Academic Training, Teaching-Research
Experience and Other Areas of Expertise

Data were collected on the following areas in this category: highest degree held, major field of study, minor field of study, area of post doctoral work, degree currently pursuing, teaching discipline, teaching

preference, academic rank, percentage of time in teaching-research activities, and other areas of academic competency and creativity. The determining of a coincidental point for needs, potentials, and a willingness to participate is of paramount importance in identifying academic program areas where faculty sharing might be successful. Of these three factors, determining the need is the most difficult. One may assume that a strong academic program exists where a composite index of academic skills and achievements is high, but the reverse may not be true, and many detrimental political, psychological, and interpersonal implications could be made in an attempt by a consortium to measure and identify needs in individual institutions. A more positive approach was to list the apparent potentials or strengths that exist and, when possible, show where willingness is apparent so that the astute academic administrator may select those potentials that would best complement his academic program needs. Using A Taxonomy of Instructional Programs in Higher Education, which included twenty-four categories of "Conventional Academic Subdivisions of Knowledge and Training,"³ lists were made of all faculty by both their major academic field and by their teaching field. Also the

³ Q.V., Appendix D.

committee of Chief Academic Officers of ACDHE had identified eight disciplines which they judged to have a high potential in several inter-institutional cooperative programs, so special attention was given to these areas, which were: commerce and business, education, geography, history, religion and philosophy, psychology, social work, and science. The faculty and staff of these disciplines had already made contacts at disciplines' workshops sponsored by ACDHE thus enhancing their potential for sharing.

An academic profile⁴ of the faculty responding included 55 per cent with the terminal degree; 41 per cent with at least one post-baccalaureate degree, and 3 per cent with the baccalaureate degree. Twenty-eight per cent held the rank of professor, with 26 per cent being associate professors, 29 per cent assistant professors and 15 per cent instructors. Sixteen per cent of the faculty responding had done post-doctoral work in their field, a total of 15 (12 per cent) wanted to pursue an advanced degree. In terms of the traditional indices of faculty competence, the faculty members who responded to the instrument were well qualified.

Using the divisions in A Taxonomy of Instructional

⁴ Q.v., Table 4.

TABLE 4

ACADEMIC PROFILE OF RESPONDING FACULTY

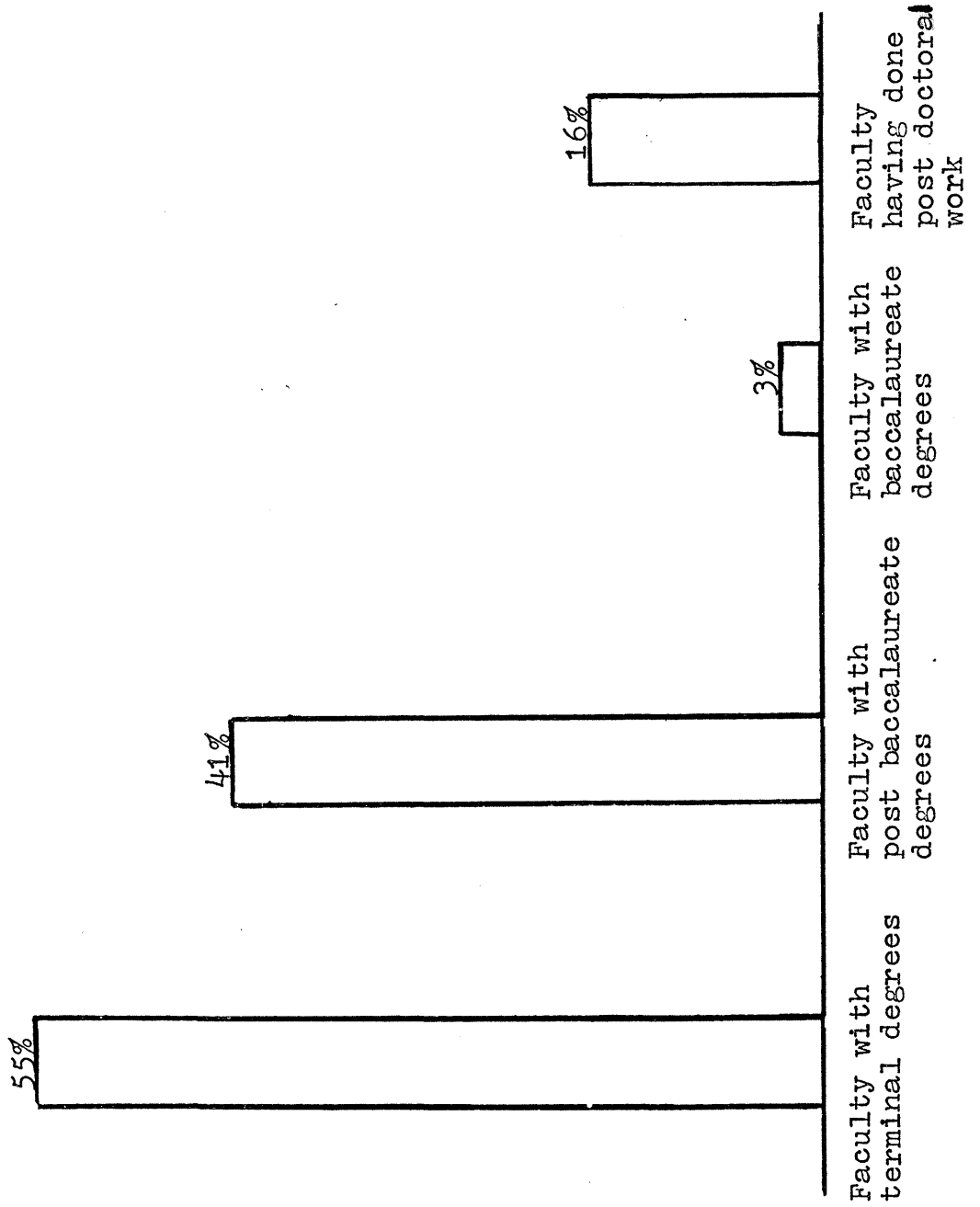
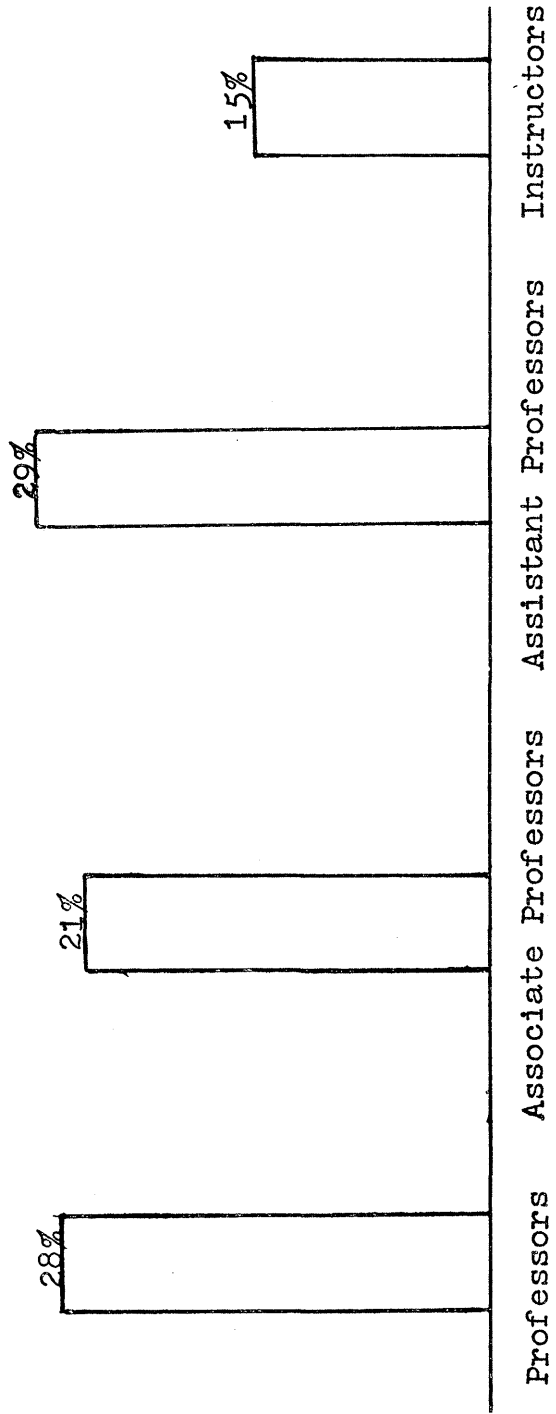


TABLE 4--continued



Programs in Higher Education, and on the basis of numerical strength (over 20 faculty responding) and an indication of a willingness to participate (over 60 per cent positive over all) the following six academic areas seem likely prospects for sharing ventures: education, engineering, fine and applied arts, foreign languages, letters, and physical sciences. Areas with fewer responding but a high positive index were: agriculture, communications, health professions, library science, and public affairs and services.

In the eight disciplines especially designated by ACDHE the following observations were made. Commerce and business administration had 42 indicating that this was their teaching field and 36 that it was their academic major. This discipline had an over all composite positive response of 55 per cent. Each institution had at least one faculty member responding in this area, but The University of Alabama and Montevallo clearly had the numerical strengths. Members of this discipline seemed most interested in serving as consultants (75 per cent).

