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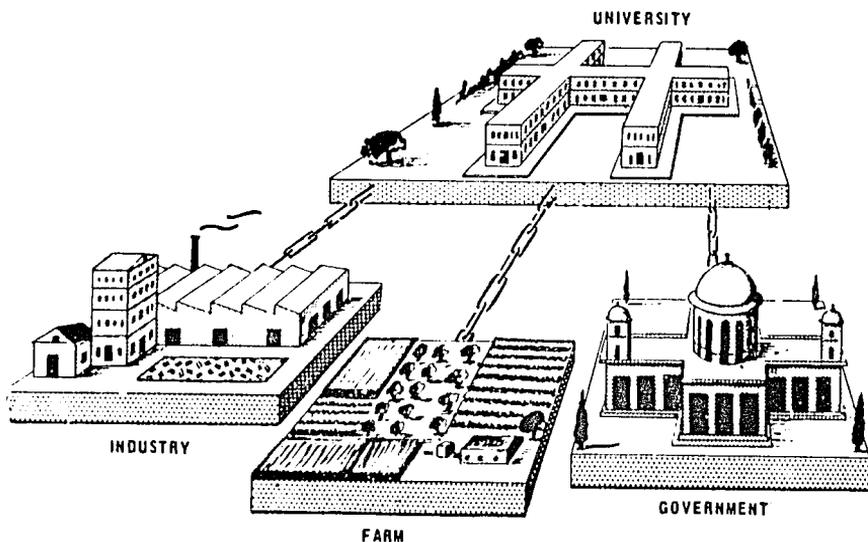
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SERVICE-ORIENTED UNIVERSITIES

THEIR CHARACTERISTICS AND MOTIVATING FORCES

Glenn C. Holm



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**“ If your plan is for one year, plant rice;
For ten years, plant trees;
For a hundred years, educate men. ”**

—Old Proverb

SERVICE ORIENTED UNIVERSITIES

Their Characteristics and Motivating Forces

*Glenn C. Holm**

Preface

Universities take on traditions and characteristics of service because of their leadership, staff members, the people they serve, and funding at critical times in the development of the institutions. Two universities in the same country with the same objectives and goals will develop at a different pace, will assume different administrative and academic structures, and make a great or small impact on the people they serve. These differences are primarily the result of dynamic or indifferent leadership, adequate or sub-standard staff, administrative structures that encourage or hinder initiative, eager or indifferent people being served, and adequate or insufficient funding—all at critical times in development.

It is unrealistic, then, to assume that a "blueprint" of the Land Grant Universities can be transplanted to other lands and produce institutions with uniform administrative and academic structures, provide the same public impact, and mature at a uniform rate. The factors mentioned above plus economic, cultural, and political constraints will logically require a mix of adoption and adaptation. Cultural impacts are met with educational programs which blend with the traditions of the many publics being served. Surmounting the political factors requires university administrators (presidents, vice-chancellors or rectors, deans and directors) with the ability to influence both state and national officials. Some state officials may

Corrigenda:

- Page 2 — second line "idea" should read "ideal"
- Page 6 — under "E", last line, "family" should read "faculty"
- Page 8 — under "K", 6th line, "properties" should read "priorities"
- Page 11 — 2nd paragraph, 4th line, "Board" should read "Broad"
- Page 17 — under "B, 3" - 1st line, "supplied" should read "applied"
- Page 20 — last paragraph, 1st line, should read "The writer is indebted to many people ...", etc.

while others may develop an administrative structure to gain power over both state and university programs. The idea is achieved when university, state, and national administrators join in a program of service for all people.

In spite of all the variables cited above, there are many characteristics of administration, teaching, research, and extension that are commonly found in the effective service-oriented universities. The more critical structural, procedural, and motivational characteristics are discussed on the following pages.

