ADOPTION AGENT ATTRIBUTES AND THEIR RELATION TO ACADEMIC INNOVATION

by

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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Psychology

1982

ABSTRACT

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Multivariate analyses were used to investigate the effect of dissemination techniques on adoption of a new university program and the relation of adoption agent attributes to individual and collective adoption. Although there were no statistically significant differences among the experimental conditions, correlational and cluster analyses showed that collective adoption was significantly related to the adoption agent's social status in the organization and to organizational support for implementation of the new program. Values and perceived need for a new program were not substantially related to either Individual or Collective Adoption. High Collective Adoption was accompanied by rather low individual adoption, but high Individual Adoption was accompanied by moderate Collective Adoption.

ACKNOWLEDGEMENTS

I would like to thank my committee members, George Fairweather (Chairperson), Esther Fergus, Norbert Kerr, and Dozier Thornton, for their guidance in this research. I would also like to thank Michael Cook and Dennis LaFave who contributed directly and indirectly to this research as members of the Experimental Social Innovation research project. And finally, I would like to thank Patterson Terry who kept the Hewlett-Packard 2000 word-processing editor running through many manuscript revisions.

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CHAPTER I

INTRODUCTION

The rate of knowledge accumulation in the world today has focused much attention on information dissemination and utilization. Researchers are finding that the dissemination of their findings to individuals and organizations can be as difficult as executing the model validating research (Fairweather, Sanders & Tornatzky, 1974). Although much research has examined individual adoption, little research has examined collective adoption in groups, committees, or organizations. Collective adoption is usually long-lasting because the decision to abandon adoption is also made collectively (Rogers & Shoemaker, 1971, p. 271-277). Acknowledgement of the social context is necessary in collective adoption in that group members who do not value the innovation may impede its operation.

The goal of the current research is to examine the attributes of an organizational member who introduces a new idea to the organization and to identify the characteristics of this person that are associated with individual and collective adoption. Persons in this role have been called adoption agents (Wallace, 1974), technical managers (Gee & Tyler, 1976), entrepreneurs (Roberts, 1969), innovators (Presser, 1969), bureaucratic entrepreneurs (Lambright, 1978), boundary spanners (Keller & Holland, 1978), gatekeepers (Allen, 1977), product

champions (Chakrabarti, 1974) and users (von Hippel, 1976). In this research, they will be called "adoption agents" because their role seems to incorporate aspects of the two primary participants in information dissemination and utilization: (a) adoptors, who seek information, and (b) change agents, who disseminate information. Because little empirical research was available on adoption agents, a profile of their attributes will be extrapolated from research on adoptors and change agents.

Information being disseminated to and by adoption agents will often be called an "innovation". This term has been used loosely in the literature, but usually referred to information presumed to be new to or heretofore unused by the user group (see Pareck & Chattopadhyay, 1966; Presser, 1969; von Fleckstein, 1974). Information that seemed innovative to one group, however, may not have seemed innovative to another. Although the term "innovation" implies a national or international newness of the information, this definitional aspect of an innovation was seldom established. Innovation adoption has also been called technological change (Corwin, 1972; Rogers, 1958a).

The Adoption Agent's Role in the Organization

An adoption agent's influence in adoption may be affected by individual characteristics, situational variables, information sources, and innovation variables related to one or more aspects of adoption: (a) awareness, when someone becomes aware that a need exists, (b) interest, when an innovation receives attention by the organization and is adapted to the needs of the organization, (c) evaluation and legiti-

mization, when the innovation is approved or sanctioned by those who possess status and power in the organization and who represent the organization's norms and values, (d) decision-making, when the decision to act is made, and (e) action or implementation of the innovation (Rogers, 1962, p. 306; Rogers & Shoemaker, 1971, p. 276ff). The adoption agent's awareness of, interest in, and evaluation of an innovation may determine whether she or he is willing to support it. The organization's awareness of, interest in, and evaluation of the innovation may determine whether the adoption agent is willing to encourage others to adopt it. The adoption agent's effectiveness in encouraging others in the organization may depend on the ability to legitimize the innovation, participate in decision-making, and implement the decision. A hypothetical profile of an adoption agent is proposed in the paragraphs below.

Adoption Agent Attributes

Research has indicated that several types of variables can affect an adoption agent's behavior. Research in social psychology indicated that the decision to attempt to influence others is related to the net advantage to the individual, consequences for the group, the subjective probability that the innovation will be successful, and the prospect of being rewarded for fulfilling a leadership role (Cartwright & Zander, 1968, p. 219; Hemphill, 1961, p. 213). A case history (Evans, 1967) of innovation in a university setting indicated that innovation adoption was related to (a) individual characteristics, e.g., cosmopoliteness and academic rank, (b) perceptions of the innova-

tion, e.g., consonance with existing practices, and (c) contextual factors, e.g., receptivity of the social climate, receptivity of the local community, and receptivity in the academic discipline.

An examination of the adoption of innovative school programs (Corwin, 1972) indicated that "the situation into which an innovation is introduced...seems to be as critical as the [innovation] strategy itself" (p. 452) (see also Bandura, 1978, 1979). Innovation adoption (technological change) was correlated with seven factors (in order of decreasing proportion of total variance accounted for): (a) quality and interdependence of boundary personnel, (b) organizational control exercised by each organizational unit, (c) uniqueness of outside change agents, (d) status of staff, (e) quality and modernization of context, (f) competence of administration, and (g) professionalism and social liberalism of staff. Adoption was most strongly correlated with "quality and interdependence of boundary personnel."

In the following pages, attributes that may characterize adoption agents will be discussed in eight categories: (a) values, attitudes and beliefs, (b) use of cosmopolitan information sources, (c) communication behaviors, (d) personality variables, (e) social status, (f) formal decision- making power, (g) perceptions of innovation attributes, and (h) expected organization reactions. Little research is available about the relations among these variables.

Values, Attitudes and Beliefs

One assumption frequently found in the literature was that the goals and methods of an innovation must be compatible with the

adoptor's attitudes and beliefs in order to engage attention and commitment to the innovation (Becker, 1970; Fairweather et al, 1974; Hawley, 1946; Hoffer & Stangland, 1958; Kivlin and Fliegel, 1967; McCorkle, 1961; Ramsey, Polson & Spencer, 1959; Rogers, 1962; Rogers & Shoemaker, 1971; Tornatzky and Klein, 1980). This assumption is congruent with the concepts of selective exposure, selective perception, and selective retention. The concept of selective exposure suggests that adoptors will seek information that is congruent with existing values; the concept of selective perception suggests that the adoptor will tend to interpret the information according to past experience; and the concept of selective retention suggests that the adoptor will remember ideas that are congruent with her or his opinions (Hawley, 1946; McCorkle, 1961; Rogers, 1962).

The role of attitudes toward innovativeness in general was indicated in an early study (Rogers, 1958a) in which "change orientation" was significantly correlated with technological change. Change orientation was defined as the degree to which an individual possessed a favorable attitude toward technological changes. Technological change was operationally defined as adoption of specified farm practices. The correlation between change orientation and technological change remained significant when five independent variables were controlled (communication competence, status achievement, cohesion with local group, family integration, and cohesion with kinship group). When change orientation was measured as attitudes toward formal education and acceptance of change in nonagricultural areas (education, religion, movies) (Wilkening, 1950), it seemed to be positively related

to farmers' sons acceptance of innovations in farming.

