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A HISTORICAL ANALYSIS OF THE EVOLUTION
OF THE ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE
OF THE UNIVERSITY OF CENTRAL FLORIDA AS IT RELATES TO GROWTH

by

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B.A. University of Central Florida, 2005

M.A. University of Central Florida, 2006

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the School of Teaching, Learning, and Leadership
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

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2015

Major Professor: Barbara A. Murray

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ABSTRACT

This was a qualitative historical study, which was recounted chronologically and organized around the terms of the four full-time presidents of the university. The review addressed the processes associated with the establishment and development of Florida Technological University beginning in 1963 through its name change to the University of Central Florida in 1979, concluding in 2013. The organization's mission, vision, and goals, how they evolved and the impact they had on the university were of particular interest. The study was focused on the administrative actions and organizational changes that took place within the university to assist faculty in teaching, research, and service as well as external conditions and events which impacted the university and shaped its development. The growth of the university, as well as the productivity of the faculty, were of interest in the study.

I dedicate this work to my late mother, Ruth E. Lindsley. I fondly recall, while taking a walk through the streets of my small hometown in Upstate New York on a beautiful summer evening, my mother encouraging me to become either a lawyer or doctor, because “I had the ability to do it.” That was the moment that I knew I wanted to become a doctor. Those words and that encouragement have stayed with me through this process.

Additionally, I dedicate this work to my beloved grandmother, Norma “Gram” B. Boyd – one of the strongest people I have ever known. Gram has encountered more challenges, hardships, and despair than any one person should encounter yet keeps moving forward and enjoying life. She has taught me how to live life and has always encouraged me in every opportunity I pursued, including this one. I am forever grateful for her and everything she has brought to my life.

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Many people made sacrifices in order for me to complete this dissertation but did so supportively, and it is important they know how appreciative I am for their sacrifice and support. This includes Dr. Robert C. Chandler, Director, Nicholson School of Communication, Dr. Michael Johnson, Dean, College of Sciences, and the Professional Development Leave Committee who approved my professional development leave so I could complete this dissertation. Without the professional development leave, completion of this dissertation would have been much more challenging and, possibly, impossible. I am also appreciative of my family, friends, and colleagues, who have provided words of encouragement along the way. I am also very thankful to my partner and my love, Mr. Michael Farmer, who provided support and made many sacrifices so that I could complete this dissertation. Lastly, but certainly not least, I am especially

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As a (hopeful) triple alumnus of the University of Central Florida with a bachelor's, Master's, and (hopefully a) doctorate, as well as serving as a faculty member for the university, the researcher is proud to be a Knight!

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CHAPTER 1 PROBLEM OF PRACTICE

Introduction

Although the administrative and organizational structures of institutions of higher education across the United States and throughout the world vary widely based on the institution's mission (e.g., a community college may focus on more applied/skills-based or vocational curriculum, whereas a major metropolitan university may focus primarily on research and external funding) and other factors, there are relatively consistent themes of organizational structures of the state universities in Florida. According to the State University System of Florida Board of Governors [BOG] (2014):

Each of the 12 state universities has a 13-member Board of Trustees responsible for cost-effective policy, implementing and maintaining high-quality education programs consistent with the university's mission, performance evaluation and developing a process meeting state policy, budgeting, and education standards. Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses. Members are appointed by the Governor (6 citizen members) and by the Board of Governors (5 citizen members). These 11 appoints are subject to confirmation by the Senate. The remaining two members are the chair of the faculty senate or the equivalent; and the president of the student body of the university. The appointed members shall serve staggered 5-year terms. There shall be no state residency requirement for

university board members, but the Governor and the Board of Governors shall consider diversity and regional representation. (para. 1)

The individual boards of trustees (BOT) have been delegated the appropriate power and authority to direct, operate, and manage each state university rather autonomously. The BOT's control, power, and influence in an individual university are far-reaching. To provide some perspective, each BOT is responsible for the adoption of a strategic plan, which addresses not only how the university will execute its mission but how it will be aligned with the system wide strategic plan put in place by the Board of Governors (Florida BOG Regulation, 2010a, b). Additionally, each university's BOT must adopt "a multiyear workplan/report for the Board of Governors that outlines its universities' top priorities, strategic directions. . . and performance expectations" (Florida BOG Regulation, 2010c) and establish and maintain an information, data, technology, and communications systems for the university. The university's BOT, in accordance with laws, may oversee and govern automobile traffic on the university's campus and is responsible for the safety and emergency preparedness of the university's campus, students, faculty, staff, and visitors (Florida BOG Regulation, 2010d-f).

The BOT is also responsible for the creation of divisions of sponsored research, the policies regarding how each will operate and for the adoption of regulations for academic programs and student affairs. Additionally, a university's BOT must establish a personnel program for every employee of the university and is responsible for the financial and property management of the institution, as well as other duties and responsibilities (Florida BOG Regulation, 2010g-k).

From this review, one can deduce that a fair number of the administrative and organizational structures in public universities in the State of Florida have similar attributes as they have been operated using similar governance structures. However, after this point of governmental regulation, the nuances of each institution in the State University System have been

under separate leadership [and] each would grow into a university that would strengthen its region, and there would be no official tiered system demarcating each institution's importance (as in California). Each school's destiny was in the hands of its leaders. (Holic & UCF Alumni Association, 2009, p. 9).

A Brief History of the University of Central Florida

In the years following the end of World War II, the U.S. "had seen a boom in prosperity, technology, and optimism" (p. 8) and the late 1950s and early 1960s "saw the Central Florida region redefined in the burgeoning years of the space age" (Holic & UCF Alumni Association, 2009, p. 8). Although during this time, Central Florida was not much more than an expansive swamp with many, many orange groves, big change would soon be coming. During this same time period, infrastructure was bolstered in the region. In 1957, the Florida Turnpike, originally entitled the Sunshine State Parkway which eventually connected northwest Florida to Southeast Florida, opened and was soon followed by the construction of Interstate 4, connecting Northeast Florida to Southwest Florida. Both major highways intersected in Central Florida, placing Orlando at an interesting crossroads that would help ensure the area maintained relevance for decades

to come (Holic & UCF Alumni Association, 2009).

Additionally, during this time period, with the advent and prevalence of air conditioning, the State of Florida saw a major increase in population. However, Florida's system of higher education had only three state universities: the University of Florida, Florida State University, and Florida A&M University (Holic & UCF Alumni Association, 2009). "In 1955, forecasts called for college applications to state universities alone to exceed 125,000 by 1975" (Holic & UCF Alumni Association, 2009, p. 9). It was obvious to the legislature of the State of Florida that something had to be done to address this need. In the next two decades, the University of North Florida, the University of West Florida, Florida International University, and the University of South Florida were all established.

Between the booming economy, the newly executed infrastructure, the space program's needs, the educational demand, and a general void of educational opportunities in Central Florida, the Florida Legislature passed Senate Bill No. 125 on June 10, 1963. The bill authorized the State Board of Education to establish a state university or a branch of an existing state university in the east-central part of Florida, defining the area, and authorizing the board of control, and the state board of education to determine the exact location.

The exact location of the still unnamed university was undetermined. "In the early days of planning, the most important problem for lawmakers and administrators to solve was that of location" (Holic & UCF Alumni Association, 2009, p. 9). The east-central part of Florida consisted of a vast area, including Flagler, Orange, Seminole,

Lake, Brevard, Volusia, Osceola, Indian River, and St. Lucie Counties.

After much fanfare and debate, the east side of Orlando was chosen as the final site for the university. From those early days, with only a handful of colleges, faculty, staff and students, the University of Central Florida has blossomed into a world-renowned research university with more than 60,000 students enrolled in the fall of 2014.

Statement of Problem

To date there has been little research conducted on the evolution of the administrative and organizational structure of the University of Central Florida (UCF). According to Mauch and Birch (1998), “The present college and university. . . structure has deep roots in more than 700 years of tradition” (p. xv). As one of 12 public universities in the state of Florida, UCF is a comparatively young institution. Established by the Florida Legislature on June 10, 1963, UCF celebrated its 50th anniversary in 2013. In comparison, Rudolph (1962) reported that prior to the American Revolution (circa 1775), nine institutions of higher education were already established in the then 13 English colonies. For instance, on October 28, 1636 “The Massachusetts General Court passed the legislative act which led to Harvard College” (Rudolph, 1962, p. 4), thereby establishing the first institution of higher education in the English colonies.

Although UCF is a relatively young institution, it has seen immense change since it opened its doors to 1,948 students in October of 1968. At its inception, it was named Florida Technological University, and it was known as a teaching school whose purpose was to funnel educated students to feed the nation’s blossoming space program on the

east coast of Florida. However, in fewer than 50 years, UCF developed into the largest university in the state of Florida and was the second largest metropolitan research university in the United States. With nearly \$155 million in contracts and grants for the 2012-2013 academic year, the Carnegie Foundation for the Advancement of Teaching classified UCF as a research university due to its very high research activity (Holic & UCF Alumni Association, 2009).

The dramatic evolution of UCF was seemingly an anomaly. It was one that deserved to be investigated as to what organizational and administrative structures were modified, developed, and abolished throughout the years to bring about such immense change in so little time.

Research Questions

This study was prompted by the exponential growth and increase in reputation and stature of the University of Central Florida (UCF). Established in 1963, with very humble beginnings, UCF has rapidly blossomed into a major metropolitan research university and, at the time of the study, was the second largest public university in the United States.

1. How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?
2. How have UCF's vision, mission, and goals evolved since the university's inception and what, if any, influence have these changes had on the university's administrative and organizational structure?

3. What historical events, political actions, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?
4. What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?
5. What has been the evolution of faculty productivity?
6. What, if any, practices of UCF's administrative and organizational structural align with faculty productivity?

Definition of Research Terms

The following definitions are provided to ensure uniform understanding of terms used throughout the study.

Administrative: The function of the administration and administrators' duties.

College: An intermediate managerial function in a university which houses a specific set of related academic disciplines.

Organizational Structure: The location of academic and non-academic units in the organizational chart of the university.

State University System (SUS): A conglomeration of universities supported by the state they reside within, to help bolster the state's citizens.

Theoretical Framework

Due to the uniqueness of this historical approach, the most prudent method for addressing the situation was approaching it with a theoretical framework focused on the mechanisms (i.e., administrative and organizational structures) used to guide the University of Central Florida's development. In this approach, systems theory was appropriate. According to Drack and Apfalter (2007), the "roots of what is today called general system theory can be traced back to Vienna of the early 20th century" (p. 537). Although von Bertalanffy was "a trained philosopher" (Drack, 2009, p. 563), he was identified primarily as a biologist and was "recognized as the father of General Systems Theory and a founder of the Society for General Systems Research" (Eatwell, Milgate, & Newman, 1998). Von Bertalanffy was an academic who "taught at the University of Vienna (1934-48), the University of Ottawa (1948-54), the University of Alberta (1961-9) and the State University of New York at Buffalo (1969-72)" (Eatwell et al., 1998).

Eatwell et al., (1998) provided a thorough review of von Bertalanffy's work and its impact and significance on other areas of inquiry.

Like many pioneers, his work was recognized during his own lifetime by only a few, but his influence continues to grow. His work, especially on the theory of open systems, led the way to a more unified theory of organisms and organizations stretching from the biological to all the social sciences. He . . . insist[ed] that systems have hierarchies of complexity, each with its own patterns and methods, allowing for indeterminacy, recognizing that equilibrium is

unknown in the real world except as an approximation, and stressing the generality of both ontogenetic and phylogenetic processes. (Eatwell et al., 1998.)

Additionally, von Bertalanffy “founded, advocated, and taught the General Systems Theory . . . as a holistic, interdisciplinary view of systems, applicable to all disciplines” (Chroust & Hofkirchner, 2006, p. 701). According to Drack (2009), von Bertalanffy “was transdisciplinarily oriented and concerned himself with the idea of integrating various levels of sciences” (p. 563). However, von Bertalanffy recognized that the concept of systems, although in different forms and explanations, had an extensive history, predating his work. Arnold (2011) described Hegel as building his theory “on the views of Kant and early nineteenth century life scientists, developed a view of systems that is a clear precursor to the developments in Ludwig von Bertalanffy's general system theory” (p. 53). Additionally, Arnold noted that “Hegel describes systems as organic wholes in which the parts respectively serve as means and ends” (p. 53). Arnold further stated that, “Systems are comprised of three processes: gestalt, the process of assimilation, and regeneration” (p. 53).

Drack and Apfalter (2007) indicated that “System theory was always meant to be an integrative tool for all--aiming for a dialogue between. . . disciplines” (p. 537). As systems theory has evolved and been applied to different disciplines and scenarios, “an increasing number of areas of intellectual endeavor are turning to von Bertalanffy’s ideas. . . among these are the fields of organization and management theory” (Gray, 1972, p. 403). As an example, Luhmann, renowned for linking a systems approach to sociological research (which closely relates to the approach of this study) had a fitting approach to

systems theory. According to Mattheis (2012), “Luhmann’s work is to some extent open to interpretation, as it does not follow a rigid, consecutive concept, but rather a network model of related concepts” (p. 627). The researcher expected that the review of UCF’s history would likely result in the identification of a network model of related concepts, initiatives, and ideas.

Methods

A historical qualitative analysis was the methodology selected for this study.

The object of the historical method is to provide a means through which a researcher may deal with problems that arise from events that happened in times past and to interpret what might otherwise be considered merely. . . happenstance. (Leedy, 1980, p. 87)

The values of a historical review are considerable. Furay and Salevouris (1988) admonished readers that “We are in danger of falling into the mistaken and perhaps arrogant notion that the problems we face and the solutions we propose are unprecedented and bear no relationship to human problems of the past” (p. 1).

This approach included “an integrated narrative. . . based on a critical analysis and synthesis of sources” (Lang & Heiss, 1984, p. 66). As stated by these authors, the historical approach is “an inclusive and mediating type” (p. 67) of approach, which allows one to “develop a background perspective and insight into a . . . institution not obtainable through other types of research” (p. 67).

The research included a historical analysis of Florida's State University System (SUS), the associated statutes, and an account of how each of the universities in the SUS developed. The historical research was focused first on the development of Florida Technological University (FTU) followed by that of the University of Central Florida (UCF). Voluminous data were collected, either through multiple extensive visits to the University of Central Florida's archives or through in-depth interviews with charter and/or senior faculty and staff. These data were categorized chronologically and separated by presidential term. Since the inception of the university as Florida Technological University, there have been four full-time presidents leading the university.

Additionally, UCF-related biographies, memoranda, policies (old and new), meeting minutes, university documents and archives, and extant historical research were reviewed to provide the data set included in this study. The Nicholson School of Communication at the University of Central Florida had maintained a copy of every university course catalog since the university was established, and this mini-archive proved to be an invaluable resource. The course catalogs were reviewed to provide the researcher with a more thorough understanding of the construction and evolution of the administrative and organizational structure of the university. Additionally, interviews with charter faculty and staff and those individuals who had an extensive history, relationship, or familiarity with the university were conducted and recorded by the researcher. After each interview, large portions of the recordings were transcribed by the researcher, and the data were integrated into the study where appropriate.

Significance of the Study

The purpose of this research was to add to the body of knowledge by identifying the development, modification, and abolishment of organizational and administrative structures of the University of Central Florida through 2013 since its inception as Florida Technological University in 1963. Lagemann (2000) suggested that the history of education has been so woefully disregarded and understudied that one must exercise caution when utilizing the extant information for drawing conclusions. Due to this assertion, the significance of the study included adding to the near dearth of information surrounding the study of educational history.

The results of this research were intended to provide a more thorough understanding of the university's history, how it evolved, the influence of administrative and organizational structure, and provide perspective on the manner in which to build a successful research-oriented university. Also addressed was the impact of administrative and/or organizational structures on faculty productivity and any associated trends. The research was intended to indirectly provide recommendations to nascent universities as to potential organizational paths to follow and how to significantly enhance and transform their own institutions.

Limitations

“A limitation,” as defined by Mauch and Birch (1998), “is a factor that may or will affect the study, but is not under control of the researcher” (p. 114). Certain limiting factors for this study included inconsistencies and contradictions in gathered information

and the limited availability of certain archival documents and materials required to complete the research.

Delimitations

The parameters for this study included a review of the significant historical events and happenings throughout the development of the University of Central Florida which influenced its organizational and structural development. Although the researcher reviewed events for the entirety of the university's existence, the research centered on significant milestones that contributed to the development of the university. The review of the historical aspects of the university began in the early 1960s (i.e., the actions that preceded and led to the establishment of the University of Central Florida) through the year 2013.

Though the University of Central Florida's archives are impressively extensive and expansive, they were a delimiting factor. They include hundreds of boxes of files, forms, notes, memos, assorted paperwork, and other miscellany. Additionally, there are multiple artifacts from the university's short but rather illustrious history included in the archive. Much of the fifth floor of the University of Central Florida's John C. Hitt Library is devoted to the maintenance, preservation, and archiving of the university's annals. Deciphering what information to closely examine so as to identify the more pertinent information which more directly addressed the research questions, presented a challenge. Not all of the vast amount of material and data housed in the university's archives could be examined. The researcher focused on data sets that, due to their

categorization and general labeling, appeared to be best suited to address the research questions posed in this study.

Organization of the Study

In this chapter, the history of the University of Central Florida has been briefly reviewed. Also addressed were the problem of the study, a definition of terms, the methods used to conduct the research, the research questions, the significance of the study, the limitations and delimitations of the study, and the theoretical framework undergirding the study. Chapter 2 includes a review of the literature related to the problem. Chapter 3 provides a detailed review of the methods and procedures used in the collection and analysis of data. Chapter 4 contains a presentation of the data. Chapter 5 presents a summary of the findings along with the themes that emerged from the analysis of the data and suggestions for further research.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

This chapter includes a review of the literature surrounding the chosen topic of study and the focal points of the research. To provide background and perspective, a review of the history of Florida's State University System is presented followed by a review of the literature regarding the impact of the structural and organizational aspects of an entity on its function. This is followed by a review of the literature on the impact (or lack thereof) of vision, mission, and goals on an organization. A synthesis of the literature regarding the faculty assignment of teaching, research, and service is followed by a review of the available research on faculty productivity. The literature surrounding the effects of growth and complexity of an organization are also reviewed as well the managerial and organizational literature pertaining to this study. Lastly, the origins, interpretations, applications, and literature of both systems theory and the role of bureaucracy are reviewed.

History of the State University System

The original constitution of the State of Florida, which “was passed 30th day of January, 1838, and approved 2nd February, eighteen hundred and thirty-eight [1838]” (Florida Const. art. XVII), only mention of education focused on land appropriated by the U.S. government for the use of education (e.g., land grant institutions), ensuring that all

such land “shall be and remain a perpetual fund. . . inviolably appropriated” (Florida Const. art. X, sect. 1) for the use of education exclusively.

In 1823, the Florida legislature, then a territorial legislature, began to plant the seeds for system of higher education (“History,” 2011). However, it was not until 1825 when

the Federal Government reserved two townships for the purpose of maintaining institutions of higher education in the territory, and on March 3, 1845, the United States Congress, in an act supplemental to the act admitting Florida as a state in the Union, added two more townships (“History,” 2011, para. 3).

These townships were proposed to be “two seminaries of learning,” (“History,” 2011, para. 16) which were “to be located east and the other west of the Suwannee River” (“History,” 2011, para. 4).

It was not until January 24, 1851 that the legislature of the State of Florida provided the funding and support to establish the two institutions of higher education (“History,” 2011). Impressively, considering the time period, the institutions were purposed to serve both males and females and would teach “all the various branches that pertain to a good common school education. . . in the fundamental laws, and in what regards the rights and duties of citizens” (“History,” 2011, para. 5).

By this time, the Legislature of the City of Tallahassee had already established the Florida Institute, a school exclusively for men and requested that the second institution to which the Federal government referred also be located in Tallahassee. However, this effort was not successful (“History,” 2011).

With the newly appropriated funds from the Florida Legislature, the East Florida Seminary, based in Ocala, Florida, utilized these funds to move itself forward. However it soon shuttered due to the U.S. Civil War (“University of Florida,” 2014). In 1856, in another attempt to capture the funding of the seminary in Tallahassee, “the Intendant (Mayor) of Tallahassee again offered the Institute's land and building to the Legislature” (“History,” 2011, para. 8). This request came from a source with a namesake of considerable reverence and clout: Francis Eppes, the then Mayor of Tallahassee, who was the grandson of President Thomas Jefferson. Eppes “shared his views of the importance to a democracy of a liberally educated citizenry” (“History, 2011, para. 8) with the Florida State Legislature who accepted Eppes’ offer and designated Tallahassee as one of the educational sites (“History,” 2011). They attributed their agreement to designate Tallahassee as one of the locations of the state seminaries, “because of its railway connections, its ‘salubrious climate,’ and its ‘intelligent, refined, and moral community’” (“History,” 2011, para. 10). On January 1, 1857, the legislative bill authorizing Tallahassee as the location for the seminary was signed into law by the governor (“History,” 2011).

It was only a month after the Governor signed the bill proclaiming that one of the seminaries would be located in Tallahassee, and only 12 years after Florida obtained its statehood, that the newly founded seminary, the State Seminary West of the Suwanee River, held its first Board of Education meeting and started offering courses to male students (“History,” 2011). It was in the following year, 1828, “when it absorbed the Tallahassee Female Academy” (“History,” 2011) that State Seminary West became coed.

At the time of the present study, Florida State University noted that their grounds have “been the site of an institution of higher education longer than any other site in Florida” (“History,” 2011, para. 13) due to the establishment of the Florida Institute in 1851, which then transitioned into the West Florida Seminary in 1857.

In 1866, after the conclusion of the U.S. Civil War, and with the funds provided by the Morrill Act of 1862, the East Florida Seminary reopened in Gainesville, Florida (“University of Florida’s,” 2014). Throughout the 1870s and 1880s, the seminaries built programs, recruited more students and faculty, and continued their development. Additionally, more institutions of higher education were added to the State of Florida during this time period.

In 1884, Florida Agricultural College, the first land-grant institution in Florida, opened. Although it was slated to open in Gainesville, the city was unable to meet its portion of the financial obligation, so the site was moved to Eau Gallie. Due to political implications, the site moved to Lake City (“University of Florida’s,” 2014).

A precursor leading up to the development of the next institution of higher education in Florida was the election of a Duval County educator, Thomas Van Renssaler Gibbs, to the Florida Legislature in 1884 (“About the University,” 2014). Through the orchestration of Representative Gibbs, “House Bill 133, which established a white normal school in Gainesville. . . and a colored school in Jacksonville” (“About the University,” 2014, para. 3), passed. After the passage of the bill it was “decided to relocate the colored school to Tallahassee” (“About the University,” 2014, para. 5). With the passing of House Bill 133 and the Federal passage of the Hatch Act in 1887 which

required that scientific research stations for agricultural experiments be created (Association of Land Grant and Public Universities, 2012), the Florida Agricultural and Mechanical University was founded “on October 3, 1887. . . as the State Normal College for Colored Students” (“About the University,” 2014, para. 8).

By 1905, due to the public support for institutions of higher education, seven institutions of higher education had opened (“University of Florida’s,” 2014). However, the Florida Legislature passed the Buckman Act, which “consolidated these schools to one for white males (UF), one for white females (FSU), one for African-Americans (FAMU) and one school for the deaf and blind” (“University of Florida’s,” 2014, para. 12).

As World War II drew to a close, the United States experienced a large influx of veterans who were looking for education due in a large part to the Servicemen’s Readjustment Act of 1944, referred to as the G.I. Bill, which provided veterans with stipends covering tuition and expenses for higher education (“History,” 2011). This resulted in many men enrolling in what was at the time, a female-only campus in Tallahassee. In response to these realities “on May 15, 1947, the Governor signed an act of the Legislature returning Florida State College for Women to coeducational status and naming it The Florida State University” (“History,” 2011, para. 12).

In June of 1955, the United States was in the throws of the baby-boom. Then Florida Governor, LeRoy Collins, signed into law House Bill 1007 which created a new university in Hillsborough County (“About USF,” 2014). Two years after the passage of HB 1007, the new university received approval to be called the University of South

Florida (“About USF,” 2014). The university was intentionally named, as not only was it the southernmost university in Florida at the time, but also because House Representative Gibbons, who was integral in the passage of the bill, hoped it would spur additional support from fellow legislators, who had districts in and around the approved site (“About USF,” 2014).

Also in 1955, “The Florida Legislature authorized creation of a new public university to serve the populous southeast region of the state. The new university would be the fifth in the State University System” (“History of Florida Atlantic University,” 2014, para. 4). However, it was not until 1960 that the State Cabinet, who was serving as the Board of Education at the time, authorized Boca Raton as the site of Florida Atlantic University (“History of Florida Atlantic University,” 2014). In the fall of 1964, President Lyndon B. Johnson “squinted into the South Florida sun and, in his famous Texas drawl, declared Florida Atlantic University officially open” (“History of Florida Atlantic University,” 2014, para. 4).

As the nation participated in the space race, and with the locale of the Mercury Program in Cape Canaveral, Florida, and the well-established Martin Marietta facility in Florida’s South Orange County, “There was an increasing demand for local educational facilities where the growing numbers of scientific and technical employees at these and other electronics and engineering companies could pursue advanced studies” (“History,” 2014, para. 12). Stemming from this demand, local leaders throughout central Florida, including business and elected leaders, worked toward the establishment of a Space University, which would educate thousands of future space-based careers (“History,”

2014). A number of influential central Floridians with friends and connections in the Florida State Legislature, lobbied for Florida Senate Bill No. 125 which quickly moved out of committee and was easily passed by both Florida House and Florida Senate. (“History,” 2014). In June of 1963, the bill was signed into law and “hoping to attract more high-tech industries to the area, selected the name Florida Technological University for the new school. The name had the advantage of being both descriptive and distinctive, easily remembered and shortened, and not geographically restrictive” (“History,” 2014, para. 15).

The next university established in the State University System (SUS) was to be located in Pensacola, Florida. In 1963, “The Florida Legislature allocated funding to develop the University of West Florida, which became the sixth university in the State University System of Florida” (“About UWF,” 2014, para. 2). On April 16, 1965, the University of West Florida broke ground and in that same year adopted the chambered nautilus as their official emblem (“About UWF,” 2014).

In 1965, the next institution of higher education in the State of Florida was established. Senate Bill 711, signed into law by the governor, established Florida International University (“The Early Years Through 1979,” 2014). Charles ‘Chuck’ Perry was selected as the founding president of Florida International University; Perry was 31 years old, making him the youngest person to serve as a president in the SUS. At the time, he was the youngest university president in the country (“The Early Years Through 1979,” 2014). The selected site of Florida International University was the Tamiami Airport. Interestingly, when the university campus was being developed, Perry

decided the control tower should not be removed. To the present day, the control stands on the university's campus as their own Ivory Tower" ("Unlikely Beginnings, 2014).

Moving into the 1970s, Florida added two more universities to the State University System. First, in 1972, the University of North Florida (UNF) was established. UNF has seen a fair amount of growth and transition; according to "Welcome to the University of North Florida" (2014), UNF:

has expanded from a handful of buildings at the end of a dirt road to a thriving campus with five colleges in a bustling section of Jacksonville. Yet UNF retains its small-campus feel, helped by its location amid beautiful lakes and nature trails situated on 1,381 acres. The campus also is midway between downtown Jacksonville and the Atlantic Ocean, which adds to the appeal of its location ("Welcome to the University of North Florida," 2014, para. 18).

Although New College was originally established in 1960 as a private college, it joined the SUS in 1975 as part of University of South Florida ("A College Ahead of its Time," 2014). New College was originally chartered "by a group of educators who believed in the power of the mind and wanted to free both students and faculty from the limits of lock-step curriculum and a focus on credit hours and a GPA." ("A College Ahead of its Time," 2014, para. 20). It has maintained a unique approach to higher education

The State University System in the 1980s saw the growth and development of the existing nine universities and it was not until 1991 that the next university was added to the SUS. Florida Gulf Coast University came to fruition when the "former Florida Board

of Regents formally recommended in January 1991 the development of Florida's tenth state university to be located in Southwest Florida, and, in May 1991, then Governor Lawton Chiles signed the legislation authorizing the new university" ("Historical Perspective," 2014, para. 5).

In the latter half of the 1990s, the administration and oversight of the universities in Florida's State University System was increasingly scrutinized and adjusted. In 1998, Floridians, via a ballot initiative, amended the Florida Constitution to have the SUS managed by an appointed, rather than elected State Board of Education and Commissioner of Education (Fletcher, 2009). In 1999, in an effort to address concerns about the pitfalls associated with Florida's education system, the Florida Commissioner of Education convened a Blue Ribbon Committee who in turn recommended a seamless education system from preschool through higher education. The hope was the continuity would remedy some of the issues that were troublesome in the system (Fletcher, 2009).

In 2000, the Florida Legislature, through the Florida Education Governance Reorganization Act, created the Florida Board of Education (Fletcher, 2009). The Florida Board of Education consisted of seven members who were appointed by the governor. Their purpose was to oversee K-20 education (Fletcher, 2009). The Reorganization Act also created individual Boards of Trustees for each university. Board of Trustees were comprised of members appointed by the Governor, representatives from each university's faculty and students. (Fletcher, 2009). The Reorganization Act also abolished the Board of Regents and transferred that entity's authority to the Florida Board of Education (Fletcher, 2009). During this time, the Florida Board of Education

was charged with the appointment of the Commissioner, and University Boards of Trustees reported to the Florida Board of Education (Fletcher, 2009).

In 2002, change continued through another ballot initiative, and Floridians again amended the State's Constitution. This Amendment required the creation of a single state university system which was comprised all of the Florida public universities. Each university was to have its own board of trustees who would be responsible for administering the functions of the university (Fletcher, 2009). The amendment also created a Board of Governors that "operates, regulates, controls, and is fully responsible for the management of the university system" (Fletcher, 2009, p. 5), and the Florida Legislature reallocated the authority to oversee institutions of higher education from the State Board of Education to the university Boards of Trustees (Fletcher, 2009).

The Board of Governors consisted of a 17-member board, 14 of which were appointed by the governor and confirmed by the Senate. The remaining three were a faculty representative, a student representative, and the Commissioner of Education (Fletcher, 2009). Additionally, Fletcher (2009) reported:

Each state university is administered by a 13-member University Board of Trustees (UBOT). Each UBOT consists of the chair of the faculty senate, the president of the student body, six governor appointees, and five Board of Governors' appointees. Appointed members must be confirmed by the Senate and the Board of Governors establishes the UBOT's powers and duties. (p. 28)

Prior to the reorganization in the late 1990s and early 2000s, the State Board of Education was the organization charged with creating all policy for public education

(Fletcher, 2009). The State Board of Education consisted of the governor who was the chair, and the cabinet. The commissioner was the secretary and executive officer., Among three divisions reporting to the Department of Education was the Division of Universities led by the Board of Regents. Each of the State University System presidents reported to the Board of Regents (Fletcher, 2009).

The Board of Regents was the governing body for education. It was comprised of a commissioner, 13 governor appointed and Senate confirmed members (Fletcher, 2009). The Board of Regents was also responsible for appointing university presidents, establishing new student fees and degree programs, and was responsible for the adoption of a system-wide strategic plan (Fletcher, 2009).

At the time of this study, the most recent addition to the State University System, was Florida Polytechnic University. In April of 2012, Governor Rick Scott signed Senate Bill 1944 into law, creating Florida Polytechnic University. According to Florida's newest state university, the university "was created by the 2012 Florida legislature to be the state's STEM-focused four-year public university" ("About Florida Poly," 2014, para. 2). Florida Polytechnic held its first classes in August of 2014.

Administrative and Organizational Structural Impacts

If only slightly nuanced, each institution of higher education has a different administrative and organizational structure. Those structures affect the functioning of the organization and more specifically, as noted by Volkwein & LaNasa (1999), "The different components of a complex organization may exhibit different climates for its

workers” (p. 6). According to Volkwein and LaNasa, if an institution of higher education has a productive and useful organizational structure, its common characteristics include high levels of teamwork and collaboration.

The pursuit to understand the meaningfulness, impact, and importance of the organizational and administrative structure in an institution of higher education is less than 60 years old (Bess, 1982). Bess suggested:

As higher education became a larger part of the total scene, not to mention the budget, as universities became more complicated and important structures, and as students, faculty, and trustees became more concerned with institutional efficiency and social conscience, higher education attracted the attention of economists, political scientists, social psychologists, sociologists and others (pp. 13-14)

The attention of many scholars, as well as internal and external forces in higher education, resulted in the focus of this topic in many research programs.

Given contemporary issues in universities, many interested individuals and professional organizations have pursued the review of the organizational and administrative structure of their universities. They have become aware of the potential impact of outcomes can affect many aspects of their institutions, including the bottom line. The National Association of College and University Business Officers (NACUBO) has focused its efforts to help support its members in addressing and managing the cost issues facing institutions of higher education throughout the United States (Dougherty, Kidwell, Knight, Hubbell, & Rush, 1994).

NACUBO is just one example of a professional organization that has devoted itself to focusing on efficiencies and streamlining the operations of universities and colleges. In fact, “NACUBO’s principal goal has been to provide institutions with practical tools that can help them improve quality and reduce costs” (Dougherty et al., 1994, p. 1). NACUBO’s intent is to allow universities and colleges to compare and contrast their operations to other universities and colleges. The focus of NACUBO’s work is in quantitative measures, so the interested universities and colleges may determine where they should focus energy within their own institutions (Dougherty et al., 1994).

NACUBO thought it necessary to review the inner workings of an institution of higher education as they contend there are three external forces which are “driving change in higher education: an acute cost crisis, an increasingly demanding customer base, and an erosion of public confidence” (Dougherty et al., 1994, p. 3). Dougherty et al. also suggested that while other funding sources, such as external funding, foundation endowments and donations, etc., are becoming more and more scarce, society is demanding more and has higher expectations from institutions of higher education.

NACUBO’s process should be noted. Dougherty et al. (1994) viewed the NACUBO purpose as to “enhance comprehension of business process redesign and translate a popular and effective corporate methodology into a methodology specifically designed to meet the unique needs of higher education” (p. 1). NACUBO suggested that this translation would happen by having institutions of higher education that are struggling with certain concepts/issues look to other institutions who are executing these

functions in a better manner (e.g., more timely, more effectively, or whatever the desired measurement benchmark), thereby serving as a motivator to make the necessary changes (Dougherty et al., 1994). The idea of comparison, competition, and accountability evidently undergirds the thought processes of NACUBO and other organizations.

The existing organizational research suggested there was a high correlation between worker satisfaction and positive outcomes, such as employees who are more productive and reduced instances of turnover (Volkwein & LaNasa, 1999). Volkwein and LaNasa (1999) reported, “in higher education, scholars and accrediting bodies alike believe that effective organizations produce satisfied organizational members” (p. 5). Additionally, Volkwein and LaNasa reminded readers that teamwork is of utmost importance, admonishing them about the harm interpersonal conflicts inflict and their impact on employee satisfaction.

Volkwein and LaNasa (1999) also suggested that there are a variety of structural attributes that impact the student, staff, faculty, administrator, and visitor experience while engaged with a university or college. Some of these attributes include the institution’s mission, size, endowments/funding (or lack thereof), composition and complexity, admissions policies/processes. All of these factors, with varying levels of influence, have an impact on internal functions and interactions as well as the results of the institution’s efforts (Volkwein & LaNasa, 1999).

The functions of administrators are diverse and extensive. Shtogren (1978) estimated that 80% of a university or college’s administrative decisions are made at the basic unit (i.e., department) level. With this figure, it is of utmost importance that a

chairperson's professional development and understanding of the university or college's direction is overtly focused on and developed. Specifically, in the case of the chairpersons, they "wander in a no man's land between the trenches of the faculty and the administration" (Shtogren, 1978, p. 172) and "from moment to moment his loyalties are divided and he is liable to be caught in a classic 'man-in-the-middle' especially. . . when resources are scarce" (Shtogren, 1978, p. 173). Additionally, the position is in a great place of ambiguity and the individual is often confounded by difficulty, complexity and challenges inherent in the functions of chairperson (Shtogren, 1978). Another challenge of administrative function is the limited desirability of the role and its function as well as the impression that the motivations for those seeking such roles are nefarious and beguiling. Shtogren (1978) portended, "Administration is perceived by many as a nonproductive task that has no standard of competence other than political power" (p. 158).

Shtogren (1978) also discussed the limited experience and managerial perspective that most chairpersons bring with them when they first assume their roles. According to Hickson and Stacks (1992), "Chairs are not chosen because they are good administrators, managers, leaders or communicators" (p. vii). According to Shtogren (1978), there is:

a basic contradiction in higher education that lies between the value which we place on educating students for achievement in their work, while at the same time we largely ignore the value of educating faculty who have been newly appointed

to administrative positions to acquire them requisite leadership skills for their responsibilities. (p. 73)

Hickson and Stacks (1992) supported this notion. They purported that “Most academic administrators, especially at the department level, are educated on the job. . . and the corrective mechanism department chairs employ is trial and error” (p. vii). The few training models to help cultivate chairs/directors of departments/schools include in-service training, coaching (informal and/or formal), and collaborative training. These training efforts are typically executed internally by senior administrators within the chairpersons’ institutions (Shtogren, 1978).

Insofar as evaluation of administrators, Shtogren (1978) reminded the reader that the purpose of any structured evaluation system is to provide more direction to increase effectiveness of an individual’s function. Additionally, Shtogren suggested, “The recent interest in administrator evaluation is part of the trend toward total institutional evaluation and development” (p. 3), underscoring the importance of understanding these roles. How well these administrators execute their functions affects how well the institution performs overall.

The necessity of administrator evaluation has been fueled by the country’s latest intense focus on accountability, both within institutions of higher education and by external stakeholders such as state legislatures. (Shtogren, 1978). The most common rationale for evaluating administrators includes the following:

- To identify, through evaluation feedback, needed areas of individual professional development and personal growth.

- To improve individual administrative performance.
- To help define more clearly individual objectives consistent with institutional missions and goals.
- To improve internal communications, administrative teamwork, and the overall management of the institution.
- To reward outstanding administrative performance.
- To validate the selection, retention, salary and promotion processes.
- To inventory personnel resources for reassignment or training.
- To help answer the external demands for accountability from government, trustees, alumni, and the general public, and thus improve the credibility of the administrative process.
- To help answer the internal demands for accountability from faculty.
- To help answer the internal demands for accountability from faculty and students (who ask, If I am subject to evaluation, why not administrators?) and thus improve the credibility of the administrative process.
- To enlighten all audiences regarding the institution's integrity and worth.

(Shtogren, 1978, p. 4)

As one can tell, per Shtogren “The reasons for evaluating administrators are far and wide reaching” (p. 6).

Although perspectives identifying what constitutes a successful administrator may differ, Shtogren (1978) indicated, “The ability to detect organizational problems and to initiate corrective action is clearly the key to success as an administrator” (p. 45). In

order to diagnose the organization, (i.e., detect organizational problems), Shtogren argued one ought to follow a six-step program. Step 1 requires that those “who are to do the data collection and diagnosis meet with appropriate persons in the organization to reach agreement about goals and procedures” (Shtogren, 1978, p. 48). Step 2 consists of interviews conducted with the largest manageable sample size possible. Step 3 involves the placing into categories of the collected data. Step 4 calls for providing the categorized data from the interviews to all group members who will be involved in any steps moving forward. These members need to be instructed to add, modify, or remove any of the categories as they deem appropriate. Step 5 consists of the group identifying and listing key issues and ordering them by priority. In the final step, manners in which to solve the problems and potential actions to be taken are developed as needed (Shtogren, 1978). Shtogren emphasized it is “crucially important that some action be taken promptly” (p. 49) so involved participants know the process was worth their time and their feedback was valuable.

Bess (1982) portended that many faculty who complete administrative duties “are often required either formally or informally to perform tasks in which they have little interest” (p. 17). This hesitancy to complete the necessary functions of the role can be a detriment to an institution’s overall effectiveness (Bess, 1982). On a related note, Shtogren (1978) suggested that as institutions of higher education continue to grow in size and scope, they also have developed bureaucratic structures to control employees who are opposed to development initiatives. Shtogren (1978) added that “in order to do a complete job of faculty development one must get into issues such as decision-making,

intergroup relations, dealing with conflicts, power and authority, group processes, and managerial styles” (p. 45).

Vision, Mission and Goals

Although a number of organizations have established and composed a formal vision and mission, as well as identified goals for the organization, many professional organizations have not completed this practice (Moore, Ellsworth, & Kaufman, 2011). At times there is a lack of understanding of the differences between a vision and mission and why they are even necessary for an organization. According to Moore et al., (2011) although a vision statement and mission statement may be complimentary, they are not the same thing. Following is a review of various researchers’ definitions of mission and vision which led to the researcher’s working definition of the terms and the essentiality of each.

Vision Statements

Evans (2010) suggested that vision statements:

Defines the optimal desired future state--the mental picture--of what an organization wants to achieve over time; provides guidance and inspiration as to what an organization is focused on achieving in five, ten, or more years; functions as the "north star"--it is what all employees understand their work every day ultimately contributes towards accomplishing over the long term; and, is written

succinctly in an inspirational manner that makes it easy for all employees to repeat it at any given time (para. 7).

Hofstrand (2009) added that if “it is easy to remember, it is easy for everyone in the organization to focus on the vision. When people focus on the vision, their daily activities are automatically directed towards achieving the vision” (para. 6).

Moore et al. (2011) provided more information on what constitutes a good vision statement. They suggested that an “organization’s vision should describe how, by achieving its goals, it adds value to our shared society” (p. 15). In addition, “A meaningful vision statement must also describe, in measurable and valid terms, the world the organization envisions helping to create through its operations” (Moore et al., 2011, p. 17). In speaking of an ideal vision, Moore, et al. indicated that it outlines what, in a quantifiable sense, the organization will add to the greater society. Additionally, the “ideal vision is the same for all organizations, public and private, and comprises the same themes, which are consistently articulated by people from cultures worldwide” (Moore et al., 2011, p. 17).

Kouzes & Posner (2009) provided an interesting perspective for organizations to consider in the adoption of a vision statement or plans to update an existing statement.

They suggested:

As counterintuitive as it might seem. . . the best way to lead people into the future is to connect with them deeply in the present. The only visions that take hold are shared visions--an you will create them only when you listen very, very closely to others, appreciate their hopes, and attend to their needs. The best leaders are able

to bring their people into the future because they engage in the oldest form of research. They observe the human condition. (Kouzes & Posner, 2009, p. 21)

In concluding his discussion about the specifics of a vision statement, Evans (2010) professed that although the leadership of an organization may change, a solidly established vision, which is clear and understood by all, provides a focal point for people within the organization to rally around, work toward and more easily understand why changes unfold and the associated adjustment in the allocation of resources.

Mission Statements

In regard to identifying a working definition of what constitutes a mission statement, Evans (2010) indicated that it identifies the current status of an organization defines and answers “three questions about why an organization exists--what it does; who it does it for; and how it does what it does” (para. 12). According to Hofstrand (2009), a mission statement serves as a compass for the organization and those who lead the organization. Hofstrand (2009) also reported that a mission statement should be easily digestible, parsimonious, and succinct.

According to Drucker (1973), an organization “is not defined by its name, statutes, or articles of incorporation. It is defined by the mission” (p. 13). Ireland and Hitt (1992), suggested, an effective mission statement outlines an organization’s underlying, particular function. Additionally, a “good mission statement expresses what the organization intends to benefit by delivering into its environment--its effects or results--that, should it succeed in doing so, will actually add value to one or more

dimensions of the ideal vision” (Moore et al., 2011, p. 19). A good mission also successfully and adequately presents a desired image, which represents the organization’s self-concept, and outlines the primary function and primary consumer/beneficiary of said function (Pearce, 1982).

According to Bart, Bontis, and Tagger, (2001), “Mission statements are supposed to answer some fairly simple yet critically fundamental questions for every organization. When these questions are properly answered, a mission statement captures an organization’s unique and enduring purpose” (p. 19). Ireland and Hitt (1992) also suggested that mission statements are “intended to provide motivation, general direction, an image of the [organization’s] character, and a tone, or set of attitudes, through which actions are guided” (p. 35).

Each unique mission statement “indicates what the organization intends to accomplish, identifies the market(s) in which the form intends to operate, and reflects the philosophical premises that are to guide actions” (Ireland & Hitt, 1992, p. 35). The most useful mission statements “yield general indicators regarding what an organization intends to be, whom it intends to serve, and the philosophies and values that will guide its strategic and operational decision making processes” (Ireland & Hitt, 1992, p. 40). Pearce (1982) suggested that an organization’s mission statement may be broad in definition, but its purpose, included in the statement, distinguishes it from others in the same field; and it identifies its scope and reach in terms that are palatable to the market it seeks to solicit.

According to Drucker (1973), it is essential to have a clear mission because without it identifying and pursuing clear and realistic objectives is nearly impossible. Additionally, the mission statement provides guidance on how and what an organization intends to execute and the uniqueness it has within the specific market being addressed. It offers a description of the philosophical assumptions that dictate employees' behavior and actions (Ireland & Hitt, 1992). Pearce (1982) suggested a mission statement describes an organization's market and associated technology in a manner that appropriately "reflects the values and priorities of the strategic decision makers" (p. 15). "Thus, in simple, yet powerful terms, a mission statement proclaims purpose" (Ireland & Hitt, 1992, p. 35).

The Development and Use of Mission and Vision Statements

As Pearce (1982) noted, once a systematically planned and extensively thought-out mission statement is executed, it can serve as a perfect resource to direct an organization's strategy. Additionally, Ireland and Hitt (1992) suggested, upon completion, "Mission statements become the foundation on which other intended actions are built. Only after a mission statement has been developed can objectives and appropriate strategies be formed properly in all segments of an organization" (p. 36). Coinciding with this topic, Ireland and Hitt also reminded readers that, "Andrew Grove, Intel's CEO, believes that a mission statement is valuable when it is 'used as a constant guide for the actions of managers and workers'" (p. 41). Pearce (1992) provided the

following useful overview of a productive synthesis and intersection of mission, strategy, and goals:

In order to develop a new business or to reformulate the direction of an ongoing company, strategic decision makers must determine the basic goals, characteristics, and philosophies that will shape the strategic posture of the firm. The outcome of this task, known as the company mission, provides the basis for a culture that will guide future executive action. (p. 15)

As an organization prepares to embark on the development of a mission statement, a few salient conceptual items should be kept in mind. Ireland and Hitt (1992) suggested, mission statements “should be formed only when top-level managers have made the philosophical and operational commitment required to focus the organization’s resources or mission accomplishment” (p. 40). To work toward buy-in, senior leadership must be sure to clearly communicate the mission in a manner that will appeal to the organization’s varying audiences (Ireland & Hitt, 1992). Finally, it is important that those preparing to compose a mission statement consider that the process “requires the primary use of general rather than specific technical skills, such as the ability to think simultaneously about the interests of all stakeholders” (Ireland & Hitt, 1992, p. 39).

When the time comes for an organization to begin considering the development and/or updating of a mission statement, it is important that employees understand the mission and how their role in the organization contributes to executing the functions outlined in the mission. If employees adequately understand the organization’s mission and their function within executing the mission, it increases their engagement in the

work, their retention in the organization and their level of productivity (Evans, 2010).

Additionally, according to Evans (2010), organizations that have clearly defined mission statements foster a better understanding among employees of organization-wide decisions, changes, and the associated allocation of resources due to those decisions and changes. This, in turn, reduces employee reluctance and conflict.

Ireland and Hitt (1992) informed readers that developing and writing a mission statement “requires diligence, tolerance of ambiguous conditions and inputs, and the devotion of considerable amounts of time” (p. 38). They elaborated, noting that an effective mission statement, including the writing portion of the development, is not quickly accomplished. At times, involved parties get overly concerned with specific word choice. The choice of words does reflect the true intentionality of the mission, however, and the selection of the correct terms is important. It is also important that each organization be aware of its uniqueness (i.e., related unique internal and external opportunities) which ought not be forgotten when developing the organization’s mission statement (Ireland & Hitt, 1992).

Moore et al, (2011) reiterated that an organization’s mission is a promise to its constituents about what it will deliver, how that delivery will be accomplished, and that the mission will be based on the criteria outlined in its vision. Evans (2010) reminded readers that revisions to an organization’s mission statement may be necessary, either due to responses from a significant number of constituents or outside influences, such as economic downturn or adjustments.

A number of scholars have cautioned organizations about the potential adverse results if they do not create solid vision and mission statements. According to Evans (2010), the “absence of, or poorly written vision and mission statements, are lost opportunities for: attracting/engaging/retaining talent; building organizational culture; and, increasing productivity while leveraging all resources to successfully implement a strategic plan” (para. 3). Additionally, poorly written statements not only limit an organization’s potential for success but actually are a disservice to its employees (Evans, 2010). Vision and mission statements that are poorly or inadequately constructed may have unintended consequences which can snowball and negatively impact employees, constituents, outputs, and beyond (Moore et al., 2011). If an organization is desirous of having the most engaged and productive employees, it should ensure that there is a clear understanding of how integral employees’ roles are to the mission and vision (Evans, 2010).

Finally, Evans (2010) suggested that regardless of the manner in which an organization develops a mission and vision, to be successful, it must be embedded in the everyday functions of the organization and must be incorporated in regular communiqués from senior leadership. On a related note, Moore et al., (2011) indicated there “is a direct relationship between the quality and clarity (or lack thereof) of your vision and the quality (and alignment) of your mission statement” (p. 20), and that this can confuse or focus employees.

A number of researchers and scholars have offered insights into some of the benefits of composing useful vision and mission statements. According to Bart et al.

(2001), mission statements are regarded as the epicenter for the majority of all strategic initiatives pursued by an organization. Additionally, Bart et al. observed that “of the top 25 management methods and techniques deployed by senior managers all over the world, mission statements had been consistently shown to be the top-rated management tool during each of the prior ten years” (Bart, et al, 2001, p. 19). Mission and vision statements are the essential indicators of performance. An organization’s mission and vision statements clarify objectives and dictate how the organization will perform (Moore et al., 2011).