There were one hundred twenty-seven faculty members who responded that their teaching field was education, and one hundred forty-four indicated that this discipline was their academic major. On an index of positive responses this discipline had an over all

composite response of 68 per cent. Responses from faculty in this discipline came from all seven institutions, but Alabama A&M, The University of Alabama, and the University of Montevallo had the greatest number responding. Geography had only three faculty members responding, all from The University of Alabama. Twenty-eight faculty claimed history as their academic major, and 22 indicated that they taught in this discipline. These gave a 56 per cent positive response to the statements concerning faculty sharing. Religion and philosophy produced nine faculty who teach in the discipline and six who had an academic major here. Psychology had twenty responding in the academic field and eighteen who teach. Their composite positive response to faculty sharing statements was 57 per cent. Ten respondents indicated that social work was their academic major and thirteen stated that they taught in this field. Social work had an 82 per cent positive response, and noteworthy here was a 91 per cent positive indication toward teaching on another campus.

The sciences were subdivided into the biological sciences and the physical sciences. Biology reported thirty-one academic majors and thirty-two who taught in the field. Biology had a 65 per cent positive response. The physical sciences had forty-six faculty claiming this discipline as an academic major and the same

number who taught in this area. A 71 per cent positive response was made by the faculty who responded in this area. Among these eight academic areas education, social work, and the physical sciences seem to have the greatest possibility for contributing to faculty sharing ventures. Table 5 summarizes the totals in these eight disciplines.

An example of a cumulative utility that could be applied through the use of the faculty inventory retrieval system for use in this information category follows: by assuming that a faculty member's academic training and professional rank, and further assuming that the faculty who responded more positively to the attitude statements would be more willing to participate in a sharing venture, Table 6 was developed as an index of these three factors, i.e., degree level, academic rank, and attitude. In developing the composite index of these three factors, a standard index was computed by ranking each factor in a descending order (e.g., terminal degree = 1, post baccalaureate = 2, baccalaureate = 3, etc.) the scores in each teaching discipline were totaled and divided by the number of faculty in that field (zero responses were omitted). Thus, an index of these three factors was arrived at so relative comparisons among the teaching disciplines could be made. The lower score being indicative of a more

TABLE 5

POSITIVE RESPONSES OF THE EIGHT DISCIPLINES
IDENTIFIED BY ACDHE

Discipline	Total responding in academic field	Total responding in teaching field	Positive composite percentage on attitude statements	Willing to teach on another campus	Department would benefit by sharing	Willing to teach through an electronic medium	Willing to serve as a consultant	Willing to have a consultant visit
Commerce	36	42	55%	52%	55%	31%	75%	62%
Education	144	127	68%	63%	78%	43%	79%	76%
Geography	0	3	67%	16%	100%	57%	100%	59%
History	28	22	56%	56%	64%	34%	70%	55%
Religion and Philosophy	6	8	57%	68%	68%	28%	64%	57%
Psychology	20	18	49%	34%	50%	34%	76%	50%
Social Work	10	13	82%	91%	98%	48%	96%	75%
Biological Sciences	31	32	65%	55%	67%	40%	87%	78%
Physical Sciences	46	46	71%	68%	77%	59%	81%	69%

desirable index of a quality faculty sharing potential. The following is a mathematical illustration of the procedure used:

$$\text{Quality Faculty Sharing Index} = \frac{\text{Degree} + \text{Rank} + \text{Attitude}}{\text{Number in Category}}$$

Since seven factors were used, the lowest possible score (most desirable) would be a seven (a one in each category). The highest possible score would be a thirty-three (a four in degree, a four in rank, plus a five on each attitude statement). No formal statistical inference is intended by this scale but merely an arbitrary numerical weighting of these seven factors that permits a comparison of their composite on an interdisciplinary basis in ACDHE. A similar comparison, for example, could be made on an institutional basis or on any other variable of interest. Table 6 reports the results.

The fact that ten of the twenty disciplines that were compared scored in the very positive categories (thirteen and fourteen) is another indication of the potential in ACDHE for finding quality personnel who would be willing to share their talents and expertise with other institutions. According to this index the following academic areas show the greatest potential for quality faculty sharing: architecture and environmental design, biological sciences, business

TABLE 6
AN INDEX OF QUALITY FACULTY SHARING POTENTIALS

Teaching Discipline	Standard Index						
	13	14	15	16	17	18	19
Agriculture			x				
Architecture and Environmental Design	x						
Biological Sciences		x					
Business and Management					x		
Communications	x						
Computer Sciences			x				
Education		x					
Engineering		x					
Fine and Applied Arts			x				
Foreign Languages					x		
Health Professions		x					
Home Economics							x
Letters				x			
Library Science	x						
Mathematics				x			
Physical Sciences	x						
Psychology				x			
Public Affairs and Services	x						
Social Sciences					x		
Interdisciplinary Studies		x					
Totals	5	5	3	3	3	0	1

and management, communications, education, engineering, fine and applied arts (this index would have been lower except for the few terminal degrees in the field), health professions, library science, physical sciences, public affairs and services, and interdisciplinary studies.

Faculty Work Loads

The data that were collected in this area included such items as estimated averages of graduate and undergraduate students taught per semester or per quarter, number of graduate students doing research, percentage of time spent in teaching research or in other activities. This area had greater future application when evaluating individual faculty member's potential for faculty sharing programs, but for this study, the following profile of faculty work loads was compiled. The faculty who responded spent 12 per cent of their time administratively, 11 per cent in research, 62 per cent teaching, and 11 per cent in other college related activities. Each faculty member taught an average of 88.1 undergraduates per quarter or semester and 9.2 graduates.

Another application of this data category was to attempt to measure the degree to which ACDHE involved faculty in its programs. As one index of this, all of

the faculty and staff in the "Directory of the Alabama Consortium for the Development of Higher Education" were listed, the assumption being that these faculty and staff comprise the majority of those who participate in ACDHE activities. By using the responses to the instrument and the titles in the "Directory" each person listed was categorized as either predominantly an administrator or a teacher (faculty). The result was 57 per cent were determined to be more in the administrative area while 43 per cent had predominantly faculty duties.

The data in this category has future applications, along with the basic personnel information, for determining a specific faculty member's potentials for faculty sharing. The general profile may be used as a comparison for an individual's work load.

Peripheral Experiences

The data in this category were generally too open ended to be coded and formatted for automatic retrieval, and like the above category is more useful when considering individual faculty members or when developing more non-traditional programs. These data included: other institutions where one had taught or worked, foreign countries visited, registrations,

licenses, certificates held, and other skills, talents
or achievements.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

There are real potentials in ACDHE for programs of faculty sharing. Not only are there complementary academic potentials and needs, but there is a strong indication of a willingness to participate in many areas. The fact that ACDHE is made up of seven diverse institutions, enhances the prospects of discovering strengths on one campus that could be utilized on another. For example, faculty sharing between a small institution and a large one could help the small college round out its programs, while the large university may find a means of extending costly academic areas.

Several general areas can be identified where faculty sharing may be useful in ACDHE. For example, it could help to bring about curricular or instructional innovations by introducing new programs through new faculty. A greater faculty involvement could be achieved through faculty members planning inter-institutional programs in their disciplines. Also a greater communication among ACDHE institutions could be

fostered through energetic inter-academic program sharing. The more specific academic areas where faculty sharing seemed especially promising were in social work, education, communications, public affairs, physical sciences, health professions, and fine arts.

There were several methods of sharing faculty that should be considered by the academic planners in ACDHE. The listing is in no particular order of importance. First, encouraging consultants from other institutions who have competencies in their disciplines to visit other campuses to help determine if and what kind of sharing programs would be useful. Second, institutions that are not a great distance apart may make use of a joint appointment in an instructional field that has infrequent demands but would contribute to a liberal education. Third, through the use of the electronic media already available to ACDHE institutions many and varied academic programs may be shared. Fourth, faculty may be shared through the direct exchange of faculty either on a long or short term basis. This plan, however, is the most difficult to achieve, but there was found a willingness among many faculty to consider this option. Fifth, programs may be developed by faculty accepting extra duty assignments. Sixth, correspondence courses could be arranged in areas of strength that could be tailored

to an individual institution's needs.

The following recommendations were made for developing faculty sharing programs in ACDHE. Academic planners should be made aware of the tools now available to them, i.e., over 50,000 datum items have been collected on over one-half of the faculty and these data are readily available for automatic retrieval. In planning for such programs it should be remembered that the rewards to a faculty participant must be real. A further recommendation is that early programs should take careful consideration of faculty attitudes--perhaps by attempting sharing ventures in those areas which appear to have a high positivity index. Also efforts should be made to expand the capabilities within ACDHE for teaching through electronic media. The addition of video capabilities to the ACDHE media chain would greatly enhance sharing possibilities. This area may hold the greatest long range potentiality and a significant number of faculty indicated a willingness to participate here. The greatest potentials for developing faculty sharing potentials lie within the faculty itself. Cooperative efforts, such as found in Disciplines Committee, should be intensified.