Specific values related to adoption were reported in a study of commercial and environmental innovations (Pampel & van Es, 1977). Innovation adoption was related to farming orientation but not to innovativeness or profitability orientation. Farming orientation was defined as (a) business- oriented, i.e., inclined to use practices that "involve close participation in the agribusiness, commercial market system," or (b) motivated by "normative concerns of social responsibility and attachment to farming." Farmers tended to adopt commercial practices or environmental practices, but not both.

These results were supported in a subsequent study (Taylor & Miller, 1978). Membership in an Amish society was significantly correlated with innovation adoption in three stages of adoption: knowledge, persuasion, and decision- making. Amish farmers (traditional orientation) were believed to view farming as a way of life, whereas non-Amish farmers (commercial orientation) were believed to view farming as a commercial enterprise. These assumptions were not empirically tested, however. Cultural orientation and perceived need for the innovation were the best predictors of adoption.

In kibbutz societies, values affected the acceptance and use of television sets at the beginning of Israeli television broadcasting (Gurevitch & Loevy, 1972). Although no statistical tests were reported, a less orthodox kibbutz movement acquired television sets by earlier dates and had greater exposure to broadcasts than did a more orthodox kibbutz movement. The more orthodox movement was believed to see private viewing of television as a challenge to its value of social

collectivism. Traditionalism was also negatively correlated with a practice adoption scale and use of a soil innovation among farmers (Ramsey et al., 1959).

Attitudes, beliefs and values may depend on the individual's knowledge about the innovation. In agriculture, adoption was correlated with the correctness of the farmer's knowledge of the principles underlying the innovation, the formality of the source of education (formal instructional sources vs. interpersonal/social sources), and years of experience growing a particular crop (Opare, 1977). For an educational innovation, adoption was correlated with time spent with the change agent for those persons who had problems with the disseminated information, but not for persons who had no problems with the information (Louis, 1977, p. 347). Problems ranged from "lack of relevance" to "difficulty of actually using [the information] in [its intended] context". Utilization of information was negatively correlated with the number of problems checked by the potential adoptors.

At least one study has contradicted these findings, however. In a study of diffusion of instructional innovations aimed at university professors, adoption was correlated with information exchange, but not to the needs or values of the adoptors (Nash & Culbertson, 1977, p. 22; Rogers & Agarawala-Rogers, 1976).

In summary, the widespread belief that adoption is related to attitudes, beliefs, and values compatible with the innovation has received some correlational support. Some operational definitions of dependent and independent variables were not empirically confirmed, however, e.g., traditional versus commercial farming orientation

(Taylor & Miller, 1978). Extrapolations from this research suggest that an effective adoption agent is likely to support the adoption of an innovation that is compatible with the agent's attitudes, beliefs and values. These attitudes, beliefs and values may be manifested in selective exposure, selective perception, selective retention, attitudes toward technological change, commercial vs. social responsibility values, commercial vs. traditional values, perceived threats to traditional values, knowlege or understanding of the innovation, source of education about an innovation, or number of problems in implementing an innovation.

Use of Cosmopolitan Information Sources

The distinction between cosmopolitans and locals was originally proposed by Merton (1957) who defined cosmopolitans as those who were oriented toward the world outside their local community. Locals were defined as those oriented toward the community. In a study of personal influence, Merton concluded that the influence of cosmopolitans was primarily a function of acknowledged skills and accomplishments, whereas the influence of locals was a function of interpersonal contacts developed over time in the community.

Subsequent authors have used the term cosmopoliteness in the study of flow of communication (Katz & Lazarsfeld, 1955), degree of influence, informal relations, organizational participation, propensity to accept or reject organizational rules (Gouldner, 1957, 1958), evaluation of research ideas and projects, (Goldberg, Baker & Rubenstein, 1965), organizational orientation (Glaser, 1963), geographic mobility

and dependence- identification (Abrahamson, 1965), classification of bases of power (Filley & Grimes, 1968), and work goals (Ritti, 1968) (see Blau & Scott, 1962, or Kornhauser, 1962, for a more extensive review, cf. Grimes & Berger, 1970). These studies have not investigated adoption, although some authors have studied roles associated with adoption, e.g., technological gatekeeper (Allen, 1977). Congruence in the conclusions of these studies is difficult to assess since many operational definitions of cosmopoliteness have been used, e.g., loyalty to the organization, commitment to professional skills, reference group orientation, (Gouldner, 1957, 1958), and news orientation (Katz & Lazarsfeld, 1955).

There has been some question about the use of a bipolar cosmpolitan- local dimension. One study (Goldberg et al, 1965) indicated that the dimensions that described cosmopolitans and locals were not bipolar. Locals were defined as those "whose primary loyalty is to the organization for which they work...and who seek recognitition primarily from their organizational superiors" (p. 704). Cosmopolitans were defined as "those who are oriented toward seeking status within their professional group,...who are strongly committed to their distinctive professional ideology, and who seek the approval and recognition of peers outside the organization as well as those within it" (p. 704). When scientists were asked which motivations were important to them, many scored highly as both local and cosmopolitan (Glaser, 1963; Goldberg et al., 1965). Factor analysis indicated two independent dimensions: (a) a Self- oriented or Professional Self-gratification factor that reflected desire for status and respect from

colleagues plus an interest in doing technical work that is meaningful and enjoyable, and (b) an Organizational Responsibiity factor that reflected awareness of the organizational context and a sense of responsibility for meeting organizational requirements. An examination (Grimes & Berger, 1970) of another cosmopolitan- local scale (Gouldner, 1958) found not one, but six profiles: (a) Dedicated-- Locals, (b) True Bureaucrats-- Locals, (c) Homeguard-- Locals, (d) Elder-- Locals, (e) Empire Builder-- Cosmopolitans, and (f) Outsider-- Cosmopolitan. Much of this research has deviated considerably from Merton's original concept based on personal influence.

In the studies cited above, the behavior most commonly studied and the one most relevant to innovation adoption was the use of external reference groups as sources of information. Rogers (1958a) studied "communication competence," which he defined as the degree to which an individual regards as credible the more technically accurate sources of information. Typical items in this index were: contact with the Extension Service, number of farm magazines read, number of farm television shows watched, and attendance at agricultural evening classes. The index was significantly correlated with adoption (technical change) when five other variables (change orientation, status achievement, cohension with locality group, family integration, and cohesion with kinship group) were controlled. Similar results were reported by Coleman, Katz and Menzel (1957) and several unpublished studies (cf. Rogers, 1962, p. 181).

Congruent results were reported in a study of high adoption potential (low risk) (HAP) and low adoption potential (high risk) (LAP)

medical programs (Becker, 1970). Adoption was correlated with use of scientific information sources, use of sources likely to provide information about "new things in public health", and use of sources characterized as both. Early adoptors learned about the program from meetings outside the state whereas late adoptors tended to learn about them from the local medical society. Other information sources (rated from most to least cosmopolitan) were: professional journals, post-graduate courses, the State Health Department, drug or other industries, other health officers, health department staff, and voluntary health agencies.

