

Newspaper Reprints, 1969 May-1970 September
July 1970

1.11

COLLEGE MANAGEMENT

May 1969

ADMINISTRATIVE CHANGEOVER

Princeton's Goheen considers partnership team of president and chancellor to run university

There are strong forces at work today to make the university president a quaint but ineffectual figurehead. No one knows this better—or is struggling harder against the trend—than Robert F. Goheen, president of Princeton University.

The pressures, as Goheen sees them, include the increasing complexity of higher education and its important role in our society; the number of groups calling for a bigger "piece of the action"; the necessity to deal more and more with such "outside" groups as foundations and state and federal governments; and the staggering mass of research conducted in every university department.

Each new pressure pushes the president farther away from the academic life of the institution: it makes his job more administrative and less educational. After 12 years at his post, Goheen says the time has come to face up to these prob-

lems and look for practical ways to solve them. "Either I'm the wrong man for this job, or the job is wrong and will have to be redesigned," he told CM recently.

One change he is considering is the establishment of a chancellor-president team to share the burdens of leadership. The chancellor, who would also be chairman of the board of trustees, would devote himself to "external" affairs (fund-raising, alumni affairs, and relations with governments, the community and foundations). The president could then concentrate his efforts on "internal" affairs (curriculum improvement, faculty appointments, student affairs).

"An advantage of this proposal is that it splits the position rather than the man holding it," Goheen quips. In a more serious vein, however, Goheen is planning to introduce the partnership concept to his trustees as they consider ways of improving

COLLEGE MANAGEMENT

May 1969

ADMINISTRATIVE CHANGEOVER

Princeton's Goheen considers partnership team of president and chancellor to run university

There are strong forces at work today to make the university president a quaint but ineffectual figurehead. No one knows this better—or is struggling harder against the trend—than Robert F. Goheen, president of Princeton University.

The pressures, as Goheen sees them, include the increasing complexity of higher education and its important role in our society; the number of groups calling for a bigger "piece of the action"; the necessity to deal more and more with such "outside" groups as foundations and state and federal governments; and the staggering mass of research conducted in every university department.

Each new pressure pushes the president farther away from the academic life of the institution: it makes his job more administrative and less educational. After 12 years at his post, Goheen says the time has come to face up to these prob-

lems and look for practical ways to solve them. "Either I'm the wrong man for this job, or the job is wrong and will have to be redesigned," he told CM recently.

One change he is considering is the establishment of a chancellor-president team to share the burdens of leadership. The chancellor, who would also be chairman of the board of trustees, would devote himself to "external" affairs (fund-raising, alumni affairs, and relations with governments, the community and foundations). The president could then concentrate his efforts on "internal" affairs (curriculum improvement, faculty appointments, student affairs).

"An advantage of this proposal is that it splits the position rather than the man holding it," Goheen quips. In a more serious vein, however, Goheen is planning to introduce the partnership concept to his trustees as they consider ways of improving

"As I see it, most of the time the chancellor would be in the wings and the president on center stage."

Goheen



Robert F. Goheen of Princeton

the organization of the university. The success of the president and chancellor setup at Massachusetts Institute of Technology (and several other universities) has prompted Goheen to evaluate its applicability to Princeton.

"I know that many other college presidents share my concern about the administrative nightmare that is engulfing us," he says. "We are expected to be all things to all men and we find it more and more difficult to carry out our essential responsibilities. This is true particularly in smaller institutions that have not already decentralized authority."

Princeton, which has about 5,000 students and employs 1,000 faculty members and professional people, has always had a tradition of centralization: it was expected that the president be current on all problems and maintain an open-door policy to anyone with a gripe. Needless to say, that was more practical in a period when, as Goheen puts it, "Students studied, the faculty taught and the federal government was occupied with building highways."

