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This review may take as long as three months, after which the C&U editor will inform the author of the manuscript’s acceptance or rejection.
Taking the Reins

Contributions to our Spring issue emerge from across the world and from across the breadth of our profession to contribute to our professional dialog.

In our feature article, Huddleston and Rumbaugh examine enrollment management practices from the viewpoint of various practitioners and provide insight into how enrollment management programs are evolving from their original intent and form.

Marthers adds another practitioner’s perspective suggesting that one of the most traditional recruitment practices—the high school visit—might serve new purposes by taking a slightly different focus.

Kimbrough turns our attention to educational leadership and outlines characteristics of a successful college president. And although few of us perhaps will attain that station, virtually all of us undergo administrative restructuring, necessitating our participation in their selection, our assistance in their transition, and our diplomacy and skill in serving them.

Guzman addresses an age-old issue of registering in his article “What’s in a Name?,” a question AACRAO’s membership can certainly relate to.

Finally, from across the world we hear from Schwartzbaum and Starr-Glass regarding proposed changes in AACRAO’s membership structure and how potential expansion of the membership can result in tremendously constructive institutional dialogs and linkage.

AACRAO’s new volume, Becoming a Leader in Enrollment Services, is previewed just in time for its release. Look for my name to appear more often as book reviewer, because with this issue I transfer editing responsibilities for C&U to the extraordinarily capable hands and keen mind of Dr. Roman S. Gawkoski, Registrar Emeritus of Marquette University and AACRAO Honorary Member.

Best of luck, Steve, with the future of C&U.

Georgeanne B. Porter, editor
Evaluating the Enrollment Management Organization

Thomas Huddleston, Jr. and Lawrence P. Rumbough

Institutions of higher education cannot increase productivity, improve student service, strengthen quality, and effectively compete without a comprehensive strategy to manage their enrollment. From its roots in the late 1970s as a format to better manage an enrollment process, the enrollment management idea has been used to foster a more productive organizational format. Early proponents (IHlenfeldt, Northwestern University; Huddleston, Bradley University; and Maguire, Boston College) of this perspective perceived the need for a fundamental restructuring of the enrollment process (Hossler 1986). A July 1980 article titled “In Consideration of Marketing and Reorganization” (Huddleston), proposed an integrated enrollment division and suggested that colleges should reconsider the traditional organizational structure used to respond to the interests and needs of their markets. The operational units first noted and the rationale for their inclusion in that early writing are those that have been most widely considered and adopted by colleges.

Today, many colleges and universities contain some structure that suggests an enrollment management program. However, the fact that an enrollment management title exists does not mean that a comprehensive program of integrated services is operational. Most enrollment offices resemble a traditional admissions marketing model. Despite the rapid growth of different enrollment management formats among all sectors of higher education, there has not been a national study to evaluate specific functions and units of the enrollment organization.

The organizational formats for the delivery of the enrollment management model are as diverse as the institutions that contain them. The primary rationale for the development of the enrollment management process is to improve the enrollment environment by enhancing student learning, strengthening academic position, improving student service, increasing market share, enlarging the market, and increasing profitability. Dolence has noted that the comprehensive process should help an institution achieve and maintain the optimal recruitment, retention, and graduation rates of students (1996). He suggested that enrollment management is an institution-wide process that embraces virtually every aspect of an institution’s function and culture.

As the enrollment management model has evolved, certain understandings have emerged:

• Students, faculty, staff, and administration are primary beneficiaries of the enrollment management process.
• Enrollment management is a primary catalyst for improved customer service.
• New student enrollment, retention, and graduation should be a central concern of everyone in a college or university.
• Integrated marketing, planning, and research provide a basic foundation for the enrollment management process.
• Ongoing research is a key ingredient of the enrollment planning process.

Colleges and universities are often considered “loosely coupled.” That is, most of their constituent units operate independently, sometimes even at crosspurposes, in attempting to attain their specific goals (Keller, in Galsky 1991). Enrollment management can integrate key impact areas. The focused combination of efforts from relevant enrollment areas is greater than the sum of the individualized activities.

Enrollment management is a strategic, integrated, intrusive program of activities that can be offered in one of four organizational structures: the enrollment management committee, the enrollment management coordinator, the enrollment management matrix, and the enrollment management division. The establishment of a committee is often the initial effort toward creating an enrollment management system; such a committee usually has minimal authority and capacity to create change. The coordinator is usually a midlevel manager who supervises the enrollment management activities of the institution. The matrix unifies administrators who have a direct impact on student enrollment and involves direct lines of communication to high level decision-making. The division model utilizes the
authority of a senior-level administrator to create a centralized organizational focus.

A comprehensive enrollment management program has the potential to encompass a wide range of offices: marketing, recruitment, financial aid, orientation, academic advising, retention, learning assistance, career planning, student services, institutional research, and strategic planning (Hossler 1986). However, the evolution of many comprehensive enrollment management programs are not apparent. Evidence of the limited scope of enrollment management programs are not included in the College Board Membership Directory. From these lists, 418 four-year colleges and universities were identified as possibly having an enrollment management structure. Of these, 33 indicated that they did not in fact institute such a format, even though the term or a similar one had been utilized in describing their organization. This yielded 385 appropriate institutions that were surveyed. The response rate of 58.7 percent reflected the 226 colleges and universities that returned a completed survey. This included 83 public and 143 private schools.

The survey and a letter explaining the research were sent to the presidents of each of the original 418 institutions, along with a postcard which allowed for checking off two boxes: one for removal from the sample, and the other for receiving results of the survey. Thirty-three schools indicated a desire to be removed from the sample.

The primary intent of the survey was to evaluate how enrollment management was being implemented at institutions of higher education, specifically the rationale for its advent and the ensuing consequences. Other issues considered were the title of the format, the reporting structure of the organization, and the title of the professional responsible for its supervision. Also investigated was how the enrollment management structure had met institutions' expectations, levels of satisfaction, indicators of the most significant improvements, and recommendations for other colleges and universities.

### Findings

There was a significant difference in the reporting structure between public and private institutions. More enrollment management areas at public schools reported to academic affairs; the president was directly responsible for enrollment management at most private schools.

### The Study

The Enrollment Management Organizational Survey focused on evaluating the current state of enrollment operations among institutions of higher learning, including their organizational composition, reporting structure, reasons for reconfiguration, and results of implementation. The intent of this research was to determine how the practices and forms of the enrollment model are working for both public and private colleges.
What were the reasons for the configuration of a new organizational model? (Top five reasons prioritized)

Public Institutions
1. Increase student enrollment
2. Improve the efficiency of the units within the model
3. Improve student retention
4. Strengthen internal and external communication of student information
5. Enhance marketing capability of institution

Private Institutions
1. Increase student enrollment
2. Improve student retention
3. Enhance marketing capability of institution
4. Improve the efficiency of the units within the model
5. Increase the quality of new students

Retention benefits were not as apparent in both sectors. Communication benefits were more recognizable than private institutions originally anticipated.

What were the results of having a new organizational model? (Top five perceived benefits prioritized)

Public Institutions
1. Improve the efficiency of the units within the model
2. Increase student enrollment
3. Enhance marketing capability of institution
4. Strengthen internal and external communication of student information
5. Increase the quality of new students

Private Institutions
1. Increase student enrollment
2. Improve student retention
3. Enhance marketing capability of institution
4. Improve the efficiency of the units within the model
5. Increase the quality of new students

The overwhelming majority of respondents indicated that they were very satisfied or satisfied with the new structure. A considerable number, however, were unable to answer this question, usually because its implementation was too recent.