In general, early adoptors were described as individuals who were likely to use a large number of information sources (Abd-Ella, Hoiberg & Warren, 1981; Gross, 1949; Marsh & Coleman, 1954b; Rogers, 1962), were willing to expend great effort to secure information (Coughenour, 1960; Fliegel, 1956; Marsh & Coleman, 1955), travelled widely beyond the boundaries of their organization, tended to belong to groups and organizations that included other innovators (Evans, 1967; Gross, 1949; Gross & Taves, 1952; Marsh & Coleman, 1954b; Menzel & Katz, 1955; Rogers, 1961) and communicated with and formed friendships with other innovators even across considerable geographical distance (Rogers, 1962). Early adoptors read non- local publications, were affiliated with national and international groups, and belonged to professional occupations with a high rate of migration (Rogers & Agarawala- Rogers, 1976). Early adopting (innovative) farmers travelled to urban centers more often than the average farmer (Gross, 1949; Gross & Taves, 1952; Katz, 1961; Ryan & Gross, 1943) and early

adopting (innovative) medical doctors were more likely to attend out-of- town professional meetings than were later adoptors (Menzel & Katz, 1955).

Use of external information sources seemed to be especially common in university settings where educational innovation has traditionally depended on the circulation of individuals. Instructors bring innovations with them from graduate school and gain cosmopoliteness through the diversity of university positions they have held. Such diversity increases the instructor's awareness of the general needs of the university as well as the needs of one field (Evans, 1967). Communication across institutional and disciplinary boundaries can be continued through professional meetings, journals, associations, newsletters, faculty retreats, workshops, interinstitutional seminars and tours (Hefferlin, 1969; Parker & Paisley, 1966; Rogers & Agarawala-Rogers, 1976).

Those who used cosmopolitan information sources may have benefitted from opportunities inherent in their organizational roles. Cosmopolitan behavior seemed to be concentrated at both the top and bottom extremes of organizational hierarchies. At the top, executives travel widely and interact with high- level members of other oranizations, thereby learning about global practices outside the organization. At lower organizational levels, persons learn about the details of outside practices as they deal with customers and incoming materials (Rogers & Agarawala- Rogers, 1976). Those who use cosmopolitan information sources sometimes develop a reputation in the organization as a key source of information (Allen, 1977).

In summary, use of cosmopolitan information sources is one of the most consistently investigated aspects of cosmopolitness and is an aspect found significantly correlated with innovation adoption. Cosmopolitan sources include professional meetings, associations, journals, and informal relationships with other adoptors across considerable geographical distances. Use of cosmopolitan information sources has been encouraged in university settings that depend on diversity of information for educational innovation. Extrapolations from this research suggest that an effective adoption agent's awareness of and interest in new information and innovative ideas may come through use of cosmpolitan information sources.

Communication

Innovation adoptors sometimes encourage others to adopt. Instead of being studied in adoptors, however, communication skills have been studied in change agents. Communication skills may play an important role in the initiation phase of collective adoption where new ideas are examined and adapted to the needs of the organization.

There is some evidence that sheer volume of communication influences the decisions of others. Groups seem more likely to accept a solution that is proposed by a frequent talker rather than an infrequent talker (Reicken, 1958). Communication effectiveness may be increased if the talker and receiver share interpersonal trust, daily contact, and frequent exchange of information. Face- to- face communication may reduce the receiver's tendency to resist through selective exposure, selective perception, and selective retention. Personal

influence from peers seemed more important in evaluation stages of adoption than at other stages, and more important in uncertain than clearcut situations (Menzel & Katz, 1955; Rogers, 1962).

Support for the influence of face- to- face contact was seen in a correlational study of diffusion of a new drug (Menzel & Katz, 1955). More than half of the persons who adopted the drug did so within a few days after face- to- face contact with persons who had already adopted. Only 9% adopted without face- to- face contact. In a dissemination experiment involving a rehabilitation program for mental patients (Fairweather et al, 1974), workshop presentations and a demonstration ward were more effective than a brochure condition in promoting adoption. Both oral and written communication skills are believed to be important during the implementation of the innovation (Gee & Tyler, 1976).

Proximity may facilitate communication and resource sharing during the evaluation stage when users are deciding whether or not to try an innovation (Havelock, 1969). Face- to- face communication has allowed presentation or clarification of information, was more likely to receive attention than impersonal (e.g., printed) communication, and provided a feeling of accessibility and credibility in the change agent (Fairweather et al, 1974; Rogers, 1962).

In summary, an organization's tendency to adopt an innovation can be influenced by a change agent's ability to communicate information about the innovation and about its compatability with the organization's needs and goals. Frequent face- to- face communication may reduce the information receiver's tendency to resist the innovation.

Extrapolations from this research suggest that an adoption agent who influences others in a organization is a skilled communicator who has frequent face- to- face contact with others. These attributes may be manifested in an adoption agent's frequency of communication, frequency of face-to-face contact, shared interpersonal trust, regularity of contact, and frequency of proximity to others.

Personality Variables

There is little empirical research about personality characteristics of adoptors or change agents. One study (Loy, 1969) measured adoption of a controlled- interval method of training by swimming coaches. Discriminant function analysis showed that all except one of Rogers and Shoemaker's (1971) adoptor categories (see also Rogers, 1958b) could be distinguished on five scales from the Sixteen Personality Factor Questionnaire (Cattell & Eber, 1957). Discriminations among Innovators, Early Majority, Late Majority, Laggards (the Early Adoptor category was not used) were found for venturesomeness, imaginitiveness, dominance, sociability, and self- sufficiency, but not for perseverence, intelligence, shrewdness, experimentiveness or sensitivity. Discriminations among these four categories were also significant for measures of professional status, educational status, and membership in a professional association, but not for peer status, occupational status, social status, distance travelled to attend a professional function, or writing to an expert for information or advice. Using the significantly related variables, only one of 49 adoptors was classified incorrectly in categories that had been defined by "'natural' group-

ings" according to time of adoption. Multiple correlation analysis between innovativeness and 18 of the above 19 variables accounted for 60% of the variance. The variables with the greatest explanatory power were professional status, and venturesomeness. Innovativeness was significantly negatively correlated with sociability and shrewdness.