Based on previous research, Bart et al., (2001) conducted a study in which the relationship between an organization’s mission and organization’s performance was investigated. Testing more than 80 large U.S. and Canadian organizations, the researchers concluded that mission statements can have an impact on financial performance. According to the results, “‘Commitment to the mission’ and the ‘degree to which an organization aligns its internal structure, policies and procedures with its mission’ were both found to be positively associated with ‘employee behavior’” (Bart et al., 2001, p. 19). The “degree to which an organization aligns its internal structure, policies and procedures with its mission” (p. 19) was determined to have the most impact on financial performance (Bart, et al., 2001).

Hearld and Alexander (2014) discussed the long-term success and sustainability of an organization and how both “are dependent on their ability to galvanize participants to take action within their ‘home’ organizations and institutionalize the vision, goals, and programs within participating organizations and the broader community” (p. 185).

Hearld and Alexander (2014) found that when an organization's mission, vision, and strategy had the most agreement and were most aligned with each other, the directive tools (i.e., vision and mission) were looked upon as having more perceived value. Moore et al. (2011) appropriately concluded that "trying to link bottom-line results to societal value added may seem like trying to nail mud, but this is precisely why effective vision and mission statements are important" (p. 16).

In concluding this section, Moore et al. (2011) reminded the reader organizations that have been able to excel and succeed for the long haul have done this by basing their mission and vision statements on society's expectations and demands, not the organization's expectations and demands. Finally, Hofstrand (2009) succinctly summarized an important concept mentioned by almost all scholars whose work was reviewed in this research: "Statements of vision and mission should be a single thought that can easily be carried in the mind" (para. 10).

Goals

In addition to a strong vision and mission statement, many organizations have goals toward which they strive. According to Hofstrand (2009), an organization must first develop a mission and vision. Only then should goals and objectives developed; these will enable an organization's vision to come to fruition.

According to Mortimer (1972), goals "refer to the particular, possibly unique pattern of specified ends, outputs, and priorities, of a single institution" (p. 30).

Additionally, goals are statements about what an organization hopes to accomplish and they must be integrated with an organization's mission and vision (Hofstrans, 2009).

According to Hofstrand (2009), in order for something to be considered a goal, it must be suitable, acceptable, and flexible. It should answer the following questions: "Does it fit with the vision and mission? Does it fit with the values of the organization and the employees? Is it stated simply and easy to understand? Can it be adapted and changed as needed?" (Hofstrand, 2009, para. 13). Finally, an organization should ensure that each of the goals are focused on important aspects of the organization's functions so that an organization does not lose focus. It is also important that established goals do not interfere with each other and/or conflict with one another (Hofstrand, 2009).

Mortimer (1972) highlighted the notion that institutions of higher education, particularly public institutions, have outside constraints and influences that exert pressure when it comes time to develop goals and objectives. However, establishing goals and objectives in one of the best methods for establishing internal accountability.

Teaching, Research, and Service

Teodorescu (2000) noted that teaching, research, and service typically constitute the totality of faculty productivity in institutions of higher education. Terpstra and Honoree (2009) concurred, suggesting that faculty at institutions of higher education focus their efforts in these three areas. According to Shin (2014), scholars, researchers and administrators in higher education have generally agreed that the primary functions of a university are teaching, research, and service.

Fairweather (2002) suggested, “Teaching, research, and service are activities imbedded in some form within each faculty member's work effort” (p. 27). Dickeson (2013) took a hard line and concluded that in order for any assessment of faculty productivity to be valid or complete, it must include a review of a faculty member’s efforts in teaching, research, and service. However, it is important to note that many faculty members report finding it difficult and experience high levels of stress in juggling the often conflicting demands of being assigned the functions of teaching, research, and service simultaneously (Price & Cotton, 2006).

Shin (2014) discussed the history of the university and its changing focus. Universities were establishments primarily devoted to instruction until the early 19th century when the modern university emerged, and research, which at one time was suspect, gradually became an integral activity with the university. Since that time, the role of research has continued to grow (Shin, 2014). As one example, Berlin University, opened the door to the research function in 1810, and it soon became an integral part of the institution’s activities. Berlin University’s history also provides some perspective in regard to the service function in universities. Because Berlin University was established as a national institution, service was inherent in its function. According to Shin, this was some of the first evidence of service in institutions of higher education (Shin, 2014). However, in the U.S., service had its beginnings in the Morrill Acts of 1862 and 1890 and the Hatch Act of 1887. These acts established land-grant institutions and agricultural research-service sites (Dickeson, 2013).

Terpstra & Honoree (2009) observed that there was very limited data on how faculty apportion their time between teaching, research, and service at institutions of higher education in the U.S. The amount of time faculty members commit to either teaching, research, and/or service varies by university, unit, and discipline. Nonetheless, it has been reported that smaller and/or private institutions (which tend to be smaller) often have faculty distribute their time evenly between teaching, research, and service. Larger and/or public institutions tend to emphasize research (Terpstra & Honoree, 2009).

According to Dickeson (2013), many institutions of higher education allocate faculty time based on a formula which generates costs for each of the three functions. Given limited resources, the relative costs of the three functions have been subjected to increasing scrutiny.

In 1990, the Carnegie Foundation for the Advancement of Learning provided a “benchmark for conceptualizing the relationship between teaching, research, and service” (Chesebro, 1996, p. 1). The Carnegie Foundation suggested that the relationship between the three, as of 1996, was not benefitting anyone--especially not the students. In response to this, Chesebro (1996) “put forth a model for the way in which scholarship should function--in short, as means of discovering, integrating, applying, and transmitting knowledge” (p. 1). However, to date, little has come from this initiative.

According to Serafin (1992), teaching, research, and service and the associated interrelations of the three have a direct impact on faculty job satisfaction. Serafin reported that there is a positive correlation between teaching satisfaction and service satisfaction as well as a positive correlation between faculty teaching satisfaction and

research satisfaction. However, Serafin noted that the “most satisfying elements to faculty was research, with publications and writing providing the greatest sense of accomplishment” (p. 1).

The manner in which faculty assignments of teaching, research, and service are distributed “may have significant effects on other important individual and organizational outcomes such as faculty research performance, service levels, job and pay satisfaction, attraction,” (Terpstra & Honoree, 2009, p. 170). Terpstra and Honoree’s findings, in terms of recruitment and retention, suggested that institutions of higher education that emphasized research and teaching with equal weight, or emphasized teaching, research, service with equal weight were more appealing to faculty. Additionally, Terpstra & Honoree’s (2009) findings also suggested that institutions that did not emphasize research in any manner did not fare well insofar as recruitment and retention. Finally, as there is only so much assignable time, it is not a surprise that when additional time was assigned to one of three functions (e.g., research), the percentage of time allocated to the other functions (e.g., teaching and/or service) was reduced (Kaya & Weber, 2003).

The three functions of teaching, research, and service are weighted differently for varying purposes. Price and Cotton (2006) reported that for promotion and tenure, research expectations varied greatly among institutions, disciplines, and ranks, in comparison with the variances in expectations teaching and service. Additionally, although all three functions have historically been used in faculty promotion and tenure decisions, they have not typically been clearly defined, discussed, understood, or evaluated adequately (Dickeson, 2013, Price & Cotton, 2006). Due to this, Price and

Cotton encouraged department chairs and school directors to formally review all expectations with newly hired faculty as well as to review these expectations annually with each faculty member. Price and Cotton also observed that senior faculty agreed that although some department service was required, it was the least important of all three functions.

Some scholars have contended that instruction is the primary function of institutions of higher education as it occupies the majority of time and energy faculty devote to their work (Dickeson, 2013). However, Dickeson explained that even though instruction tends to predominate the psyche of those making the budget and policy decisions, often to the diminishment of research and service, the overall budget allocation to the teaching function within institutions of higher education has declined since the turn of the century. Many policy makers and parents have started to identify quality of an institution by those graduates who are able to become employed quickly after (or upon) graduation (Dickeson, 2013). Dickeson (2013) further elaborated on the value of higher education beyond job attainment, stating, that the “best instructional programs also inculcate four other aims: transmitting the civilization, teaching how to think, liberating the individual, and teaching values” (p. 76). An additional problem related to instruction is that instruction in institutions of higher education has increasingly been performed by part-time faculty (Dickeson, 2013).

Traditionally, in order to quantify results of effort, easy-to-compile metrics such as job preparation and placement have been used (Dickeson, 2013). However, as “the entire accreditation community has shifted toward measuring learning outcomes in

addition to inputs, the difficulty of measurement has been demonstrated” (Dickeson, 2013, p. 76).

The research portion of a faculty member’s assignment has a rich history. Research, according to Shin (2014), has evolved. Having begun as pure academic research, transitioned to more of an applied approach, it has moved into what is now considered developmental research. Also, many older, more established universities focus much more heavily on research and give less weight to teaching. Therefore, the faculty in these institutions spend a great deal more time on research and much less time with students (Shin, 2014).

When discussing the assignment of research to faculty, it is important to reiterate that the allocation of time and assignments for faculty varies by institution (Dickeson, 2013). Additionally, less than 10% of institutions in the U.S. are classified through the Carnegie Classification system as doctoral/research institutions (Dickeson, 2013). Terpstra and Honoree (2009) determined that “faculty who operate under systems that emphasize research in some fashion. . . are significantly more productive in terms of research quality and quantity than are faculty who operate under systems that do not emphasize research” (p. 175).

Terpstra and Honoree (2009) found that faculty were most satisfied with their positions when research and teaching were weighted equally and were the primary focus of their work. Serafin (1992) had earlier suggested that the most enjoyable and satisfying portions of a faculty’s member’s work are teaching and research. Serafin also observed

that “Research in the academic environment is seen as supportive and complimentary to teaching” (p. 1). Terpstra & Honoree (2009) supported this notion and suggested that a strong emphasis on research may contribute to teaching effectiveness. . . . For example, faculty who are active researchers are more likely to be well aware of the latest developments in their fields, and they may be better teachers because they are more likely to pass along valid and up-to-date information to their students” (p. 170).

Coate, Barnett, and Williams (2001) suggested there are arguments supporting the positive relationship between research and teaching. Fairweather (2002) had noted earlier noted that “Teaching and research are mutually reinforcing, and as a consequence faculty can simultaneously be productive in teaching and research” (p. 27). However, there has been no definitive evidence that those who perform research benefit from enhanced teacher effectiveness and quality. Some contend that those who dovetail research with their teaching are passionate about their work and therefore inspire passion within their pupils by bringing their research alive through their own experiences. Greenback (2006) supported this notion and suggested, “Lecturers engaged in research may be better at developing their students’ research skills--a key skill in the knowledge economy” (p. 108).

In regard to the evaluation of faculty accomplishments, Kaya and Weber (2003), suggested that evaluating a faculty member’s research productivity is easier than evaluating other scholarly roles. This, according to these authors, was due to the

“quantifiable measures such as published books, journal articles, and grant proposals” (p. 47).

In contrast, however, Terpstra and Honoree (2009) also noted that, “A strong emphasis on research may detract from faculty teaching effectiveness” (p. 170), and Greenback (2006) observed that identifying a statistically significant relationship between research and teaching quality is filled with problems and inconsistencies. Specifically, “Attempts to discover whether a statistically significant correlation exists between research and teaching quality have been unable to provide conclusive results” (Greenback, 2006, p. 108).

In terms of an institution’s orientation toward research, Terpstra and Honoree (2009) found that “The most common faculty emphasis is one that stresses research. Somewhat surprisingly, few of the faculty indicated that teaching is the primary activity emphasized in their institution” (p. 174). According to Terpstra and Honoree, some institutions of higher education have a reputation for being primarily research universities, while others have reputations for focusing primarily on teaching (i.e., *U.S. News and World Report* rankings of institutions as either research or teaching universities).

In their research, Terpstra & Honoree (2009) suggested that though institutions of higher education might outwardly recognize teaching as the primary function of the institution, the actual internal reward structure may focus on other aspects. Specifically, a solid litmus test for institutional focus and support can be conducted by reviewing “the nature of the reward structure in place. For example, an institution may formally state

that good teaching is of utmost importance, yet the organizational rewards may be based primarily on research” (Terpstra & Honoree, 2009, p. 170). These authors also noted that the differences in an institution’s focus on teaching and research may be outside its local control and may be dependent on external factors (e.g., state legislative actions), stating that “Several U.S. state legislatures have become more involved in influencing faculty activities by requiring professors to spend more time on teaching and less time on pursuing research” (p. 169).

Transitioning the focus to the service aspect of faculty assignments, Dickeson (2013), reported that there is a huge lack of clarity about what actually constitutes service. This is likely due to the fact that most academic research on academia has focused on instruction, and service has been neglected (Shin, 2014). Nonetheless, Soska, Sullivan-Cosetti, & Pasupuleti, 2010, suggested, “Service remains one of the three core missions in higher education, along with teaching and research” (p. 139). However, some institutions of higher education have rejected the notion of service as a useful piece of a faculty member’s assignment, partly because it is so loosely defined and understood (Boyer, 1990).

Boyer (1990) suggested that in order for a function to be considered acceptable service, the duties must be connected directly to the faculty member’s discipline. According to Boyer (1990), “Service is serious, demanding work, requiring the rigor--and the accountability--traditionally associated with research activities” (p. 23). Greenback (2006) added to this definition, suggesting that service also constitutes work and

obligations within a faculty member's home institution (e.g., committee work, curricular development, administrative functions).

In supplying more clarity around what constitutes service, Karlsson (2007) noted that there is relatively universal understanding among faculty that service is not overly valued, and it is rather plainly known to not help a faculty member attain promotion or tenure. Karlsson provided a more nuanced definition of service, which included the notion of utilizing interaction in the production of knowledge. He suggested service "is better referred to as 'collaboration' to avoid the implication of one-directedness" (p. 284). "Collaboration is a better term for describing the interactivity between universities and the community, implying collaboration with practitioners" (Karlsson, 2007, p. 281). Karlsson recommended, that those who develop and implement law and policy ought to foster collaboration, teaching and research and reinforce their interdependent nature. Terpstra & Honoree (2009) observed, that increased effort expended on service (or collaboration) will reduce the amount of time one can allocate on teaching and research. Dickeson (2013) attempted to offer a definition of service, purporting that it consists of time expended on behalf of one's profession, mostly outside one's home institution, which typically consists of serving on committees, boards, or discipline-related functions.

A piece of the intersection of teaching, research, and service is scholarship. Shin (2014) suggested that scholarship "is the core function of the university and also of the professors" (p. 83). However, Price and Cotton (2006) recognized that expectations for scholarship vary widely across institutions and disciplines. Chesebro (1996) suggested that the function of scholarship was the benchmark for dealing with teaching, research,

and service. In Chesebro's view, "The goal of education is scholarship, and scholarship seeks to discover, integrate, apply, and transmit knowledge. All four of these functions are interrelated, self-defining, and essential if scholarship is to exist" (p. 5). Additionally, Chesebro remarked, "Because teaching, research, and service can each be equated to one of these scholarly functions, they must likewise be understood as intimately related and self-defining processes" (p. 5).

In considering teaching, research, and service, many throughout higher education focus on the functions as three distinct activities (Karlsson, 2007). However, Greenback (2006), argued that teaching, research, and service were intertwined and should receive balanced attention as part of one's scholarly efforts. Additionally, "The Carnegie Foundation has sought to develop a benchmark that unifies teaching, research, and service, and intimately links these three areas into a more seamless process defining scholarship" (Chesebro, 1996, p. 4). Chesebro provided a thorough overview of this intersection of scholarship and its potential uses:

In this view, scholarship functions in four ways. One function of scholarship is to discover knowledge. Discovering knowledge is a function often attributed to research. The second function of scholarship is to integrate knowledge. Integrating knowledge is a function often attributed to interdisciplinary activities and programs. The third function of scholarship is to apply-knowledge. Applying knowledge is a function often associated to service. And, a fourth function of scholarship is to transmit, transform and extend knowledge. The

transmission, transformation, and extension of knowledge is a function often equated to and defining teaching. (Chesebro, 1996, pp. 4-5)

In focusing on the disciplinary nature of scholarship, Chesebro (1996) stated each discipline ought to establish specified expectations and guidelines so that four aforementioned forms of scholarship could function cohesively and be equally valued. Chesebro also suggested, that disciplines should define themselves “in a way that intimately links teaching, research, and service as essential, mutually-defining, and simultaneous dimensions of its scholarly enterprise” (p. 11).

Kaya and Weber (2003) viewed scholarship as inherent in career success and advancement, as the assignment of teaching, research, and service is the assignment of scholarly roles. Price and Cotton (2006) reminded readers that scholarly expectations for promotion and tenure vary greatly across institutions, disciplines, and ranks. Nonetheless, according to Kaya and Weber, the assigned scholarly roles is the vehicle that allows judgments and assessments to be made regarding a faculty member’s level of success.

Attempting to quantify faculty teaching, research, and service can be challenging. Chesebro (1996) addressed the pressures on institutions of higher education by outside entities, such as legislators, parents and even students within the universities, to review the time and energy devoted to teaching, research, and service. Glenn (2009) stressed the importance of being savvy about assessing teaching, research, and service in the following statement: “Evaluating scholars simply by tallying their citations is like saying Britney Spears is the most important artist who ever existed because she’s sold 50 million

records” (para. 1). Those initiating and considering the assessment of the three functions ought to ensure that prestige, trustfulness, and influence, among other items be incorporated into these evaluative assessments (Glenn, 2009).

In considering the value placed on varying faculty assignments, Kaya and Weber (2003) reminded readers that the majority of all institutions of higher education focus faculty efforts on teaching, research, and service; however, these three functions do not receive equal value when assessments on performance and productivity are performed. Kaya and Weber also reinforced “that the research and publication components outweigh teaching and service in reward decisions” (p. 47). Meyer (2011) observed that it was logical that when a faculty member devotes time to one of three functions of teaching, research, and/or service, productivity within the other two functions, will likely be reduced (Meyer, 2011). Supporting this notion, Kaya and Weber (2003), noted, that faculty who focused more of their time and effort in teaching and service activities produced less research, thereby supporting the notion that teaching, research, and service are three distinctly different functions.

Another interesting challenge of the, teaching, research, and service triad is “the teaching-research dichotomy” (i.e., how one impacts and/or benefits the other) (Chesebro, 1996, p. 14). This dichotomy “might also be transcended if we redefine how long-term learning is institutionalized” (Chesebro, 1996, p. 14). Specifically, Chesebro recommended the U.S. adopt a K-16 model and focus and commit to discussing and addressing this topic in professional settings, conferences, and meetings.

Chesebro (1996) outlined a very concrete approach to executing the suggested recommendations:

Our best researcher and our best teacher in each area need to talk to each other. They need to find commonalties. They need to formulate frameworks that allow them to exchange the best research and pedagogical knowledges. Such discussions should transcend and integrate teaching-research knowledges. Ideally, these newly formulated teaching-research frameworks would ultimately function as ideal teaching/research models for the rest of us. (p. 15)

Dickeson (2013) captured the essence of Chesebro's advice when he wrote that the "most effective approach to changing institutional behavior is to develop tools for administrators that make sense to them and assist them in achieving goals they already want to achieve" (Dickeson, 2013, p. 75).

Faculty Productivity

A considerable amount of the research conducted in this study was devoted to faculty productivity. Thus, this area of literature was reviewed and is reported in this section.

Teodorescu (2000) reported, that in the U.S. "more than 100 studies on faculty research productivity have been conducted since 1940" (p. 203). In 2011, Meyer concurred, indicating that faculty productivity has been heavily researched in the previous 20 years due to the heightened attention on accountability. However, Meyer acknowledged that there was "an apparent lack of interest in faculty views on how to

improve their own productivity. Faculty members are rarely asked how they can help meet the pressures of serving more students with less funding” (p. 40). One would think, however, the faculty (i.e., the experts in the disciplines) executing the functions, may be a very good resource for addressing the concerns surrounding higher education.

Although a “one-size-fits-all model for productivity is not appropriate” (Williams June, 2009, para. 9), Dickeson (2013) provided a working definition of productivity, stating that it “is the ratio of production output to what is required to produce it” (p. 76). Connecting the notion of the working definition of productivity to higher education, Dickeson suggested, that institutions of higher education have, historically, considered the number of degrees awarded, students graduated, and/or credit hours generated as the results of their efforts. However, as more stringent reviews and inquiries have been launched as parts of accountability initiatives, these metrics have come under fire for being too simplistic and not focusing on quality (Dickeson, 2013).

According to Olsen (2011), the measurement of faculty productivity has quickly become one of the most significant and controversial topics in higher education. Hesli and Lee (2011) provided a “justification for studying faculty research productivity” and suggested that “It affects individual advancement and reputation within academe, as well as departmental and institutional prestige” (p. 393). Additionally, the issue of faculty productivity impacts retention, promotions, and peer recognition (Kaya & Weber, 2003). This important policy issue has been reported on by many and pertains very specifically to the institution under review in this study. On September 23, 2011, *The Chronicle of*

Higher Education reported that Florida's governor planned to closely examine the productivity of faculty within the SUS (Bauerlein, 2013).

Additional evidence regarding outside forces closely inspecting faculty productivity and providing direction was provided by Olsen (2011) who stated: "Governors of Texas and Florida have advocated for increased efforts to measure faculty productivity and to promote teaching at the expense of research" (para. 2). Bauerlein (2013) reported that the Great Recession, with resources becoming ever more scant, prompted an even closer review of faculty's work and in Texas, a Task Force on University Excellence and Productivity was created to review the University of Texas System.

There are a number of specific indicators that foster an environment of productivity or provide for a more productive faculty member. According to Teodorescu (2000), those scholars who maintain membership and are active in professionally related organizations/societies are highly correlated with higher levels of article productivity (p. 216). Additionally, higher faculty productivity was correlated with "the number of conferences attended outside the respondent's country, followed by the number of conferences attended within the respondent's country" (Teodorescu, 2000, p. 216). With this finding, Teodorescu suggested that those institutions of higher education that wish to increase faculty productivity may consider providing financial support for faculty who wish to travel and attend international conferences and symposiums, with the notion that they could be influenced and mentored by their colleagues overseas, resulting in increased productivity (p. 216). Smartly, recognizing many institutions of higher

education have limited funding, Teodorescu observed that where resources for sending faculty to international conferences were not available, identifying resources for attending less expensive domestic conferences still benefitted faculty members' productivity. Teodorescu reported that there was a cause and effect relationship between the amount of money provided to faculty to attend conferences and their productivity.

Another important correlate of faculty productivity is the receipt of external funding to support faculty research (Teodorescu, 2000). According to Teodorescu, "The amount of research grants received entered all article productivity equations" (p. 217). Additionally, "Access to research grants and international professional networking are the two most frequent variables" (Teodorescu, 2000, p. 217) and provide faculty with the greatest recognition of their published work. These recognitions increase the scholar's chances for creating partnerships with other distinguished colleagues. This can provide access to different resources, funds, and other collaborations, further benefitting the individual as well the individual's home institution (Teodorescu, 2000, p. 217).

The continued pressure for institutions of higher education to be "the best" through global ranking systems, encouraged many institutions to direct resources and encourage faculty to pursue efforts which bolster the institution's ranking in the areas that are assessed and considered by global ranking systems. These areas are typically research, internationalization, and reputation (Shin, 2014, p. 76). This has encouraged institutions of higher education to support these focal areas in their institutions, while, at times, neglecting and/or sacrificing other important functions and work of the institution. Kaya and Weber (2003) noted that within higher education, productivity is

multidimensional and that there has been an intense focus on research. The majority of faculty productivity is “usually measured by the number of publications in refereed journals, books, and/or the number of citations of those publications by discipline” (Betsy, 2007, p. 53). This, as referenced earlier in the review, is a very simplistic manner in which to review and consider research productivity (Glenn, 2009).

Betsy (2007) concluded that there are multiple generalizations that can be deduced from a review of prior research (e.g., a relatively small number of researchers are responsible for the bulk of the research publications in each discipline). Additionally, Betsy commented on the variance of productivity by institution, discipline, and rank. According to Betsy, those faculty who attain the rank of full professor produce significantly more during their tenure than those who do not advance to the rank of full professor. The expected trend continues as, “Associate professors produce significantly less research than full professors but more than assistant professors. . . and lecturers and instructors produce less research than assistant professors” (Betsy, 2007, p. 63).

Additionally, ethnicity has been found to influence faculty productivity (Betsy, 2007; Williams June, 2009). Betsy (2007), observed that being foreign-born has been positively correlated with high levels of research productivity. Williams June (2009) found that those scholars who were born in the U.S. reported publishing 22% fewer refereed articles and executing 12% fewer presentations than their foreign counterparts (para. 7). Although there is no current explanation for this finding, it has been consistently demonstrated through multiple studies and models. Williams June (2009) also noted that “being the parent of dependent children had a positive effect on research

productivity” (para. 6). Kaya and Weber (2003) reported, “Disciplinary and institutional characteristics influencing the productivity of faculty are described as academic setting and culture, disciplinary norms, institution's mission, as well as organization and faculty size” (p. 48). Finally and not unexpected, Betsy found that individual faculty characteristics and how those interact with the institution’s faculty, impacts faculty productivity.

As the accountability trend continues to grow and infiltrate higher education, faculty levels of productivity will continue to be more closely scrutinized. According to Bland, Center, Finstad, Risbey, and Staples (2005),

Growing external pressures have forced universities and colleges to ask faculty to continually increase their levels of productivity with the same or fewer resources. These pressures include decreased revenues and funding along with calls from government for greater outcome-based accountability, increasing pressure from industry for market-driven innovations, burgeoning competition for domestic and international students, growing diversity in online and distance education, and mounting societal demands for higher education to cultivate both significant research advances and a liberally educated citizenry (p. 225).

As Kaya and Weber (2003) suggested, faculty assignments and appointments are important items to consider as these appointments will impact faculty productivity. Additionally, how faculty choose to spend their time is a key force behind the direction higher education will pursue as well as costs incurred (Dickeson, 2013). Insofar as the motivational factors for faculty completing their assignments, Wolcott (2001) reported

that, “Faculty members are largely motivated by intrinsic factors rather than by the department or college and least of all by recognition or credit in performance evaluations” (p. 38). When it comes to researchers’ awareness of institutional reward for productivity, it was:

a major point of agreement . . . that research outranked teaching in the university's faculty reward system, and that externally funded research and publication in appropriate outlets were essential not only for promotion and tenure but also for maintaining esteem in the eyes of one's peers (Serow, 2000, p. 453).

Additionally, according to Serow (2000), “Engagement in funded research is widely acknowledged as the surest route to faculty advancement in research-intensive universities” (p. 454). In facing reductions in state and federal funding for research and other initiatives many institutions have responded by, “encouraging professorial enterprise in contract research, product development, and other forms of corporate consulting and collaboration” (Serow, 2000, p. 449).

In consideration of the motivations and understandings of administrators in institutions of higher education, Meyer (2011) reported that administrators were prone to considering personal needs and extrinsic motivators as keys to motivation. This was supported by Fairweather (2002), who “found rewards to be the strongest correlate of faculty behavior, not socialization or attitudes” (p. 29). Chesebro (1996) reported, “University administrators increasingly appear to function as business people, hoping to maximize the efficiency of the educational system, increasing faculty-student ratios, and increasing the number of classes faculty members teach” (p. 7). It is also important to not

diminish the role of the institution in this process, as “Institutional type plays an important role in shaping faculty members' scholarly roles” (Kaya & Weber, 2003, p. 48). However, Kaya and Weber (2003) cautioned readers to not underestimate the importance and impact the academic deans and department chairs play in defining a campus’ culture. The academic deans and department chairs are integral to not only the development of the evaluation, rewards, and workload structure but are component pieces to the execution of these functions (p. 51).

In many cases the public and those influencing the role of faculty (i.e., state legislators) have a limited understanding of what constitutes the role of a faculty member in an institution of higher education (Middaugh, 2001). Fairweather (2002) reported that a majority of the policy debate surrounding the work of the faculty “is shrouded in myth, opinion, and conjecture” (pp. 26-27). However, Middaugh suggested that the blame did not lay entirely with those outside the Ivory Tower. Middaugh reported “that colleges and universities have done a horrible job of communicating to both internal and external groups precisely what faculty do and how well they do it” (p. 1).

Despite many studies conducted to dispel the myth, “Those outside academe continue to believe that faculty have ‘cushy jobs’” (Meyer, 2011, p. 37). Additionally, a fair amount of the information provided to external audiences has proven to be not overly useful or effective. Chesebro (1996) reported that traditional methods, such as providing state legislators or those making policy with long lists of published articles, convention papers, published books, etc. has not proved to be overly compelling in regard to the amount, impact, or usefulness of the work being completed by the faculty. States that

fund the efforts of universities want to know exactly what they are funding and the value it brings.

In considering productivity related to faculty assignments, a number of factors must be considered, and each of these have varying influences. For example, faculty members' disciplines were found to be an important determinant in their research productivity (Kaya & Weber, 2003). Kaya and Weber reported that when the portion of time a faculty member was assigned to teach increased, the faculty member's research productivity decreased and, of course, the converse was also true. Kaya and Weber did acknowledge that, although the amount of scholarly work and output may vary by discipline and institution, there appears to be an upward trend in the amount of time devoted to research across the majority of institutions, irrespective of initial intention. Meyer (2011) observed that in quantifying teaching productivity, the number of courses taught, students taught, or student credit hours produced and service productivity are tabulated as are the number of committees, editorial boards, etc. that an individual sits on and/or leads.

In continuing the review of the literature on faculty productivity, additional motivations for certain activities appear to be more fully rewarded than others. According to Serow (2000), "Despite the proliferation of teaching awards and other public affirmations of the importance of teaching, there is little doubt that salary, promotions, and tenure at research universities continue to depend more on research productivity than on instructional performance" (p. 451). On a different, yet almost as important metric, Fairweather (2002) suggested that how individuals fair in the realm of

research will likely dictate their social and economic value in higher education. This underscores the value placed on research.

Williams June (2009) found that those faculty who were assigned research as their primary activity were more productive in publishing articles and presenting at conferences than those who were not assigned as much research time. Additionally, faculty who served at doctoral granting institutions reported a greater number of published refereed journal articles, book reviews, and presentations than did faculty who served at master's and/or baccalaureate degree-granting institutions, as those in non-doctoral degree granting institutions were more likely to be assigned more teaching and less research.

When productivity is considered by discipline, Williams June (2009) reported that differing disciplines place disparate values on a variety of forms of scholarship productivity. Interestingly, scholars in the sciences had 46% more refereed articles than those in the humanities. However, in contrast, scholars of the humanities had 48% more book reviews, book chapters, and creative works than those in the sciences (Williams June, 2009).

The phrase, publish or perish, is a common phrase in academia that underscores the importance of research productivity (Hesli & Lee, 2011). However, demographic data of scholars, such as age, gender, and marital status, as well as academic rank, all have been found to influence productivity (Kaya & Weber, 2003). Betsy (2007) supported this and indicated, that individual and personal traits and characteristics such as demographic information make a difference and have an impact. Another factor that had

an effect on research productivity was the gender of the researcher. According to Williams June (2009), “being female had a negative effect on research productivity” (para. 7). Kaya and Weber (2003) reported similar findings; their results indicated that research productivity was affected by a person’s gender as well as his/her discipline. They concluded that males were more likely to produce more research than females. More specifically, “43 percent of female faculty at all college types have never published a journal article, compared to 23 percent of their male counterparts” (Kaya & Weber, 2003, p. 48).

Betsy (2007) found that a few key faculty have written the majority of articles published in journals in each discipline and that productivity was related to gender, discipline, and age of the researcher (Betsy, 2007). Williams June (2009) commented on the negative impact of dependent children on faculty research productivity. However, findings in this area have not been conclusive, as summarized by Kaya and Weber (2003):

Findings on the influence of gender on research productivity have produced inconclusive results, with some studies reporting female faculty to be less productive, and others showing little or no difference depending on the academic field and discipline. Although faculty are expected to engage in all types of scholarly roles, male and female faculty exhibit significantly different patterns of research and teaching. The generalization based on faculty productivity studies that has been found in the literature is that women display a greater orientation to the intellectual and social development of students and heavier service loads

relative to men's, with negative consequences for research time and productivity (Kaya & Weber, 2003, p. 48).

Although “The teacher-scholar represents the ideal in American higher education” (Fairweather, 2002, p. 28), the issue of a faculty member’s assignment including teaching and research has been discussed for many years. Teodorescu (2000) reported that regardless of the discipline, there is an expectation that faculty members at research universities will create knowledge and use this newly developed knowledge in the classroom while training students exactly how to perform research appropriately. Though “Faculty research occupies an ever more pivotal position within the university structure” (Serow, 2000, p. 449), its effect can be deleterious. According to Serow, there is tension between the efforts focused on research and teaching, and this tension has been in existence since the dawn of higher education. “Despite the complementarities that we often acknowledge exist between research and teaching. . . most of the empirical literature indicates that there is competition between research output and time spent teaching” (Betsy, 2007, p. 62). According to Betsy, “there is a significant negative effect of increased time spent on teaching and research output, however it is measured” (p. 62).

Fairweather (2002) provided a useful overview of the assignments of the majority of faculty in the U.S.:

Few faculty members are able to publish while carrying above average teaching loads. Few faculty members have externally funded research projects, a resource that increases their ability to publish while teaching above average numbers of students. Even fewer attain above average productivity levels in teaching and

research while using active or collaborative instructional techniques. In sum, simultaneously achieving high levels of productivity in teaching and research--the complete faculty member--is relatively rare. For most faculty members, generating high numbers of student contact hours diminishes publication rates, and vice versa (p. 44).

In contrast, Serow (2000) noted that there are a number of research projects which have “concluded that the overall relationship between faculty members' scholarly productivity and their performance as teachers is much less a zero-sum game than critics have suggested” (p. 450). Serow (2000) also suggested that research did not interfere with teaching effectiveness, and that “This conclusion is particularly salient in research universities in which it receives strong confirmation” (p. 450).

Most research productivity, takes place within a research university which, according to Teodorescu (2000), is a “term once used to describe the top one hundred American universities, now is an appropriate label for the leading universities in most developed countries” (p. 01). The scientific and technological research capabilities of a university within a country have been used to predict whether the country is a developed nation or a developing nation (Teodorescu, 2000, p. 201).

Bland et al. (2005) noted that the key aspects of a university such as, what it pursues and how it functions, are mostly in the hands of the university's administrators. Therefore, an individual faculty member's research performance and productivity are influenced by an institution's leaders (Bland et al., 2005). Correspondingly, if an institution is desirous of becoming a research intensive institution or maintaining its

status, it ought to recruit faculty who will help fulfill this directive. Those faculty who are passionate for research and have a solid record of research and/or receiving external funding should be recruited. Once recruited, maintaining a strong mentoring program for faculty, supporting faculty research through support programs/efforts and/or assigning faculty adequate time to conduct research is essential to retain the employee (Bland et al., 2005).

In most developed nations, faculty assess an institution based on its research outputs. Therefore institutions of higher education should consider how they can best position themselves in order to appeal to the best, brightest, and most promising candidates in academia (Bland et al., 2005). Correspondingly, Teodorescu (2000) reported that the amount of research production a faculty member executes is a key aspect in how administrators in many universities will make their personnel decisions.

Teodorescu (2000) recognized that “Although previous literature has repeatedly established the importance of institutional research support in predicting publication productivity, no evidence was found to support this” (p. 216). Meyer (2011) commented on the unsettled understanding of faculty productivity, stating that “Despite many research studies, faculty productivity remains a puzzle” (p. 37).

Growth, Complexity, and Theoretical Implications

According to Blau (1973), “American higher education has expanded greatly. Enrollment in colleges and universities has doubled every 15 years between 1870 and 1950 and has grown at a still faster rate since then” (p. 4). Additionally, the “. . . number

of undergraduates has increased from less than 600,000 to nearly 6,500,000 in the last 50 years. This is a tenfold increase in graduate students, from 15,600 in 1920 to 826,000 in 1970” (Blau, 1973, p. 5). Blau (1994) reported faculty “taught a little more than one million enrolled students in 1930, three-and-two-thirds million in 1960, and more than thirteen-and-one-half million students in 1990” (p. xxii). The U.S. Department of Education’s Institute of Education Sciences reported that nearly 22 million students were expected to attend institutions of higher education in the U.S. in 2020. This represented an increase of more than six million students since 2000 and is the largest number of people ever enrolled in U.S. institutions of higher education (“Fast Facts,” 2013).

As a natural consequence, the increase in the number of students and degrees awarded correlated directly with the growth in the number of faculty at institutions of higher education as well as the number of institutions of higher education. As an example, between “1920 and 1966, the number of faculty members had grown from 50,000 to 600,000, and the number of institutions from 1,041 to 2,230” (Blau, 1973, p. 6). More specifically, “The number of faculty members in all institutions of higher education grew from 82,000 in 1930 to 381,000 in 1960 to 824,000 in 1990” (Blau, 1994, p. xxii). Blau (1994) also noted that “There were 1,100 four-year colleges and universities in 1930, 1,500 in 1960, and 2,100 in 1990 (p. xxii). At the end of the first decade of the 21st century, according to Lederman (2012), there were approximately 1.5 million faculty employed at U. S. institutions of higher education. According to the 2010 Census, there were 4,495 institutions of higher education in 2009.

Similarly, as the number of bachelor's and master's degrees awarded from institutions of higher education has increased dramatically, so has the number of issued doctoral degrees. Specifically, in the first half of the 20th century, the number of doctoral degrees issued had increased thirtyfold (Blau, 1973). During the 2013-2014 academic year, institutions of higher education were expected to award nearly two million bachelor's degrees, nearly a million master's degrees, and nearly 200,000 doctoral degrees ("Fast Facts," 2013). Though campuses increased faculty numbers, they have not kept pace with growth in students. In 1930 the U.S. average student to teacher ratio in institutions of higher education was 1:13; in 1990, the average increased to 1:16 (Blau, 1994).

Interestingly, as the number of institutions of higher education, faculty and students have increased, so have the size of many institutions of higher education. For example, a 2013 *U.S. News and World Reports* indicated that the University of Central Florida was the second largest university in the United States (surpassed in size only by The Arizona State University System). As these large institutions of higher education have continued to grow, changes have occurred in their organizational structure, culture, and functioning. Blau (1994) indicated, "Formal organizations need an administrative structure, a skeleton or structure that sustains the work of the people in the organization--the activities carried out to achieve its objectives" (p. xviii).

According to Blau (1994) the size of an institution affects its organizational characteristics, and the larger an organization the more common that it becomes bureaucratized. Those institutions that have become large and bureaucratized, typically

have structures which are complex and result in multiform differentiation (Blau, 1994). The greater the size of an organization, the greater the increase in differentiation (Blau, 1994). “This suggests that the economy of scale that large size effects outweighs the administrative problems complexity promotes” (Blau, 1994, p. xvii). Additionally, the larger an organization the greater chance that it will have a more pronounced division of labor, more administrative levels, and a greater hierarchy in roles (Blau, 1994). In further discussing the impact of an organization’s size, Blau (1994) suggested that “The administrative problems and cost of expanding complexity can account for the decelerating rate of increase of various forms of differentiation with organizational growth” (p. xvii).

Blau (1994) contended the bigger an organization, the greater the reduction in administrative overhead. Additionally, Blau (1994) noted that in small universities the ratio of administrators to faculty members was higher than in larger universities. Additional benefits of an organization’s large size is that it affords the organization access to a wide and varying set of skills that are possessed by its employees, and this allows it to produce a desired commodity. In this regard, Blau (1994) purported, the “relative size of the administrative component can be determined by distinguishing employees who perform staff functions--such as payroll or typing--and those whose work contributes to the basic objective of the organization” (p. xvi). Finally, according to Blue (1994), higher education is bound to continue this trajectory of growth, and those institutions who maintain decentralization will function better than those who do not.

Managerial and Organizational Aspects

There are many managerial aspects to consider in the continued review of literature. Becker and Neuhauser (1975) posited that the purpose of organizations was to produce a good or service. The management of institutions of higher education, in this regard, is not so straightforward. According to Abbott (1958), executing the management of an institution of higher education is more complicated than the management of a business of similar size. Abbott (1958) also remarked that effective management is essential in institutions of higher education. However, the management function ought to effectively serve the faculty and their academic and research needs, as these are the chief reasons for the university to exist..

Abbott (1958) highlighted a common misnomer in the management of higher education. It is frequently thought that the challenges and hardships faced in one field can be remedied by solutions offered by another field (p. 44). However, Abbott (1958) did “not believe that practices in private business can be transferred, without change, and applied in our colleges and universities to administration-faculty relations” (p. 44).

According to Goonen and Blechman (1999), the process of making decisions within higher education is one that is complex and requires the balance of conflicting needs and interests while pursuing the institution’s mission, vision, and goals and simultaneously abiding by policies and laws. Additionally, decision making is executed through the use of formal organizations, which “are based on certain principles such as ‘task specialization,’ ‘chain of command,’ ‘unity of direction,’ ‘rationality,’ and others” (Argyris, 1964, p. 14).

However, those in the chain of command often encounter difficulties and challenges due to the nature of their position. Specifically, academic deans and directors in academe are the counterparts of middle managers in the corporate world and have somewhat limited power. According to Gross and Grambsch (1974), “It would be meaningless to claim that ‘deans wield a lot of power’ on any campus” (p. 31). Gross and Grambsch (1974) elaborated in sharing their perspective about the function of certain administrative roles:

Each may act more like a feudal lord, with strong local loyalties but only vague feelings of affinity from the other deans. Further, deans are in competition with each other for budget funds. Similarly, chairpersons (sic) appear to exhibit no solidarity with other chairpersons (sic), even when they are under the same dean. The chairpersons (sic) compete (sic) for the same resources and have differing academic orientations” (p. 31).

Although administrators are put in place in institutions of higher education to facilitate the processes of teaching and research they “are evaluated by how successful they are in getting support from the legislature, rich alumni, and administrators higher than themselves” (Gross & Grambsch, 1974, pp. 32-33).

Administrators function and communicate within unique organizational settings, and the specific settings and circumstances of an institution impact how individuals within the institution interact. According to Caplow (1964), even the smoothest running organizations will encounter challenges, confusion, and frustration when communiques are exchanged between individuals who are of different status or who may be in the

same/similar status but do not often interact. Caplow (1964) also remarked, “If there is a single word that epitomizes the wide effort to improve industrial efficiency by taking account of human factors outside the usual sphere of engineering, it is *communication*” (p. 252). Hickson and Stacks (1992) echoed the importance and impact of communication and stated, “Communication is the ability to create shared understandings with others thereby validating our perspectives” (p. vii). These authors viewed communication as crucial to the management function and also contended that the most challenging part of being a manager is being an effective communicator (p. vii).

Administrators must function within the existing organizational structure. Many scholars, including some of the initial Grecian philosophers, suggested the importance and impact of the organization on the individual (Argyris, 1964). The impact of the organization has been rather far reaching. The inherent incongruity of the person and the organization typically prompts individuals to develop additional coping mechanisms and skills to navigate the organization. This, in turn, helps individuals develop additional skills, thereby enhancing the whole individual, and ultimately the organization as the added skill set, now adapted to the organization, can function and flourish. (Argyris, 1964).

The communication and functions of administrators is of utmost importance to advance institutions of higher education. Blau (1994) reported that without administrative initiative it would be nearly impossible to establish any new academic departments, and “The establishment of new departments is an institutional innovation that facilitates innovative academic work, because it brings together academics with

common intellectual interests, crystallizes new academic roles for them, and helps to channel their scientific work in new directions” (Blau, 1994, p. 17). New departments, according to Blau (1973), can help address the increased demand for more education on varying topics and disciplines. Department and institutional growth “has increased with the rising levels of occupational expectations and aspirations, which have been stimulated by increases in productivity and in the standard of living and by the expansion of high-status occupations that require considerable schooling” (Blau, 1973, p. 4).

As the number of departments and institutions grow and expectations from the student population increase, the quality of institution and its offerings must increase. According to Blau (1994), the pedigree and output of the faculty, as well as the output of the students, are the indicators which contribute to the reputation of the institution. This relates to the climate of an institution and its attractiveness to top-tier faculty. According to Blau (1994), the greater the number of faculty members with advanced degrees, the greater the likelihood that institution will have a climate and culture that fosters research. There are other indicators of institutional climate which have an effect on the quality of institutions of higher education. Blau (1994) indicated, “Colleague climate influences faculty members’ allegiance to the institution, namely how much the relative emphasis of the faculty is on teaching or research and scholarship” (Blau, 1994, p. 18).

Systems

Systems theory was integral to an organized approach and subsequent synthesis and analysis of the data gathered for the present study. Laszlo and Krippner (1998)

identified a key aspect undergirding the use of the systems theory in this academic pursuit. Specifically they indicated, “Systems theory. . . capitalizes on the emergence of parallelisms in different disciplinary interpretations of reality and consequently provides a platform for the integrated study of complexity in the human experience.” (p. 54).

Laszlo and Krippner (1998), reported that systems theory provides an approach which can “be considered a field of inquiry rather than a collection of specific disciplines” (p. 50).

In an overview of systems theory, the University of Twente presented a definition for theory, indicating that “Theory is the transdisciplinary study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. It investigates both the principles common to all complex entities” (“System Theory, 2014, para. 3”). Additionally, the University, in its discussion of a specific system, reported:

A system can be said to consist of four things. The first is objects--the parts, elements, or variables within the system. These may be physical or abstract or both, depending on the nature of the system. Second, a system consists of attributes--the qualities or properties of the system and its objects. Third, a system had internal relationships among its objects. Fourth, systems exist in an environment. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts. (“System Theory, 2014, para. 4”)

There are many characteristics of systems; some of them include “wholeness and interdependence (the whole is more than the sum of all parts), correlations, perceiving causes, chain of influence, hierarchy, suprasystems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, inputs/outputs, the need for balance/homeostasis, change and adaptability” (“System Theory,” 2014).

The “father” of systems theory was Ludwig von Bertalanffy (Eatwell et al., 1998). Though von Bertalanffy “first presented his idea of a ‘General System Theory’ in a philosophy seminar at the University of Chicago in 1937, it was after World War II that his first publications appeared on this subject” (p. 52). According to Laszlo & Krippner, (1998), it was not until the 1960s when “systems thinking began to be recognized as a paradigmatic effort at scientific integration and theory formulation on the transdisciplinary plane” (p. 52).

Insofar as the cerebral approach to the systems theory Laszlo and Krippner (1998) suggested that as “a field inquiry concerned with the holistic and integrative exploration of phenomena and events, systems theory pertains to both epistemological and ontological situations” (p. 54). However, Laszlo and Krippner (1998) clarified that systems theory does not simply constitute either an epistemology or ontology. Rather “it is more reminiscent of the Greek notion of gnosiologyhvon concerned with the holistic and integrative exploration of phenomena and events” (p. 54).

Laslo and Krippner (1998) shared an elaborated view of systems theory as follows:

The systems approach attempts to view the world in terms of irreducibly integrated systems. It focuses attention on the whole, as well as on the complex interrelationships among its constituent parts. This way of seeing is not an alternative, but a complement, to the specialized way. It is more all-embracing and comprehensive, incorporating the specialized perspective as one aspect of a general conception (p. 55).

There are many other aspects and characteristics of systems, systems theory, and the systems approach. Laszlo and Krippner (1998) indicated that “instead of focusing on the interacting and integrated ensemble--the ‘system’--attention is drawn to the parts regardless of their position within the ensemble” (p. 55). The “transdisciplinary endeavor of the systems approach was not restricted to the hard sciences but spread to the humanities as well” (Laszlo & Krippner, 1998, p. 52). An item which is often integral to the success of any endeavor, yet is often overlooked and/or underappreciated in system theory is that “communication in this perspective can be seen as an integrated process--not as an isolated event” (Laszlo & Krippner, 1998, p. 52), suggesting that the process of communication is ongoing and essential to the function of any successful system.

The researcher’s decision to rely on systems theory as a theoretical framework for the study was related to its flexibility. According to Laszlo and Krippner (1998), “systems-oriented inquiry is not necessarily quantitative in execution. . . and systems theory performs a qualitative heuristic function: it attempts to identify specific entities capable of being modeled as systems, and wider areas as their relevant environment” (pp. 56-57). Additionally, the “advantage of systems theory is its potential to provide a

transdisciplinary framework for a simultaneously critical and normative exploration of. . . relationships” (Laszlo & Krippner, 1998, p. 50). “The systems design approach seeks to understand. . . as a system of interconnected, interdependent, and interacting problems” (Laszlo & Krippner, 1998, p. 63). In the writer’s opinion, there is almost no better way to describe a university than the manner in which Laszlo and Krippner (2014) describe a ‘systems design approach.’

Becker and Neuhauser (1975), provided an astute connection between organizations and systems; specifically, they remarked a formal organization is “a purposely developed system (i.e., an ongoing interaction of procedures and resources” (p. 7). Clegg (1990), rightly claimed that systems are so well integrated into the daily lives of millions of people that they are almost unnoticed by those operating within them (p. 51). However, that is not to suggest that the functions of organizations are simple. To the contrary, according to Argyris (1964), the complexity of organizations is occasionally so vast that it is a bit mind-boggling.

Additional attributes of the systems approach includes the inherent characteristic that the root of problems will be examined systematically with the intention of seeking an adjustment in behavior, to benefit the organization (Sayles, 1964. Clegg (1990) suggested that another positive aspect of the systems approach is that it “allows for a far more dynamic conceptualization of organizations” (p. 51). Additionally, the systems approach underscores the notion that managers do not operate within clearly defined roles and experiences. Rather, they are placed in very unique circumstances and situations and

required to manage, often simultaneously, a number of interactions, relationships, and organizations (Sayles, 1964).

Sayles (1964) also noted that the systems model incorporates an interdependence of people, resources, and actions which are working in a situation of continually shifting boundaries between the people involved and the function they are executing.