Has the new enrollment structure met your expectations?

Public Institutions (n=83)
- Exceeded: 17
- Met: 47
- Did Not Meet: 11

Private Institutions (n=143)
- Exceeded: 17
- Met: 84
- Did Not Meet: 16

Overall, how satisfied are you with the new enrollment structure?

Public Institutions (n=83)
- Very Satisfied: 23
- Satisfied: 37
- Neutral: 5
- Dissatisfied: 7
- Very Dissatisfied: 1
- Unable to Evaluate at This Time: 7

Private Institutions (n=143)
- Very Satisfied: 37
- Satisfied: 71
- Neutral: 7
- Dissatisfied: 5
- Very Dissatisfied: 1
- Unable to Evaluate at This Time: 8

Although respondents were generally pleased with the advent of enrollment management, almost all indicated that it could be improved.

Do you believe your organizational model can be improved?

Public Institutions (n=83)
- Yes: 73
- No: 2

Private Institutions (n=143)
- Yes: 126
- No: 6

The variety of free responses to how the organizational model could be improved provides interesting evidence of how enrollment management is evolving and improving on campuses across the nation.

If yes, how? (Sample responses from both public and private institutions)

- More involvement from different campus groups
- More marketing expertise
- Greater coordination of function and more cross-training
- Moving registration, advising, and orientation into the division
- Provide a broader institutional leadership that's accepted by academic departments
- Existing organization is primarily services oriented, not enough resources for strategic enrollment planning
- Further consolidation and expanded use of technology
- Need to pull in more units to enhance communication
- The continued integration of the various components of Enrollment Services through the implementation of clusters of action teams

Summary of Findings

Enrollment management continues to occupy an important segment within the administration of higher education. Among
this study's findings are that additional leadership opportunities seem appropriate for the inclusion of other relevant offices. Additionally, a greater focus on integrated services appears warranted. Primary results from integrated activities within enrollment management should suggest greater productivity and efficiency.

Clearly, a comprehensive enrollment management model has not been adopted on most campuses. A more inclusive model will strengthen opportunities to accomplish prioritized institution-wide outcomes.

Briefly stated, the following represent major conclusions from the study:

• Most enrollment management organizations at public institutions report to academic affairs; at private institutions they report to the president.

• The main reason for changing to an enrollment management structure was to increase student enrollment.

• Retention outcomes have not met expectations.

• Benefits from internal and external communication were realized by both sectors.

• In general, the new enrollment structure has met, not exceeded expectations. However, institutions are overwhelmingly very satisfied or satisfied. This may indicate that initially high expectations are being satisfied.

• Almost all respondents indicated that the organizational model could be improved.

This was the first national study that attempted to measure prevailing functions and satisfaction levels of enrollment management within four-year institutions. Another market segment, two-year colleges, is also adopting the enrollment management format. A similar study of enrollment management functions within the two-year sector is being developed.

References


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THE WORLD’S FAIRS AT YOUR FINGERTIPS

Spring 1997
Invigorating Student Recruitment by Conducting Focus Group Survey Research During High School Visits

Paul Marthers

Cost control is a primary concern throughout higher education. Holding operating costs down is one way for colleges and universities to forestall tuition increases, which many experts believe cannot be sustained in the 1990s and beyond at the 1970s and 1980s rates of five to ten percent per year. Admission offices, like all administrative departments in academe, are operating under increasing budgetary scrutiny. As a result, admission offices must evaluate everything they do, but especially their student recruitment efforts, which are often the third highest line item in the budget behind salaries and publications to determine the most cost-effective ways to meet enrollment goals.

The traditional off-campus recruitment mode is the high school visit. Many colleges have been or are trying to calculate the cost-effectiveness of school visits. A number of institutions have cut them completely. Some of the evaluative issues related to the high school visit are: who is coming to the visit—counselors, parent hosts, or students? Are those attending the target audiences? Does the school allow students to leave classes? Is the contact redundant—have the students been seen already at fairs or during campus visits? Does the visit work better at some schools than others? Is the counselor relations value of visits sufficient justification even when students don't show up? Can the school visit be used to accomplish objectives in addition to counselor relations and student contact/recruitment? Can the school visit be used as a research laboratory for the admission office?

Conducting the Research

During the fall of 1995, I tested the last two of those questions. At Boston College, we had determined that we needed a new cover design for our admission bulletin, the most detailed and expensive piece produced for the office. Why not ask the customers (students) themselves (as has been done often with college search mailings) to help determine the new design format (Canterbury 1989)? Each year we ordered 120,000 bulletins at a cost of more than one dollar each. The same cover design and concept had been used for five years. The backdrop in gold showed an architectural rendering of the plan for an Oxford-like gothic campus in Chestnut Hill—a plan that was only partially completed. A collage of five inset photographs appeared over it. The bulletin had won BC a most-improved publication award from the Council for Advancement and Support of Education (CASE). Yet high schools sometimes failed to recognize the updated version sent each year. The reason: the covers were so similar, the only difference being an updated year or color on the spine and a few new inset photographs. None of the changes were recognizable to a casual observer.

To determine student cover preferences, I utilized more than half of my high school visits during the fall of 1995 as sites for focus group survey research on the kind of recruitment publication covers students prefer. I selected the sites randomly, generally asking groups of four or more students to participate. The sites were not preannounced or forewarned. The schools selected were in the Great Plains, Midwestern, Middle Atlantic, New England, and southern regions of the United States. I always gave the students the choice as to whether they wanted to participate and, if so, when they wanted to be surveyed—at the beginning or the end of the admission presentation. No group refused the survey. And in nearly every instance, students chose to participate in the survey before hearing a description of Boston College—their ostensible reason for attending the meeting.

In the earliest focus groups, I asked students to respond by a show of hands. I did this for nearly a week until a counselor pointed out that public voting may affect student choices and thus contaminate the research. As a result, I produced a survey form which I passed out to students (Schumacher and McMillan 1993). Individual student choices were not known to others in the room. Students identified themselves by high school but not by name. The data presented are drawn from the private survey method rather than the hand-counting method. In a few identified cases, I have included the hand-counted results for comparative purposes.

The survey required students to complete two tasks. The first was to vote for their favorite type of bulletin cover. Students were shown examples from five cover styles, then asked to choose their

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favorite cover type. Covers were categorized as: 1) photographs on a nonphotographic background (one example displayed)—the Boston College bulletin, 2) building(s) prominent in an outdoor campus photograph (two examples displayed), 3) buildings with people in outdoor foreground (five examples displayed), 4) students only—no buildings (two examples displayed), and 5) solid color (one example displayed). The covers were from a diverse array of colleges, chosen solely for their design quality and potential visual appeal, colleges in the same geographic regions as the high schools surveyed—Great Plains, Midwest, Middle Atlantic, New England, and South.

Afterwards, I showed students the ten covers (the same ones displayed initially, except for the BC cover) then asked them to choose their favorite and least favorite cover. The names of the colleges were masked in all cases, so students were voting based on visual appeal, not name recognition. There were a few cases where students were familiar with the cover and knew the institution it represented.