ULTIMATE GOAL OF SERVICE ORIENTED UNIVERSITIES

The primary goal of any university is to develop and provide men and women with the capacity and motivation for leadership in the state and nation. Service oriented universities (Agricultural, Land Grant and Multi-Purpose Universities) have two additional functions—research and extension. These universities have a three-fold objective :-

1. Develop the future leaders for government, industry, and education.
2. Find answers to problems that concern the state and nation, and
3. Extend those answers to the specific public that will benefit.

It is through an integration of teaching, research and extension that a university can make the maximum impact on agricultural and livestock production and utilization. These functions provide the basis for a university to become a center of knowledge.

In order for the University to achieve this goal, there should be :

- A. University leadership with the ability to gain support from national, state and local agencies to provide adequate funds, manpower, land, facilities and legislative authority.
- B. Sufficient autonomy and authority to conduct the teaching, research and extension education functions in cooperation with related state agricultural agencies and supporting divisions
- C. Long-range plans for teaching, research and extension programs and related campus development. The University must

always be able to orient its programs to changing state and national needs. The placement of graduates in industry and governmental services will depend on the type of training that meets the demands of the employer.

- D Utilization of the output of the University—its graduates, research findings and extension education programs—within the state and nation to contribute to the rapid and efficient development of agriculture.
- E. A climate of trust in which the University becomes an influential member of the agricultural community, a respected voice whose services are prized by various groups—government, cultivators, homemakers, youth groups, agri-businesses and industry.

I. Administration

- A. **Leadership** : All administrators and administrative offices should be structured to provide service for those working within the organization. The administrative heads must be committed to their role in a university organization which integrates teaching, research and extension education in the service of all agricultural segments of the state and nation, **Each administrator should have enough leadership and courage to delegate authority along with responsibility to those serving within his department, college or university.**
- B. **Autonomy and Authority** : The University administration should have authority for action in selection, placement and promotion of staff on a merit basis in consultation with the concerned departmental head or other direct supervisory official. There should be provisions for promotions within the department or college. Movement from one department or college to another should be on the basis of a promotion rather than within rank transfer. All administrative heads should have enough authority to direct the professional activities within his or her jurisdiction. Delegation of authority fosters

initiative which is one of the most effective motivators in an institution.

C. Financial Support : Funds should be adequate to support present program and to provide needed expansion. Funding and accounting should permit :

1. Allocation and budgeting of funds on the basis of the college discipline (Agriculture, Basic Science, etc.) and distribution by the dean to the departments on a functional basis, i.e. teaching, research and/or extension education.
2. Departmental responsibility for the expenditures of all allocated funds, income and grants.
3. Internal audits of departmental accounts by the University's Comptroller's Office.
4. Regularized purchase procedures through the services of a university-wide Purchasing Agent. The departments should have the responsibility of determining specifications of items to be purchased. The department should also have the freedom to make minor routine purchases.

D. Administrative Structure : Good administration provides a single line of command for action and communication. This provides a table of organization that gives the staff member direct responsibility to only one official. Some institutions have developed double and triple lines of authority which has resulted in a departmental chairman and his staff being responsible to two or more administrators. This type of administrative structure can impair the effectiveness of the teacher, researcher or extension specialist unless there is excellent coordination. Any structure should encourage college and departmental initiative in planning teaching, research and extension education program. There must be :

1. Clear lines of administrative command : These administrative lines should be developed on the basis of academic

disciplines. i.e. Departmental Chairman, through the Dean to the President (Rector or Vice-Chancellor). These administrators make policy and approve action : they are called "line" positions.

2. Staff officers who are capable of providing facts and opinions to line officers so that sound decisions can be made. Staff officers should not insulate or isolate individuals in the normal chain of command. Staff officers may include Vice-presidents ; Comptrollers ; Purchasing Agents ; Directors of Research, Extension, Physical Plant, Public Information, Student Welfare and Health, and Registrars.
 3. Provision for University-wide service in the administrative structure. They would include : Business, Admissions and Records, Library, Public Information, Buildings and Grounds, Student Welfare, etc.
- E. **Personnel** : Personnel policies should be developed which base selection, promotion and salary improvement on merit rather than seniority alone. These policies should provide rewards and security for capable personnel. Such policies should not set arbitrary limitations on the number of a given rank in each department. Deans and Directors should carry academic rank in their respective disciplines in order to enjoy the privileges of family members.
- F. **Coordination** : Teaching, research and extension education should be coordinated at all levels—inter-university, university, college and department. There should also be coordination with state agricultural departments, agri-business, research agencies and industry. To accomplish these functions there should be :
1. **Inter-Institutional Committees**
 - a. National Association of Agricultural Universities to coordinate programs, make representations to the

national and state governments, and to serve as a parent organization for accrediting bodies.