CHAPTER VI

SUMMARY OF THE STUDY

After an introductory chapter and a review of the literature, this study presented the design of a computer based system for identifying potentials for sharing faculty in the Alabama Consortia for the Development of Higher Education. The system was designed with enough sophistication to allow wide flexibility in collecting and analyzing the data without being so complex that it would discourage meaningful levels of input or limit its utilization. The basic components of the system included a data gathering instrument, a process for coding the data suitable for computer input, and the basic Fortran program for formatting and retrieving the data. After these components were developed, they were tested through a process designed for this study. Information from the data base was retrieved under designated informational categories and analyzed. A more detailed description of these components follows.

The faculty inventory instrument was the major component, and it was designed to collect the basic information necessary for ACDHE to identify faculty

potentials for sharing. The design of the instrument, both in its format and content, was detailed enough to provide the kinds of information desired without consuming great amounts of time of its respondents and without becoming too officious. Five data categories were identified by the instrument; these responses became the (1) basic personnel identification information; (2) information concerning attitudes toward faculty sharing; (3) information about academic training, teaching-research experience, and other areas of expertise; (4) information about faculty work loads; and (5) information about peripheral experiences, skills, and talents. Six hundred forty-seven faculty responded to this instrument which became the data base for the study.

The coding process was designed to facilitate the retrieval of data from the instrument, and its taxonomies were chosen from sources that would be as universal to its users as possible. For example, all academic subdivisions of knowledge were based on the United States Department of Health, Education and Welfare publication, A Taxonomy of Instructional Programs in Higher Education. The detailed coding system was included as an appendix.

The Fortran program for retrieving the information was designed to be used by any computer with a Fortran compiler and, with a little training, anyone

who had never had training in this area. The information collected by this study was coded, key-punched, and placed on magnetic tape at The University of Alabama Computer Center.

The process for implementing the system was described in eighteen steps which follow:

1. (Make revisions as needed, see number 8).
2. Identify needs.
3. State objectives.
4. Identify constraints.
5. Evaluate alternatives.
6. Select a course of action.
7. Obtain approval.
8. (Return to number 1 if approval is denied; or if granted pending changes; or for fundamental changes in process). If not continue.
9. (Make revisions as needed). If not continue.
10. Establish lines of communication with all participants.
11. Determine classes of data needed.
12. Generate planning questions.
13. Determine methods of collecting the data.
14. Collect data.
15. Process and analyze the data.
16. Apply information from the data to planning questions.
17. Evaluate process and note needed revisions.
18. (Return to number 8).

The looping mechanism was included so that appropriate changes would be an integral part of the system rather than becoming an occasionally related activity, i.e., the system was designed for change.

After the data had been collected and processed, selected categories of information were retrieved and analyzed. Special attention was given to summarizing

academic potentials and to faculty attitudes about sharing. The conclusions that were arrived at indicated that there is a definite potential for identifying quality faculty who would be willing to participate in some program of faculty sharing.

APPENDIX A

FACULTY PROFILE
FACULTY DEVELOPMENT PROGRAM
ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

Name _____

Institution _____

Present faculty rank _____

Highest degree earned _____

Discipline in which you teach _____

Discipline in which you prefer to teach _____

Thesis or dissertation title _____

Area(s) in which you are currently doing research _____

How long have you been affiliated with this institution?

Other institutions where you have taught or worked (Give institutions, number of years you were there, and the type of activity in which you were involved) _____

Would you be interested in teaching one or more courses at one of the other institutions in the Consortium if satisfactory arrangements could be made? _____

Would you be interested in having a consultant in your discipline visit with you on your campus? _____

Do you see benefit of a workshop in your discipline in which faculty members from institutions in the Consortium would participate? _____

APPENDIX B



ALABAMA A&M UNIVERSITY
JUDSON COLLEGE



MILES COLLEGE



UNIVERSITY OF MONTEVALLO



HUNTINGDON COLLEGE



UNIVERSITY OF ALABAMA
STILLMAN COLLEGE



ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION FACULTY DATA BANK

After completing this form, please return it to your Dean. NOTE: The information which you supply is confidential and is for the exclusive use of this institution and ACDHE for planning purposes.

1. Name _____
Last
First
Middle

2. Institution _____ Title _____

3. Sex _____ Race _____ Marital Status _____ No. of Dependents _____

4. College Division _____ Office Phone _____

5. Place a check by your rank and status:

<input type="checkbox"/> 1. Professor <input type="checkbox"/> 2. Associate Professor <input type="checkbox"/> 3. Assistant Professor <input type="checkbox"/> 4. Instructor <input type="checkbox"/> 5. Post Doctoral Fellow <input type="checkbox"/> 6. Lecturer <input type="checkbox"/> 7. Research Associate <input type="checkbox"/> 8. Teaching Associate <input type="checkbox"/> 9. Teaching Fellow <input type="checkbox"/> 10. Research Assistant <input type="checkbox"/> 11. Teaching Assistant <input type="checkbox"/> 12. Fellow <input type="checkbox"/> 13. Other (Specify) _____	<input type="checkbox"/> 1. Permanent <input type="checkbox"/> 2. Acting <input type="checkbox"/> 3. Visiting <input type="checkbox"/> 4. Temporary <input type="checkbox"/> 5. Continuing Appointment <input type="checkbox"/> 6. Emeritus <input type="checkbox"/> 7. Post Doctoral <input type="checkbox"/> 8. Adjunct <input type="checkbox"/> 9. Other (Specify) _____ <input type="checkbox"/> Tenured <input type="checkbox"/> Non-tenured
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6. Highest Degree _____ Major Field _____
 Currently Held _____ of Study _____

Minor Field _____ Areas in which you have
 of Study _____ done post doctoral work _____

7. Degree Currently Pursuing _____ Major Field _____
 of Study _____

Minor Field _____ If you are not actively pursuing
 of Study _____ a degree, would you like to? _____

8. Discipline in which you teach _____

9. Discipline or sub-specialty in which
 you prefer to teach _____

10. Estimate the average number of undergraduates
 you teach or direct per semester or per quarter _____

1	2	3

4	5

6	7

8	9	10	11

12	13	14	15

16	17

18	19

20	21	22	23

24	25	26	27

28

29	30	31	32

33	34	35	36

37	38	39	40

41	42	43	44

45	46	47	48

49	50	51	52

53	54	55	56

11. Estimate the average number of graduates you teach (including seminars) per semester or per quarter _____

12. How many graduate students are currently doing major research under your direct supervision? _____

13. How many semester or quarter hours do you typically teach during a regular session? _____

14. Estimate the percentage of your time which you spend in the following areas:
 _____ % Administration _____ % Research _____ % Teaching _____ % Other
 If "other", please specify, e.g., committee chairman, faculty advisor to honor society, etc.

15. How long have you been affiliated with this institution? (in years) _____

16. List the other institutions where you have taught or worked. If your services were performed in graduate school, i.e., as a graduate assistant, please indicate.

Name of Institution	Type of Activity	Duration of Service (in years)

17. Please list the languages you know.

- _____ Speaking _____ Reading _____ Writing
- _____ Speaking _____ Reading _____ Writing
- _____ Speaking _____ Reading _____ Writing
- _____ Speaking _____ Reading _____ Writing

18. Please list the foreign countries visited for more than a month

Country	Purpose of Visit	Duration of Visit (in months)

19. Please indicate the professional registrations, licenses, and certificates which you hold.

Kind	Area of Practice Authorized	Dates

57	58	59	60
61	62	63	64
65			

20. Membership in Learned and Professional Societies.

66	67
----	----

21. Please list your publications, evidences of creative achievement, consulting activities, and other applications of your professional talent or skill.

1. Professional addresses you have given

68

2. Workshops you have conducted

69

3. Completed books (give abbreviated titles)

70

4. Published articles (give citations)

71

5. Films, recordings, radio and TV programs

72

73

6. Drama productions and concerts

74

7. Art exhibitions

75

8. Consulting activities

76

9. Other skills, talents, or achievements

77

22. Please list some of your outstanding research projects and activities. Indicate the type, discipline, sponsor, your role, etc.

23. Please respond to the following statements by circling the number (in the margin) that indicates whether you (1) strongly agree (2) agree (3) have no opinion (4) disagree (5) strongly disagree.

- | | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 2 3 4 5 | 1. I would be interested in teaching one or more on campus courses at one of the other institutions in ACDHE if satisfactory arrangements could be made. |
| 1 2 3 4 5 | 2. My department would benefit from sharing its faculty and or resources with similar disciplines in ACDHE. |
| 1 2 3 4 5 | 3. I would be willing to teach a course through the use of an electronic medium to students at other institutions in ACDHE. |
| 1 2 3 4 5 | 4. I would be willing to serve as a consultant in my discipline to the other Consortium member institutions if satisfactory arrangements could be made. |
| 1 2 3 4 5 | 5. I would be interested in having a consultant from ACDHE in my discipline visit with my department or division. |

APPENDIX C

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 7, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

One of the vital aspects of Alabama A & M's involvement with A.C.D.H.E. is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed form is the beginning of a faculty data bank which will be established and maintained by A.C.D.H.E. for the purpose of collecting and analyzing these data for planning purposes.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Ponder before April 21st.