**Research Results**

The findings were as follows. The difference between preferences for covers showing buildings with people versus buildings alone (42 to 40) was not significant enough to declare a clear preference. Women preferred covers showing buildings with people by a margin of 20 percent. Men, however, preferred buildings alone to buildings with people by approximately 20 percent (something perhaps for schools with a surplus of women to consider if they want to attract more men). When public votes were added to blind votes, covers displaying buildings and people triumphed by a margin of nearly 17 percent. In all cases, photographs on a nonphotographic background ranked a distant third. The solid color was an even more distant fourth preference. Covers showing students alone finished in last place.

After administering the survey, I asked students why they made their choices. Reasons for selecting buildings with people centered around the observation that such covers conveyed a sense of the campus along with a glimpse of some of the individuals studying and teaching there. The students who liked buildings alone said they were looking for nice architecture and landscaping and a view of the campus’ appearance. Students rejected the solid color as boring, saying it failed to show anything specific about the college. They rejected students-only shots as being indistinguishable. Students look similar everywhere, they reasoned. Some students inferred that schools not showing photographs of buildings were hiding an unattractive campus.

When asked to vote for their most- and least-favored covers, some intriguing trends emerged. Although as a category, students rated the solid color fourth out of five choices, among the individual choices, the solid color finished a clear last overall. The same finding was true for both men and women. The second least favorite was a cover that showed students against a white background with their shadows apparent. These results held overall (including hand-counted results) as well as for both men and women.

The two most-favored covers overall and individually for men and women were photographs with high-quality color. The winner showed a green lawn and trees, the gothic facade of a library, a regal lamp post, four students (two men and two women), a faculty member, and a bike. The two students in the foreground are shown talking to a professor—one is leaning forward on a bike. The two students in the background are walking past the library. Students said they liked the cover because it conveyed a sense of virtuality, as if they were on the campus.

The runner-up was a photograph of a majestic building shaded by trees and surrounded by green lawns. The leaves on the trees are turning from green to yellow and orange. Students surveyed said the photograph was attractive and conveyed a sense of fall on an eastern college campus. When public votes were added to private votes, the same cover took first place. But another cover emerged as a second choice (although by just one vote). That cover showed a small glossy photograph of students and faculty before a building—the small photograph superimposed over a yellow-tinted shot of a collegiate building and a tree displaying autumn foliage. When asked to explain why they voted for that cover and the other two top choices, students answered that at least they knew that those campuses had beautiful buildings and grounds.

**Reflections**

Students frequently volunteered that they enjoyed participating in the focus group experience. Many said they were glad to help with a project in addition to learning about a prospective college. They appeared pleased to do something other than sit and listen to a presentation or participate in a question and answer session. Whether the results are generalizable to other institutions’ applicant pools is an open question. It is possible, perhaps likely, that students interested in Boston College may have recruitment publication preferences different from students interested in Berkeley, MIT, Oberlin, Reed, Rice, or Virginia, for example.

The findings were useful to the BC Admission Office, the result being a new cover design. I would hesitate to generalize much beyond the BC context. The
new bulletin cover shows a photograph that depicts buildings and people. The focus group research led to a change, one made without hiring an expensive team of consultants. Furthermore, the process of conducting the focus group as an addition or alternative to the traditional high school visit invigorated what can become a stale and unchallenging enterprise. Other institutions may find focus group research or other types of research useful devices to employ during their school visits. There are other less qualitative attendant benefits. It is nice to leave a school knowing that students smiled once or twice or even had fun during your information session.

For some colleges, one limitation on this type of research may be a small sample. For example, the college may generally see only one or two students per visit. An enterprising institution might want to tout the research in the visit announcement poster or letter as a way of attracting student volunteers, who subsequently can hear the college’s pitch. Or perhaps schools might work with guidance offices to generate volunteers. Through the course of the research, students might become interested in the institution.

Transforming the college visit into a research laboratory may help colleges save funds they have been spending needlessly on consultants. Faculty could be enlisted to help plan and design the research. Faculty may prove more helpful than consultants because they have more familiarity with the institution. In these times of belt-tightening, the cost-effectiveness argument for the transformation of the school visit may be the most persuasive one of all.

References


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The American Association of Collegiate Registrars and Admissions Officers is seeking original art for the cover of C&U (College & University), a 4-color, international, scholarly research journal dealing with higher education policy and issues.

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Submit artwork to: AACRAO Cover Art, One Dupont Circle, NW, Suite 330, Washington, DC 20036-1171. For more information, contact Elizabeth Lodish, phone: (202) 293-9161 or e-mail: lodishl@aacrao.nche.edu. All submissions become the property of AACRAO and cannot be returned unless a request is made in writing by the artist.
The Mystique of the Successful College Administrator

Ralph B. Kimbrough, Jr.

Successful administration of a college or university may be unique among the fields of administration. In no other field is the administrator expected to maximize both individual freedom and structural boundaries. If freedom of thought and behavior are maximized, does it not follow that the control function (structure) is minimized? Probably not, insofar as the better administered colleges and universities are concerned. Some authors have referred to the traditional, loosely coupled college organization as an organized anarchy. But how does one achieve cooperation toward a goal in an anarchy? Anarchies often fall apart into lawlessness, chaos, bedlam, and disorder before a strong person assumes command.

More succinctly, the traditional college is a loosely coupled organization in which academic freedom is maximized and bureaucratic controls are minimized. The typical business or government organization is a fully coupled bureaucratic system with minimum individual freedom and maximum control of subordinates by superiors. Yet the college president, in the traditional sense, must embrace academic freedom, but may be perceived by the board of control as the corporate boss. For this reason, there is indeed a mystique about the person who successfully leads an organized anarchy toward a realistic college mission and keeps the board of control satisfied. That is, successful college presidents are endowed with emotional control, charm, charisma, a special aura, and an esoteric competence that enables them to lead effectively the organized anarchy to the satisfaction and support of the board. Some elements of this mystique can be inferred; however, other aspects of the quality are shrouded in mystery.

Most members of the board of control probably believe in the traditional bureaucratic concept of organization that is found in business. Professors, however, demand extensive individual academic freedom. Thus the president and the president’s administrative staff are sandwiched between two divergent worlds of ideas about proper administration.

Five decades ago students viewed the college president as a kind of genteel, refined person who seemed to have a leisurely existence on campus. Students saw the conservatively dressed president making his way to the office about 9:00 a.m., sometimes accompanied by a walking cane or an umbrella. What was not revealed was the tidy system in place through which the vice president and assistants did the messy work of the institution. If the president wanted something done that was likely to be unpopular, the subordinates carried out the chore.

This system worked fairly well until the veterans returned from World War II and the riotous Vietnam War days surfaced. Anyone who remembers seeing the television news scenes of presidents skirmishing with unruly students during the 1960s realizes that the leisurely lifestyle of college administration has vanished. Remember the television coverage of President S. I. Hayakawa struggling with student mobs at San Francisco State College? Yet, President Hayakawa was expected to protect academic freedom and maintain control within this situation through an organization described by some scholars as a lumbering organized anarchy. Is the effective college administrator a suave magician or a person of unusual mystique?

