

AN ANALYSIS OF FACTORS NECESSARY
FOR EFFECTIVE INNOVATION IN
REGIONAL COMMUNITY EDUCATION
DISSEMINATION CENTERS

Thesis for the Degree of Ph. D.
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Douglas M. Procunier
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THESIS

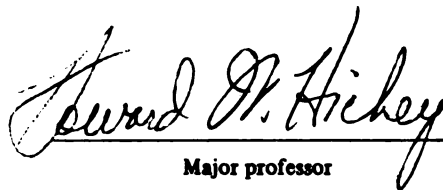


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ABSTRACT

AN ANALYSIS OF FACTORS NECESSARY FOR EFFECTIVE INNOVATION IN REGIONAL COMMUNITY EDUCATION DISSEMINATION CENTERS

By

Douglas M. Procutier

Overview

The general purpose of this study was to identify and rank order the factors important when innovation is introduced into a College of Education in an institution of higher education. The plan was to include a model for the development of Regional Community Education Centers.

The study was both descriptive and statistical. It describes progress of eleven Regional Centers and rank orders the factors perceived important in their development. The factors were rank ordered as a result of the respondents reacting to a forced-choice instrument developed during this study.

- | | |
|------------|--|
| Leadership | 1. College level (administration) |
| | 2. Departmental level (administration) |
| | 3. Professorial |
| | 4. Special project director and staff |

- Philosophical Commitment
1. Special project director and staff
 2. Department (administration and instruction)
 3. Institutional (administration and instruction)

- Need for Change
1. Department (administration and instruction)
 2. Professors in the profession
 3. College (administration)
 4. Students (graduate and undergraduate)

- Money
- AN ANALYSIS OF FACTORS NECESSARY
FOR EFFECTIVE INNOVATION IN
REGIONAL COMMUNITY EDUCATION
DISSEMINATION CENTERS**

- Policies
- By
1. College (supportive)
 2. Department (supportive)
- Douglas M. Procunier**

- Institutional Capabilities
1. College (degrees)
 2. Department (classes)

Overview

The general purpose of this study was to identify and rank order the factors important when innovation is introduced into a College of Education in an institution of higher education. The plan was to include a model for the development of Regional Community Education Centers.

The study was both descriptive and statistical. It describes progress of eleven Regional Centers and rank orders the factors perceived important in their development. The factors were rank ordered as a result of the respondents reacting to a forced-choice instrument developed during this study.

- Specific Conclusions**
- Leadership
1. College level (administration)
 2. Departmental level (administration)
 3. Professorial
 4. Special project director and staff

Philosophical Commitment	1. Special project director and staff 2. Department (administration and instruction) 3. Institutional (administration and instruction)
Need for Change	1. Department (administration and instruction) 2. Field (practitioners in the profession) 3. College (administration) 4. Students (graduate and undergraduate)
Money	1. Operational (for special project) 2. Equipment (for special project) 3. Buildings (for special project)
Policies	1. College (supportive) 2. Department (supportive)
Institutional Capabilities	1. College (degrees) 2. Department (classes)
Administrative Structure	1. College (supportive) 2. Department (supportive)
Tradition	1. Instruction (students) 2. Service (to the field) 3. Research (from the field)
Procedures	1. College (supportive) 2. Department (supportive) 3. Research (from the field)
Research	
Ancillary Services	1. Department (supportive activities) 2. College (enabling capabilities) 3. Other departments (supporting attitude)
Physical Facilities	1. Institutional (room for expansion)

Specific Conclusions

Analysis of the data collected for this study provides the following conclusions:

1. Institutions of higher education should consider establishing a Center for Community Education only when proper leadership is available. The leadership of the college, department and professorial ranks must be supportive of the special project if it is to be successful. Lack of support from any of the categories of leadership from within will retard the progress of a special project and may result in failure.
2. Colleges and universities that establish a Center for Community School Development should have developed a philosophical commitment supportive of the functions of the Center. The commitment should be institutional; however, it should be extremely strong in the individual responsible for the special project, the Center Director. The vice presidents and graduate students in this study felt that the institutional commitment was most important in predicting success. All other respondents identify the Center Directors as the most important place to have a strong philosophical commitment.
3. Colleges and universities that establish Centers for Community Education Development should have in evidence a need for such a Center. The data in this study suggests that the need for a Center should be identified at the

department level because of their close relationship with the "field". The college should recognize this need in order to provide support. The data indicates that the least important source in identifying need is the students. It is difficult to agree with this finding because the literature places much more importance upon the role of students in determining innovations in higher education.

This study involved graduate students who typically are representative of the field; therefore, it may have been appropriate to consider their response as a resource from the field. If this assumption is valid, the study agrees with the majority of the literature.

4. Money is important in the process of establishing a Center for Community Education. A study of budgets of the eleven Centers reveals that most of the expenditures are in salaries (leadership), and the related expenses of making leadership available to public schools. It is important to note that the second most important factor "philosophical commitment" doesn't cost anything, but philosophical commitment probably could not be purchased at any price.
5. Operating policies are necessary in order for a Center for Community Education to function within the structure

- of a college or university. As previously mentioned, all factors can be both positive and negative. Operating policies have a tendency to be more negative when new practices are introduced. It is imperative that a method of adjusting operating policies accompany the plan for introducing a Center for Community Education into an institution of higher education.
6. Institutions of higher education that establish Centers for Community Education dissemination should have the capabilities of providing the services of such a Center. These basic capabilities include: 1) accreditation, 2) undergraduate programs in education, 3) graduate programs in education, 4) rapport with communities to be served, 5) flexibility to meet current needs; 6) financial resources.

Recommendations

7. The administrative structure of a college or university should allow communication to flow to and from a Center for Community Education Development.
8. The tradition of an institution sponsoring a Center for Community Education should identify a strong instructional and service history. Traditional research produced by universities has little effect upon the success or failure of introducing innovation in higher education. The respondents

in this study agree with this conclusion statistically; however, informal conversations with them and their colleagues reveals a much stronger desire to rely upon research as a determining factor of change.

9. Physical facilities is not an important factor in the success or failure of a Center for Community School Development. The physical location of a Center within its designated college is more important than the quality or volume of space. Adequate office space strategically located within the College of Education, will enable the regular staff to be supportive of the functions. The clustering of the department chairman, other professors, and Center personnel allows a team approach to solving the problems of community education.

Recommendations

The results and implications of the study suggest areas of study. It is recommended that further study be designed:

1. To assess institutional commitment. The greatest hazard in the process of establishing a new Center for Community Education Development is not knowing the institutional commitment.
2. To determine the time span necessary for the adoption

10. of an innovation by an institution of higher education.
It is unknown how long outside financial support is needed
in order to insure an institution's successful adoption
11. of an innovative function. Although the time span will
vary from one institution to another, some guidelines
12. are needed both by colleges and existing and possible
13. outside funding agencies. of the institutions' accepting
3. To determine leadership qualities necessary for the
success of a Center Director.
4. To determine the status a Center Director must have within
the institution in order to insure success.
5. To develop longitudinal measurements and guidelines
to assess the Center's consequences, both in the field
and in the university.
6. To determine changes in administrative and professorial
awareness and attitudes over the periods of community
education's initiation, implementation and adoption.
7. To determine the Center's effect upon other institutions
of higher education within the region it serves.
8. To determine the Center's effect upon the State Department
of Education in the region it serves.
9. To determine the feasibility of establishing a Center for
Community Education in private institutions.

10. To compare educational programs of institutions with Centers for Community Education Development with institutions without Centers.
11. To determine where Centers should be located within the institution administratively.
12. To determine role perceptions of the Center staff.
13. To assess the probability of the institutions' accepting fully the financial responsibility of the Center after outside funding ceases.
14. To determine the geographic limitations that a Center can effectively serve.
15. To determine the population limitations that a Center can effectively serve.
16. To determine the feasibility of community education becoming the center of attention (the primary thrust) of a School of Education in an institution of higher education.
17. To determine the feasibility of staff members other than Center Directors spending more time providing services to public schools as part of their regular duties.
18. To replicate the study with a larger sample.
19. To replicate the study with a population selected from public school systems.

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BY

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Dr. David Boren, Dr. James G. Thompson, and Dr. Richard Brandt. The ever-present encouragement of Dr. Clyde Campbell provided the additional

"kick" to keep going. ACKNOWLEDGEMENTS

I wish to thank Mrs. Boren for her extra efforts and assistance. The guidance, assistance, and encouragement I received from scores of individuals deserves much more expression of appreciation than can be extended by the written word.

The preparation of this thesis has been a most meaningful and enjoyable academic experience. This unusual admission is possible primarily because of the quality of guidance I have received from my major advisor, Dr. Howard Hickey. Dr. Hickey and the other committee members have displayed humanistic guidance and encouragement throughout the total process.

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Dr. David Dean, Dr. Larry Lezotte, and Dr. Richard Brandt. The ever-present encouragement from Dr. Clyde Campbell provided the additional "kick" to keep going.

I wish to thank Karen Richards for her extra efforts and assistance in completing this study.

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universities are no longer able to function as existing ones without specific or detailed objectives which affect the institutional mission as well as upon the university resources. The obvious question therefore arises: What goal basis should an institution make value/goal decisions which will inevitably alter existing procedures and practices?

Kindred to this most important question is another of almost equally vital substance: What factors enable colleges and universities to accomplish prescribed changes within their institutional framework in order to achieve rearranged priorities?

These two questions are functionally related. The concept of "pilot" project has become vii

Its acceptability depends upon the opportunity it affords to venture something new without irrevocable philosophical or financial commitment.

The "pilot" process frequently becomes possible through external

financial assistance, a common assumption being that it will be

discarded if found to be impractical or a complete failure. Likewise,

it generally is assumed that the "pilot" idea or function will become

permanent if proved successful. A further determination very often

Increasingly, colleges and universities are encouraged to re-assess their values and goals with a view toward selection of new

priorities. In affluent times, it presents no problem for institutions

to arbitrarily entertain alternatives in value/goal determination.

Current financial stress dictates, however, that colleges and

universities can no longer add new functions to existing ones without specific evaluation of possible effects upon the institutional

mission as well as upon its economic resources. The obvious question

therefore arises: Upon what basis should an institution make value/

goal decisions which will inevitably alter existing procedures and

practices?

Kindred to this most important question is another of almost equal vitality: What factors enable colleges and universities to accomplish prescribed changes within their institutional framework? Willing as these agencies may be to give financial support to "pilot" processes or new ventures, they are vitally interested in assurance in order to achieve rearranged priorities?

These two questions are functionally related. The concept of "pilot" project has become accepted at most levels of education.

