

## INSTITUTIONAL VARIABLES OF A NON-METROPOLITAN UNIVERSITY

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Institution building may be defined as the planning, structuring, and guidance of new or reconstituted organizations which embody changes in values, functions, physical, and/or social technologies; establish, foster, and protect new normative relationships and action patterns; and obtain support and complementarity in the environment.<sup>1</sup> In the institution building process there are two important groups of variables to be considered—institutional and linkage. Institutional variables are the elements essentially concerned with the workings of the institution. Linkages are patterns and relationships which exist between the institution and other organizations and groups in the environment. Transactions, which occur through the exchange of resources, services, and support between institutions and environment, connect the institutional and linkage variables.

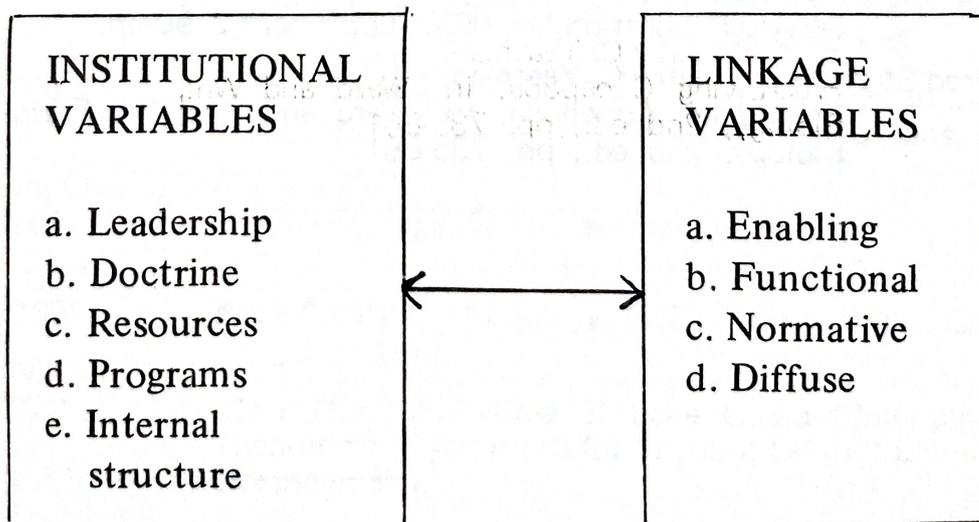


Fig. 1 – Institution Building Universe.<sup>2</sup>

A non-metropolitan university may be defined as an institution of higher learning located in a rural area that is established to provide complementative, cooperative, supportive and competitive programs of a university situated in an urban area. The primary task of the university is education utilizing the students as input and teaching as a mode of converting the input to output. The outputs are those students who learned and failed to learn during their stay in the university. The secondary purpose of the university is to produce research projects and programs that are needed in the environment. The resources required to accomplish the assigned tasks are human resources—academic and administrative staff and students— and physical resources—funds, informational inputs, and appropriate buildings and equipment.

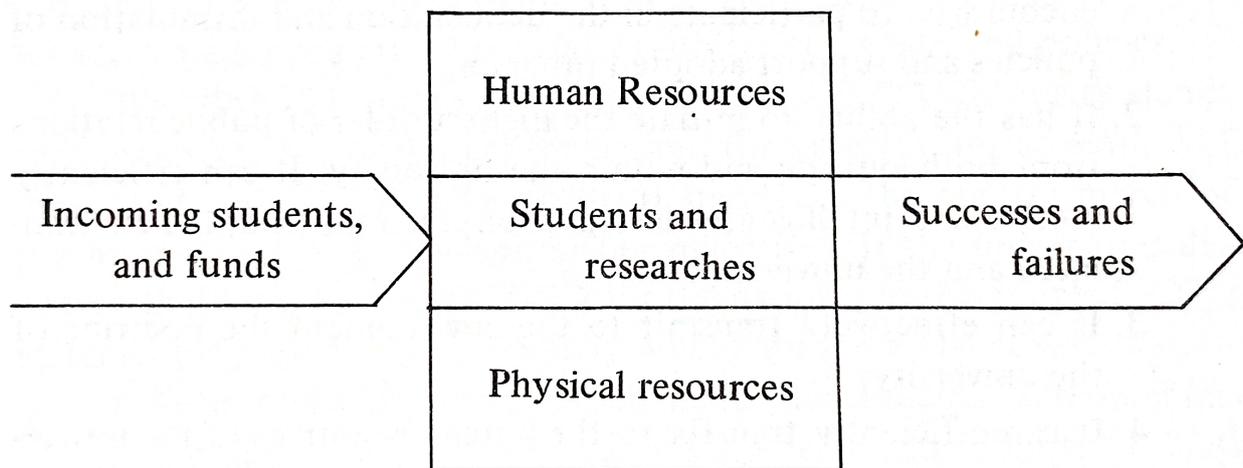


Fig. 2 Input-Output Conversion Process  
in a University

### Leadership

Leadership may be defined as a group of persons who direct the internal operations and who manage its relations with the external environment.<sup>3</sup> Leadership is the most important variable in the institution building universe. The success or failure of an institution depends largely on the type of leadership provided. The leadership of a non-metropolitan university must be totally committed to effect the following:

1. To manage an orderly and efficient adjustment of the University to its environment; and
2. To unify all human resources—faculty, students, and adminis-

trative staff—and guide them to enthusiastically work together to facilitate the adjustment of the university to its environment.

The leadership should have the following attributes in order to attain such goals:

1. It should have a deep appreciation of the value of scholarship. It must provide the needs and comfort of a scholar that are necessary to his creativity. A scholar could be a great asset of leadership on the one hand because his work could attract gifts from the environment in the form of equipment or grants, which are vital in the operation of the university. On the other hand, a scholar could be a liability because he can easily become a focal point of campus discontent, the center of controversy and the source of administrative chaos. Therefore, the scholar must be encouraged to participate in the deliberation and formulation of policies and support adopted programs.
2. It has the ability to initiate the highest order of public relations from both outside and within the university. It can efficiently receive and intelligently interpret impressions from the environment and the university.
3. It can effectively transmit to the environment the doctrine of the university.
4. It can efficiently transfix to the human resources of the university the doctrine and the strategies adopted to effect the doctrine.
5. It can stimulate the human resources to work together as a team to attain a common goal by imparting in them a sense of belonging and by optimizing their usefulness by assigning jobs to the most competent persons and by coordinating their work.
6. It is capable of modifying the doctrine to obtain maximum acceptance of the environment. It can implement policy in the best possible way by diplomatically resisting pressures and providing flexibility in the strategy of implementation.
7. It can discourage complacency—satisfaction adjustment to environment—by initiating and stimulating dynamic new programs.
8. Encourage young and capable men to partake in leadership res-

possibility. Educate the upcoming leadership in the changes that are taking place and the strategies adopted in effecting the institution building process.

9. It is capable of providing local government leadership. In less developed countries it is not uncommon for the campus residents to expect the university leadership to provide them municipal executive leadership—providing security for their lives and property, housing, light, water, etc.

## Doctrine

Doctrine may be defined as the expression of the purposes, objectives, and methods of the institution.<sup>4</sup> The doctrine of a university is broadly categorized into three classes—objectives, goals, and policies.

**Objectives.** The late Pandit Nehru once said, “A university stands for humanism, for tolerance, for reason, for progress, for adventure of ideas, and for the search for truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties, then it is well for the nation and the people.”<sup>5</sup> This statement means that the university must have these objectives:

1. To provide top quality programs for the students. The programs for the students. The programs are geared to teach them facts about the environment and equip them with appropriate responses to a changing environment. The environment does not remain static.
2. The university, through its resources, must play a pivotal role during crises and provide solutions appropriate to the circumstances. It must be a source of information and inspiration towards accelerated development in peace time.
3. Research and informational outputs that are obtained by the human resources must be transmitted to the environment for beneficial use.
4. The sanctity of intellectual freedom in the university must be protected. There are four types of intellectual freedom on campus—freedom of students, academic freedom of faculty members, freedom of faculty members, freedom of the university,

and freedom of society. Like socially accepted freedoms, they recognize all their limitations in terms of the other freedoms.

“Freedom of students” means that students must not be impeded in forming sound judgments on critical issues in the environment and in acting according to the dictates of those judgments.

“Academic freedom” is the faculty members’ freedom to teach well-thought-out principles and to demonstrate truths without interference from political, bureaucratic and religious authorities. The faculty member teaches according to the dictates of his professional conscience. He should present significant points of view on every issue with whatever interpretation he deems appropriate in view of the maturity of his students. The only restraints imposed upon him are those required by the nature of the curriculum. Moreover, there should be no censorship of his library collections.

“Freedom of the university” is the institution’s freedom to implement its social obligations to dynamically adjust to the environment. The freedom of students and faculty members must not be in conflict with the freedom of the university.

“Freedom of society” is the freedom to limit the social responsibility of the university. Modification of the university’s programs to suit the demands of the environment is a tacit recognition of society’s ability to regulate the university. Furthermore, society can regulate the university by act of law.

**Goal.** The university must consciously improve its interactive adjustment to the environment by working towards the achievement of some goals. The strategies for goal formulation are:

1. Programs must be aimed at goals selected according to priority; and
2. Goals are tentative and may be modified as dictated by the environment.