Most Cordially,

Henry Ponder
Dean

Lillian Manley
Executive Director, A.C.D.H.E.

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 7, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

One of the vital aspects of Huntingdon College's involvement with A.C.D.H.E. is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed form is the beginning of a faculty data bank which will be established and maintained by A.C.D.H.E. for the purpose of collecting and analyzing these data for planning purposes.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Top before April 21st.

Most Cordially,

Willard Top
Dean of the College

Lillian Manley
Executive Director, A.C.D.H.E.

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 7, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

One of the vital aspects of Judson College's involvement with A.C.D.H.E. is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed form is the beginning of a faculty data bank which will be established and maintained by A.C.D.H.E. for the purpose of collecting and analyzing these data for planning purposes.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Tyer before April 21st.

Most Cordially,

Charles L. Tyer
Dean

Lillian Manley
Executive Director, A.C.D.H.E.

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 7, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

One of the vital aspects of Alabama A & M's involvement with A.C.D.H.E. is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed form is the beginning of a faculty data bank which will be established and maintained by A.C.D.H.E. for the purpose of collecting and analyzing these data for planning purposes.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Ponder before April 21st.

Most Cordially,

Henry Ponder
Dean

Lillian Manley
Executive Director, A.C.D.H.E.

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

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LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 7, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

One of the vital aspects of Stillman College's involvement with A.C.D.H.E. is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed form is the beginning of a faculty data bank which will be established and maintained by A.C.D.H.E. for the purpose of collecting and analyzing these data for planning purposes.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dr. Hardy before April 21st.

Most Cordially,

B.B. Hardy
Chairman, Division of
Education and Psychology

Lillian Manley
Executive Director, A.C.D.H.E.

THE UNIVERSITY OF ALABAMA
P. O. BOX 1933
UNIVERSITY, ALABAMA 35486

ACADEMIC VICE PRESIDENT

April 11, 1972

MEMORANDUM

TO: Dean Neal R. Berte
Dean Mary Crenshaw
Dr. Phillip E. Crunk
Dean John Fielden

Dean Douglas E. Jones
Dean Edward Lear
Dean Paul G. Orr
Dean James D. Ramer

FROM: Howard B. Gundy



All of you are aware of our involvement in and commitment to the Alabama Consortium for the Development of Higher Education. In many respects, I believe we have only begun to take advantage of the many opportunities for inter-institutional cooperation provided us by membership in A. C. D. H. E. Sharing consultants, sharing outside speakers, exchanging faculty, sponsoring interim courses and short workshops, and teaching through electronic media are only a few of the many examples of cooperative endeavors that are open to us.

However, it is clear that we will not be able to develop fully these many opportunities unless the Consortium can accumulate rather complete and accurate data concerning faculty resources in the Consortium. Toward this end, the Consortium has developed (through the efforts of Mr. Bernie Sloan, a graduate student in our College of Education) a faculty survey instrument which it is hoped will be completed by all faculty members of the Consortium. This instrument is attached for your information.

We all recognize that the major difficulty in recovering the desired data will be that of convincing faculty that the project is worthwhile. In this connection, Dr. Lillian Manley would be deeply appreciative if each of you would consent to join her in developing a letter to solicit the participation of your faculty in this project. A copy of a letter used for this purpose at one of the other Consortium institutions is attached for your information and consideration.

It is my view that this project is an important and worthy endeavor. Since the time required to complete the survey instrument is only about

MEMORANDUM**2****April 11, 1972**

thirty minutes, I urge you to join with Dr. Manley in soliciting this information.

I have asked Mr. Bernie Sloan, who is coordinating the distribution of these materials, to contact each of you within a few days to determine whether you are agreeable to developing the aforementioned letter.

H. B. G.

HBG/pt

Attachments

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 17, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

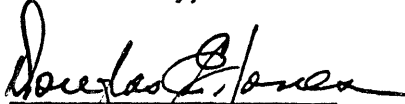
One of the vital aspects of The University of Alabama's involvement with ACDHE is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

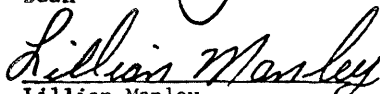
In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed instrument has been designed as an updated version of the ACDHE faculty profile sheet which many of you completed last year. The advantage of this revision is that the data can be retrieved and arranged in a faster and more useful manner for faculty and staff members in the seven ACDHE institutions. For example, if an individual faculty member were planning an interim term course, or some similar program, and he needed to survey the potential faculty resources available among ACDHE institutions, a conference line phone call to the ACDHE programs office would make this kind of information available to him in a matter of hours.

The term "Faculty Data Bank" which appears on the instrument is, perhaps, an unfortunate one. ACDHE does not intend for this information to serve any purpose other than to facilitate better interinstitutional cooperation.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Jones before April 28th.

Most Cordially,


Douglas E. Jones
Dean


Lillian Manley
Executive Director, ACDHE

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 17, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

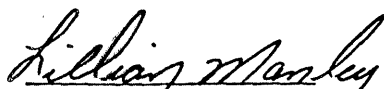
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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Fielden before April 28th.

Most Cordially,


John Fielden
Dean


Lillian Manley
Executive Director, ACDHE

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
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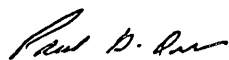
Dear Colleague:

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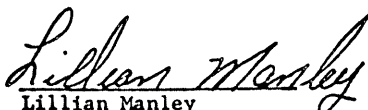
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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Orr before April 28th.

Most Cordially,



Paul G. Orr
Dean



Lillian Manley
Executive Director, ACDHE

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
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April 17, 1972

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(205) 289-0177

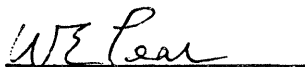
Dear Colleague:

As many of you know, the Alabama Consortium for the Development of Higher Education has been in existence since 1968 as an agency to facilitate voluntary cooperative programs among the member institutions. One of the vital aspects of The University of Alabama's involvement with ACDHE is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

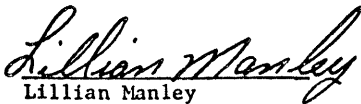
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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Lear before April 28th.

Most Cordially,



W.E. Lear
Dean



Lillian Manley
Executive Director, ACDHE

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

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ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

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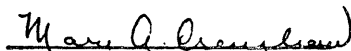
Dear Colleague:

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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Crenshaw before April 28th.

Most Cordially,


Mary Crenshaw
Dean


Lillian Manley
Executive Director, ACDHE

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

JUDSON COLLEGE
MILES COLLEGE
STILLMAN COLLEGE

UNIVERSITY OF ALABAMA
UNIVERSITY OF MONTEVALLO

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 17, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

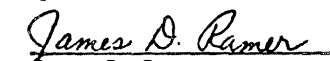
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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Ramer before April 28th.

Most Cordially,


James D. Ramer
Dean


Lillian Manley
Executive Director, ACDHE

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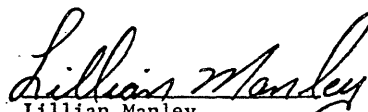
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The term "Faculty Data Bank" which appears on the instrument is, perhaps, an unfortunate one. ACDHE does not intend for this information system to serve any purpose other than to facilitate better interinstitutional cooperation.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Berte before April 28th.

Most Cordially,


Neal N. Berte
Dean


Lillian Manley
Executive Director, ACDHE

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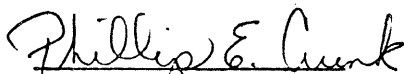
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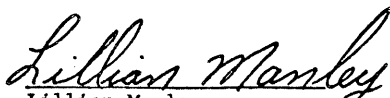
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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Crunk before April 28th.

Most Cordially,


Phillip E. Crunk
Assistant Dean


Lillian Manley
Executive Director, ACDHE

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LILLIAN C. MANLEY
EXECUTIVE DIRECTOR

April 10, 1972

P. O. BOX 338
DEMOPOLIS, ALABAMA 36732
(205) 289-0177

Dear Colleague:

One of the vital aspects of the University of Montevallo's involvement with A.C.D.H.E. is the potential for sharing resources with other institutions in the Consortium. Sharing consultants, exchanging faculty, having interim courses, teaching through electronic media, and conducting workshops are just a few of the myriad of possibilities in this critical area.

In order to accomplish any of these effectively, we need pertinent data so that intelligent assessments of faculty potentials in the Consortium may be made. The enclosed form is the beginning of a faculty data bank which will be established and maintained by A.C.D.H.E. for the purpose of collecting and analyzing these data for planning purposes.

We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Walters before April 21st.

Most Cordially,

John B. Walters
Dean, College of Arts & Sciences

Lillian Manley
Executive Director, A.C.D.H.E.

ALABAMA A&M UNIVERSITY
HUNTINGDON COLLEGE

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April 10, 1972

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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Dean Fancher before April 21st.

Most Cordially,

B.E. Fancher
Dean, College of Education

Lillian Manley
Executive Director, A.C.D.H.E.

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We would appreciate your giving this an early priority on your schedule. Please return the completed form to Mrs. Morgan before April 21st.