Its acceptability derives from the opportunity it affords to venture something new without irrevocable philosophical or financial commitment. The "pilot" process frequently becomes possible through external financial assistance, a contingent assumption being that it will be discarded if found to be impractical or a complete failure. Likewise, it generally is assumed that the "pilot" idea or function will become permanent if proved successful. The latter determination very often significantly alters existing practices, and therefore partially answers the first question.

What the "pilot" process does not do is identify an orderly and efficient procedure for acceptance of a new concept determined to be desirable. Thus, in order to assess the probability of success, it is imperative to identify the various factors which will permit facile acceptance and then adoption of the new concept.

It seems imperative, in these times of financial stringency, that a precise effort be made to identify these factors.

Governmental agencies, foundations, and individual gifts more and more are becoming the source of external financing for colleges and universities, and this introduces a new dimension into higher education. Willing as these agencies may be to give financial support to "pilot" processes or new ventures, they are vitally interested in assurance that new concepts, once proved, will be continued after withdrawal of initial grantor funds.

The Training and Dissemination Division of the C. S. Mott Foundation is one organization that is presently contributing to several institutions in promulgation of the community education concept. The prime functions of Training Centers funded for this purpose include service to public school systems and training opportunities for community educators at all levels. It has been the Foundation's experience that the service component is a major change for some of the institutions and only supplemental to others. The training opportunities available at the Centers vary widely. The variance of training effectiveness that exists in past and present grantees is of prime interest and will be a major consideration in this study.

In the beginning, the Mott Foundation funded colleges and universities for developing the community education concept. These early grants were often made on the basis of faith in an institution to do the best it could. Obviously, this period was a valuable learning experience both for the grantees and the Foundation. Understandably, a few of the early grants were considered to have resulted in failure.

Most of the original College and University Centers are operating and considered very successful. Without exception, these institutions have changed as a result of the granting relationship. It is with the changes within the institutions that this study will concern itself. It is conceded that many of these changes resulted from chance and much trial and error, but it is hoped that this study will assist grantees and

grantors alike in the process of initiating change and innovation.

Statement of Problem

Several discernible factors involved in the change process are necessary to enable Schools of Education to adopt innovative practices. The rank order of these apparent and concerted factors are not available.

The fact that optimum conditions for implementing innovation are not readily identifiable suggests that planned change and innovation are a matter of chance rather than a planned process. The tremendous human energy and financial resources aimed at planned innovation in higher education lacks an established criterion for measurement of potential success.

This study will investigate factors necessary for Community Education Centers to accomplish prescribed change within their university. Specifically then, the study will:

1. Describe specific goals and objectives related to the operation of College and University Community Education Dissemination Centers.
2. Analyze progress the Centers have made toward achieving their stated goals.
3. Identify the factors contributing to the achievement of the goals and objectives.
4. Identify the factors contributing to the failure to achieve

to a variety of funded projects that call for initiation of planned change goals and objectives.

In higher education.

5. Develop a theoretical model for a College or University

More specifically, the study can make a significant contribution Center for the Dissemination of Community Education.

to the efficient operation of a Center for the Dissemination and Training

Need for the Study

Presently, the C. S. Mott Foundation is assisting eleven

such Centers in the United States. It is anticipated that an additional

five will receive assistance in the near future. Other foundations

Definition of Terms

and individual philanthropists are interested in possible funding

Adopt -- To take and apply or put into practice as one's own (what of Regional Centers. In order to properly assess the probability of

is an established

success, it is imperative to identify the factors that will allow

Center Director -- A professional staff member of a College or University acceptance and adoption of the community education concept.

Center that has the responsibility to carry out its mission.²

Significance of the Study

There can be no doubt about the importance of categorizing

conditions that have an effect upon adoption of planned change and

innovation in higher education. Vast human and financial resources

are being channeled into higher education in an effort to initiate new

practices. New practices must contribute toward the efficient

utilization of all identifiable resources to insure higher education

effectiveness. The study can make a significant contribution to the

Publishers, Springfield, Mass., 1966, p. 12.

College and University community education concept.

C. S. Mott Foundation

of innovation in higher education regardless of its nature or source of origin. This study should establish broad guidelines that will apply

to a variety of funded projects that call for initiation of planned change in higher education.

More specifically, the study can make a significant contribution to the efficient operation of a Center for the Dissemination and Training for Community Education. It should also establish basic criteria to guide the C. S. Mott Foundation and others in their future investments in higher education.

Definition of Terms

Adopt -- To take and apply or put into practice as one's own (what is not so naturally).¹

Center Director -- A professional staff member of a College or University Center that has the responsibility to carry out its mission.²

Change Agent -- A person skillful in bringing about desired change in an organization.

Change Process -- A series of actions or operations conducive to an end.³

Community Education -- Community education is a process that involves people in the marshalling of human and physical resources to

¹Webster's New Collegiate Dictionary, G. & C. Merriam Co., Publishers, Springfield, Mass., 1960, p. 12.

²College and University Community Education Center Manual, C. S. Mott Foundation, 1968.

³Dictionary of Education, Carter V. Good, Editor, University of Cincinnati, McGraw-Hill Book Co., Inc., New York, N.Y., 1959, p. 84.

create an environment conducive to improvement in the quality of life of all citizens. The public school is the most logical institution through which society may work to achieve this ambitious goal.

Traditionally, the public school is the common denominator in our society; it is the institution most nearly representative of all classes, creeds, and colors. The physical plants of the schools represent a huge community investment and are well suited for community use. The use of these facilities eliminates the need for costly duplication of facilities. Their geographic location makes them readily accessible to every man, woman and child as centers for recreation, education and democratic action.

Imperative to the successful operation of a community school is leadership in the form of a community school director and a community council, truly representative of the neighborhood.

Such leadership, utilizing the physical facilities of the public schools and the financial support of the citizenry, provides a practical means of meeting the needs of people. In the process of planning for community education, it is necessary to take into account a need for leadership training, both for professionals and para-professionals. In order to insure maximum utilization of professional and para-professional personnel, an initial and

continuing inservice training plan must be adopted. A conscious effort to affect both the regular curriculum and community education curriculum is paramount in reaching scholastic achievement both for school-age children and out-of-school adults. Special programs must be established in order to satisfy the desires as well as the needs of a community. Such programs can be in the fields of reading achievement, health education, special education for the handicapped, and activities whose purpose is to reduce delinquency and crime. These are only segments of what is possible under the tent of community education.⁴

Diffusion -- To spread.⁵

Factor -- Something that actively contributes to the production of a result.⁶

Hard Money -- Financial support that is received from normal sources that can be considered a continuous source.

Innovation -- Act of introducing something new or novel as in customs, rites, etc.; also, a change effected by innovating; a novelty

⁴National Community School Education Association News, September, 1970, p. 3. Collegiate Dictionary, G. & C. Merriam Co., Publishers, Springfield, Mass., 1960, p. 433.

⁵Webster's New Collegiate Dictionary, G. & C. Merriam Co., Publishers, Springfield, Mass., 1960, p. 231.

⁶Dictionary of Education, Carter V. Good, Editor, University of Cincinnati, McGraw-Hill Book Company, Inc., New York, New York, 1959, p. 221.

added or substituted.⁷

Invention -- The power of inventing, or conceiving, devising, originating, etc.; inventive skill or ingenuity.⁸

Soft Money -- Financial support received by an organization from an outside source (usually temporary)

University-College Center -- A college or university that has identified the community education concept as one of its major functions.

One that has committed itself to provide consultant service for public school systems for the purpose of developing community schools.⁹

Limitations of the Study

This study constituted an attempt to rank order factors that allow desirable change to take place in a School of Education. The basic instrument will be developed with the use of "experts" from the field. The use of experts are identified as a limitation because there is reasonable doubt that anyone is an expert in affecting change in institutions of higher education.

⁷Webster's New Collegiate Dictionary, G. & C. Merriam Co., Publishers, Springfield, Mass., 1960, p. 433.

⁸Ibid., p. 443.

⁹College and University Community Education Center Manual, C. S. Mott Foundation, 1968.

II. The study will be conducted in eleven universities and colleges presently funded partially by the C. S. Mott Foundation. The author's relationship to the C. S. Mott Foundation may or may not have had a bearing upon the results.

The study assumes that factors perceived to be important at the eleven colleges and universities will be important in additional American college and university settings. The extent to which the findings of this study can be generalized to apply to other colleges and universities is unknown. Similarly, the extent to which public schools are affected by the finding in this study is unknown. Lack of evidence to substantiate these basic assumptions is a limitation of this study.

The Study Design

- I. The writer proposes to:
 - A. Analyze and describe the present goals and objectives that are common to all existing College and University Centers.
 - B. Describe the perceived conditions that led to the present goals and objectives of the existing Centers.
 - C. Interview all existing Center college presidents, vice presidents, deans, department heads, center directors, and a sample of professors of education to learn what they perceive to be important change factors at their institutions.
 - D. Interview random samples of graduate students in Education Administration at each of the College and University Centers to learn what they perceive to be factors that affect their training process at the college or university.
 - E. Summary

- II. The writer will compare the opinions of the individuals interviewed and rank order the factors perceived to be important in the change process in departments of education at colleges and universities.
- III. The final step will be to construct an operational test model demonstrating the best conditions as perceived by the individuals in the study. The operational test model will state what factors should be present in an optimum Center for the Training and Dissemination of Community Education. The model will serve as an example applicable to other planned change in higher education.

Organization of Subsequent Chapters

Chapter

- II Selected Review of Literature and Research
 - A. Change process
 - B. Invention and innovation
 - C. Impact of soft money on higher education (interviews, reports, etc.)
- III Gathering of Data
 - A. Describe Center goals and objectives
 - B. Analyze progress of Centers
 - C. Develop an instrument for identifying factors contributing to the failure and success to achieve goals and objectives
 - D. Identify factors
 - E. Summary
- IV Analyze Data
 - A. Rank order positive factors
 - B. Rank order negative factors
 - C. Summary

V Conclusions, Recommendations and Implications for Further Study (Develop Theoretical Model)

CHAPTER II

RELATIONAL REVIEW OF THE LITERATURE

Overview

Available general theories relative to innovation in the change process is comprehensive whereas literature dealing with innovation and change in institutions of higher education is very limited. Because of this limitation, the assumption is made that higher education is a part of the total American educational system, and necessarily removed from the social or political conditions which affect all education. Therefore, some generalizations can be drawn between the literature on higher education and that on public schools.