Many other personality characteristics have been ascribed to persons involved in innovation adoption, but they have not been investigated empirically. For example, successful advocacy is believed to be related to personal initiative, level of motivation and driving force for achievement (LaPiere, 1965). The successful entrepreneur has been described as a prodigious worker with skills and experience in the relevant field (Gee & Tyler, 1976). Researchers have informally observed that early adoptors tended to differ from later adoptors in their younger age (Abd-Ella et al., 1981; Lowry, Mayo & Hay, 1958; Rogers, 1962; but see Gross, 1949), self- confidence (Gee & Tyler, 1976; Rogers, 1962), "less fatalistic views" (Rogers & Shoemaker, 1971), values (Rogers, 1962), low security orientation (Evans, 1967), mental ability and conceptual skill (Copp, 1958; Rogers, 1962; Rogers & Beal, 1958), high income (Enos, 1958; Gartrell, 1977; Graham, 1956; Gross, 1949; Rogers, 1962), high family aspirations (Abd-Ella et al, 1981), tendency to be less rigid and dogmatic (Rogers, 1957, 1962), high education (Coughenour, 1960; Gross, 1949; Hoffer & Stangland, 1958; Rogers, 1962; Straus, 1960), high social participation (Menzel & Katz, 1955), position in sociometric networks (Becker, 1970), and tendency to be specialized in career (Rogers, 1962). Researchers have also observed achievement orientation in inventors and entrepreneurs

(Gee & Tyler, 1976), creativity in inventors (Gee & Tyler, 1976), preference for hard work in innovators and entrepreneurs (Gee & Tyler, 1976), independence in inventors and scientists (Gee & Tyler, 1976), emotional adventurousness in inventors, internal locus of control in boundary spanners (Dailey, 1979), intelligence in scientists (Gee & Tyler, 1976; Rogers, 1962; Rogers & Shoemaker, 1971), internal locus of control orientation in boundary spanners (Dailey, 1979), orientation toward personal goals rather than competitive goals in inventors, resourcefulness in inventors, risk- taking in entrepreneurs, innovators and early adoptors (Gee & Tyler, 1976; Rogers, 1962; Rogers & Shoemaker, 1971), self- confidence in entrepreneurs (Gee & Tyler, 1976; Rogers, 1962), high social participation in technological gatekeepers and cosmopolitans (Allen, 1977; Gouldner, 1957; Menzel & Katz, 1955; Rogers & Shoemaker, 1971), venturesomeness in innovators (Rogers, 1962; Rogers & Havens, 1962), and use of rational means to reach goals in innovative farmers (Cougenour, 1960).

In summary, personality variables have been related to innovation adoption and have been used successfully to distinguish among four adoptor categories. Many personality characteristics used to describe adoptors and change agents, however, have not been empirically investigated. Extrapolations from this research suggest that an effective agentn agent is venturesome, imaginative, dominant, unsociable, self-sufficient, has high professional and educational status, and belongs to one or more professional associations. These attributes may be manifested in personality inventories, self- reports, and ratings from friends and colleagues.

Social Status

Formal and informal roles in an organization are associated with avenues for communication and influence that may lead to innovation adoption. Adoptors who are opinion leaders seem to have great potential for encouraging others to adopt an innovation (Katz, 1957; Lionberger, 1953; Marsh & Coleman, 1954a; Wilkening, 1952; Young & Coleman, 1959). Although opinion leaders do not always occupy formal positions of high authority, they have informal power through their social status, wealth, and knowledge (Rogers & Agarawala- Rogers, 1976; Rogers & Shoemaker, 1971; Wilkening, Tully & Presser, 1962). Because opinion leaders must continue to earn the esteem of their colleagues in order to maintain their position in the social structure (Rogers, 1962, p. 170; Rogers & Shoemaker, 1971, p. 246), however, they are limited by the organization's innovativeness or conservativeness. They tend to be tied more closely to organization norms than is the average member of the organization (Homans, 1950; Lionberger, 1953, Marsh & Coleman, 1954a; Menzel, 1960; Rogers, 1962; Wilkening, 1952). Opinion leaders tend to be early adoptors rather than first adoptors (Katz, 1957; Lionberger, 1953; Marsh & Coleman, 1954a; Rogers, 1962; Rogers & Shoemaker, 1971; Wilkening, 1952; Young & Coleman, 1959). They and their followers seem to unify the diverse interests of group members and to point out positive aspects of the innovation (Gee & Tyler, 1976; Hefferlin, 1969; Rogers, 1962, p. 170). Frequently, an opinion leader's influence is limited to one area or one type of innovation (Katz & Lazarsfeld, 1955; Merton, 1957; Rogers, 1962; Wilkening et al,

1962). They generally do not stimulate need awareness or initiate attention to new ideas, but instead screen new ideas.

Some of the influence of opinion leaders may come from their use of cosmopolitan information sources. Opinion leaders seemed (a) to use more mass media information sources such as professional journals, than do their followers (Menzel & Katz, 1955; Lionberger, 1953), (b) to be more likely to attend out of town professional meetings and more likely to belong to formal organizations (Katz, 1957; Lionberger, 1953), (c) to have a greater degree of both formal and informal face-to- face contact with others (Rogers, 1962), and (d) to have greater participation in social organizations (Lionberger, 1953) than their followers (Lionberger, 1953).

A number of studies suggested, however, that opinion leaders were first adoptors when an innovation was supported by group norms (Graham, 1954, 1956; Lionberger, 1953; Marsh & Coleman, 1956; Menzel, 1960; Rogers, 1962; Wilkening, 1952); otherwise, marginal persons were the first to adopt (Becker, 1970). This conclusion was supported in Becker's (1970) study of adoption trends for High Adoptive Potential (HAP) (low risk) or Low Adoptive Potential (LAP) (high risk) medical programs. The first adoptors of the HAP program were cosmopolitan, liberal opinion leaders with interests extending beyond their peer group, whereas the first LAP program adoptors were localite, older and conservative. The HAP program pioneers described themselves as possessing considerable influence among their peers. For both HAP and LAP programs, adoption was correlated with the individual's centrality in three sociometric networks (Discussion, Advice- information, and

Friendship) and for all three networks combined. Opinion leadership (centrality) tended to be more highly correlated with time of adoption in a group that viewed innovation as prestigious than in a group that did not. The LAP program seemed to cause a "system delay", i.e., those with influence in the organization waited until individuals outside of the central influence network demonstrated the practicability of the program. High status persons were believed to follow first adoptors and were themselves followed by those in other adoptor categories (Menzel & Katz, 1955).

Innovations may be most strongly sought by members who do not control power and decision- making (Rogers & Shoemaker, 1971, p. 283, 291). Many first adoptors were described as misfits (Linton, 1952), disgruntled and frustrated (Barnett, 1941), venturesome, eager to try new ideas and eager to take risks (Rogers, 1962), marginal individuals (Barnett, 1953) who had stronger attachments to outside groups than to the norm- holding group (Rogers, 1962, p. 203) and those who perceived themselves as deviating from community norms on innovativeness (Rogers, 1962, p. 202; Rogers & Rogers, 1961). Their effectiveness in promoting adoption may depend on their ability to identify the opinion leaders of the organization, to influence them and others, and to adapt the innovation to the needs of the organization. This was suggested in a study of dissemination of innovation information to mental hospitals (Fairweather et al, 1974): the social status of the person who received information about the innovation was not related to the hospital's adoption of the innovation. The social statuses studied were (from high to low): superintendent, psychiatrist, psychologist, social

worker, and nurse. These professionals may have had roughly similar access to the opinion leaders in the organization. However, in an academic setting where a broader range of statuses was studied, formal status seemed to be related to change (Hefferlin, 1969, p. 79). Faculty members seemed to be more influential than either students or administrators in getting a program of study added to a curriculum. Students seemed to be influential in originating course changes and additions to the curriculum. Administrators seemed to be influential in getting requirements changed and in adding new units to the institution.