Management Theory Gives Limited Explanation

Textbooks and journal articles about management discuss various theories about the process; however, these discussions are of limited usefulness in explaining college administration. The traditional theorists, of course, embraced the principles of scientific management formulated by Frederick W. Taylor (1856-1915). This movement emphasized efficiency of organizational management through the managerial control principle, separation-of-planning-from-performance principle, motion and time study principle, and concepts of efficiency. This theory had an unduly fit with the principles of bureaucratic structure initiated by Max Weber (1864-1920). These business "tycoon" views of management fly in the face of the traditional concept of academic freedom and faculty control of curricula. Some small college administrators practice this dictatorial concept, expressed by one dissatisfied professor as "a serfdom."

Theories of management began to change through the writings and speeches of Mary Parker Follett (1868-1933), supported by the noted factory experiments by Elton Mayo (1933) and other social scientists of that era. The heart of this movement was that administration was primarily a process of building and maintaining harmonious human relations among workers. High morale was a primary ingredient for successful management.

Ralph B. Kimbrough, Jr., CPA, Ph.D. in Higher Education, is Internal Auditor at Nova Southeastern University.
To sharpen the differences between the traditional and human relations theory, Douglas McGregor (1960) formulated his Theory X and Theory Y concepts. The Theory X administrator, consistent with traditional theory, assumes that the average person inherently dislikes work, must be externally coerced to perform, avoids responsibility, and prefers to be directed. On the other hand, the Theory Y leader assumes that workers do not inherently dislike work, and, within a cooperative climate, will willingly assume responsibility and exercise responsible self-control. Administration, in the Theory Y sense, then becomes a process that builds the right kind of human relations to release the inherent creative, self-motivating capabilities of members of the organization, as well as encouraging responsibility.

The human relations movement placed excessive emphasis on meeting human needs and wants to the neglect of management tasks and processes. The psychological aspects of management were highlighted at the expense of task and structure.

Within recent years some scholars have written about a loosely coupled concept of management theory. Cohen and March (1974) applied the loosely coupled concept to the college president. The university organization, described as an “organized anarchy,” promotes maximum individual freedom, allows considerable ambiguity in the process of decisionmaking, and operates within somewhat hazy goals. This concept is often referred to as the collegial type of organization. Of course, this concept again places the administration between the hazy goals preferred by the faculty and the concrete goals favored by the board of control.

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Power in and Outside the Institution

An incident in a college faculty meeting at a major university illustrates one aspect of power within the typical college or university. During the meeting a professor stood up and proceeded to criticize the dean. In most organizations outside a university setting, the incident would not have happened, and, if it had, the critic would have been swiftly ushered out of the room and summarily dismissed. In fact, a new faculty member observing the outburst asked why the dean did not exercise more control over the professor. He was told, “Look! That man brought in research grants totalling over $5,000,000 last year.”

College administrators are familiar with situations in which professors, exercising their academic freedom, say or write things that are very disturbing to citizens outside the institution. For example, a boisterous economics professor, referred to throughout his state as “Moby Dick,” frequently made speeches and wrote letters against the legislature and board of control that were an embarrassment to the administration.

As if this power within the institution is not disturbing enough, college administrators must deal with the public outside the institution. First, there are the real power brokers who can influence the allocation of money needed to operate the institution. Then, there are the inevitable racial, religious, ethnic, gender, business, and other interest groups—a very long list—all with an ax to grind.

Let us not forget the parents, especially the more influential ones with money. Some of their kids come to campus as freshmen, aware of their freedom from home and community, bent on expending the newfound liberties in a raucous explosion of energy and living. Never to be overlooked is the power of the sports enthusiasts among the alumni, willing and
ready to do damage to institutional contributions and appropriations if things do not go right with the football team.

What the president faces is the fierce vying for power within and without the institution. Soon after he was promoted to the position of dean, this former professor commented to his friend, "You won't go right with the football team. I was somewhat hazy. What are the meshed elements of this mystique?

**The Person in College Administration**

Somewhat overlooked in theoretical discussions is the mystique, aura, charm, and charisma of the persons who can develop, sustain, and lead an organized anarchy toward a vision that is described in the literature as, at best, somewhat hazy. What are the meshed elements of this mystique?

**Prudence and an Accurate Perception of People.** The first requirement for successful college administration is to have an accurate perception of the motives and goals of people and groups, combined with a keen sense of institutional policy and vision. A hassled college president, in the midst of the tumult of political pressure and decisionmaking, illustrates this point. He was observed by a professor friend to be meeting with groups and individuals all week, some of which were extremely irate about a decision. In one day he must have met with these groups and individuals for a combined total of seven hours. As the president and his professor friend walked down the hall at the end of the day, the professor friend said, "Mr. President, you must be bushed after having all of the groups come at you today." "No, Frank," the President answered, "I just let these people push me around until they have me where I want them." In other words, the president did not assertively manipulate these groups; he let them have the freedom to guide themselves toward a decision consistent with the institutional policy. This concept of leadership is obviously foreign to the principles of the industrial tycoon who views the external control of people as the ultimate managerial technique.

The administrative mystique includes a high degree of prudence or common sense. A very good statement about prudence was written by the late Paul R. Mort (1946) of Teachers College, Columbia University. He defined prudence as—

- The ability to regulate to calculate; to employ skill and sagacity in the management of practical affairs; to exercise caution and circumspection; to use foresight, that is, give due regard to the future; to employ forethought, that is, give due consideration to contingencies—in substance, the capacity to exercise wisdom as the outgrowth of experience (161).

**Courage and Self-Confidence in Leading a Cooperative Effort Amidst Ambiguity, Uncertainty.** Another aspect of successful college administration is the ability to lead a cooperative effort to reach institutional goals in the midst of ambiguity, uncertainty, vagueness, and vacillation. This requires courage, self-confidence, and faith. The more successful college administrators have the right balance of these virtues. The least successful college administrators loathe ambiguity, are crippled by a sense of insecurity, lack self-confidence, and procrastinate in establishing a cooperative vision—all of which result in the reduced faith of faculty and students. These qualities may be accompanied by a lack of prudence, which too often results in a grasping desire to hold on to a position. Often there is a tendency to "put the lid on" and retreat into bureaucratic controls. Success for the institution is then sacrificed for a position rather than dedication to moving the lumbering, organized anarchy toward a common mission.

Achieving needed changes in an organized anarchy is one of the most challenging tasks known in the field of administration. A two-day visit to a small four-year independent college by a trained financial academic illustrates how a president can be intimidated by forces within and around the college. The president, supported by repeated audit reports, was advised that a change in financial policy was essential for the continued existence of the college. However, certain key leaders in the administration, members of the faculty, and some board members had successfully resisted the change. The president did not have the courage to contest those clinging tenaciously to an emotionally held policy. Thus prudent action gave way to a spineless policy of allowing the institution to lumber on toward extinction. Many such colleges have failed. The leadership mystique was not there to save the college from demise.

A successful college president confided to a group recently that change is "simple but not easy." The answer to sav-
ing his four-year college from financial catastrophe was simple, but making the needed change in policy was extremely difficult. Procrastination and indecision are among the characteristics one can expect of the unassertive administrators who lack courage and seek the easy way out of threatening situations. The exercise of prudence is unlikely in such circumstances. All administrators are met by intimidating circumstances, even somewhat coercive (in some instances extorsive) behavior. The more threatening situations are enough to trouble even the most courageous. However, those administrators with leadership mystique, who have the trust of the faculty as well as supporters outside the university, can reduce many of these threats.