Eric Hoffer¹ reminds us that no one really likes change. He describes his uneasiness when pea crop picking in the Imperial Valley of California concluded and he was forced to move to picking string beans. The seemingly insignificant change from peas to string beans contained for him, the elements of fear. Paul Lawrence² suggests that the real problem in introducing change to a system is not the technical

¹Eric Hoffer, Ordeal of Change, Harper-Rowe, New York, New York, 1963, pp. 79-75.

²Paul E. Lawrence, "How to Deal with Resistance to Change," Harvard Review, January-February, 1969, pp. 4-15.

change itself, but the human changes that often accompany technical innovations. He suggests that one of the most frustrating problems business executives face is the resistance to change. This

CHAPTER II

resistance often is expressed in several different forms, but always is troublesome. **SELECTED REVIEW OF THE LITERATURE**

technical change, as such, and in fact, most of the resistance which Overview is mentioned. He further suggests that the best method

of overcoming Available general literature relative to innovation in the change process is comprehensive whereas literature dealing with innovation and change in institutions of higher education is very limited. Because of this limitation, the assumption is made that higher education is a part of the total American educational system, not necessarily removed from the social or political conditions which affect all education. Therefore, some generalizations can be drawn between the literature on higher education and that on public schools.

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¹Eric Hoffer, Ordeal of Change, Harper-Rowe, New York, New York, 1963, pp. 70-75.

²Paul R. Lawrence, "How to Deal with Resistance to Change," Harvard Review, January-February, 1969, pp. 4-10.

change itself, but the human changes that often accompany technical innovations. He suggests that one of the most frustrating problems business executives face is employee resistance to change. This resistance often is expressed in several different forms, but always is troublesome. His thesis is that people do not actually resist technical change, as such, and in fact, most of the resistance which does occur is unnecessary. He further suggests that the best method of overcoming resistance to change can be accomplished when people are involved in making change so that their participation becomes a device as well as a conflict management technique. Lawrence points out that the key to the problem is understanding the true nature of resistance. Actually, what employees resist is not technical change, but social change -- that change in their human relationships which generally accompanies technical change. Resistance is usually created by certain blind spots in attitudes on the part of staff specialists, resulting from their preoccupation with the technical aspects of new ideas, at the expense of employee and human considerations.

Change and Innovation Areas of change and innovation diffusion are of prime interest in dealing with the concept of developing a system of institutional self-renewal. The concept of renewal implies change, and the process of renewal makes maximum use of change in innovation diffusion methods.

Several strategies have been developed to introduce specific changes

of Planned Change. New York: Harcourt Brace and World, Inc., 1958.

into educational systems.

Havelock³ has identified three basic approaches. His first approach deals with social interaction where change comes about through personal contact. The second and third deal with research and development which suggest that change comes about through "unfreezing, moving, freezing" -- which he calls the problem-solver approach. He has put all of these techniques or approaches together and suggests that they are collectively a process of innovation. This process of innovation includes six basic steps which can be identified as relationship, diagnosis, acquisition, choosing, acceptance, and self-renewal.

The process of organization renewal is seen as much more than a concentrated effort to introduce a specific change in the sub-system. Organizational and self-renewal is a comprehensive approach that makes maximum use of techniques of planned change in innovation.

that the organization must be equipped so that it will accept change.
Factors

Several authors have concerned themselves with the positive factors and conditions that allow innovation and change to take part within an institution. Ronald Lippett⁴ identifies seven basic conditions that accompany any planned change. They also suggest that change should

³Ronald G. Havelock, "Planning for Innovation Through Dissemination and Utilization of Knowledge," A Final Report to the U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, July, 1969.

⁴Ronald Lippett, Jeanne Watson, Bruce Westley, The Dynamics of Planned Change, New York, Harcourt Brace and World, Inc., 1958.

that must exist before the introduction of a change model can be effective.

1. The development of a need for change.
2. The establishment of a change relationship.
3. The clarification of the systems problem.
4. The examination of alternatives; therefore, the establishment of goals and the intentions for immediate action.
5. The transformation of these intentions into actual change efforts.
6. The stabilization of change.
7. The achievement of a terminal relationship.

The publication, "Innovation in Education, New Directions for the American School," published by the New York Committee for Economic Development in July, 1968, suggests four imperatives relative to introducing change and innovation into public education. They first emphasize that the organization must be established so that it will accept change. This implies agreement with Havelock when he suggests that innovation is possible when an organization is structured for self-renewal. This committee suggests that appropriate application of cost/benefit analysis accompany any planned change. They also suggest that change should be stimulated on the basis of research that gives the true identification of the need for change. They go further to suggest that there should be the establishment of a national commission on research, innovation, and evaluation which would serve all of American education.

Farnsworth⁵ suggests that educational change will follow the following sequence:

1. Reorganize and articulate need.
2. Propose a solution.
3. Create interest in the suggested solution.
4. Demonstrate usefulness.
5. Invite group and public interest.
6. Obtain official approval.
7. Remove possible legal restrictions.

Most of the research findings found in the literature identify similar factors which are associated with the acceptance and adoption of innovations in educational systems. Perhaps the most agreement in the literature is identified with the people involved in the change process. Leadership seems to come to the surface as the most important single factor. The process used by a leader can vary, but there is a consensus that educational innovations are almost never installed just on their merits. The innovative person or group of persons often outweighs the impact of the innovation.

It is appropriate at this time to differentiate between the term administrator and leader. For the most part, the literature identifies

⁵Daniel Griffiths, *Administrative Theory*, New York, Appleton, Century, Crofts, Inc., 1959.

⁵Philito T. Farnsworth, Adaptation Processes in Public School Systems, New York: Columbia University Press, 1940.

an administrator as a person who is primarily interested in maintaining a system in its most efficient manner. A leader, in contrast to an administrator, is a person not found in all organizations. Basically, a leader is a person who is constantly seeking new and better directions and process for an organization.

Daniel Griffiths⁶ draws three conclusions about administration. He feels administration is a kind of behavior which can be found in all organizations. This administration can be good and it can be bad. He feels that administration is a process of directing and controlling. This process can be pursued without the quality of leadership. He points out that the specific function of administration is the development and regulation of the decision-making process in the most efficient manner possible. The term regulation in this definition seems to imply that the process of administration could somewhat impede the progress of introducing innovations. Chester Bernard⁷ agrees with this point of view. He cites the function of an executive is to maintain the operation of an organization, not the work of the organization per se. He feels that the effectiveness of cooperative systems depends almost entirely upon the invention or adoption of innovations with regard to specialization.

⁶ Daniel Griffiths, Administrative Theory, New York, Appleton, Century, Crofts, Inc., 1959.

⁷ Chester I. Bernard, The Functions of the Executive, Cambridge, Massachusetts: Harvard University Press, 1962.

Louis McGuire justifies this condition somewhat when he states,

"The observation is that the practicing school administrator can find very little practical help in the literature for planning and managing and dealing with the problems of change. The literature for the most part portrays change of the novel event interposed between periods of organizational stability. The practicing school administrator, on the other hand, does not have the luxury of viewing change as a novel event. He is daily involved in crisis decision making which entails making the best of a set of less than satisfactory decisions. He must solve the immediate non-postponable problems if he is to survive."

Structure

George Small,⁹ Raymond Muessing,¹⁰ Daniel Katz and Robert Kahn,¹¹ and Kurt Lewin¹² describe the traditional role of the school as being a stabilizer in our society and a preserver of the American value system. They imply that the administrative structures of American education remain geared to maintaining the system, therefore resisting change and avoiding conflict. They imply that the American public

⁸Louis M. McGuire, Observations and Analysis of Literature on Change, Research for Better Schools, Inc., 1700 Market Street, Suite 1700, Philadelphia, Penn.

⁹George D. Small, "What We Learned From Current Programs and Research About Dis-Advantaged Pre-School and Elementary School Children," (Tulsa, Oklahoma: University of Tulsa [n.d.]).

¹⁰Raymond H. Muessing, "Change -- the Only Constant," Educational Leadership, XXVI (March, 1969).

¹¹Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, Inc., 1966).

¹²Kurt Lewin, "Quasi-Stationary Social Equilibria and the Problem of Permanent Change." The Planning of Change, First Edition, Warren G. Bennis, Kenneth D. Benne, and Robert Chln, editors (New York: Holt, Rinehart and Winston, Inc., 1961).

schools have a tendency to infuse innovation by simply identifying programs that follow traditional patterns and practices and therefore "do more of the same."

Truman M. Pierce¹³ implies that innovation can only be achieved as a result of strong community participation. He feels it has been demonstrated that a close relationship between the adaptability atmosphere is necessary for the acceptance of change. One problem identified by Thorington B. Robertson¹⁴ in relation to community involvement is that sometimes people have clear wants with respect to change and unclear wants in regard to objectives. A tendency to criticize the present educational system without viable alternatives is a hazard that school administrators must face if they are to solicit strong community participation.

A lack of common understanding relative to the meaning of the term "planned change" has caused confusion and disagreement among authors addressing themselves to the process. Muessing¹⁵ defines planned change at least three different ways. He places a value judgement on each definition, which creates confusion in interpreting

¹³Truman M. Pierce, "Educational Change and the Role of Media," Media and Educational Innovation, W.C. Meierhenry, ed., Lincoln, Neb.: University of Nebraska, 1964.

¹⁴Thorington B. Robinson, "The Public's Share in Shaping Educational Policy: A Pilot Study." A Pilot Center for Educational Policy Research, Part II, Marvin Adelson, et. al. (Santa Monica, Cal.: System Development Corporation, February, 1968).

¹⁵Raymond H. Muessing, "Change -- the Only Constant," Educational Leadership, XXVI (March, 1969).

his writings. He feels that educators don't understand what planned change means and therefore view the "pilot pattern of innovation" as an accepted means of introducing change in education. Egon Guba¹⁶ argues that revolutionary changes are adequate to produce the education improvements that are needed. Bhola and Blanke¹⁷ point out that the most dangerous possibility of introducing innovation in schools might be that administrators will invent needs in order to be considered innovative. Herzog¹⁸ resists planned change for public education on the basis that it is primarily professionally oriented and often manipulated in a manner that fails to recognize that most people are attached to their current practices and therefore value an innovation if it reflects their beliefs, not because they are resistant to the idea of change.

Strategies

In the survey of literature relative to change, it is necessary to give special attention to that literature which deals with strategies

¹⁶Egon G. Guba, "A Model of Change for Instructional Development" (paper prepared for the Educational Media Conference, Indiana University, June, 1968).

¹⁷Harbans S. Bhola and Virgil E. Blanke (eds.), A Report of Conference on Strategies for Educational Change (Columbus, Ohio: Research Foundation, Ohio State University, September, 1966).