Additionally, as cited by Argyris (1964), “In every formal organization there arise informal organizations. . . and these informal systems are embedded in the formal organization itself and nurtured by the very formality of its arrangements” (p. 9).

According to Clegg (1990), the rational system model looks upon an organization as a framework of manipulable parts.

As early as 1964, Argyris reported that one should “conceive of organizations as ‘open systems’ imbedded in, but constantly influencing and being influenced by, the environment” (p. 12). According to Argyris (1964), although one may not fully understand individuals working within a system, one can better understand the organization, and this will help ensure effective and efficient productivity. Sayles (1964) observed that the results of work and any related efficiency are due to the output of a system of relationships, not of an individual’s actions or assignments.

An organization, according to Clegg (1990), is comprised of multiple systematic components, which are in a constant state of interdependent dynamism, continually responding and adjusting to circumstances, input, and feedback. Additionally, in “the systems framework the organization is conceptualized as having a definite boundary through which flow environmental inputs and outputs” (Clegg, 1990, p. 51).

Boulding (1956) offered a synopsis of the systems theory approach and stated that it “aims to provide a framework or structure on which to hang the flesh and blood of particular disciplines and particular subject matters in an orderly and coherent corpus of knowledge” (p. 10). Finally, Laszlo and Krippner (1998) provided a very positive summation of the usage and implementation of the systems approach and stated the “general systems approach encourages the development of a global, more unitary consciousness, team work, collaboration, learning for life, and exposure to the universal storehouse of accumulated knowledge and wisdom” (p. 56). The theoretical framework of systems theory was perfectly suited for use in the historical study of the University of Central Florida.

Bureaucracy and Roles

The troublesome issues inherent within bureaucracy are the multifarious meanings, definitions, and subsequent interpretations of the term itself. Additionally, a significant amount of the literature regarding bureaucratic research and theory has been linked to much of the research and theory on organizations, and there exists an abundance of literature on the related topics. In an effort to review the related literature, the researcher first identified the etymology of the term and developed a working understanding of the term for the purposes of this research project. Bureaucracy was considered from an academic, philosophical, and theoretical approach.

According to Emge (1950), the term “bureaucracy” originates from the mid-18th century and was created by Vincent de Gournay, a French economist and Melchior

Grimm, a French author. Additionally, the term bureaucracy is rooted and modeled within mathematics. Through its evolution, it has been used by many notable and revered authors, including Dickens and de Balzac, who have assisted in its evolution and helped maintain its salience. (Emge, 1950).

Some scholars, including Milband and Seville (1965) and others, have contended that Karl Marx was elemental in the initial formulation of bureaucracy theory. However, according to Shaw (1992), Hegel “formulated the first theory of modern bureaucracy in the *Philosophy of Right*” (p. 381). Additionally, Liebich (1982) contended, “Marx’s references to bureaucracy are few and far between and that together they do not add up to a theory of bureaucracy” (p. 77).

Nonetheless, Marx’ contributions to the understanding of bureaucracy should not go unnoted. His perspective and insights have very much helped shape the common understanding of the term and the associated implications inherent within a bureaucracy. As a scholar on the topic, Marx considered it from many vantage points and had a revered and thorough understanding of the topic. Liebich (1982) highlighted Marx’ understanding of the bureaucracy and related it to the reader as follows:

When Marx speaks of the closed, secretive, formalistic, and aloof nature of the bureaucracy, when he speaks of the bureaucracy as a group advancing its own interests under the guise of advancing the general interest, surely he is describing a phenomenon all too familiar to us (p. 78).

Additionally, Marx was able to see many of bureaucracy’s strengths and weaknesses. For instance, although, “Marx refused to endorse efforts to give the

bureaucracy a constitutional stature and representative role and his strong polemics against the bureaucracy. . . are an expression of his opposition to such efforts,” (Liebich, 1982, p. 87), he also, “even in his *Critique*. . . acknowledged the positive role played by the bureaucracy” (Liebich, 1982, p. 88).

Other scholars also affected the development, understanding, and evolution of bureaucracy. Through a sociological approach (Emge, 1950), Weber provided an extensive and rather comprehensive organized approach to foster empirically-based studies of bureaucratic organizations (Shaw, 1992). Weber identified some clear tenants of bureaucracy. According to Shaw, “the Weberian paradigm assumes that bureaucratization expresses the technical rationalization of modern politics” (p. 381). Additionally, “Weber made it clear that questions of economic choice could no longer be treated in isolation from questions of administration” (Gouldner, 1955, p. 497). Shaw contended that, in a basic comparison, there were similarities between Weber’s and Hegel’s theories of bureaucracy; he also observed that a deeper scholarly and cerebral review would result in an understanding that Hegel’s view of bureaucratic activity was very different from that of Marx.

Selznick (1943) offered a thorough overview of the concept and theory of bureaucracy through a behavioral lens:

‘Bureaucratic behavior’ will designate that behavior of agents in social action which: (1) tends to create the organization-paradox, that is, the modification of the professed aims of the organization-aims toward which the agent is formally supposed to strive; this process obtains (2) through such behavior patterns in the

informal organization as are centered primarily around the ties of influence among the functionaries, and as tend to concentrate the locus of power in the hands of the officials; and (3) through such patterns as develop through the displacement of the functionaries' motives on the habit level, e.g., routinization. (p. 50).

Selznick's (1943) approach offered an outline of how and why a bureaucracy functions and the results of its functions. Selznick provided some additional insight and clarification to his definition in the following statement:

It is clear from this definition that the emphasis is on the *informal* structure as the mechanism or manifestation of bureaucratic patterns; it does not follow. . . that those patterns are uninfluenced by the character of the formal organization. (p. 50)

Additional insights regarding what constitutes bureaucracy include Selznick's (1943) denunciation of validity of "the approach which identifies bureaucracy with any administrative system based on professionalization and hierarchical subordination" (p. 49). Selznick expressed his belief that, "Bureaucracy is concerned with the behavior of officials, while the action of, say, worker groups, may also lead to deflection of an organization" (p. 50). Finally, Selznick (1943) also observed that the literature consistently suggested that the term bureaucracy was not used to outline the administrative structure, but rather to serve as a pejorative descriptor.

Dimock and Hyde (1940) viewed bureaucratic organizational structure based on an organization's size. The larger an organization, the more likely for it to be bureaucratized. Selznick (1943), however, suggested otherwise and focused more on the

behavioral aspects of bureaucracy. He stated “because of the patterns exhibited in the behavior of agents in small organized groups and because of the implications for greater generality, the formulation used here does not make the factor of size crucial for the existence of bureaucratic behavior patterns” (Selznick, 1943, p. 50).

Bensimon, Neumann, and Birnbaum (1989) offered additional insights into the aspects of resultant behaviors due to the impacts of bureaucracy. They reported, “Institutions are seen as controlled in part by negative feedback loops created and reinforced in the institution's (bureaucratic) structure and negative feedback loops created and reinforced in the institution's (collegial) social system” (p. 63). Becker and Neuhauser (1975), provided some additional characteristics of bureaucracies and stated that the most common and frequently discussed organizational structure was the bureaucracy (p. 12). They posited that a bureaucracy’s purpose was essentially a control mechanism to ensure that processes and people are well coordinated. Becker and Neuhauser (1975) also commented on additional aspects of a bureaucracy and purported that an ideal bureaucracy was one that maintains only the necessary number of levels in the organization to maximize its operation, function, and output. According to Becker and Neuhauser, bureaucracies were often structured as clearly hierarchical organizations, providing organizations with the ability to operate the most effective, efficient, and rational operation while also exercising control over the people in the organization.

In relation to the bureaucratic processes and their effects on an entity’s operations, Blau (1994) asserted that the review and analysis of the organizational structure of an institution of higher education and its associated impact required attention to both of

bureaucracy and scholarship. Additionally, Oakeshott stated, “Bureaucracy is one of the prototypes of universities” (as cited in Shaw, 1992, p. 381). Bureaucracy and scholarship connect and direct the assignment and function of the faculty in an institution of higher education.

The assignment of duties for faculty in institutions of higher education throughout the U.S. is very similar. According to Bess (1982), the majority of faculty in the U.S. are assigned three functions; the assignments include teaching, research, and service, and are accepted by the majority of faculty in U.S. institutions. Bess (1982) also reported, “It is rare that a faculty member either likes or possesses the ability to perform simultaneously in all tasks of the subroles [i.e., teaching, research, and service], though he or she may enjoy aspects of all three roles” (p. 19). In reporting their research on research productivity, Mamiseishvili and Rosser’s (2010) compared levels of productivity of U.S. and international scholars. They found that in comparison to their U.S. colleagues’ levels of research productivity, the international scholars were significantly more productive; however, the international scholars were not as productive in teaching and research as their U.S. colleagues. Bess (1982) expressed his concern for the current traditional assignments of faculty, noting that “Often these roles require many and diverse kinds of behaviors and a wide variety of talents and interests, a number of which may be incompatible with each other” (p. 19).

Although many academicians understand the inherent shortcomings of the current faculty assignments, “The role as a composite has a tenacious persistence” (Bess, 1982,

p. 19). Bess continued to outline some of the reasons for the continuation of a flawed assignment:

There are many reasons why the major faculty roles persist in this complex form. One is the simple force of inertia. Faculty train graduate students in the same mold in which they themselves have been formed. Hence, new faculty enter their profession expecting to perform all parts of the faculty role and on arrival at a campus find their behavior reinforced through a variety of organizational socialization processes (p. 19)

Finally, Bess (1982) provided another rationale for the enduring role and associated assignments and suggested that the role, as is, helps to protect and maintain academic freedom for faculty.

Summary

Although the aspects of the literature are boundless for the chosen study, this review of the literature provided a strong overview and rationale for the present study. The history of the Florida's State University System (SUS) provided the context and timeline for the development of the 12 institutions of higher education in the SUS, including how and when they were established. The literature review then addressed the impact of the administrative and organizational structure on an entity and its operations. This was followed by a review of the literature on visions, missions, and goals. Teaching, research, and service along with faculty productivity were the next items addressed in the literature review. Literature reviewed about the growth and complexity

of organizations and related theoretical concepts were focused on how those aspects affect the functions of an organization as well as how it executes its functions. Literature related to management and organizations completed this section of the review. Literature surrounding systems theory was reviewed. Finally, the final section of the review centered on bureaucracy, its origin, and varying applications and understandings of the concept.

CHAPTER 3 METHODS

Introduction

This chapter presents the methods and procedures used to conduct the research for this study. The chapter is organized to present a restatement of the problem of the study and a description of the methodology used. Data collection procedures are explained along with the methods employed in analyzing the data for each of the research questions which guided the study.

Problem of the Study

To date there has been little research conducted on the evolution of the administrative and organizational structure of the University of Central Florida (UCF). Although UCF is a relatively young institution, it has seen immense change since it opened its doors to 1,948 students in October of 1968. The dramatic evolution of UCF was seemingly an anomaly. It was one that deserved to be investigated as to what organizational and administrative structures were modified, developed, and abolished throughout the years to bring about such immense change in so little time.

Methods

To understand and appreciate the aspects of the University of Central Florida's development, the history of the University of Central Florida was studied via historical analysis and interpretation. This included explaining happenings, identifying any

patterns and cause-and-effect relationships, weighing evidence to draw conclusions, and making defensible generalizations based on factual, historical data collected.

Specifically, this included a chronological review of the university's development, which was demarked by the terms of the four full-time presidents of the university. Along with some of the most significant highlights during each president's tenure, structural and organizational aspects of the university at the beginning and conclusion of each president's tenure were addressed. Additionally, using accessible data, the university's mission, vision, and goals were discussed to identify changes, if any, that had occurred during each president's term in office. Finally, the administrative and organizational structures established to help assist faculty in research, teaching, and service, and those that aligned with faculty productivity, were reported.

Data Collection

Archival Data

Data were collected through the use of primary sources located throughout the University of Central Florida. This included the review of course catalogs from the early years of Florida Technological University through contemporary copies at the University of Central Florida, as well as meeting minutes, original/previous policies and procedures and any primary resources the researcher identified. Additionally, working with the University of Central Florida's librarians and archivists, the researcher was able to

identify valuable primary source materials that were very useful in completing the research.

Interviews

The researcher, with approval from the University of Central Florida's Institutional Review Board (Appendix A), conducted approximately 10 interviews with charter and/or those faculty and staff who have been with the university since its early days. To ensure consistency, the interviewees were all asked the same questions (Appendix B). Each of the interviewees granted consent and was provided the list of questions prior to the interview. Each interview lasted between 30 minutes and an two hours. Each interview took place in the most convenient time and location for the interviewee. All interviews were recorded, and major portions of each interview, deemed particularly relevant to the research, were transcribed by the researcher. This enabled the researcher to have ready access to the content of the interviews and the relevant quotations as needed throughout the subsequent data analysis. All recorded data were maintained in a secure location until the researcher no longer needed access to them. The data were stored permanently in the UCF Library archives.

Analysis of Data

As in much qualitative research, the processes of collecting and analyzing data occurred, to some extent, simultaneously. During the collection process, data were

categorized, in so much as the researcher was able, by two central themes or organizing principles: (a) time frames and (b) research questions.

Time frames corresponded with one of the four presidents of Florida Technological University/the University of Central Florida. Therefore, the majority of the data was organized chronologically. Whenever possible, chronology was employed to organize the data. Time frames provided direction for which of the university's presidents was serving during the actualization of the datum. Additionally, the data, once collected and reviewed by the researcher, were sorted, associating each piece of information with the most pertinent research question. These two organizing principles were used to in the organization of the voluminous amount of data collected. Interview data were compared against one another to identify themes and inconsistencies. These were reported. Additionally, when overlap of content/topics occurred between interview data and archival data, themes and inconsistencies were reported.

The cumulative data, upon collection, were also categorized using the six research questions. To be as consistent and thorough as possible, each of the six research questions were applied to each presidential term. This also provided a benchmark that was useful in comparing various time periods and developments throughout the history of the university. These approaches helped to ensure the voluminous amount of collected material could be maintained, organized and synthesized.

Research Questions

Following are the six research questions and the data analysis strategies employed to respond to each of them. All questions were applied to each of the four presidential terms.

Research Question 1

How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?

Sorting through university archives, and reviewing university archivists' work surrounding this topic, reviewing university academic course catalogs to see programmatic/structural changes, and through the collection and collocation of interviewee responses, the researcher was able to synthesize the data to create a cogent, chronological recount of the administrative and organizational structural evolutions of the University of Central Florida.

Research Question 2

How have UCF's vision, mission, and goals evolved since the university's inception and what, if any, influence have these changes had on the university's administrative and organizational structure?

Sorting through university archives, reviewing university academic course catalogs to see if they reflected variances/changes in the university's mission, vision, and/or goals, and through the collection and collocation of interviewee responses, the

researcher was able to synthesize the data to identify the changes in the mission, vision, and goals of the university through the years.

Research Question 3

What historical events, politics, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?

By searching university archives, reviewing and considering different state and federal legislation, and reviewing the collection and colocation of interviewee responses, the researcher was able to synthesize the data to create a thorough review of the historical events and outside influences which affected the University of Central Florida's organizational and administrative structural development throughout the years.

Research Question 4

What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?

By searching university archives, and most importantly reviewing the collection and colocation of interviewee responses, the researcher was able to synthesize the data to outline the administrative and organizational structures that were put in place to specifically help assist UCF faculty in research, teaching, and service.

Research Question 5

What has been the evolution of faculty productivity?

The primary source of this data was the UCF Office of Institutional Knowledge Management, which “provides information of the highest quality which is both timely and easily accessible to facilitate and enhance decision-making, strategic planning, and assessment at the university” (“Institutional Knowledge,” 2014, para. 2). Additionally, as a result of searching university archives, and gathering supplementary information through the collection and collocation of interviewee responses, the researcher was able to synthesize the data to provide a summary of the university’s faculty productivity on several measures.

Research Question 6

What, if any, practices by UCF’s administrative and organizational structural align with faculty productivity?

This question was addressed not only through information collected through the collection and collocation of interviewee responses, but also by reviewing established administrative and organizational structures to determine if they were aligned with surges or declines in faculty productivity.

CHAPTER 4 COLLECTION AND ANALYSIS OF DATA

Introduction

The primary purpose of this research was to review the history and development of the University of Central Florida with an eye focused on the evolution of the administrative and organizational structures established to help facilitate the work of the faculty in their assigned functions of teaching, research, and service. The information gathered has been organized to provide a chronology of the administrative structure from 1969-2013.

The University of Central Florida was the focus of this research. University archives, consisting of original publications, policies, documents, oral histories, meeting minutes, etc., were reviewed and the information was merged as appropriate to provide a chronological historical review of the data, as it related to the research questions. Additionally, structured interviews with current and past senior faculty or staff were conducted. The context for the research and the questions asked were vetted through the University of Central Florida's Institutional Review Board. As the research unfolded, guiding principles were deployed to keep the research focused and manageable. A guiding principle was maintaining the focus on reviewing data related to each of the four presidential administrations. The knowledge voids were some of the specific job duties of senior administrators throughout their tenure in the position as well as the job duties of positions that were evolving.

This study was organized around the terms of the four University of Central Florida presidents. The six research questions served as guides in the reporting related to each president's term. When little to no related information was found or could be identified, the researcher reported it.

UCF's Founding President Charles N. Millican, Ph.D., 1965-1978

The first research question posed was, "How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?" Initially, what is now the University of Central Florida (UCF) was named Florida Technological University (FTU). This section is devoted to the evolution of the university's administrative and organizational structure during Dr. Millican's presidency.

Although many actions conspired to create the state university in Orlando, J. Charles Gray, of Gray-Robinson, Attorneys at Law, played a significant role in the development of what was originally called Florida Technological University. Gray had served as the then governor's campaign manager while the governor was seeking office. After his successful bid, the governor promised Mr. Gray he would assist him with what he could from the office of governor. One of Gray's requests was to have a university placed in Orlando. "The governor agreed and ordered the project take precedence on the higher education funding priority list" (Helms, 2013, p. 11).

As was previously referenced, Florida Technological University was officially established in June 1963 by the Florida State legislature. The main campus, which was

chosen by the State of Florida's Board of Control, was located along side Alafaya Trail in northeast Orange County (Helms, 2013, p. 11). The majority of the land came from Frank Adamucci who was a building contractor from New Jersey. Mr. Adamucci donated 500 acres and was willing to sell another 500 acres for \$500,000, which provided the bulk of the land for the Orlando campus. Local landowners also donated parcels, which resulted in a total size of 1,227 acres (Helms, 2013, p. 11). Due to a funding shortage from Orange County, 89 local Orange County residents pledged the money to purchase the land.

It was in 1965 that then Florida Governor Farris Bryant asked a man who had been a Southern Baptist minister and the founding dean of the College of Business Administration at the University of South Florida to serve as the founding president of the new university that would be placed in the east side of Central Florida (Helms, 2013, p. 24). Dr. Charles Millican accepted the offer; however he was not officially inaugurated as the first president of FTU until Monday, November 25, 1968, at 3 p.m. at the First Baptist Church in downtown Orlando ("Dr. Millican to").

As the university, upon being established, had no name, master plan, no buildings or any employees, Dr. Millican was initially afforded an office space above a drugstore in downtown Orlando to start creating a university from the ground up (Helms, 2013, p. 24). Millican concluded the best campus design would be one of "concentric circles with an academic core uninterrupted by traffic; the university broke ground in March 1967" (Helms, 2013, p. 24).

In 1968, with nearly a \$9 million investment in infrastructure and the first phase of construction complete, “FTU opened its doors. . . the inaugural colleges were Business Administration, Education, Engineering and Technology, Humanities and Social Sciences, and Natural Sciences” (Harrison, 2011, p. 1). In April of 1968, FTU’s official seal was revealed by Dr. Millican. It featured the PEGASUS, the black and gold colors of the university and incorporated the university’s motto of ‘Reach for the Stars’ (“Dr. Millican Unveils”).

The buildings on campus included the first phase of the Village Center (e.g., student union) but not the site of UCF’s present Student Union, the Library Building, the Science Building and the Science Lecture Hall, a utilities complex, and four residence halls, which housed up to 432 students. The *Orlando Sentinel* foresaw the forthcoming impact FTU would have on Central Florida and reported: “Monday, Oct. 7. Write it down. Remember it as the day that changed Orlando and Central Florida forever” (As cited in Helms, 2013, p. 33).

In October of 1968, FTU welcomed 1,948 students with 55 degree programs options, more than 90 faculty members and enrolled its first class (Helms, 2013, p. 24). By 1969, the second phase of construction was well underway with an additional \$6.5 million in structures being added. Structures included a general purpose classroom building. Additionally, FTU boasted a total of 175 faculty, nearly doubling its number of faculty in two years (General Bulletin, 1969, p. 24).

A number of the first buildings on campus served multiple purposes. Many of the purposes were outside the original intention of the building but were necessary to fulfill

requisite functions until properly allocated spaces were created and devoted to the functions within the building. For instance, one of the first buildings on campus, the Library Building, in addition to serving as the library, temporarily housed classrooms, laboratories, a data processing center, and office space for administrators and faculty (General Bulletin, 1969, p. 25).

Also in 1969, in FTU's second year of operation, student enrollment had nearly doubled to almost 3,000 students as did the faculty, which at that point was approximately 175. It was 169 when the university had all four classes (i.e., freshmen, sophomore, junior and senior) in the student body that it held its first commencement exercise ("Florida Technological University").

Toward the end of President Millican's tenure, a significant development unfolded which resulted in the birth of UCF's Regional Campus system. The University of Florida (UF) had a number of sites throughout Central Florida that were referred to as FEEDS (Florida Engineering Education Delivery System). These were stations where broadcasted engineering curricula was delivered for students and/or interested parties living in those areas. They were a challenge for UF to manage and maintain, and UF's president, was not interested in maintaining them. FTU, however, was eager to attain them so as to eliminate UF from its' territory, especially in engineering. Originally, there were three FEEDS sites in contention: Port Canaveral, Daytona, and South Orlando. The site at Port Canaveral was initially used by FTU. However, soon after FTU began managing it, the U.S. Navy requested to use the site for its purposes; due to this, and through some funds provided by the Navy, FTU moved to the Brevard campus in Cocoa

and built a joint-use facility there. The other two FEEDS sites stayed with FTU and evolved into what are part of UCF's Regional Campus system (F. Juge, personal communication, September 24, 2014).

Table 1 reflects the colleges that comprised Florida Technological University (FTU) from the first day it opened to the public, through the end President Millican's tenure (1978).

Table 1

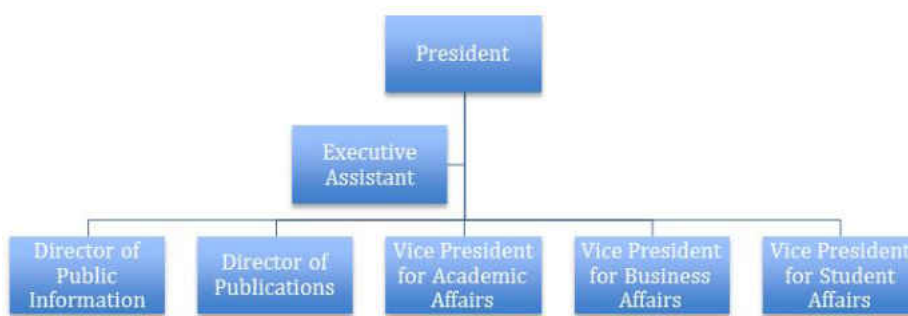
Florida Technological University's Colleges: 1967-1978

Academic Year	Florida Technological University's Colleges						Total
1967-68	Business Administration	Education	Engineering and Technology	Humanities and Social Sciences	Natural Sciences	--	5
1968-69	Business Administration	Education	Engineering and Technology	Humanities and Social Sciences	Natural Sciences	--	5
1969-70	Business Administration	Education	Engineering	Humanities and Social Sciences	Natural Sciences	--	5
1970-71	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1971-72	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1972-73	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1973-74	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1974-75	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1975-76	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1976-77	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6
1977-78	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	6

Source: Harrison, 2011, pp. 1-3.

Organization Charts and Roles and Responsibilities (1967)

Figures 1-4 contain organizational charts displaying the organizational hierarchy that was in place in 1967 at the beginning of President Millican's tenure. Figures are followed by supportive tables (2-5) containing the roles and responsibilities for each of the superordinates and their direct reports.



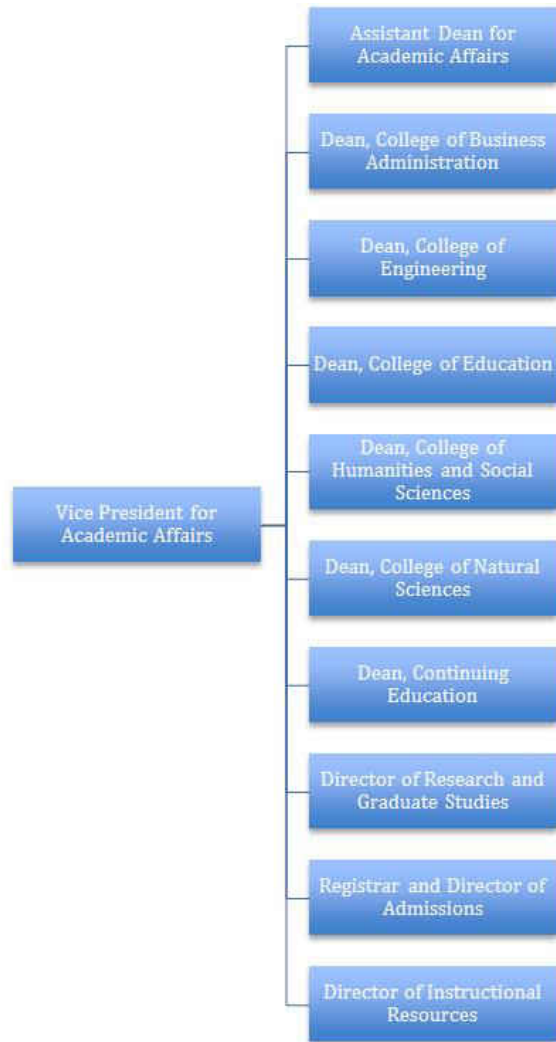
Source: General Bulletin, 1969.

Figure 1. UCF Organization Chart 1967-1968: President and Direct Reports

Table 2

Roles and Responsibilities: President and Direct Reports (1967-1968)

Role	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Executive Assistant	Served as the chief administrative staff person to the president; managed the president's calendar, paperwork, and other key support functions.
Director of Public Information	Served as the chief communication professional for the university and managed the public relations and media relations for the university.
Director of Publications	Served as the facilitator to execute all of the university's major publications, including the course catalog.
Vice President of Academic Affairs	Served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations as well.
Vice President for Business Affairs	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs of the university.
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs, and student development efforts.



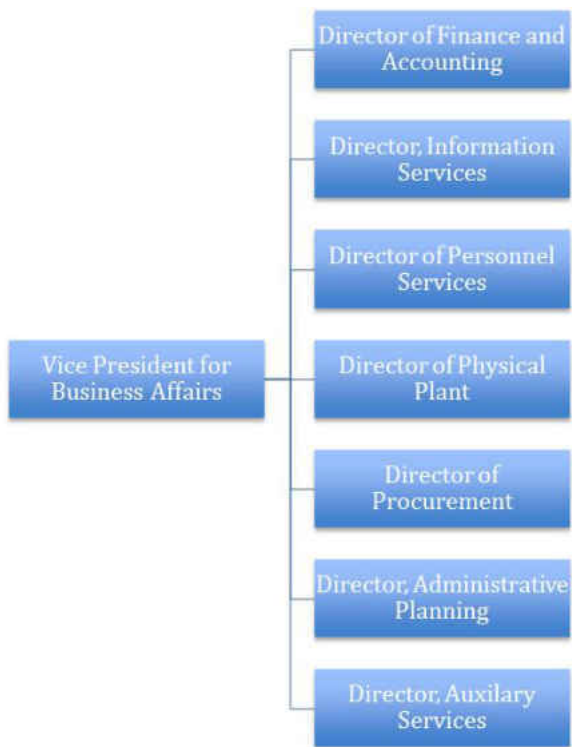
Source: *General Bulletin, 1969*

Figure 2. UCF Organization Chart 1967-1968: Vice President for Academic Affairs and Direct Reports

Table 3

Roles and Responsibilities: Vice President for Academic Affairs and Direct Reports (1967-1968)

Roles	Responsibilities
Vice President for Academic Affairs	Served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Assistant Dean for Academic Affairs	Served as the senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs.
Dean, College of Business Administration	Served as the chief academic officer for the College of Business Administration, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Engineering	Served as the chief academic officer for the College of Engineering, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Education	Served as the chief academic officer for the College of Education, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Humanities and Social Sciences	Served as the chief academic officer for the College of Humanities and Social Sciences, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Natural Sciences	Served as the chief academic officer for the College of Natural Sciences, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, Continuing Education	Served as the chief academic officer for the College of Continuing Education, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Director of Research and Graduate Studies	Served as the chief coordinator to assist faculty in executing and pursuing research in the university; also assisted in the development of graduate programs.
Registrar and Director of Admissions	Served as the chief coordinator of initial student recruitment efforts and of the registration process for students applying to the university and enrolling in courses.
Director of Instructional Resources	Served as the chief coordinator of early audio-visual equipment used throughout the university; placed audio-visual equipment throughout the university for faculty use.



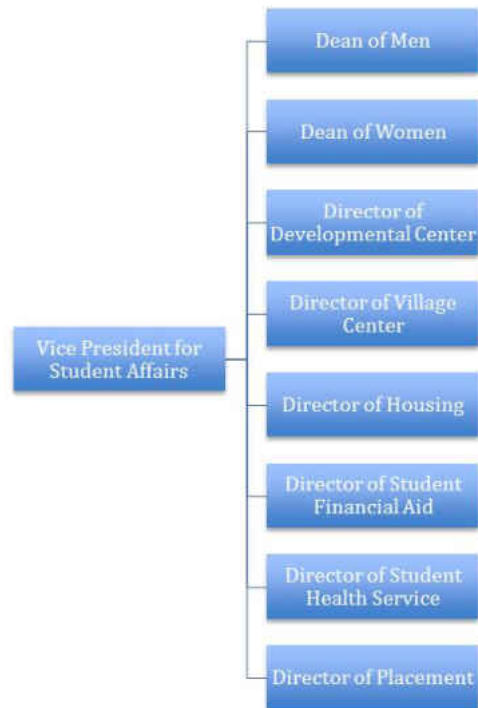
Source: General Bulletin, 1969.

Figure 3. UCF Organization Chart 1967-1968: Vice President for Business Affairs and Direct Reports

Table 4

Roles and Responsibilities: Vice President for Business Affairs and Direct Reports (1967-1968)

Roles	Responsibilities
Vice President for Business Affairs	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs of the university.
Director of Finance and Accounting	Served as the chief coordinator of the university's financial and accounting functions.
Director, Information Services	Served as the chief coordinator of the university's initial institutional management data.
Director of Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director of Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director of Procurement	Served as the chief coordinator for the procurement of goods and services for the university.
Director, Administrative Planning	Served as the chief coordinator of the campus' new buildings, placement, and development.
Director, Auxiliary Services	Served as the chief coordinator of the university's ancillary support services and businesses.



Source: General Bulletin, 1969

Figure 4. UCF Organization Chart 1967-1968: Vice President for Student Affairs and Direct Reports

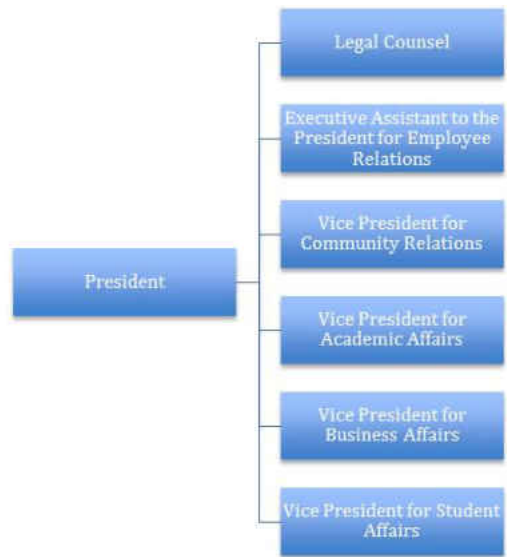
Table 5

Roles and Responsibilities: Vice President for Student Affairs and Direct Reports (1967-1968)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Dean of Men	Served as the lead facilitator of support efforts for events and/or groups for the male student population. Assisted with academic initiatives for male students, including sorority oversight as well as addressed disciplinary issues or challenges faced by male students.
Dean of Women	Served as the lead facilitator of support efforts for events and/or groups for the female student population. Assisted with academic initiatives for female students, including sorority oversight as well as addressed disciplinary issues or challenges faced by female students.
Director of Developmental Center	Served as the mental health counselor for the student population.
Director of Village Center	Served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.
Director of Housing	Served as the chief coordinator of residential offerings for the students of the university.
Director of Student Financial Aid	Served as the chief coordinator of the financial aid options and student accounts for the university, including loan and grant processing.
Director of Student Health Services	Served as the chief coordinator of the health services offered to the university community.
Director of Placement	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.

Organization Charts and Roles and Responsibilities (1977-1978)

Figures 5-9 contain organizational charts displaying the organizational hierarchy that was in place in 1977-1978 at the end of President Millican's tenure. Figures are followed by supportive tables (6-10) containing the roles and responsibilities for each of the superordinates and their direct reports.



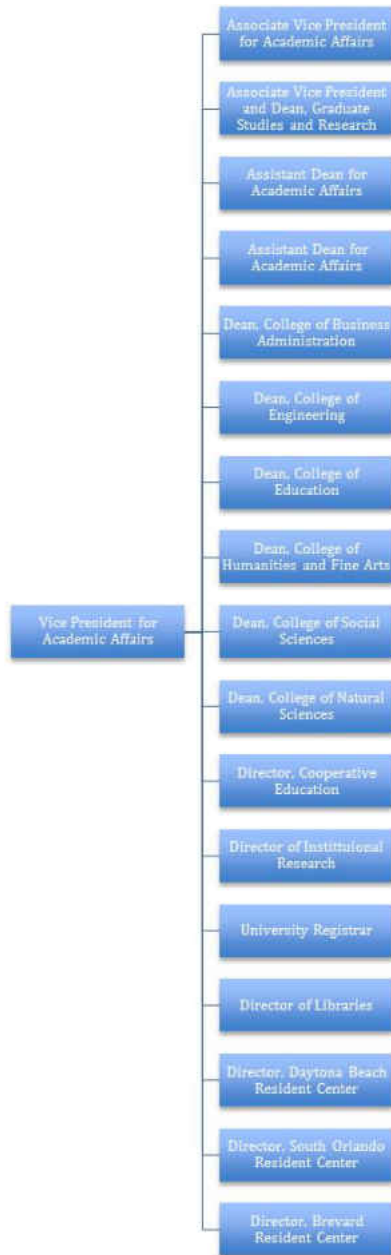
Source: Florida Technological University Catalog, 1977-1978.

Figure 5. UCF Organization Chart 1977-78: President and Direct Reports.

Table 6

Roles and Responsibilities: President and Direct Reports (1977-1978)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Legal Counsel	Served as chief legal counsel to the president and for the university, to address myriad legal concerns and/or legal complications.
Executive Assistant to the President for Employee Relations	Served as the chief negotiator on behalf of the university administration for union and collective bargaining efforts with the university's faculty as well as the coordinator of collective bargaining across the SUS. Also this position served as the university's initial lobbyist.
Vice President for Community Relations	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Vice President of Academic Affairs	Served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President for Business Affairs	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs of the university.
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.



Source: Florida Technological University Catalog, 1977-1978.

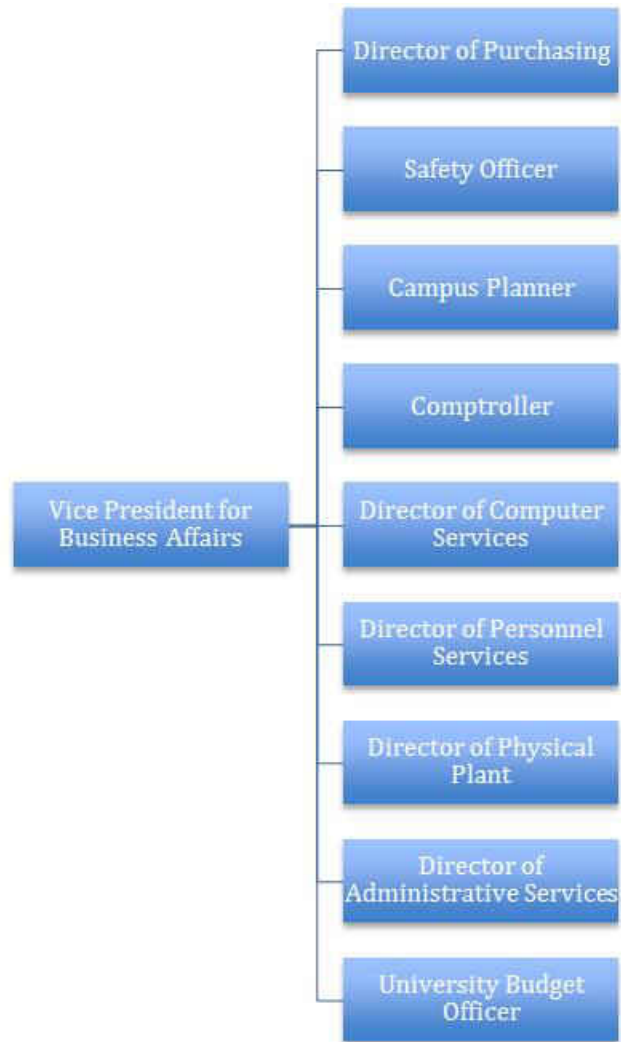
Figure 6. UCF Organization Chart 1977-1978: Vice President for Academic Affairs and Direct Reports

Table 7

Roles and Responsibilities: Vice President for Academic Affairs and Direct Reports (1977-1978)

Roles	Responsibilities
Vice President for Academic Affairs	Served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Associate Vice President for Academic Affairs	Served as the senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs. When necessary served as the acting vice president for academic affairs.
Associate Vice President and Dean, Research and Graduate Studies	Elevated to the level of vice president, this position served as the chief coordinator to assist faculty in executing and pursuing research in the university; also assisted in the development of graduate programs.
Assistant Dean for Academic Affairs	Served as a senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs.
Assistant Dean for Academic Affairs	Served as a senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs.
Dean, College of Business Administration	Served as the chief academic officer for the College of Business Administration, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Engineering	Served as the chief academic officer for the College of Engineering, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Education	Served as the chief academic officer for the College of Education, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Humanities and Fine Arts	Served as the chief academic officer for the College of Humanities and Fine Arts, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Social Sciences	Served as the chief academic officer for the College of Social Sciences, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Natural Sciences	Served as the chief academic officer for the College of Natural Sciences, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, Cooperative	Served as the chief academic officer for the program, provided direction, vision,

Roles	Responsibilities
Education	and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director of Institutional Research	Served as the chief officer overseeing the university's metrics, including, enrollment, grades, programs, faculty, staff, etc.
University Registrar	Served as the chief coordinator of the registration process for students applying to the university and enrolling in courses, as well as the official record keeper of student's grades and transcripts.
Director of Libraries	Served as the chief librarian for the university; oversaw the university's library, collections, archives, and services offered by the library.
Director of Daytona Beach Resident Center	Served as the senior administrator on one of the university's initial satellite campuses ('regional campuses'); helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of South Orlando Resident Center	Served as the senior administrator on one of the university's initial satellite campuses ('regional campuses'); helped facilitate the delivery of instruction, programming, etc.
Director of Brevard Resident Center	Served as the senior administrator on one of the university's initial satellite campuses ('regional campuses'); helped facilitate the delivery of instruction, programming, etc.



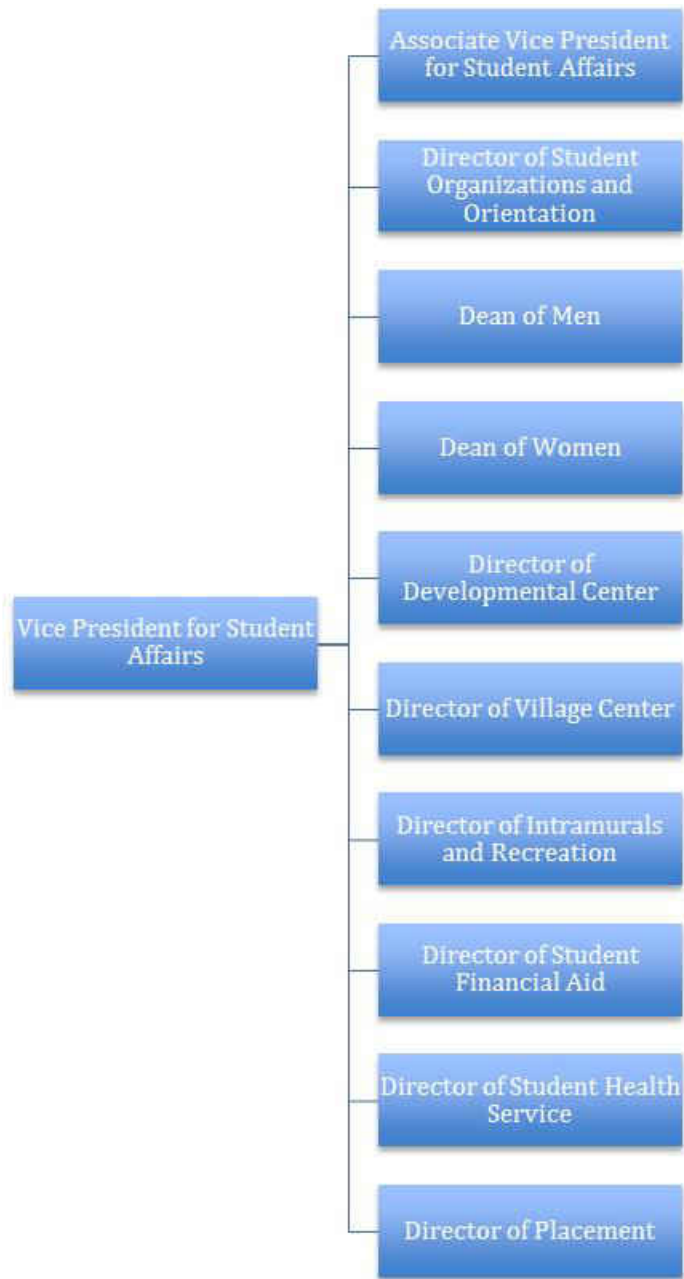
Source: *Florida Technological University Catalog, 1977-1978.*

Figure 7. UCF Organization Chart 1977-1978 for Vice President for Business Affairs and Direct Reports

Table 8

Roles and Responsibilities: Vice President for Business Affairs and Direct Reports (1977-1978)

Roles	Responsibilities
Vice President for Business Affairs	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs of the university.
Director of Purchasing	Served as the chief coordinator of the university's procurement efforts.
Safety Officer	Served as the chief coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Campus Planner	Served as the chief coordinator of the campus' new buildings, placement, and development.
Comptroller	Served as the chief controller to ensure the university's accounting practices were being done appropriately and ethically.
Director of Computer Services	Served as the chief coordinator of the university's efforts to supply the faculty, staff, and administration with the necessary technological and computer equipment in order to do their work.
Director of Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director of Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director of Administrative Services	Served as the chief coordinator of the university's uncategorized administrative tasks and functions.
University Budget Officer	Served as the chief coordinator of the university's budget.



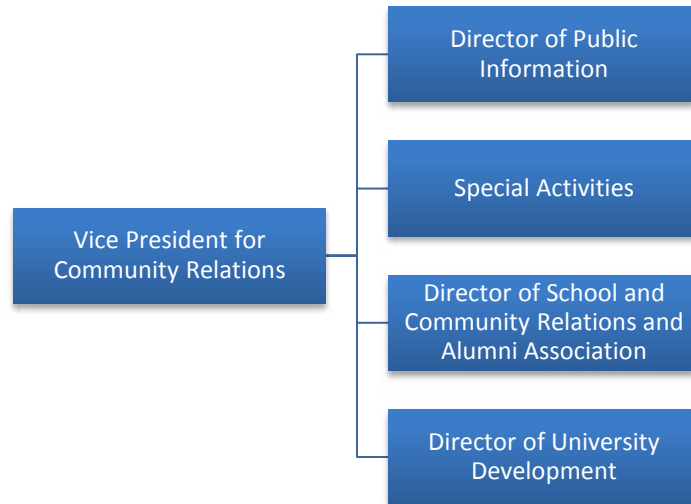
Source: Florida Technological University Catalog, 1977-1978.

Figure 8. UCF Organization Chart 1977-1978: Vice President for Student Affairs and Direct Reports.

Table 9

Roles and Responsibilities: Vice President for Student Affairs and Direct Reports (1977-1978)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Associate Vice President for Student Affairs	Served as the senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. When necessary served as the acting vice president for student affairs.
Director of Student Organizations and Orientations	Served as the chief coordinator of events and/or groups for students and executed new student orientations.
Dean of Men	Served as the lead facilitator of academic support efforts for the male student population and addressed disciplinary issues or challenges faced by male students.
Dean of Women	Served as the lead facilitator of academic support efforts for the female student population and addressed disciplinary issues or challenges faced by female students.
Director of Developmental Center	Served as the mental health counselor for the student population.
Director of Village Center	Served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.
Director of Intramurals and Recreation	Served as the chief coordinator of intramural sports on campus and supported recreation and wellness efforts for the student population.
Director of Student Financial Aid	Served as the chief coordinator of the financial aid options and student accounts for the university.
Director of Student Health Services	Served as the chief coordinator of the health services offered to the FTU community.
Director of Placement	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.



Source: Florida Technological University Catalog, 1977-1978.

Figure 9. UCF Organization Chart 1977-1978: Vice President for Community Relations and Direct Reports

Table 10

Roles and Responsibilities: Vice President for Community Relations and Direct Reports (1977-1978)

Roles	Responsibilities
Vice President for Community Relations	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Director of Public Information	Served as the primary coordinator for the public relations, media relations, and communication efforts for the university.
Special Activities	Executed special events, activities, and assisted with fundraisers for the university and development team.
Director of School and Community Relations and Alumni Association	Served as the primary coordinator for the university's community relations and oversaw the alumni outreach and maintenance efforts.
Director of University Development	Served as the primary coordinator for the university's fundraising efforts.

One can tell that through the initial decade of the university's existence the administrative and structural organization of the university evolved. It needed to expand to assist the nearly 750 faculty and staff, as well as approximately 11,000 students who were, toward the end of the 1970s, enrolled in the university. One of the starkest contrasts that can be observed by reviewing the organizational charts is the presence of a division that did not exist during the initial years of FTU. That division was Community Relations. Dr. Millican recognized the need for such a unit. The unit not only liaised with the community but also served as the a public information office for the university. Additionally, the unit also addressed the need to work toward developing donors to support the work of the university and began work on alumni relations.

The second research question focused on the evolution of the university's vision, mission, and goals and the influence (if any) they had on the university's administrative and organizational structure. In searching the archives, no specific mission, vision, and goals identified. However, through the interviews (F. Juge, personal communication, September 24, 2014, B. Whisler, personal communication, September 25, 2014, and M. LeClair, personal communication, September 28, 2014) conducted, it was consistently themed that although it was likely there was a written mission and vision, it was not as present, directly pursued, and as formalized as it has been during the Hitt presidency.

Nonetheless, the interviewees suggested that Dr. Millican provided a clear focus and purpose. B. Whisler (personal communication, September 25, 2014) reported Millican's focus was clear, "It was simple: we are going to build the best teaching university in Florida; we don't need another research university [in the state], as we already have Florida State University and the University of Florida doing that." The focus of FTU was to be on teaching. This sentiment was echoed by M. LeClair (personal communication, September 28, 2014) who added that Dr. Millican's focus was not only on a quality education but one in which those who had the commitment, energy, and determination to pursue a degree in higher education would have the opportunity to do so. At that time, according to B. Whisler (personal communication, September 25, 2014), the focus on quality was grounded in good teaching. Specifically, the initial goal was to be the best teaching university in the State of Florida. According to the 1969-1970 course catalog and student handbook, "The individual student at FTU is the center

of attention. There is a very favorably faculty-student ratio of 1:15” (General Bulletin, 1969, p. 21). At this point, FTU did not have national aspirations.

Although there was no specific mission, vision, or goals identified by the researcher, there were two items (Statement of Purpose and Statement of Philosophy) located in the foreword of the Florida Technological University 1969-1970 General Bulletin (General Bulletin, 1969, p. 22) which came close to the notion of an initial mission, vision, and goals. They appeared to have been employed to provide direction, focus, and purpose for the institution, which is essentially the purpose of missions, visions and goals. The Statement of Purpose was as follows:

Florida Technological University has been established as a state university to provide educational opportunities to the people of the State of Florida through teaching, research, and service. As one of the nine public universities in the State, Florida Technological University is basically a general purpose institution of higher learning. In fulfilling this role, it offers baccalaureate degrees in business administration, education, engineering, humanities and social sciences, and natural sciences and mathematics. Selected graduate courses at the master's level are offered in business administration and education to part-time on-campus students. Continuing education courses are offered off campus to the citizens of the East Central Florida Region consistent with the assigned responsibility of the institution.

In addition to its general purpose role, Florida Technological University has a specific role to fulfill which contributes to its uniqueness as one of the public

universities within the State. This is in emphasizing the development of teaching and research programs in the various technologies development of teaching and research programs in the various technologies and in experimenting with new ways of perceiving academic concerns from a technological point of view.