Most Cordially,

Sara Ruth Morgan
Acting Head, College of Business

Lillian Manley
Executive Director, A.C.D.H.E.

APPENDIX D

These instructions were designed to facilitate the punching of IBM computer cards (80 columns) for the ACDHE Faculty Inventory Instrument. Each instrument requires three cards, and the punch code is to be written in the spaces provided in the margin of the instrument. Details of this coding follow, but essentially the numbers, or alphabetic characters, are recorded either as they appear in the instrument (for the interval scale datum items, such as "number of dependents"), or they are recorded from coded lists (for the nominal scale datum items, e.g., "sex", 1 = male; 2 = female). These lists are provided below. Two of these lists have been developed by other authors, and they were chosen because of their accessibility and universality. List A, "Most Commonly Awarded Earned Degrees," is in the Handbook of College and University Administration,¹ and List B, "Conventional Academic Subdivisions of Knowledge and Training," may be found in, A Taxonomy of Instructional Programs in Higher Education--a U.S.

¹Knowles, pp. 2-210 and 2-211.

Department of Health Education and Welfare Publication.²

The coding numbers for List A, "Most Commonly Awarded Earned Degrees," were added for the convenience of this study.

²Robert A. Huff and Marjorie O. Chandler,
A Taxonomy of Instructional Programs in Higher Education
(Washington: U.S. Department of Health, Education,
and Welfare; Office of Education, 1970), pp. 15-18.

CODING INSTRUCTIONS FOR ACDHE FACULTY PROFILE INSTRUMENT

- ID. 1 - 5
(Code as is)
1. 6 - 25
Name
(Code as is)
2. 26 - 27 - - - - - 28
Institution Title
1=Ala. A&M 5=Stillman (skip)
2=Huntingdon 6=Alabama
3=Judson 7=Montevallo
4=Miles
3. 29 - - 30 - - - - 31 - - - - - 32
Sex Race Marital Number of
1=M 1=Black Status Dependents
2=F 2=Cau. 1=M (Code as is)
3=Ind. 2=S
4=Ori. 3=Div., Sep.,
or Widow
4. 33 - 34
College Division
01=Agriculture 06=Home Ec.
02=Arts and Sci. 07=Law
03=Commerce & Bus. 08=Library Sci.
04=Education 09=Technology
05=Engineering
5. 35 - 36 - - - - - 37 - - - - - 38
Rank Status
(Code as is) (Code as is) 1=tenured
2=non-ten.
6. 39 - 40 - 41 - - - - - 42 - 43 - 44 - 45
Highest Degree Major Field
(see list A) (see list B)
- 46 - 47 - 48 - 49 - - - - - 50-51-52-53
Minor field Other areas
(see list B) (see list B)

7. 54 - - - 55 - 56 - 57 - - - - 58 - 59 - 60 - 61
 (skip) Degree pursuing Major Field
 (see list A) (see list B)
- 62 - 63 - 64 - 65 - - - - - 66
Minor Field Like to pursue a degree
 (see list B) 1=yes
 2=no
 3=perhaps (etc.)
8. 67 - 68 - 69 - 70
Discipline
 (see list B)
9. 71 - 72 - 73 - 74
Teaching preference
 (see list B)
10. 75 - 76 - 77 - 78
Average no. of undergraduates
 (Code as is)

NEW CARD

11. 1 - 2 - 3
Average no of graduates
 (Code as is)
12. 4 - 5
No. students doing research
 (Code as is)
13. 6 - 7
Semester/quarter hours
 (Code as is)
14. 8 - 9 - - - - - 10 - 11
% Administration % Research
 (Code as is) (Code as is)
- 12 - 13 - - - - - 14 - 15
% Teaching % Other
 (Code as is) (Code as is)
- 16 - 17
Other
 (see list C)

21. 68 - - - - - 77
(enter total number of contributions per item;
leave blank if none)

78 - 79 - 80
(enter last 3 digits of ID number)

NEW CARD

22. 1 - 2 - 3 - 4 - 5
(enter circled number as is in these columns)

Skip to 76

76 - 77 - 78 - 79 - 80
(enter full ID no. here)

List A, "Most Commonly Awarded Earned Degrees."

The first numeral represents the academic level of the degree, i.e., 100's include all terminal degrees; 200's include all intermediate degrees, e.g., M.A. or Ed.S.; 300's include all first academic degrees, e.g., A.B. or B.S.; and 400's include all preliminary academic degrees, e.g., A.A. The next two digits represent the specific degree.

401	A.A.	Associate in Arts
202	A.M.	Master of Arts
103	A.Mus.D.	Doctor of Musical Arts
304	B.A.	Bachelor of Arts
305	B.B.A.	Bachelor of Business Administration
306	B.Ch.E.	Bachelor of Chemical Engineering
307	B.D.	Bachelor of Divinity
308	B.F.A.	Bachelor of Fine Arts
309	B.Mus.	Bachelor of Music
310	B.S.	Bachelor of Science
311	B.S.E.E.	Bachelor of Science in Electrical Engineering
312	B.S.M.E.	Bachelor of Science in Mechanical Engineering
313	B.Pharm.	Bachelor of Pharmacy
114	D.Arch.	Doctor of Architecture
115	D.B.A.	Doctor of Business Administration
116	D.C.L.	Doctor of Civil Law
117	D.Comp.L.	Doctor of Comparative Law
118	D.D.S.	Doctor of Dental Science or Doctor of Dental Surgery
119	D.Ed.	Doctor of Education
120	D.Eng.	Doctor of Engineering
121	D.Eng.Sc.	Doctor of Engineering Science
122	D.F.	Doctor of Forestry
123	D.F.A.	Doctor of Fine Arts
124	D.For.	Doctor of Forestry
125	D.H.L.	Doctor of Hebrew Literature or Doctor of Hebrew Letters

126	D.L.S.	Doctor of Library Science
127	D.M.A.	Doctor of Musical Arts
128	D.M.L.	Doctor of Modern Languages
129	D.M.S.	Doctor of Medieval Studies
130	D.M.Sc.	Doctor of Medical Science
131	D.Mus.	Doctor of Music
132	D.Mus.A.	Doctor of Musical Arts
133	D.Mus Ed.	Doctor of Music Education
134	D.N.Sc.	Doctor of Nursing Science
135	D.P.A.	Doctor of Public Administration
136	D.P.H.	Doctor of Public Health
137	D.Phys.Ed.	Doctor of Physical Education
138	D.R.E.	Doctor of Religious Education
139	D.S.M.	Doctor of Sacred Music
140	D.S.S.	Doctor of Social Science
141	D.S.W.	Doctor of Social Work
142	D.Sc.	Doctor of Science
143	D.V.M.	Doctor of Veterinary Medicine
144	Ed.D.	Doctor of Education
145	Ed.R.D.	Doctor of Religious Education
277	Ed.S.	Educational Specialists
146	Eng.D.	Doctor of Engineering
147	Eng.Sc.D.	Doctor of Science in Engineering
148	J.C.D.	Doctor of Cannon Law
149	J.S.D.	Doctor of the Science of Law
350	L.L.B.	Bachelor of Laws
251	M.A.	Master of Arts
252	M.A.T.	Master of Arts in Teaching
253	M.B.A.	Master of Business Administration
154	M.D.	Doctor of Medicine
255	M.E.	Master of Education or Master of Engineering or Mechanical Engineer
256	M.Ed.	Master of Education
257	M.F.A.	Master of Fine Arts
258	M.M.	Master of Music
259	M.P.A.	Master of Public Administration
260	M.P.H.	Master of Public Health
261	M.S.	Master of Science
262	M.S.W.	Master of Social Work
263	M.S. in Ed.	Master of Science in Education
264	M.Sc.	Master of Science
165	Med.Sc.D.	Doctor of Medical Science
166	Mus.A.D.	Doctor of Musical Arts
167	Pharm.D.	Doctor of Pharmacy
168	Ph.D.	Doctor of Philosophy
369	S.B.	Bachelor of Science
170	S.J.D.	Doctor of the Science of Law
171	S.M.D.	Doctor of Sacred Music

372	S.T.B.	Bachelor of Sacred Theology
173	S.T.D.	Doctor of Sacred Theology
274	S.T.M.	Master of Sacred Theology
175	Sc.D.	Doctor of Science
176	Th.D.	Doctor of Theology

List B, "A Taxonomy of Instructional Programs."