¹⁸John D. Herzog, "Viewing the Issues from the Perspective of an R & D Center" (paper read at the American Educational Research Association Symposium on Educational Improvement and the Role of Educational Research, New York, February, 1967).

related to the change process. Rogers¹⁹ points out that a strategy involving change must include consideration of knowledge, attitude change and behavioral change. This comprehensive set of principles and strategy for affecting organizational change was developed by the National Training Laboratories, Reading Book, Twentieth Annual Summer Laboratories in Human Relations Training, 1966. Their six basic principles are:

1. To change a sub-system or any part of a sub-system, relevant aspects of the environment must also be changed.
2. To change behavior on any level of a hierarchal organization, it is necessary to achieve complimentary and reinforcing changes in organization levels above and below that level.
3. The point to begin change is at those points in the system where some stress and strain exist.
4. If thorough going changes in a hierarchal structure are desirable or necessary, change should ordinarily start at the policy-making body.
5. Both the formal and informal organization of the institution

¹⁹Everett M. Rogers, "Innovations: Research Design and Field Studies," Novel Strategies and Tactics for Field Studies of New Educational Media Demonstrations, Sidney C. Eboch, editor (Columbus, Ohio: Research Foundation, Ohio State University, 1965).
 Change in Education, "Paper prepared for the Conference on Strategies for Educational Change, Washington, D.C., November, 1962).

must be considered in planning any process of change.

6. The effectiveness of planned change is often directly related to the degree which members at all levels of an institution of hierarchy take part in the fact finding and diagnosis of needed changes and in the formulating and reality testing of goals and programs of change.

Inhibitors

Culbertson²⁰ identifies some inhibitors to the change process and suggests possible solutions to eliminate the barriers. He first suggests possible solutions to eliminate the barriers. He first suggests that there is a lack of personnel who are skilled in carrying out planned change. He recommends the creation of a national education academy to attract promising and imaginative persons into education and then prepare them in such a way that they can make a contribution to planned change. Secondly, he suggests that there is very limited knowledge relative to the change process in education. His suggested solution for this situation is the creation of an institute for the study of educational innovation that might develop a new concept that would advance the research in the framework of planned change. The third inhibitor of change that Culbertson identifies is the conflict that usually exists with local, state, and national governments that would facilitate policy alternatives. He also

²⁰Jack A. Culbertson, "Organizational Strategies for Planned Change in Education," (paper prepared for the Conference on Strategies for Educational Change, Washington, D.C., November, 1965).

identifies the general negative attitudes held toward centralized units devoting time to planning functions as being an inhibitor to the change process. He suggests that research be made available to local school districts relative to providing for a meaningful planning process.

Several techniques for carrying out the strategies of innovation change process are cited throughout the literature. O'Connell best summarizes the techniques recommended by the literature in describing the behavioral scientist's point of view,

"Most recent social science involvement in organizational change has tended to have the following characteristics:

1. Change agent role is more collaborative than unilateral.
2. A human value focus causes emphasis on the social more than the structural or technological factors of organization.
3. Intervention strategies aim at behavioral change through cognitive or attitude change rather than through a direct alteration of the external forces which constitute the role demands."²¹

O'Connell also indicates the understanding of change process is dependent upon the knowledge growth in the social science field. More specifically, he identifies the dynamics of human affairs as being the most effective in the whole change process.

Carlson suggests that innovation is only one of many forms

²¹Jeremiah J. O'Connell, Managing Organizational Innovation, (Homewood, Ill.: Richard D. Irwin, Inc., 1968).

of educational change that can be emphasized. He states,

"Adoption of a new educational practice is only one means by which a school system attempts to adjust to their environment. The educational enterprise also changes its structure, size and support, alters its definition of purpose or mission, and adjusts the number, competencies and characteristics of its personnel."²²

Self-Renewal

In order to facilitate an atmosphere to carry out the things that Carlson suggests, it is appropriate to look at the Miles and Lake model²³ which describes what each school system might do to become self-renewing. Initially, this model calls for the identification of an external change agent chain whose purpose it is to "formulate, apply, evaluate, and disseminate some variations of a basic strategy of planned change in collaboration with several school systems." It is important to note that they do not advocate that this team attempt to install specific innovations in a school system. It rather suggests that this team would assist the school to understand the change process and become a "self-renewing" system. The basic ten steps identified by Miles and Lake are:

1. Establish a temporary system or group to formulate the change team. They point out that it is necessary for

²²Richard L. Carlson, Adoption of Educational Innovations (Eugene, Oreg.: University of Oregon Press, 1965).

²³Matthew B. Miles, "Innovation in Education: Some generalizations," Innovation in Education, Matthew B. Miles, editor (New York: Bureau of Publications, Teachers College, Columbia University, 1964).

this team to have its expectations clearly identified.

2. Collect information from system members through the process of questionnaires and interviews.
3. Prepare statements of how goals, attitudes, and beliefs in various sub-groups of the system agree or disagree relative to the most urgent problems.
4. Examine current operations with special attention given to the problems identified in the earlier procedure. They refer to this as problem-sensing or identification, diagnosis, objectives or targets, locate or invent alternative solutions to focal group problems, weigh often the gains of each solution to focal group problems, decide alternatives to try for solving focal group problems, plan implementation of solution to focal group problems, and plan how to check diagnosis and change targets with other organizational levels, both above and below focal group.
5. Carry out plans from previous step with other relevant groups. Repeat steps 1, 2, and 3 with other groups under guidance of focal group.
6. Set up structures and procedures to institutionalize and support continuing self-renewal processes.
7. Phase-out active participation by external change agent staff.

8. Complete an assessment of the change program to date.

Questions that might be answered in this assessment will include: has the school system become self-renewing and able to continue to improve and develop under its own initiative?

9. Feed the findings back to the school system.
10. Disseminate accounts of the methods and results of the change program.

Objectives for this model are substantial. Miles and Lake often say, "we intend to help this school system become self renewing." A self-renewing school system would have the ability to continuously sense and adopt to its changing external and internal environment in such a manner as to strengthen itself and optimumly fulfill its goal of providing quality education for all.

Watson's writing takes up where Miles leaves off. Watson²⁴ has developed a model for sustaining a school system in the state of being self-renewing. He points out that his ten-step model cannot give equal weight to any and all changes that a school system might initiate. In its total, it should be used only when the innovation is a significant one that will affect the entire system. Those ten steps

²⁴Goodwin Watson, Social Psychology, Issues and In-Sights, (Lippincott, Philadelphia, 1966).

include:

1. Sensing. Everyone in the school system should be involved in sensing the problems and of new possibilities which are openly expressed, shared, and considered.
2. Screening. This process calls for the rank order by importance of the innovations that might be established.
3. Diagnosing. This step implies careful study of the issue before change is attempted.
4. Inventing. After problems have been sensed, screened, and diagnosed, there is a need for mechanisms to allow a solution plan to go into effect. Watson suggests the use of "brainstorming techniques" in this step.
5. Weighing. This again is another step for further screening of the innovation and its mechanisms.
6. Deciding. Hopefully, as a result of this step, a true consensus of innovative initiators would be ideal.
7. Introducing. This simply describes the plan of action.
8. Operating. This is the implementation of the plan of action.
9. Evaluation. This should be on-going and conducted from within as well as from without.
10. Revising. This one suggests that even the self-renewal process itself needs periodic review, appraisal and possible revision.

Regardless of what theory or technique we choose to identify with in the process of innovation and change, the success or failure could usually be traced to the strengths of proficiency in the strategy selected. Gross Giacquinta and Bernstein²⁵ describe the process of implementing an innovation in a public school. Their study emphasizes the value of seeing change as a process as well thought out and which has the potential of being a legitimate function of the institution regardless of the leadership.

Summary

No matter what model, strategy, or technique one would choose in the process of bringing about innovative change in a school setting, it is possible to find support for that position or set of positions in the current literature. The apparent difficulty with the current literature is that there is not a common understanding of the definitions regarding this complex process, nor is there agreement as to the conditions under which any one process might be successful. Review of the literature on this most interesting topic will give the reader a base on which to conceptualize the various possibilities and hopefully on which to determine a strategy that will apply to give the leadership and the system implementation of innovation as deemed desirable.

²⁵ Neal Gross, Joseph B. Giacquinta, and Marilyn Bernstein, An Attempt to Implement a Major Educational Innovation: A Sociological Inquiry (Cambridge, Mass.: Center for Research and Development on Educational Differences, Harvard University, 1968).

CHAPTER III

PLANNING AND CONDUCTING THE STUDY

The purpose of this Chapter is to identify the University and College Dissemination Center goals and objectives, and finally, identify the factors and explain the methodology that will be used in the presentation and analysis of data in Chapters IV and V.

Background for Planning

An examination of the stated goals of the eleven College and University Centers included in this study reveals two primary goals. One major thrust centers around activities designed to introduce the community education concept into public school systems within described service areas. Specific objectives related to this function include promotion, consultant services, financial assistance, and evaluation. A great deal of attention has been given to these activities and apparent success is evidenced at each of the institutions. Collectively, the Centers are serving more than 1,400 schools in 310 school systems. The Center activities which relate to achievement of this goal are designed to provide a solid foundation for community education in

public schools. The assumption that justifies these activities is relatively simple. It is assumed that when a public school system properly introduces the community education concept within the confines of a planned process, it will eventually be adopted by the system. When adoption occurs, it then becomes an integral part of the total educational process.

The second goal common to the eleven institutions calls for the promotion, acceptance, and adoption of the community education concept by the institution sponsoring the Center. In the selection of institutions of higher education deemed capable of giving leadership to community education nationally, a basic premise must be that they are the producers of public school educators. Dr. E. O. Melby, speaking to Mott Interns as far back as 1964, about the gap in American education said: "American public education is at least fifty years behind; and fifty years behind American public education is American higher education."¹ Personnel in positions of leadership at the eleven institutions in this study basically agree with this statement. However, they feel that if a lasting impact is going to be made on American public education, the gap must be narrowed and change higher education as well as the public schools. This very basic concern places the goal of affecting the institution in a position of

¹Remarks from a speech by Dr. E. O. Melby to the first group of Mott Interns, Flint, Michigan, October, 1964.

importance equal to, if not more important than, the goal of affecting public education. Very little attention has been given to the assessment of progress made toward achievement of this latter goal. Perhaps the lack of attention is attributable to an assumption that this goal was achieved by each of the institutions prior to their providing services to public school systems. This may be a false assumption.

For the purposes of this study, it is necessary to be concerned only with the second goal common to all eleven Centers. That goal specifically is to accomplish prescribed change within the institution of higher education in order to adopt the community education concept. Each of the colleges and universities in this study agrees that the institution will be affected by the activities of the Center for Community Education Development. The effect should be evidenced by acceptance of the community education concept as a primary thrust of the institution and incorporated throughout the institution wherever appropriate.