One study (Rogers, 1958a) reported mixed results about the relation of social status to adoption. "Status achievement", which was measured by items such as rental status, education, net worth, prestige self- rating, and formal participation, was correlated with innovation adoption (technological change) when five other independent variables were controlled. The controlled variables were change orientation, communication competence, "cohesion" with local group, family integration, and "cohesion" with kinship group. "Cohesion," defined as "the degree to which an individual accepts the roles prescribed by a reference group" (p. 140) was expected to be negatively correlated with adoption, but the results were not statistically significant. The correlation of adoption with two additional measures of "cohesion" with local groups (i.e., kinship orientation and family integration) were also not significant (see also Gross, 1949).

In summary, opinion leaders seemed to have the potential to influence others, but were themselves influenced by the organization's

norms of innovativeness or conservativeness. Persons with high social status were often the first to adopt low- risk innovations. Deviant members in the organization were often the first to adopt high- risk innovations. Extrapolations from this research suggest that an effective adoption agent is an opinion leader in an innovative organization or a marginal member of a conservative organization. If the innovation has high adoption potential, an effective adoption agent might be an opinion leader in a conservative organization. These attributes may be manifested in selfreports or sociometric ratings of social status, wealth, knowledge, attachments to groups outside the immediate organization, and deviations from community norms.

Formal Decision- making Power

Persons with formal decision- making power usually have access to the resources needed to adopt an innovation. They may help make these resources available through executive decision- making or through recommendations to a collective decision- making group. In the present review, however, little empirical research was discovered that addressed the relation of formal decision- making power to innovation adoption. Rogers and Shoemaker (1971) stated that adoption of a collective innovation seemed to be positively related to "the degree of power concentration in a system" and to "the degree to which the social system's [opinion leaders] are involved in the decision- making process" (Rogers & Shoemaker, 1971, p. 281, 284). This suggests that a decision to adopt will be most strongly influenced by an opinion leader who also holds a formal decision- making role (Gamson, 1968; Hawley,

1962; Rosenthal & Crain, 1968).

In summary, the decision- maker has access to a variety of resources necessary for innovation adoption. A decision- maker may influence adoption through executive or committee decision or by convincing organization members to adopt. Extrapolations from these opinions suggest that an adoption agent who holds a formal decision-making role in the organization is able to influence collective decision- making. These attributes may be manifested in the adoption agent's committee memberships, executive positions, self- reports of decision- making power, or sociometric ratings of decision- making power.

The Context of Adoption

A study of strategies for organizational innovation indicated that "the way an innovation is conceived and implemented is a product of a combination of forces inside and outside the organization" (Corwin, 1972, p. 451). Characteristics of the innovation, service applications and outcomes of the innovation as experienced by the organization, characteristics of the extended environment, the social organization's internal characteristics, and federal or state support of the innovation seemed to be related to routinization of an innovation (Yin et al, 1978, p. 52-56; see also Pincus, 1974). These variables are discussed below in two categories: innovation attributes and expected organization reaction.

Perceptions of Innovation Attributes

In a meta- analysis of 75 articles (Tornatzky and Klein,

1980), the innovation characteristics most frequently related to adoption were (a) compatability, (b) relative advantage, (c) complexity, and (d) cost. Compatability was defined as "the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of the receivers" (Rogers & Shoemaker, 1971, p. 145). Compatability was measured along two dimensions: (a) value compatability, i.e, cognitive compatability with values or norms, and (b) practical compatability, i.e., operational congruence with existing practices (Tornatzky & Klein, 1980) or needs (Paul, 1977). Forty articles that discussed compatability were analyzed (Tornatzky & Klein, 1980). Of 13 amenable to meta- analysis, 10 reported that compatability was positively related to adoption.

Relative advantage was defined as "the degree to which an innovation is perceived as being better than the idea it supersedes" (Rogers & Shoemaker, 1971, p. 138). This concept has been inconsistently measured, however. Twenty- nine articles that discussed relative advantage were analyzed. Five that were amenable to meta-analysis reported that relative advantage was positively related to adoption.

Complexity was defined as "the degree to which an innovation is perceived as relatively difficult to understand and use" (Rogers & Shoemaker, 1971, p. 154). Twenty-one studies that discussed complexity were analyzed (Tornatzky & Klein, 1980). Of the seven amenable to meta- analysis, six reported that complexity was negatively related to adoption.

Cost was investigated in twenty studies (Tornatzky & Klein,

1980), but its relation to adoption was inconsistent. Six additional innovation characteristics were non- significantly or inconclusively related to adoption: (a) communicability, i.e., the degree to which aspects of an innovation can be conveyed to others (Rothman, 1974, p. 441), (b) divisibility, i.e., the extent to which an innovation can be tried on a small scale prior to adoption (Fliegel, Kivlin & Sekhon, 1968, p. 446), (c) profitability, i.e., the level of financial profit to be gained from adoption, (d) social approval, i.e., the status gained from one's reference group for adopting, (e) trialability, i.e., the degree to which an innovation can be experimented with on a limited basis (Rogers & Shoemaker, 1971, p. 155) or for a limited time, and (f) observability, i.e., the degree to which innovation results are visible to others (Rogers & Shoemaker, 1971, p. 155).

Innovation attributes seemed to be related to adoptor characteristics in several studies. For example, in Becker's (1970, p. 281) study, adoptors of the High Adoption Potential (low risk) innovation seemed to be motivated by the prospect of gaining the admiration of their professional peers, whereas adoptors of Low Adoption Potential (high risk) innovations seemed to want prestige in their local communities. Users also seemed to have different perceptions of innovation attributes. Small- scale and middle- scale farmers differed in their perception of cost, convenience, risk, uncertainty, and the desirability of radical change related to a dairy innovation (Kivlin & Fliegel, 1967). Perceptions of the innovation may have interacted with the complexity of the innovation (Opare, 1977).

In general, the research on innovation attributes showed a

need for multidimensional experimentation, improved measurement and conceptualization of innovation attributes, and an examination of the relation of innovation attributes to both adoption and implementation (Tornatzky & Klein, 1980; see also Downs and Mohr, 1976; Havelock,1969; Zaltman, Duncan & Holbeck, 1973).

In summary, the four innovation attributes most strongly related to adoption were compatability, relative advantage, complexity, and cost. Six additional innovation attributes (communicability, divisibility, profitability, social approval, trialability, observability) were discussed, but their relation to adoption was unclear. Extrapolations from this research suggest that an adoption agent who supports adoption or encourages others to adopt has positive perceptions of the innovation's complexity, cost, compatability with existing values and practices, and relative advantages for organization members. Perceptions of innovation attributes may depend on the adoption agent's motivations and knowledge of the innovation. These attributes may be manifested in the adoption agent's self- report of perceptions of the innovation and expectations about the results of adoption.