DISCIPLINE DIVISIONS
(Conventional academic subdivisions of knowledge and training)

Code	
0100	AGRICULTURE and NATURAL RESOURCES
0200	ARCHITECTURE and ENVIRONMENTAL DESIGN
0300	AREA STUDIES
0400	BIOLOGICAL SCIENCES
0500	BUSINESS and MANAGEMENT
0600	COMMUNICATIONS
0700	COMPUTER and INFORMATION SCIENCES
0800	EDUCATION
0900	ENGINEERING
1000	FINE and APPLIED ARTS
1100	FOREIGN LANGUAGES
1200	HEALTH PROFESSIONS
1300	HOME ECONOMICS
1400	LAW
1500	LETTERS
1600	LIBRARY SCIENCE
1700	MATHEMATICS

1800	MILITARY SCIENCES
1900	PHYSICAL SCIENCES
2000	PSYCHOLOGY
2100	PUBLIC AFFAIRS and SERVICES
2200	SOCIAL SCIENCES
2300	THEOLOGY
4900	INTERDISCIPLINARY STUDIES

SECTION II DISCIPLINE DIVISIONS

(Technological and occupational specialties related to curriculums leading to associate degrees and other awards below the baccalaureate)

Code	
5000	BUSINESS and COMMERCE TECHNOLOGIES
5100	DATA PROCESSING TECHNOLOGIES
5200	HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES
5300	MECHANICAL and ENGINEERING TECHNOLOGIES
5400	NATURAL SCIENCE TECHNOLOGIES
5500	PUBLIC SERVICE RELATED TECHNOLOGIES

CONVENTIONAL ACADEMIC SUBDIVISIONS OF KNOWLEDGE AND TRAINING

Title	Code	Title	Code	Title	Code
Accounting	0502	Arabic	1112	Biomedical communication	1217
Administration, business	0506	Archeology	2203	Biomedical engineering	0905
Administration, educational	0827	Architectural engineering	0904	Biometrics	0419
Administration, public	2102	Architecture	0202	Biophysics	0415
Administration, special education	0809	Architecture, naval	0923	Biostatistics	0419
Adult education	0807	Art	1002	Black culture studies	2211
Advertising	0604	Art appreciation	1003	Botany, general	0402
Aeronautical engineering	0902	Art, commercial	1009	Business administration	0506
Aerospace engineering	0902	Art education	0831	Business, agricultural	0112
Aerospace science	1803	Art history	1003	Business economics	0517
African languages (non-Semitic)	1116	Asian studies, general	0301	Business education	0838
African studies	0305	Astronautical engineering	0902	Business, general	0501
Afro-American studies	2211	Astronomy	1911	Business, international	0513
Agricultural business	0112	Astrophysics	1912	Business management	0506
Agricultural economics	0111	Atmospheric sciences	1913	Business statistics	0503
Agricultural engineering	0903	Audiology	1220	Cafeteria management	1307
Agricultural management	0110	Bacteriology	0403	Catalan	1199
Agriculture, general	0101	Banking	0504	Cell biology	0417
Agriculture technologies	0116	Biblical languages	2303	Cell physiology	0417
Agronomy	0102	Biochemistry	0414	Ceramic engineering	0916
American Indian cultural studies	2212	Bioengineering	0905	Ceramics	1009
American studies	0313	Biological and physical sciences (interdisciplinary)	4902	Chemical engineering	0906
Analytical chemistry	1909	Biology, cellular	0417	Chemistry, general	1905
Anatomy	0412	Biology, general	0401	Child development	1305
Animal science	0104	Biology, marine	0418	Chinese	1107
Anthropology	2202	Biology, molecular	0416	Chiropractic	1221
Applied design	1009			Cinematography	1010
Applied mathematics	1703				

<i>Title</i>	<i>Code</i>	<i>Title</i>	<i>Code</i>	<i>Title</i>	<i>Code</i>
City planning	0206	Education, religious	2304	Health education	0837
Civil engineering	0908	Education of the visually handicapped	0814	Health professions, general	1201
Classics	1504	Educational administration	0827	Hebrew	1111
Clinical psychology	2003	Educational evaluation	0825	Helping services	2104
Clinical social work	1222	Educational measurement	0825	Higher education, general	0805
Clothing	1303	Educational psychology	0822	Histology	0413
Commerce education	0838	Educational research	0824	History	2205
Commerce, general	0501	Educational statistics	0824	History of education	0821
Commercial art	1009	Educational supervision	0828	Home decoration	1302
Communication media	0605	Educational testing	0825	Home economics, general	1301
Communications, general	0601	Electrical engineering	0909	Home equipment	1302
Communications engineering	0909	Electronics engineering	0909	Home management	1304
Community college education	0806	Elementary education, general	0802	Horticulture	0108
Community planning	0206	Embryology	0427	Hospital administration	1202
Community services, general	2101	Engineering, general	0901	Hotel management	0508
Comparative literature	1503	Engineering mechanics	0921	Humanities and social sciences (interdisciplinary)	4903
Computer programming	0704	Engineering and other disciplines (interdisciplinary)	4904	Husbandry, animal	0104
Computer sciences, general	0701	Engineering physics	0919	Husbandry, dairy	0105
Construction engineering	0908	Engineering technologies	0925	Ichthyology	0499
Consumer economics	1304	English as a foreign language	1508	India studies	0303
Continuing education	0807	English, general	1501	Indian (Asiatic)	1113
Corrections	2105	English, literature	1502	Industrial arts education	0839
Counseling, educational	0826	Entomology	0421	Industrial engineering	0913
Counseling, psychology for	2004	Environmental design, general	0201	Industrial psychology	2008
Creative writing	1507	Environmental engineering	0922	Industrial relations	0516
Criminology	2209	European studies, general	0310	Information sciences	0702
Crop management	0102	Experimental psychology (animal and human)	2002	Information sciences, general	0701
Curriculum	0829	Family life education	0837	Information systems	0702
Cytology	0417	Family relations	1305	Inorganic chemistry	1906
Dairy sciences	0105	Farm management	0110	Institutional management	1307
Dance	1008	Fashion design	1009	Instruction	0829
Danish	1114	Field crops	0102	Insurance	0512
Data processing	0703	Finance	0504	Interior decoration	1009
Debate	1506	Fine arts, general	1001	Interior design	0203
Demography	2215	Finnish	1199	International business	0513
Dental hygiene	1213	Fish management	0107	International public service	2106
Dental specialties	1205	Floriculture	0109	International relations	2210
Dental technologies	1224	Foods and nutrition	1306	Investments	0505
Dentistry, D.D.S. or D.M.D. degree	1204	Food science	0113	Islamic studies	0306
Developmental psychology	2009	Food technology	0113	Italian	1104
Dietetics	1306	Foreign languages, general	1101	Japanese	1108
Distributive education	0838	Forensic science	1506	Jewelry	1009
Dramatic arts	1007	Forestry	0114	Journalism	0602
Drawing	1002	Forestry technologies	0116	Junior college education	0806
Driver education	0836	French	1102	Junior high school education	0804
Earth sciences, general	1917	Fruit production	0108	Kindergarten education	0823
East Asian studies	0302	Game management	0107	Korean	1199
Eastern European studies	0311	General liberal arts and sciences (interdisciplinary)	4901	Labor relations	0516
Ecology	0420	Genetics	0422	Landscape architecture	0204
Economics	2204	Geochemistry	1915	Latin	1109
Economics, agricultural	0111	Geography	2206	Latin American studies	0308
Economics, business	0517	Geological engineering	0911	Law enforcement	2105
Education of the culturally disadvantaged	0813	Geology	1914	Law, general	1401
Education of the deaf	0812	Geophysical engineering	0912	Learning theory	0822
Education of the emotionally disturbed	0816	Geophysics	1916	Liberal arts and sciences (interdisciplinary)	4901
Education, general	0801	German	1103	Library science, general	1601
Education of the gifted	0811	Government	2207	Limnology	0499
Education of mentally retarded	0810	Greek, classical	1110	Linguistics	1505
Education of the multiple handicapped	0820	Guidance, education	0826	Literature, comparative	1503
Education of the physically handicapped	0819	Health care administration	1202	Literature, English	1502
				Management, business	0506
				Management, engineering	0913