**Policies.** The university policies must be effected for those pertaining to: 1. fiscal relations; 2. educational and research programs; 3. academic and administrative personnel; 4. student services; and 5. public services.

## Resources

Resources may be defined as the physical, financial, legal, and informational inputs required by the institution so that it can function.<sup>6</sup> They are the *human resources*, which include the academic and administrative staff and students, and *physical resources*, which cover buildings, equipment, funds, informational inputs and political authority.

Human resources are more important than physical resources because without them nothing can be achieved. Physical resources could be utilized to develop good programs, good facilities, and to create a sound academic atmosphere in order to attract good researchers, faculty members, and students. The use of resources should be systematized and coordinated in order to attain maximum output with minimum effort.

## Programs

Programs may be defined as the institution's activities while producing and delivering outputs of goods or services.<sup>7</sup> A non-metropolitan university interacts with its environment directly or indirectly through the products of its programs. There are four types of programs: educational, research, administrative, and public service.

**Educational Programs.** The basic university function is to organize and effect good viable educational programs. The results of interaction with the environment are greatly influenced by the programs' products. Programs are geared to teach students the facts about the environment and to face the problem of life intelligently. The products are prepared to play a developmental role in shaping the environment.

A total educational program, in which human resources must participate continuously, should involve several different types of activities, as follows:<sup>8</sup>

1. Formal classroom education;
2. Field trips and laboratory experiments;
3. On-the-job training;
4. Practical experience;
5. Research experience;
6. Continuing education;
7. Evening courses;
8. Extension

courses; 9. Short courses and institute; 10. Seminars; 11. Conferences, 12. Publication.

The implementation of educational programs necessitates the following sequence of steps:<sup>9</sup>

1. Stimulating educational programs;
2. Conceiving educational programs;
3. Planning educational programs;
4. Conducting educational programs;
5. Coordinating educational programs;
6. Funding educational programs;
7. Preparing written and other materials for educational programs.

**Research Programs.** Research Programs are directed to scholarly analysis of the traditions, sentiments, ideals and purposes of the people and old and new technologies. They are used to discern emerging cultural, social, political and technological patterns and to predict the logical direction of change. Based on research results the university can devise programs geared at effecting orderly change. Research results should be disseminated as widely as possible for the environment to put to beneficial use.

Basically, there are two kinds of research—basic and applied. In basic research, the choice of problem and manner of attacking it are determined almost solely by the investigator's personal curiosity and by purely scientific considerations. Applied research aims at solving a problem of practical significance that will bring about practical rewards.<sup>10</sup>

The following sequence of steps is involved in obtaining and using research results.<sup>11</sup>

1. Stimulating research;
2. Conceiving research;
3. Planning research;
4. Conducting research;
5. Analyzing research data;
6. Coordinating research;
7. Reporting research results;
8. Using research results;
- and 9. Funding research.

**Administrative Programs.** Administrative programs are support programs to educational and research programs. They are designed to cater to human resources needs in order to optimize the latter's outputs. There are two types of programs: academic and administrative staff and student services.

**Academic and Administrative Staff Program.** The academic and administrative staff programs include the following:

1. Faculty recruitment must not be based solely on academic competence; the relevance of the faculty's capabilities to the institution's aims and objectives must also be considered. As such, these must be devised in the recruitment process: a. A technique for discovering available persons; b. A selection must be made from the available persons discovered; and c. Faculty in-breeding must be minimized in order to avoid the constriction of views among faculty members.

2. The non-academic staff should be appraised of the needs of the academic staff. The academic staff should be encouraged to make a conscious effort to know and understand the predicaments and problems—especially the red-tape involved in procuring books and equipment—confronting the non-academic staff. In this way, the two groups could work harmoniously as a team.

3. Promotion and tenure must be dispensed wisely. They must be used to reward competent professors and deserving administrative officials.

4. Salary and fringe benefits are reasonable and adequate enough for the economic status of the staff, thereby, strengthening their self-respect. Sometimes a professor's financial status becomes an economic stress. Self-respect is hard to achieve when one cannot live with his salary. Besides, economic insecurity undermines and corrodes the physical and moral welfare of the individuals. To achieve self-respect one must resort to other activities for additional compensation and defenses like subservience to the administrator at the expense of teaching efficiency.

5. Developmental programs for administrative and academic staff. A program of ferreting out incompetent and "dead wood" professors and other undeserving personnel. They could be optimally utilized if they would be reassigned to jobs that are below the level of their incompetence.

6. Programs geared at providing basic human needs like light, water, health and housing facilities, and security on the university campus.

**Student Service Program.** The university's success or failure is largely measured by the performance of its graduates. Therefore, a high-caliber student services program that will complement the educa-

tional programs must be maintained to develop the students to their best capacities. Its overall purposes are to meet the need for educational and professional preparation of students to teach and conduct research work; and the need for the student's personal and social development.