A careful study of the stated goals and objectives of the eleven institutions reveals a set of common specific objectives that relate to the achievement of this primary goal. These specific objectives are supportive of two basic functions necessary for the achievement of the first goal, service to public schools. These services are pre-service and in-service training opportunities for community school educators and people from related disciplines. In order to provide

these services, the following set of common objectives has been extracted from proposals and are identified as being essential:

1. Involve a maximum number of university staff in seminars, workshops and other Training and Dissemination Center-sponsored activities.
2. Include, where appropriate, units on community education in undergraduate teacher preparation programs. The rationale for the objective is based upon the assumption that new teachers going into community schools will function more effectively with a basic understanding of the community education philosophy.
3. Include, where appropriate, units on community education in graduate programs. Appropriate disciplines might include school administration, adult education, sociology, etc. It is assumed that the broad nature of community education involves many disciplines.
4. Offer graduate courses in community education in many disciplines with a strong emphasis in the educational administration curriculum.
5. Offer graduate degree programs that provide for concentration of community education experiences. These might include the Masters, Specialist and Doctoral programs.
6. Provide undergraduate practical experiences in community

education. This implies that a portion of practice teaching experiences might be spent in the role of community education practitioners.

7. Involve other disciplines, Centers, institutes and specially-funded projects in the college or university-centered community education activities.
8. Provide in-service experiences in community education for college and university personnel.
9. Encourage and conduct research in community education.
10. Publish in community education.

An assessment of the progress of the eleven institutions reveals a wide range of measurable accomplishments related to the goal of affecting the institution. The assessment contained in this Chapter is based upon quarterly reports and the questionnaire contained in Appendix A.

A careful study of each Center reveals that there is no apparent relationship to goal achievement and age of the Center.² Nor is there an apparent relationship between the funding level of a Center and its ability to affect itself. The age of the eleven University and College Centers ranges from two years to seven years. The soft

²Each of the eleven institutions submit quarterly progress reports to the C. S. Mott Foundation that reflect financial and program activities.

money funding level at each Center is not significantly different.

Specifically, an assessment of the eleven College and University Centers' progress collectively reveals:

1. All colleges and universities in the study make available short term training experiences for practitioners in community education. Seven hundred and ninety people have taken advantage of these programs nationally since the inception of the first Center in 1965. The number trained in this manner ranges from two hundred at one institution to three at another. All institutions offer graduate credit for these experiences. Participants, however, can participate without receiving credit. For the most part, this category of training requires an outside source of finance. Therefore, the existing assessment does not give evidence that this activity would continue if the total cost was accepted by the institution. Under these circumstances, it is not possible to assess the institutional commitment until outside financial support is withdrawn.
2. All Centers report non-Center professional staff personnel involvement in Center-sponsored activities. These non-Center staff members are reported to have included the community education concept in their assigned teaching and administrative responsibilities. The number of people included in this category ranges from two to twenty. The

average of the eleven institutions is eight. When the overall potential of non-Center staff at each of the eleven institutions is considered, the progress in this category must be considered very slow.

3. None of the eleven institutions offers any Bachelors Degrees with an emphasis on community education. This condition can be traced to one of two possibilities. Either there is no need for such a program or the undergraduate curriculum is difficult to change. The availability of employment opportunities in community education seems to indicate that people in Michigan cannot be certified with only a Bachelors Degree. Nationally, the second factor seems to be dominant.
4. Seven of the eleven institutions are reported to offer a Masters degree with an emphasis on community education. Ten of the eleven institutions studied have the capability of offering the Masters degree. The three institutions with a Masters degree capability, but not offering one with a community education emphasis, have been in existence the least number of years. Therefore, a relationship between the age of the Center and progress may exist in this category.
5. Five of the eleven institutions presently offer a Specialists Degree with an emphasis on community education. Progress in this category is excellent since only five of the eleven

institutions offer Specialists Degrees in any field. It is generally felt that the greatest demand for community educators presently is in middle management positions which require a great deal of specialization.

6. Two of the eleven institutions report opportunities for a doctoral candidate to concentrate the major portion of his work in community education. Of the eleven institutions, five have the capability of offering this opportunity.
7. With five of the eleven institutions participating, there have been 93 Masters theses and three Doctoral dissertations completed whose themes were related to community education.
8. All of the institutions have conducted community education workshops for professional school personnel in their region. A majority of these workshops were available for academic credit, obviously implying a definite impact upon the institution.
9. Nine of the eleven institutions hold regular in-service community education workshops for their institutions' staff.
10. Nine of the institutions have introduced new graduate courses in community education. A wide range exists in this category, extending from a one-hour possibility to as much as a twenty-four hour possibility in community education.
11. All institutions collectively reported that from five percent to 80%

of graduate and undergraduate courses in education had at least one class period devoted to community education. Less than 22% of the education classes available at the eleven institutions are affected.

12. Only three of the institutions reported new undergraduate courses in community education.
13. Six institutions reported that special units on community education have been incorporated into existing undergraduate courses. Special units refer to two or more class periods being devoted to the concept of community education.
14. Ten of the eleven institutions reported that undergraduate class periods are devoted to community education within the structure of the existing curriculum. The range in this category is from five percent to 100%.

Planning

In an attempt to analyze the perceived conditions that lead to the present success or failure of achieving stated goals and objectives, the analysis strongly points out the need for identifying factors that will affect change in an institution of higher education. It is difficult to assess what factors may have caused one institution to be more effective than another. At this point, it is not possible. It is possible.

however to identify factors common to all the institutions, therefore implying that some conditions are important. A cursory examination would seem to indicate that the length of time the institution has received funds in order to attain the goals and objectives has no relationship to the speed with which these goals and objectives are reached. Similarly, it appears that money is perhaps a very insignificant factor. This conclusion is based upon the fact that all of the Centers have received approximately the same funding level. Hence, the difference in progress cannot be accounted for financially. Other than these observations, it is impossible to analyze the progress or lack of progress at the institution level until more is known about the factors that affect change in Schools of Education in institutions of higher education. Hopefully, this study will add to the knowledge base that will make this assessment possible in the future.

It is acknowledged that the perceived conditions that lead to the achievement or lack of achievement of present goals and objectives of the existing Centers cannot be adequately analyzed until the findings of this study are complete. For this reason, the rank ordering of the factors perceived to be important in the process of innovation adoption in Regional Community Education Dissemination Centers was deemed crucial in the process of developing a model Community Education Dissemination Center.

Conducting the Study

An extensive search of available literature was conducted for the purpose of identifying an instrument that would assist in the identification of measurable factors contributing to the change process in higher education. This search did not produce an instrument deemed satisfactory to accomplish the task identified in this study. As a result, the process for developing an instrument to identify these measurable factors began. This process started with the extraction from available literature on the change process those factors most commonly referred to as being important in the change process generally. After these factors had been extracted, they were sent to 20 outstanding nationally-known educators considered knowledgeable in the field of higher education. (See Appendix B for a listing of these educators.) These people were asked to study the list of selected factors and make additions or subtractions as they felt necessary, based upon their experiences in Schools of Education within institutions of higher education. In addition to that task, each of the experts was asked to cite an example of change that he had observed or had been a part of in a College of Education during his professional experience. The reason for this exercise was to study each of the responses and thereby identify additional factors that may have gone unnoticed in previous attempts to identify significant factors. See Appendix C for correspondence to the identified experts in the field of innovation of higher education.

In addition to the twenty people identified as experts, all of the Dissemination Center Directors were asked to assist in the instrument development process. Each director was asked to prepare a list of both positive and negative factors that he felt would influence the success or failure of a Center for Community Education at a university other than his own. Additionally, directors responded to form a composite list of identifiable factors. They were asked to rank the importance of these factors. See Appendix D for correspondence to the eleven Center Directors in this study.

The writer's purpose in this initiatory inquiry was to identify factors necessary for effective innovation in higher education in the School of Education. Upon completion of these steps, twelve major factors were identified as being important in the innovative process as it would relate to the Educational Division of institutions of higher education. In addition to the twelve major factors, 29 sub-factors were identified as important. It is interesting to note that in the forementioned process, the initial factors identified from the literature were consistent with those factors identified by the field of twenty experts and the Center Directors from the eleven institutions under study.

The factors were then randomly listed with sub-headings. This list of factors was then sent back to the original field of twenty experts. They were asked this time to rank order these factors as

they perceived them to be important. An early discovery in the process of developing the instrument revealed that all factors identified could be both positive and negative; therefore, for the purposes of this study, each respondent was instructed to react in the rank ordering process to the factors in a positive way. It can be assumed, then, that throughout this study any rank ordering resulting from the process described will be from a positive point of view as the respondents view the factors as necessary in order to facilitate the adoption of innovations in Schools of Education in higher education. Within the process for identifying factors perceived important in innovative change in higher education, the next crucial decision was to identify the population for the sample selection. It was decided at that time that 100% of the universities and colleges in the country identified as Centers for the Development of Community Education would be studied. This represents a total of eleven colleges and universities. Ten people from each institution were identified as potential respondents to the questionnaire. Included were: the President of the University, the Vice-President, the Dean of the School of Education, one Department Chairman within the College of Education, the Center Director, two Professors within the School of Education, two graduate students, and a Trustee of the institution. In all categories except the President, Vice-President, Dean and Trustee, arrangements for the interviews of the people were arbitrary. The other respondents were identified by Center Directors,

some by Deans, and some by secretaries in order that the study could be completed in a time span of one visit to each Center. This plan called for a total of 110 possible respondents to the questionnaire.

The process of administering the questionnaire was the next task for consideration. It was decided that the best possible way would be a combination of personal interviews and mailings which would best facilitate the gathering of data for this study. Seven of the eleven institutions were visited and personal interviews were conducted with nine people at each institution. In all cases, it was impossible to arrange a meeting with a Trustee of the institution; all respondents in this category were a result of mailing and not of interview. This condition was less than desirable although there were no alternatives. It is appropriate to note that in identifying the Trustee for each institution, a complete list of Trustees from each institution was acquired and a random sampling from each list was made by identifying one person. In three of the eleven institutions in the study, response was not received due to the potential respondent being deceased. In this case, another random sampling of the list of Trustees was conducted and another mailing. The response from this category was less than desirable. This lack of response might possibly be attributed to the Trustees' desire not to get involved in the administration of the institution.

The questionnaire was originally designed to allow the

respondents to weigh factors on a scale from one to five. Upon the advice of the Michigan State University Research Department, the questionnaire was changed to a forced-choice instrument. This change reduced the predictability of the responses. It also allows the application of the one way statistical analysis test.