- b. Accrediting Boards for professional training, i.e. Veterinary Medicine and Engineering.
 - c. University Accreditation Boards, including Post-Graduate Studies.
2. An Agricultural Industry Council to provide the university officials a means for meeting regularly with representatives of state agencies, agricultural associations and organizations, agricultural cooperatives, rural bankers associations, producers, associated industries and agri-businesses to discuss the overall program and progress of the University.
3. **All-University Committees**
- a. An Academic Council as the central unit which receives and acts on proposals, coming from the colleges, for changes in academic programs.
 - b. An Academic Standards Committee to rule on admissions, retention and graduation requirements.
 - c. A Curriculum Committee to review courses and programs submitted by the various colleges and to make recommendations to the Academic Council.
 - d. A Calendar Committee to develop terms of equal contact time, taking into account the various holidays during the calendar year.
 - e. A Scheduling Committee to coordinate the university-wide schedules for the various colleges. This Committee should have representation from all colleges and the Registrar's office.
 - f. A Graduate or Post-Graduate Council to evaluate and recommend staff for membership in the Graduate Faculty. The Council would also make recommendations concerning approval of graduate courses and programs.



- g. A Student Affairs Committee to provide guidance to sub-Committees relating to :
- (i) Student Organizations
 - (ii) Discipline
 - (iii) Student-Teacher Relations
 - (iv) Intra-mural Sports
 - (v) Health
 - (vi) Housing.
 - (vii) Advisement.
- h. A Research Committee which coordinates research programs within the university and works with similar national, state and industrial groups should include university extension education personnel.
- i. An Extension Education Committee which coordinates extension education and service within the university and works with similar national, state and industrial groups should include university research personnel.
- j. A Public Information Committee to coordinate all releases from the various colleges of the university. This Committee together with the Public Information Director should make policy decisions and develop programs that will enhance the university's public image.
- k. A Long-Range Planning Committee should determine the university needs in light of changing state and national requirements. Plans should give guidance for facilities, programs and personnel. This would include : (1) Determining the specific needs of each academic unit; (2) Establishing priorities for teaching research and extension education on the basis of current and projected needs of the state; (3) Time phasing these priorities in line with anticipated funds, personnel, students and industry; (4) Making use

of experts in curriculum building, campus planning, etc. in implementing these priorities; and (5) Reviewing these needs and priorities on an annual basis by utilizing surveys of graduate placement and long range projections of agricultural and agri-business trends.

4. College Committees (Each College)

- a. A College Council to review all departmental programs in the College and to transmit College recommendations to the Academic Council. Each Department should be represented on the College Council. This Committee should also serve the College in Long Range Planning and make recommendations to the University-Wide Committee.
- b. A College Standards Committee to review admission rules, retention and graduation requirements for the College and to transmit those recommendations to the University Standards Committee. One or more representatives of the College Committee should hold membership on the University Committee.
- c. A College Curriculum Committee to review the college teaching programs, study new course proposals and to make recommendations to the University Curriculum Committee. One or more representatives from the College Committee should hold membership on the University Committee.
- d. A College Scheduling Committee to coordinate departmental schedules for the College, make recommendations to the University Scheduling Committee. This Committee should represent all major academic areas of the college.
- e. College Student Guidance Committee should provide guidance to all sub-committees relating to :
 - i. College Student Organizations