Expected Organization Reaction

Before deciding whether to adopt an innovation, adoptors seemed to consider the organization's probable reaction by assessing the evidence (a) that the innovation was compatible with the organization's needs and priorities (Havelock, 1969; Kivlin & Fliegel, 1967; Pincus, 1974; Rogers & Shoemaker, 1971; Van der Ban, 1960), (b) that others had or would have a favorable evaluation of the innovation

(Kivlin & Fliegel, 1967; Marsh & Coleman, 1954b; Wilkening, 1950), (c) that the organization would reward participation in the implementation of the innovation (Evans, 1967; LaPiere, 1965; Siegel & Kammerer, 1978), (d) that the organization perceived or would recognize a need for the innovation (Moore & Cantrell, 1976; Pincus, 1974; Sutherland, 1959; Taylor & Miller, 1978), (e) that the organization had or could get resources needed to adopt the innovation (Rogers & Shoemaker, 1971), (f) that the organization's environment was amenable to adoption, e.g., in the form of organizational, professional, or community support (Becker, 1970; Evans, 1967; Gee & Tyler, 1976; Havelock, 1969; Pincus, 1974; Rogers & Shoemaker, 1971; Sarason, 1967; Siegel & Kammerer, 1978; Yin et al., 1978), (g) that there had not been a number of prior changes adopted recently or proposed but not implemented (Sarason, 1967), and (h) that there was not a currently high rate of organizational change (Corwin, 1972). The accuracy of these perceptions seemed to indicate the adoptors's ability to predict the consequences of implementation, to adapt the innovation to current conditions, and to work effectively within prevailing constraints (Rogers & Shoemaker, 1971).

In Becker's (1970) study of high and low adoption potential medical programs, expected organization reaction was based on the compatability of innovation attributes and organization values. Adoptive Potential was defined as probable ease or difficulty of diffusion based on attribute ratings made by five judges. The attributes that were rated were:

1. was of obvious practical value in the minds of most

professionals in the field

2. might be easily communicated to other professionals
3. represented a major departure from traditional public health activity
4. conflicted with important values in the health field
5. might be opposed by the county medical society
6. might be opposed by the majority of interested groups in the community
7. if adopted, would threaten the health officer's position or reputation
8. if adopted, would threaten or conflict with established major economic interests (p. 272)

Adoptive Potential seemed to determine who adopted the innovation and seemed to influence the delay between the time the program was introduced to an organization and the time it was adopted.

Effects of favorable organization reactions were also found in an agricultural study (Flinn, 1970). Innovation adoption by farmers was likely when the community favored innovativeness. Adoptors seemed to adopt when others supported the innovation or when at least one other was an especially ardent advocate. As the number of people who adopted increased, there seemed to be pressure for the remaining persons to adopt (interaction effect) (Rogers, 1962). Multiple messages about the innovation, if sent in a variety of formats and through coordinated channels, seemed to increase the probability that a potential adoptor would attend to and understand the innovation and

(Havelock, 1969).

A federal research study of a flood insurance program (Moore & Cantrell, 1976) indicated that felt need for an innovation led to rapid adoption. The number of communities who adopted the National Flood Insurance Program of 1968 increased dramatically after flooding occurred. The presence of "established channels" for decision- making and implementation (structural differentiation) and experience with flooding damage were the most crucial variables leading to the community's request for flood insurance. In another study, total rainfall was correlated with adoption of agricultural practices in Iowa (Abd-Ella et al., 1981). Similar results were reported in a study of environmental innovations (Taylor & Miller, 1978). Perceived need for pollution control was correlated with innovativeness in knowledge, persuasion, and decision- making stages of adoption.

Some adoptors seemed to be influenced by expectations of reward, such as an increase in salary (LaPiere, 1965), or an increase in prestige (Becker, 1970; Blau, 1963; Cancian, 1967; Cyert & Marsh, 1963; LaPiere, 1965), and by past experience of reward (Havelock, 1969). A reward's motivational strength seemed to be affected by the investment of time and resources necessary to receive it (Rogers, 1962). In a university setting, expectations for security and tenure seemed to influence adoption (Evans, 1967, p. 146). Young, less-established faculty members with heavier teaching loads and often lower salaries seemed eager to implement new ideas, but tended to resist innovation because of their desire for security, tenure, retirement benefits, and fitting in with other faculty members. Innovations

perceived as high in reward and low in risk seemed to be adopted most rapidly (Fliegel & Kivlin, 1966).

In summary, expected organization reaction to the innovation seemed to strongly influence the decision to adopt an innovation. The accuracy of the adoptor's expectations and perceptions about the organization may affect the success with which an innovation is introduced, implemented, and routinized. Adoption was related to perceived need for the innovation and expected ease of adoption. Extrapolations from this research suggest that an adoption agent who supports or promotes adoption is a member of an organization that has positive attitudes of and assessments of the innovation, that perceives a need for the innovation, and that expects rewards for innovating. Expected organization reaction may be measured in the adoption agent's ratings of (a) the innovation's compatability with organization values, attitudes, and beliefs, (b) the organization's knowledge of and familiarity with the innovation, (c) the organization's perception of a need for the innovation, (d) the current rate of organizational change that might have depleted organizational resources, and (e) the organization's expectations of reactions from groups in its social environment.

Implications and Conclusions

The preceding review has suggested a profile of an adoption agent in a user organization. An effective adoption agent is expected to be an individual whose attitudes, values and beliefs are compatible with the innovation and its implementation, who uses cosmopolitan information sources, who has high communication skills and exceptional

personality attributes, who occupies a position of opinion leadership, high social status, and/or decision- making power, and who attempts to introduce a feasible innovation to a receptive organization. The literature did not indicate the relative predictive value of these characteristics, however, nor did it indicate the effects of variable interactions. Perhaps any individual could induce adoption in an organization that is receptive. Perhaps only a skilled communicator could persuade an organization that is resistant.

The Current Research

The purpose of the current study was to investigate adoption agent attributes that may be related to innovation adoption. This research was carried out as part of a national experiment entitled "An Experiment to Promote the Use of An Innovative Graduate Training Program," directed by George W. Fairweather, and funded by a grant from the National Institute of Mental Health for 1981-83. The goals of the national experiment were (a) to disseminate a psychology doctoral program to teach students the values and research methods necessary to integrate scientific research with problem- focused treatment and decision- making, and (b) to investigate institutional and behavioral variables that may be associated with adoption of aspects of the program. The psychology doctoral program was based on the Experimental Social Innovation methodology first expressed by Fairweather (1967) in a description of problem- oriented, longitudinal research using random assignment to experimental conditions. Working with other faculty members at Michigan State University, Fairweather designed the Ecolog-

ical Psychology Program (Tornatzky, Fairweather and O'Kelly, 1970; Tornatzky, 1976) to train innovative, socially concerned, and methodologically sophisticated social scientists to work collaborativly with social program decision- makers. The success of this program has been measured by its success in training students to establish research practica in community agencies and to conduct experimental thesis and dissertation research in community settings. Twenty-five students have earned Ph.D.'s and have easily found positions in government, community agencies, and academia.

The current research will attempt to identify the adoption agent attributes that are related to the adoption of this graduate program. Adoption agent attributes will be divided into two main categories (a) personal and social attributes and (b) perceptions of the innovation context. Personal and social attributes include attitudes toward the innovation, personality characteristics such as sociability and perseverence, skills such as ability to communicate effectively, and social characteristics such as social status or decision- making power. Perceptions of the innovation context include expected rewards, perceived professional support, perceptions of innovation attributes, expected reactions from the department, and expectated reactions from the community in which the department is located.

