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Duffey, Joseph: Humanities Chairman  
Nomination Hearing (September 9, 1977)

Education: National Endowment for the Arts  
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delegated all strictly educational activities to a vice president; in smaller institutions the chief administrative officer is usually the dean. Such an official is responsible directly to the president for such matters as the selection of faculty members, the determination of the curriculum, the quality of instruction, and the overall budget. Other administrative officials are usually the registrar, who is in charge of keeping official records; the director of admissions, who determines the eligibility of candidates for admission; the business officer, who is concerned with the overall financial condition of the institution; an executive dean or vice president for student affairs, who is in charge of all nonclassroom activity on campus; and a director of development, who is responsible for fund raising and community relations.

**Faculty.** The role of faculty members in administrative matters varies from institution to institution, as well as in relation to the matters to be administered: appointments, promotions, and salaries of faculty members, curriculum, the admission and evaluation of students, institutional planning and budgeting. Mechanisms for carrying out their role include departmental organization, faculty senates, committees, and, in some institutions, collective bargaining units. A 1970 survey of the degrees of involvement in 1,056 institutions is to be found in the publication of the American Association of University Professors, *AAUP Bulletin* (vol. 57, no. 1, spring 1971, pp. 68-124).

**Students.** Until recently, student involvement in the administration of universities was generally limited to matters affecting their social or extracurricular activities. In the late sixties, provision was made in a number of institutions for participation by students in administrative bodies formerly the provinces of faculty and administrative officers. A survey of some of these changes appears in a publication of the National Association of State Universities and Land-Grant Colleges, *Constructive Changes to Ease Campus Tensions* (January 1970).

### Financial Sources

Four principal sources have supplied the income for educational and general purposes of institutions of higher education: (1) philanthropic gifts, (2) student tuition and fees, (3) endowment earnings, and (4) state and federal government appropriations. The relative contribution and importance of each of these sources have varied considerably during the past fifty years.

Philanthropic gifts have not in the past provided a large percentage of the total operating income of higher education in the United States. Most donors have preferred to give their gifts for endowment or building rather than for support of current expenditures. Many institutions, however, are now giving more attention to this source of support for current programs. Their efforts have resulted in substantial increases in gifts available for current purposes. In most colleges and universities, alumni and other interested persons are encouraged to contribute to an annual financial campaign, whose proceeds are available for unrestricted purposes. These campaigns have resulted in interesting many donors whose relatively small annual gifts add up to a significant total. The success of such efforts is indicated by the fact that the amount of income from private gifts and grants in 1968-69 was in excess of \$600 million. Table 4 shows the amount of income from such sources in recent years.

1951-52	149,925
1953-54	191,258
1955-56	245,539
1957-58	324,970
1959-60	383,186
1961-62	450,764
1963-64	551,507
1965-66	642,698
1967-68	553,352
1968-69	606,210

Source: U.S. Office of Education, *Digest of Educational Statistics* (Washington: Government Printing Office), 1962, p. 108; 1963, p. 95; 1970, p. 95; 1971, Table 123.

With a few notable exceptions, almost all institutions of higher education, including state-supported schools, charge tuition. Student fees constitute about 20 percent of the educational and general income for all institutions of higher education combined.

Endowment is held chiefly by privately controlled institutions, although a number of state-controlled universities, such as the Universities of Texas and California, have large endowments. Endowment funds of significant size tend to be concentrated in a small number of colleges and universities, with three-fourths of total endowment funds held by 100 institutions. Table 5 lists the largest endowments by institution.

### 5. Market Value of Endowment Assets at Twenty Heavily Endowed Institutions

Institution	Market Value <sup>a</sup>
Harvard University	\$1,260,871,000
University of Texas	500,000,000 <sup>b</sup>
Princeton University	449,545,000
Yale University	419,205,000 <sup>cd</sup>
University of Rochester	391,955,000
Massachusetts Institute of Technology	332,400,000 <sup>d</sup>
University of Chicago	308,949,000
University of California	294,500,000
Columbia University	278,330,000 <sup>cd</sup>
Northwestern University	276,976,000
Cornell University	258,700,000 <sup>d</sup>
Stanford University	240,790,000 <sup>e</sup>
University of Pennsylvania	195,387,000 <sup>d</sup>
Rice University	168,564,000
Dartmouth College	162,264,000
Johns Hopkins University	152,828,000
Wesleyan University	151,107,000 <sup>d</sup>
Washington University	133,923,000
Emory University	133,598,000 <sup>cd</sup>
California Institute of Technology	130,000,000 <sup>d</sup>

<sup>a</sup> Unless otherwise noted, figures are as of June 30, 1971, and are rounded to the nearest thousand dollars.

<sup>b</sup> Estimate. Based on figures reported for *American Universities and Colleges*, tenth edition.

<sup>c</sup> As of the end of the institution's fiscal year 1969-70.

<sup>d</sup> 1970-71 data from questionnaire for *American Universities and Colleges*, eleventh edition, and related correspondence.

<sup>e</sup> As of August 31, 1971.