- ii. Discipline
 - iii. Advisement and Advisor Training.
- f. A College-wide Graduate or Post-Graduate-Committee to recommend programs, new courses and nominate college staff for membership in the Graduate Faculty.
 - g. A College Research Committee to coordinate research programs within the college. This Committee should serve as a Screening Committee for all projects. The composition should include a member from each discipline in the College and a statistician who should be concerned with experimental design. Extension personnel in the College should be included on this Committee. Representatives of this Committee should be a part of the membership of the University Committee.
 - h. A College Extension Committee (where appropriate) to coordinate College-wide extension programs. The Committee should include research and teaching staff members. Representatives of this Committee should have membership on the University Committee.
 - i. Teaching Seminar Committee to organize and conduct teaching seminars on a regular basis.
- 5. Departmental Committees**
- a. Departmental Staff Conferences should be held with the full membership participating. Problems, new or needed positions should be discussed to provide the Chairman with recommendations to the College Council and the University Committee or Council concerned.
 - b. Departmental Advisors Committee to allocate students to the various advisors. Conduct training for new advisors, review problems being encountered by both students and advisors, and develop strategy for correcting these problems.

- c. **Departmental Teaching Seminar Committee** to assist young or new teachers in the best methods of supplying information to the students in the specific discipline.

All University College and Departmental Committees should have representation from all concerned disciplines. These committees should also have membership from the lower ranks (Professor, Associate Professor and Assistant Professor). Board representation promotes involvement, initiative and motivation. All Student Affairs Committees and sub-committees should have student representation and involvement.

G. Facilities : Should be planned to provide maximum efficiency in administrative, teaching, research and extension education functions :

1. Administrative personnel and services should be provided with facilities which are efficient and **convenient to those being served.**
2. Teaching functions and student enrollment should be programed for effective teaching and should :
 - a. Provide classrooms and laboratories that are conducive to learning.
 - b. Encourage the use of visual aids, i.e. charts, models, slides, films, etc.
 - c. Ensure adequate land or laboratory space for practicals and other programs that will provide practical experience.
 - d. Provide comfortable hostel space.
3. Research programs should be assured adequate and suitable land, animals, laboratories and equipment in order to provide factual information.
3. Extension education and service programs should be provided with demonstrational materials and facilities including transportation. Extension specialists should have offices in the subject matter departments.

II. Teaching

Should be of a high order and geared to the needs of the students, state and nation. This should include techniques which require the students to learn by thinking and doing and to train them to perform specific jobs in agriculture and the related sciences.

A. **Faculty** : To be effective, the University should :

1. Provide the requisite number and quality of professionally motivated teaching staff needed to give a deep educational experience to the students.
2. Ensure that the faculty is academically competent.
3. Ensure that the status, salary and emoluments granted to the faculty are at least comparable to those of similar institutions.
4. Insist that all faculty, except visiting professors, be members of the regular staff of the university rather than on loan or deputation from other state agencies.

B. **Curricula** : The University Committees should review and revise curricula periodically to meet new needs of the students and of their potential employers.

1. Undergraduate

- a. Develop a group of required and elective basic science, social science and humanities courses that will serve as the foundation for each departmental program.
- b. Provide a departmental core of principal courses to be taken by their majors and used as service courses by majors in other disciplines.
- c. Develop a core curriculum for each department that will serve as a base for a strong undergraduate program.
- d. Establish a departmental curriculum with enough elective credits to meet the specific needs of the individual student.

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- e. Ensure that the ratio of lecture and laboratory or "experience" hours will provide balance in the education of the individual student.
- f. A strong based undergraduate program is the foundation of the university. These programs should be assured of financial, facility and staff resources before launching post-graduate programs.