Case studies and descriptive accounts of educationl innovations suggest that organizational characteristics indicate receptivity to change (Berelson, 1960; Berte, 1972; Hefferlin, 1969; Heiss, 1970; Mahew, 1974; Zaltman, Duncan & Holbeck, 1973). However, little empirical research was available to indicate which organizational

characteristics affect adoption or how it is affected. It is generally agreed that organizational prestige or reputation is an important determinant of the organization's receptivity to innovative change. However, there is some disagreement as to whether receptivity to curriculum change, educational innovation, and new developments within disciplines is positively related to the prestige of the organization (Berelson, 1960; Clark, 1968; Hagstrom, 1965) or negatively related to the prestige of the organization (Blau, 1973; Heiss, 1970; Mahew, 1974). Rogers and Shoemaker (1971) suggested that organizations that are "steeped in tradition" are usually inflexible whereas modern institutions are usually receptive to innovation. The present research will address these issues by comparing adoption rates in high, medium, and low prestige academic departments.

Hypotheses

Since little empirical research has been focused on adoption agents, hypotheses and selection of variables have been based on rational extrapolations from the existing literature on change agents and adoptors. In the current research, innovation adoption will be defined as the extent to which the adoption agent or the adoption agent's department has adopted the Ecological Psychology program. Two experimental hypotheses will be tested:

Hypothesis 1: Degree of adoption will be greater when the adoption agent receives information from faculty and students in the Ecological /Community program than from faculty only.

Hypothesis 2: Degree of adoption will differ according to the

level of prestige of the adoption agent's organization.

In addition, twenty correlational hypotheses will be tested:

Hypothesis 3: Adoption rates will be significantly positively related to the adoption agent's opinions about innovations in graduate training.

Hypothesis 4: Adoption rates will be significantly positively related to the adoption agent's perceptions of need for the innovation.

Hypothesis 5: Adoption rates will be significantly positively related to the adoption agent's value of the innovation goals.

Hypothesis 6: Adoption rates will be significantly positively related to the adoption agent's perceptions of innovation attributes.

Hypothesis 7: Adoption rates will be significantly positively related to the adoption agent's expectations about the innovation.

Hypothesis 8: Adoption rates will be significantly positively related to the adoption agent's attitudes toward implementing the innovation.

Hypothesis 9: Adoption rates will be significantly positively related to the adoption agent's degree of knowledge related to implementation of the innovation.

Hypothesis 10: Adoption rates will be significantly positively related to the adoption agent's use of cosmopolitan information sources.

Hypothesis 11: Adoption rates will be significantly positively related to the adoption agent's communication potential in the department.

Hypothesis 12: Adoption rates will be significantly positively related to the adoption agent's self- perceptions.

Hypothesis 13: Adoption rates will be significantly positively related to the adoption agent's social status in the department.

Hypothesis 14: Adoption rates will be significantly positively related to the adoption agent's degree of formal decision-making power in the department.

Hypothesis 15: Adoption rates will be significantly positively related to the adoption agent's belief that the department has positive opinions about innovations in graduate training.

Hypothesis 16: Adoption rates will be significantly positively related to the adoption agent's belief that the department perceives a need for the innovation.

Hypothesis 17: Adoption rates will be significantly positively related to the adoption agent's belief that the department values the goals of the innovation.

Hypothesis 18: Adoption rates will be significantly positively related to the adoption agent's expectation that the department will have positive perceptions of the innovation.

Hypothesis 19: Adoption rates will be significantly positively related to the adoption agent's expectation that the department will will support the implementation of the innovation.

Hypothesis 20: Adoption rates will be significantly positively related to the adoption agent's belief that the department has a high degree of knowledge related to implementation of the innovation.

Hypothesis 21: Adoption rates will be significantly positively

related to the adoption agent's expectation that the university will support the implementation of the innovation.

Hypothesis 22: Adoption rates will be significantly positively related to the adoption agent's expectation that the community will support the implementation of the innovation.

CHAPTER II

METHOD

Sample

The sample for this research was approximately one half of the population of 128 United States college and university psychology departments which offered Ph.D. degrees but did not have a graduate program (M.A. or Ph.D.) in program evaluation, community psychology, community/clinical, applied social psychology, or applied experimental psychology as reported by Graduate Study in Psychology 1981-1982 (APA, 1980). Professional schools were not included in the population because they did not have typical psychology graduate programs. Three psychology departments were excluded from the population because of extensive prior contact with MSU's Ecological Psychology program The sample, then, consisted of 63 psychology departments.

Experimental Design

The goal of the experiment was to identify the personal, social, and institutional variables that facilitate a psychology department's adoption of a prototype graduate training program. Departments were invited to nominate a faculty member to attend a meeting in which information about the Ecological Psychology program would

be presented. The experimental design was a 2 x 2 x 3 x 2 factorial (Meeting Conditions x Fiscal Year x Departmental Prestige x Follow- up Interview) with the last factor as a repeated measure.

Assignment to Conditions

Within Departmental Prestige stata (high, medium, low), the 63 departments were randomly assigned to a Meeting Condition (Faculty or Faculty- Student Presentation), and to one of two consultants. Departments were randomly assigned to conditions until a cell was filled, and then randomly assigned to the remaining cells. Random selection and assignment were determined by a random numbers table, by coin tossing, and by random draw with replacement until cells were filled. The Fiscal Year (April, October) in which participants attended a Meeting Condition was determined by the participant's availability. The departmental representative who attended the meetings will be referred to as a departmental "contact."

Meeting Conditions

The two meeting conditions (Faculty Presentation, Faculty- Student Presentation) were divided into four parts in order to meet fiscal year funding constraints. The Faculty condition was presented on April 23-24 and October 15-16, 1981. The Faculty- Student condition was presented on April 27-28 and October 19-20, 1981. In both April and October, the Faculty- Student condition was presented on Thursday and Friday, and the Faculty condition was presented on the following Monday and Tuesday. The order of conditions was held constant to facilitate the familiarity of meeting speakers with presentation

materials and because of limited travel funds for consultants. One student presenter and one faculty presenter who attended the April meetings were unable to attend the October meetings.

The agenda was the same for both Meeting Conditions (see Outline of Program Contents in Appendix A). In both conditions, contacts and speakers sat around a large conference table. Speakers were interspersed among contacts. All participants had name plates in front of them. Contacts were invited to make comments or ask questions at any time during the presentation of a topic. Informal discussion was encouraged. Transcripts were taken unobtrusively by a court stenographer who sat in the back of the room. The participants were informed of the recordings at the start of the meetings. At some meetings the contacts requested further information about the rationale and procedures for these recordings. Most of the discussion initiated by the contacts, however, reflected their interest in information about the Ecological Psychology program. Some critical comments were made about the structure of the meetings and how they could be improved. In one of the Faculty Meeting conditions, when a contact asked why there were no students present, the rationale was discussed but information about the experimental design was not given. The experimental nature of the meetings was discussed, but the experimental conditions were not revealed. Contacts in the first meeting condition spontaneously offered to share their names with subsequent groups in order to allow communication among the contacts. Subsequent groups also agreed to release their names to all other contacts.