CONVENTIONAL ACADEMIC SUBDIVISIONS

<i>Title</i>	<i>Code</i>	<i>Title</i>	<i>Code</i>	<i>Title</i>	<i>Code</i>
Marine biology	0418	Pathology, plant	0404	Sanitary engineering	0922
Marine engineering	0923	Personnel management	0515	Sanskrit languages	1199
Marketing	0509	Petroleum engineering	0907	Scandinavian languages	1114
Materials engineering	0915	Petroleum refining	0906	Science education	0834
Mathematics, applied	1703	Pharmaceutical chemistry	1910	Sculpture	1002
Mathematics, education	0833	Pharmacology, animal	0409	Secondary education, general	0803
Mathematics, general	1701	Pharmacology, human	0409	Secretarial studies	0514
Mathematics, statistics	1702	Pharmacology, plant	0405	Securities	0505
Mechanical engineering	0910	Pharmacy	1211	Seismology	1916
Medical laboratory technologies	1223	Philology	1505	Semantics	1505
Medical record librarianship	1215	Philosophy	1509	Slavic languages (other than Russian)	1115
Medical specialties	1207	Philosophy of education	0821	Slavic studies	0307
Medicine, M.D. degree	1206	Phonetics	1505	Social foundations of education	0821
Metallurgical engineering	0914	Photography	1011	Social sciences, general	2201
Metallurgy	1920	Physical chemistry	1908	Social psychology	2005
Metalsmithing	1009	Physical education	0835	Social work	2104
Meteorology	1913	Physical sciences, general	1901	Sociology	2208
Mexican-American cultural studies	2213	Physical therapy	1212	Soil conservation	0103
Microbiology	0411	Physics, general	1902	Soil management	0103
Middle Eastern studies	0309	Physiological psychology	2010	Soil science	0103
Military science	1801	Physiology, animal	0410	South Asian studies	0303
Mineral engineering	0918	Physiology, human	0410	Southeast Asian studies	0304
Mining engineering	0918	Physiology, plant	0406	Spanish	1105
Molecular biology	0416	Plant pathology	0404	Special education, general	0808
Molecular physics	1903	Plant pharmacology	0405	Special learning disabilities	0818
Music (liberal arts program)	1005	Plant physiology	0406	Speech	1506
Music appreciation	1006	Podiatry	1216	Speech correction	0815
Music, composition	1004	Political science	2207	Speech pathology	1220
Music education	0832	Poultry science	0106	Statistics, mathematical and theoretical	1702
Music history	1006	Pre-elementary education	0823	Statistics in psychology	2007
Music, performing	1004	Programming, computer	0704	Student personnel	0826
Music, theory	1004	Psychology, clinical	2003	Swedish	1114
Musicology	1006	Psychology for counseling	2004	Systems analysis	0705
Natural resources management	0115	Psychology, developmental	2009	Systems, information	0702
Naval architecture	0923	Psychology, education	0822	Teaching of English as a foreign language	1508
Naval science	1802	Psychology, general	2001	Technical education	0839
Neurosciences	0425	Psychology, industrial	2008	Television	0603
Norwegian	1114	Psychology, physiological	2010	Textile design	1009
Nuclear engineering	0920	Psychology, social	2005	Textile engineering	0917
Nuclear physics	1904	Psychometrics	2006	Textiles, home economics	1303
Nursery science	0109	Public address	1506	Theological professions, general	2301
Nursing (baccalaureate and higher programs)	1203	Public administration	2102	Toxicology	0426
Nutrition, scientific	0424	Public health	1214	Transportation	0510
Occupational therapy	1208	Public utilities	0510	Transportation engineering	0908
Ocean engineering	0924	Purchasing	0509	Urban architecture	0205
Oceanography	1919	Radio	0603	Urban studies	2214
Operations research	0507	Radiobiology	0423	Vegetable production	0108
Optometry	1209	Radiologic technologies	1225	Veterinary medicine, D.V.M. degree	1218
Organic chemistry	1907	Range management	0117	Veterinary medicine specialties	1219
Ornamental horticulture	0109	Reading education	0830	Vietnamese	1199
Ornithology	0499	Real estate	0511	Vocational education	0839
Osteopathic medicine, D.O. degree	1210	Recreation management	2103	Weaving	1009
Pacific area studies	0314	Regional planning	0206	West European studies	0312
Painting	1002	Rehabilitation services	1222	Wildlife management	0107
Paleontology	1918	Religious education	2304	Writing, creative	1507
Parasitology	0499	Religious music	2302	Zoology, general	0407
Park management	2103	Religious studies	1310		
Pathology, animal	0408	Remedial education	0817		
Pathology, human	0408	Restaurant management	0508		
		Rhetoric	1506		
		Russian	1106		
		Russian studies	0307		
		Safety education	0836		

**TECHNOLOGICAL AND OCCUPATIONAL CURRICULUMS LEADING TO ASSOCIATE DEGREES
AND OTHER AWARDS BELOW THE BACCALAUREATE**

<i>Title</i>	<i>Code</i>	<i>Title</i>	<i>Code</i>	<i>Title</i>	<i>Code</i>
Accounting technologies	5002	Finance technologies	5003	Occupational therapy technologies	5210
Advertising design technologies	5012	Fine arts technologies	5012	Oceanographic technologies	5406
Advertising technologies	5004	Fire control technology	5507	Ocular care, technologies	5212
Aeronautical technologies	5302	Fisheries technologies	5403	Office machine repair technologies	5310
Agriculture technologies	5402	Food services technologies	5404	Office machine training	5005
Air conditioning technologies	5317	Forestry technologies	5403	Ophthalmic, technologies	5212
Airport management technologies	5004	Graphic arts technologies	5012	Optical technologies	5212
Animal laboratory assistant technologies	5206	Health services assistant technologies, general	5201	Optometric technologies	5212
Appliance repair technologies	5310	Heating technologies	5317	Personal service technologies	5006
Applied arts technologies	5012	Home economics technologies	5405	Personnel management technologies	5004
Architectural drafting technologies	5304	Horticulture technologies	5402	Photogrammetry technologies	5309
Automotive technologies	5306	Hospital food service technologies	5404	Photography technologies	5007
Aviation technologies	5302	Hotel management technologies	5010	Physical therapy technology	5219
Banking technologies	5003	Industrial management technologies	5004	Plastics technologies	5305
Bible study	5502	Industrial technologies	5312	Plumbing technologies	5317
Biological laboratory assistant technologies	5205	Inhalation therapy technologies	5215	Police technologies	5505
Broadcasting technologies	5008	Input preparation technologies	5102	Printing technologies	5009
Building technologies	5317	Institutional management technologies	5218	Programmer technologies	5103
Business management technologies	5004	Instrumentation technologies	5314	Psychiatric technologies	5216
Business technologies, general	5001	Insurance technologies	5004	Public administration and management technologies	5508
Carpentry technologies	5317	Key punch operator technologies	5102	Public health inspection technologies	5408
Chemical technologies	5305	Laboratory technologies, general	5407	Public service technologies, general	5501
Civil technologies	5309	Landscape technologies	5402	Public utility technologies	5011
Commerce technologies, general	5001	Law enforcement technologies	5505	Purchasing technologies	5004
Communications technologies	5008	Library assistant technologies	5504	Radio broadcasting technologies	5008
Computer operator technologies	5104	Lithography technologies	5009	Radio repair technologies	5310
Computer, peripheral equipment operation technologies	5104	Machine drafting and design technologies	5303	Radiologic technologies	5207
Computer programmer technologies	5103	Machine repair technologies	5310	Real estate technologies	5004
Construction technologies	5317	Marina management technologies	5004	Recreation technologies	5506
Corrections technologies	5505	Marine technologies	5406	Religion related occupations	5502
Cosmetologist	5006	Marketing technologies	5004	Rest home management technology	5218
Data processing equipment maintenance technologies	5105	Mechanical technologies	5315	Restaurant management technologies	5010
Data processing technologies, general	5101	Mechanical technologies, general	5301	Sales technologies	5004
Dental assistant technologies	5202	Medical assistant technologies	5214	Sanitation technologies	5408
Dental hygiene technologies	5203	Medical laboratory assistant technologies	5205	Secretarial technologies	5005
Dental laboratory technologies	5204	Medical office assistant technologies	5214	Sheet metal technologies	5317
Diesel technologies	5307	Medical record technologies	5213	Social work related technologies	5506
Distribution technologies	5004	Mental health aide programs	5216	Stewardess preparation	5006
Drafting, architectural	5304	Natural science technologies, general	5401	Surgical technologies	5211
Education technologies	5503	Newspaper communication technologies	5008	Surveying technologies	5309
Electrician technologies	5317	Nuclear technologies	5316	Teacher aide preparation	5503
Electro diagnostic technologies	5217	Nursing, practical (L.P.N. or L.V.N.)	5209	Television broadcasting technologies	5008
Electromechanical technologies	5311	Nursing R.N. preparation	5208	Television repair technologies	5310
Electronics and machine technologies	5310			Textile technologies	5313
Engineering graphics	5303			Tool design technologies	5303
Engineering technologies, general	5301			Transportation technologies	5011
Environmental health technologies	5408			Welding technologies	5308
				Wildlife technologies	5403
				X-ray technologies	5207

List C (#14 "other")

1. Faculty advisor
2. Counselor
3. Service on committees
9. Other

List D (#16 "institutions")

1. College or University
2. Junior College
3. Elem. or High School
4. Other (not in Ed.)

List E (#16 "activity")

1. Teaching
2. Research
3. Administration
4. Service
5. Graduate assistant
6. Consultant
7. Employee (in commercial enterprise)
9. Other

List F

1. French
2. German
3. Italian
4. Spanish
5. Russian
6. Chinese
7. Japanese
8. Latin
9. Other

List G (#18 "country")

- | | |
|--------------------------------|----------------------|
| 1. France | 32. Belgium |
| 2. Germany | 33. Israel |
| 3. England | 34. China (Republic) |
| 4. Mexico | 35. Honduras |
| 5. Canada | 36. Argentina |
| 6. Italy | 37. Greenland |
| 7. Ireland | 38. USSR |
| 8. Austria | 39. Surinam |
| 9. Switzerland | 40. Cuba |
| 10. Spain | 41. Costa Rica |
| 11. Norway | 42. Brazil |
| 12. The Netherlands | 43. Czechoslovakia |
| 13. Sweden | 44. Equador |
| 14. Denmark | 45. Pakistan |
| 15. Iraq | 46. Holland |
| 16. Lebanon | 47. Chile |
| 17. Turkey | 48. Iran |
| 18. Pakistan | 49. Iceland |
| 19. India | 50. Peru |
| 20. Korea | 51. Burmuda |
| 21. New Guinea | 52. Africa |
| 22. Australia | 53. Ghana |
| 23. Japan | 54. Saudi Arabia |
| 24. Panama | 55. Trinidad |
| 25. Colombia | 56. Algeria |
| 26. Dominican Republic | |
| 27. Greece | |
| 28. Philippines | |
| 29. Venezuela | |
| 30. General travels (European) | |
| 31. General travels (other) | |