Theoretically, dual leadership could lead to an organizational system sometimes described as a "two-headed monster." Goheen, aware of

this possibility, feels that clashes between the two leaders can be kept to a minimum. "It goes without saying that they must work well together," he says, "that they take care not to step on the other's toes, and that they see their interrelationship as supportive rather than competitive. But such cooperation is not unusual in higher education. In the final analysis, the success of the team will be determined by the style, personality, and ability of the individuals chosen for the jobs. But that is equally true when one person leads an organization."

Who would be the "boss?" Hopefully, each man would stick more or less to his own job, Goheen says. There would also be constant communication between the two to reduce the possibility of one of them taking off on a divergent path. (To facilitate this at MIT, the offices of the president and the chancellor open onto the same hall.) In at least one sense, however, the president would be the dominant partner: because his responsibilities for running the institution would be greater, his salary would be commensurately larger. He would also be the chief academic officer, and as such would be seated "first" at academic ceremonies such as commencements. "As I see it, most of the time the chancellor would be in the wings and the president on cen-

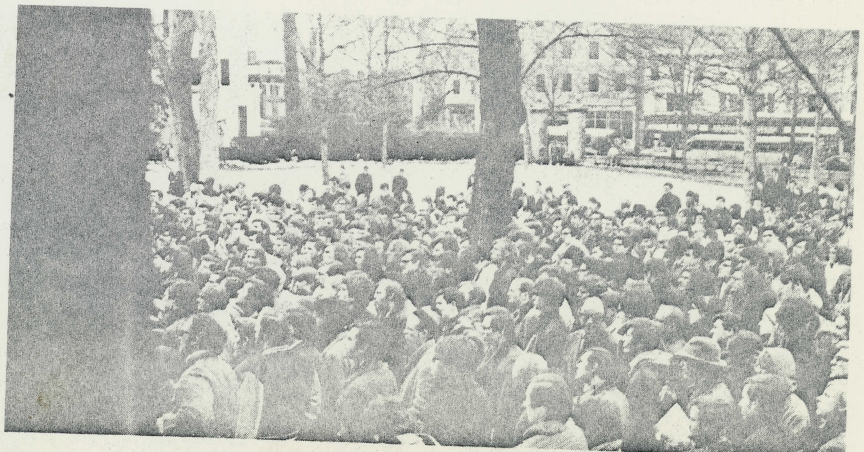
ter stage," says Goheen.

However, should the two men ever irreconcilably disagree on a major issue, Goheen admits that the chancellor (who, as chairman of the board, presumably has the backing of a majority of trustees) would win in a knock-down, drag-out fight. The chance of this happening is remote, Goheen feels, and he points to the fact that boards of trustees at universities like Princeton have long ago delegated much of their authority to the professional faculty and administration. Why, now, should they become involved in a power struggle?

A more likely problem, Goheen says, is the maintenance of "symbolic" unity within the institution. For example, would alumni feel they were having a second-rate administrator fobbed off on them? Will they donate as much money when called on by the chancellor? Will foundations and governments be sufficiently impressed to give aid, or will they feel the chancellor has been "kicked upstairs," and the real power, the president, just doesn't care enough to show up?

Goheen admits that the questions could be answered either way. At MIT these issues have remained theoretical to date because Chancellor James R. Killian Jr., a former president, is a veritable power-

From the president's office: always on the inside, looking out



What's happening & why...

house. His stature—among alumni, with the federal government and in top academic and scientific circles—is such that he does not have to upstage Howard Johnson, MIT's president (who has control of the day-to-day operations of the institution). The only problem at MIT, observers note, is that Killian and Johnson are almost too careful about usurping each other's prerogatives. Said one official, "Chancellor Killian might get a letter from an alumnus, one who's known him for 40 years, and he'll wonder if he or the president should answer it."

Reaction to Goheen's informal (and still very tentative) proposal has been mixed. Several trustees seem to have serious misgivings about it, the students don't care much one way or the other (a few outspoken radicals want to abolish the system altogether), and the faculty's main interest so far has been centered around who would be chosen for the new job.