The Trust and Caring Function. The successful higher education administrator is trusted by a large majority of those inside and outside the institution. Trust initiates belief in team efforts toward the cooperatively understood goals of the institution. At the heart of trust is integrity, believability, truthfulness, and the widespread attitude that the official leaders are concerned about the interests of the faculty, students, and patrons of the institution. Successful administration of an organized anarchy is not possible without the establishment of trust based on a caring attitude.

Those who participate and follow must know that the administrators care. No living person wants to feel neglected, ignored, or disregarded.

Block (1987) found that when administrators attempt to initiate leadership through the traditional manipulative control, the result is to create myopic self-interest, mistrust, suspicion, and dependency. Block also found that creating a milieu for change hinges on the character of the administrator and the development of trust. Although strategy for change is important, if the organization is not characterized by faith, trust, and courage, any attempt to make significant change will be hindered. A cooperatively developed vision can not be achieved in the absence of an administrative climate of trust, courage, and faith.

Positive Thinking. No reasonable person will follow very long a negative person deeply possessed of paranoia in action and speech. A young professor was taught the truth of positive faith by a seasoned leader after it appeared to the professor that “all was lost” concerning faculty raises. The young professor felt that the faculty raises, which were voted by the legislature and supported by the board of control, were much too low. In his distraught, inane condition, the professor expressed great anger that the “unformed and uncaring legislators were ruining the university.” In his sense of faith, loyalty, and calmness, the experienced leader expressed the positive thought, “We will get something done about it in the next legislature.” College leaders must realize that to show frequent pessimism in action and speech is a destructive leadership behavior. Successful college administrators must keep a positive attitude, even when admitting temporary disappointments. This is a matter of keeping the faith in the future. All of us become discouraged enough without further depression expressed by our leaders.

Summary Discussion

A logical question that may be raised by this article is whether the leadership process of college administrators has anything to do with their success? The processes used (e.g., autocratic, democratic, laissez faire, Machiavellian) are important aspects of success; however, the primary input of the process used is either to enhance the mystique of success or to create an unadorned plainness of failure. Studies of the dictatorial personality reveal a cowardice readily recognized by perceptive faculty members. The procrastinating, indecisive, laissez-faire administrator is the least admired of all. Political Machiavellian tactics soon destroy all elements of trust and other elements that mesh into a successful mystique.

However, technique and success are not linearly correlated. For example, intelligent persons will overlook a unilateral tendency (but not the overbearing temperament) of a prudent college administrator who they feel can be trusted, will listen, demonstrates caring, has a positive outlook, and demonstrates strong courage. They would prefer that the administrator be less inflexible in behavior, but this unilateral behavior is preferable to one lacking the mystique of success. The best of all

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possibilities is an administrator with the mystique coupled with a cooperative, democratic spirit of leadership.

The experience of a failing college, discussed previously, points to the importance of faith, trust, courage, and vision in the acceptance of change. The timid, unassertive administrator faced necessary change by procrastinating and by "letting it work itself out." Deferral or postponement of decisions may sometimes be prudent, but habitual use of such behavior breeds serious feelings of mistrust. In the case of the four-year college the existence of suspicion, myopic self-interest, and mistrust was evident among the faculty. The suspicion seemed to be that "we are about to be had again." Moreover, the president of the college clearly lacked the courage to lead in the change. The result was the continuation of a policy that will almost certainly lead to continued loss of thrust or even the demise of the college. In other words, the resistance to change is often an emotional response. Dealing with emotion is very, very difficult.

Interestingly, in the college administration lacking the mystique of leadership for success, Paul Mort's well-defined prudence cannot be realized. What most prudent persons know ought to be done is paralyzed by an ambience of failure.

Successful college administration depends heavily upon the person of the administrator. What surfaces are the elements of a mystique for success, some of which are discussed in this article. As indicated previously, other elements of this mystique remain a mystery.

References


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Corporate-Academic Partnerships: 
An Expanded Model

Kathryn A. Gregoire and Minor W. Redmond, Jr.

Think education is expensive? Try ignorance! Growing numbers of businesses, agencies, foundations, and other community groups (National Association of Partners in Education, Inc. 1994) are embracing this bumper-sticker philosophy, recognizing that the educated person makes a productive employee, contributing taxpayer, responsible parent, and concerned citizen. Not so good for our communities is the national 1990 high-school dropout rate of about 30 percent for Latinos, 18 percent African-Americans, and 10 percent for Whites (U.S. General Accounting Office 1994) or the low rate of participation in higher education of Latinos (16 percent) and African-Americans (25 percent), aged 18-24 (National Education Association 1993). In 1988, the award-winning Lancaster Partnership Program, located in Lancaster County, Pa., expanded the partnering concept by involving all three sectors (K-12, corporations, and higher education) with the goal of increasing the rate of African-American and Latino students graduating from high school and continuing on with higher education, especially at the local public university.

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Minor W. Redmond, Jr. has been employed by Millersville University for the past 12 years. He earned his B.S. in Secondary Education and his M.Ed. in Counselor Education from Millersville University. Mr. Redmond is Director of the Lancaster Partnership Program. Before assuming this position, he served as Assistant Director of Admissions and Coordinator of Minority Student Recruitment at Millersville.

Consistent with low poverty levels, the participation rate in higher education is disproportionately lower for the African-American and Latino students. In 1987, only 27 (30 percent) of the Lancaster City School District African-American graduates were college bound and 12 (12 percent) of the Latino graduates; in 1988, 28 (31 percent) of the African-American graduates and 17 (25 percent) of the Latino graduates were college bound (Kirchner 1995).

Students who went on for higher education frequently left the area and often did not return following graduation. In fall 1988, only 1 African-American and 3 Latino graduates of Lancaster City School District enrolled locally at Millersville University, a public institution located in Lancaster County.

Concerned with this low enrollment rate, Millersville University, through its Office of Advancement, invited the Lancaster City School District and three local corporations, Armstrong World Industries, Inc., Lancaster Newspapers, Inc., and CoreStates Hamilton Bank to combine their efforts to create a Lancaster Partnership Program to encourage African-American and Latino students to graduate from Lancaster City School District high school and pursue higher education, preferably at Millersville University. The original three corporations have since been joined by High Industries, Inc. (1990); Engle-Hambright, and Davies, Inc. (1991); Pepperidge Farm, Inc., a subsidiary of Campbell Soup Company (1992); Y & S Candies, Inc., a division of

**Need Statement**

The members of the Lancaster Partnership identified four areas of unmet need for African-American and Latino students seeking to graduate from high school and enroll in college.

1. **Academic Preparation.** Consistent with nationwide practices (Haycock 1996) school guidance counselors seldom placed African-American and Latino students in the academic high school track and had limited resources for academic support services for at-risk students to be successful in their high school courses.

2. **College Preparation.** Few students had family members or adult acquaintances who attended or graduated from college who could guide them in preparation for college and professional careers. Parents seldom attended activities designed to interest and inform them regarding postsecondary education.

3. **College Admission.** Even if students made it through school with a C average or higher in an academic program and were interested in college, they had no guarantee that they would be accepted into Millersville University, which had become increasingly competitive during the past decade.