(General Bulletin, 1969, p. 22)

It is interesting that in the statement of purpose, the university was defined as a general purpose institution. This is rather vague and did not provide a lot of concrete direction or purpose. Though not overly specific, the statement indicated that the proposed direction of the university was one that would meet the needs of a wide set of technological industries. Additionally, a trained eye can identify the directives from the state that were incorporated into the statement of purpose, such as the requirement of the university to be committed to teaching, research, and service. Additionally, the offering of continuing education opportunities to locals in the area was a Florida mandate. Even in its earliest of days, UCF offered course work beyond traditional business administration, education, humanities and the social sciences.

Additionally, the General Bulletin (1969) provided the following Statement of Philosophy:

The philosophy of the University has two basic tenets: first, an ACCENT ON THE INDIVIDUAL, and second, an ACCENT ON EXCELLENCE. In view of the growing concern about the loss of individual identity in today's environment, Florida Technological University is indicating its attitude toward the individual worth of the student, his vitality, his character, and his development by placing an

ACCENT ON THE INDIVIDUAL. The campus master plan has been designed to encourage face-to-face communication between students and faculty. One objective of this plan, called the "Village Concept," is to maintain a small college atmosphere in each of five villages while at the same time providing educational and enrichment opportunities normally available only in a large university setting. Realizing that some of tomorrow's leaders will come from today's students, the University's accent is not only the individual but also on THE RESPONSIBLE INDIVIDUAL.

With an ACCENT ON EXCELLENCE, Florida Technological University provides an academic program for each individual student. Programs and courses have been developed to:

Develop the student's intellectual capacities so that he may have a better understanding of his present environment, the knowledge of his inheritance from past civilizations, and a basis for anticipating his inheritance from past civilizations, and a basis for anticipating and mastering the conditions of his future.

Refine and intensify the student's powers of thinking and judgment necessary to stimulate his intellectual advancement and to establish him as a productive member of society.

Strengthen the student's awareness of the privileges and responsibilities of citizenship in a democracy.

Excite the student's intellectual interests and encourage him to continue to seek knowledge throughout his adult life.

Offer the student an opportunity to prepare for a profession and to develop competence in his chosen field--the pivot from which to expand his horizons in all areas of life.

It is our hope that each individual student will join with the others of the university community in striving not just for expansiveness in thought and action but also for excellence. While broadening our horizons, we must not forget to look upward and in seeking perfection, "Reach for the Stars" (pp. 22-23).

This Statement of Philosophy was reflective of the times and happenings of the 1960s in the U.S. The notion of accenting on the individual was appealing to the populous nature of the baby boom generation that was reaching college-age. The explanation of plans for the university provided a preview of the structure of the university as well as what individuals would experience, in both tone and atmosphere if they were to walk across the future campus of Florida Technological University.

Additionally, the focus on excellence provided a context for the values to be taught, ascribed to, and fostered at FTU. The accent on excellence concept aligned itself well with the traditional purpose of education in the U.S. (i.e., to create good citizens) and to help improve the overall person. Dr. Millican concluded the topic with the university's motto, which, according to Helms (2013) came to Dr. Millican while he was on a plane gazing into the night sky. That motto was to strive for perfection and to "Reach for the Stars."

As to how the two statements affected the organizational and structural development of the university, the Statement of Purpose included a few clear directives of action including the faculty's focus on teaching, research, and service. In order for these functions to take place, corresponding administrative assignments took place, so the faculty had direction (B. Whisler, personal communication, September 25, 2014). Also the decided-upon curricular offerings, at both the graduate and undergraduate level, provided an academic, collegiate structure to the university, and the administration of continuing education offerings was a function that required an administrative support unit (F. Juge, personal communication, September 24, 2014).

The third research question applied to the presidency of Dr. Millican was, "What historical events, political actions, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?" Since Dr. Millican's tenure as president began with the inception of FTU through 1978, this was the time period considered in responding to this question.

Although it is likely that a multitude of outside events had some influence on the organizational and administrative development of FTU, several key events have been discovered in the present research. One of the first items that impacted the university's development was the Vietnam War. In 1969, the Florida Chancellor, who at the time was the person charged with the oversight of the public universities in Florida, acknowledged the uprisings and upheaval on campuses throughout the country in relation to protests against the Vietnam War ("From the Chancellor," 1969). In an attempt to be proactive and thwart any serious similar issues arising in Florida, the Chancellor provided a bulletin

to the public. This communiqué not only acknowledged the situations unfolding around the country, but reiterated that no such instances had unfolded in Florida's university system ("From the Chancellor," 1969).

In the bulletin, the Chancellor acknowledged that campuses throughout the state university system should be "lively arenas of debate, however, the exercise of the right of free speech should not be confused with illegal disruption" ("From the Chancellor," 1969, para. 2). The Chancellor indicated that any failure to obey laws and/or any kind of anarchy would not be tolerated and would be dealt with quickly and firmly ("From the Chancellor," 1969). The bulletin also reminded readers that each faculty member, upon hire at one of the state universities, was required to sign an oath of loyalty to the university and state, indicating they would abide by and uphold the established laws, rules, and regulations. Students, upon admittance to the university, also were required to agree to abide by the rules and regulations set forth by the university ("From the Chancellor," 1969). The loyalty oath and the students' agreement were the result of administrative policies/procedures implemented in response to external events.

A portion of the administrative function of the university is the office and function of human resources. Also in 1969, the U.S. Supreme Court found that universities must comply with the Fair Labor Standards Act which required each employee to record every hour worked opposed to only recording up to 40 hours (as many supervisors, at the time, were requiring employees to do). This ruling obligated UCF to be in compliance and required that each employee time sheet be approved by not only the employee's supervisor, but also the unit head. Those found in violation were

subject to a fine of not more than \$10,000 and/or imprisonment for not more than six months (“The State University,” 1969).

Also impacting the evolution of the university, was the allocation in 1969 of nearly \$200,000 by the Federal government to support new and continuing education efforts under the Title I, Higher Education Act. Each university in the State of Florida system had to apply for these funds through the Board of Regents Office of Continuing Education. The programs receiving priority were issues related to Human Relations and Minority Urban-Rural Public Administration, Education for Economic Development, Human Resource Development, and Education and Community Involvement (“Board of Regents,” 1969). These directives helped shape the initial continuing education products FTU offered.

One of the largest influences from outside the university which impacted its development was the establishment of Walt Disney World Resorts in Orlando, Florida. Central Florida had a clear demarcation of change with the establishment of both Walt Disney World and Florida Technological University. The area, prior to establishment of these two institutions, was a sleepy town, covered in orange groves and sand roads snaking through the countryside. After these two entities were established and in the following decades, Central Florida developed into a bustling metropolis with more than two million residents (F. Juge, personal communication, September 24, 2014). According to Juge (personal communication, September 24, 2014), “The effect of Disney was to bring people. Disney was a huge effect on the growth of this area, and you can’t ever underestimate that. The university grew because Orlando grew.”

Additional influences that had an impact on FTU was the visit of the 37th president of United States of America, Richard Nixon. A significant achievement of the university, in its early days, was the visit of President Nixon who served as the speaker for one of the commencement exercises. President Nixon's visit was one of the first recognitions that FTU was actually an establishment worthy of the honor of having a sitting U.S. president visit (F. Juge, personal communication, September 24, 2014). Finally, another action taken by President Nixon helped ensure additional enrollees in institutions of higher education throughout the country; by signing into law Public Law 91-95, President Nixon authorized "a special allowance to lenders for making Federally guaranteed loans to college students" ("President Nixon").

The fourth research question, which was applied to the presidency of Dr. Charles Millican, was "What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?" Because the institution was in its infancy, with many endeavors to pursue and little money to accomplish its goals, the findings for this question were limited. Nonetheless, teaching, research, and service were recognized as integral to the core function of the university, and efforts were made to assist faculty in these functions.

According to F. Juge (personal communication, September 24, 2014), an administrative position to support and oversee research and graduate programs within the university was established. Dr. Les Elliot served as the founding Director of Research and Graduate Studies. His function was to help establish and bolster the graduate

programs by assisting faculty with programmatic development and management as well as assisting with the development of nascent research programs and initiatives.

A very significant development, not only to help support the faculty in research, but also for the development of the university, was the concept and creation of the Research Park. Dr. Elliot provided the quiet persistence in pursuing the concept of the Research Park and was an essential figure in ensuring its development at the then Florida Technological University (F. Juge, personal communication, September 24, 2014 and B. Whisler, personal communication, September 24, 2014).

In 1975 there was a defunct subdivision adjacent to Alafaya Trail, just south of UCF in east Orlando. Due in part to the limited infrastructure around the university and a lack of interest from investors and developers in the area around the university, the property was for sale at an extremely low cost. That 1,027 acres was deemed the perfect site for the intersection of business, technology, and education to propel not only knowledge and information creation but also commerce to help boost the local economy (and beyond). After being convinced by Dr. Ellis and others, the rather conservative and cautious President Millican decided to proceed with the acquisition of land for the endeavor. After gaining Tallahassee's support and approval of the project, President Millican was able to secure a loan for approximately one million dollars to purchase the land.

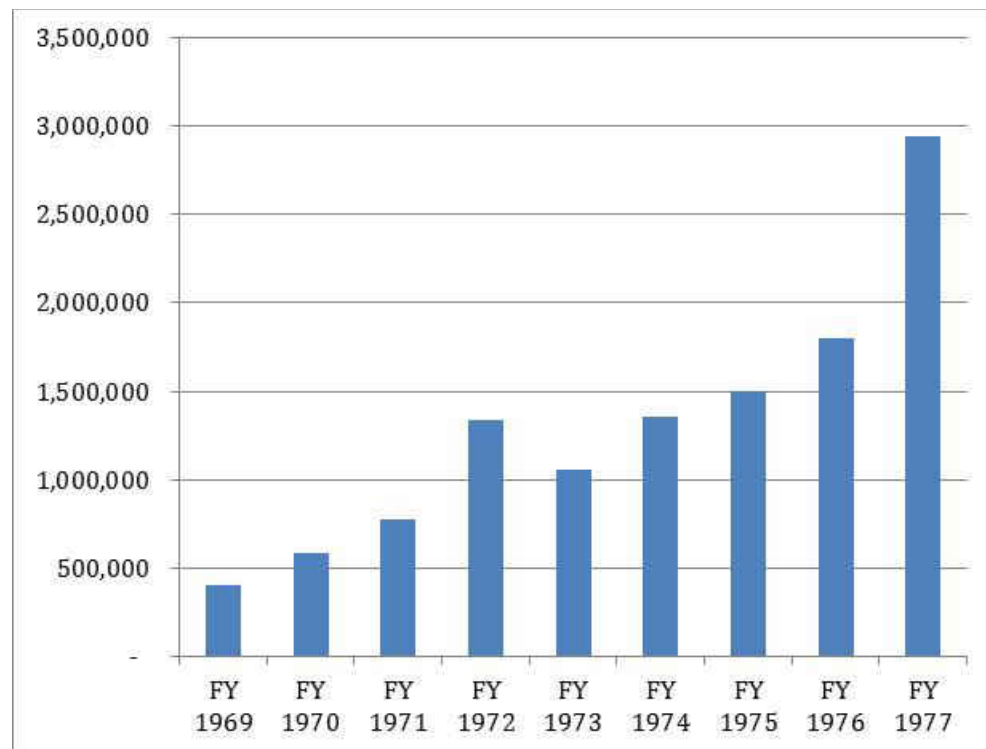
“Then the next audacious thing he did, was give it away!” (F. Juge, personal communication, September 24, 2014). President Millican, recognizing the importance of partnerships and the local demands of the community, gave some of the land to the U.S.

Navy. This was the epicenter of the partnership concept between the military, commerce, and education. After the Navy built its building, the university soon followed with the Partnership Building. “So we built Partnership Buildings with state money that had university research in it” (F. Juge, personal communication, September 24, 2014). However, the bank that provided the majority of the funding folded, and the university had to either forgo this pursuit or become creative. With great creativity, the Research Park was able to survive by selling land to contractors, mainly the U.S. Navy. “So, the university bankrolled the Research Park by buying land and renting buildings and so forth that needed space” (F. Juge, personal communication, September 24, 2014).

Through the foresight of Dr. Ellis, UCF’s Research Park would become a premier example of the benefits of the synergistic nature of education, technology, and business, all deliberately being housed in the same proximity with the distinct purpose of working together. Helms (2013) reported, the “park was designed to encourage research-oriented business and industry to support university research and teaching through collaboration” (Helms, 2013, p. 34). At the time of the study, thousands of people worked in the Research Park and due to its presence and significance much commerce and infrastructure has sprung up in the surrounding area (F. Juge, personal communication, September 24, 2014).

The fifth research question which was applied to Dr. Millican’s presidency was “What has been the evolution of faculty productivity?” This question will be applied to the time period beginning with the inception of the university through 1978, the time frame when Dr. Millican served as FTU’s first president.

One of the most universally accepted measures of faculty productivity is through externally funded research taking place within context of a college or university's system. Figure 10 presents a summary of externally awarded funding to the university during President Millican's tenure.



Source: Office of Research and Commercialization, University of Central Florida.

Figure 10. Florida Technological University/University of Central Florida External Funding: 1969-1977

According to Dr. Whisler (personal communication, September 25, 2014), in the initial days of the university, teaching was the primary focus of the university and “research was suspect.” Therefore the focus of faculty and their associated productivity

was on teaching and the number of students taught as well as quality of instruction they received. However, the university started transitioning its focus near the end of President Millican's tenure. The trend to slowly start focusing on research began in the late 1970s. By 1977, the reviews for promotion and tenure were becoming more stringent. Upon Dr. Whisler's seeking promotion to associate professor, he had attained the largest externally funded grant UCF's humanities had received up to that point. The receipt of this grant was integral to Whisler's promotion. However, Dr. Whisler (personal communication, September 25, 2014) recalled that a reviewer of his dossier had commented, "This is fine for associate professor, but it will have to be significantly beefed up for a full professor." This is just one example of how the emphasis on teaching and research had begun to shift.

Due to the nature of disciplinary differences within an institution of higher education, and the manner in which one academic unit values a certain form of scholarship over another (e.g., book production versus article production), it is very difficult to assess other forms of productivity. Additionally, according to H. Watt (personal communication, September 22, 2014), there have been limited options for the collection of such data in a centralized location in the University of Central Florida.

The sixth and final research question applied to Dr. Millican's presidency was "What, if any, practices by FTU's administrative and organizational structure align with faculty productivity?" Due to the inherent elements involved in establishing a university, one may argue that the majority of all university activity is completed in order to help facilitate the work of the faculty. Therefore, any faculty productivity is the result of the

actions taken by the administration (in this case, FTU) during the creation of the university.

However, some specific actions taken by the FTU administration that align with faculty productivity include the initial discussions and planning steps that laid the foundation for the Research Park. It took many, many hours of convincing many people, not only locally at the university, but also throughout Florida for the Research Park to become a reality. Dr. Ellis could see the benefits that this sort of concentrated research area could bring to not only the faculty, through supporting their research programs and providing them with some direct access and mechanisms to foster their research programs, but to help buttress and expand the offerings and potential of the blossoming university (F. Juge, personal communication, September 24, 2014). Additionally, the Research Park provided a preview of what was to become a key focus of the university: research. In light of this concept and the proven benefit of his contributions, in 1974 the position and title Dr. Ellis held was elevated to Associate Vice President status. This also indicated that the university, albeit slowly, was recognizing the value and importance of research.

In conclusion, Helms (2013) provided a good overview of the achievements of Dr. Millican's presidency:

During his tenure, President Millican had many successes, proving him to be a visionary in education. Among these, he established the state of Florida's first bachelor's degree program in computer science, founded [multiple] colleges and

modernized registration. By the end of 1978 when he retired from the presidency. . . UCF had grown to 11,000 students. (p. 24)

UCF's Second President: H. Trevor Colbourn, Ph.D., 1978-1989

President H. Trevor Colbourn officially assumed the office of the President of Florida Technological University on July 1, 1978. At this point, the student population was 9,589 (Helms, 2013, p. 34). However, due to a challenging trip Colbourn and his family had moving themselves from California to Florida, including a broken air conditioner in their vehicle, the president's actual first day of work was not until July 2, 1978. Colbourn was an "Australian, tweedy, pipe-smoking academic who specialized in American history and Thomas Jefferson" (Helms, 2013, p. 34).

The first research question applied to Dr. Colbourn's presidency was, "How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?" At this point, the university was still Florida Technological University. This review of Dr. Colbourn's presidency addresses the 10-year period of Dr. Colbourn's presidency, 1978 to 1988.

Dr. Colbourn had a fundamentally different understanding of what Florida Technological University should be (as opposed to what it was). He quickly recognized the university had more plurality than a single focus on technology; also, by this time in American and Florida history, the Space Race and many aspects of the NASA programs were not the national focus that they once were. Given this understanding, and the realization of the breadth of the university's offerings and its potential, Colbourn set out

to rename the university to reflect a broader view of the university and what it had to offer (Helms, 2013).

Many within the campus community were surprised by the notion of changing the name of the university. However, there was little resistance to the idea. Many started contemplating what the name of the university would be, including such thoughts as “UFO,” University of Florida Orlando (F. Juge, personal communication, September 24, 2014). After many considerations and options offered, Dr. Colbourn announced that Florida Technological University would be changing its name to the University of Central Florida; and on December 6, 1978, the legislation changing the name of the university from Florida Technological University to the University of Central Florida was signed by Governor Reubin Askew (Helms, 2013).

The official inauguration of President Colbourn took place on January 15, 1979. It was a colorful ceremony with a public reception and an evening concert (“Dr. Trevor Colbourn”). In Colbourn’s address, he announced that a primary order of business was to establish a football team for the newly named university. President Colbourn “knew that football brought name recognition to a university, created growth, and attracted the best and brightest students” (Helms, 2013, p. 34). Many, including those at the state level were taken aback by this notion, but President Colbourn pushed forward (F. Juge, personal communication, September 24, 2014). In early 1979, UCF began an extensive fundraising effort to establish a football team on the field by the fall. Colbourn (“Fall Set As”). “fulfilled his promise, and in September 1979, UCF played and won its first Division III football game” (Helms, 2013, p. 34).

However, the football program had some significant initial problems. By 1985, the UCF football program had dug itself into a staggering, particularly at that time, \$1 million deficit. This broke Florida law, and the then Chancellor contacted President Colbourn and rather tersely told Colbourn to address the situation and address it quickly, as he was not going to allow any entity under his purview break the law. Dr. Frank Juge, then a sitting vice president, was initially charged by Colbourn to remedy the situation; however, Juge had no experience with football and was actually not overly supportive of the concept of the team. Nonetheless, after consulting with the athletic director, Juge realized that what was needed was a person who was adept with numbers. Juge recommended that a full-time, reliable accountant be assigned to the program to bring organization to the chaos of the financial situation within the athletic department. This person would not only organize and make sense of the chaos but would ensure that expenditures being made could be afforded. President Colbourn followed this recommendation. Between the assignment of a full time accountant and with the donations of private citizens and fundraising activities, the deficit was erased (F. Juge, personal communication, September 24, 2014).

Aligning with the name change, which provided a direction change for the university, Dr. Colbourn openly supported the research efforts of the university's faculty. In Colbourn's words, "A widely respected university is one whose faculty is known for its research and scholarly achievement" (Helms, 2013, p. 34). According to Whisler (personal communication, September 25, 2014), President Colbourn's appointment although initially subtle, but significant in the long run, signaled that the university would

be more heavily focused on research. Although the process started very slowly under President Millican, Dr. Colbourn realized, according to Dr. Whisler, that “We need research to get the name of the university out there,” and he pursued it, encouraging faculty to do the same (B. Whisler, personal communication, September 25, 2014).

Upon Dr. Colbourn’s arrival, the plans for the Research Park were well underway. The new president enthusiastically supported the development of the Research Park, and it was established by legislative action in 1978. The purpose of UCF’s Research Park was “to encourage and promote the establishment of research and development activity combining the resources of institutions of higher learning, private sector enterprise involved in pure or applied research, and state or federal governmental agency research” (2001-2002, UCF Undergraduate Catalog, p. 36). Additionally,

The ultimate goal of University-related research parks is to establish an academic/industrial community. The University and officials of the Central Florida Research Park believe that the potential for the establishment of close ties between the University and industry will create an environment conducive to the location of research-oriented industry in the Research Park. This activity will enrich and support the academic, teaching, and research programs of the University. The University, in turn, can provide the necessary expertise and human resources to enhance the research and development activities required and planned by Research Park residents. Research Park tenants are involved with the University of Central Florida through sponsored research using faculty as consultants, and using graduate and undergraduate students for intern programs

and part-time employment. Research Park tenants can also contract with the University for use of the library, computer resources, and laboratory facilities.

Cooperative projects range from technical research to developing business plans and employee training programs (2001-2002, UCF Undergraduate Catalog, p. 36).

The Research Park has proved most successful, and at the time of the present study, there were more than 125 partners with the university in the Research Park.

Additional administrative and organizational changes that unfolded during Dr. Colbourn's presidency indicated substantial growth of the university. "During his tenure, enrollment increased by 60 percent" (Helms, 2013, p. 34). This growth also included the expansion and development of the UCF's regional campuses as well as the expansion and renovation of the main campus library and new buildings for humanities and fine arts, engineering and business (Helms, 2013, p. 34). In 1981, Colbourn oversaw the establishment of the College of Arts and Sciences which was representative of national trends and was a combination of the then Colleges of Natural Sciences, Humanities and Fine Arts, and Social Sciences. In recognizing other needs for undergraduate student affairs, and again aligning the university with national trends, Colbourn created the Office of Undergraduate Studies and brought more focus and attention to graduate programs by encouraging and overseeing many stand-alone doctoral programs. Colbourn, through the use of partnerships and private money, also approved the Wayne Densch Sports Center and residence halls in Greek Park (Helms, 2013, p. 34). Another accomplishment during President Colbourn's tenure was the addition of a nursing program at the University of Central Florida. The State Board of Nursing officially

approved the program and in September of 1979 the first classes were held. This would later become a department, then a school, then develop into its own stand-alone college.

President Colbourn was also at the helm when another college was established, which represented the continued growth and diversity of the university. In the summer of 1978, the College of Health Related Professions was established. It underwent name changes; in 1981-1982, it was simplified to the College of Health; in 1990-1991 it was changed to the College of Health and Professional Studies; and in the following academic year (1991-1992), it was changed to its current name of the College of Health and Public Affairs (Harrison, 2011, p. 2). In 1983 Colbourn oversaw the development of the program of Hospitality Management, which was initially housed in the College of Business Administration. This program, like the Nursing program, would later become a department, a school, then attain college status. Additionally, in 1985, CREOL, the Center for Research and Education in Optics and Lasers, was established. Another initiative overseen by Dr. Colbourn was the development and creation of the Honors College, which, with a gift from Al and Nancy Burnett, was established in 1988 (Harrison, 2011, p. 2).

Some unique internal administrative adjustments were made during President Colbourn's tenure as well. Many functions of the university, which were once completed centrally, were delegated to the units. This transition seemed to unfold mostly in the late 1980s, as the university continued to grow (M. LeClair, personal communication, September 28, 2014). According to M. LeClair (personal communication, September 28, 2014), the transition from central entities completing major functions (e.g., purchasing,

human resources functions) to the units (e.g., colleges, schools and departments) throughout the university happened very quickly and with little explanation. M. LeClair (personal communication, September 28, 2014), in discussing the change, noted, “They didn’t give you more staff--they just gave you more to do.” This increased the autonomy of units throughout the university, allowing each unit increased freedom to create its unique and distinct culture within the university (M. LeClair, personal communication, September 28, 2014).

Early in President Colbourn’s tenure, he established the position of Provost and Academic Vice President. Up to this point, the university did not have a provost. The Vice President for Academic Affairs was the precursor to the current Provost and Vice President for Academic Affairs position. This was an effort to elevate one of the vice presidents above the others (B. Whisler, personal communication, September 25, 2014). In July of 1981, Dr. Leslie Ellis, previously Academic Vice President, became the first provost of the university, although he only held this position in an interim role (Helms, 2013, p. 34; B. Whisler, personal communication, September 25, 2014).

Dr. John Bolte served as Vice President for Business Affairs. Dr. Bolte “controlled the budget from day one” (B. Whisler, personal communication, September 25, 2014). Bolte had established what was called the “Bolte formula.” In an effort to not only promote his own work and concept, but also to help enhance the brand and awareness of UCF, Bolte made presentations at many conventions and conferences around the nation. Because of this publicity, and due to the formula’s popularity, the Bolte formula was very well known outside of Florida (B. Whisler, personal

communication, September 25, 2014). Though the formula was adequate, its shortcoming, according to Whisler, was that Bolte, who controlled the university purse strings, did not put enough dollars into it. “Because, in his view, faculty, deans, etc., could not be trusted and so John held a lot of money back and covered deficits at the end of the year. Which, of course, proved his point--faculty couldn’t be trusted” (B. Whisler, personal communication, September 25, 2014).

Dr. Colbourn made a number of astute observations upon his arrival at FTU/UCF. He quickly recognized that the early 1970s top-down leadership approach was not going to work. Additionally, once Colbourn assumed the office of president, the faculty had been unionized. The union gained its initial foothold so that the faculty would be better protected against the legislature when it came time for salary decisions. It quickly morphed into an organization with much greater scope and provided the faculty much greater strength and impact (B. Whisler, personal communication, September 25, 2014).

In response to his observation that the top-down approach would not be most effective, President Colbourn increasingly delegated to others. “He made the faculty senate feel they had some power; however, he retained the right to overrule” (B. Whisler, personal communication, September 25, 2014). Dr. Colbourn’s approach of empowering the faculty was mostly effective, so that when he needed to make a decree or issue an edict, which he did rarely, he was seldom questioned or challenged by his university colleagues. “Trevor did a better job of making the faculty feel they had a voice in things, while reserving ultimate power for himself” (B. Whisler, personal communication, September 25, 2014).

President Colbourn's tenure ended in 1988 which was the university's 25th anniversary. According to university documents, "In these 25 years UCF has assembled a superior faculty and staff and graduated more than 40,000 successful alumni" ("UCF's 25th Anniversary"). Helms (2013) observed that much of the work completed, executed, and overseen by President Colbourn:

was accomplished on a university budget that was significantly smaller than the budgets of other Florida universities. By his own admission, President Colbourn complained repeatedly to the Florida Board of Regents, and his persistence paid off when UCF's budget was eventually increased (p. 34).

Table 1 reflects the colleges that comprised the University of Central Florida from 1978, the first year of Dr. Colbourn's presidency, through 1988, the end of his second term.

Table 11

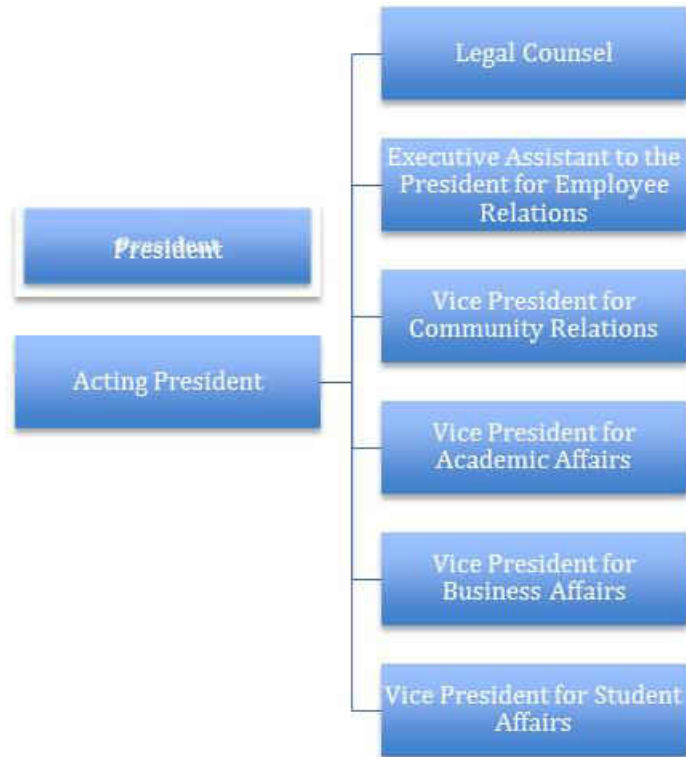
University of Central Florida's Colleges: 1978-1979 to 1988-89

Academic Year	University of Central Florida's Colleges							Total
1978-79	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	--	6
1979-80	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	Health Related Professions	7
1980-81	Business Administration	Education	Engineering	Humanities and Fine Arts	Natural Sciences	Social Sciences	Health	7
1981-82	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Undergraduate Studies	Health	7
1982-83	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6
1983-84	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6
1984-85	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6
1985-86	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6
1986-87	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6
1987-88	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6
1988-89	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	--	6

Source: Harrison, 2011, pp. 3-4.

Organization Charts and Roles and Responsibilities (1978-1979)

Figures 11-15 contain organizational charts displaying the organizational hierarchy that was in place in 1978-1979 at the beginning of Dr. Colbourn's presidency. Figures are followed by supportive tables (12-16) containing the roles and responsibilities for each of the superordinates and their direct reports.



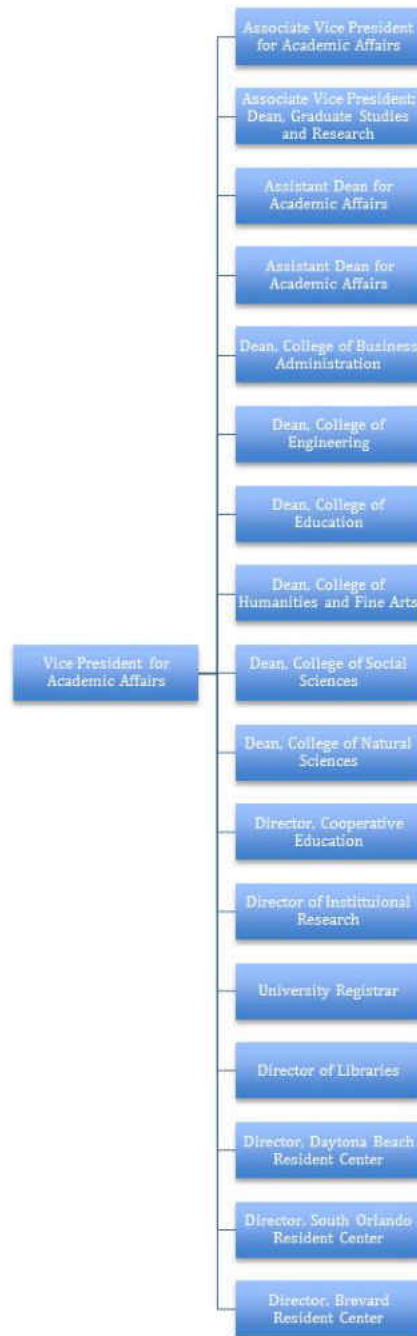
Source: Florida Technological University Catalog, 1978.

Figure 11. UCF Organization Chart 1978-1979: President and Direct Reports

Table 12

Roles and Responsibilities: President and Direct Reports (1978-1979)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Acting President	Served as interim chief executive officer for the university, providing direction, vision, and guidance for the university during the transition from one president to another.
Legal Counsel	Served as chief legal counsel to the president and for the university, to address myriad legal concerns and/or legal complications.
Executive Assistant to the President for Employee Relations	Served as the chief negotiator on behalf of the university administration for union and collective bargaining efforts with the university's faculty as well as the coordinator of collective bargaining across the SUS. Also this position served as the university's initial lobbyist.
Vice President for Community Relations	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Vice President of Academic Affairs	Served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President for Business Affairs	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs of the university.
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.



Source: *Florida Technological University Catalog, 1978.*

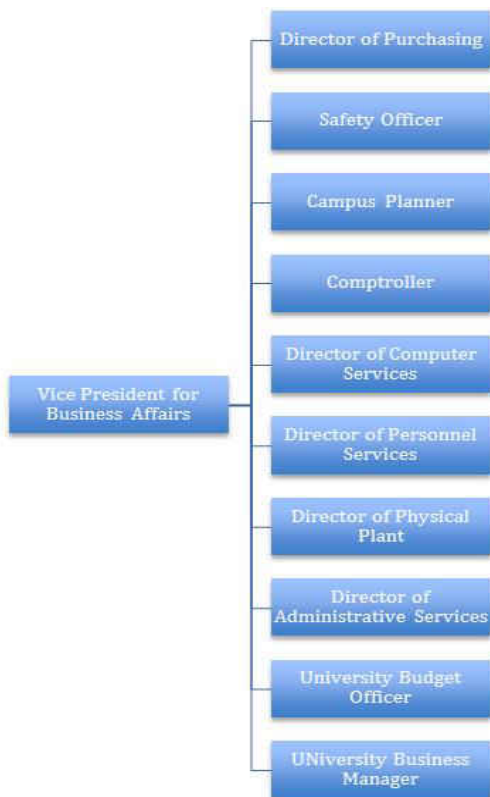
Figure 12. UCF Organization Chart 1978-79: Vice President for Academic Affairs and Direct Reports

Table 13

Roles and Responsibilities: Vice President for Academic Affairs and Direct Reports (1978-79)

Roles	Responsibilities
Vice President for Academic Affairs	Served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Associate Vice President for Academic Affairs	Served as the senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs. When necessary served as the acting vice president for academic affairs.
Associate Vice President and Dean, Research and Graduate Studies	Elevated to the level of vice president, this position served as the chief coordinator to assist faculty in executing and pursuing research in the university; also assisted in the development of graduate programs.
Assistant Dean for Academic Affairs	Served as a senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs.
Assistant Dean for Academic Affairs	Served as a senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the vice president for academic affairs.
Dean, College of Business Administration	Served as the chief academic officer for the College of Business Administration, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Engineering	Served as the chief academic officer for the College of Engineering, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Education	Served as the chief academic officer for the College of Education, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Humanities and Fine Arts	Served as the chief academic officer for the College of Humanities and Fine Arts, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Social Sciences	Served as the chief academic officer for the College of Social Sciences, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Dean, College of Natural Sciences	Served as the chief academic officer for the College of Natural Sciences, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.

Roles	Responsibilities
Dean, Cooperative Education	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director of Institutional Research	Served as the chief officer overseeing the university's metrics, including, enrollment, grades, programs, faculty, staff, etc.
University Registrar	Served as the chief coordinator of the registration process for students applying to the university and enrolling in courses, as well as the official record keeper of student's grades and transcripts.
Director of Libraries	Served as the chief librarian for the university; oversaw the university's library, collections, archives, and services offered by the library.
Director of Daytona Beach Resident Center	Served as the senior administrator on one of FTU's initial satellite campuses ('regional campuses'); helped facilitate the delivery of instruction, programming managed budgets, enrollment, etc.
Director of South Orlando Resident Center	Served as the senior administrator on one of FTU's initial satellite campuses ('regional campuses'); helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Brevard Resident Center	Served as the senior administrator on one of FTU's initial satellite campuses ('regional campuses'); helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.



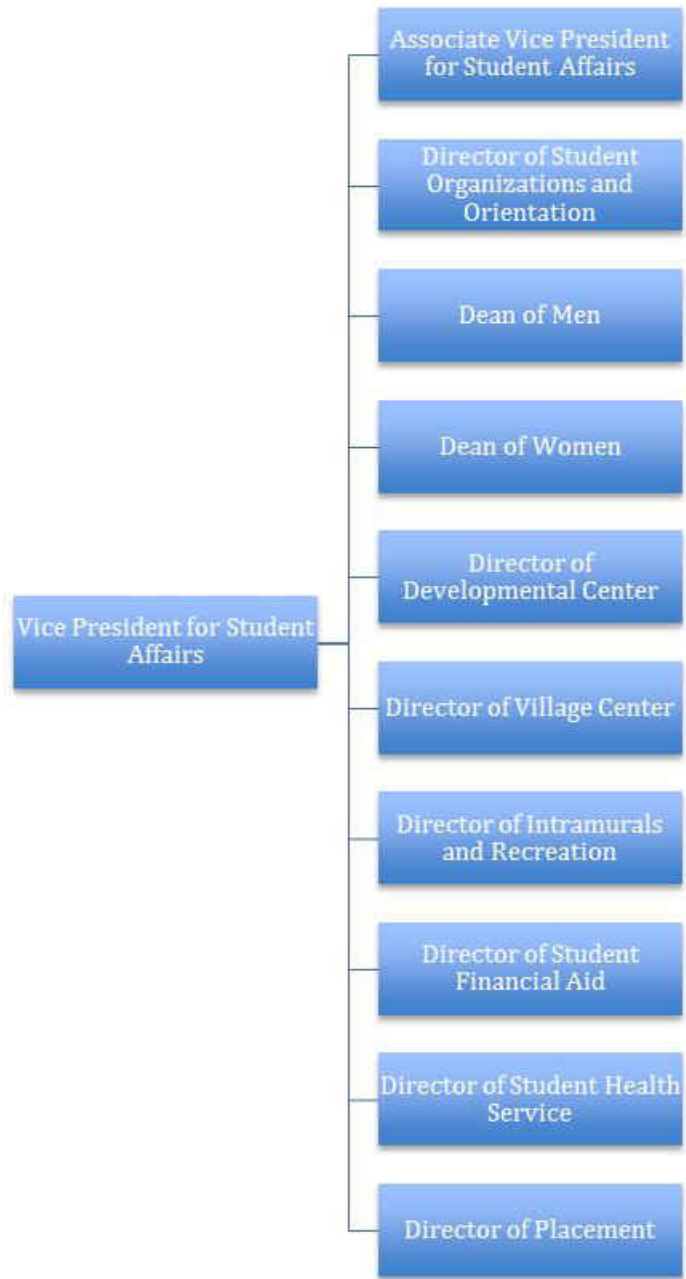
Source: Florida Technological University Catalog, 1978.

Figure 13. UCF Organization Chart 1978: Vice President for Business Affairs and Direct Reports

Table 14

Roles and Responsibilities: Vice President for Business Affairs and Direct Reports (1978-1979)

Roles	Responsibilities
Vice President for Business Affairs	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs of the university.
Director of Purchasing	Served as the chief coordinator of the university's procurement efforts.
Safety Officer	Served as the chief coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Campus Planner	Served as the chief coordinator of the campus' new buildings, placement, and development.
Comptroller	Served as the chief controller to ensure the university's accounting practices were being done appropriately and ethically.
Director of Computer Services	Served as the chief coordinator of the university's efforts to supply the faculty, staff, and administration with the necessary technological and computer equipment in order to do their work.
Director of Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director of Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director of Administrative Services	Served as the chief coordinator of the university's uncategorized administrative tasks and functions.
University Budget Officer	Served as the chief coordinator of the university's budget.
University Business Manager	Served as the chief coordinator of the university's business function.



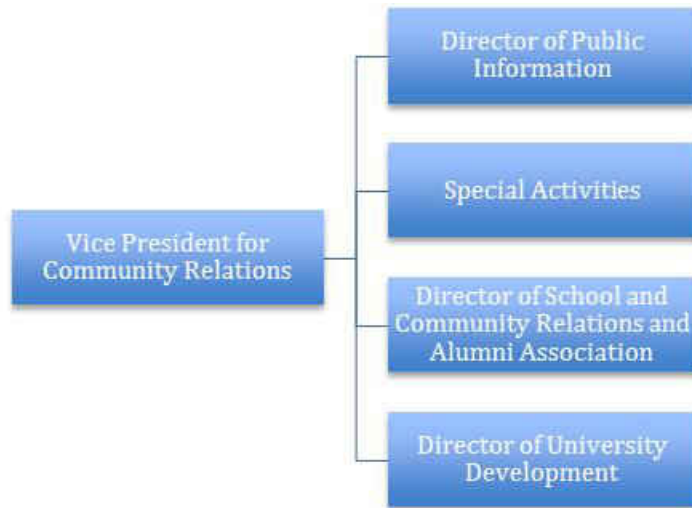
Source: Florida Technological University Catalog, 1978.

Figure 14. UCF Organization Chart 1978: Vice President for Student Affairs and Direct Reports

Table 15

Roles and Responsibilities: Vice President for Student Affairs and Direct Reports (1978-1979)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Associate Vice President for Student Affairs	Served as the senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. When necessary served as the acting vice president for student affairs.
Director of Student Organizations and Orientations	Served as the chief coordinator of events and/or groups for students and executed new student orientations.
Dean of Men	Served as the lead facilitator of academic support efforts for the male student population and addressed disciplinary issues or challenges faced by male students.
Dean of Women	Served as the lead facilitator of academic support efforts for the female student population and addressed disciplinary issues or challenges faced by female students.
Director of Developmental Center	Served as the mental health counselor for the student population.
Director of Village Center	Served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.
Director of Intramurals and Recreation	Served as the chief coordinator of intramural sports on campus and supported recreation and wellness efforts for the student population.
Director of Student Financial Aid	Served as the chief coordinator of the financial aid options and student accounts for the university.
Director of Student Health Services	Served as the chief coordinator of the health services offered to the FTU community.
Director of Placement	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.



Source: Florida Technological University Catalog, 1978.

Figure 15. UCF Organization Chart 1978: Vice President for Community Relations and Direct Reports

Table 16

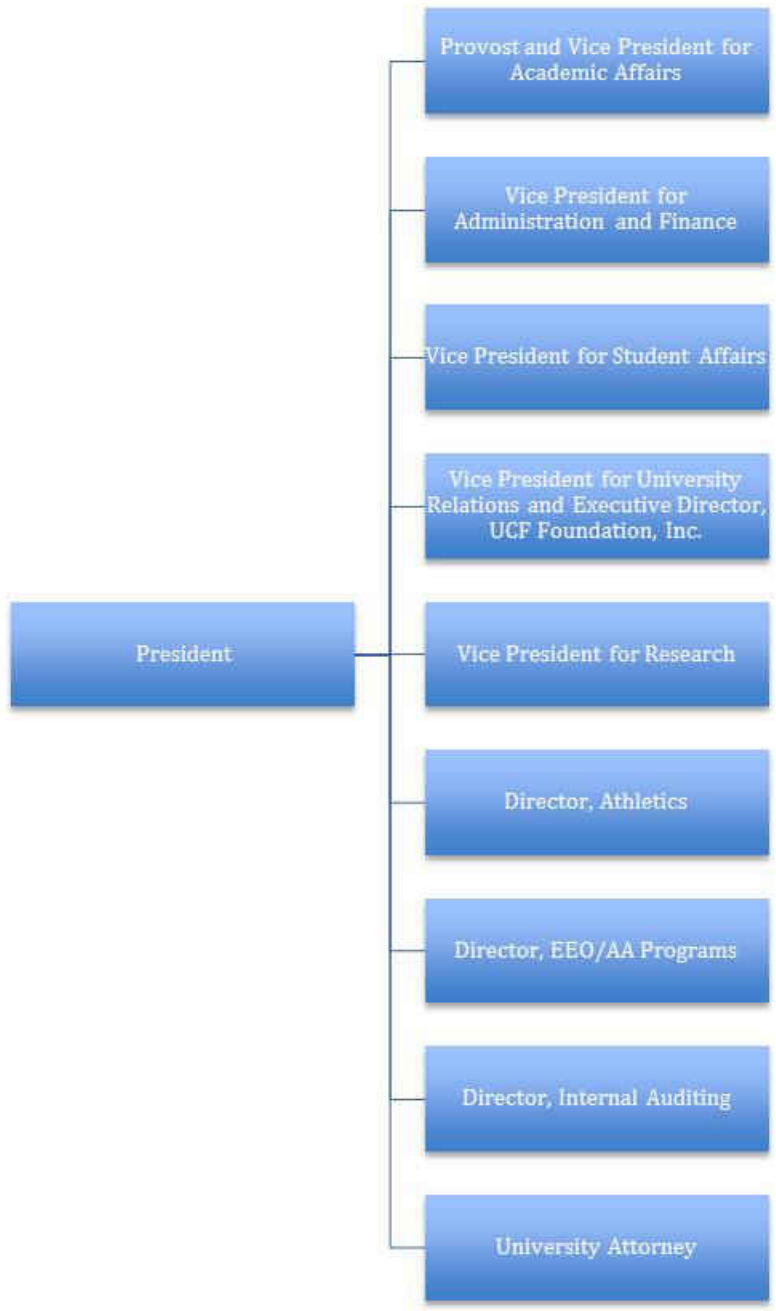
Roles and Responsibilities: Vice President for Community Relations and Direct Reports (1978-1979)

Roles	Responsibilities
Vice President for Community Relations	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Director of Public Information	Served as the primary coordinator for the public relations, media relations, and communication efforts for the university.
Special Activities	Executed special events, activities, and assisted with fundraisers for the university and development team.
Director of School and Community Relations and Alumni Association	Served as the primary coordinator for the university's community relations and oversaw the alumni outreach and maintenance efforts.
Director of University Development	Served as the primary coordinator for the university's fundraising efforts.

Organization Charts and Roles and Responsibilities (1988-1989)

Figures 16-21 contain organizational charts displaying the organizational hierarchy that was in place in 1977-1978 at the end of Dr. Colbourn's presidency.

Figures are followed by supportive tables (17-22) containing the roles and responsibilities for each of the superordinates and their direct reports.



Source: University of Central Florida Undergraduate Catalog, 1988-1989.

Figure 16. UCF Organization Chart 1988-1989: President and Direct Reports

Table 17

Roles and Responsibilities: President and Direct Reports (1988-1989)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Vice President for University Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Director, Athletics	Served as the primary coordinator for the university's athletic programs.
Director, EEO/AA Programs	Served as the chief Equal Employment Opportunity / Affirmative Action officer in the university; ensured the university abided by the related Federal statutes.
Director, Internal Auditing	Served as the chief auditor to ensure the university's accounting practices were being done appropriately and ethically.
University Attorney	Served as chief legal counsel to the president and for the university, to address myriad legal concerns and/or legal complications.

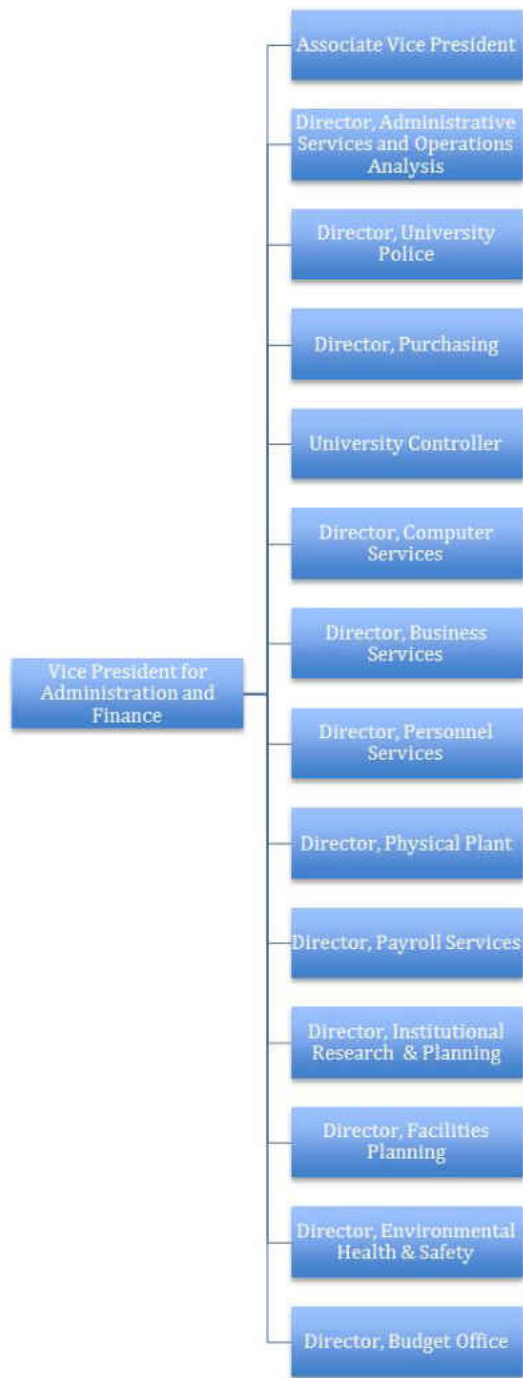
Table 18

Roles and Responsibilities: Provost and Vice President for Academic Affairs (1988-1989)

Roles	Responsibilities
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Associate Vice President for Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including managing space. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President for Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including faculty relations. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President for Academic Programs	Served as a senior administrative support person to the vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, specifically focused on academic programs. When necessary served as the acting provost and vice president for academic affairs on issues related to academic programs.
Coordinator for Special Projects	Coordinated uncategorized and spontaneous projects for the senior administration.
Director, International Programs	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Project for Humanities	Executed functions to support the typically underserved academic disciplines encompassed in the Humanities.
Associate Vice President for Academic Affairs and Dean of Undergraduate Studies	Served as a senior academic officer for the university; oversaw the functions of the undergraduate programs in the university and oversaw administrative functions of the university, such as the registrar, financial aid, student records, student resource center, and advising for undergraduate students.
Dean, Extended Studies	Served as the chief academic officer for the programs contained within continuing education; provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Associate Dean, Undergraduate Studies	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead.

Roles	Responsibilities
Associate Dean, Undergraduate Studies	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead.
Assistant Dean, Undergraduate Studies	Served as an administrative support position to the dean of undergraduate studies; facilitated the work of the dean.
Assistant Dean, Undergraduate Studies	Served as an administrative support position to the dean of undergraduate studies; facilitated the work of the dean.
Assistant to the Dean, Undergraduate Studies	Served as an administrative and clerical support for the dean of undergraduate studies.
Chair, Aerospace Studies	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Chair, Army ROTC	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Chair, Hospitality Management	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Athletic Advising	Served as the chief advising officer for the students in the athletic programs and oversaw the advising process for all students involved in athletics.
Director, Community College Relations	Served as the chief liaison between the university and the community college partners throughout the state; started facilitating partnerships and connections between the university and the community colleges.
Director, Cooperative Education	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Liberal Studies Program	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, McKnight Center	Served as the chief officer of the center, which was founded through a grant to support and reach out to minority students.
Director, Special Programs	Served as the coordinator for uncategorized projects and those projects which appeared spontaneously.
Director, Student Academic Resource Center	Served as the chief student resource officer for the university; created programs to support students, provide tutoring opportunities, and increase retention.