As the questionnaires were completed, the responses were recorded on a data coding form. The questionnaires were computer-coded for ease in transmitting data from the coding form to computer forms. The code allows for the description of the institution, the individual and the main and sub-factors.

Data obtained from the questionnaire are grouped according to frequencies, percentages, and reactions of the respondents by categories to the rank ordered factors. Recommendations and conclusions are drawn from the information obtained from the questionnaire and applied to the research questionnaire around which the study has been directed.

Part I of Chapter IV will describe the analysis procedure. Part Two will be a summary and presentation of the computerized data obtained from the questionnaire. Part III will be the analysis of the data which will be used to describe the model College or University Center for the Development of Community Education. This data and its interpretation will be used to make recommendations and conclusions in Chapter V.

Summary

The purpose of this Chapter has been to describe the University and College Dissemination Center goals and objectives, analyze collective progress toward achieving the goals, develop an instrument for identifying factors contributing to the achievement of goals and objectives, and finally, identify the factors and explain the methodology that will be used in the presentation and analysis of data in Chapters IV and V.

CHAPTER IV

PROCEDURES FOR ANALYSIS

This Chapter presents an analysis of data obtained from the selected positions of leadership of the eleven universities and colleges comprising the total study population. Subsequent sections deal with the statistical analysis utilized in treating data from the questionnaires.

The statistical analysis used in this study are: 1) one-way analysis of variance, comparing mean scores for each of the twelve major factors identified as important in allowing innovative change to take place in the Schools of Education in higher education with the twenty-nine sub-factors that describe the major factors; 2) Chi square -- analysis of contingency tables were used to explain responses that revealed a significant difference of opinion on the part of respondents.

Statistical data obtained in this study results from the individual responses of 95 college and university personnel from eleven institutions. They responded to a forty-one item forced choice questionnaire. (See Appendix C.) These respondents are categorized

in Chapter III.

Statistical data obtained from this study has provided mean scores used to rank order the factors identified as important in the process of introducing innovative change in Schools of Education in institutions of higher education, with responses of the groups combined to form gross mean scores. The mean scores of each of the ten domains were arrived at by summing the individual responses and dividing the resultant total by the number of respondents, providing an attitudinal profile for all participants. This, therefore, has provided a ranking of each of the twelve major factors and their corresponding sub-factors identified in this study.

Presentation and Analysis of the Data

Table I of this Chapter presents a rank ordering of the twelve major factors determined by the total population of this study. It is interesting to note that there are no significant statistical differences in the responses to the twelve major factors.

TABLE 1. -- Rank Ordering of the Twelve Major Factors that Affect Change in Schools of Education in Institutions of Higher Education Based on Mean Scores

Dependent Variable	Mean Score	F Statistic	Rank Order	Probability of F Statistic
2. Leadership	1.989	1.319	1	0.239
13. Philosophical commitment	3.315	0.822	2	0.597
9. Need for change	4.084	0.458	3	0.899
12. Money	5.357	1.369	4	0.215
3. Policies	5.778	1.491	5	0.164
6. Institutional capabilities	6.115	1.757	6	0.089
10. Administrative structure	6.715	0.828	7	0.592
8. Tradition	8.136	0.618	8	0.779
4. Procedures	8.347	0.680	9	0.725
11. Research	8.431	0.846	10	0.576
7. Ancillary services	9.600	0.528	11	0.851
5. Physical facilities	10.073	0.807	12	0.611

Degrees of Freedom = 9/94

N = 95

It is evident in observing the data that leadership is felt by the respondent to be the most important factor that affects innovative change in Schools of Education in institutions of higher education. Forty-eight and 4/10 percent of the total respondents identified leadership as the most important factor (see Table 1).

Within the category of leadership, the respondents felt that it was most important to have supportive administration at the college

level. Secondly, the departmental administration must provide leadership. Professors ranked third in importance, and the special project director ranked fourth (see Table 2).

TABLE 2. -- Rank Ordered Scores for the Four Sub-factors of Leadership

Dependent Variable	Mean Score	F Statistic	Rank Order	Probability of F Statistic
14. Admin. (college)	2.084	0.638	1	0.762
15. Admin. (dept.)	2.158	0.466	2	0.893
17. Professorial	2.821	0.505	3	0.867
16. Admin. (spec. project)	3.042	0.917	4	0.515

Degrees of Freedom = 9/94

N = 95

The second most important major factor identified by the total group is philosophical commitment (see Table 1, page 48). Within the category of philosophical commitment, the commitment of the individual in charge of the project is felt to be most important. Departmental commitment ranks second and institutional commitment ranks third (see Table 3).

TABLE 3. -- Rank Ordered Mean Scores for the Three Sub-factors of Philosophical Commitment

Dependent Variable	Mean Score	F Statistic	Rank Order	Probability of F Statistic
41. Individuals	1.789	1.068	1	0.395
40. Departmental	2.063	0.563	2	0.823
39. Institutional	2.147	2.086	3	0.040

Degrees of Freedom = 9/94

N = 95

A significant difference of opinion exists regarding the importance of institutional philosophical commitment as it relates to allowing innovation to take place (see Table 4).

TABLE 4. -- Categorical Breakdown of Responses to the Dependent Variable of Institutional Philosophical Commitment

Group	N	Mean	Standard Deviation	Rank (1)	Percentage (2)	(3)
Trustee	5	2.2	0.8	20	40	40
President	8	2.5	0.5	0	50	50
Vice President	11	1.6	0.9	63.6	9.1	27.3
Dean	10	2.3	0.9	30	10	60
Dept. Chrmn.	9	2.4	0.9	22.2	11.1	66.7
Center Director	11	2.8	0.4	0	18.2	81.8
Professors	20	2.0	0.8	30	35	35
Graduate Students	21	1.8	0.9	47.6	23.8	28.6
TOTAL	95	2.1	0.9	30.5	24.2	45.3

Contingency Co-efficient = 0.461

Chi Square = 25.752

Degrees of Freedom = 14

In this category, the greatest difference of opinion exists between the presidents and vice presidents. The presidents' responses indicate that the institutions' philosophical commitment has no bearing on the success or failure of introducing innovative change to a university. Their responses indicate that the responsibility is equally shared by the department and the individual in charge of the project. Deans, department chairmen and special project directors strongly agree with this point of view.

Vice presidents place the need for a strong institutional commitment over that of the department or individual. The graduate student responses tend to agree with the vice president's point of view.

Ranked third by all respondents is the need for change (see Table 1). No significant difference of opinion exists in its ranking as a major factor; however, a significant difference of opinion exists relative to the sub-factor rankings (see Table 5).

TABLE 5. -- Rank Ordered Mean Scores for the Four Sub-factors of Need for Change

Dependent Variable	Mean Score	F Statistic	Rank Order	Probability of F Statistic
32. Department	1.979	1.144	1	0.342
31. Field	2.621	2.410	2	0.017
33. College	2.653	2.812	3	0.006
30. Students	2.737	0.814	4	0.605

Degrees of Freedom = 9/94

N = 95

There is significant agreement that the department is a reliable source for identifying need for change when consideration is given for introducing innovation in a School of Education in an institution of higher education. A significant difference of opinion exists between the groups relative to the second and third most important sub-factors in this category. There is also significant agreement that students are the least important (ranked fourth) in identifying the need for change. Need for change as identified by the field ranked a weak second and need for change identified by the college ranked fourth (see Tables 6 and 7). The vice presidents' and deans' responses indicate they feel the "field" has little influence upon an innovation being accepted or rejected by a School of Education in an institution of higher education. In contrast, the responses from professors and department chairmen indicate they feel the "field"

has a great influence upon the acceptance of innovation in a School of Education in an institution of higher education. The graduate students tend to agree with the professors and department chairmen.

The responses of trustees and deans indicate they agree that "the college" must identify the need for change if innovation is to be accepted by a School of Education (see Table 7). Project directors and professors strongly disagree.

TABLE 6. -- Categorical Breakdown of Responses to the Dependent Variable "Field" Identification of the Need for Change

Group	N	Mean	Standard Deviation	Rank Percentage			
				(1)	(2)	(3)	(4)
Trustee	5	2.8	1.3	20	20	20	40
President	8	2.9	1.2	25	0	37.5	37.5
Vice President	11	3.4	0.8	0	18.2	27.3	54.5
Dean	10	3.0	0.8	0	30	40	30
Dept. Chrmn.	9	2.2	1.3	44.4	11.1	22.2	22.2
Center Director	11	2.3	1.0	27.3	27.3	36.4	9.1
Professors	20	2.1	1.2	45	15	25	15
Grad. Students	21	2.8	1.4	33.3	4.8	14.3	47.6
TOTAL	95	2.6	1.2	27.4	14.7	26.3	31.6

Contingency Co-efficient = 0.459

Chi Square = 25.309

Degrees of Freedom = 21

TABLE 7. -- Categorical Breakdown of Respondents to the Dependent Variable "The College" Identification of the Need for Change

Group	N	Mean	Standard Deviation	Rank (1)	Percentage (2)	(3)	(4)
Trustee	5	1.8	0.8	40	20	20	0
President	8	2.1	0.8	12.5	75	0	12.5
Vice President	11	2.3	0.9	18.2	45.5	27.3	9.1
Dean	10	1.9	1.2	30	60	0	10
Dept. Chrmn.	9	3.1	0.9	11.1	22.2	11.1	55.6
Center Director	11	3.1	1.0	0	36	18.2	45.5
Professors	20	3.2	1.1	5	20	25	50
Grad. Students	21	2.7	1.1	19	23.8	28.6	28.6
TOTAL	95	2.7		14	34	18	29

Contingency Co-efficient = 0.276

Chi Square = 7.817

Degrees of Freedom = 7

Money ranked the fourth most important factor by the total population in the study (see Table 1). It is interesting to note that the respondents place leadership, commitment and the need for change above the need for financial resources. The respondents indicated that money for the operation of the innovative project and money for equipment have priority over building needs (see Table 8).

TABLE 8. -- Rank Ordered Mean Scores for the Three Sub-factors of Money

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
36. Operation	1.053	1.323	1	0.237
38. Equipment	2.221	0.670	2	0.733
37. Buildings	2.726	0.516	3	0.859

Degrees of Freedom = 9/94
N = 95

The study reveals that operating policies ranked fifth in importance (see Table 1). Of the two categories of policies identified in the study, "college" policies ranked higher than "department" policies. It can be assumed that if college policies allow for innovative change, they would supercede departmental policy (see Table 9).