List H (#18 "purpose")

1. Vacation (pleasure)
2. Research (study)
3. To Teach
4. Government service
5. Native land
6. Consultant
7. Armed Forces Member
9. Other

APPENDIX E

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$JCB
1  INTEGER A (5)
2  NAP=15
3  NAP=NAP+1
4  PRINT 26
5  26  FORMAT('1',90X,'PROGRAM FOR ACDHE BY ',/,91X,'BERNARD SLOAN')
6  PRINT 888
7  888  FCRMAT('0',45X,'MAJOR',2X,'TEACHING',2X,'#23-1',3X,'RANK',2X,
8  * 'UNDER-',3X,'GRADS',2X,'SEM/OTR ',1X,'% ADM',3X,'% RES',2X,
9  * '% TECH',2X,'% OTHER')
10 PRINT 889
11 889  FORMAT(46X,'FIELD',3X,'FIELD',18X,'GRADS',12X,'HOURS',
12 * 5X,'TIME',4X,'TIME',3X,'TIME',4X,'TIME')
13 PRINT 890
14 890  FORMAT('0', ' ')
15 C  ALABAMA A&M 1000 NT=170 N=98
16 C  HUNTINGDCN 2000 NT= 46 N= 42
17 C  JUDSON 3000 NT= 29 N= 28
18 C  MILES 4000 NT= 86 N= 24
19 C  STILLMAN 5000 NT= 43 N= 37
20 C  THE U OF ALABAMA 6000 NI=608 N=315
21 C  U OF MCNTEVALLO 7000 NT=128 N=106
22 N=647
23 NT=1107
24 LAP=0
25 L=1
26 K=0
27 READ(5,1) ID1, A, INST, ISEX, IRAC, IMAT, DEPS, IDIV, IRNK, ISTAT, ITEN,
28 2 IDEG, MAJ, MIN, IPOST, IDECU, IMAJ, IMIN, LIKE, ITECH, IPREF, UNDE, GRAD,
29 3GRES, HRS, ADM, RES, TECH, OTH, NOTH, YRS, KIND1, KACT1, DUR1, KIND2, KACT2,
30 4DUR2, TNO, LANG1, ISPK1, IRED1, IWRT1, LANG2, ISPK2, IRED2, IWRT2, LANG3,
31 5ISPK3, IRED3, IWRT3, LANG4, ISPK4, IRED4, IWRT4, NAT1, KPUR1, DAY1,
32 6NAT2, KPUR2, DAY2, NAT3, KPUR3, DAY3, LIC, KSOC, KADD, KWORK, KBKS, KARTS,
33 7ETV, KDRAM, KAPT, KCONS, KCTH, OUTST, ID2, NQ1, NQ2, NQ3, NQ4, NQ5, ID3
34 1  FORMAT(I5,5A4,I2,1X,3(I1),F1.0,I2,I2,I1,I1,I3,3(I4),1X,I3,2(I4),
35 2 I1,I4,I4, F4.0,2X,/,1X,7(F2.0),
36 3 I2,F2.0,1X,I1,I1,I1,F1.0,1X,I1,I1,F1.0,F1.0,I1,I1,I1,I1,I1,I1,
37 4 I1,I1,I1,I1,I1,I1,I1,I1,I1,I2,I1,F1.0,I2,I1,F1.0,I2,I1,F1.0,
38 5 8X,I1,1X,I1,I1,I1,I1,I1,I1,I1,I1,I1,I1,I1,I3,/,I1,I1,I1,I1,I1,
39 6 70X,I5)
40 C
41 IF (INST.EQ.INST) GO TO 9
42 GO TO 3
43 9 DO 4 J=1,L
44 K=K+1
45 IF (INST-C1) 301,302,301
46 302 PRINT 303
47 303 FORMAT(' ',28X,'ALABAMA A & M')
48 301 CONTINUE
49 IF (INST-C2) 304,305,304
50 305 PRINT 306
51 306 FORMAT(' ',28X,'HUNTINGDON ')
52 304 CCNTINUE
53 IF (INST-C3) 307,308,307
54 308 PRINT 309
55 309 FCRMAT(' ',28X,'JUDSON ')
56 307 CONTINUE
57 IF (INST-C4) 310,311,310
58 311 PRINT 312
59 312 FCRMAT(' ',28X,'MILES ')

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38      310 CCNTINUE
39          IF (INST-05) 313,314,313
40      314 PRINT 315
41      315 FORMAT(' ',28X,'STILLMAN')
42      313 CCNTINUE
43          IF (INST-06) 316,317,316
44      317 PRINT 318
45      318 FORMAT(' ',28X,'U OF ALABAMA')
46      316 CCNTINUE
47          IF (INST-07) 319,320,319
48      320 PRINT 321
49      321 FOFMAT(' ',28X,'U CF MONTEVALLO')
50      319 CCNTINUE
51          LAP=LAP+1
52          IF (LAP.EQ.51)GO TO 150
53          GO TO 4
54      150 DO 151 INK=1,L
55          PRINT 1888
56      1888 FCFRAT(' ',45X,'MAJOR',2X,'TEACHING',2X,'#23-1',3X,'RANK',2X,
* 'UNDER-',3X,'GRADS',2X,'SEM/CTR ',1X,'% ADM',3X,'% RES',2X,
* '% TECH',2X,'% OTHER')
57          PRINT 1889
58      1889 FORMAT(46X,'FIELD',3X,'FIELD',18X,'GRADS',12X,'HOURS',
* 5X,'TIME',4X,'TIME',3X,'TIME',4X,'TIME')
59          PRINT1890
60      1890 FORMAT('0',' ')
61          LAF=0
62      151 CONTINUE
63          4 WRITE(6,8)K,A,MAJ,ITECH,NQ1,IRNK,UNDE,GRAD,HRS,ADM,RES,TECH,OTH
64          8 FORMAT('+',1X,I4,2X,5A4,17X,I5,3X,I5,3X,I5,3X,I5,
94X,F5.1,3X,F5.1,3X,F5.1,3X,F5.1,3X,F5.1,3X,F5.1)
C
65      3 CONTINUE
66      6 CONTINUE
67      92 CCNTINUE
68          K3=R
69          E=K2
70          B=N
71          C=K
72          L=NT
73          PRINT26
74          PRINT 73
75      73 FCFRAT('C',95X,'CATEGORY=')
76          PRINT 74
77      74 FOFMAT(97X,'SUBCATEGORY=')
78          WRITE(6,77)NAP
79      777 FCFRAT('C',97X,'NAP=',I5)
80          PRINT 125
81      125 FOFMAT('C','SUMMARY OF TOTALS:')
82          PER6=R/E*100.0
83          PER=E/E*100.0
84          PER2=B/D*100.0
85          PER3=C/D*100.0
86          PER4=C/E*100.0
87          PER5=C/B*100
88          WRITE(6,102)D
89      102 FORMAT('C','TOTAL IN ALL INSTITUTIONS',3X,F6.0)
90          WRITE(6,104) B
91      104 FORMAT('C','TOTAL FACULTY WHO',
1' RESPONDED TO THE INSTRUMENT',F6.0)

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92      WRITE(6,5)PER2
93      5 FORMAT('C','PERCENTAGE OF THE TOTAL FACULTY WHO RESPONDED TO',
94        1' THE INSTRUMENT',3X,F6.0)
95      WRITE(6,103) E
96      103 FORMAT('C','TOTAL IN THIS CATEGORY',3X,F6.0)
97      WRITE(6,45)C
98      45 FORMAT('C','TOTAL IN THIS SUBCATEGORY',F5.0)
99      WRITE(6,7)PER
100     7 FORMAT('C','PERCENTAGE (IN THIS CATEGORY) OF THE TOTAL FACULTY',
101     1' WHO RESPONDED TO THE INSTRUMENT',3X,F5.1)
102     WRITE(6,90)PER4
103     90 FORMAT('C','PERCENTAGE OF POSITIVE RESPONSES IN THIS CATEGORY',
104     *3X,F5.1)
105     WRITE(6,101)PER3
106     101 FORMAT('C','PERCENTAGE OF THE TOTAL (IN THIS CATEGORY)',
107     1' WHO RESPONDED ',3X,F5.1)
108     WRITE(6,86)PER5
109     86 FORMAT('C','PERCENTAGE (IN THIS SUBCATEGORY) OF THE TOTAL ',
110     *' FACULTY RESPONDING',3X,F5.1)
111     PRINT 555
112     555 FORMAT('1',' ')
113     PRINT 26
114     PRINT 73
115     PRINT 74
116     WRITE(6,777)NAP
117     PRINT 125
118     WRITE(6,102)D
119     WRITE(6,104)B
120     WRITE(6,5)PER2
121     WRITE(6,45)E
122     WRITE(6,45)C
123     WRITE(6,7)PER
124     WRITE(6,90)PER4
125     WRITE(6,101)PER3
126     WRITE(6,86)PER5
127     PRINT 555
128     STOP
129     END

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