Roles	Responsibilities
Director, University Degree Audit	Served as the chief coordinator of the university's student degree audit. Managed the process to create and update individual student audits, to ensure students would matriculate appropriately.
University Registrar	Served as the chief coordinator of the registration process for students enrolling in courses.
Director of Admissions and Financial Aid	Served as the chief coordinator of the financial aid options and admissions for the university; this included managing student accounts, loan and grant processing, as well the application of students to the university and recruitment efforts to attract students to the university.
Director of Records and Registration	Served as the chief coordinator of the students records as well as the official record keeper of student's grades and transcripts; the position also assisted the registrar with the enrollment.
Associate Vice President and Dean of Graduate Studies	As a vice president, served as the chief coordinator of graduate programs in the university and facilitated graduate program development.
Associate Dean of Graduate Studies	Served as a senior administrative support to the dean of graduate studies; facilitated the work of the dean and acted as the dean in his/her stead.
Director of Libraries	Served as the chief librarian for the university; oversaw the university's library, collections, archives, and services offered by the library.
Director, Instructional Resources	Served as the chief coordinator of audio-visual equipment used throughout the university; placed audio-visual equipment throughout the university for faculty use.
Director of Daytona Beach Campus	Served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Orlando Area Programs	Served as the senior administrator of the programs in and around the Orlando area; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Brevard Campus	Served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.



Source: University of Central Florida Undergraduate Catalog, 1988-1989.

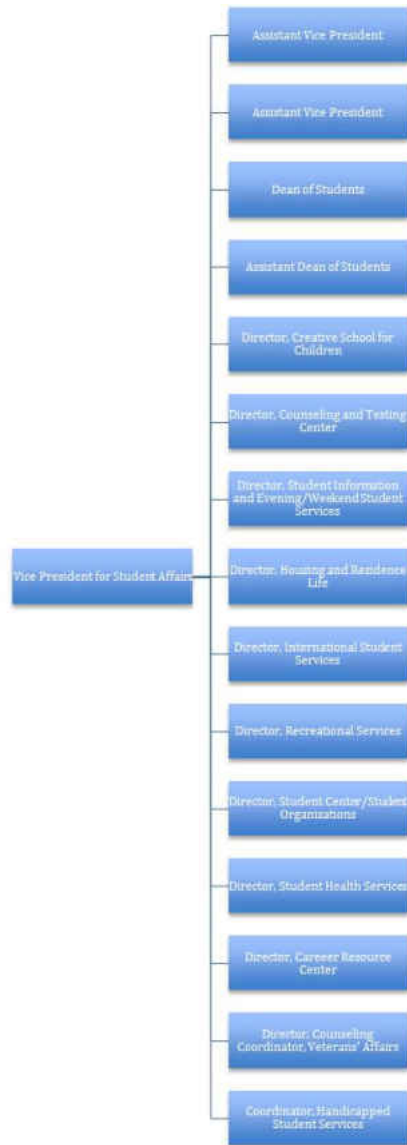
Figure 18. UCF Organization Chart 1988-1989: Vice President for Administration and Finance

Table 19

Roles and Responsibilities: Vice President for Administration and Finance (1988-1989)

Roles	Responsibilities
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Associate Vice President	Served as the senior administrative support position to the vice president for administration and finance; assisted with the management of the university's budget and assisted with the allocation of the budgets to the units within the university. Also assisted with the management of the business affairs and the accounting functions of the university.
Director, Administrative Services and Operations Analysis	Served as the chief coordinator of the university's uncategorized administrative functions and reviewed and analyzed the operational aspects of the university to identify and duplication of efforts, identify and address deficiencies, etc.
Director, University Police	Served as the chief coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Purchasing	Served as the chief coordinator of the university's procurement efforts.
University Controller	Served as the chief comptroller to ensure the university's accounting practices were being done appropriately and ethically.
Director of Computer Services	Served as the chief coordinator of the university's efforts to supply the faculty, staff, and administration with the necessary technological and computer equipment in order to do their work.
Director, Business Services	Served as the chief coordinator of the university's business function.
Director, Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director, Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director, Payroll Services	Served as the chief officer overseeing the university's payroll functions.
Director, Institutional Research and Planning	Served as the chief officer overseeing the university's metrics, including, enrollment, grades, programs, faculty, staff, etc. and used this data to make suggestions for increased efficiencies, address demand, etc.
Director, Facilities Planning	Served as the chief coordinator of the campus' new buildings, placement, and development.
Director, Environmental	Served as the chief coordinator of the university's efforts to ensure the

Roles	Responsibilities
Health and Safety	campus is a safe place to teach, learn, research, and visit.
Director, Budget Office	Served as the chief coordinator of the university's budget.



Source: University of Central Florida Undergraduate Catalog, 1988-1989.

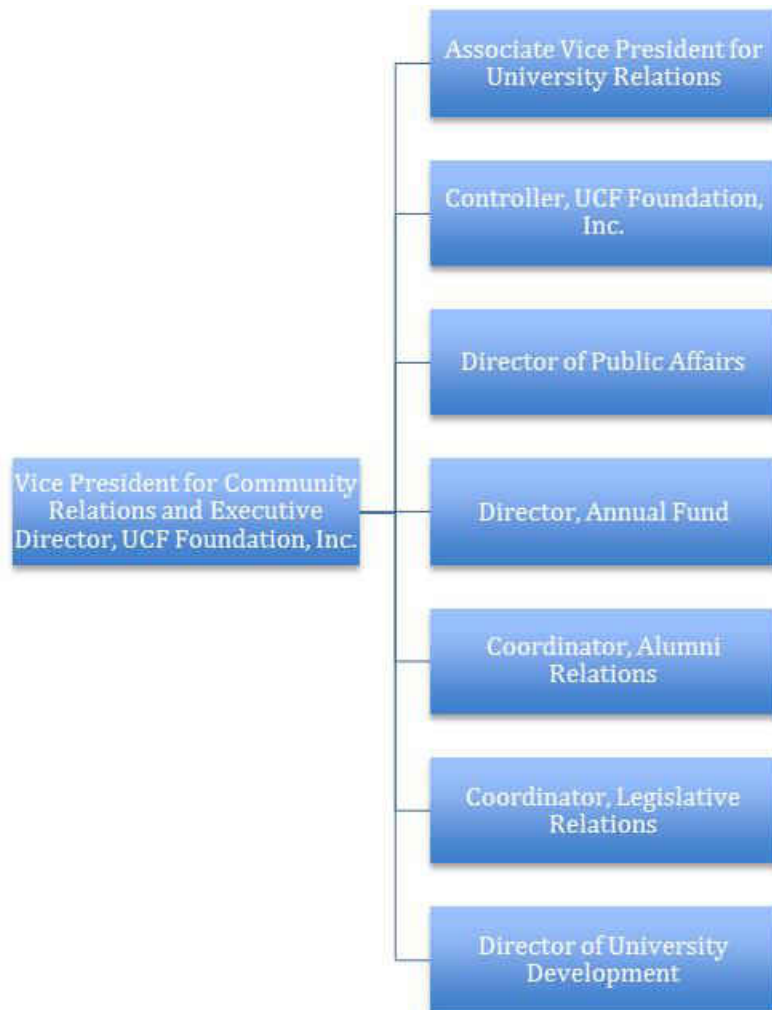
Figure 19. UCF Organization Chart 1988-1989: Vice President for Student Affairs and Direct Reports

Table 20

Roles and Responsibilities: Vice President for Student Affairs and Direct Reports (1988-1989)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Assistant Vice President	Served as a senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. When necessary served as the acting vice president for student affairs.
Assistant Vice President	Served as a senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. When necessary served as the acting vice president for student affairs.
Dean of Students	Served as the lead facilitator of academic support efforts for the student population and addressed disciplinary issues or challenges faced by students.
Assistant Dean of Students	Served as a senior administrative support person to the dean of students and provided academic support to the student population.
Director, School for Creative Children	Served as the chief operator of the school; assisted UCF students with child care while they worked toward a degree and provided guidance for healthy family relationships.
Director, Counseling and Testing Center	Served as the mental health counselor for the student population, managed counselors, and administered tests to identify student disabilities.
Director, Student Information and Evening/Weekend Student Services	Unknown.
Director, Housing and Residence Life	Served as the chief coordinator of residential offerings for the students of the university and managed all aspects of the associated housing issues.
Director, International Student Services	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Recreational Services	Served as the chief coordinator of intramural sports on campus and supported recreation and wellness efforts for the student population.
Director of Student Center /Student Organizations	Served as the chief coordinator of events and/or groups for students and served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.

Roles	Responsibilities
Director of Student Health Services	Served as the chief coordinator of the health services offered to the FTU community.
Director, Career Resource Center	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.
Director, Counseling Coordinator, Veterans' Affairs	Served as the chief counselor and coordinator for the office of Veterans' Affairs; assisted with veteran-specific needs and provided an outlet for student veterans.
Coordinator, Handicapped Student Services	Served as the chief coordinator of the services offered by the university to assist students with disabilities.



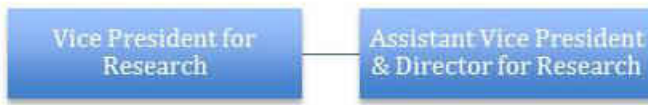
Source: University of Central Florida Undergraduate Catalog, 1988-1989.

Figure 20. UCF Organization Chart 1988-1989: Vice President for Community Relations and Executive Director, UCF Foundation, Inc.

Table 21

Roles and Responsibilities: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. (1988-1989)

Roles	Responsibilities
Vice President for Community Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Associate Vice President for University Relations	Served as the senior administrative support to the vice president for community relations and executive director, UCF Foundation, Inc. and assisted with the university's public relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Controller, UCF Foundation Inc.	Served as the chief comptroller for the UCF Foundation to ensure the university's accounting practices were being done appropriately and ethically.
Director of Public Affairs	Served as the primary coordinator for the public relations, media relations, and communication efforts for the university.
Director, Annual Fund	Served as the primary coordinator for the fundraising efforts in support of the university's annual fund.
Coordinator, Alumni Relations	Served as the primary coordinator for the university's alumni outreach and maintenance efforts.
Coordinator, Legislative Relations	Served as the primary coordinator for the interactions with UCF's Foundation, Inc. and the Florida State Legislature.
Director of University Development	Served as the primary coordinator for the university's fundraising efforts.



Source: University of Central Florida Undergraduate Catalog, 1988-1989.

Figure 21. UCF Organization Chart 1988-1989: Vice President for Research and Direct Reports

Table 22

Roles and Responsibilities: Vice President for Research and Direct Reports (1988-1989)

Roles	Responsibilities
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Assistant Vice President for Research and Director for Research	Served as the senior administrative support position to the vice president for research; assisted faculty in executing and pursuing research in the university

The second research question applied to Dr. Colbourn’s presidency was, “How have UCF’s vision, mission, and goals evolved since the university’s inception and what, if any, influence have these changes had on the university’s administrative and organizational structure?”

In keeping with the established format, this question was applied to the years of Dr. Colbourn’s presidency, 1978-1988. Although a number of different concepts, approaches, and initiatives were pursued during Dr. Colbourn’s presidency, the formal vision, mission, and goals (i.e., Statement of Purpose and Statement of/Institutional Philosophy remained essentially unchanged.

Although the formal versions of the directive statements remained largely unchanged during President Colbourn's tenure, Dr. Colbourn saw the inherent potential within the university and pushed to make that become a reality. Dr. Colbourn brought to campus "a classic academic perspective" (Helms, 2013, p. 34) which guided many of his decisions. He also had a solid understanding of what revered universities looked like, encompassed, and also, what they did not have. President Colbourn worked to shape UCF into a university that scholars throughout the country could recognize and navigate. Colbourn was aware of national trends and standards within higher education and sought to align UCF with them (F. Juge, personal communication, September 24, 2014). However, Dr. Rick Schell (personal communication, October 2, 2014), suggested that Colbourn's perspective was internally, and he had little interest in the outside community.

One of President Colbourn's first goals and accomplishments was changing the name of the university from Florida Technological University to the University of Central Florida. This should not be interpreted simply as a name change, as it was reflective of many things. The name change conveyed a broader interest and that the university was not solely focused on technology. Although the disciplines within technology were not ignored by any means, the name change signaled a much greater breadth of topics and disciplines. The name, Florida Technological University was limiting and not an accurate representation of all that the university was and did. This was important as it helped determine the direction of the university which, in turn, impacted its mission, vision, and goals. In President Colbourn's words, "Changing a university's name does not of itself advance the institution. It is what we do--with help of clearer identity--hereon

that will determine the future quality and distinction to be known by this fine University” (“Change is Complete”).

As President Colbourn continued to get into the full swing of his term as the president of the University of Central Florida, he was eager to take the university to a new place. The president had UCF senior administrators start researching other top tier universities throughout the nation to determine exactly what they were doing and how they were establishing their credibility and enhancing their reputations. After some investigation, they chose Stanford University as the model to pursue.

Stanford’s approach was to choose a few key focal points and foster those, while taking care to not diminish or harm other areas/programs of the university. The idea was to foster the development, growth, and significance of a few key programs to ensure excellence. This would then raise the bar for all programs and help the university’s reputation on the whole. Thus, the university focused on a few key areas (i.e., research, the College of Education, and the sciences). “The idea was to get some areas where you go very deep and have very strong programs, understanding you can’t be good at everything” (F. Juge, personal communication, September 24, 2014). However, it was challenging to recruit top tier people in the areas UCF selected, as the university was not well known and had, particularly in comparison to other universities, little to offer candidates (F. Juge, personal communication, September 24, 2014).

Thus, Dr. Colbourn took the university in a very different direction. Changing the university’s name from Florida Technological University, to the University of Central Florida, outlined a broader scope of interest for the university. Concurrent with the

renaming, Dr. Colbourn envisioned “building a national reputation” (B. Whisler, personal communication, September 25, 2014). Dr. Colbourn’s vision, according to Dr. Whisler (personal communication, September 25, 2014) was “to become a well known, outstanding, university that just happened to be in Florida.” The president recognized that the Space Program just north of Cape Canaveral, Florida, was ebbing. One must recall that a strong justification and rationale for the establishment of a university in Central Florida was to help provide trained workers and talent for the (at the time) burgeoning U.S. space program. Recognizing this transition, and that FTU was already offering many more programs beyond those in the technology fields, Dr. Colbourn knew changing the name would not only better reflect the activities of the university but would more accurately convey its future aspirations (M. LeClair, personal communication, September 28, 2014).

Dr. Colbourn knew the values and benefits of being a university with a more diverse curriculum. He provided UCF with a solid foundation for a broad based university and was able to do so by gaining buy-in and agreement from stakeholders; his decisions often appeared to be collective decisions. There was little opposition to the concept as most everyone “recognized at the time that we were broader and probably, for the most part, thought it was a good thing” (B. Whisler, personal communication, September 25, 2014).

Colbourn also surprised many when he established a football team. In quite a visionary manner, Dr. Colbourn recognized, for better or worse, if UCF wanted to be on the national stage, garner the respect it deserved, a nationally renowned football team

would be integral to making that a reality (M. LeClair, personal communication, September 28, 2014).

The third research question applied to Dr. Colbourn's presidency was "What historical events, political actions, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?"

As the University of Central Florida is a public, state university, which is primarily funded by the State of Florida legislature, the relationships fostered by the leadership of an institution and the legislators are very important to the success (or detriment) of the university. The president's relationship with the legislature was one that, at times, limited initiatives and did not necessarily always foster the best result for UCF (B. Whisler, personal communication, September 25, 2014). Part of the challenges Dr. Colbourn faced with the legislature was that he was responsive to the faculty's concerns about growth. Colbourn brought the faculty's concerns to the legislature and suggested that if UCF was funded in the manner and level at which the other state universities were funded, the university would grow (B. Whisler, personal communication, September 25, 2014). However, "The legislature doesn't like to hear that; legislature likes to hear, 'Oh, you grew? Good. Here's some money'" (B. Whisler, personal communication, September 25, 2014).

Another important relationship that needed to be fostered was between the president of the university and the Board of Regents. During Dr. Colbourn's tenure as president, the Board of Regents was the entity charged with the oversight of the state

universities. As an example, toward the end of Colbourn's tenure, the *Orlando Sentinel* reported:

The Board of Regents voted. . . to ask for a 14.7 percent budget increase so that the state's nine universities can admit more students, raise faculty salaries and add academic programs. The budget includes a bold request to increase admissions by about 5,900 students next year. The extra students would be spread among the nine schools, with the University of Central Florida getting about 611 (Lively, 1988, A-1).

One can clearly see how the Board's support (or lack thereof) could deeply affect one of the state universities. The base budgets of universities were dictated by the Board of Regents; these base budgets impacted faculty, staff, students, academic programs, and all aspects and functions of the university.

Competition between other universities also impacted the development and growth of the university. Juge (personal communication, September 24, 2014), reported that the University of Florida and Florida State University posited that "You need a two-tier system, with us at the top and everybody else at the bottom." (Juge, personal communication, September 24, 2014). This mentality survived for quite a long time and often created additional hurdles for UCF to overcome. However, as more and more graduates from UCF began to infiltrate the legislature, and as UCF became better known and more respected in Florida and throughout the nation, the political base for UCF's requests continued to grow (Juge, personal communication, September 24, 2014).

The allegiance of certain legislators to their alma maters, as well as general political jockeying and horse trading, resulted in UCF not receiving permission to establish several key academic programs over the years. UCF was working diligently to establish a degree in architecture. However, that program was not allowed to be established at UCF. Rather, it was established at the University of Florida. Another venerable academic program that UCF was pursuing was to establish a program in the study of law. However, Florida Agricultural and Mechanical University (FAMU), with a primary base and campus in Tallahassee, Florida, received permission to proceed with a law school in Orlando. “We all shook our heads, and said, ‘We understand the need for a minority program in law, but why in Orlando?’” (F. Juge, personal communication, September 24, 2014).

The fourth research question applied to Dr. Colbourn’s presidency was “What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?”

It is assumed that Dr. Colbourn was self aware enough to realize that he was either not adept enough or could/would not play the political game well enough to be overly successful with the Florida State legislature, so he appointed Dr. Frank Juge, one of the Associate Vice Presidents of UCF, to serve as a part-time lobbyist for the university. Thus, Dr. Juge registered and served as, likely, the first lobbyist for the University of Central Florida. It was not long after Dr. Juge was assigned to serve in this capacity that the awareness of the time consumed by the role and the importance of the role was understood. Once that determination was made, President Colbourn identified a

skilled lobbyist to assume the role full time. Alan Fickett, who had been supporting the research function of the university, was repositioned as a Special Assistant to the President and served as UCF's full-time, effective lobbyist (F. Juge, personal communication, September 24, 2014).

Dr. Colbourn was enthusiastically supportive of the development of the UCF's Research Park. Underscoring the importance of the relationship with Tallahassee based leadership, UCF could not proceed with the development and creation of the Research Park unless it was approved by the Board of Regents. In February of 1979, the Board of Regents approved the University of Central Florida's request "to lease 130 acres of campus land to the Orange County Research and Development Authority for a university-related research park" ("State Board Approves"). That was a decision that dramatically changed the university and put it on a very clear path toward becoming an institution known for its research. It also provided direct connections and avenues for faculty to partner with the military and businesses to pursue research endeavors.

The development of new academic programs in institutions of higher education, particularly those developed at the graduate level, provide faculty with new and different resources. The approval of a new master's or doctoral program is typically accompanied by additional funds for new faculty hires. These new faculty hires not only provide positions for the faculty, but upon hire provide the extant faculty the opportunity to synergize and partner on teaching, research, service activities. Also, newly established programs are often accompanied with funds to support the employment of graduate students. This allows faculty in the new program the opportunity to recruit students to

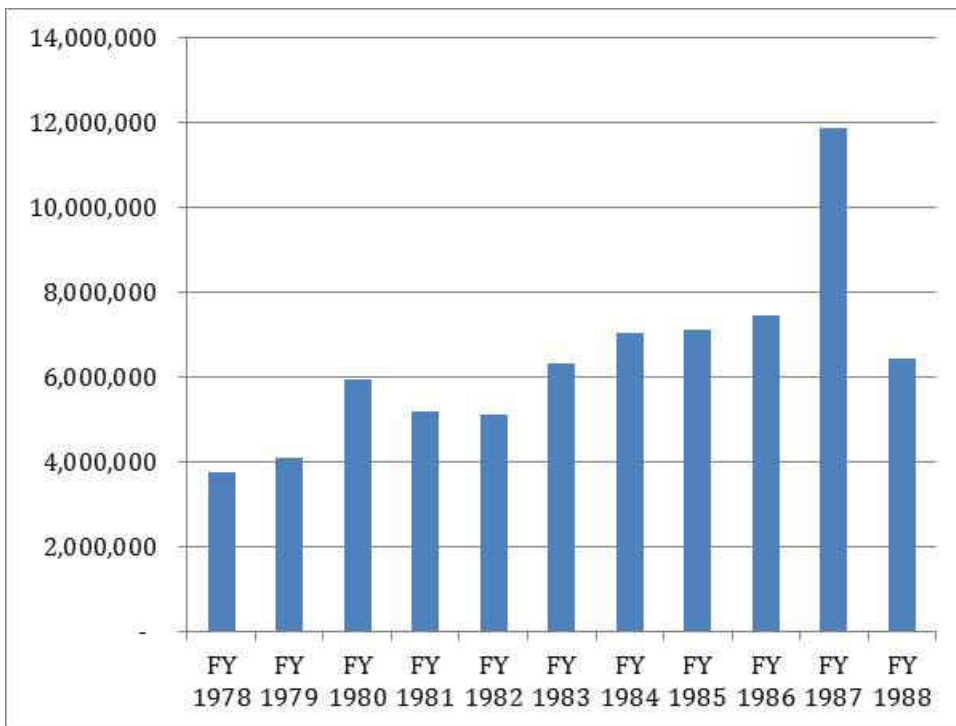
assist them in their research. Additionally, with the establishment of some new programs, funds are provided to purchase certain equipment/software that is needed to support the programs, thereby advancing the work of the faculty.

During Dr. Colbourn's presidency, he oversaw the development of the proposal for, at that time, the state's only Ph.D. in computer science. This move, which corresponded directly with the Stanford University model approach, was rather prescient, especially considering the development of technology and computers in the previous 30 years and moving forward. The Board of Regents approved the request for the program, giving UCF "one of the five doctoral programs in the south at a time when an increasing demand for trained experts at that level exists nationally" ("Milestone Reached with").

Though Dr. Colbourn continued to pursue the Stanford model/approach to identify and foster focal points, he also relied upon his traditional academic background. He understood the value to students, as well as to the faculty, in having a program which was devoted to supporting students who truly excelled. Thus, Dr. Colbourn oversaw the development of the Honor's Program at UCF. This provided a place for the university's coterie of students to be challenged, fostered, and recruited and to help support the scholarly activities of the university by the faculty.

Helms' (2013) summarized Dr. Colbourn's contributions succinctly in the following statement: "President Colbourn can be credited with bringing UCF into its beginnings as a full-service university that emphasized teaching, research and service, as well as big-time sports. Dr. Colbourn retired as president in 1989 after 11 years of service" (p. 27).

The fifth research question applied to Dr. Colbourn’s tenure as president of the University of Central Florida was “What has been the evolution of faculty productivity?” One of the most universally recognized manners in which to recognize faculty productivity is through externally funded research taking place within context of the university system. Figure 22 contains a summary of UCF’s external funding from 1978-1988.



Source: Office of Research and Commercialization, University of Central Florida.

Figure 22. University of Central Florida External Funding: 1978-1988

Due to the nature of disciplinary differences within an institution of higher education, and the manner in which one academic unit values a certain form of

scholarship over another (e.g., book production versus article production, etc.) it is very difficult to assess other forms of productivity. Additionally, according to Watt (personal communication, September 22, 2014), there were limited options for the collection of such data in a centralized location in the University of Central Florida.

The final research question applied to Dr. Colbourn's presidency was, "What, if any, practices by UCF's administrative and organizational structure align with faculty productivity?" No data were identified for this measure.

UCF's Third President: Steven Altman, D.B.A., 1989-1991

On July 6, 1989, with a student enrollment of 18,158, Dr. Steven Altman assumed the office of president of the University of Central Florida. Dr. Altman's tenure as UCF's third president was brief. Less than two years into his presidency, amid some controversy, he resigned as president and left the university (Helms, 2013, p. 28). Due to his brief role as president, there was limited data to address the research questions. Nonetheless, there were some accomplishments during his limited tenure which were significant and long lasting.

The initial question reviewing the presidency of Dr. Altman, was "How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?" Only the years 1989-91, the years of Dr. Altman's presidency, were considered when responding to this question.

A significant administrative change took place during President Altman's tenure regarding how units in the university received their funding. Dr. John Bolte, as a Vice

President, managed all of the university's finances and allocations, using the model he developed, called The Bolte formula. Dr. Bolte had little faith in deans and directors to actually be able to adequately manage the funds allocated to them and often retained money centrally to address any unit deficits at the end of the academic year. This process only reinforced his initial belief.

In 1989, the College of Arts and Sciences had a failed search for a dean. One of the key factors for this was related to the college's budget which was misaligned, and running a significant deficit. Since its inception, the College, with an annual budget of approximately \$13 million, had consistently run a one million dollar deficit each year.

Dr. Altman, in consultation with senior administrators, asked a respected and successful previous chairperson of one of the College's departments to serve as the interim dean of the College. Dr. Stuart Lillie, known for his budget prowess, agreed to serve in this role. Dr. Lillie was hired to get the College's affairs, especially its budget, in order. However, Lillie said, "I can't do that and be dean too" (B. Whisler, personal communication, September 25, 2014). In response, President Altman and the senior administrators suggested he hire a staff person to help execute the fiduciary role; however, Lillie retorted with, "No. We need a faculty person who understands a faculty perspective to do this" (B. Whisler, personal communication, September 25, 2014). They then suggested he use existing funds from a recently vacated associate dean position to hire an individual, defining the position as needed.

Having approval to move forward as he deemed necessary, Dr. Lillie reached out to Dr. Bruce Whisler who had previously served as the chairperson for UCF's Music

Department and had managed the Department's budget well, requesting that he serve as an interim assistant dean overseeing the College's budget. Dr. Whisler accepted the offer and assumed the role immediately. Dr. Whisler reported spending 70-80 hours a week during the first year to gain a thorough understanding of the college's financial picture. Dr. Whisler determined that in order to balance the budget he would need \$1.2 million and took this request to the then Provost Dr. Rick Astro and Dr. Altman who agreed to give the College half of the requested amount. Whisler indicated that he would not be able to balance the budget with this amount only half of the necessary funds. However, Drs. Astro and Altman recognized that the remaining portion of the deficit could be addressed by attrition and grant buy outs. Thus, by the end of his first year, Dr. Whisler had, for the first time in the College's history, balanced the budget (B. Whisler, personal communication, September 25, 2014).

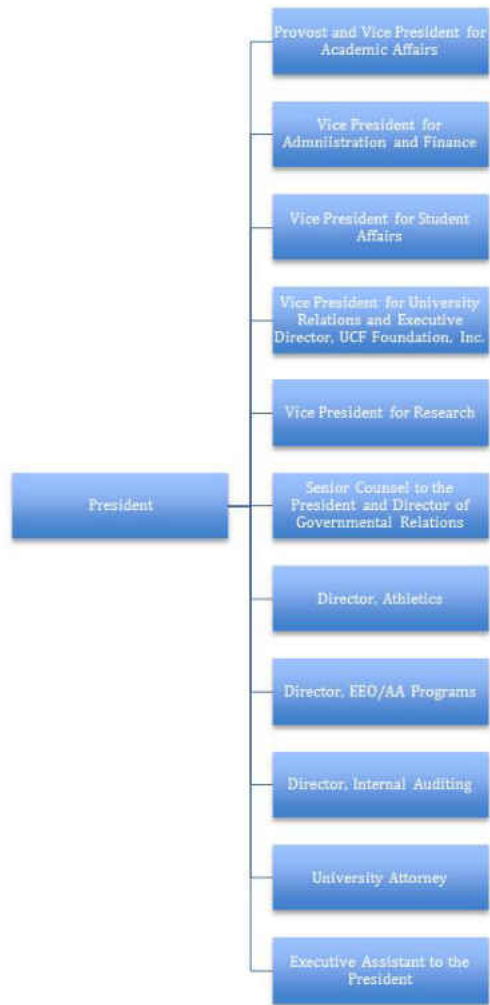
After some provocation from Dr. Whisler, Provost Astro went to President Altman, suggesting changes to Dr. Bolte's approach. Drs. Astro and Whisler had proved that the colleges could manage their own budgets and balance them accordingly if they were funded at appropriate levels. President Altman agreed and allocated all of the academic portion of the university's budget to the Office of the Provost to manage. This decision forever changed how the academic units received their allocations from the central administration. Dr. Whisler was hired in the position of permanent associate dean for budget and served for nine years (B. Whisler, personal communication, September 25, 2014).

Given this budgetary change, the Provost's office was now in charge of funding academic units, and Provost Astro was responsible for funding decisions. Dr. Astro discontinued use of the Bolte formula, opting for an incremental approach to budgeting. If a unit "did well," as defined by Dr. Astro and the Office of the Provost, or wished to pursue a venture supported by the Office of the Provost, it as funded. There were essentially no hard and fast rules regarding budgets (B. Whisler, personal communication, September 25, 2014).

During Dr. Altman's tenure, UCF was named a Florida "best buy" by Barron's Educational Series. The UCF film program began. UCF football moved to Division I-AA. Construction began on the Student Union, and proposals were developed for five additional academic programs (Helms, 203, p. 32).

Organization Charts and Roles and Responsibilities (1989-1990)

Figures 23-28 contain organizational charts displaying the organizational hierarchy that was in place in 1989-1990 at the beginning of President Altman's tenure. Figures are followed by supportive tables (23-28) containing the roles and responsibilities for each of the superordinates and their direct reports.



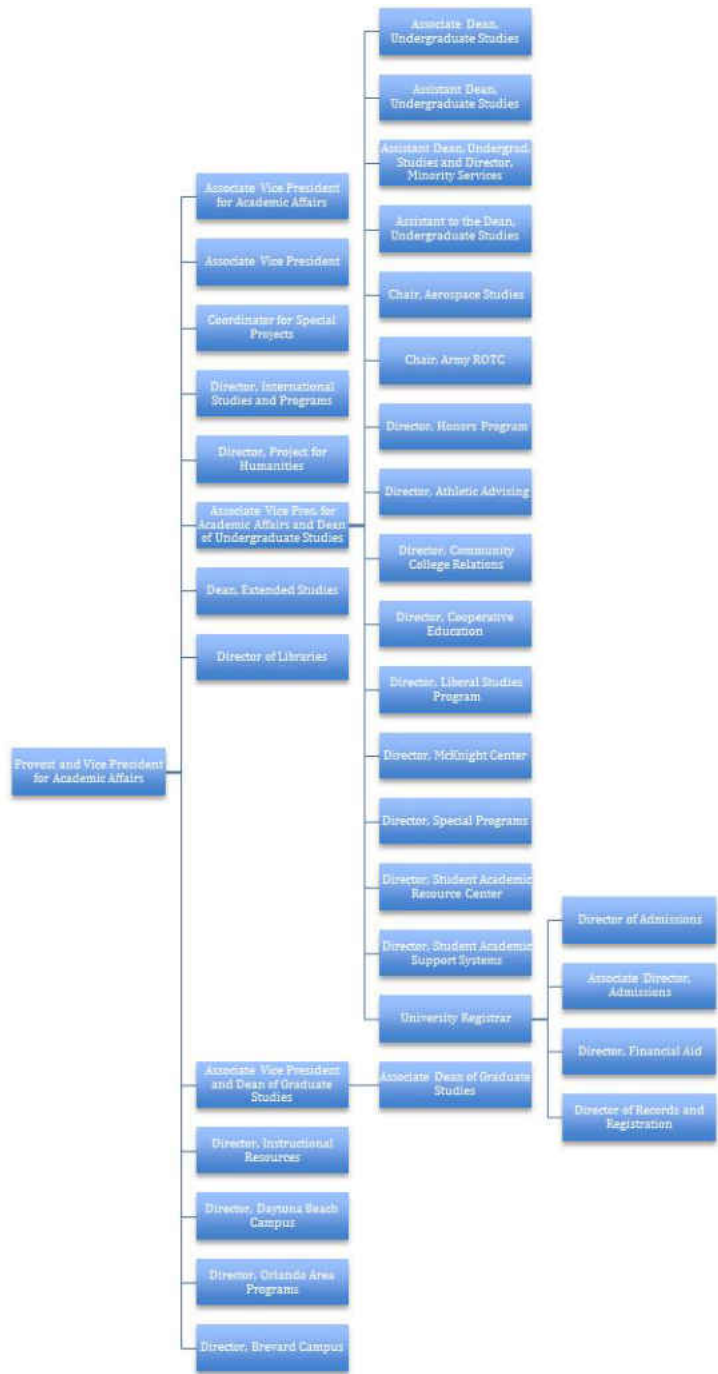
Source: University of Central Florida Undergraduate Catalog, 1989-1990.

Figure 23. UCF Organization Chart 1989-1990: President and Direct Reports

Table 23

Roles and Responsibilities: President and Direct Reports (1989-1990)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Vice President for University Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Senior Counsel to the President and Director of Governmental Relations	Served as chief legal counsel to the president to address myriad legal concerns and/or legal complications and managed relationships with governmental officials/agencies.
Director, Athletics	Served as the primary coordinator for the university's athletic programs.
Director, EEO/AA Programs	Served as the chief Equal Employment Opportunity / Affirmative Action officer in the university; ensured the university abided by the related Federal statutes.
Director, Internal Auditing	Served as the chief auditor to ensure the university's accounting practices were being done appropriately and ethically.
University Attorney	Served as legal counsel for the university, to address myriad legal concerns and/or legal complications.
Executive Assistant to the President	Served as the chief administrative staff person to the president; managed the president's calendar, paperwork, and other key support functions.



Source: University of Central Florida Undergraduate Catalog, 1989-1990.

Figure 24. UCF Organization Chart 1989-1990: Provost and Vice President for Academic Affairs and Direct Reports

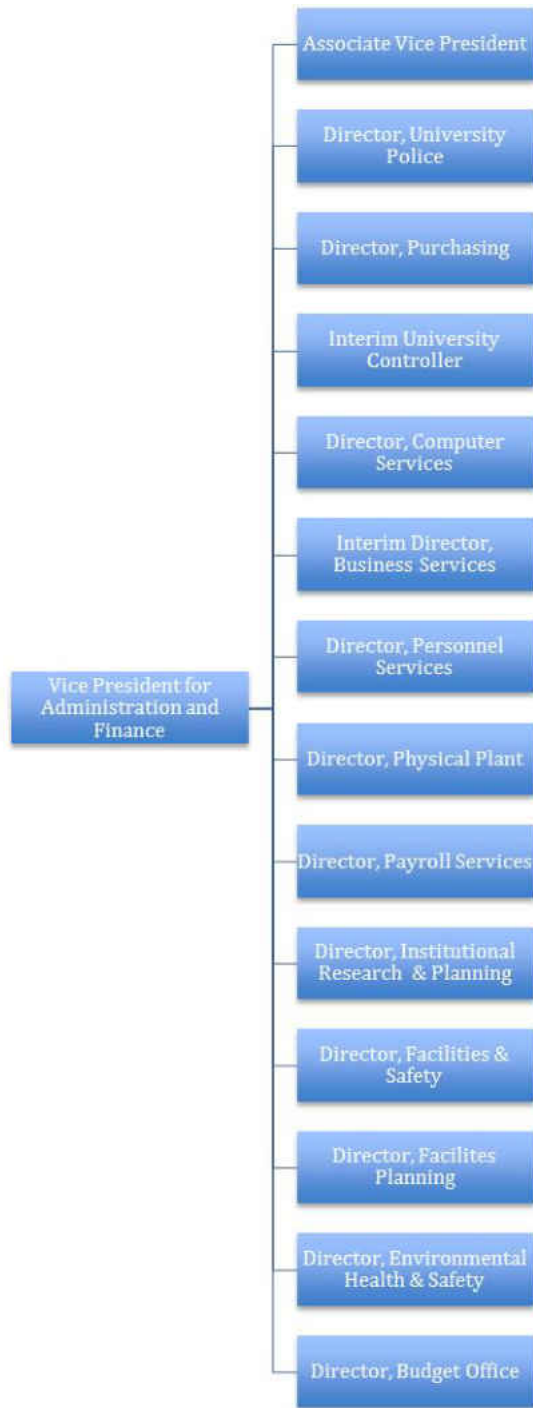
Table 24

Roles and Responsibilities: Provost and Vice President for Academic Affairs and Direct Reports(1989-1990)

Roles	Responsibilities
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Associate Vice President for Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including faculty relations. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including managing space. When necessary served as the acting provost and vice president for academic affairs.
Coordinator for Special Projects	Coordinated uncategorized and spontaneous projects for the senior administration.
Director, International Studies and Programs	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Project for Humanities	Executed functions to support the typically underserved academic disciplines encompassed in the Humanities.
Associate Vice President for Academic Affairs and Dean of Undergraduate Studies	Served as a senior academic officer for the university; oversaw the functions of the undergraduate programs in the university and oversaw administrative functions of the university, such as the registrar, financial aid, student records, student resource center, and advising for undergraduate students.
Dean, Extended Studies	Served as the chief academic officer for the programs contained within continuing education; provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director of Libraries	Served as the chief librarian for the university; oversaw the university's library, collections, archives, and services offered by the library.
Associate Dean, Undergraduate Studies	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead.
Assistant Dean, Undergraduate Studies	Served as an administrative support position to the dean of undergraduate studies; facilitated the work of the dean.

Roles	Responsibilities
Associate Dean, Undergraduate Studies and Director, Minority Services	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead and executed outreach and service to the minority community.
Assistant to the Dean, Undergraduate Studies	Served as an administrative and clerical support for the dean of undergraduate studies.
Chair, Aerospace Studies	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Chair, Army ROTC	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Honor's Program	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Athletic Advising	Served as the chief advising officer for the students in the athletic programs and oversaw the advising process for all students involved in athletics.
Director, Community College Relations	Served as the chief liaison between the university and the community college partners throughout the state; started facilitating partnerships and connections between the university and the community colleges.
Director, Cooperative Education	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Liberal Studies Program	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, McKnight Center	Served as the chief officer of the center, which was founded through a grant to support and reach out to minority students.
Director, Special Programs	Served as the coordinator for uncategorized projects and those projects which appeared spontaneously.
Director, Student Academic Resource Center	Served as the chief student resource officer for the university; created programs to support students, provide tutoring opportunities, and increase retention.
Director, Student Academic Support Systems	Unknown.
University Registrar	Served as the chief coordinator of the registration process for students enrolling in courses.
Director of Admissions	Served as the chief coordinator of admissions to the university; this included the management of students entering the university and recruitment efforts to attract students to the university.

Roles	Responsibilities
Associate Director Admissions	Served as the senior administrative support position for the director of admissions to the university; this included assisting with the management of students entering the university and recruitment efforts to attract students to the university.
Director, Financial Aid	Served as the chief coordinator of the financial aid options available to students enrolling in UCF; this included managing student accounts, and loan and grant processing.
Director of Records and Registration	Served as the chief coordinator of the students records as well as the official record keeper of student's grades and transcripts; the position also assisted the registrar with the enrollment.
Associate Vice President and Dean of Graduate Studies	As a vice president, served as the chief coordinator of graduate programs in the university and facilitated graduate program development.
Associate Dean of Graduate Studies	Served as a senior administrative support to the dean of graduate studies; facilitated the work of the dean and acted as the dean in his/her stead.
Director, Instructional Resources	Served as the chief coordinator of audio-visual equipment used throughout the university; placed audio-visual equipment throughout the university for faculty use.
Director of Daytona Beach Campus	Served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Orlando Area Programs	Served as the senior administrator of the programs in and around the Orlando area; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Brevard Campus	Served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.



Source: *University of Central Florida Undergraduate Catalog, 1989-1990.*

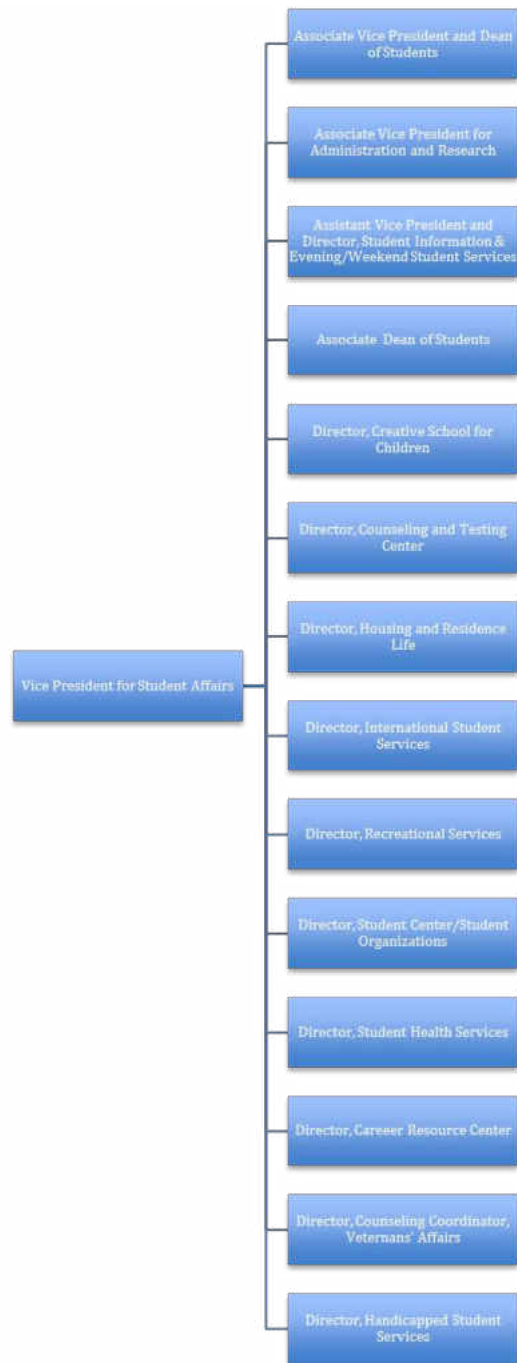
Figure 25. UCF Organization Chart 1989-90: Vice President for Administration and Finance and Direct Reports

Table 25

Roles and Responsibilities: Vice President for Administration and Finance and Direct Reports (1989-1990)

Roles	Responsibilities
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Associate Vice President	Served as the senior administrative support position to the vice president for administration and finance and supported the management of the university's budget and assisted in the allocation of the budgets to the units within the university. Also assisted with the business affairs and the accounting functions of the university.
Director, University Police	Served as the chief coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Purchasing	Served as the chief coordinator of the university's procurement efforts.
Interim University Controller	Served as the chief comptroller to ensure the university's accounting practices were being done appropriately and ethically.
Director of Computer Services	Served as the chief coordinator of the university's efforts to supply the faculty, staff, and administration with the necessary technological and computer equipment in order to do their work.
Interim Director, Business Services	Served as the chief coordinator of the university's business function.
Director, Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director, Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director, Payroll Services	Served as the chief officer overseeing the university's payroll functions.
Director, Institutional Research and Planning	Served as the chief officer overseeing the university's metrics, including, enrollment, grades, programs, faculty, staff, etc. and used this data to make suggestions for increased efficiencies, address demand, etc.
Director, Facilities and Safety	Served as a coordinator of the campus' buildings and maintenance efforts and supported efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Facilities Planning	Served as the chief coordinator of the campus' new buildings, placement, and development.
Director, Environmental	Served as the chief coordinator of the university's efforts to ensure the

Roles	Responsibilities
Health and Safety	campus is a safe place to teach, learn, research, and visit.
Director, Budget Office	Served as the chief coordinator of the university's budget.



Source: *University of Central Florida Undergraduate Catalog, 1989-1990.*

Figure 26. UCF Organization Chart 1989-1990: Vice President for Student Affairs and Direct Reports

Table 26

Roles and Responsibilities: Vice President for Student Affairs and Direct Reports (1989-1990)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Associate Vice President and Dean of Students	Served as a senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. Served as dean of students and, when necessary, served as the acting vice president for student affairs.
Associate Vice President for Administration and Research	Unknown.
Assistant Vice President and Director, Student Information and Evening/Weekend Student Services	Unknown.
Associate Dean of Students	Served as the senior administrative support position to the associate vice president and dean of students; facilitated the academic support efforts for the student population and addressed disciplinary issues or challenges faced by students.
Director, School for Creative Children	Served as the chief operator of the school; assisted UCF students with child care while they worked toward a degree and provided guidance for healthy family relationships.
Director, Counseling and Testing Center	Served as the mental health counselor for the student population, managed counselors, and administered tests to identify student disabilities.
Director, Housing and Residence Life	Served as the chief coordinator of residential offerings for the students of the university and managed all aspects of the associated housing issues.
Director, International Student Services	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Recreational Services	Served as the chief coordinator of intramural sports on campus and supported recreation and wellness efforts for the student population.
Director of Student Center/Student Organizations	Served as the chief coordinator of events and/or groups for students and served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.

Roles	Responsibilities
Director of Student Health Services	Served as the chief coordinator of the health services offered to the FTU community.
Director, Career Resource Center	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.
Director, Counseling Coordinator, Veterans' Affairs	Served as the chief counselor and coordinator for the office of Veterans' Affairs; assisted with veteran-specific needs and provided an outlet for student veterans.
Director, Handicapped Student Services	Served as the chief coordinator of the services offered by the university to assist students with disabilities.



Source: University of Central Florida Undergraduate Catalog, 1989-1990.

Figure 27. UCF Organization Chart 1989-1990: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. and Direct Reports

Table 27

Roles and Responsibilities: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. and Direct Reports (1989-1990)

Roles	Responsibilities
Vice President for Community Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Assistant Vice President for University Relations and Director, Public Affairs	Served as the senior administrative support to the vice president for community relations and executive director, UCF Foundation, Inc. and assisted with the university's public relations, media relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Controller, UCF Foundation Inc.	Served as the chief comptroller for the UCF Foundation to ensure the university's accounting practices were being done appropriately and ethically.
Director, Annual Fund	Served as the primary coordinator for the fundraising efforts in support of the university's annual fund.
Interim Director, Alumni Relations	Served as the primary coordinator for the university's alumni outreach and maintenance efforts.
Director, Community Relations	Served as a coordinator for the interactions with UCF's local community in re: to the UCF Foundation, Inc.
Director of University Development	Served as the primary coordinator for the university's fundraising efforts.



Source: University of Central Florida Undergraduate Catalog, 1989-1990.

Figure 28. UCF Organization Chart 1989-1990: Vice President for Research and Direct Reports

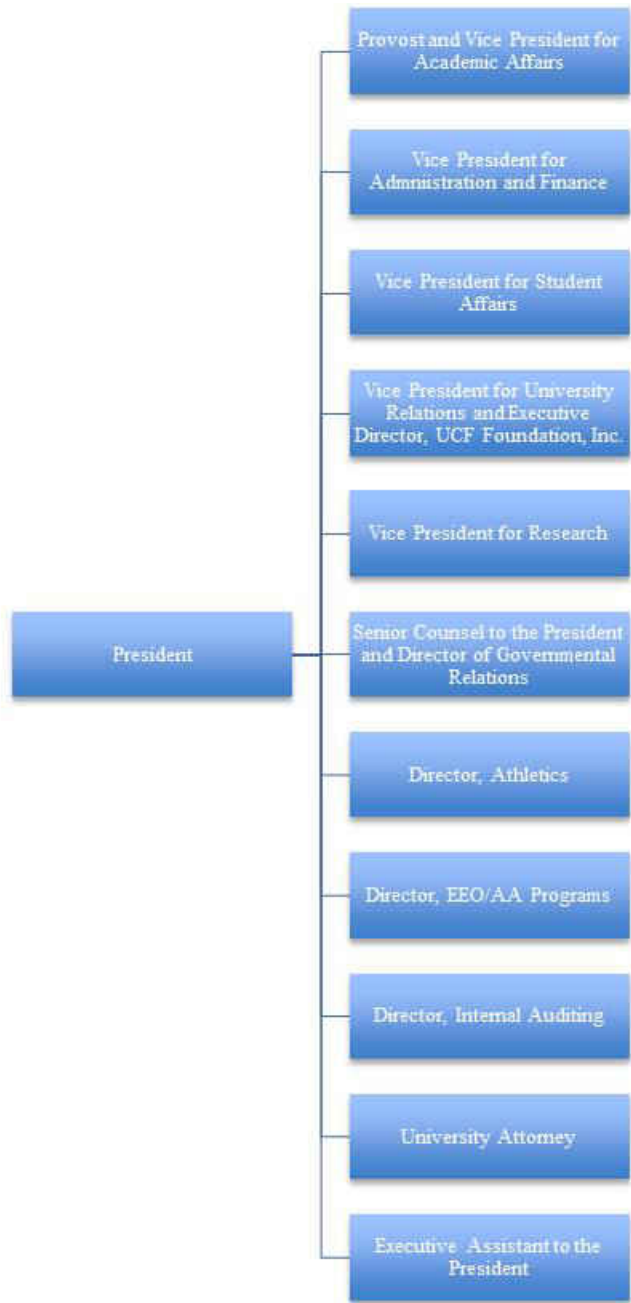
Table 28

Roles and Responsibilities: Vice President for Research and Direct Reports (1989-1990)

Roles	Responsibilities
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Assistant Vice President for Research and Director for Research	Served as the senior administrative support position to the vice president for research; assisted university faculty in executing and pursuing research.
Associate Director	Served as the senior administrative support position to the assistant vice president for research and director for research; assisted university faculty in executing and pursuing research.
Grant Development Coordinator	Assisted faculty in identifying external funding opportunities and assisted with the application and management process.
Assistant in Grant Coordination	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Assistant in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Associate in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Assistant in Contract Development	Assisted faculty in identifying contract opportunities and assisted with the application and management process.
Assistant in Contract Development	Assisted faculty in identifying contract opportunities and assisted with the application and management process.
Special Projects Coordinator	Assisted the office of research with special projects, as well as provided support to the other Office of Research staff.
Associate in Fiscal Management	Assisted faculty in the management of the financial aspects of the contract and grant pre and post award process.