An alternative administrative change that may be considered is increasing the number of men at the middle-management level. Says Goheen, "We used to say that the organizational pyramid here had a

base about a mile long and a height of three feet. It may be as high as six feet now, but I'm really not sure that the addition of mere numbers of people will help solve my real problem. It might only push me back still further from the academic scene. Too often, 'delegating' authority means losing touch. I don't want that to happen."

Goheen holds his assistants (the vice president, provost and deans) in the highest regard, but he maintains that the tradition of centralization at Princeton demands that he personally be on call 24 hours a day, 365 days a year. "When students have gone through everybody else, and they've hit all the deans, they still want to have a crack at the president. They want me to hear their complaints first-hand. We have a superb dean of students and I delegate a great deal of authority to him. Still, a lot has to come past him. I believe that's part of the 'symbolic unity' that characterizes this position. In many ways, I don't want to see that change. I never want to appear to be aloof from my rightful constituents."

Harold Howe II, former U.S. commissioner of education, said in 1968 that "Many colleges are finding it difficult to continue to operate as they have in the past and are struggling with new organizational and managerial systems to encourage the intelligent and responsive allocation of limited resources among seemingly unlimited tasks."

The implication is clear: choices, and very difficult ones, will have to be made. Goheen, Princeton, and many other institutions of higher education, are realizing that human resources must be conserved as well as material ones.

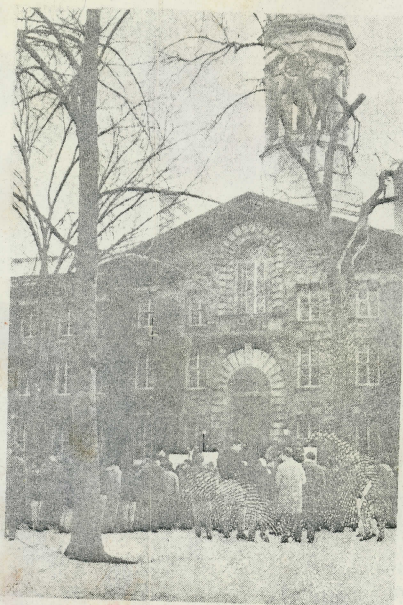
And just as clearly, Goheen's choices are evolving: He can take one more step back from the education action by putting in an extra level of administrators to deal with the numerous problems he now faces. Or he can

remain close to the educational concerns of his university by letting another man carry half of his present load. Or he might even move into the position of chancellor himself. Although this latter possibility is not a choice directly under his control (the trustees have the last word), it is a possibility that will be considered.

Two such burdens that a chancellor would immediately remove from Goheen's shoulders are fundraising and communications with the trustees. "Just as I feel somewhat left out of the academic pursuits of the university—it seems I hardly have time to read more than memorandums or magazines about student power—I feel that I am not contributing enough time to fund raising. A tremendous amount of effort should be put into it, and I think a chancellor, one like Killian, could do it. The trustees, too, deserve a better shake than they're getting. They have a right to be kept informed and up to date on more than just a once-over-lightly basis. The chancellor, as their chairman, would be in an ideal position to do it.

"As for the job that would take up the president's time—improvement of the educational experience—our very survival depends on it. This is the big concern of today's students. They are actively demonstrating to improve the quality and relevance of the curriculum. If anything, there is reason to tend to the old, inward questions of education as never before.

"Perhaps I just have an emotional bias, but I think the president should be in close touch with the intellectual and cultural pulse of his institution. I could let go of the responsibility of dealing with faculty appointments, and with student affairs . . . life would certainly be more manageable. But to me that's the guts of the place—that's where the important action is happening."



"As I see it, most of the time the chancellor would be in the wings and the president on center stage."

Goheen



Goheen of Princeton

the organization of the university. The success of the president and chancellor at the Massachusetts Institute of Technology (and several other universities) has prompted Goheen to evaluate its applicability to Princeton.

"I know that many other college presidents share my concern about the administrative nightmare that is engulfing us," he says. "We are expected to be all things to all men and we find it more and more difficult to carry out our essential responsibilities. This is true particularly in smaller institutions that have not already decentralized authority."