2. Post-graduate

- a. Determine whether the proposed advanced degree program is based on :
 - (i) A definite state or national need.
 - (ii) A strong departmental and institutional base in under-graduate training.
 - (iii) An adequate pool of qualified applicants.
 - (iv) A departmental staff with enough assistant and associate professors who qualify as members of the Post-Graduate Faculty. Any graduate or post-graduate program must be based on qualified staff with tenure in order to provide continuity to the student's program.
 - (v) A strong research program to provide meaningful thesis problems that will contribute to the state and national needs.
- b. Determine whether the post-graduate program can receive sufficient financial support without weakening the undergraduate program.
- c. Determine that there will be adequate facilities for a post-graduate program, such as :
 - (i) Laboratory space.
 - (ii) Greenhouse, barn or land.
 - (iii) Sufficient equipment or machinery.
 - (iv) Adequate materials, i.e. seeds, plants, fertilizer, animals, feed etc.
 - (v) Library material.

C. Teaching Methods and Teachers : Require annual review to give meaning to the needs of the student and his potential employer. The university should :

1. Provide regular teaching seminars to motivate the instructors into being teachers.
2. Ensure that the teachers are academically competent in modern methods by providing advanced study through the Participant Programs. This should include doctoral and post-doctoral programs.
3. Provide for teaching competence in the practical applications (laboratories, practicals or "learn by doing) as well as theory.
4. Encourage the use of both objective and essay examination. These examinations should :
 - a. Be a method of supplemental teaching.
 - b. Provide the instructor with information on his effectiveness in the transfer of knowledge.
 - c. Inform the student regarding his progress in the course.
5. Encourage the teacher to establish a set of standards which he expects the class to maintain. These rules should be established at the beginning of the term and adhered to throughout the term.
6. Provide for student evaluation reports of the courses that furnish the teacher (not the administration) with a basis for identifying his own strong points and short-comings.
7. Encourage "Teacher of the Year" awards for each college and the selection of the "Top University Teacher" from the above, all selections to be made by student committees.
8. Reward good teachers, researchers and extension workers through salary and rank advancements on a merit basis.

D. Students: The graduates of an institution, their proper placement and ultimate success help to establish the university's status. Therefore, the university should :

1. Select students on the basis of aptitude to fill available demands of the state and nation.
2. Enroll the number of students that can be accommodated by staff, space, and funds for effective and adequate training.
3. Insist that the students learn by doing: i.e. practicals, "earn while you learn" and other programs that provide actual production experience.
4. Provide opportunities for and encourage agri-business options in all disciplines.
5. Provide a Student Guidance and Welfare Department or Division for academic, health and housing, student organizations, professional and honor societies, intra-mural activities and placement assistance.
6. Encourage students to make use of a university-wide placement service. The Student Welfare Office should maintain a roster of job opportunities as well as a record of student placement.

E. Library : The University should :

1. Provide reference books required for classroom, research and extension programs. All functional disciplines should be supported.
2. Provide sufficient numbers of books needed for classroom work, including provisions for student loans, rental or subsidies for required textbooks.
3. Provide a budget item to enable each department to subscribe for journals needed in their disciplines.
4. Provide adequate library equipment for reproduction, microfilming, binding, teaching program carrels, etc.

III. Research

Universities must assume their role as knowledge centers in a state or nation. If they are to accomplish this stature there must be problem focused inter-discipline research. The institution must be organized to permit easy transfer of questions from the farmers and ranchers to the research worker and an equally easy mechanism for the scientists to transmit factual information to those who can make use of the new information. This two-way street for questions and answers can be expedited by an effective extension education program and by cooperative Department of Agriculture personnel.

A. Organization : University officials should :

1. Make provisions for the orderly transfer of State Research Stations, personnel and funds to the University. Agree, in cooperation with state officials, on a time phased transfer.
2. Develop an inter-agency committee for the inter-change of information. This committee should have representation from the State Department of Agriculture, Community Development Department, Agri-Industry, University Extension Education, etc.
3. Provide for research on an approved project basis. There should be a review committee to approve project outlines, evaluate progress of ongoing programs and accept final reports at the termination of the specific project. There should be a policy on the scheduled duration and/or revision of a project.
4. Encourage and coordinate inter-discipline and inter-institutional research at the college and/or university level. A multi-discipline approach to research problems can be far more productive than the single discipline or scientist effort.
5. Establish a research function within each of the academic disciplines.