Organization Charts and Roles and Responsibilities (1991-1992)

Figures 29-34 contain organizational charts displaying the organizational hierarchy that was in place in 1991-1992 at the end of President Altman's tenure. Figures are followed by supportive tables (29-34) containing the roles and responsibilities for each of the superordinates and their direct reports.



Source: *University of Central Florida Undergraduate Catalog, 1991-1992.*

Figure 29. UCF Organization Chart 1991-1992: President and Direct Reports

Table 29

Roles and Responsibilities: President and Direct Reports (1991-1992)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Vice President for University Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Senior Counsel to the President and Director of Governmental Relations	Served as chief legal counsel to the president to address myriad legal concerns and/or legal complications and managed relationships with governmental officials/agencies.
Director, Athletics	Served as the primary coordinator for the university's athletic programs.
Director, EEO/AA Programs	Served as the chief Equal Employment Opportunity / Affirmative Action officer in the university; ensured the university abided by the related Federal statutes.
Director, Internal Auditing	Served as the chief auditor to ensure the university's accounting practices were being done appropriately and ethically.
University Attorney	Served as legal counsel for the university, to address myriad legal concerns and/or legal complications.
Executive Assistant to the President	Served as the chief administrative staff person to the president; managed the president's calendar, paperwork, and other key support functions.

Table 30

Roles and Responsibilities: Provost and Vice President for Academic Affairs and Direct Reports (1991-1992)

Roles	Responsibilities
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Associate Vice President for Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including faculty relations. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including managing space. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President and Director, Brevard Campus	As an associate vice president, served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Associate Vice President and Director, Daytona Campus	As an associate vice president, served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Orlando Area Programs	Served as the senior administrator of the programs in and around the Orlando area; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director, Instructional Resources	Served as the chief coordinator of audio-visual equipment used throughout the university; placed audio-visual equipment throughout the university for faculty use.
Coordinator for Special Projects	Coordinated uncategorized and spontaneous projects for the senior administration.
Director, International Studies and Programs	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Project for Humanities	Executed functions to support the typically underserved academic disciplines encompassed in the Humanities.
Associate Vice President for Academic Affairs and Dean of Undergraduate Studies	Served as a senior academic officer for the university; oversaw the functions of the undergraduate programs in the university and oversaw administrative functions of the university, such as the registrar, financial aid, student records, student resource center, and advising for undergraduate students.

Roles	Responsibilities
Dean, Extended Studies	Served as the chief academic officer for the programs contained within continuing education; provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director of Libraries	Served as the chief librarian for the university; oversaw the university's library, collections, archives, and services offered by the library.
Associate Dean, Undergraduate Studies	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead.
Assistant Dean, Undergraduate Studies	Served as an administrative support position to the dean of undergraduate studies; facilitated the work of the dean.
Associate Dean, Undergraduate Studies and Director, Minority Services	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead and executed outreach and service to the minority community.
Assistant to the Dean, Undergraduate Studies	Served as an administrative and clerical support for the dean of undergraduate studies.
Chair, Aerospace Studies	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Chair, Army ROTC	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Chair, Hospitality Management	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Honor's Program	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Athletic Advising	Served as the chief advising officer for the students in the athletic programs and oversaw the advising process for all students involved in athletics.
Director, Community College Relations	Served as the chief liaison between the university and the community college partners throughout the state; started facilitating partnerships and connections between the university and the community colleges.
Director, Cooperative Education	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Liberal Studies Program	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.

Roles	Responsibilities
Director, McKnight Center	Served as the chief officer of the center, which was founded through a grant to support and reach out to minority students.
Director, Special Programs	Served as the coordinator for uncategorized projects and those projects which appeared spontaneously.
Director, Student Academic Resource Center	Served as the chief student resource officer for the university; created programs to support students, provide tutoring opportunities, and increase retention.
Director, Student Academic Support Systems	Unknown.
University Registrar	Served as the chief coordinator of the registration process for students enrolling in courses.
Director of Admissions	Served as the chief coordinator of admissions to the university; this included the management of students entering the university and recruitment efforts to attract students to the university.
Associate Director Admissions	Served as the senior administrative support position for the director of admissions to the university; this included assisting with the management of students entering the university and recruitment efforts to attract students to the university.
Director, Financial Aid	Served as the chief coordinator of the financial aid options available to students enrolling in UCF; this included managing student accounts, and loan and grant processing.
Director of Records and Registration	Served as the chief coordinator of the students records as well as the official record keeper of student's grades and transcripts; the position also assisted the registrar with the enrollment.
Associate Vice President and Dean of Graduate Studies	As a vice president, served as the chief coordinator of graduate programs in the university and facilitated graduate program development.



Source: University of Central Florida Undergraduate Catalog, 1991-1992.

Figure 31. UCF Organization Chart 1991-1992: Vice President for Administration and Finance and Direct Reports

Table 31

Roles and Responsibilities: Vice President for Administration and Finance and Direct Reports (1991-1992)

Roles	Responsibilities
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Associate Vice President	Served as the senior administrative support position to the vice president for administration and finance and supported the management of the university's budget and assisted in the allocation of the budgets to the units within the university. Also assisted with the business affairs and the accounting functions of the university.
Assistant Director	Unknown.
Assistant Vice President, Facilities and Safety	Served as a chief coordinator of the campus' buildings and maintenance efforts and supported efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Budget Office	Served as the chief coordinator of the university's budget.
Director, Business Services	Served as the chief coordinator of the university's business function.
Director, Computer Services	Served as the chief coordinator of the university's efforts to supply the faculty, staff, and administration with the necessary technological and computer equipment in order to do their work.
Director, Environmental Health and Safety	Served as a coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Facilities Planning	Served as a coordinator of the campus' new buildings, placement, and development.
Director, Institutional Research and Planning	Served as the chief officer overseeing the university's metrics, including, enrollment, grades, programs, faculty, staff, etc. and used this data to make suggestions for increased efficiencies, address demand, etc.
Director, Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director, Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director, Purchasing	Served as the chief coordinator of the university's procurement efforts.
Director, University Police	Served as the chief coordinator of the university's efforts to ensure the

Roles	Responsibilities
University Controller	campus is a safe place to teach, learn, research, and visit. Served as the chief comptroller to ensure the university's accounting practices were being done appropriately and ethically.



Source: University of Central Florida Undergraduate Catalog, 1991-1992.

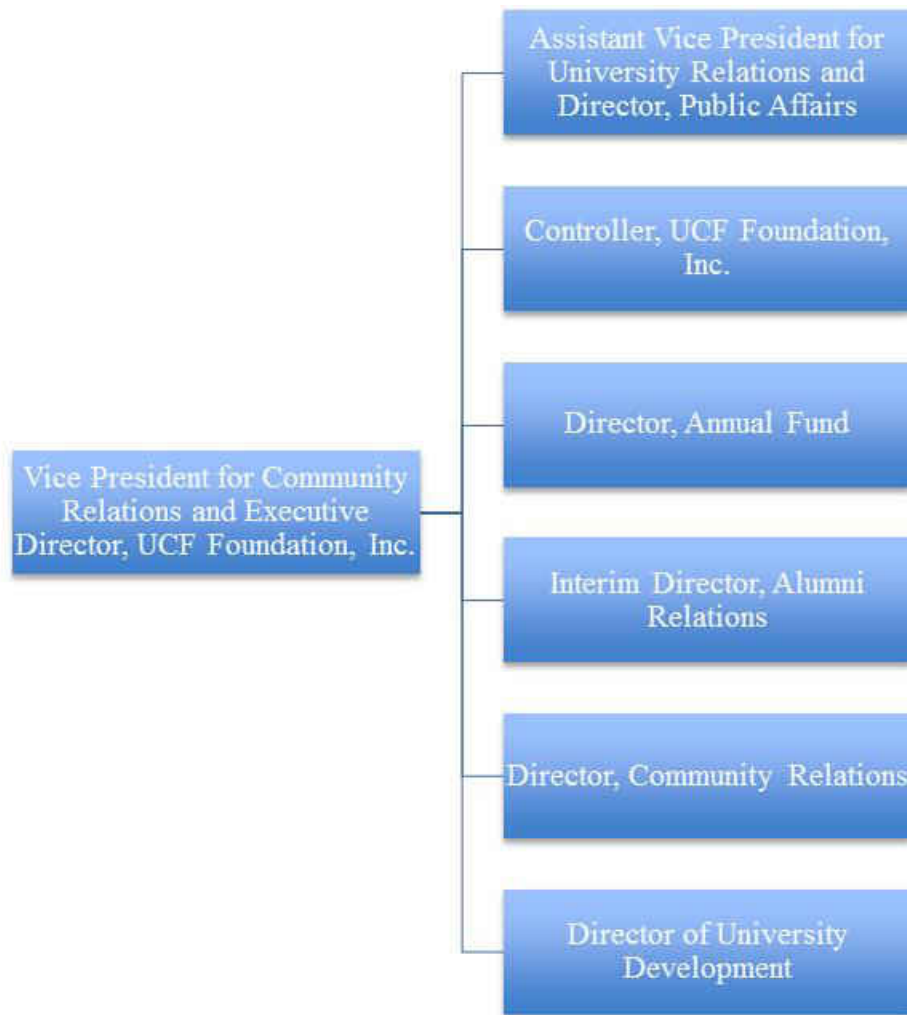
Figure 32. UCF Organization Chart 1991-1992: Vice President for Student Affairs and Direct Reports

Table 32

Roles and Responsibilities: Vice President for Student Services and Direct Reports (1991-1992)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Associate Vice President and Dean of Students	Served as a senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. Served as dean of students and, when necessary, served as the acting vice president for student affairs.
Associate Vice President for Administration and Research	Unknown.
Assistant Vice President and Director, Student Information and Evening/Weekend Student Services	Unknown.
Associate Dean of Students	Served as the senior administrative support position to the associate vice president and dean of students; facilitated the academic support efforts for the student population and addressed disciplinary issues or challenges faced by students.
Director, School for Creative Children	Served as the chief operator of the school; assisted UCF students with child care while they worked toward a degree and provided guidance for healthy family relationships.
Director, Counseling and Testing Center	Served as the mental health counselor for the student population, managed counselors, and administered tests to identify student disabilities.
Director, Housing and Residence Life	Served as the chief coordinator of residential offerings for the students of the university and managed all aspects of the associated housing issues.
Director, International Student Services	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Recreational Services	Served as the chief coordinator of intramural sports on campus and supported recreation and wellness efforts for the student population.
Director of Student Center / Student Organizations	Served as the chief coordinator of events and/or groups for students and served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.

Roles	Responsibilities
Director of Student Health Services	Served as the chief coordinator of the health services offered to the FTU community.
Director, Career Resource Center	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.
Director, Counseling Coordinator, Veterans' Affairs	Served as the chief counselor and coordinator for the office of Veterans' Affairs; assisted with veteran-specific needs and provided an outlet for student veterans.
Director, Handicapped Student Services	Served as the chief coordinator of the services offered by the university to assist students with disabilities.



Source: *University of Central Florida Undergraduate Catalog, 1991-1992.*

Figure 33. UCF Organization Chart 1991-1992: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. and Direct Reports

Table 33

Roles and Responsibilities: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. and Direct Reports (1991-1992)

Roles	Responsibilities
Vice President for Community Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Assistant Vice President for University Relations and Director, Public Affairs	Served as the senior administrative support to the vice president for community relations and executive director, UCF Foundation, Inc. and assisted with the university's public relations, media relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Controller, UCF Foundation Inc.	Served as the chief comptroller for the UCF Foundation to ensure the university's accounting practices were being done appropriately and ethically.
Director, Annual Fund	Served as the primary coordinator for the fundraising efforts in support of the university's annual fund.
Interim Director, Alumni Relations	Served as the primary coordinator for the university's alumni outreach and maintenance efforts.
Director, Community Relations	Served as a coordinator for the interactions with UCF's local community in re: to the UCF Foundation, Inc.
Director of University Development	Served as the primary coordinator for the university's fundraising efforts.



Source: University of Central Florida Undergraduate Catalog, 1991-1992.

Figure 34. UCF Organization Chart 1991-1992: Vice President for Research and Direct Reports

Table 34

Roles and Responsibilities: Vice President for Research and Direct Reports (1991-1992)

Roles	Responsibilities
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Director of Research	Served as the director of research in the Office of Research; assisted faculty in executing and pursuing research in the university.
Contracts and Grants Manager	Assisted faculty in the management of awarded contracts and grants.
Fiscal Manager	Assisted faculty in the management of the financial aspects of the contract and grant pre and post award process.
Grant Development Manager	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Contract Management Coordinator	Assisted faculty in identifying contract opportunities and assisted with the application and management process.
Contract Management Coordinator	Assisted faculty in identifying contract opportunities and assisted with the application and management process.
Manger in MIS	Unknown.
Assistant in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Assistant in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Information System Coordinator	Managed the software system utilized to identify funding opportunities through multiple outlets/agencies.

Table 35 reflects the organizational collegiate structure of the University of Central Florida from 1989, the first year of Dr. Steven Altman’s presidency through the end of the third president’s brief term (1991). There were six colleges in operation during this time period.

Table 35

University of Central Florida's Colleges (1989-1990 to 1990-1991)

Academic Year	University of Central Florida's Colleges						Total
1989-90	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health	6
1990-91	Business Administration	Education	Engineering	Arts and Sciences	Extended Studies	Health and Professional Studies	6

Source: Harrison, 2011, p. 5.

The next research question applied to Dr. Altman's presidency was the "How have UCF's vision, mission, and goals evolved since the university's inception and what, if any, influence have these changes had on the university's administrative and organizational structure?" Again, only the years of Dr. Altman's presidency, 1989-91, will be considered in the analysis.

Although, according to B. Whisler (personal communication, September 25, 2014), "Altman didn't really have time to establish a set of goals" (Whisler, 2014), a consistent theme suggested by Dr. Schell (personal communication, October 2, 2014) was that although President Altman's tenure was brief, he initiated a number of efforts which provided a new direction for the University of Central Florida. Dr. Altman began to shed the insular nature and reputation of UCF. In this effort, he participated in many community events and reached out to many entities outside the university, including different communities throughout Central Florida and the local business community. According to Helms (2013), the "high-energy president had set about developing relationships between the university and the city of Orlando and its business community. Those relationships would ultimately result in valuable partnerships and gifts to UCF" (p. 28). These efforts laid the foundation that President Hitt would build upon.

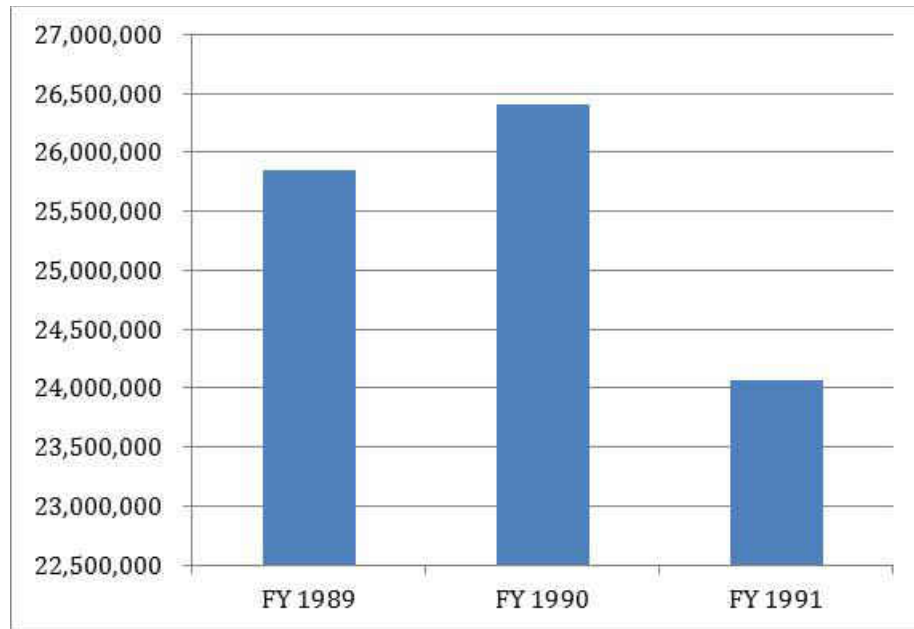
Specifically, President Altman stated his vision that UCF was "a great urban university, serving and leading the public in our large and important region" (Helms, 2013, p. 28). He oversaw the development of the first strategic plan to help guide the university and continued to encourage faculty to pursue external funding and strive to be

nationally recognized for their scholarly work. Upon reflection of the value and role of the strategic plan, Dr. Altman reported:

Faculty and staff believed an integrated strategic plan would improve UCF's chances of success. Their commitment and will to create something special helped define the direction the institution should take. The strategic plan we developed became the foundation for the expansion of the degree programs and facilities for years to come and was important contributor to UCF's pre-eminent role today (as cited in Helms, 2013, p. 28).

However, it is important to note that the formal vision, mission, and goals (i.e., Statement of Purpose and Statement of/Institutional Philosophy) remained essentially unchanged throughout Dr. Altman's presidency.

The next research question that could be addressed through existing data was "What has been the evolution of faculty productivity?" One of the most universally recognized manners in which to recognize faculty productivity is through externally funded research taking place within a university system. UCF's productivity for 1989, 1990, and 1991 is reflected in Figure 35.



Source: Office of Research and Commercialization, University of Central Florida.

Figure 35 University of Central Florida External Funding: 1989-1991

Due to the nature of disciplinary differences within an institution of higher education, and the manner in which one academic unit values a certain form of scholarship over another (e.g., book production versus article production), it is very difficult to assess other forms of productivity. Additionally, according to H. Watt (personal communication, September 22, 2014), there are limited options for the collection of such data in a centralized location in the University of Central Florida. Due to the brevity of Dr. Altman’s tenure as president of the University of Central Florida, no data were found to address the following three research questions:

What historical events, political actions, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?

What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?

What, if any, practices by UCF's administrative and organizational structure align with faculty productivity?

Due to the abrupt resignation of President Altman, an interim president, Robert A. Bryan, was appointed and served from 1991-1992, maintaining essentially the same organizational structure and staff that were in place during President Altman's tenure (The University of Central Florida's Archives).

UCF's Fourth President: John C. Hitt, Ph.D., 1992-2013

In March of 1992, with 21,267 students enrolled, Dr. John C. Hitt assumed the role of president of the University of Central Florida (Helms, 2013, p. 35). Dr. Hitt has been considered by some to be the most impactful and influential president the University of Central Florida has had at its helm (Schell, personal communication, October 2, 2014). According to Helms (2013), President Hitt's "unique approach to tackling opportunities and challenges in the university and the community has earned him many accolades, including being named the Central Floridian of the Year by the Orlando Sentinel in 2005" (p. 31). Additionally, a fellow university president provided a solid overview of his colleague, through the work, vision, and effort of Dr. Hitt "UCF has evolved from a good

regional university to one that belongs in the national conversation about premier public universities” (Helms, 2013, p. 31).

The first research question applied to Dr. Hitt’s presidency was “How has the University of Central Florida’s administrative and organizational structure evolved since its inception in 1963 through 2013?” The response to this question was gleaned from documentation about the time period from 1992-2013 of Dr. Hitt’s presidency. He continued as president at the time of the research.

Each organization and institution has a unique “personality,” (i.e., how the organization expresses itself and is perceived by those in and outside the organization), and the university’s administrative processes and structure are a result of the university’s personality. UCF, from a State of Florida perspective, has always been a compliant university, one that has done a good job, met deadlines, and followed all of the rules. “We’re never out there kicking up dirt, the way UF does” (D. Young, personal communication, October 2, 2014). UCF has had very conservative policies; “Whenever there’s an array of ways you can do something, UCF takes the safest and most conservative way” (D. Young, personal communication, October 2, 2014).

According to the University of Central Florida’s archives, in 1994, just two years after President Hitt assumed office, “The campus has some 52 buildings and more than 25,000 students” (University of Central Florida News and Information Collection). According to Helms, Dr. Hitt’s has, since his arrival on campus, always focused on maximizing productivity, benefits, and impact through the use of partnerships. Whether it be in partnerships with local, state, or federal governments, or local, national or

international businesses, Dr. Hitt has sought to pursue collaborative endeavors (Helms, 2014, p. 31). This has infiltrated many aspects of the university and has provided a positive example, for faculty and staff alike.

Dr. Hitt's tenure as president of the University of Central Florida has overseen more than \$1 billion in new construction to support the research, teaching, and service of UCF. Projects include, a football stadium, which was the result of a partnership with Brighthouse Networks, a local cable and internet provider; a new arena, which was the result of yet another partnership with CFE Credit Union; a new student union; expanded regional campuses; a state-of-the-art student wellness center; a visitor information center, which is the result of another large partnership; a top-of-the-line community health center; and many classroom, research, and program buildings.

The university underwent many academic and organizational changes and evolutions during the two decades of President Hitt's tenure. The majority of the significant changes of the university, "have been done because there was strong direction from President Hitt, or, they just wouldn't happen" (D. Young, personal communication, October 2, 2014). Some of the highlights include the following. In 1996, the Florida High Tech Corridor Council (FHTCC) was established by the Legislature (Helms, 2013, p. 35). Dr. Hitt fostered the idea and used Research Triangle in North Carolina and Silicon Valley in California as templates for the model. FHTCC's mission is to attract, retain, and grow high tech industry in the 23-county area that comprises the Corridor which is in the central portion of Florida and follows Interstate 4.

Upon Dr. Hitt's arrival in 1992, parking was already becoming an issue for students, faculty, and staff. Parking was so limited that those searching for a parking spot would just pull off the road and/or into a field. "I remember us constantly having to pull and push cars out of the sand all over campus" (F. Juge, personal communication, September 24, 2014). During the early days of his presidency, projections had essentially not a bit single bit of green space left on campus, as all would be covered with parking lots. Acknowledging this as a problem that was only going to get worse as the campus and enrollment would continue to grow, Dr. Hitt pursued other parking options. Finally, after assessing fees to students, faculty, and staff, on January 5, 1998, the first parking garage on UCF's main campus opened, providing 1,300 parking spaces (Helms, 2013, p. 35). As of 2014, there were seven parking garages on UCF's main campus.

President Hitt continued to help sharpen the university's focus on research and scholarly activities, as he knew this was one of the key paths that must be pursued in order to continue to bring UCF into the national spotlight. With this, and also wanting to simultaneously recognize the hard work, commitment, and devotion of stellar faculty members, the Pegasus Professor Award was created. The Pegasus Professor Award is the highest recognition one can receive at UCF. Pegasus Professors are chosen from senior faculty who have served as full professors for at least five years and their research and/or creative activity has been recognized nationally and/or internationally. In 1998, Dr. Charles Dziuban, was the charter winner of the initial Pegasus Professor honor (Helms, 2013, p. 35).

Also in 1998, as the campus and student body continued to grow, so did the supporting functions of the institution. With more than 30,000 students enrolling in courses by this time, the spring commencement ceremony was extended over two days to accommodate all of the graduates (Helms, 2013, p. 35). The growth of the university was prompted by several events. One of the biggest factors was that the Board of Regents, the governing body for all units in the SUS in the mid-1990s, wanted the universities to grow in enrollment and modified the funding model to reward growth. This meant that the only manner in which universities could get more money was by increasing their enrollments (D. Young, personal communication, October 2, 2014). President Hitt recognized this and directed the university to grow. Though many faculty were displeased with the notion, Dr. Hitt persisted. (R. Schell, personal communication, October 2, 2014).

As the millennium approached, the University of Central Florida kept pressing forward. In 2000, the Department of Hospitality Management became a school and by 2004, it had developed into a college. Due to the generous gift of hotelier Harris Rosen, the college was named the Rosen College of Hospitality Management. (Harrison, 2011, p. 2). Also in 2004, UCF's Technology Incubator was established to provide emerging organizations with strategic tools and decision making expertise, as well as a wide variety of business development resources to help foster the success and development of technologically based businesses. Due to its sophisticated approach and well executed efforts, the Incubator received a top designation from the National Business Incubation Association (Helms, 2013, p. 36). Finally, in 2004, as an outgrowth of the Center for

Research and Education in Optics and Lasers (CREOL) which had been created in 1985, the College of Optics and Photonics was established.

Through President Hitt's continued perseverance and partnership approach, UCF reached a significant milestone on May 30, 2006, when then Governor Jeb Bush signed the legislation establishing a College of Medicine at the University of Central Florida. However, UCF's College of Medicine would not be possible without strong partnerships and support from local, state, and federal governments, as well as industry and business officials. This is one of the first instances in which UCF acted in opposition to the preferences of the Board of Regents and the State Legislature. At the time, the State was not in favor of pursuing/supporting additional medical schools in the SUS. Dr. Hitt, however, garnered enough local, state, and federal support to make UCF's College of Medicine a reality (D. Young, personal communication, October 2, 2014). During the signing ceremony, Governor Bush remarked, "The collaboration between industry and academe will help drive inventions and innovations from the lab to the marketplace" (Helms, 2013, p. 36). Dr. Hitt, also speaking at the ceremony, noted that:

The cluster of related facilities has resulted in a medical city that is the biggest economic boost for Central Florida since Walt Disney World. By the end of 2017, this collaborative effort will generate 30,000 jobs and an annual \$7.6 billion economic benefit for the region (Helms, 2013, p. 31).

Administrative units that were added to UCF's organizational structure during Dr. Hitt's presidency included the Burnett College of Biomedical Sciences. The Burnett College was created in 2005 just prior to the establishment of the College of Medicine.

However, after the College of Medicine was developed, the Burnett College was folded into the College of Medicine and was renamed the Burnett School of Biomedical Sciences in 2008 (Helms, 2013, p. 34). Also in 2008, UCF's Office of Graduate Studies was given college status and renamed the College of Graduate Studies (Helms, 2013, p. 36). Another mile marker in 2008 occurred during the spring commencement ceremony: Wendell Raulerson II became the 200,000th alumnus of the University of Central Florida (Helms, 2013, p. 37).

Some significant administrative structures that were adjusted during Dr. Hitt's presidency were addressed by B. Whisler (personal communication, September 25, 2014). Due to the change in funding approaches during President Altman's tenure, there was essentially no funding model to provide allocations to the academic units in the University. "That changed with John Hitt. One of the first things he did when he arrived was to say, 'We need a funding formula'" (B. Whisler, personal communication, September 25, 2014). Due to the extremely negative feeling among faculty who supported the Bolte formula, Dr. Hitt knew he needed to take a new approach. He charged Dr. Gary Whitehouse, who at that time served as the Dean of the College of Engineering, and Dr. Ed Neighbor, who was serving as an Associate Vice Provost of Academic Affairs to address the issue and develop a new funding formula which was eventually known as the Pegasus Model. (B. Whisler, personal communication, September 25, 2014).

The Pegasus Model was very transparent and any unit could technically calculate its funding which was distributed to colleges through Academic Affairs. Many colleges

were not as transparent in their allocation process, resulting in confusion, misapplied blame, and frustration for many faculty and administrators in the university.

Nonetheless, the Pegasus Model was very college-centric; deans of the colleges were responsible for their respective budgets and were accountable to the provost. According to Dr. Young (personal communication, October 2, 2014), the process differed from that of other institutions in the SUS in that the provost did not micro-manage unit budgets.

An additional unit that was developed during President Hitt's tenure was the Faculty Center for Teaching and Learning (FCTL). "The Faculty Center was the idea of the faculty senate" (F. Juge, personal communication, September 24, 2014). Dr. Juge (personal communication, September 24, 2014), credited the then provost, Dr. Gary Whitehouse, for his support of FCTL's development. Until Provost Whitehouse was appointed, funding any function/project outside one of the colleges was very challenging. Each of the college deans were in constant competition for funds. If an initiative that required funding was to take place outside of a college the likelihood of its coming to fruition was slim. Dr. Whitehouse, in his role as Provost who was responsible for allocations to academic programs, had the flexibility to fund initiatives outside of a college. With this latitude, Provost Whitehouse supported the faculty center and provided funding for a director, coordinator, an administrative support person as well as funds to pay stipends to faculty to pursue the professional development opportunities offered by FCTL. Although the idea for a faculty center had not initially been part of Dr. Hitt's original plans for the university, it aligned well with the direction he foresaw for

the university, and he supported the concept (F. Juge, personal communication, September 24, 2014).

A committee tasked with helping to design the faculty center were provided with several conceptual guidelines. The center was not to be duplicative of other functions on campus (e.g., the initial training sessions offered for distance learning). It was to be a center strictly devoted to assist faculty and improve teaching. It was to be created for the faculty and the faculty would own it.

Dr. Chuck Dziuban, a professor emeritus from the Department of Educational Research, Technology and Leadership at UCF, was instrumental in the construction of FCTL. “Chuck was our researcher, our brain in all of this. He went around to the various campuses and he, we had people come here [to tell us how they were executing their faculty support centers]” (F. Juge, personal communication, September 24, 2014). Once established, the Center reported to Academic Affairs, and Dr. Karen L. Smith was hired as the first director of UCF’s FCTL. Dr. Smith was an individual who well understood the concept of the center and was responsible for its initial structure and organization. Unfortunately, Dr. Smith passed away soon after the doors officially opened to FCTL in its new building. Hence, the center was named the Karen L. Smith Faculty Center for Teaching and Learning. The key to the effectiveness of the center has been that it was based in the needs of the faculty as expressed by the faculty. According to Dr. Juge (personal communication, September 24, 2014, “The only way it took flight was through a provost who saw its value and bankrolled the endeavor.”).

Another example of funds being provided by the provost and president to support initiatives was the pursuit of a center for distributed learning. This center would focus on distance learning, which evolved into one of the most revered online preparatory programs in the country. UCF's Center for Distributed Learning (CDL) was established in 1996, and Dr. Chuck Dziuban was appointed as the director. This initiative was well supported by President Hitt and senior administrators at UCF. Funds were provided by the university to pursue this endeavor, including the support to hire faculty and staff as well as an operating budget to provide stipends for faculty to pursue professional development opportunities through CDL (F. Juge, personal communication, September 24, 2014). This investment proved most fruitful, as "Web courses have accounted for our growth in the past five or six years [i.e. 2006-2013]--all of our growth has been on the web. We haven't had more bodies walk on campus, which is good--because we couldn't afford more (F. Juge, personal communication, September 24, 2014).

Another interesting evolution of the administrative and organizational structure of the university was the appointment of a new Vice President for Research in the late 1990s. The new appointee:

brought all kind of ideas about entrepreneurship. Some faculty knew that they had a product they could sell. So, the issue of dealing with 'how do we allow faculty to start a business?' 'Do we encourage it? Do we discourage it? How do we do partner with them to share an income from them?' All of those were very complex issues that took someone, not heavy-handed, but sophisticated in engineering and business, to say 'Alright, the university isn't going to give away

the store--it isn't going to give away the technology, but we're going to set up systems that allow faculty to go out and start a company up.' And we'll know what they're doing and where appropriate, we'll share in the income--some percentage of the income (F. Juge, personal communication, September 24, 2014).

The appointee, who later saw the evolution of the functions of the Office of Research to those of the Office of Research and Commercialization (ORC), was Dr. M. J. Soileau. This appointment represented a big change for the university, as in the initial days of the university, "research was suspect" (B. Whisler, personal communication, September 23, 2014). UCF's focus on research had been nominal at best. Additionally, prior to Dr. Soileau's arrival, "ORC was basically dysfunctional and there had been some policies that were very destructive--dealing with intellectual property. For the most part it was not functioning as . . . an organization which is meant to serve faculty" (M. Soileau, personal communication, October 7, 2014). When President Hitt assumed office in 1992, the university had been awarded \$20 million in external funding. By 2005, UCF surpassed the \$100 million mark for awarded research funds (Helms, 2013, p. 36).

In the early days of UCF, in order to support faculty research efforts, a few policies were created. Some of these policies included revenue sharing with overhead, and some small research incentive programs were created, whereby faculty could apply for small amounts of funds to help initiate a research program. Dr. Juge (personal communication, September 24, 2014) offered a perspective on the situation surrounding the scarcity of funds in the early days of the University of Central Florida:

However, funds were so limited--we were just scraping all of the time. In the early days, when you talked about doing something that cost money it was a touchy call, because everybody was out there fighting for every buck. We were very underfunded. If you looked at our funding per student in the first 20 years of this university's existence, we were at the bottom of the heap (Juge, personal communication, September 24, 2014).

Student Life was the organization charged with working with students and assisting with some of their needs. President Hitt renamed the organization Student Development and Enrollment Services (SDES) and retooled it. He removed it from a free standing vice presidency to a unit that reported to the provost of the university. As noted by Dr. R. Schell, (personal communication, October 2, 2014, "By having [SDES] report to the provost, it gives a student life function and academic home. It allows the student life people to do academic things," including teaching courses. This decision made it incumbent upon the vice president in charge of the SDES to determine how to energize the organization as a part of academe.

The naming of the unit as Student Development and Enrollment Services was very intentional. President Hitt combined the functions of student life and enrollment into one organization. "The theory was that enrollment works closely with student [life functions] and that [by combining these functions] one would get a synergy that would help increase enrollment opportunities" (R. Schell, personal communication, October 2, 2014). This proved to be very effective for UCF.

More recently, in 2010, the university opened an Office of Compliance. This was a large undertaking in that many functions of the university unfold simultaneously, and there are many varying organizations, restrictions, and policies which need to be pursued. Dr. Schell (personal communication, October 2, 2014) commented, “Higher education has more federal regulations than any other industry in the country.” UCF’s Office of Compliance has been a very wise investment as it has already avoided huge, costly investigations from outside entities and fines due to violating regulations. Though a number of universities in the SUS have received seven figure dollar fines for violating regulations; through 2013, UCF has avoided these fines (R. Schell, personal communication, October 2, 2014).

Another significant organizational change that Dr. Hitt executed was the reassignment of the athletic director of the University of Central Florida. After the termination of an athletic director whose philosophy did not align well with the university, a change took place in both title and reporting line of authority. To address some of the systemic issues with the athletic director position, the replacement position was given the title of vice president. By making the appointment at the vice president level, the athletic director was obliged to not only report directly to President Hitt, but to attend the monthly vice president’s meeting with the president and the other vice presidents. This forced the athletic director to hear all of the issues in and around the university and helped create buy-in for the position. This approach has proved most effective in remedying the associated issues (R. Schell, personal communication, October 2, 2014).

A significant structural change, which significantly impacted the university, the faculty, the staff, the students, alumni, and visitors, has been the construction and placement of the football stadium on the UCF campus. Prior to having its own facility, the UCF football team played its home games at the Citrus Bowl located on the West side of Orlando (the opposite side of the city). This distance created a disconnect in supporting the team as well as a diminishment of comradery among UCF fans. Moving the football stadium to campus allowed for a lot more participation of faculty, staff, and students. Also, alumni could come to the place they once attended to support their alma mater's football team--a big draw for many people (R. Schell, personal communication, October 2, 2014).

According to B. Whisler (personal communication, September 25, 2014), a number of new administrative offices and functions were initiated during Dr. Hitt's tenure, including the Office of Experiential Learning, Student Development and Enrollment Services, Office of Dispute Resolution Services, the Office of Diversity and Inclusion, the Office of Victim Services, the Office of Research and Commercialization, the Faculty Center for Teaching and Learning, Office of Institutional and Knowledge Management, Office of Information Technologies and Resources. However, according to Dr. Whisler (personal communication, September 25, 2014), "Some of this is characteristic of higher education throughout the country and not just bureaucracy run amuck." Additionally, like many leaders, when President Hitt assumed office at UCF, he brought with him a few trusted advisors and key people with specific sets of skills to help carry out functions which needed to be executed well. This included Joel Hartman, who

at the time of the study, served as the Vice Provost for Information Technologies and Resources (Whisler, personal communication, September 25, 2014) and Dr. Tom Huddleston (D. Young, personal communication, October 2, 2014).

Each were brought in for different reasons, and had differing effects on the university's structure but were integral in shaping the university. Dr. Huddleston was brought to the university by Dr. Hitt to manage the university's enrollment. As the university pursued the growth track, President Hitt was desirous of growing, but growing smartly, and with the best students possible. Dr. Huddleston's background was in enrollment, and he facilitated the growth of the university, while simultaneously enhancing the reputation and quality, to make it more attractive for the best and brightest students. As an example, in the State of Florida, UCF is second only to the University of Florida in its number of merit scholars. Dr. Hartman was brought in to help build, develop, and manage the university's technological infrastructure. Dr. Hartman provided the tools and resources which allowed the university to be on the cutting edge with many of its classrooms and technological abilities. Hartman also provided a number of the data processing centers which allowed the university to make data-driven decisions, impacting strategy, as well as organizational and structural adjustments to pursue (D. Young, personal communication, October 2, 2014).

Organization Charts and Roles and Responsibilities (1992-1993)

Figures 36-41 contain organizational charts displaying the organizational hierarchy that was in place in 1992-93 at the beginning of President Hitt's tenure.

Figures are followed by supportive tables (36-41) containing the roles and responsibilities for each of the superordinates and their direct reports.



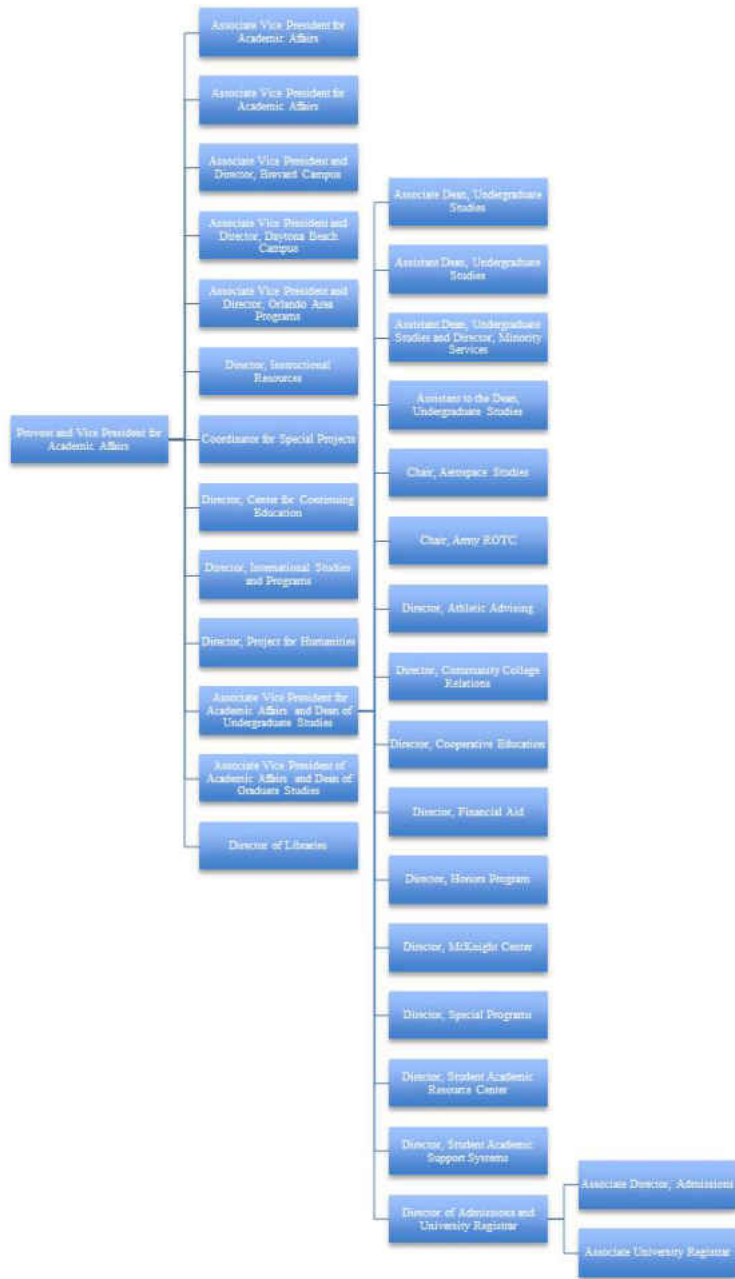
Source: University of Central Florida Undergraduate Catalog, 1992-1993.

Figure 36. UCF Organization Chart 1992-1993: President and Direct Reports

Table 36

Roles and Responsibilities: President and Direct Reports (1992-1993)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Vice President for University Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, development efforts, community relations, and alumni outreach and maintenance.
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Senior Counsel to the President and Director of Governmental Relations	Served as chief legal counsel to the president to address myriad legal concerns and/or legal complications and managed relationships with governmental officials/agencies.
Director, Athletics	Served as the primary coordinator for the university's athletic programs.
Director, Budget Office	Served as the chief coordinator of the university's budget.
Director, EEO/AA Programs	Served as the chief Equal Employment Opportunity / Affirmative Action officer in the university; ensured the university abided by the related Federal statutes.
Director, Internal Auditing	Served as the chief auditor to ensure the university's accounting practices were being done appropriately and ethically.
University Attorney	Served as legal counsel for the university, to address myriad legal concerns and/or legal complications.
Executive Assistant to the President	Served as the chief administrative staff person to the president; managed the president's calendar, paperwork, and other key support functions.



Source: University of Central Florida Undergraduate Catalog, 1992-1993.

Figure 37. UCF Organization Chart 1992-1993: Provost and Vice President of Academic Affairs and Direct Reports

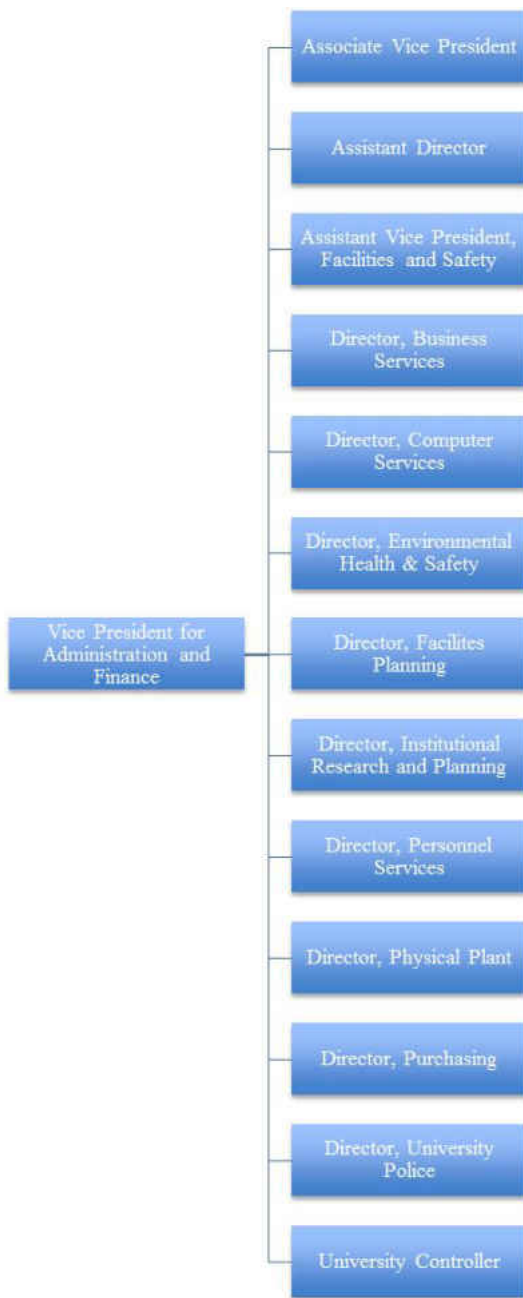
Table 37

Roles and Responsibilities: Provost and Vice President for Academic Affairs and Direct Reports (1992-1993)

Roles	Responsibilities
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Associate Vice President for Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including faculty relations. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President for Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including managing space. When necessary served as the acting provost and vice president for academic affairs.
Associate Vice President and Director, Brevard Campus	As an associate vice president, served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Associate Vice President and Director, Daytona Campus	As an associate vice president, served as the senior administrator on the regional campus; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director of Orlando Area Programs	Served as the senior administrator of the programs in and around the Orlando area; helped facilitate the delivery of instruction, programming, managed budgets, enrollment, etc.
Director, Instructional Resources	Served as the chief coordinator of audio-visual equipment used throughout the university; placed audio-visual equipment throughout the university for faculty use.
Coordinator for Special Projects	Coordinated uncategorized and spontaneous projects for the senior administration.
Director, Center for Continuing Education	Served as the chief academic officer for the programs contained within continuing education; provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, International Studies and Programs	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Project for Humanities	Executed functions to support the typically underserved academic disciplines encompassed in the Humanities.

Roles	Responsibilities
Associate Vice President for Academic Affairs and Dean of Undergraduate Studies	Served as a senior academic officer for the university; oversaw the functions of the undergraduate programs in the university and oversaw administrative functions of the university, such as the registrar, financial aid, student records, student resource center, and advising for undergraduate students.
Director of Libraries	Served as the chief librarian for the university; oversaw the university's library, collections, archives, and services offered by the library.
Associate Dean, Undergraduate Studies	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead.
Assistant Dean, Undergraduate Studies	Served as an administrative support position to the dean of undergraduate studies; facilitated the work of the dean.
Assistant Dean, Undergraduate Studies and Director, Minority Services	Served as a senior administrative support to the dean of undergraduate studies; facilitated the work of the dean and acted as the dean in his/her stead and executed outreach and service to the minority community.
Assistant to the Dean, Undergraduate Studies	Served as an administrative and clerical support for the dean of undergraduate studies.
Chair, Aerospace Studies	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Chair, Army ROTC	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Athletic Advising	Served as the chief advising officer for the students in the athletic programs and oversaw the advising process for all students involved in athletics.
Director, Community College Relations	Served as the chief liaison between the university and the community college partners throughout the state; started facilitating partnerships and connections between the university and the community colleges.
Director, Cooperative Education	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, Financial Aid	Served as the chief coordinator of the financial aid options available to students enrolling in UCF; this included managing student accounts, and loan and grant processing.
Director, Honor's Program	Served as the chief academic officer for the program, provided direction, vision, and guidance for the program and was ultimately responsible for the function, success and/or failure of the program.
Director, McKnight Center	Served as the chief officer of the center, which was founded through a grant to support and reach out to minority students.

Roles	Responsibilities
Director, Special Programs	Served as the coordinator for uncategorized projects and those projects which appeared spontaneously.
Director, Student Academic Resource Center	Served as the chief student resource officer for the university; created programs to support students, provide tutoring opportunities, and increase retention.
Director, Student Academic Support Systems	Unknown.
Director of Admissions and University Registrar	Served as the chief coordinator of the recruitment and registration process for students enrolling in and applying to the university.
Associate Director Admissions	Served as the senior administrative support position for the director of admissions to the university; this included assisting with the management of students entering the university and recruitment efforts to attract students to the university.
Associate University Registrar	Served as the senior administrative support position for the registrar to the university; this included assisting with the management of students records and enrollment in courses.
Associate Vice President and Dean of Graduate Studies	As a vice president, served as the chief coordinator of graduate programs in the university and facilitated graduate program development.



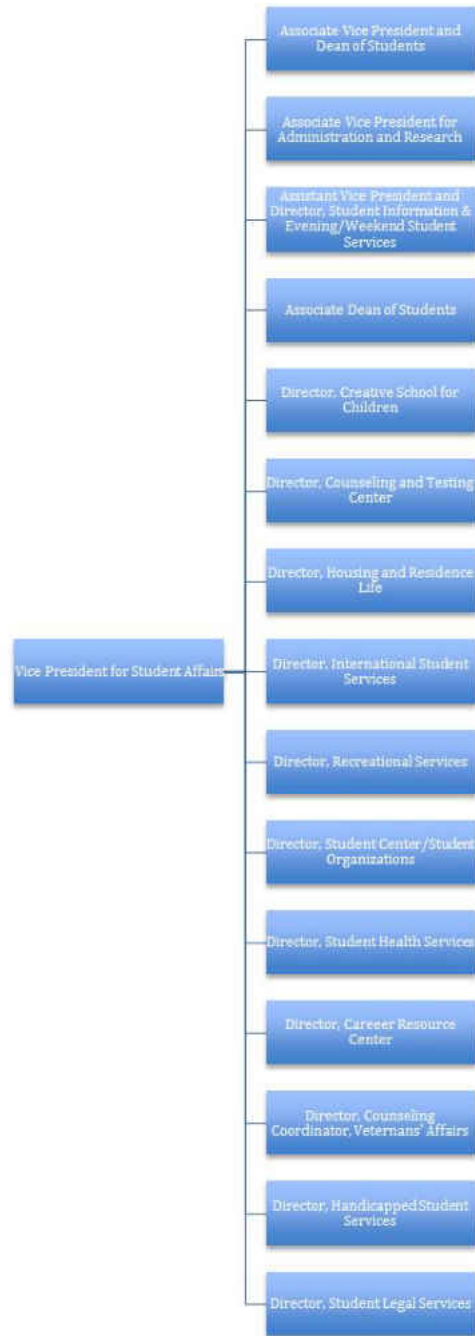
Source: University of Central Florida Undergraduate Catalog, 1992-1993.