Princeton, which has about 10,000 students and employs 1,000 faculty members and professional people, has always had a tradition of centralization: it was expected that the president be current on all issues and maintain an open-door policy to anyone with a gripe. Needless to say, that was more practical in a period when, as Goheen puts it, "Students studied, the faculty taught and the federal government was occupied with building highways."

Theoretically, dual leadership could lead to an organizational system sometimes described as a "two-headed monster." Goheen, aware of

this possibility, feels that clashes between the two leaders can be kept to a minimum. "It goes without saying that they must work well together," he says, "that they take care not to step on the other's toes, and that they see their interrelationship as supportive rather than competitive. But such cooperation is not unusual in higher education. In the final analysis, the success of the team will be determined by the style, personality, and ability of the individuals chosen for the jobs. But that is equally true when one person leads an organization."

Who would be the "boss?" Hopefully, each man would stick more or less to his own job, Goheen says. There would also be constant communication between the two to reduce the possibility of one of them taking off on a divergent path. (To facilitate this at MIT, the offices of the president and the chancellor open onto the same hall.) In at least one sense, however, the president would be the dominant partner: because his responsibilities for running the institution would be greater, his salary would be commensurately larger. He would also be the chief academic officer, and as such would be seated "first" at academic ceremonies such as commencements. "As I see it, most of the time the chancellor would be in the wings and the president on cen-

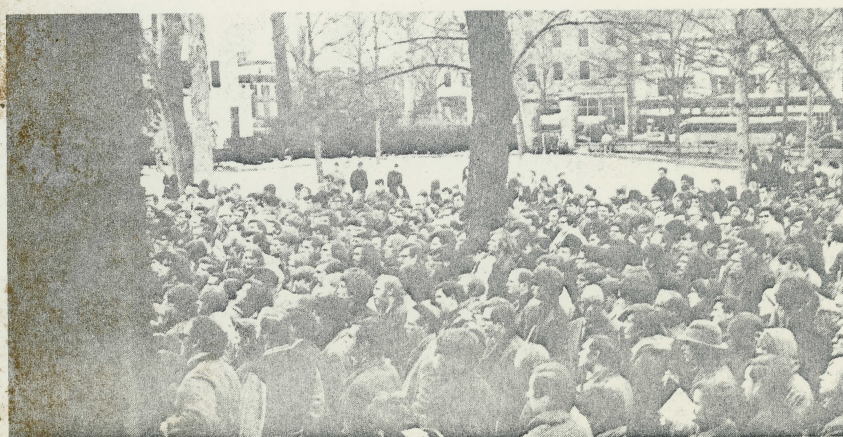
ter stage," says Goheen.

However, should the two men ever irreconcilably disagree on a major issue, Goheen admits that the chancellor (who, as chairman of the board, presumably has the backing of a majority of trustees) would win in a knock-down, drag-out fight. The chance of this happening is remote, Goheen feels, and he points to the fact that boards of trustees at universities like Princeton have long ago delegated much of their authority to the professional faculty and administration. Why, now, should they become involved in a power struggle?

A more likely problem, Goheen says, is the maintenance of "symbolic" unity within the institution. For example, would alumni feel they were having a second-rate administrator fobbed off on them? Will they donate as much money when called on by the chancellor? Will foundations and governments be sufficiently impressed to give aid, or will they feel the chancellor has been "kicked upstairs," and the real power, the president, just doesn't care enough to show up?

Goheen admits that the questions could be answered either way. At MIT these issues have remained theoretical to date because Chancellor James R. Killian Jr., a former president, is a veritable power-

From the president's office: always on the inside, looking out



What's happening & why...

house. His stature—among alumni, with the federal government and in top academic and scientific circles—is such that he does not have to upstage Howard Johnson, MIT's president (who has control of the day-to-day operations of the institution). The only problem at MIT, observers note, is that Killian and Johnson are almost too careful about usurping each other's prerogatives. Said one official, "Chancellor Killian might get a letter from an alumnus, one who's known him for 40 years, and he'll wonder if he or the president should answer it."