TABLE 9. -- Rank Ordered Mean Scores for the Two Sub-factors of Policies

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
18. College	1.400	1.251	1	0.276
19. Department	1.600	1.251	2	0.276

Degrees of Freedom = 9/94
N = 95

Institutional capabilities ranked sixth in importance of the twelve factors identified as important in the process of allowing innovative change to take place in a School of Education (see Table 1). The "college" capabilities ranked over the "department" capabilities by a very small margin (see Table 10). It seems apparent that the capabilities of each of these sub-factors depend a great deal upon each other.

TABLE 10. -- Rank Ordered Mean Scores for the Two Sub-factors of Institutional Capabilities

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
22. College	1.463	0.856	1	0.567
23. Department	1.537	0.856	2	0.567

Degrees of Freedom = 9/94
N = 95

Administrative structure ranked seventh among the twelve major factors considered important in this study (see Table 1). The two sub-factors rank ordered in this category are college administrative structure and departmental administrative structure. The respondents ranked the college administrative structure more important than departmental structure (see Table 11). The closeness of their mean scores seems to indicate the respondents feel they are

almost equal in their importance.

TABLE 11. -- Rank Ordered Mean Scores for the Two Sub-factors of Administrative Structure

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
34. College	1.389	0.942	1	0.493
35. Department	1.610	0.942	2	0.493

Degrees of Freedom = 9/94

N = 95

As a major factor, tradition was ranked eighth by all respondents (see Table 1). Of the three sub-factors ranked in this category, the institutions' traditional emphasis upon instruction of students was ranked most important. Second, service was felt important to the change process. Least important is research in the innovative change process as identified by the respondents in this study (see Table 12).

TABLE 12. -- Rank Ordered Mean Score for the Three Sub-factors of Tradition

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
27. Instruction	1.600	0.853	1	0.570
29. Service	1.947	1.028	2	0.425
28. Research	2.453	0.958	3	0.480

Degrees of Freedom = 9/94

N = 95

Procedures rank ninth in the scale of twelve factors felt important in the process of introducing innovative change in a School of Education (see Table 1). Although there is agreement in its rank order among the twelve major factors, there is significant disagreement as to the ranking of the two sub-factors, college procedures and departmental procedures (see Table 13).

TABLE 13. -- Rank Ordered Mean Score for the Two Sub-factors of Procedures

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
20. College	1.379	2.745	1	0.007
21. Department	1.621	2.745	2	0.007

Degrees of Freedom = 9/94

N = 95

The trustees, presidents and deans strongly agree that college level procedures are necessary in order to allow innovative change to occur in Schools of Education (see Tables 14 and 15). Graduate students tend to agree with this point of view more than the respondents from other categories. Less than 50% of the time, the department chairmen and professors disagree. These observations indicate that no categories of respondents have a strong feeling for the importance of departmental procedures and

only a few categories have very strong feelings for the importance of college procedures.

TABLE 14. -- Categorical Breakdown of Responses to the Dependent Variable of College Procedures

Group	N	Mean	Standard Deviation	Rank (1)	Percentage (2)
Trustee	5	1.2	0.4	80	20
President	8	1.0	0.0	100	0
Vice Pres.	11	1.5	0.5	45.5	54.5
Dean	10	1.1	0.3	90	10
Dept. Chrmn.	9	1.4	0.5	55.6	44.4
Center Director	11	1.5	0.5	54.5	45.5
Professors	20	1.5	0.5	45	55
Grad. Students	21	1.4	0.5	61.9	38.1
TOTAL	95	1.4	0.5	62.1	37.9

Contingency Co-efficient = 0.3479

Chi Square = 13.082

Degrees of Freedom = 7

TABLE 15. -- Categorical Breakdown of Responses to the Dependent Variable of Departmental Procedures

Group	N	Mean	Standard Deviation	Rank (1)	Percentage (2)
Trustee	5	1.8	0.4	20	80
President	8	2.0	0.0	0	100
Vice Pres.	11	1.5	0.5	54.5	45.5
Dean	10	1.9	0.3	10	90
Dept. Chrmn.	9	1.6	0.5	44.4	55.6
Center Director	11	1.5	0.5	45.5	54.5
Professors	20	1.4	0.5	55	45
Grad. Students	21	1.6	0.5	38.1	61.9
TOTAL	95	1.6	0.5	37.9	62.1

Contingency Co-Efficient = 0.3479

Chi-Square = 13.082

Degrees of Freedom = 7

Research ranked tenth as a major factor in the process of introducing innovation in higher education (see Table 1). It is interesting to note that only ancillary services and physical facilities rank lower on the scale of twelve used in this study.

Ancillary services ranked next to the last as an important factor (see Table 1). Its sub-factors ranked as follows:

1. Departmental services
2. College services
3. Other department services (see Table 16)

TABLE 16. -- Rank Ordered Mean Scores for the Three Sub-factors of Ancillary Services

Dependent Variable	Mean	F Statistic	Rank Order	Probability of F Statistic
25. Department	1.579	1.022	1	0.429
24. College	1.716	0.805	2	0.612
26. Other depts.	2.705	0.799	3	0.618

Degrees of Freedom = 9/94

N = 95

The least important factor identified by the respondents of this study is the institutions' physical facilities. It ranked twelfth on the scale of twelve. It is most significant that according to the respondents consideration for introducing innovative change does not rely upon physical facilities. It can, therefore, be assumed that the availability of extensive physical facilities will not insure innovation.

Summary

The purpose of this Chapter has been to present the statistical data gathered in this study. This data has provided the base for the rank ordering of the major and sub-factors found in this Chapter (see Table 1). Where significant differences of opinion were found through the use of the One Way Analysis of Variance Statistical Test, they were explained by the use of a second statistical test, Analysis of Contingency (Chi-Square). This Chapter has provided the base

for Chapter Five, which will: 1) develop a theoretical model for the ideal Center for Community Education Development; 2) draw conclusions from the study; 3) provide recommendations and implications for further study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Review of the Problem

This study of the identification and rank ordering of factors that allow innovative change to take place in higher education was conducted in an effort to enhance efficient utilization of all resources to insure higher education effectiveness. In this final chapter, a brief review of the problem is presented, followed by rank-ordered factors that make up the model conditions for a college or university Center for the Dissemination of Community Education. Observations that lead to conclusions and implications for further study will conclude the chapter.

Introduction

Construction of a model for introducing change in a university or college Community Education Center is possible as a result of this study.

Specifically, the study investigated the factors necessary for Community Education Centers to accomplish prescribed change

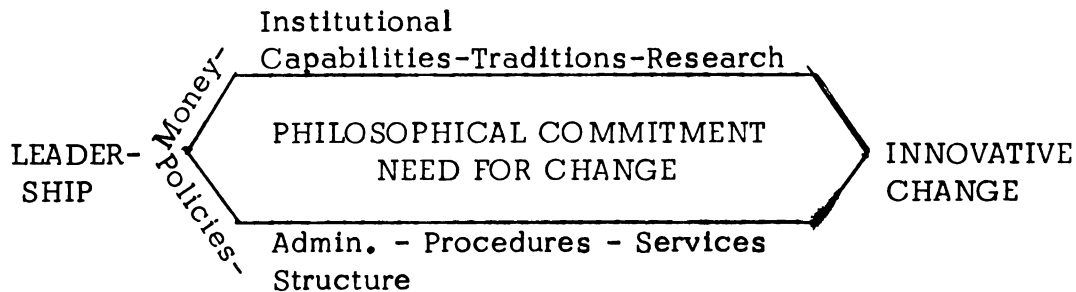
within their institutions. Accordingly, the conclusions of this study lead to the development of a model center. This first attempt to pictorially describe a model center could vary depending on the strengths and weaknesses of the institution. An institution with exceptionally strong leadership may be able to compensate for a weak institutional philosophical commitment. Hopefully, the strong leadership would be able to build a satisfactory institutional commitment.

Early in the study, it became evident that all factors that affect change or innovation are both positive and negative. For example, one brand of leadership will allow innovation, while another will prevent innovation. Recognizing this fact, the decision was made to deal with the factors in their most positive sense. The respondents to the questions were instructed accordingly.

The evidence put forth by this study should contribute to the process of identifying conditions that allow the acceptance and adoption of innovations in higher education, regardless of their nature or origin. The perceived importance of the rank-ordered factors should assist in establishment of broad guidelines applicable to a variety of funded projects that call for initiation of planned change in higher education.

The following is a pictorial model of the ideal university or college Center for the Dissemination and Training for Community

Education as determined by the findings of this study.



The factor of physical facilities has been omitted from the model. The respondents in this study placed such little importance on facilities that it is probably insignificant in the process of introducing innovation in an institution of higher education.

It is suggested that the following rank-ordered set of factors be considered with their sub-factors and not in isolation.

The following is a rank-ordered set of factors that resulted from this study. These factors should be considered in order of their perceived importance when an institution contemplates the establishment of a Center for the Development of Community Education. This study implies that the factors of leadership, commitment, and need for change should be positive prior to the establishment of such a center. Ideally, all factors would be supportive of a strong institutional commitment to assist the development of community education.

The accurate assessment of these factors is perhaps the

most important task confronting colleges and universities. Although difficult, the proper assessment of the major factors identified in this study will allow an institution to utilize its strengths and strengthen its weaknesses.

Leadership	1. College level (administration) 2. Departmental level (administration) 3. Professorial 4. Special project director and staff
Philosophical Commitment	1. Special project director and staff 2. Department (administration and instruction) 3. Institutional (administration and instruction)
Need for Change	1. Department (administration and instruction) 2. Field (practitioners in the profession) 3. College (administration) 4. Students (graduate and undergraduate)
Money	1. Operational (for special project) 2. Equipment (for special project) 3. Buildings (for special project)
Policies	1. College (supportive) 2. Department (supportive)
Institutional Capabilities	1. College (degrees) 2. Department (classes)
Administrative Structure	1. College (supportive) 2. Department (supportive)
Tradition	1. Instruction (students) 2. Service (to the field) 3. Research (from the field)
Procedures	1. College (supportive) 2. Department (supportive) 3. Research (from the field)
Research	

Ancillary Services	1. Department (supportive activities)
	2. College (enabling capabilities)
	3. Other departments (supporting attitude)
Physical Facilities	1. Institutional (room for expansion)

General Conclusions

It is most interesting to note that the two top ranking factors are leadership and philosophical commitment. Both of these must be developed within any institution, and neither one can be applied to any institution by board action, administrative fiat, or other coercive action. The two forementioned factors are very much dependent upon the identification of the need for change -- which holds the third position of importance.