Figure 38. UCF Organization Chart 1992-1993: Vice President for Administration and Finance and Direct Reports

Table 38

Roles and Responsibilities: Vice President for Administration and Finance and Direct Reports (1992-1993)

Roles	Responsibilities
Vice President for Administration and Finance	Served as the chief business officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Associate Vice President	Served as the senior administrative support position to the vice president for administration and finance and supported the management of the university's budget and assisted in the allocation of the budgets to the units within the university. Also assisted with the business affairs and the accounting functions of the university.
Assistant Director	Unknown.
Assistant Vice President, Facilities and Safety	Served as a chief coordinator of the campus' buildings and maintenance efforts and supported efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Business Services	Served as the chief coordinator of the university's business function.
Director, Computer Services	Served as the chief coordinator of the university's efforts to supply the faculty, staff, and administration with the necessary technological and computer equipment in order to do their work.
Director, Environmental Health and Safety	Served as a coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
Director, Facilities Planning	Served as a coordinator of the campus' new buildings, placement, and development.
Director, Institutional Research and Planning	Served as the chief officer overseeing the university's metrics, including, enrollment, grades, programs, faculty, staff, etc. and used this data to make suggestions for increased efficiencies, address demand, etc.
Director, Personnel Services	Served as the chief coordinator of the human resources function of the university.
Director, Physical Plant	Served as the chief coordinator of the maintenance of the campus' facilities.
Director, Purchasing	Served as the chief coordinator of the university's procurement efforts.
Director, University Police	Served as the chief coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.
University Controller	Served as the chief comptroller to ensure the university's accounting practices were being done appropriately and ethically.



Source: University of Central Florida Undergraduate Catalog, 1992-1993.

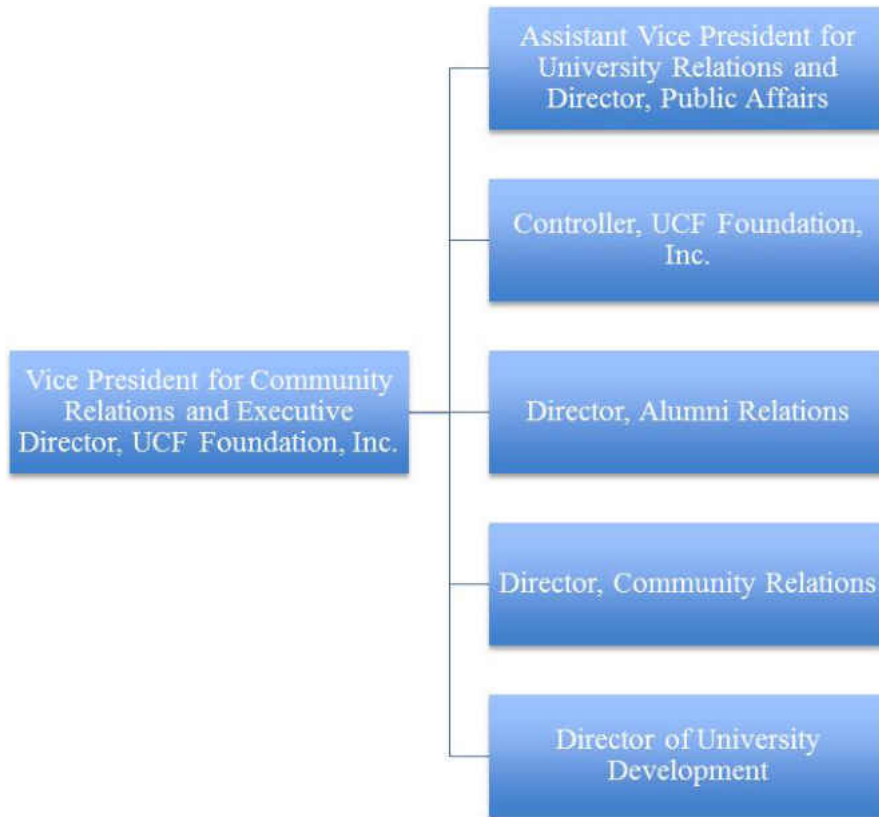
Figure 39. UCF Organization Chart 1992-1993: Vice President for Student Affairs and Direct Reports

Table 39

Roles and Responsibilities: Vice President for Student Affairs and Direct Reports (1992-1993)

Roles	Responsibilities
Vice President for Student Affairs	Served as the chief student resource officer for the university; oversaw and created student recruitment processes, student support programs and student development efforts.
Associate Vice President and Dean of Students	Served as a senior administrative support person to the vice president for student affairs and assisted with and/or executed the many functions overseen by the vice president for student affairs. Served as dean of students and, when necessary, served as the acting vice president for student affairs.
Associate Vice President for Administration and Research	Unknown.
Assistant Vice President and Director, Student Information and Evening/Weekend Student Services	Unknown.
Associate Dean of Students	Served as the senior administrative support position to the associate vice president and dean of students; facilitated the academic support efforts for the student population and addressed disciplinary issues or challenges faced by students.
Director, School for Creative Children	Served as the chief operator of the school; assisted UCF students with child care while they worked toward a degree and provided guidance for healthy family relationships.
Director, Counseling and Testing Center	Served as the mental health counselor for the student population, managed counselors, and administered tests to identify student disabilities.
Director, Housing and Residence Life	Served as the chief coordinator of residential offerings for the students of the university and managed all aspects of the associated housing issues.
Director, International Student Services	Served as the chief coordinator of the university's international program offerings, including student exchange and study abroad.
Director, Recreational Services	Served as the chief coordinator of intramural sports on campus and supported recreation and wellness efforts for the student population.
Director of Student Center / Student Organizations	Served as the chief coordinator of events and/or groups for students and served as the chief coordinator of the campus' student center, where students gathered to study, nourish themselves, and relax.
Director of Student Health Services	Served as the chief coordinator of the health services offered to the FTU community.

Roles	Responsibilities
Director, Career Resource Center	Served as the chief coordinator of placing students in their chosen careers upon graduation from the university.
Director, Counseling Coordinator, Veterans' Affairs	Served as the chief counselor and coordinator for the office of Veterans' Affairs; assisted with veteran-specific needs and provided an outlet for student veterans.
Director, Handicapped Student Services	Served as the chief coordinator of the services offered by the university to assist students with disabilities.
Director, Student Legal Services	Provided gratis legal advice and assistance to the student population.



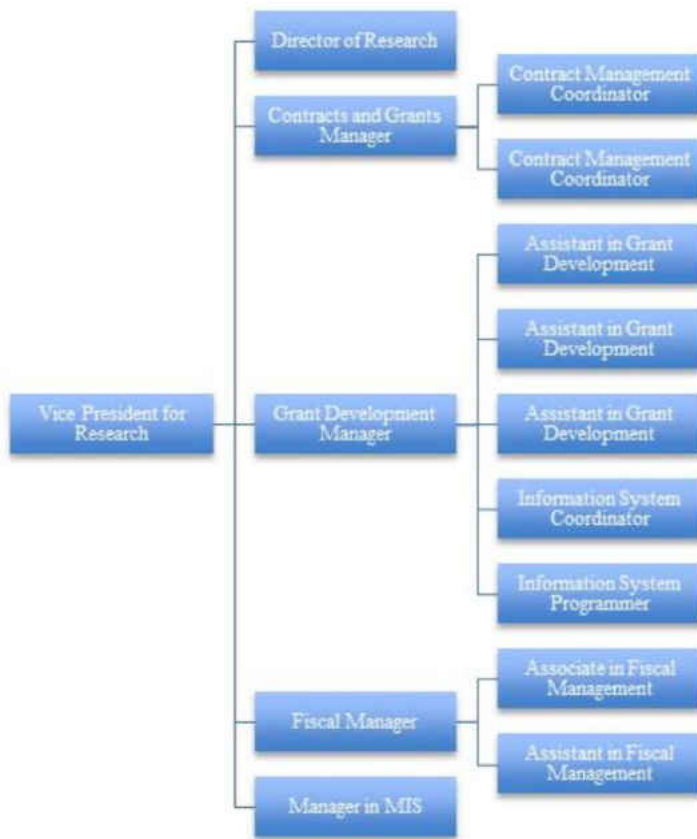
Source: University of Central Florida Undergraduate Catalog, 1992-1993.

Figure 40. UCF Organization Chart 1992-1993: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. and Direct Reports

Table 40

Roles and Responsibilities: Vice President for Community Relations and Executive Director, UCF Foundation, Inc. and Direct Reports (1992-1993)

Roles	Responsibilities
Vice President for Community Relations and Executive Director, UCF Foundation, Inc.	Served as the chief officer responsible for the university's public relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Assistant Vice President for University Relations and Director, Public Affairs	Served as the senior administrative support to the vice president for community relations and executive director, UCF Foundation, Inc. and assisted with the university's public relations, media relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Controller, UCF Foundation Inc.	Served as the chief comptroller for the UCF Foundation to ensure the university's accounting practices were being done appropriately and ethically.
Director, Alumni Relations	Served as the primary coordinator for the university's alumni outreach and maintenance efforts.
Director, Community Relations	Served as a coordinator for the interactions with UCF's local community in re: to the UCF Foundation, Inc.
Director of University Development	Served as the primary coordinator for the university's fundraising efforts.



Source: University of Central Florida Undergraduate Catalog, 1992-1993.

Figure 41. UCF Organization Chart 1992-1993: Vice President for Research and Direct Reports

Table 41

Roles and Responsibilities: Vice President for Research and Direct Reports (1992-1993)

Roles	Responsibilities
Vice President for Research	Served as the chief research officer for the university; assisted faculty in executing and pursuing research in the university.
Director of Research	Served as the director of research in the Office of Research; assisted faculty in executing and pursuing research in the university.
Contracts and Grants Manager	Assisted faculty in the management of awarded contracts and grants.
Grant Development Manager	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Fiscal Manager	Assisted faculty in the management of the financial aspects of the contract and grant pre and post award process.
Associate in Fiscal Management	Assisted the fiscal manager and the faculty in the management of the financial aspects of the contract and grant pre and post award process.
Assistant in Fiscal Management	Assisted the associate fiscal manager, the fiscal manager, and the faculty in the management of the financial aspects of the contract and grant pre and post award process.
Manger in MIS	Unknown.
Contract Management Coordinator	Assisted faculty in identifying contract opportunities and assisted with the application and management process.
Contract Management Coordinator	Assisted faculty in identifying contract opportunities and assisted with the application and management process.
Assistant in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Assistant in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.
Assistant in Grant Development	Assisted the grant development coordinator and faculty in identifying external funding opportunities and assisted with the application and management process.

Roles	Responsibilities
Information System Coordinator	Managed the software systems utilized to identify funding opportunities through multiple outlets/agencies.
Information System Programmer	Programmed the software systems utilized to identify funding opportunities through multiple outlets/agencies.

Organization Charts and Roles and Responsibilities (2013-2014)

Figures 42-53 contain organizational charts displaying the organizational hierarchy that was in place in 2013-2014 as Dr. Hitt continued his presidency. Figures are followed by supportive tables (42-53) containing the roles and responsibilities for each of the superordinates and their direct reports.



Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 42. UCF Organization Chart 2013-2014: President and Direct Reports

Table 42

Roles and Responsibilities: President and Direct Reports (2013-2014)

Roles	Responsibilities
President	Served as the chief executive officer for the university, providing direction, vision, and guidance for the university.
Provost and Vice President for Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Vice President and General Counsel	Served as chief legal counsel to the president and university to address myriad legal concerns and/or legal complications.
Vice President Community Relations	Served as a key liaison between the university and local, regional, state, and national constituents.
Vice President for Student Development and Enrollment Services	Served as the chief student resource officer for the university; oversaw and created student enrollment processes, student support programs, and student development efforts.
Vice President Medical Affairs and Dean, College of Medicine	Served as the chief medical officer for the university; addressing medically related concerns, issues, and directions to pursue. Also served as the chief academic officer for the college, provided direction, vision, and guidance for the college and was ultimately responsible for the function, success and/or failure of the college.
Vice President, Strategy, Marketing, Communication and Admissions	Served as the chief officer responsible for the university's communication efforts, including public relations, strategy, marketing, and media relations, as well as oversaw the university's student admission process.
Vice President Alumni Relations and CEO of UCF Foundation	Served as the chief officer responsible for the university's development efforts, the CEO of the UCF Foundation, and oversaw the alumni association and its efforts.
Vice President for University Relations, Director of Governmental Relations, and Senior Counsel to the President	Served as the key liaison between the university and the State of Florida Legislature, a senior counsel to the president, as well as the chief lobbyist for the university.
Vice President for Administration and Finance and CFO	Served as the chief business officer and chief financial officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Vice President and Chief of Staff	Served as the president's chief of staff, assisted with oversight of the vice presidents, and organized and executed projects on behalf of the president.

Roles	Responsibilities
Vice President for Research and Commercialization	Served as the chief research and commercialization officer for the university; assisted faculty in executing and pursuing research and commercialization efforts in the university.
Vice President and Director, Athletics	Served as the chief coordinator for the university's robust athletic programs.
Interim Vice Provost and Dean, Graduate Studies	Served as a senior administrative support person to the provost and vice president for academic affairs and oversaw the functions and development of the graduate programs in the university.
Special Assistant to the President and Vice President Emerita	As a previous vice president, served as coordinator for uncategorized and/or spontaneous projects for the president.
Assistant Chief of Staff	Served as the chief administrative support position to the president's chief of staff and assisted with oversight of the vice presidents, and organized and executed projects on behalf of the president.
Senior Administrative Assistant to the President	Served as the chief administrative staff person to the president; managed the president's calendar, paperwork, and other key support functions.
Executive Director, University Audit	Served as the chief auditor to ensure the university's accounting practices were being done appropriately and ethically.
Director, Diversity Initiatives	Served as the chief diversity officer for the university and directly supported the fourth goal of the university, which was to be more inclusive and diverse.
Director, Global Perspectives and Special Assistant to the President	Served as the chief officer to sharpen the university's focus on the interconnectedness of the university and the global community, and to support the university's third goal, which was to provide an international focus to the university's curricula and research programs.
Director, EO/AA Programs	Served as the chief Equal Opportunity / Affirmative Action officer in the university; ensured the university abided by the related Federal statutes.
University Ombuds Officer	Served as an informal, independent, confidential, and neutral office that offered assistance, impartial advice, and resolutions to anyone in the university community regarding concerns related to the university.
Chief Compliance and Ethics Officer	Served as the senior ethics and compliance officer for the university and promoted a culture of ethical and compliant behavior as well as enduring accountability.
Communications Specialist	Served as a communicator on behalf of the president's office; addressed questions, concerns, and managed media and public relations efforts.



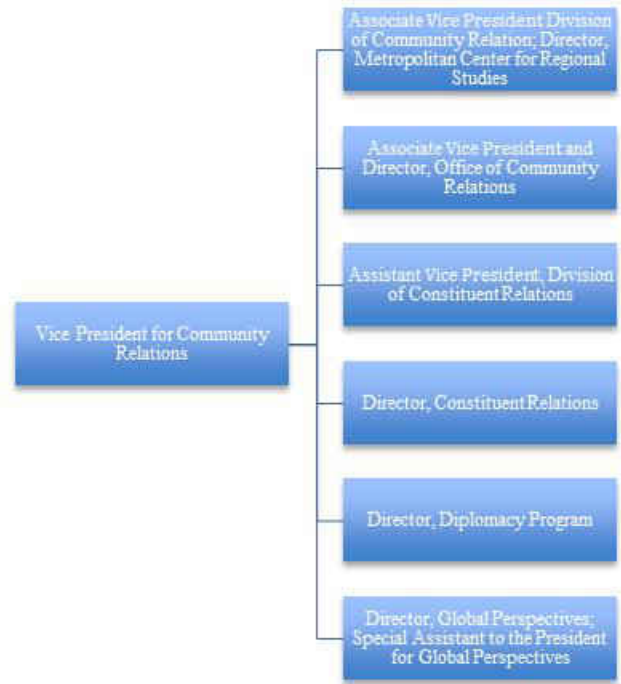
Source: *University of Central Florida Undergraduate Catalog, 2013-2014*

Figure 43. UCF Organization Chart 2013-2014: Provost and Vice President, Academic Affairs and Direct Reports

Table 43

Roles and Responsibilities: Provost and Vice President, Academic Affairs and Direct Reports (2013-14)

Roles	Responsibilities
Provost and Vice President, Academic Affairs	The senior of all the vice presidents, the provost served as the chief academic officer for the university; worked closely with the deans of the colleges to ensure academic programs were being developed appropriately and managed faculty relations.
Executive Vice Provost, Academic Affairs	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including faculty relations. When necessary served as the acting provost and vice president for academic affairs.
Vice Provost and Chief Information Officer, Information Technologies and Resources	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including managing the data and data processing systems of the university, as well as the IT infrastructure of the university.
Vice Provost, Space Planning, Analysis and Administration	Served as a senior administrative support person to the provost and vice president for academic affairs and assisted with and/or executed the many functions overseen by the provost and vice president for academic affairs, including managing space, space allocations, and space usage.
Interim Vice Provost and Dean, College of Graduate Studies	Served as a senior administrative support person to the provost and vice president for academic affairs and served as the chief coordinator of graduate programs in the university and facilitated graduate program development.
Interim Vice Provost and Dean, Office of Undergraduate Studies	Served as a senior administrative support person to the provost and vice president for academic affairs and oversaw the functions of the undergraduate programs in the university.
Interim Vice Provost, Regional Campuses	Served as the senior administrator of the regional campus system; facilitated the delivery of instruction, programming, enrollment, and managed the system's budgets, etc.
Associate Provost, Associate General Counsel	Served as chief legal counsel to the provost and provost's staff, particularly in relation to employment law and collective bargaining, to address myriad legal concerns and/or legal complications.



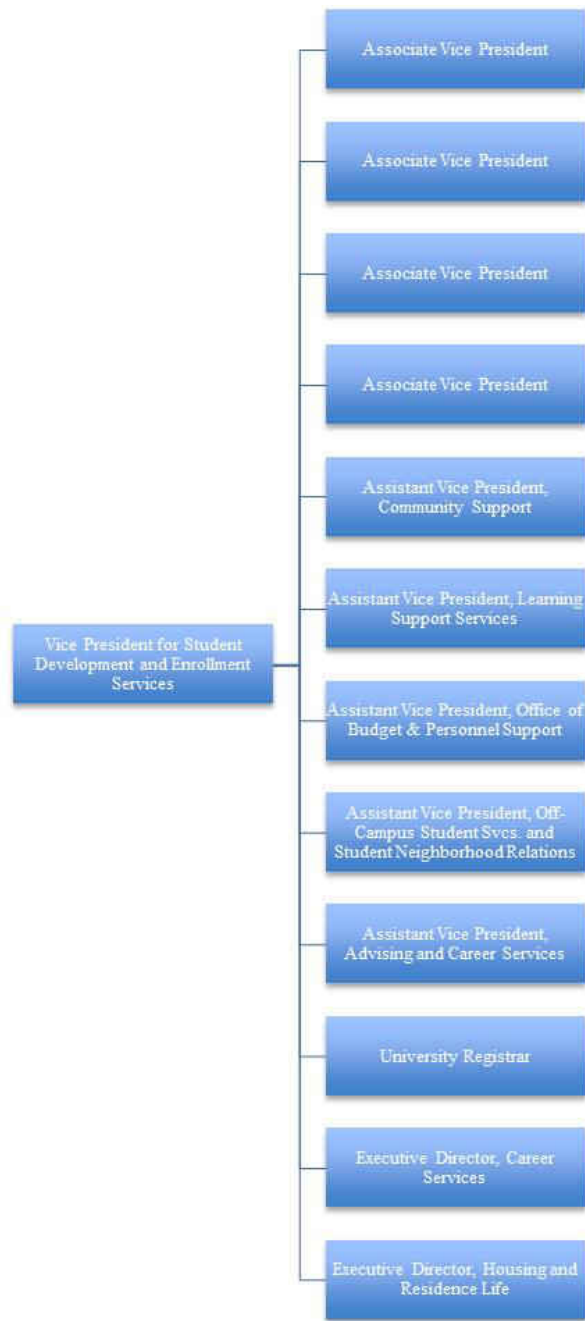
Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 44. UCF Organization Chart 2013-2014: Vice President for Community Relations and Direct Reports

Table 44

Roles and Responsibilities: Vice President for Community Relations and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President for Community Relations	Served as the chief officer responsible for the university's public relations, communication, UCF Foundation, development efforts, community relations, and alumni outreach and maintenance.
Associate Vice President, Division of Community Relations, Director, Metropolitan Center for Regional Studies	Served as a senior administrative support position to the vice president of community relations and assisted liaising with the university and the external community, initiated and oversaw events and outreach to the Central Florida business community as well as worked with neighbors and groups close to campus. Also oversaw the Metropolitan Center for Regional Studies, which examined key issues of concern and economic impact to the Central Florida region.
Associate Vice President and Director, Office of Community Relations	Served as a senior administrative support position to the vice president of community relations and assisted liaising with the university and external community, initiated and oversaw events and outreach to the Central Florida business community. Represented the university on various boards and committees throughout Central Florida.
Assistant Vice President, Division of Constituent Relations	Served as a senior administrative support position to the vice president of community relations and assisted with the management, administrative direction, coordination and control of events and activities for academic programs, donors and campus-related events as directed by UCF's president.
Director, Constituent Relations	Served as an administrative support position to the assistant vice president, division of constituent relations and assisted with the management, administrative direction, coordination and control of events and activities for academic programs, donors and campus-related events as directed by UCF's president.
Director, Diplomacy Program	Served as a senior administrative support position to the vice president of community relations and directed diplomacy efforts on behalf of the university to international partners.
Director, Global Perspectives, Special Assistant to the President for Global Perspectives	Served as a senior administrative support position to the vice president of community relations as well as a special assistant to the president and sharpened UCF's international focus, and helped advance UCF's goal of providing international emphasis to curricula and research. It also worked to expand the university's efforts to enlarge Central Florida's awareness and understanding of the interconnectedness of the global community.



Source: University of Central Florida Undergraduate Catalog, 2013-2014

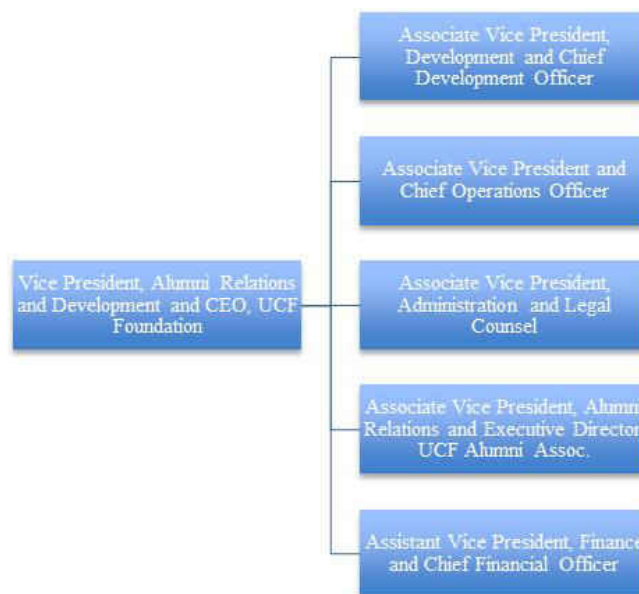
Figure 45. UCF Organization Chart 2013-2014: Vice President for Student Development and Enrollment Services and Direct Reports

Table 45

Roles and Responsibilities: Vice President for Development and Enrollment Services and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President for Student Development and Enrollment Services	Served as the chief student resource officer for the university; oversaw and created student enrollment processes, student support programs, and student development efforts.
Associate Vice President	Served as a senior administrative support position to the vice president for student development and enrollment services and facilitated the academic support efforts for the student population and assisted with executing the functions of the office of Student Development and Enrollment Services.
Associate Vice President	Served as a senior administrative support position to the vice president for student development and enrollment services and facilitated the academic support efforts for the student population and assisted with executing the functions of the office of Student Development and Enrollment Services.
Associate Vice President	Served as a senior administrative support position to the vice president for student development and enrollment services and facilitated the academic support efforts for the student population and assisted with executing the functions of the office of Student Development and Enrollment Services.
Associate Vice President	Served as a senior administrative support position to the vice president for student development and enrollment services and facilitated the academic support efforts for the student population and assisted with executing the functions of the office of Student Development and Enrollment Services.
Assistant Vice President, Community Support	Served as an administrative support position to the vice president for student development and enrollment services and worked to engage the local and regional community members in support of the university and the functions of the office of Student Development and Enrollment Services.
Assistant Vice President, Learning Support Services	Served as an administrative support position to the vice president for student development and enrollment services and assisted students in addressing challenges and barriers to attaining their degrees.
Assistant Vice President, Office of Budget and Personnel Support	Served as an administrative support position to the vice president for student development and enrollment services and served as the senior manager of the office's budget and human resource functions.
Assistant Vice President, Off-Campus Student Services and Student Neighborhood Relations	Served as an administrative support position to the vice president for student development and enrollment services and coordinated the services for those students who did not reside on campus, as well as engaged the campus-neighboring community through relationship building and addressed any issues they encountered.
Assistant Vice President, Advising and Career Services	Served as an administrative support position to the vice president for student development and enrollment services and oversaw the academic advising and post-graduation career options services provided by the office.

Roles	Responsibilities
University Registrar	Served as the chief coordinator of the registration process for students applying to the university and enrolling in courses.
Executive Director, Career Services	Served as an administrative support position to the assistant vice president, advising and career services, and assisted with the oversight and direction with post-graduation career options for the student population.
Executive Director, Housing and Residence Life	Served as the chief coordinator of residential offerings for the students of the university and managed all aspects of the associated housing issues.



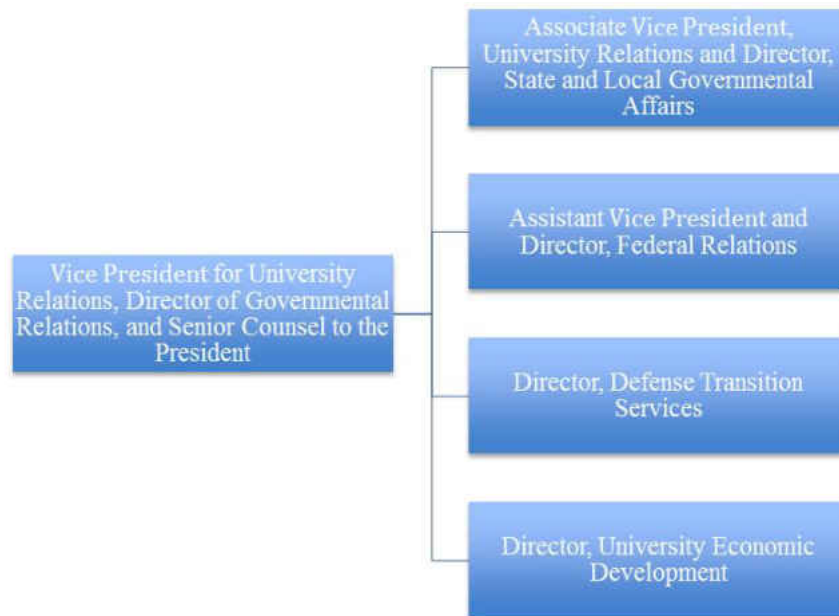
Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 46. UCF Organization Chart 2013-2014: Vice President, Alumni Relations and Development and CEO, UCF Foundation and Direct Reports

Table 46

Roles and Responsibilities: Vice President, Alumni Relations and Development and CEO, UCF Foundation and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President, Alumni Relations and Development and CEO, UCF Foundation	Served as the chief officer responsible for the university's development efforts, the CEO of the UCF Foundation, and oversaw the alumni association and its efforts.
Associate Vice President, Chief Development Officer	Served as a senior administrative support position to the vice president alumni relations and CEO of UCF Foundation and the senior development officer for the UCF Foundation.
Associate Vice President, Chief Operations Officer	Served as a senior administrative support position to the vice president alumni relations and CEO of UCF Foundation and the senior operations officer for the UCF Foundation.
Associate Vice President, Administration and Legal Counsel	Served as a senior administrative support position to the vice president alumni relations and CEO of UCF Foundation and the senior attorney for the UCF Foundation.
Associate Vice President, Alumni Relations and Executive Director, UCF Alumni Association	Served as a senior administrative support position to the vice president alumni relations and CEO of UCF Foundation and oversaw the alumni outreach efforts as well as directed the UCF Alumni Association.
Assistant Vice President, Finance and Chief Financial Officer	Served as an administrative support position to the vice president alumni relations and CEO of UCF Foundation and oversaw the UCF Foundation's budget and accounting functions.



Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 47. UCF Organization Chart 2013-2014: Vice President for University Relations, Director of Governmental Relations, and Senior Counsel to the President and Direct Reports

Table 47

Roles and Responsibilities: Vice President for University Relations, Director of Governmental Relations, and Senior Counsel to the President and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President for University Relations, Director of Governmental Relations, and Senior Counsel to the President	Served as the key liaison between the university and the State of Florida Legislature, a senior counsel to the president, as well as the chief lobbyist for the university.
Associate Vice President, University Relations and Director, State and Local Governmental Affairs	Served as a senior administrative support position to the vice president, university relations, director of governmental relations, and senior counsel to the president and assisted with the lobbying and relationship building with the local and state government officials and agencies.
Assistant Vice President and Director, Federal Relations	Served as a senior administrative support position to the vice president, university relations, director of governmental relations, and senior counsel to the president and assisted with the lobbying and relationship building with federal government officials and agencies.
Director, Defense Transition Services	Served as an administrative support position to the vice president, university relations, director of governmental relations, and senior counsel to the president and served as a liaison with U.S. defense infrastructure and relationships in the local region and throughout the country.
Director, University Economic Development	Served as an administrative support position to the vice president, university relations, director of governmental relations, and senior counsel to the president and spearheaded efforts to have the university be involved with economic development opportunities throughout the region, state, nation, and globally.



Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 48. UCF Organization Chart 2013-2014: Vice President, Strategy, Marketing, Communications and Admissions and Direct Reports

Table 48

Roles and Responsibilities: Vice President, Strategy, Marketing, Communications and Admissions and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President, Strategy, Marketing, Communications and Admissions	Served as the chief officer responsible for the university's communication efforts, including public relations, strategy, marketing, and media relations, as well as oversaw the university's student admission process.
Associate Vice President, Communications and Public Affairs	Served as a senior administrative support position to the vice president, strategy, marketing, communication and admissions, as well as managed communication efforts of the university, including media relations and public relations.
Associate Vice President, Regional Campuses, Enrollment Services, Marketing and Outreach	Served as a senior administrative support position to the vice president, strategy, marketing, communication and admissions, and oversaw the regional campus system; facilitated the delivery of instruction, programming, enrollment, marketing, outreach and managed the system's budgets, etc.
Associate Vice President, Strategic Planning	Served as a senior administrative support position to the vice president, strategy, marketing, communication and admissions, and managed the university's strategic planning process.
Associate Vice President, Undergraduate Admissions, Student Financial Assistance and Student Outreach	Served as a senior administrative support position to the vice president, strategy, marketing, communication and admissions, and oversaw the undergraduate admissions process, the university's office of student financial aid, and outreach efforts to more fully engage students in university and campus life.
Associate Vice President, University Marketing	Served as a senior administrative support position to the vice president, strategy, marketing, communication and admissions, and oversaw the university's marketing efforts, including strategy, websites, collateral pieces, etc.
Assistant Vice President, Institutional Knowledge Management	Served as an administrative support position to the vice president, strategy, marketing, communication and admissions, and oversaw the university's metrics, including, enrollment, grades, programs, faculty, staff, etc.
Executive Director, Student Financial Assistance	Served as an administrative support position to the associate vice president, undergraduate admissions, student financial assistance, and student outreach and managed the office of student financial aid for the university.
Director, Student Outreach Programs	Served as an administrative support position to the associate vice president, undergraduate admissions, student financial assistance, and student outreach and managed outreach efforts to more fully engage students in university and campus life.
Director, Operational Excellence and Assessment Support	Served as an administrative support position to the vice president, strategy, marketing, communication and admissions, and oversaw the university's program assessment efforts.

Roles	Responsibilities
Director, University Analysis and Planning Support	Served as an administrative support position to the vice president, strategy, marketing, communication and admissions and assisted with the analysis and planning of the university campus, building locations, and strategic direction of facilities.



Source: University of Central Florida Undergraduate Catalog, 2013-2014

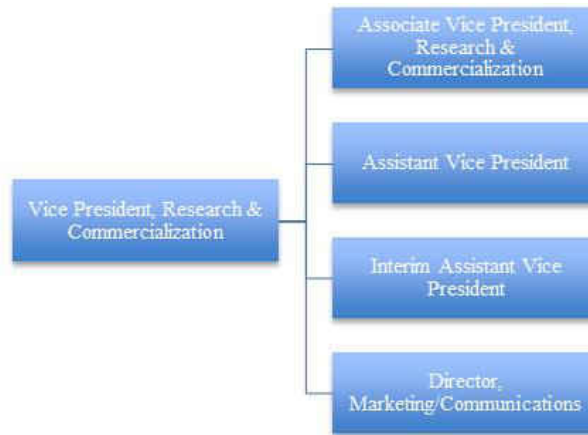
Figure 49. UCF Organization Chart 2013-2014: Vice President, Administration and Finance and CFO and Direct Reports

Table 49

Roles and Responsibilities: Vice President, Administration and Finance and CFO and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President, Administration and Finance and CFO	Served as the chief business officer and chief financial officer of the university; managed the university's budget and allocated the units within the university their budgets. Also managed the business affairs and the accounting functions of the university.
Associate Vice President, Facilities and Safety	Served as a senior administrative support position to the vice president, administration and finance and chief financial officer, and oversaw the university's facilities as well as safety policies and procedures.
Associate Vice President, Human Resources and Chief Human Resources Officer	Served as a senior administrative support position to the vice president, administration and finance and chief financial officer, and oversaw the university's human resource functions.
Associate Vice President, University Services	Served as a senior administrative support position to the vice president, administration and finance and chief financial officer, and oversaw the university business and operational services and processes.
Assistant Vice President, Debt Management	Served as an administrative support position to the vice president, administration and finance and chief financial officer, and monitored, budgeted, and accounted for the university's outstanding financial obligations.
Assistant Vice President, Facilities	Served as an administrative support position to the vice president, administration and finance and chief financial officer, and oversaw the university's facilities, including the development of new buildings, partnerships, and maintenance.
Assistant Vice President, Finance and Controller	Served as an administrative support position to the vice president, administration and finance and chief financial officer, and served as the chief comptroller to ensure the university's accounting practices were being done appropriately and ethically.
Assistant Vice President, Safety and Chief of Police	Served as an administrative support position to the vice president, administration and finance and chief financial officer, and served as a chief coordinator of safety for the university; supported efforts to ensure the campus is a safe place to teach, learn, research, and visit, and served as the chief of police.
Director, Business Services	Served as the chief coordinator of the university's business function.
Director, Emergency Management	Served as the coordinator of the university's response to emergency situations.
Director, Environmental Health and Safety	Served as a coordinator of the university's efforts to ensure the campus is a safe place to teach, learn, research, and visit.

Roles	Responsibilities
Director, Facilities Operations	Served as the coordinator of the maintenance and operation of the campus' facilities.
Director, Facilities Planning and Construction	Served as a coordinator of the campus' new buildings, placement, development, and construction.
Director, Human Resources Director, Landscape and Natural Resources	Served as the coordinator for the university's human resource functions. Served as the coordinator for the university's natural resources and landscape design efforts.
Director, Parking and Transportation Services	Served as the coordinator of the university's parking and transportation services, including parking garages and shuttles.
Director, Purchasing	Served as the coordinator of the university's procurement efforts.
Director, Resource Management	Served as the manager for the university's resources, including university provided utilities, etc.
Interim Director, Sustainability and Energy Management	Served as the coordinator of the university's efforts to exercise environmentally sustainable practices and manage energy efficiently.



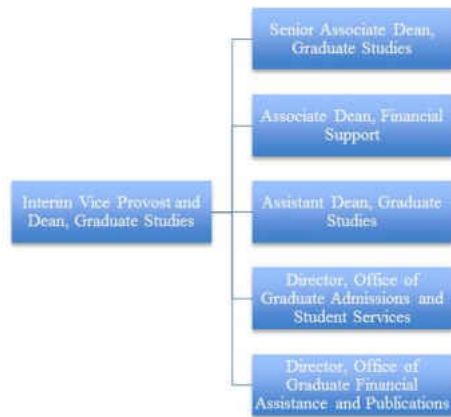
Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 50. UCF Organization Chart 2013-2014: Vice President, Research & Commercialization

Table 50

Roles and Responsibilities: Vice President, Research and Commercialization and Direct Reports (2013-2014)

Roles	Responsibilities
Vice President, Research and Commercialization	Served as the chief research and commercialization officer for the university; assisted faculty in executing and pursuing research and commercialization efforts in the university.
Associate Vice President, Research and Commercialization	Served as the senior administrative support position to the vice president, research and commercialization and assisted faculty in executing and pursuing research and commercialization efforts in the university.
Assistant Vice President	Served as a senior administrative support position to the vice president, research and commercialization and assisted faculty in executing and pursuing research and commercialization efforts in the university.
Interim Assistant Vice President	Served as a senior administrative support position to the vice president, research and commercialization and assisted faculty in executing and pursuing research and commercialization efforts in the university.
Director, Marketing/Communications	Served as the coordinator of communication, marketing, media relations, and public relations for the Office of Research and Commercialization.



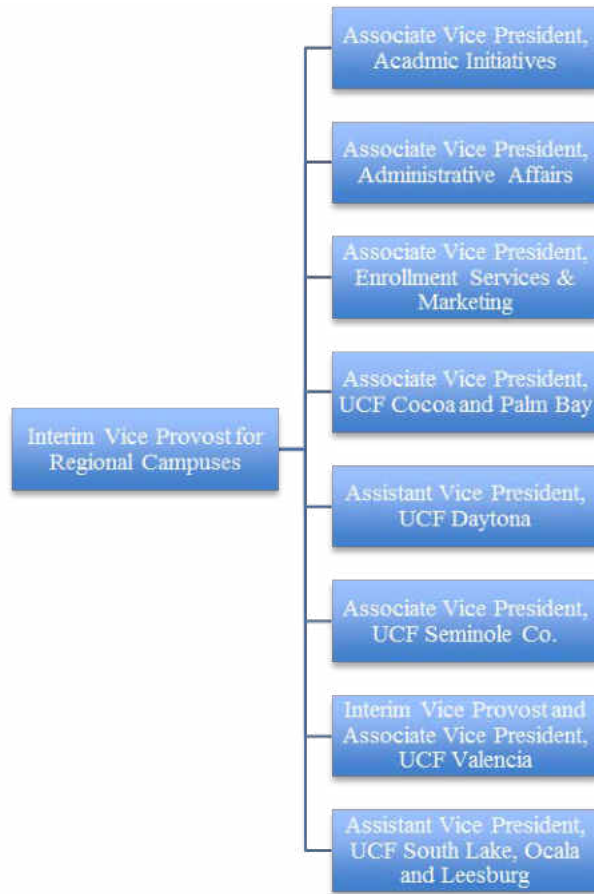
Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 51. UCF Organization Chart 2013-2014: Interim Vice Provost and Dean, Graduate Studies and Direct Reports

Table 51

Roles and Responsibilities: Interim Vice Provost and Dean, Graduate Studies and Direct Reports (2013-2014)

Roles	Responsibilities
Interim Vice Provost and Dean, Graduate Studies	Served as a senior administrative support person to the provost and vice president for academic affairs and oversaw the functions and development of the graduate programs in the university.
Senior Associate Dean, Graduate Studies	Served as the senior administrative support person to the interim vice provost and dean, graduate studies and assisted in the coordination of graduate programs in the university and assisted with the facilitation of graduate program development.
Associate Dean, Financial Support	Served as a senior administrative support person to the interim vice provost and dean, graduate studies and oversaw the college's budget and accounting functions, including tuition waivers, assistantship, fellowships, etc.
Assistant Dean, Graduate Studies	Served as a senior administrative support person to the interim vice provost and dean, graduate studies and assisted in the coordination of graduate programs in the university and assisted with the facilitation of graduate program development.
Director, Office of Graduate Admissions and Student Services	Served as the chief coordinator of admissions for students applying to graduate programs in the university; this included managing the application of students to the university and recruitment efforts to attract students to the university.
Director, Office of Graduate Financial Assistance and Publications	Served as the chief coordinator of the financial aid options for students applying to and in a university graduate program; this included managing student accounts, loan and grant processing, and other forms of student aid.



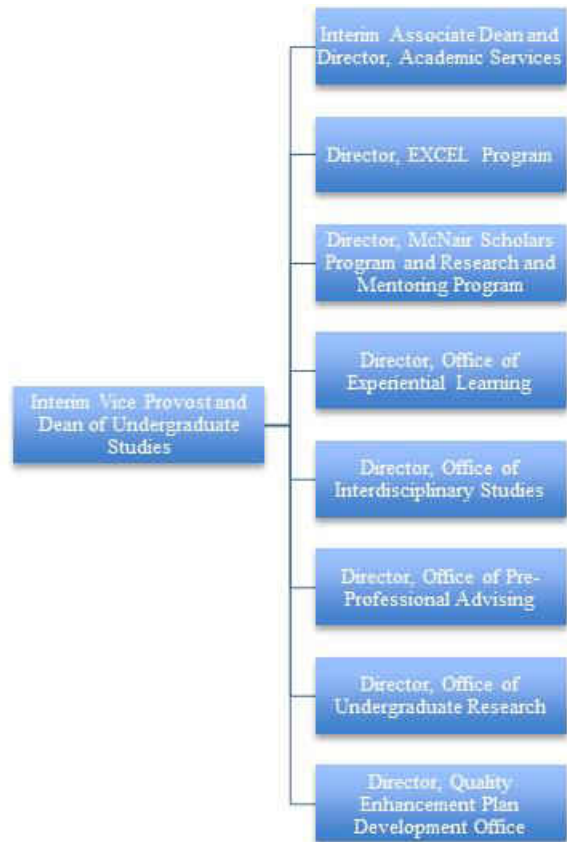
Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 52. UCF Organization Chart 2013-2014: Interim Vice Provost for Regional Campuses and Direct Reports

Table 52

Roles and Responsibilities: Interim Vice Provost for Regional Campuses and Direct Reports (2013-2014)

Roles	Responsibilities
Interim Vice Provost for Regional Campuses	Served as a senior administrative support person to the provost and vice president for academic affairs and oversaw the functions, budgets, and general management and development of the regional campuses associated with the university.
Associate Vice President, Academic Initiatives	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the academic programs and development of new programs on the university's regional campus sites.
Associate Vice President, Administrative Affairs	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the budget, scheduling, and hiring of new faculty for the university's regional campus sites.
Associate Vice President, Enrollment Services & Marketing	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the recruitment and marketing of the university's regional campus' programs, and enrollment processes throughout the regional campus system.
Associate Vice President, Cocoa and Palm Bay	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the operations, budgeting, scheduling, and recruitment efforts for the Cocoa and Palm Bay regional campuses.
Associate Vice President, UCF Daytona	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the operations, budgeting, scheduling, and recruitment efforts for the UCF Daytona regional campus.
Associate Vice President, UCF Seminole County	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the operations, budgeting, scheduling, and recruitment efforts for the UCF Seminole County regional campuses.
Interim Vice Provost and Associate Vice President, UCF Valencia	Served as the senior administrator of the regional campus system; facilitated the delivery of instruction, programming, enrollment, and managed the system's budgets, etc., and oversaw the operations, budgeting, scheduling, and recruitment efforts for the UCF Valencia regional campuses.
Associate Vice President, UCF South Lake, Ocala, and Leesburg	Served as a senior administrative support position to the interim vice provost, regional campuses, and oversaw the operations, budgeting, scheduling, and recruitment efforts for the UCF South Lake, Ocala, and Leesburg regional campuses.



Source: University of Central Florida Undergraduate Catalog, 2013-2014

Figure 53. UCF Organization Chart 2013-2014: Interim Vice Provost and Dean of Undergraduate Studies and Direct Reports

Table 53

Roles and Responsibilities: Interim Vice Provost and Dean of Undergraduate Studies and Direct Reports (2013-2014)

Roles	Responsibilities
Interim Vice Provost and Dean, Office of Undergraduate Studies	Served as a senior administrative support person to the provost and vice president for academic affairs and oversaw the functions of the undergraduate programs in the university.
Interim Associate Dean and Director, Academic Services	Served as a senior administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the office of undergraduate services academic services, including registration, enrollment, degree audits, etc.
Director, EXCEL Program	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the EXCEL program, which was a program established to increase student success in the first two years of their college career in a STEM (Science, Technology, Engineering and Math) discipline. Oversaw the management and strategic direction of the program.
Director, McNair Scholars and Mentoring Program	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the McNair Scholars Program which was designed to prepare students from low-income, first-generation and traditionally underrepresented groups for doctoral studies. Oversaw the management and strategic direction of the program.
Director, Office of Experiential Learning	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the Office of Experiential Learning, which was established to facilitate the development of quality experiential learning courses through collaboration with and training for faculty campus-wide; the office also partners with employers and community partners locally, nationally and internationally to help them access talented students and assist in the educational process. Oversaw the management and strategic direction of the office.
Director, Office of Interdisciplinary Studies	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the Office of Interdisciplinary Studies, which was established to offer students the opportunity to pursue individually planned programs for undergraduate and graduate students utilizing the resources delivered by the university. Oversaw the management and strategic direction of the office.
Director, Office of Pre-Professional Advising	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the Office of Pre-Professional Advising, which was established to provide guidance and support to students interested in pursuing careers in the health and legal professions. Oversaw the management and strategic direction of the office.
Director, Office of Undergraduate Research	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the Office of

Roles	Responsibilities
Director, Quality Enhancement Plan Development Office	Undergraduate Research, which was established to strengthen and enrich the undergraduate research climate at the university and provided undergraduate students the opportunity to work closely with faculty on research projects. Oversaw the management and strategic direction of the office.
	Served as an administrative support position to the interim vice provost and dean, office of undergraduate studies and oversaw the Quality Enhancement Plan Development Office, which was established because the university's accrediting body, the Southern Association of Colleges and Schools (SACS), required each university to have a Quality Enhancement Plan (QEP); a QEP is an action plan for continual enhancement of student learning and institutional improvement. Oversaw the management and strategic direction of the office.

By 2013-2014, the University of Central Florida had grown into an institution with nearly 60,000 students and more than 10,000 faculty and staff. The administrative and structural organization of the institution had also dramatically increased to meet the various demands and needs of a large metropolitan university (UCF Fact Book, 2013).

Table 54 reflects UCF's colleges (academic units) for each of the years of Dr. Hitt's presidency, beginning in 1992 through 2013.

Table 54

University of Central Florida's Colleges (1991-92 to 2013-2014)

Academic Year	University of Central Florida's Colleges							Total
1991-92	Business Administration	Education	Engineering	Humanities and Fine Arts	Extended Studies	Health and Public Affairs	--	6
1992-93	Business Administration	Education	Engineering	Humanities and Fine Arts	--	Health and Public Affairs	Health Related Professions	7
1993-94	Business Administration	Education	Engineering	Humanities and Fine Arts	--	Health and Public Affairs	Health	7
1994-95	Business Administration	Education	Engineering	Arts and Sciences	--	Health and Public Affairs	Health	7
1995-96	Business Administration	Education	Engineering	Arts and Sciences	--	Health and Public Affairs	--	6
1996-97	Business Administration	Education	Engineering	Arts and Sciences	--	Health and Public Affairs	--	6
1997-98	Business Administration	Education	Engineering	Arts and Sciences	--	Health and Public Affairs	--	6
1998-99	Business Administration	Education	Engineering	Arts and Sciences	Honors	Health and Public Affairs	--	6
1999-2000	Business Administration	Education	Engineering	Arts and Sciences	Honors	Health and Public Affairs	--	6
2000-01	Business Administration	Education	Engineering and Computer Science	Arts and Sciences	Honors	Health and Public Affairs	--	6

Academic Year	University of Central Florida's Colleges							Total
2001-02	Business Administration	Education	Engineering and Computer Science	Arts and Sciences	Honors	Health and Public Affairs	--	6
2002-03	Business Administration	Education	Engineering and Computer Science	Arts and Sciences	Burnett Honors	Health and Public Affairs	--	6
2003-04	Business Administration	Education	Engineering and Computer Science	Arts and Sciences	Burnett Honors	Health and Public Affairs	--	6
2004-05	Business Administration	Education	Engineering and Computer Science	Arts and Sciences	Burnett Honors	Health and Public Affairs	--	6
2005-06	Business Administration	Education	Engineering and Computer Science	Arts and Sciences	Burnett Honors	Health and Public Affairs	Burnett Biomedical Sciences	9
	Optics and Photonics	Rosen Hospitality Management	--	--	--	--	--	
2006-07	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Burnett Biomedical Sciences	10
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	--	--	--	--	
2007-08	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Burnett Biomedical Sciences	12
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	Medicine	Nursing	--	--	

Academic Year	University of Central Florida's Colleges							Total
2008-09	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Undergraduate Studies	12
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	Medicine	Nursing	--	--	
2009-10	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Undergraduate Studies	12
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	Medicine	Nursing	--	--	
2010-11	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Undergraduate Studies	12
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	Medicine	Nursing	--	--	
2011-12	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Undergraduate Studies	12
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	Medicine	Nursing	--	--	
2012-13	Business Administration	Education	Engineering and Computer Science	Sciences	Burnett Honors	Health and Public Affairs	Undergraduate Studies	12
	Optics and Photonics	Rosen Hospitality Management	Arts and Humanities	Medicine	Nursing	--	--	

Source: Harrison, 2011, pp. 5-9

The evolution and expansion of the organizational structure of UCF during Dr. Hitt's tenure has been very aggressive. The number of colleges within the University of Central Florida has doubled since the beginning of Dr. Hitt's presidency. Though in 2005-2006, the College of Arts Sciences was divided into two (the College of Arts and Humanities and the College of Sciences), the bulk of the increased number of colleges was due to the expanded scope of the university and the disciplines it encompassed. This included a greater focus on honors programs, technologically related areas such as the College of Optics and Photonics, and health fields with the addition of the Colleges of Nursing and Medicine.