6. Provide responsibility for research at the departmental and college levels.
 7. Establish minimum percentages of personnel-time, space and funds for approved research programs.
- B. Research Focus :** Should be aimed at the state's needs, qualified personnel and useable facilities in the university. The university, through its committees and research workers, should :
1. Determine the critical problem areas of the state and nation and work to supply factual information to meet those needs.
 2. Design project to meet the state's needs within the resources available.
 3. Strengthen its supplied research program by providing greater depth and more effective inter-discipline approaches.
 4. Approve and fund only fundamental research which has some relationship to and a basis for providing new knowledge that could be useful in present or projected applied research. Fundamental research should not deplete resources urgently needed for applied research.
 5. Coordinate research between main campus and branch stations in order to bring the greatest and quickest impact. There should be intra and inter-state coordination to avoid unnecessary duplication of research effort.
 6. Establish communication channels for the earliest dissemination of proven research findings. This mechanism should include the University Extension Service, the State Department of Agriculture, other universities and agribusiness.

IV. Extension Education

Extension education can take many forms and have different foci of impact. Regardless of the local or national structure, extension education is the vehicle for taking new research facts to

the people concerned, i.e., the cooperating agencies, farmers and ranchers, homemakers, farm youth, agri-businesses and industry. It is also the channel through which requests for answers on production problems are brought from the farm to the research worker.

A. Organisation : The University through the Administration and Committees should :

1. Arrive at an agreement with the concerned state agencies regarding the mechanism of disseminating research facts from the University to the people. This agreement should delineate the level of extension education responsibilities of the university and the coordination of the education program with the agencies concerned with supplies and regulation. Among the points for consideration and agreement are :
 - a. Establishment of regional or district field demonstration trials.
 - b. Establish priorities and placement of extension subject matter specialists at the state, district, block or county level.
 - c. Provide training schools and workshop for extension personnel.
 - d. Establish a time schedule for the transfer of the education aspects of the extension program. This should include the transfer of funds, personnel and programs.
2. Time-phase the future expansion of extension education with the cooperating State agencies. Identify critical expansion needs for the State's growth.
3. Establish a committee for inter-discipline, inter-agency and inter-institutional coordination of extension education at the college, university and state levels.
4. Select extension education personnel who have or can develop a working relationship with personnel in the

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State Department of Agriculture. This cooperation is needed at the state, district, block and village levels.

5. Determine location for placement of subject matter specialists in order to make the greatest impact on the state's agricultural and livestock production.
 6. Establish an extension education function within all appropriate academic disciplines.
 7. Establish the responsibility for the university's extension education program at the departmental and college levels.
 8. Budget a definite percentage of personnel-time, space and funds for the university's extension education program.
 9. Regularize extension education programs by annual subject matter plan reviews. Use extension, research and teaching personnel. Review and evaluate the previous year's work plans to determine needed changes in continuing programs and new programs that can be implemented to better serve the state.
 10. Provide for farm youth training programs with emphasis on production, homemaking and health.
- B. Extension Focus :** Should be based on the most effective and rapid transfer of new facts to the cultivators, agri-businesses and industries. To accomplish these aims :
1. The extension specialist must be kept aware of new research facts coming from the qualified research agencies. This requires state-wide coordination in bringing men and their knowledge together on a regular basis.
 2. Extension personnel should use teaching methods and tools to provide quick absorption of new information relating to practices that will improve agricultural production.

Summary

Administrative structure and personnel can encourage or impede initiative. Motivation reaches its highest level when staff members feel they help to make decisions ; they are encouraged in their efforts and are rewarded for their hard work. Streamlined and clearcut lines of authority and responsibility reduce paper work and expedite action. This gives the teacher, researcher, and extension specialist a feeling that administrators are **servi**ng and not acting as roadblocks to their progress.

Administrators can take reflected glory in providing the tools required to accomplish the stated goal of the university. It is within this academic climate that staff, administrators, students and the many other publics reap the greatest benefits.

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