Beyond the top three factors, the remainder can be classified as mere tools necessary to the process of introducing a new idea. None of the tools can be functional unless the first three factors -- leadership, commitment, and need -- are in their proper perspective.

This study also points out where there is conflict of opinion relevant to the importance of factors. The conflict, it should be emphasized, is in opinion rather than fact. Each time a significant difference of opinion occurs, it gives evidence that within the total categories there is a lack of role perception.

Specific Conclusions

Analysis of the data collected for this study provides the following conclusions:

1. Institutions of higher education should consider establishing a Center for Community Education only when proper leadership is available. The leadership of the college, department and professorial ranks must be supportive of the special project if it is to be successful. Lack of support from any of the categories of leadership from within will retard the progress of a special project and may result in failure.
2. Colleges and universities that establish a Center for Community School Development should have developed a philosophical commitment supportive of the functions of the Center. The commitment should be institutional; however, it should be extremely strong in the individual responsible for the special project, the Center Director. The vice presidents and graduate students in this study felt that the institutional commitment was most important in predicting success. All other respondents identify the Center Directors as the most important place to have a strong philosophical commitment.
3. Colleges and universities that establish Centers for

Community Education Development should have in evidence a need for such a Center. The data in this study suggests that the need for a Center should be identified at the department level because of their close relationship with the "field". The college should recognize this need in order to provide support. The data indicates that the least important source in identifying need is the students. It is difficult to agree with this finding because the literature places much more importance upon the role of students in determining innovations in higher education. This study involved graduate students who typically are representative of the field; therefore, it may have been appropriate to consider their response as a resource from the field. If this assumption is valid, the study agrees with the majority of the literature.

4. Money is important in the process of establishing a Center for Community Education. A study of budgets of the eleven Centers reveals that most of the expenditures are in salaries (leadership), and the related expenses of making leadership available to public schools. It is important to note that the second most

important factor "philosophical commitment" doesn't cost anything, but philosophical commitment probably could not be purchased at any price.

5. Operating policies are necessary in order for a Center for Community Education to function within the structure of a college or university. As previously mentioned, all factors can be both positive and negative. Operating policies have a tendency to be more negative when new practices are introduced. It is imperative that a method of adjusting operating policies accompany the plan for introducing a Center for Community Education into an institution of higher education.
6. Institutions of higher education that establish Centers for Community Education Dissemination should have the capabilities of providing the services of such a Center. These basic capabilities include: a) accreditation, b) undergraduate programs in education, c) graduate programs in education, d) rapport with communities to be served, e) flexibility to meet current needs, f) financial resources.
7. The administrative structure of a college or university should allow communication to flow to and from a Center for Community Education Development.

8. The tradition of an institution sponsoring a Center for Community Education should identify a strong instructional and service history. Traditional research produced by universities has little effect upon the success or failure of introducing innovation in higher education. The respondents in this study agree with this conclusion statistically; however, informal conversations with them and their colleagues reveals a much stronger desire to rely upon research as a determining factor of change.
9. Physical facilities is not an important factor in the success or failure of a Center for Community School Development. The physical location of a Center within its designated college is more important than the quality or volume of space. Adequate office space strategically located within the College of Education, will enable the regular staff to be supportive of the functions. The clustering of the department chairman, other professors, and Center personnel allows a team approach to solving the problems of community education.

Recommendations

The results and implications of the study suggest areas of study. It is recommended that further study be designed:

1. To assess institutional commitment. The greatest hazard in the process of establishing a new Center for Community Education Development is not knowing the institutional commitment.
2. To determine the time span necessary for the adoption of an innovation by an institution of higher education. It is unknown how long outside financial support is needed in order to insure an institution's successful adoption of an innovative function. Although the time span will vary from one institution to another, some guidelines are needed both by colleges and existing and possible outside funding agencies.
3. To determine leadership qualities necessary for the success of a Center Director.
4. To determine the status a Center Director must have within the institution in order to insure success.
5. To develop longitudinal measurements and guidelines to assess the Center's consequences, both in the field and in the university.
6. To determine changes in administrative and professorial awareness and attitudes over the periods of community education's initiation, implementation and adoption.
7. To determine the Center's effect upon other institutions

of higher education within the region it serves.

8. To determine the Center's effect upon the State Department of Education in the region it serves.
9. To determine the feasibility of establishing a Center for Community Education in private institutions.
10. To compare educational programs of institutions with Centers for Community Education Development with institutions without Centers.
11. To determine where Centers should be located within the institution administratively.
12. To determine role perceptions of the Center staff.
13. To assess the probability of the institutions' accepting fully the financial responsibility of the Center after outside funding ceases.
14. To determine the geographic limitations that a Center can effectively serve.
15. To determine the population limitations that a Center can effectively serve.
16. To determine the feasibility of community education becoming the center of attention (the primary thrust) of a School of Education in an institution of higher education.
17. To determine the feasibility of staff members other than Center Directors spending more time providing services

to public schools as part of their regular duties.

18. To replicate the study with a larger sample.
19. To replicate the study with a population selected from public school systems.

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APPENDICES

APPENDIX A

PERFORMANCE INDICES QUESTIONNAIRE

APPENDIX A

PERFORMANCE INDICES QUESTIONNAIRE

The questionnaire was developed by extracting performance indices from existing Center proposals.

- | (Yes) | (No) | |
|-------|------|--|
| () | () | 1. Are undergraduate class periods devoted to community education? If so, approximately what percent of all those students with education majors were affected? _____ |
| () | () | 2. Are special units on community education incorporated in an existing undergraduate education course? If so, approximately what percent of the education majors were affected? _____ |
| () | () | 3. Are new undergraduate courses on community education offered? If so, how many? _____ |
| () | () | 4. Are graduate class periods devoted to community education? If so, approximately what percent of all those students with education majors were affected? _____ |
| () | () | 5. Are special units on community education incorporated in an existing graduate education course? If so, approximately what percent of the education majors were affected? _____ |
| () | () | 6. Are new graduate courses on community education offered? If so, how many? _____ |

- | (Yes) | (No) | |
|-------|-------|--|
| () | () | 7. Have inservice community education workshops been held for your institution's staff? If so, how many people were involved? _____ |
| () | () | 8. Have community education workshops for professional school personnel been held in your region? Approximately how many people were involved? _____ |
| () | () | 9. Have Masters degree theses or Doctoral Dissertations been completed whose theme is related to community education? If so, how many? _____ |
| () | () | 10. Is a Masters degree available with an emphasis on community education? |
| () | () | 11. Is a Specialists degree available with an emphasis on community education? |
| () | () | 12. Is a Bachelors degree available with an emphasis on community education? |
| () | () | 13. Are other (non-Center) staff members incorporating the community school concept into their professional activities? If yes, approximately how many?
_____ |
| () | () | 14. Are community education short term training (for credit) experiences available as a result of your Center? If so, approximately how many people have been trained? _____ |

APPENDIX B

SELECTED EXPERTS

APPENDIX B

SELECTED EXPERTS

- | | |
|----------------------------|---------------------------|
| 1. Dr. Ernest Melby | 11. Dr. Delbert Long |
| 2. Dr. Donald Weaver | 12. Dr. William Lee |
| 3. Dr. Howard Mc Clusky | 13. Dr. Edward Sullivan |
| 4. Dr. James Lewis | 14. Dr. Richard Williams |
| 5. Dr. Arthur Partridge | 15. Dr. Raymond Smittle |
| 6. Dr. James Thrasher | 16. Dr. Otha Cox |
| 7. Dr. Frederick Bertolaet | 17. Dr. Neil Pohlman |
| 8. Dr. Frank Hubert | 18. Dr. Don Bush |
| 9. Dr. Donald Butcher | 19. Dr. R. Duane Peterson |
| 10. Dr. James Bash | 20. Dr. Joseph Black |

APPENDIX C

FACTOR RANKING QUESTIONNAIRE

APPENDIX C

FACTOR RANKING QUESTIONNAIRE

Dear _____:

I am in the process of writing a Doctoral Dissertation at Michigan State University. The study will investigate factors necessary for College and University Community Education Centers to accomplish a prescribed change within their institution. Hopefully, you will assist me in this initial process for developing an instrument. You have been identified as a person knowledgeable of College and University administration.

If you decide to assist me in this search, your first task is to rank each of the following factors you feel are necessary to accomplish change within a College of Education. The main headings (Leadership, Policies, etc.) should be ranked 1 through 12. The sub-headings (College, Departmental, etc.) should be ranked each time they appear under a main heading. Prior to beginning, please list any additional factors you feel are important and rank them with those provided.

	Main Heading Rank _____	Sub-Heading Rank _____
Rank factors from 1-12.		
1. Leadership	()	
a. Administrative (College)		()
b. Administrative (Department)		()
c. Administrative (Special Project)		()
d. Professorial		()
2. Policies (Operational)	()	
a. College		()
b. Departmental		()

	<u>Main Heading Rank</u>	<u>Sub-Heading Rank</u>
3. Procedures (red tape)	()	
a. College		()
b. Departmental		()
4. Physical Facilities	()	
5. Institutional Capabilities	()	
a. College		()
b. Departmental		()
6. Ancillary Services	()	
a. College		()
b. Department		()
c. Other Departments		()
7. Tradition	()	
a. Instruction		()
b. Research		()
c. Service		()
8. Need for change as identified by:	()	
a. Students		()
b. Field		()
c. The Department		()
d. The College		()
9. Administrative Structure	()	
a. College		()
b. Department		()
10. Research	()	
11. Money	()	
a. Operation		()
b. Buildings		()
c. Equipment		()
12. Philosophical Commitment	()	
a. Institutional		()
b. Department		()
c. Individual		()

Your last task is to cite an example of change that you have observed in a College of Education. Hopefully, your description will identify the kind of change that occurred, duration of the process, and why the change took place.

If you decide to assist me in this task, let me thank you in advance. If your busy schedule prohibits your participation, I will certainly understand.

Sincerely,

Doug Procunier

APPENDIX D

FACTOR IDENTIFICATION CORRESPONDENCE

APPENDIX D

FACTOR IDENTIFICATION CORRESPONDENCE

Dear _____:

As you know, I am in the process of gathering data for my Doctoral Dissertation. In general, I am attempting to identify and analyze factors that are necessary for Community Education Centers to accomplish prescribed change within their institutions. Obviously, I will need your assistance throughout the study. If you decide to be of assistance, I will appreciate it very much.

For the sake of objectivity, would you please list both positive and negative factors that will influence the success or failure of a Center for Community Education at a University other than your own. As you list these factors, would you please rank order them.

Should you decide to assist in this process, please accept my appreciation in advance. If your schedule prohibits your participation, I will certainly understand.

Sincerely,

Doug Procunier

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