The student services programs must be developed according to their purposes, educational programs, type of student body, personnel to be assigned, and available financial support. It includes the following:<sup>12</sup> 1. Supervision of housing facilities, student social life, student organization and government, student personal and group conduct, student health and recreation, vocational and personal counseling, and student publications; 2. Assistance through employment, scholarships, loans and placement; and 3. Providing responsibility for admissions, registration, program and course counselling, advising on study difficulties, keeping of academic records and making of academic reports.

**Public Service Programs.** The public service programs are designed to improve linkage with the community where the university is located and its adjacent areas. The programs will be utilized to gather informational inputs on the needs and impression of the immediate environment on the one hand. On the other hand, they are effective tools in establishing goodwill. Some possible programs are: health improvement, population control, technical training, economic development, mass media development and planning assistance.

### **Internal structure**

Internal structure may be defined as the patterns and distribution of authority, the division of labor, channels of communication, etc., within the institution through which decisions are made and actions are controlled.<sup>13</sup> An effective internal structure must avoid overlapping of functions by defining the responsibilities, lines of functions and organizational boundaries. Delegation of authority should start from the top-most position down to the smallest position, giving everybody his ap-

proriate share of responsibility. A model organization for a non-metropolitan university is given in the Fig. 3.

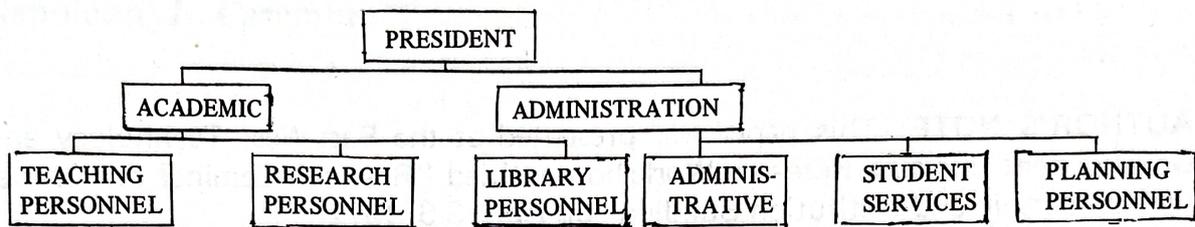


Fig. 3 A Model Organization for a Non-Metropolitan University

The university authority may lay administrative procedures that are free from interference from external authority. The procedures are flexible to satisfy social, political, legal and financial constraints and at the same time they are scientifically and economically viable and consistent with the university objectives. Some general procedures that must be adopted are along these lines:

1. Selective admission; 2. The organizational set-up must provide opportunity for highly creative academic members to produce their best work; 3. Reshuffling of employees must be intended to increase the university's efficiency; 4. Discourage internal politics that tend to divide the staff; 5. Distinction of the following in filling up positions and exercising responsibilities— the position from the person occupying it; personal status from competence; and official from personal relationship; and 6. Colleges must be given free land in determining their curricular offerings and equipment they need. Duplication of equipment by other colleges will be allowed provided there is no good scientific, technological, and financial argument against it.

The management information must be systematized and made available to decision-making body at all times. The system will be designed to achieve these objectives:<sup>14</sup> 1. To provide management with operating and financial information to control the university's administrative services and to measure their efficiency; 2. To present information in a form which will highlight critical areas for management action; 3. To ensure that such information is received on schedule so that immediate action could be taken.

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### NOTES

1. Milton J. Esman and Hans C. Blaise, **Institution-Building Research—The Guiding Concepts**, Inter-University Research Program in Institution Building (Pennsylvania: University of Pittsburgh, mimeo, 1966).
2. **Ibid.**
3. Some definitions of institution-building were drawn from the writings of Milton Esman, J.K. McDermott, R.W. Roskelley, and Bruce Anderson.
4. **Ibid.**
5. P. Nehru's convocation address to the University of Allahabad in 1947.
6. Cf. fn. 2
7. Cf. fn. 2
8. Maurice L. Albertson, **Role of Education and Research Institutions**, ICID Publication.
9. **Ibid.**
10. Ali G. Macawaris, **Soil-Cement Research for Low-Cost Construction: A Case Study**, Working Paper Series No. 18, East-West Technology and Development Institute, East-West Center (Honolulu, Hawaii: February 1972).
11. Albertson, **op. cit.**
12. Sycip, Gorres, Velayo & Co. management study of administrative services at Mindanao State University, September 1970.
13. Cf. fn. 2
14. Walter R. Goetsen, **Organization of the University for Administration and Development**, Current Trends in Higher Education (Washington: 1968), p. 163.