4. **Finances.** With total per capita incomes of $7,320 for African-American families and $5,023 for Latino families living in Lancaster City (1990 Census Data), paying for the expenses associated with a college education is not feasible for these students and their families. In fact, the loss of income while a son or daughter is in school instead of working constitutes a significant sacrifice.

**Program Design**

The corporate and academic executives set up a trilevel structure to meet the needs for academic preparation, college preparation, college admission, and finances.

1. **Executive Committee.** The Executive Committee consists of twelve voting members—the Lancaster City School District Superintendent, the University President, and executives from each of the ten corporations—who represent institutional commitment and make project policy. An additional five nonvoting members with program responsibility from Millersville University attend the meetings. The University assumes all administrative and grants management responsibilities for the program, which is located in the Office of Academic Affairs. The Vice-President in the Office of Advancement is responsible for developing proposals and recruiting corporate sponsors.

2. **The Advisory Committee.** Twenty-one professionals employed by the Lancaster City School District and by Millersville University comprise the Advisory Committee. This committee is responsible for designing coordinated program activities, making recommendations to the Executive Committee, monitoring the program, making adjustments as needed, and identifying additional program needs. The Lancaster Partnership Program Director and Assistant Program Director, full-time University employees, staff the Advisory Committee.

3. **Employed and Volunteer Staff.** The Lancaster Partnership Program Director and the Assistant Program Director coordinate program implementation, maintaining offices at Millersville University and working in each of the district’s four junior highs and the high school. In addition, School District staff, counselors and teachers; University staff, faculty, and students; and community professionals, businesspersons, and volunteers provide services and support to the program.

**Program Implementation**

School District personnel of the four local junior high programs identify students as prospective program participants near the end of their 8th grade year. Each school gives its list of names to the Lancaster Partnership Program Director who arranges for student-parent meetings to explain the program in detail at the beginning of the students’ 9th grade year. High school counselors meet with the students to ensure they take the required academic courses for the program.

Once identified and enrolled in the program, students must meet several conditions in order to continue eligibility. These conditions are defined in a contract which is signed by the student, parent or legal guardian, principal, counselor, and Lancaster Partnership Program Director.

The signing of the contract by the student and parent or legal guardian is a declaration that they are active partners with the School District, University, and corporations. The program is successful only if all partners meet their responsibilities. To continue as a program partner, the student, with parental agreement and participation, must—

1. attend J. P. McCaskey High School for at least the 11th and 12th grade;
2. graduate with at least a 2.00 cumulative grade point average (9th-12th grades) in the required academic curriculum;
3. complete both the PSAT and SAT;
4. directly attend Millersville University;
5. participate in all of the program activities with a 75 percent attendance rate.

Spring 1997
counselors, seeing low-income African-American and Latino students continuing on with higher education, developed a "keeping the options open" placement system, enrolling all regular students in college preparation courses when they entered high school. This has increased the overall number of African-American and Latino students graduating and going on for higher education, even when they are not Program members (Chart 2, below).

Millersville University continues to experience enrollment increases of African-American and Latino students from Lancaster City School District, growing from four students in fall 1988 to 29 students enrolled for fall 1996, with 27 of the students being members of the Lancaster Partnership Program.

**Conclusion**

As the Lancaster Partnership Program demonstrates success in winning the confidence of students and parents and increasing college participation among African-American and Latino students, the University brings the Partnership students to campus to meet with African-American and Latino college students about the college experience. The University provides the trips, with inviting college, and their parents receive information through a bimonthly newsletter containing the Lancaster Partnership Program Calendar of events such as study skills, career counseling, financial aid sources, admission statistics, and college.

admission. Millersville University, meeting the criteria for eligible Partnership Program students, may enter through the process or they may special admissions or the Advancement of Education (PACE), an intensive five-week orientation and freshman seminar, with follow-up support throughout graduation.

The participating schools meet with the same class twice each month during different topic designed to help students' academic and personal development and prepare them for college and employment. A Committee member heads the Partnership Committee.

Lancaster Partnership Program (LPP) Contribution to the Rate of Participation in Higher Education by African-American (AA) and Latino (L) Lancaster City School District Graduates 1992-1996

<table>
<thead>
<tr>
<th>Year without LPP Graduates</th>
<th>Total AA and L Graduates</th>
<th>Program AA and L Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>82</td>
<td>38</td>
</tr>
<tr>
<td>1993 (46.3%)</td>
<td>81</td>
<td>38</td>
</tr>
<tr>
<td>1994 (47%)</td>
<td>102</td>
<td>30</td>
</tr>
<tr>
<td>1995 (29.4%)</td>
<td>106</td>
<td>58</td>
</tr>
<tr>
<td>1996 (54.7%)</td>
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their families, the total number of students enrolling has grown steadily from 107 students in fall 1989, to 592 enrolled for fall 1996. The class of 1995 experienced a decline in enrollment by its senior year, attributed to an unusually large number of intact families with double incomes who did not meet the financial guidelines of the program. In response to the increasing cost of supporting students attending college, Lancaster Partnership has expanded the number of corporate partners from three to ten.

The Lancaster Partnership Program has exceeded expectations and demonstrated that, working together, students, parents, corporations, school districts, and universities can make a substantial impact on the graduation and college enrollment rates of African-American and Latino students. The corporate and academic members of the Lancaster Partnership Program are satisfied that they are one step closer to a 21st century community with strong indigenous leaders.

**References**


**OPINION**

**What’s in a Name?**

Dave Guzman

What is the role of the registrar with regard to maintaining accurate records on the students that attend America’s colleges and universities? As the institution’s keepers of the records, we are obligated to protect the interests of the institution as well as those of its students and alumni. The increase in documented incidents of fraudulent credentials requires our examination of enrollment and degree verification procedures. How important is the legal name with regard to the student record and life after college? Can we provide a service to our alumni without accepting their legal name?

The human resources department of a major engineering firm telephoned the registrar’s office recently to confirm the degree of one of our recent graduates. The graduate was an applicant finalist for a highly competitive position with this firm. On the application for employment, the applicant gave his name as Robert J. Smith, graduate in Electrical Engineering, May 1996. Our records did not show a Robert J. Smith as a 1996 graduate in EE. We relayed this information to the human resources department of the firm who thanked us for the information. Incidentally, like many schools, we do not use the student’s social security account number (SSN) for a student ID number, but rather we assign a randomly selected number for the student ID number. We do have the capability to query the student information system for the student SSN when given.

We heard from the former student a few days later berating us for not being responsive to the prospective employer, stating that he in fact did graduate from our school in May 1996 with a BS in Electrical Engineering, and we caused him to lose out on a very promising position in his chosen field. We asked for the student’s ID number, which he quickly gave to us and indeed our records did show that he was a graduate, in good standing; however, we confirmed the name we had on his official school records as Jimmy Smith, the name he was using in high school.

We then asked why he gave his name as Robert J. Smith to the prospective employer. He stated because that was his legal name, which they required, along with proof thereof. Jimmy was the name he had gone by since childhood because his father was also Robert; and so to avoid confusion in the household, he went by the nickname Jimmy.

When he applied for college admission he recorded his name as Jimmy Smith. His academic records reflect Jimmy too. Because he never officially changed his name on his academic records, his official school records and his diploma remained Jimmy Smith.