Reaction to Goheen's informal (and still very tentative) proposal has been mixed. Several trustees seem to have serious misgivings about it, the students don't care much one way or the other (a few outspoken radicals want to abolish the system altogether), and the faculty's main interest so far has been centered around who would be chosen for the new job.

An alternative administrative change that may be considered is increasing the number of men at the middle-management level. Says Goheen, "We used to say that the organizational pyramid here had a

base about a mile long and a height of three feet. It may be as high as six feet now, but I'm really not sure that the addition of mere numbers of people will help solve my real problem. It might only push me back still further from the academic scene. Too often, 'delegating' authority means losing touch. I don't want that to happen."

Goheen holds his assistants (the vice president, provost and deans) in the highest regard, but he maintains that the tradition of centralization at Princeton demands that he personally be on call 24 hours a day, 365 days a year. "When students have gone through everybody else, and they've hit all the deans, they still want to have a crack at the president. They want me to hear their complaints first-hand. We have a superb dean of students and I delegate a great deal of authority to him. Still, a lot has to come past him. I believe that's part of the 'symbiotic unity' that characterizes this position. In many ways, I don't want to see that change. I never want to appear to be aloof from my rightful constituents."

Harold Howe II, former U.S. commissioner of education, said in 1968 that "Many colleges are finding it difficult to continue to operate as they have in the past and are struggling with new organizational and managerial systems to encourage the intelligent and responsive allocation of limited resources among seemingly unlimited tasks."

The implication is clear: choices, and very difficult ones, will have to be made. Goheen, Princeton, and many other institutions of higher education, are realizing that human resources must be conserved as well as material ones.

And just as clearly, Goheen's choices are evolving: He can take one more step back from the education action by putting in an extra level of administrators to deal with the numerous problems he now faces. Or he can

remain close to the educational concerns of his university by letting another man carry half of his present load. Or he might even move into the position of chancellor himself. Although this latter possibility is not a choice directly under his control (the trustees have the last word), it is a possibility that will be considered.

Two such burdens that a chancellor would immediately remove from Goheen's shoulders are fundraising and communications with the trustees. "Just as I feel somewhat left out of the academic pursuits of the university—it seems I hardly have time to read more than memorandums or magazines about student power—I feel that I am not contributing enough time to fund raising. A tremendous amount of effort should be put into it, and I think a chancellor, one like Killian, could do it. The trustees, too, deserve a better shake than they're getting. They have a right to be kept informed and up to date on more than just a once-over-lightly basis. The chancellor, as their chairman, would be in an ideal position to do it.

"As for the job that would take up the president's time—improvement of the educational experience—our very survival depends on it. This is the big concern of today's students. They are actively demonstrating to improve the quality and relevance of the curriculum. If anything, there is reason to tend to the old, inward questions of education as never before.

"Perhaps I just have an emotional bias, but I think the president should be in close touch with the intellectual and cultural pulse of his institution. I could let go of the responsibility of dealing with faculty appointments, and with student affairs . . . life would certainly be more manageable. But to me that's the guts of the place—that's where the important action is happening."



Letter to a Student *N.Y. - Times*

SEPT. 1970

By K. ROSS TOOLE

MISSOULA, MONT.

Dear Waiting Student:

If you haven't discovered it yet, now is the time. Upon what meat does the violent, rockthrowing, building-burning campus militant feed? On yours, Sir, your very own flesh. You, the standers-by; the doubters concerning the question of whether the American system can work.

It is very late and there are some things you should know — and you should know them whether you like them or not.

You are standing by basically because you say you are frustrated; the channels are plugged; you cannot make your voices heard. You are idealistic and you love your country, but maybe the violent ones are right. Maybe you will join because the only course left to you, you say, may be violence.