The second research question posed regarding Dr. Hitt's presidency was "How have UCF's vision, mission, and goals evolved since the university's inception and what, if any, influence have these changes had on the university's administrative and organizational structure?"

According to Dr. Juge, one of the key items that President Hitt brought to the University of Central Florida was a clear mission, vision, and goals (F. Juge, personal communication, September 24, 2014). Dr. Schell observed that President Hitt's view was that a "contemporary university serves its city-state" (R. Schell, personal communication, October 2, 2014). The researcher discovered several iterations of UCF's Statement of Purpose and Institutional Philosophy which served as strategically directive tools of the university during Dr. Hitt's presidency. Until Dr. Hitt's arrival in 1992 the university's Statement of Purpose and Institutional Philosophy had remained unchanged through the three previous presidencies. By 1994, the university's these statements had been

converted to a more traditional mission statement. The new mission statement read as follows:

UCF is a growing metropolitan university with the responsibility to deliver a comprehensive program of teaching, research, and service. Its primary mission is to provide intellectual leadership through quality undergraduate and graduate programs.

UCF offers undergraduate education rooted in the arts and sciences, providing a broad liberal education while developing competence in fields of special interest. Unique aspects of UCF's approach are its commitment to educate students for a world in which cooperation is as important as competition; in which societal and environmental impacts of new developments are as important as their technical merits; and in which technology, the arts, sciences, humanities, and commerce work together to shape the future.

The complexity of modern society requires comprehensive graduate and professional programs. UCF provides advanced education that matches institutional strengths with evolving regional, state, national, and international needs. It supports these advanced programs by recruiting excellent students, faculty, and staff and by supplying the infrastructure that enables these programs to achieve national prominence.

Basic and applied research, as well as creative activity, are integral parts of a quality education. UCF faculty are scholar-teachers. As such, they create new knowledge, new points of view, and new means of expression in a

broad range of academic, professional, and socially significant areas. Their creativity fosters innovation as they convey their results, methods, values, and expressions to students, colleagues, and the public. results, methods, values, and expressions to students, colleagues, and the public.

Service to its community is an important extension of the teaching and research mission of the University. Public service is prominent at UCF, with the University developing partnerships with the community to enrich the educational, artistic, cultural, economic, and professional lives of those it serves in Central Florida and beyond.

Education is more than classroom experience. UCF students are involved in cooperative research and participate in artistic, social, cultural, political, and athletic activities. UCF provides academic diversity by bringing to its campus national and international leaders who expose students and the community to wide range of views and issues. UCF achieves cultural diversity by using its multi-campus facilities to serve a diverse population of traditional and non-traditional students from various races, cultures, and nationalities.

UCF is committed to the free expression of ideas, the equality of all people and the dignity of the individual (1994-1995 UCF Undergraduate Catalog, p. 17).

This mission statement offered a much broader approach than the university's original Statement of Purpose and Institutional. It provides a much more robust understanding of the university, its commitments, and its direction.

By the 2002-2003 academic year, the university's newly created creed was being included in the University of Central Florida's undergraduate catalog. Like most creeds, the UCF creed was established to provide a template of what a student, faculty, or staff member must commit to in order to maintain good standing with the university community. The UCF creed, which remains as originally presented, follows:

The UCF Creed:

Integrity, scholarship, community, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity:

I will practice and defend academic and personal honesty.

Scholarship:

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community:

I will respect the rights of others and will value the unique contributions of every individual to promote an open and supportive campus environment.

Excellence:

I will strive toward the highest standards of performance in any endeavor I undertake.

The creed was yet another directive tool by which to guide the university.

By the 2004-2005 academic year, the mission statement of the University of Central Florida was modified further. This adjustment came in the form of the following

concise, streamlined statement which replaced the previous lengthy and slightly verbose statement.

The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community (2004-2005 UCF Undergraduate Catalog, p. 13).

This more succinct, yet over-arching, and encompassing mission statement addresses many of the core functions of the university without unnecessary detail. According to Ireland and Hitt (1992), it was an effective and useful mission statement as it “yields general indicators regarding what an organization intends to be, whom it intends to serve, and the philosophies and values that will guide its strategic and operational decision making processes” (p. 40).

Insofar as the evolution of a specific vision statement for the University of Central Florida during President’s Hitt’s tenure, the researcher was unable to unearth many details. It is the assumption of the researcher that the lack of a specifically identified vision statement was due to the fact that the initial Statement of Purpose and Institutional

Philosophy along with the original mission statement (circa 1994) served as an all-encompassing directive tool and served as a vision statement. However, the following vision statement was published in 2014 on a website devoted to the strategic planning efforts of the University of Central Florida:

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all (“Strategic Plan: Key Elements,” 2014).

The next portion of the research question focused on the evolution of goals for the University of Central Florida. Prior to President Hitt’s assuming the UCF presidency, many goals had been identified by past presidents and senior administrators. However, none were as focused or enduring as the five goals Dr. Hitt helped devise for UCF. The original goals of the university, like the vision statement, were incorporated into the initial Purpose and Institutional Philosophy statements. Dr. Hitt made the development of focused goals a chief priority in his first year in office. According to B. Whisler (personal communication, September 24, 2014), “John Hitt had his five goals established within his first year” as president of UCF.

In order to facilitate the process of creating the goals, Dr. Hitt had various planning committees devise recommendations, and the committee’s recommendations and work were quickly put to use (to the surprise of many faculty). President Hitt

provided an organizational structure to establish the goals; and once they were established, used them to guide the university's actions (F. Juge, personal communication, September 24, 2014). Dr. Juge (personal communication, September 24, 2014) reported that President Hitt was so deeply committed to the goals that "He insisted, 'Everybody who works for me, needs to be able to recite those five goals and every time you propose something, you have tell me how you're fostering that goal.' So he had those goals and he had people stick to them"

In developing the goals for UCF, the planning committees identified that the university needed to focus on research and teaching. Dr. Hitt introduced the notion of partnering as a key aspect of any UCF pursuit. The concept of partnering as a key pursuit of the university was novel and yet exciting. Dr. Hitt also brought to the forefront the concept of internationalization and its importance for the university's growth, development, and stature. Finally, the notion of diversity was discussed. This was not a new idea or thought, but it had not been directly incorporated into UCF planning. With that, the University of Central Florida had the building blocks for five goals (F. Juge, personal communication, September 24, 2014). The five goals, which have endured throughout Dr. Hitt's presidency were:

1. Offer the best undergraduate education in Florida.
2. Achieve international prominence in key programs of graduate study and research.
3. Provide international focus to the curricula and research programs.
4. Become more inclusive and diverse.

5. Become America's leading partnership university (Helms, 2013, p. 31).

President Hitt has been dedicated to fostering. UCF has been recognized for a number of accomplishments since its creation, but within the presidency of Dr. Hitt a consistent one has been that of America's Partnership University (M. LeClair, personal communication, September 28, 2014). "President Hitt's drive to establish UCF as America's leading partnership university has made UCF synonymous with the progress and prosperity of Central Florida and the Sunshine State" (Helms, 2013, p. 31). In regard to partnerships, President Hitt remarked, "Faith in partnerships is grounded as much in pragmatism as it is in idealism. . . . If we are to solve our problems and advance the greater good, we must find common cause with partners and combine our forces" (as cited in Helms, 2013, p. 31).

A final, yet important observation in regard to the direction the university pursued during Dr. Hitt's presidency addressed the underfunding of the university and how it overcame this challenge. Dr. Whisler noted, "When President Hitt arrived we had the fewest number of state dollars per FTE student of any unit in the system; that is no longer true. John turned that around" (B. Whisler, personal communication, September 24, 2014). Dr. Hitt changed this ranking by directing the university to grow, accept more students, thereby becoming eligible for more funding from the state, as state funding has been based on student credit hour generation (B. Whisler, personal communication, September 24, 2014).

The third research question posed regarding the Hitt presidency was "Shat historical events, political actions, and other outside events affected UCF's organizational

and administrative structural development from 1963 through 2013?” This question is addressed as it pertains to events from 1992-2013, the years of Dr. Hitt’s presidency.

One outside influence that can either promote or inhibit the growth and advancement of the university is political and community support for the president and the university on the whole. As an example, according to F. Juge (personal communication, September 24, 2014), “We didn’t go for a med school until John thought he had enough momentum and support from the region.” Dr. Hitt was proficient at building relationships with local and state government and officials as well as business leaders and industry professionals. These relationships link directly to President Hitt’s notion of the importance of partnerships.

Although there are many large metropolitan areas (e.g., Miami, Tampa, Jacksonville), the public universities in those cities are much smaller than the University of Central Florida. One reason for this was Dr. Hitt’s foresight regarding the funding and the SUS. He knew that in order to increase the university’s budget, he had to increase enrollment. Though many stakeholders expressed concern about the disadvantages of growth and the adverse consequences of such actions due to the inability to maintain quality and rigor (e.g., high faculty student ratio), Dr. Hitt committed to growth and actively recruited students locally and nationally. At the same time, he began to address the problems on campus associated with growth (e.g., parking, facilities) (F. Juge, personal communication, September 24, 2014). Through other internal programs such as the additional support and investment in the Honor’s College, UCF could recruit students at a variety of academic success levels.

Another outside influence that significantly impacted the university was the result of a partnering arrangement with another institution of higher education. A key aspect of the recruitment and associated insurgence of students to attend UCF was the partnership with one of the largest community colleges in the U.S., Valencia Community College (now Valencia State College).

Valencia provided the majority of the influx of students to UCF, and this catapulted the university to its present rank of second largest public university in the U.S. Valencia students attending UCF was not a matter of luck; rather, it was the result of a very clearly thought out and pursued plan. Valencia is located in Orlando and has numerous satellite locations throughout central Florida, many of which are shared with UCF. Dr. Frank Juge, who served as an associate vice provost for UCF, helped lay the initial foundation for the partnership which resulted in thousands of students having access to the University of Central Florida. Dr. Juge worked with senior administrators at Valencia to apply for grants which would support the development of articulation agreements between the public universities and the community colleges throughout the State of Florida, with a primary focus on an articulation between UCF and Valencia. Fortunately, for the university, the college, and thousands of students, a multi-million dollar grant was awarded.

Once the grant was received, the two institutions developed the concept of seamless transfer from Valencia to UCF. The basis of the program was that students who attained an Associate of Arts (AA) degree from Valencia would gain automatic acceptance to the University of Central Florida. This concept then spread to many of the

community college partners throughout the State of Florida. The researcher, who attained his AA from what is now Indian River State College in Ft. Pierce, Florida, attended the University of Central Florida, and therefore benefitted from this program.

Additionally, the operation of a state's legislature has always had a big impact on universities, and legislative decisions, formulas, and directives directly affected UCF's main source of income (B. Whisler, personal communication, September 28, 2014). As Dr. Whisler noted, "John Hitt was able to execute a successful relationship and partnership with the legislature, which aided in his ability to grow and develop the university, as well as get initiatives approved and/or supported by the legislature" (B. Whisler, personal communication, September 28, 2014).

The legislature's decision to fund the SUS based on student full time equivalency (FTE) provided a very clear directive for the state's universities. "Those who played the growth game, did better than those who didn't" (B. Whisler, personal communication, September 28, 2014). Dr. Hitt was willing to play the game, which contributed, in large part, to UCF's tremendous growth (B. Whisler, personal communication, September 28, 2014).

However, in the second decade of the 21st century, the Florida legislature, governor, and the Board of Governors of the early 2010s, the university has encountered unprecedented challenges from some of the most influential players impacting the SUS. According to M. Soileau (personal communication, October 7, 2014) and R. Schell (personal communication, October 2, 2014), the actions of this group of leaders have seemingly been attempts to commoditize education which simply is not a commodity.

The fourth research question was “What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?”

One of the most significant accomplishments during President Hitt’s term in support of teaching, was the Karen L. Smith Faculty Center for Teaching and Learning (FCTL). FCTL was formally established by UCF Faculty Senate Resolution 1995-1996 11 “for the creation of a teaching and learning center to enhance teaching effectiveness” (“Faculty Center History”). Dr. Chuck Dziuban was not only one of the original thought-leaders and researchers for the Center, but was the founding director of the Center (“Faculty Center History”). “Chuck was instrumental in achieving a critical mass of support from the faculty around the campus, and a national search for a new director led to Karen Smith's appointment” (“Faculty Center History”). FCTL was very well received by the faculty throughout the University of Central Florida. There was an enthusiastic response and attendance to the offered workshops as well as the summer and winter conferences (“Faculty Center History”).

According to Juge (2008), the Karen L. Smith Faculty Center for Teaching and Learning was successful for three reasons:

- 1) Initial planning that recognized the need for faculty to be central in the center,
- 2) Effective leadership for the center that focused on teaching and learning needs and faculty ownership of the center,
- 3) Last, but certainly not least, the strong support of President Hitt from the very beginning and financial support from Provost Whitehouse. Continued funding is

evidence of commitment to quality instruction by. . . President Hitt. (Juge, 2008, p. 2)

Other offices that were either strengthened or established in order to assist the faculty in their development or function were the offices of Diversity Initiatives (now entitled Diversity and Inclusion), Instructional Resources, Web Services (now entitled the Center for Distributed Learning), Interdisciplinary Initiatives (now entitled Interdisciplinary Studies). Each were purposed to help the faculty in some form of their work, while supporting the mission, vision and goals of the university (Whitehouse, 2008).

Other actions taken by Provost Whitehouse, who was one of the first provosts of Dr. Hitt's presidency, and President Hitt that have supported the faculty in teaching and learning, include:

Encouraging more senior faculty to teach our undergraduates; continuing to fund TIP [Teacher Incentive Program] awards to recognize outstanding teaching after all other SUS universities have dropped the program; funding of TAs [Teaching Assistants] to help with large classes; reducing class size in selected disciplines; making teaching a high priority in the tenure process; creating orientation for TAs; evaluating the effectiveness of various teaching modes; and encouraging publication of findings. (Whitehouse, 2008, p. 1)

Also, the administration, during Provost Whitehouse's tenure, implemented other awards specifically for faculty, including Scholarship of Teaching and Learning (SOTL), which incentivized faculty to pursue scholarship and report it accordingly (D. Young,

personal communication, October 2, 2014). Additionally, appropriate staff functions to support the work of the faculty were developed and created, including assisting faculty with newly installed teaching technology. Some specific examples include:

the development of High Tech Classroom support; improved OIR support; high tech Library developments; Tech Rangers and other Web support; development of FCTL Workshops; IDL course to support Web course development, and the use of recently retired faculty as mentors. (Whitehouse, 2008, p. 2)

Recognizing that some students were underprepared for their classes and the rigor of university-level courses, the administration established and created facilities to assist students, thereby reducing the burden placed on faculty and giving them more time and energy to focus on teaching, research, and service. Some of these facilities include the Math Lab, the Writing Lab, Library support such as Ask a Librarian Web resources, the creation of the Office of Undergraduate Studies, and the creation of the Office of Graduate Studies (Whitehouse, 2008, p. 2).

Whitehouse (2008) remarked that “An improved student body is a priority if teaching and learning are to get better” (p. 2). Some of the actions taken by President Hitt’s administration to help improve the student body included the creation of Student Development and Enrollment Services which focused on student retention, developing the LEAD Scholars program, and providing the continued support and growth of the Honor’s College (Whitehouse, 2008, p. 2).

Insofar as specific administrative functions established to support faculty research, the employment of Dr. M. J. Soileau as the Vice President for the Office of

Research (ORC) in the late 1990s has proved to be a very effective tool for the advancement of research within the university. Dr. Soileau was successful in receiving funds to support the purchase of large and often very expensive equipment to help facilitate the work of existing faculty as well as recruit coveted, top-notch faculty. This was a practice that was rarely practiced by the university prior to Soileau's arrival. In this process, college deans were required to guarantee matching funds in any proposal sent to ORC. Dr. Soileau also requested (and received) as part of his hiring package that matching funds from UCF's central administration be used in faculty applications for federal grants (M. Soileau, personal communication, October 7, 2014).

Incentives have also been created to encourage individual faculty to focus on research. Research Incentive Awards provide an awarded faculty member with a base salary recurring increase of \$5,000. With all of these combined efforts, "the Carnegie Foundation for the Advancement of Teaching designated UCF with its highest ranking as 'a very high research activity' institution" (Helms, 2013, p. 31).

Dr. Soileau also strengthened the service component of ORC in order to better support faculty research. Soileau, upon assuming the role of Vice President for Research, made clear to ORC staff the three key functions of faculty at the university. Discussing each aspect of teaching, research, and service, he reported to his staff that very little teaching or research would happen in the office, but that service was the office's primary function and that "the first priority of this organization is to serve the faculty" (M. Soileau, personal communication, October 7, 2014).

The fifth question applied to the presidency of Dr. Hitt, was “What has been the evolution of faculty productivity?” According to M. Soileau (personal communication, October 7, 2014), “We are hiring faculty who are true scholars, so they are anxious to do research, and that leads to greater research productivity.” Dr. Soileau also noted that recent hiring practices have led to increased expectations for faculty. “Faculty joining the university in more recent years often come to the university with a ‘pedigree’ that indicates a trajectory for success or have a proven research record that can be expanded on, that forecasts further productivity” (M. Soileau, personal communication, October 7, 2014).

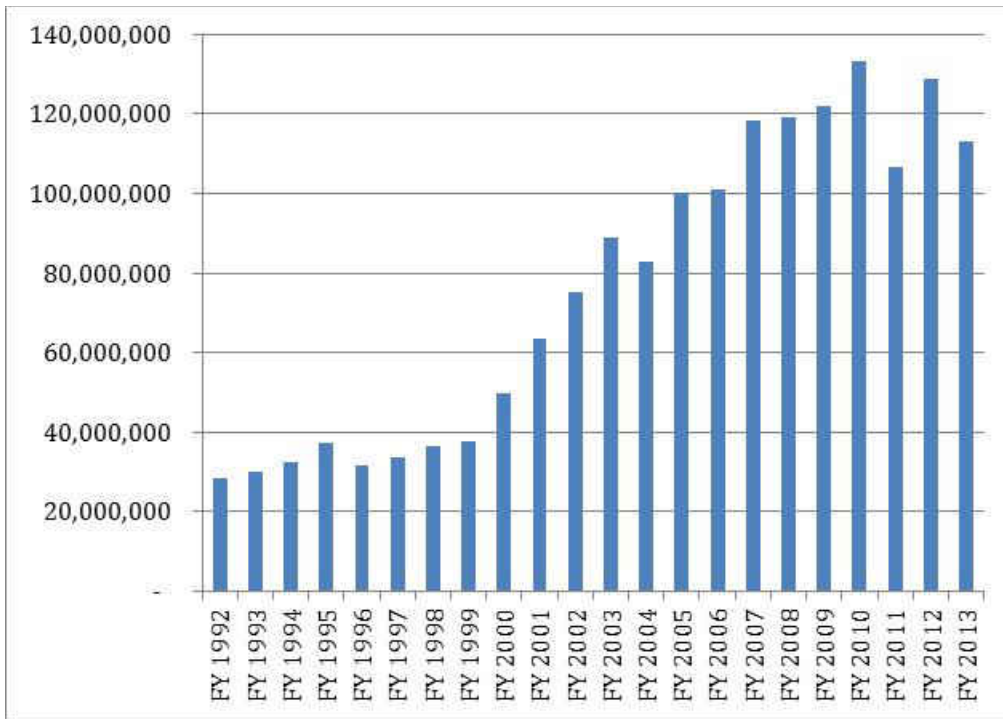
As a result of Dr. Soileau’s efforts in the Office of Research and Commercialization, the university, particularly from the late 1990s through the first decade of the 21st century, was able to make double-digit increases in externally funded research. Unfortunately, due to the economic downturn of the late 2000s, this double-digit trajectory was dramatically altered. One of the first sacrifices the university made when it came time to trim the budget was the major equipment fund, followed quickly by the matching funds program. Removing these allocations to address budget deficits was preferred in comparison to laying off university faculty or staff.

However, as a result of eliminating support in the pursuit of external funding, faculty to student ratios steadily increasing, and other adverse effects of the budget reductions, many key faculty were also being recruited away from UCF. ORC had established a Millionaire’s Club, a coterie of researchers who within a single year brought in one million research dollars into the university. Each year beginning in 2007, the start

of the budget decline, to 2013, the university lost a member of the Millionaire's Club. This obviously has had a negative effect on research productivity.

Another interesting observation Soileau (personal communication, October 7, 2014) made about faculty productivity was the faculty to student ratio, as well as the university's use of materials, equipment. Due to the budget constraints and reductions, the faculty have become some of the most efficient faculty in the country, having some of the highest faculty to student ratios in the country. Additionally, the faculty, staff, and students have been using equipment and materials until they are completely consumed or utilized, thereby extending the lifecycle of a material or piece of equipment well beyond its standard period of use. Soileau, in his comments, acknowledged that though this may be communicated as efficiency, the result has been a faculty spread way too thin and materials and equipment that are well beyond their ideal usage period. Soileau was clear in his desire to see this efficiency lessened so as to reduce some of the burden on faculty (M. Soileau, personal communication, October 7, 2014).

One of the most universally recognized manners in which faculty productivity is recognized is through a university's externally funded research. Figure 54 presents the University of Central Florida's record of external funding from 1994 to 2013.



Source: Office of Research and Commercialization, University of Central Florida.

Figure 54. University of Central Florida External Funding: 1992-2013

Due to the nature of disciplinary differences within an institution of higher education, and the manner in which one academic unit values a certain form of scholarship over another (e.g., book production versus article production, etc.), it is very difficult to assess other forms of productivity. Additionally, according to H. Watt (personal communication, September 22, 2014), there are limited options for the collection of such data in a centralized location in the University of Central Florida.

The sixth and final question considered in the review of the data of Dr. Hitt’s tenure as president of the University of Central Florida was, “What, if any, practices by UCF’s administrative and organizational structure align with faculty productivity?”

One key item which correlated directly with a structural and administrative change in the university was the employment of Dr. M. J. Soileau as the Vice President of Research. A central focus of Dr. Soileau, under President Hitt, was to reduce the bureaucracy surrounding research “so the faculty could spend their time doing research and not spend their time dealing with the administrivia” (M. Soileau, personal communication, October 7, 2014). This mentality, as well as the positive structural changes in support, resulted in nearly a decade of continuous double-digit annual growth of externally funded research (M. Soileau, personal communication, October 7, 2014). In 1999, the university had received approximately \$38 million in external funding, however, by 2009, that number had more than tripled, reaching \$122 million.

Another significant change that the university has pursued to support faculty productivity and/or to help ensure faculty success is better support systems for women in higher education. The university has provided leave time for pregnancy and child care as well as has options to stop the tenure clock for women who request it and have a justifiable reason to initiate a hiatus.

In conclusion, Helms (2013) provided a succinct summary of President Hitt’s accomplishments:

During his tenure, enrollment has nearly tripled to almost 60,000 students, and UCF has greatly expanded access to higher education. It has emerged as one of the great success stories in higher education, becoming the second-largest university in the U.S. UCF continues to set records every year for the quality of

its students, the number of transfer students it accepts from community and state colleges, and the number of degrees it awards (p. 31).

CHAPTER 5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study was a review of the organizational and structural evolutions of the University of Central Florida. The researcher examined the evolution of the vision, mission, and goals of the university as well as events external to the university which impacted the organizational and structural development of UCF. The researcher also investigated the establishment of administrative and/or organizational structures created specifically to assist faculty in their assigned roles of teaching, research, and service. Finally, the study was also conducted to review the evolution of faculty productivity and its alignment with any administrative actions and/or organizational changes which occurred between 1963 and 2013.

Summary of the Study

The qualitative research methods deployed during the research included an extensive review of the University of Central Florida's archives, housed and maintained by the archivists at the John C. Hitt Library at the University of Central Florida. Additionally, the researcher, after receiving approval from the UCF Institutional Review Board, conducted interviews with multiple senior faculty and staff members from the University of Central Florida. Interviewees included charter faculty or staff members who had been employed within the institution since the early days of the university; each provided great insight into the evolution of the University of Central Florida. The

university's archives provided multiple primary sources which, when augmented with the information provided by the interviewees, resulted in a very insightful narrative with a number of reportable findings. The following research questions guided the interview process and the review of all data collected in the study:

1. How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?
2. How have UCF's vision, mission, and goals evolved since the university's inception and what if any influence have these changes had on the university's administrative and organizational structure?
3. What historical events, political actions, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?
4. What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?
5. What has been the evolution of faculty productivity?
6. What, if any, practices by UCF's administrative and organizational structure align with faculty productivity?

To assist in the management of the voluminous amount of material and data accessible to the researcher, each of the research questions was answered as for each of the four presidents, (i.e., their presidential terms), of Florida Technological/University of Central Florida. This provided for a standards organization throughout the study which permitted a review of the impact the presidents had on the university's development.

Research Question 1

How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?

The first finding regarding the evolution of the university was related to the growth of the university. In October of 1968, Florida Technological University officially opened its doors and enrolled 1,948 students with 55 degree program options and more than 90 faculty members. By 2013, the University of Central Florida had nearly 60,000 students, which resulted in the institution being the second largest public university in the country, with more than 200 degree program offerings and nearly 2,000 faculty members. Those figures represented staggering growth.

A number of factors contributed to the increase. One of the more dramatic factors was related to the Board of Regents in the late 1990s. The Board of Regents, the governing body for all SUS institutions at the time, modified the funding formula to award growth. In response, Dr. Hitt mandated growth for UCF. This provided the funding for the university to pursue many additional initiatives and not only grow in student enrollment, but also in offerings, and eventually in reputation, stature, and quality.

Additionally, a corollary to the growth in student enrollment was the expansion of the senior administrative staff. Throughout each presidency, as the university continued to increase student enrollment, a concomitant increase occurred in the number of senior administrative staff. Not only did the quantity of staff increase, but the number of functions being fulfilled also increased. For example, the organizational charts compiled

for the beginning and end of the presidential term of Trevor Colbourn, reflected a number of interesting findings. When Colbourn took office, six people reported directly to the president, including: Legal Counsel, Executive Assistant to the President for Employee Relations, Vice President for Community Relations, Vice President for Academic Affairs, Vice President for Business Affairs, and Vice President for Student Affairs. By the conclusion of Dr. Colbourn's presidency, the president had nine direct reports. These included: Provost and Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Student Affairs, Vice President for University Relations and Executive Director, UCF Foundation, Inc., Vice President for Research, Director, Athletics, Director, EEO/AA Programs, Director, Internal Auditing, and University Attorney.

This added complexity to the organization structure signaled a number of changes. The establishment of a lead academic officer for the institution, in the form of a provost, aligned with national norms and provided an elevated vice presidential position, one which would be charged with many initiatives and with the oversight of the majority of the academic functions of the university. This position, previously the Vice President for Academic Affairs, became that of Provost and Academic Vice President.

The position of Vice President for Student Affairs remained essentially unchanged. The adjustments to two other positions, Vice President for Administration and Finance and University Attorney, were nominal and morphed from the previous positions of Vice President for Business Affairs and Legal Counsel, respectively. The remaining four positions reflected significant changes and focal points from the senior

administration. From a compliance standpoint, the positions of Director, Internal Auditing and Director, EEO/AA Programs displayed a bolstered attention to these areas and ensured the functions overseen in those two divisions were a priority for the university. The position of Vice President for University Relations and Executive Director, UCF Foundation, Inc. reflected an evolution of the importance of public affairs, while emphasizing the importance of the UCF Foundation to the university. Finally, the newly established role of Vice President for Research solidified the university's transition from a university solely focused on teaching to a university whose multi-faceted interests were on both teaching and research. The observed evolution of the senior administrative staff functions of the university, represented the institution responding to ever-evolving constituent needs.

An additional example was offered when Florida Technological University (FTU) opened its doors in 1968. At that point President Millican's direct reports were an executive assistant, a director of public information, a director of publications, and three vice presidents (academic affairs, business affairs, and student affairs. By the conclusion of the president's term, though the areas of responsibility of the three original vice presidents remained unchanged, three new direct reports replaced the previous directors and assistant. Positions of Vice President for Community Relations, Legal Counsel, and Executive Assistant to the President for Employee Relations had been developed.

Examining these newly established positions and the functions associated with the roles allowed the researcher to deduce that the demands faced by the president had changed. Both Legal Counsel and Executive Assistant for Employee Relations were

created to address, thwart, and manage legally-related issues. The Legal Counsel's function was rather straightforward, reflecting the need to address any and all legal issues the president and/or university encountered. The Executive Assistant to the President for Employee Relations was created to fulfill several functions: (a) serving as the chief negotiator on behalf of the administration in union negotiations with the faculty union representatives, as by the end of Millican's term as president, the university's faculty had voted to become unionized; and (b) as FTU's first official lobbyist to the Florida Legislature. These two new administrative foci signified a shift in the administration's attention, approach, and needs.

Another shift that was reflected in the organizational charts was the importance placed on external affairs and outreach. At the beginning of President Millican's term, one direct report was a Director of Public Information. By the conclusion of the Millican presidency, a Vice President for Community Relations with four directors (public information, special activities, school and community relations and alumni association, and university development) reporting to it had replaced the Director position. Notable in the directorships were the new foci on support for an alumni association and the university's development efforts. The increased focus on external affairs was evidenced by the restructuring of the initial support position and the investment needed to support the additional supportive director positions. This same emphasis was echoed in the presidencies of Drs. Colbourn and Hitt.

An additional thematic administrative and organizational structural evolution of the university included the creation, categorization, and development of similar

disciplines within colleges as well as the collegiate growth in general. When the university opened its doors to students in 1968, there were five colleges: Business Administration, Education, Engineering and Technology, Humanities and Social Sciences, and Natural Sciences. By 2013, there were more than double the number of colleges in the university: Business Administration, Education, Engineering and Computer Science, Sciences, Burnett Honors, Health and Public Affairs, Graduate Studies, Optics and Photonics, Rosen College of Hospitality Management, Arts and Humanities, Medicine, and Nursing. These changes reflect not only a very large expansion of offerings for faculty and students, but also a maturation of programs such as honors, hospitality management, optics and photonics, and the medical fields.

The addition of these academic units were major feats, accomplished only after extensive planning, often complicated by internal politics. One of the most notable additions to UCF's curricular offerings was the College of Medicine, and years of planning and partnering with outside entities were precursors to its approval by the Florida Legislature.

Some of the most significant administrative and organizational changes to the university included President Colbourn's vision for the university. He envisioned a university with a greater breadth of academic reach and foci. To that end, he worked to rename the university to better convey what he believed the university represented at present and could be in the future. In December of 1978, by an act of the State of Florida Legislature, Florida Technology University was officially changed to the University of Central Florida.

After changing the name of the university, President Colbourn's next significant order of business was to create a football team for the university. He orchestrated a significant fundraising effort, and in the fall of 1979, UCF played its first Division III football game. President Colbourn knew the ancillary benefits of having a well-known football team, (e.g., national name recognition for the university, enhanced recruitment of students and faculty).

A final significant organizational development was the creation of the Research Park. Led by the idea and efforts of Dr. Les Ellis, UCF's Research Park was one of the first significant and intentional efforts to not only support research within the university, but to foster partnerships with entities outside the university.

Research Question 2

How have UCF's vision, mission, and goals evolved since the university's inception and what, if any, influence have these changes had on the university's administrative and organizational structure.

One of the initial striking findings, after reviewing the four presidencies, was that until Dr. Hitt assumed the office of the president for UCF there were no formal vision, mission, or goal statements for the university. However, the consistent, directive language of President Millican, (i.e., Statement of Purpose and Statement of Philosophy), served as a sustaining force through the subsequent presidencies of Presidents Colbourn, and Altman.

These two concepts provided a pathway for the university. However, it is important to note that though the vision, mission, and goals of the university remained essentially the same from the inception of the university through the duration of the Altman presidency, each president offered a unique direction. For instance, in addition to establishing the initial directive language for the university, President Millican placed emphasis on the university's efforts to support teaching and pedagogy, particularly in the areas of engineering, sciences, and technology. President Colbourn focused on moving the university toward becoming a more traditional, broad-based, academic institution in which arts and humanities, as well as the sciences, were highlighted. Dr. Colbourn's presidency also ushered in an era of a broadened scope for the university beyond teaching that extended to research. In President Altman's brief tenure, he extended Dr. Colbourn's efforts while laying initial groundwork for the university's outreach-oriented approach, which President Hitt expanded dramatically.

The Hitt presidency saw a very sharp focus on the development of the university's mission, vision, and goals. The development process was more formal and deliberate than that of any previous president. Although there were a few iterations of the directive language guiding the university, a honed and succinct mission, vision, and goals were developed and remained as guiding statement through 2013. Additionally, there was considerable effort to ensure the newly developed mission, vision, and goals were incorporated into the everyday functions of the university. Senior administrators grew accustomed to guiding their actions and pursuits by aligning them with the university's mission, vision, and goals. The most impactful of the developed directive language were

the five goals which provided significant direction and guidance for the university, the faculty, and the staff.

Research Question 3

What historical events, political actions, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?

In the 1960s, two significant developments unfolded and created a significant amount of unrest throughout the country and on university and college campuses: the protests of the Vietnam War and the Civil Rights Movement. The State of Florida instituted a few measures to ensure that the unrest associated with the Vietnam War would not find its way onto campuses in Florida. The Civil Rights Movement influence was the result of actions at the federal government level which included an action enhancing employees' working conditions, and an action by the U.S. Supreme Court which impacted continuing education offerings for public universities throughout the U.S.

As a public university, FTU/UCF has been particularly susceptible to influences outside the university, and relationships among a public university, its governing board, and the legislature may very well have an effect on the financial allocations to an institution by the legislature. Until the presidency of Dr. Hitt, FTU/UCF had received the lowest amount of funding from the Florida legislature of any of the institutions in the SUS.

Dr. Colbourn was known to have challenges and confrontations with the legislature during his presidency, and this may have impacted UCF's legislative allocations. In contrast, Drs. Altman and Hitt were able to maintain more functional and productive relationships with the Florida Legislature. That, coupled with President Hitt's very active response to the state's changed funding model in the 1990s (which rewarded institutions for an increase in enrollment), resulted in a dramatically increased enrollment and concomitant increase in funding to the university. Of interest also is that the actions of the legislature that served during the latter years of the time period reviewed in this study indicated an unprecedented lack of support and funding for education, both at primary, secondary and post-secondary levels. This had deleterious effects on the university.

One of the most substantive items external to the university that affected the organizational and administrative structure of the university, particularly during the Hitt presidency, were the partnerships the university established with outside businesses and organizations. Such partnerships include the cooperation with the state's community colleges (now state colleges) to make possible a seamless transfer process for students from a state college to the university. This created a steady flow of students for the university and a great opportunity for students to attain a bachelor's degree. There have been multiple other partnerships with outside entities which have provided support to the university, including the construction of many facilities, e.g., Brighthouse Stadium, Duke Energy Welcome Center.

Research Question 4

What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?

In addition to the administrative offices/positions established by Dr. Millican (e.g., Director of Research and Graduate Studies), the establishment of the Research Park under the direction of Dr. Les Elliot was notable. At the time, the creation of the Research Park was one of the most substantive actions in the advancement of research support pursued by the university.

It is also important to note that Dr. Colbourn, as UCF's second president, broadened the university faculty function to include research and service in addition to teaching, bring the university more in line with traditional universities. President Colbourn also developed and expanded the degree program offerings at the university. This provided faculty and students more avenues to learn as well as to engage in scholarship and research. From a strategic management level, Dr. Colbourn knew that one of the best strategies to assist faculty in performing their multiple roles was to attain new funds for the university. To this end, he established a lobbyist position to serve as an advocate for the university in dealing with the Florida Legislature and other high-level decision makers. This position was pivotal in acquiring additional funds for the university.

Additional structures were put in place to assist faculty during Dr. Hitt's presidency. One of the most significant, which directly supported the faculty in the teaching function, was the creation of the Faculty Center for Teaching and Learning

(FCTL), a resource for faculty in pedagogy and instruction. Over the years, UCF's FCTL has become a model for the concept of faculty centers that has been replicated in other institutions of higher education. Additionally, the Hitt presidency oversaw the development of a number of awards for faculty to incentivize excellent teaching, research, and service. By providing a number of resources for students to better prepare them for their studies, he also indirectly assisted faculty in the classroom.

Dr. Hitt was also responsible for the hiring of key senior administrators in positions that were integral to the faculty's success, (i.e., Dr. M. J. Soileau in the Office of Research. Soileau's eventual appointment at the vice presidential level signaled the growing importance of research. It significantly enhanced the office's support functions of faculty research and was a fundamental part of the university's significant growth in externally funded research.

Research Question 5

What has been the evolution of faculty productivity?

The measurement of faculty productivity provided a challenge for the researcher and was limited in this study to a quantifiable and measurable indicator, the growth in the amount of external funding the university received to support faculty research. In 1969, the university had received less than \$500,000 in external funding. By the beginning of Dr. Colbourn's presidency the amount of external funding received was just under \$4 million, but by the time President Hitt assumed office, the annual amount had increased to an impressive \$28 million. However, by the final year considered in this study (2013),

external funding had ballooned to more than \$110 million, reaching a peak of \$133 million in 2010. This metric demonstrates a dramatic increase in faculty productivity over time. Providing further perspective as to the exponential growth of external funding received by the university throughout its lifespan, was the reported increase in the emphasis placed on research as the university evolved. As B. Whisler (personal communication, September 25, 2014) remarked, “Research was suspect,” in the early days of the university. By the inauguration of President Colbourn as UCF’s second president, that emphasis was already changing, and faculty were increasingly encouraged to pursue research.

Research Question 6

What, if any, practices by UCF’s administrative and organizational structure align with faculty productivity?

One of the more significant findings was an administrative action that assisted the university in transitioning its primary focus on teaching to include research and service as well. This effort was evidenced by the development of the Research Park, providing a clear indication that the university was going to be involved, at least at some level, in the pursuit and execution of research.

An additional administrative and organizational structural adjustment was accomplished in the employment of a Vice President for Research (and later, Research and Commercialization), an administrator who understood the underpinnings of a successful research infrastructure for a large university. The hire of Dr. M. J. Soileau in

this position in the late 1990s resulted in a very large boost in external funding attained by the university. In 1999, the university received nearly \$38 million in external funding, by 2010 that number had more than tripled, totaling more than \$133 million. The significant amount of growth in a relatively short period of time was likely a direct result of the enhanced administrative support provided through the expanded office of the Vice President for Research and Commercialization which was put in place by the senior administration.

Conclusions

The findings of this historical study of the growth and development of Florida Technological University/the University of Central Florida support several conclusions. First, as the university matured and aged, it grew. Growth was not only related to student enrollment. It was complemented by a growth in the number of faculty and staff. The university also expanded its academic reach (i.e., number and variety of degree programs offered).

Second, the university's mission, although essentially formally unchanged for the first nearly 25 years of its existence, evolved significantly. The university began as a teaching institution. Research was not only not pursued, it was essentially discouraged. The institution evolved into an organization where graduate degrees were plentiful and faculty research was encouraged, supported, and required. This reflects the university's transition to an institution that more fully pursued the triadic assignment of teaching, research, and service. However, it is important to note, that although a significant

amount of resources have been committed to support faculty in teaching and research (e.g., the Karen L. Smith Faculty Center for Teaching and Learning; Office of Research and Commercialization), there has been little to no support for faculty to pursue specific service functions, save a few nominal awards recognizing faculty service. This could be due to the amalgam of service functions, particularly those due to differences with a discipline or among disciplines.

Third, due to the variances in which academic disciplines identify, quantify, and codify productivity, as well as variances within a single discipline, the researcher was unable to identify a number of universal metrics by which to measure productivity. The most central metric employed to assess faculty productivity was the amount of externally funded research awarded to the university. These data resulted in some interesting information. Although the aggregate assessment of faculty productivity throughout the history of the university resulted in continued growth between the years of 2007 and 2013, the increase in growth plateaued. This is likely due, in part, to the university's response to the Great Recession--the creation of a hiring moratorium and an attrition model which did not permit units to fill vacant positions.

Finally, the importance of staffing and hiring decisions was continually reinforced in the study. The findings of this study have shown that the creation of positions and the employment of senior administrators to fill them can significantly impact the direction and success of a university. Each of the four FTU/UCF presidents provided their own direction and vision for the university, and the three presidents with the longest tenures significantly shaped the university, its faculty, staff, and students, impacting the central

Florida region and beyond. Key senior administrators such as UCF's Vice President for Research and Commercialization can have a very far and wide-reaching organizational impact.

Implications for Practice

Especially considering its relatively young age, the university has witnessed very impressive growth, development, and success. One of the integral parts of that success has proven to be the manner in which a public university's president and his/her key, senior staff understand not only the mandates of the legislature and key governing board (in Florida's case, this is the State University System Board of Governors), but also in how they interact and relate to those entities. Successful relationships with these entities wield a great deal of influence over operational constraints imposed on and financial allocations to universities. Ensuring that a public university maintains a strong, positive presence and relationship its governing board, the state legislature, and to some extent the governor, either through a funded lobbyist, or lobbying firm, is essential to the continued success of a public university.

Understanding the demeanor, expectations, and approach of a state's leadership is important. It is important to understand these concepts so that a public university can meet not only the demands of the region it serves, the expectations of its collegial partners, but also be best positioned to address any questions, concerns, or needs presented by said administration. Gearing some functions and work assignments around the items identified as priorities at the state level helps position an institution to buttress

the work of the state leaders and may minimize and/or thwart any tendencies to redress budget shortfalls on the back of the university.

Additionally, a public university, ought to take a note from sage retirement strategists and work to diversify their investments. Specifically, public universities need to try and not rely solely on the goodwill of the state (or Federal) government to supply them with operating funds. As UCF did, a wise and strategic investment in not only research, but also commercialization, can help subsidize a fair amount of the work that may unfold at a university. Through the use of soft money (i.e., money provided by externally funded entities, often referred to as grants), many faculty and staff can be employed, and many research projects can be pursued. This tends to snowball, resulting in increased research dollars coming into the university. It also provides recognition for the university, enhancing its stature and reverence by others outside the university. This helps bolster its ability to fend off short-sighted state legislatures and/or governing bodies who may try and remedy budget woes by decreasing university allocations.

Another method to help diversify a public university's holdings is to establish and maintain partnerships with select, strategic partners. These partnerships need to be rooted in a truly cooperative spirit, whereby each entity benefits from the conjoining of the two (or more) organizations. Though this does require some creativity and vision from the involved entities, partnerships can result in the maximization of resources with little waste and duplication.

It is of utmost importance that an entity's efforts are focused and directed toward the accomplishment of the institution's desired results. To ensure that all of these

functions and the desired results of the institution are achieved, organizations should have an organized, simple, and clear mission, vision, and set of goal statements. These ought to be developed with as much involvement and buy-in by the key players (not always the most apparent or formally identified individuals) within the university as possible. Such wide involvement will contribute to the likelihood that goals will be pursued and the behavior of as many people as possible will be influenced. It is also important that leaders and their direct reports keep these directive statements salient and in relatively consistent use so as to help guide their unit's pursuits. This helps maintain a consistent focus on where the efforts of the individual units need to focus their time and energy. It is also important that these directive statements are reviewed on a regularly scheduled basis to ensure they are still fitting and appropriate, and represent the extant needs and trends.

Aligned with this topic is the issue of actual importance of supposed important issues. Universities need to support issues, sometimes directly, that they believe are worth of pursuit. This does not necessarily mean that every initiative requires financial support. However, if a pursuit is deemed important and worthy of pursuit, the university needs to ensure adequate support, either by providing, space, equipment, administrative support, or funding (or some other concrete and appropriate support mechanism). If a university wants to ensure that its efforts are pursued and executed well, mandates or edicts must also be accompanied by appropriate and sufficient support. This not only helps ensure a successful execution of the effort, but also signals the importance of and support for the endeavor by the university.

A continuous review of the university's administrative needs is also an important ingredient to the success of a prominent and revered university. It is important that this review be conducted through not only the lens of administrators, but also those of faculty members, as the true governors of a university. Administrative support functions are just that--support functions. They exist to assist the university's faculty, staff, and/or students in their functions. If they do not provide appropriate support, their purpose may have expired or been brought about erroneously. Additionally, the needs of the university, community, region, state, and country are fluid; thus, they may change, necessitating the need for changing administrative support.

Finally, it is important for a public university, regardless of its size or academic reach, to focus on a few key areas of emphasis. These areas should fall within one of the triad faculty assignment functions, meet some kind of significant, extant demand in the region, and allow the university to showcase its talents. This can result in the university fulfilling its mission of serving the region while enhancing its own brand and image. It also allows the university to focus, thereby not overextending itself, avoiding becoming an organization that is trying to be everything to everyone but is, as a result, not enough for anyone.

Recommendations for Further Research

The University of Central Florida is a very large, successful, and impressive university. Continuing to understand how the university was able to achieve so much so well, in a relatively short period of time, is of great interest. Because the bounds of this

type of qualitative study are endless, there are a many directions one may pursue.

However, with the robust information contained herein, the researcher has provided a very solid foundation for future research on similarly related topics.

Given the documentation of the administrative and organizational structure of the university compiled and identified by presidential term in this research, future researchers could investigate the rationale for these specific adjustments (i.e., the addition and/or removal of administrative positions/offices). Such research might shed additional light and perspective as to why positions/offices were added or removed and how these actions facilitated the growth and development of the university. This could assist other universities in advancing their growth and development.

In this study, the university's mission, vision, and goals have been thoroughly investigated in terms of the evolution of directive language tools which affected the growth and development of the university. Researchers could assess the directive language of peer and aspirational institutions to determine how the university may want to adjust these tools to best position itself for the coming decades, especially with the new challenges faced by higher education.

The relatively thorough examination of the existing administrative and organizational structures established at FTU/UCF to assist faculty in teaching, research, and service provided a solid baseline of information. What may very well assist in the development of additional administrative or organizational changes to the university would be a two-pronged approach. The first would be a review of the support functions provided by peer and aspirational institutions, to see what they provide in order to

buttress the efforts of faculty in teaching, research, and service. Once those data were gathered, it may be wise to survey the university faculty and staff, providing them with a short list and recapitulation of the support functions that other university's provide. One should only include the support functions gathered from the research of sister institutions that would make sense for the needs of UCF's faculty and staff and could actually be implemented at UCF. This would allow the university to utilize proven techniques/tactics of other universities and provide the university's faculty with more support to execute their triadic assignments.

Finally, faculty productivity is an area that would benefit from further quantification. Recognizing that each discipline is very different and nuanced and that there are often unique differences within a single discipline, the identification of norms and expectations can be a genuine challenge for a researcher. However, college-level annual reports for all faculty do exist. These reports, assessed by the standards of each college, provide a substantive starting point for further analysis. If each of the research questions which guided this study were applied to each college, norms and expectations could be established by overarching discipline and could provide the foundation for identifying additional measurements to assess faculty productivity. These measures could then be calculated and compared to overall institutional productivity reports to see how the university and its units are faring, the need for additional focus or support.

The University of Central Florida, formerly known as Florida Technological University, is a rather unique institution. Although the Florida Legislature only established the institution in 1963, having its 50th anniversary in 2013, it did not open its

doors until 1968. This has resulted in a rather young university, with a relatively short history, that has still accomplished a number of impressive feats. As the second largest public university in the United States, the University of Central Florida, among many things stands as an integral part of Central Florida. This study has been insightful, informative and thought provoking.

APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA0000351, IRB0001138**
To: **Boyd D. Lindsley and Co-PI Barbara A. Murray**
Date: **August 20, 2014**

Dear Researcher:

On 8/20/2014, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	A Historical Analysis of the Evolution of the Administrative and Organizational Structure of the University of Central Florida as it Relates to Growth
Investigator:	Boyd D. Lindsley
IRB Number:	SBE-14-10471
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 08/20/2014 03:45:12 PM EDT

IRB Coordinator

APPENDIX B
INTERVIEW TEMPLATE

Request for Interview template and questions:

Hello, XXXX -

I am hoping I may interview you for my study. In short, my research is focused on the history of UCF. Below you will find more specifics and required language through IRB, but that is the thrust of my research. I have also attached the questions I will be asking, so you know what we'll be discussing.

Thank you for your consideration.

Details on study:

Title of Project: A Historical Analysis of the Evolution of the Administrative and Organizational Structure of the University of Central Florida as it Relates to Growth

Principal Investigator: Boyd Lindsley, doctoral student

Faculty Supervisor: Barb Murray

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this research is to identify a more robust history of the University of Central Florida.
- If you are willing, I would like to come and briefly interview you; I will ask you the attached questions and get your feedback and thoughts on these questions.
- If you are willing, I will audio record the interview so I may refer to the answers when compiling the results of my research.
- I anticipate the interview to last no more than one half hour (likely less).

You must be 18 years of age or older to take part in this research study.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Boyd Lindsley, doctoral student, Educational Leadership, College of Education and Human Performance, [407-489-0536](tel:407-489-0536), or Dr. Barbara Murray, faculty supervisor, College of Education and Human Performance at [321-759-8212](tel:321-759-8212) or barbara.murray@ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at [\(407\) 823-2901](tel:407-823-2901).

Thank you again!

Boyd Lindsley

- 1) How has the University of Central Florida's administrative and organizational structure evolved since its inception in 1963 through 2013?
- 2) How have UCF's vision, mission, and goals evolved since the university's inception and what if any influence have these changes had on the university's administrative and organizational structure?
- 3) What historical events, politics, and other outside events affected UCF's organizational and administrative structural development from 1963 through 2013?
- 4) What, if any, administrative and organizational structures were established specifically to help assist faculty in research, teaching, and service?
- 5) What, if any, practices by UCF's administrative and organizational structural align with faculty productivity?
- 6) What do you identify as the most significant contributors to UCF's growth and development?
- 7) What areas or focal points do you see the university developing (or continuing to develop) in the next five to ten years?
- 8) Are there any other items that we have not yet discussed which you think are crucial to UCF's organizational and structural development? If so, what are they?

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