Now, seeking a meaningful job for which he is highly qualified according to his academic records, he is required to verify his legal name by showing a birth certificate or other official document. Many employers, especially those who seek federal funding or contracts and/or comply with federal or state laws, are required to verify citizenship, legal name(s), military service, etc., on employees, and therefore capture this information at the time of employment application. Only official records can be used to verify this information.

Robert “Jimmy” Smith lost out on the job because the employer, who had dozens of applicants, many of whom were as qualified as Jimmy, did not have time to check into each and every nuance presented in the job application.

This scenario is not uncommon today within registrars’ offices. The Family Educational Rights and Privacy Act of 1974 (FERPA) documented incidents of individuals attempting to gather unauthorized information on students and the rise in fraudulent claims of enrollment and degree information gives us more than one reason to ensure that the records we keep are indeed accurate in all aspects.

The AACRAO publication, Academic Record and Transcript Guide 1996, stipulates the need to record the official name on the student transcript and student information files. This publication further emphasizes the importance of identifying where, how, and by whom educational data are maintained or made accessible and clarifies procedures for changing names in permanent records:

> The name should be the documented legal name of the student. Databases usually include all variant forms of a student’s name, including previous surnames and nicknames or names called by, but only the current legal name should appear on the transcript.

Further, from the Glossary and Commentary section, “Name of Student” includes family name and all given names.
Nicknames may be included in the institutional academic database, but are not used on the transcript. Institutions have no obligation to record name changes for students not currently enrolled except as related to legal, documented sex changes. Name changes should be recorded only when requested and there is evidence of a legal basis for change (AACRAO 1996).

In fact, this position on the need to confirm and record the legal name in the official records of the student was proffered in 1979 in Admissions, Academic Records, and Registrar Services: A Handbook of Policies and Procedures, by C. James Quann and Associates.

Many institutions “ask” for the legal name but accept the name given on the application for admission without verification by a legal documented birth certificate or other record.

The admissions process attempts to be student friendly and politically correct, and recordkeepers tend to be cautious when dealing with prospective students. Fearing students may choose to go elsewhere, some school administrators feel we may be asking too much of students to produce evidence of their legal name. However, in effect, we are doing a disservice to the students; we should be preparing them for the world of work rather than trying to be too cautious in an attempt to ensure higher headcounts. The real disservice comes when the student graduates and enters the world of work, where employers now require verification, in their real name, of their hard work and accomplishments as one of our students. FERPA, the proliferation of fraudulent credentials, and employers double checking on documents presented to them, all dictate that as keepers of the records we must assure that the official transcribing of their hard work and accomplishments are protected, in their name.

A recent survey conducted by SCRIP-SAFE® Security Products, Inc., revealed that there are 474,540 fraudulent academic misrepresentations annually (Orndorff 1996). That’s 39,545 individuals a month who bother to call our institutions and attempt to verify. These misrepresentations include enrollment and degree status. On December 11, 1985, the US Congress reported on joint subcommittee hearings on Housing and Consumer Interests on Fraudulent Credentials. These hearings resulted in a report which read in part that—

The proliferation and promotion of bogus credentials is unlikely to abate. In fact, all indications are that, left unchecked, this problem will continue to increase as the job market becomes tighter and higher education becomes more expensive. Phony credentials are quicker, easier, and less expensive, making them even more attractive to the unsuccessful job seeker or dissatisfied worker.

Who are these fraudulent practitioners and where do they practice? Fraudulent practitioners can be found in virtually every type of occupation in every state across the nation. They are doctors, lawyers, bankers, teachers, child care workers, businessmen and professionals....

With the advent of high resolution copiers, scanners, and enhanced personal computer publishing capabilities, the growth of altering and/or creating fraudulent credentials has never been easier (99th Congress 1985). No wonder employers are calling daily to verify degrees on employment applications or the credentials presented by a prospective employee. Sadly, they simply cannot trust the diploma or transcript presented.

The dilemma created by all of this is, of course, how to gather the correct information and ensure the maintenance of complete and accurate records. As college/university admissions and registrar staff we are charged with accurately collecting data and maintaining the permanent academic records of students who pass through the halls of our institutions.

In a recent internet survey I asked how to correct records of the Jimmies in our schools. One school suggested that we ask students which name they want on their diploma at the time they apply for graduation. Many simply accept the name given by the student at the time of admission and let the student fret about consequences later.

I submit that neither is acceptable. This is shifting the responsibility for data collection and data accuracy from the institution to the student. What is acceptable is a formal legal document required as proof of name at the time a student is admitted. Many institutions require legal proof. In the long run, it is better to be correct the first time out than to have to correct our records after the fact, after the ideal job is lost or, after our institution is rebuked and condemned by its alumni.

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References


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Institutional Linkages: The Case for a Broader Definition of AACRAO Membership

Avraham Schwartzbaum and David Starr-Glass

A recent issue of the AACRAO Data Dispenser (Vol. 11, No. 3, November 1996) sought comments on membership categories as one dimension of the transformation of the Association. A number of new membership categories were suggested including those “in higher education whose goals and objectives parallel those of degree-granting institutions.” We welcome such a broadening of membership categories for two main reasons.

First, while the institutional frameworks within which registrars and admissions officers work may differ, these officials nonetheless perform many of the same functions: recruitment, recordkeeping, scheduling, advisement, institutional research, certification, and budgeting. We see merit in promoting a knowledge-centered community, with membership based on shared managerial goals, rather than on institutional affiliation.

Second—and perhaps most importantly for the developing mission of the Association—the inclusion of members from more varied institutional settings within one body can serve to highlight linkages and relationships which may have otherwise remained submerged and undetected. Academic linkages between degree-granting and nondegree-granting institutions are both prevalent and perplexing. Highlighting such relationships is the first stage in developing a more consistent approach to dealing with such issues as the transfer of academic credits.

The authors are registrars at Neve Yerushalayim, a private nonprofit college for Jewish women in Jerusalem, Israel. The manifest purpose of the institution is to foster a knowledge and appreciation of traditional Jewish values among young Jewish women. Accordingly, the curriculum consists of studies in such areas as the Bible and the philosophical, legal, and historical dimensions of Judaism. There are a series of quantifiable levels of knowledge and ability through which our students progress. The approximately eight hundred students learn to use original Hebrew texts and acquire the skills necessary to access the medieval and contemporary rabbinical commentaries on these texts. A significant proportion of the student body devote at least one year of full-time study to this program. A majority of our student body are American or European.

Historically, both the size of the student body and the average length of enrollment have steadily increased. While Neve Yerushalayim is the largest of such women’s institutions, there are more than twenty similar schools in the Jerusalem area alone. Neve Yerushalayim’s growth—and the growth of similar institutions—is partially explained by the fact that it has become standard among Jewish female high school graduates from North America and Europe to spend one year in Israel at a seminary or college. This year is now viewed as an essential part of the individual’s development.

The vast majority of these students consider their year in Israel as a stage between high school and enrollment in a college or university in the United States. While appreciating the dimension of individual development, most students see their Israel experience as linked to a continuing, college-centered future. It is at this juncture that a parallel emerges between the authors’ roles as registrars (at a nonaccredited, higher education organization outside the United States) and the functions performed by more traditional AACRAO members (at degree-granting institutions within the United States).