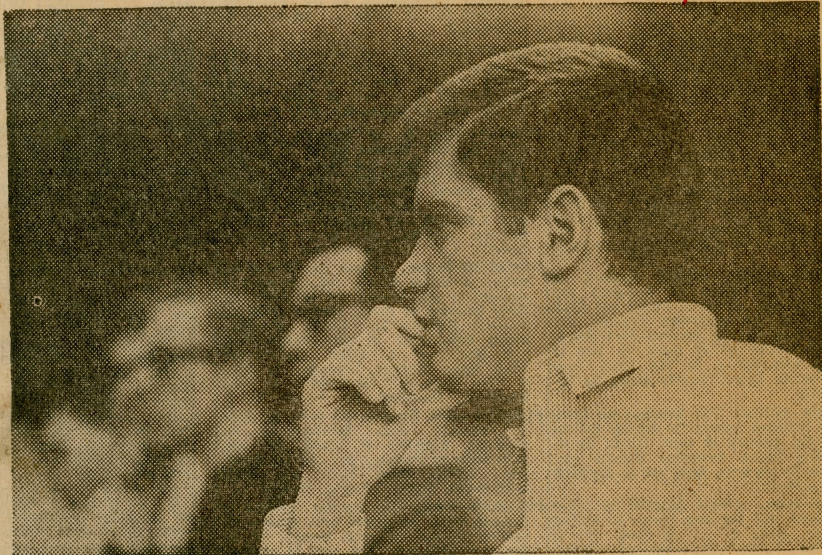
It so happens that you are wrong, dead wrong.

Across America there is a growing wrath about college violence. Not anger; wrath. Call it middle America, call it "those people out there," call it the "silent majority"—call it what you will, but every act of violence by the left on any campus in America feeds the fires on the right. And the power's there on the right; the power that will force legislatures and Boards of Regents to devise iron-clad rules of conduct for students and faculty; a suppression which will put the 1920's to shame. It will destroy academic freedom and it will destroy your own opportunity to get an education.

I am sick to death of your drum-beat, overblown rhetoric, the monotonous litany, "We cannot make our voices heard. No one will listen to us." The violent left is heard. But you are correct in thinking that very few people listen. That is because the violent ones have nothing to say.

So the channels are plugged? You have no way to go? The wires are cut? You are powerless? Here again, the bull horn rhetoric.

The channels to change in America



Charles Harbutt/Magnum

are not plugged. You simply do not know how to use them. I, for one, am sick of the fact that you haven't done your homework or tried very hard.

Just as a simple example: There are 31,000,000 voters in America under thirty. As former Chief Justice Warren put it, "Youth can lead a crusade anytime it wants to." If the 18-year-old vote stands the test of constitutionality, 11,000,000 more youths will be added to the roles. That is 41,000,000 out of 120,000,000 registered voters.

Consider Eugene McCarthy and his supporting youth: It was largely the power of youth that forced an incumbent President, in effect, to resign. And what then? Did you go on working? Did you apply yourselves to the hard pragmatism of political power? Indeed not. You slunk off because you had been defeated.

You have no power? Tell me, how many of you went to Woodstock?

Nearly 460,000. What did you do there? What you really did was indulge yourselves, *en masse*. What if, instead of an orgy of self-indulgence, you had appeared 400,000 strong in a slum with scrub brushes, and each with a bottle of one-a-day vitamins?

What if you had joined one fawn-eyed man named Cesar Chavez, picked the grapes and given the proceeds to his union? What if you gathered to help the migrant workers in Florida?

And if the giant citrus companies had refused to let you work, could they stand there naked in the light of your effort and in the bright eye of television? I think not. Why Woodstock and not Watts?

How about facing up to the fact that what stands athwart man's chances for a better life is not technology, machines and the military-industrial complex—it is man himself who stands there. It is you.

Get the facts and forgo the rhetoric. Stop confusing bloviation with the truth. And, remember, the building you burn will be your own.

Mr. Toole is a professor of English at the University of Montana, Missoula.