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Substance and Forms

Since many of our students will enroll in colleges and universities after leaving Neve Yerushalayim, they have an interest in seeking to apply their studies in Israel toward their bachelor degree requirements. There are three categories of documents students may submit to colleges in support of their claims for credit:

1. A Neve Yerushalayim transcript. Neve Yerushalayim, while recog-
nized for funding by the Israel Ministry of Education, is not accredited by the Israeli Council on Higher Education as a degree-granting institution. Thus, our transcript does not carry the weight of any external accrediting process.

2. The transcript of a regionally accredited American college. Approximately one quarter of the students at Neve and other similar schools are co-registered in one of three accredited American colleges during the period of their studies in Israel. These colleges use the “year abroad” model and assume the co-registrants will continue bachelor’s studies at their institutions upon their return to the United States. These three colleges maintain offices in Israel which monitor student performance and translate the teaching institution’s curriculum into their own course categories.

Students who participate in such joint programs receive an official transcript from the American college, indistinguishable from the transcript they would have received if they had studied at the home campus in America. The “year abroad” model, however, is only partially applicable since these studies take place at what is equivalent to the freshman year rather than the more traditional junior year and because only a minority of the co-registrants return to study at the institution granting them an official transcript.

3. An American Council on Education transcript. Neve Yerushalayim, acting to address student interest in applying their Israel studies toward their bachelor’s requirements, invited the American Council on Education through its Program on Noncollegiate Sponsored Instruction (ACE-PONSI) to review a portion of its curriculum. As a result of this highly productive and successful review, Neve Yerushalayim students can now submit an ACE-PONSI transcript—which is a recommendation for college credit—for the courses which were completed during their stay in Israel.

To summarize, Neve Yerushalayim students can submit to colleges and universities they are applying to, or attending, three quite different documents: an internal Neve transcript; a transcript from the American, regionally accredited institution administering a joint program in Israel; and an American Council on Education (ACE-PONSI) transcript recommending college credit. Obviously the student may be able to, and may prefer to, submit any combination of these three alternatives.

As registrars we act to facilitate the processing of these documents and to monitor the acceptance of the student requests for transfer credit. We have noted considerable differences between institutions in the acceptance of these documents. Some colleges and universities accept the Neve Yerushalayim transcript on its own merits; others do not. Most institutions accept the transcripts of the joint-program colleges, but some do not, and most only accept a portion of the credits (for example, 12 out of 36 credits). With the ACE-PONSI transcript, the record is equally mixed; approximately 50 percent of the recipient institutions accept it.

In all cases the substance of the student’s learning is identical: it is only the transcripted form of this learning which varied.

As associate members of AACRAO we are confused by this lack of consistency and absence of clear-cut guidelines and standards. We do not know how to advise our students or assist their educational planning. As administrators at the institution which provides the instruction, we are in a position to convey to registrars and other interested college and university officials detailed information regarding the nature of our curriculum and the structure of our academic program. We in turn, look to our colleagues for guidelines governing the acceptance of these studies for transfer credit.

Perhaps, with the greater recognition of academic linkage and institutional associations, we may be able to develop appropriate policies and standards to address the complexities and inconsistencies of such issues as the transfer of academic credit. AACRAO, by extending the scope of its membership categories, will allow us to participate in a common association which will lay the groundwork for such collaboration.

Roger M. Swanson, Faith A. Weese (eds.)

Becoming a Leader in Enrollment Services
A Development Guide for the Higher Education Professional

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BOOK REVIEW

Becoming a Leader in Enrollment Services: A Development Guide for the Higher Education Professional

By Roger M. Swanson and Faith A. Weese

AACRAO, 1997
264 pages, paperback, $29.95 (members) and $43.00 (nonmembers)

Comprehensive and wide ranging, Becoming a Leader in Enrollment Services is a collection of essays defining the breadth of our profession from the perspective of its authors, most of whom are longtime practitioners. The chapters alternate in perspective with roughly half focusing on the individual and half on our swiftly changing professional environment. Each chapter adds individual insight; each is a veteran's view not only of the chapter's assigned topic, but also, clearly, of what each author deems essential to professional success. The volume serves as both mirror and crystal ball for the profession and its practitioners, focusing on the individual in the midst of a rapidly evolving profession.

In the first chapter, Becraft provides historical grounding of our profession and concludes with a concise outline of the necessary attitude, skills, and knowledge. Swanson and Weese follow with a refreshingly common-sense approach to professionalism as a process, one which evolves and is refined with the individual.

Weese's next chapter intensifies the examination of the individual; the chapter's title is communication but the real topic is the primacy of attitude. By this time, any reader looking for a quick-step guide to career advancement better slow down and smell the roses, because Weese's sage approach to leadership involves time-consuming necessities such as listening, sharing, and believing.

Nor are these authors working in an enrollment services vacuum. Weese, and, in later chapters, Williams and others resist the temptation to localize (and thereby trivialize) leadership as we aspire to and practice it. Rather, they refer to universal and well-known texts and principles; Warren Bennis, Stephen Covey, and Max DePree show up in the references as often as the esoteric "enrollment gurus." Later chapters on the development of the individual by Haid and Swanson provide sage advice for those seeking professional advancement. Earlier versions of these chapters appeared in C&U.

The chapters dealing with our professional environment all carry the dominant theme of change. Bell's challenge of describing emerging technology in our field, a description that will be out of date in no time, results in an apt focus on "interactive patterns among people, not the medium of their interactions," as the central concern of those developing the technology.

Dolence aims both barrels at the ivory tower of academe and suggests that adjusting to change is an inadequate response; our survival depends on nothing short of "transformation" of our institutions. Quann and Birnbaum balance this theoretical stance in their chapter on ethics. This contribution by one of the profession's most prolific writers offers real-world solutions to case-study dilemmas we face every day. They vividly demonstrate the opportunities enrollment services professionals have to exercise a large influence at their institution by initiating timely and well-reasoned policy discussions.

Equally engaging from a practical standpoint is Kalsbeek's lucid statement on politics. Managers can become leaders only on their own turf; if they do not earn this status at home, no book, seminar, or association can bestow it on them. Kalsbeek's spotlight on the campus political arena highlights the many opportunities we have to frame important discussions and to provide powerful information, in short, to influence campus decisionmaking, to become acknowledged leaders. Finally, Sprotte's concluding chapter promotes the importance of AACRAO, and what energetic past president would do otherwise?

A collection of essays on a common theme can be a risky enterprise given disparate points of view, varying levels of writing skill, and a mixture of topics, some relatively timeless and some likely to be outdated only slightly after the ink dries. And a topic unfortunately missing in this portrait of the profession is our entire international arena. Despite the risks, Swanson and Weese, themselves longtime veterans and active players in the evolution of our profession, have deftly arranged the essential pieces of this portrait of leadership, achieving the elusive but desirable synthesis of any team effort; the sum is greater than the parts. A collection of viewpoints may not be the most efficient approach, but here it results in an undeniable richness of texture that a single perspective would not produce.

This book belongs in our offices, not on a shelf behind our own desk but in a prominent place in the office's staff development library. And if you don't have a staff development library, start one with this volume, because prominent among this collection's many messages is that leadership starts locally and with the individual. Tomorrow's leaders in enrollment services are working with us and among us today.

—Georgeanne B. Porter
University of Missouri-Columbia

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