The difference between the Meeting Conditions was in the

number of sources used for information presentation. In the Faculty Condition, information about the Ecological/Community program was presented by 5 current and 2 past faculty members in the program. In the Faculty- Student Condition, program information was presented by 5 current and 2 past faculty, 4 current students, and 7 program graduates. Graduates were selected to represent three types of job settings: private sector, public sector, and academic. The graduates ranged in number of years since graduation (2 to 10 years) in order to get a representative sample. They made 13 formal presentations describing their training experiences in the program and their current employment settings, and contributed to discussions about degree requirements, field placements, and job opportunities. The Faculty-Student Condition seemed to differ from the Faculty Condition in four main ways: (a) it seemed to have a greater spontaneity and diversity of presentation styles, (b) it provided an opportunity for the presentation of a greater diversity of views about the program, (c) it provided an opportunity for contacts to ask a greater variety of questions about the program, and (d) it allowed the contacts to see and interact with the products of the program. The agenda given to participants in the Faculty condition is presented in Figure 1. The agenda given to participants in the Faculty- Student condition is presented in Figure 2.

At the conclusion of each two- day meeting, departmental contacts filled out a Faculty Questionnaire (see Appendix B) which asked for information about their professional background, their current work, their perceptions of similarities between their graduate program

ECOLOGICAL/COMMUNITY
PSYCHOLOGY CONFERENCE

April 23 & 24, 1981

Presented by

Ecological Psychology Interest

Group of the Psychology Department

Michigan State University

East Lansing, Michigan

ECOLOGICAL/COMMUNITY PSYCHOLOGY CONFERENCE

Thursday, April 23

Opening Session: William Davidson, Chairperson

8:30	Welcome	
8:45	History of the Ecological Psychology Program,	George Fairweather
9:15	Discussion	
9:30	The First Year of Graduate Training,	George Fairweather, Esther Fergus
9:45	Discussion	
10:00	Break	
10:15	The Second Year of Graduate Training,	Michael Cook, William Davidson, Charles Johnson, Ralph Levine, Lou Tornatzky
11:45	Discussion	
12:15	Lunch	

Afternoon Session: Charles Johnson, Chairperson

1:15	Third and Fourth Year of Graduate Training,	Charles Johnson, Glenn Shippee
2:30	Discussion	
2:45	Break	
3:00	Minors in Ecological/Community Psychology,	William Davidson
3:30	Discussion	
4:45	Happy Hour	

FIGURE 1: Faculty Meeting Agenda

Ecological/Community Psychology Conference

Friday, April 24

Morning Session: Esther Fergus, Chairperson

8:30 Student Selection and Recruitment, Charles Johnson

8:45 Discussion

9:00 Employment of graduates, Michael Cook, William Davidson, George Fairweather, Lou Tornatzky

10:15 Discussion

10:30 Break

10:45 Financing Training, William Davidson, George Fairweather, Charles Johnson

11:30 Discussion

12:00 Lunch

Afternoon Session: George Fairweather, Chairperson

1:00 Financing Research, William Davidson, George Fairweather, Charles Johnson, Glenn Shippee

2:15 Current State of Financing, Lou Tornatzky

2:45 Break

3:00 Discussion

Conference Faculty

Michael P. Cook, Ph.D., Assistant Professor, Michigan State University, East Lansing, Michigan

William Davidson, III, Ph.D., Associate Professor, Michigan State University, East Lansing, Michigan

George W. Fairweather, Ph.D., Professor, Michigan State University, East Lansing, Michigan

Esther O. Fergus, Ph.D., Assistant Professor, Michigan State University, East Lansing, Michigan

Charles D. Johnson, Ph.D., Professor, Michigan State University, East Lansing, Michigan

Ralph Levine, Ph.D., Professor, Michigan State Universtiy, East Lansing, Michigan

Glenn Shippee, Ph.D., Assistant Professor, University of Missouri, Kansas City, Missouri

Louis G. Tornatzky, Ph.D., Group Leader, National Science Foundation, Washington, D. C.

ECOLOGICAL/COMMUNITY
PSYCHOLOGY CONFERENCE

April 27 & 28, 1981

Presented by

Ecological Psychology Interest
Group of the Psychology Department
Michigan State University
East Lansing, Michigan

ECOLOGICAL/COMMUNITY PSYCHOLOGY CONFERENCE

Monday, April 27

Opening Session: William Davidson, Chairperson

8:30	Welcome	
8:45	History of the Ecological Psychology Program,	George Fairweather
9:15	Discussion	
9:30	The First Year of Graduate Training,	George Fairweather Esther Fergus
9:45	Discussion	
10:00	Break	
10:15	The Second Year of Graduate Training,	Michael Cook, William Davidson, Charles Johnson, Ralph Levine, Nancy Stevens, Lou Tornatzky
11:45	Discussion	
12:15	Lunch	

Afternoon Session: Charles Johnson, Chairperson

1:15	Third and Fourth Year of Graduate Training,	Denis Gray, Charles Johnson, Glenn Shippee, Monty Whitney
2:30	Discussion	
2:45	Break	
3:00	Minors in Ecological/Community Psychology,	William Davidson
3:30	Discussion	
4:45	Happy Hour	

FIGURE 2: Faculty-Student Meeting Agenda

Ecological/Community Psychology Conference

Tuesday, April 28

Morning Session: Esther Fergus, Chairperson

8:30 Student Selection and Recruitment, Charles Johnson

8:45 Discussion

9:00 Employment of graduates, Michael Cook, William Davidson, George Fairweather, Mitchell Fleischer, Elmima Johnson, Tina Mitchell, Jeffrey Taylor, Lou Tornatzky, Monty, Whitney

10:15 Discussion

10:30 Break

10:45 Financing Training, William Davidson, George Fairweather, Charles Johnson

11:30 Discussion

12:00 Lunch

Afternoon Session: George Fairweather, Chairperson

1:00 Financing Research, William Davidson, George Fairweather, Denis Gray, Charles Johnson, Glenn Shippee, Jeffrey Taylor, Monty Whitney

2:15 Current State of Financing, Lou Tornatzky

2:45 Break

3:00 Discussion

Conference Faculty and Students

Michael P. Cook, Ph.D., Assistant Professor, Michigan State University, East Lansing, Michigan
William Davidson, III, Ph.D., Associate Professor, Michigan State University, East Lansing, Michigan
George Fairweather, Ph.D., Professor, Michigan State Universtiy, East Lansing, Michigan
Esther O. Fergus, Ph.D., Assistant Professor, Michigan State University, East Lansing, Michigan
Isabell Fenandez, Ecological/Community Psychology Graduate Student, Michigan State University, East Lansing, Michigan
Mitchell Fleischer, Ph.D., Assistant Professor, Indiana University of Pennsylvania, Indiana, Pennsylvania
Isidore Flores, Ecological/Community Psychology Graduate Student, Michigan State University, East Lansing, Michigan
Denis Gray, Ph.D., Assistant Professor, Michigan State Universtiy, East Lansing, Michigan
Robert N. Harris, Jr., Ph.D., Private Research Consultant, Synthesis, Huntington Beach, California
Charles D. Johnson, Ph.D., Professor, Michigan State University, East Lansing, Michigan
Elmima Johnson, Ph.D., Policy Analyst, National Science Foundation, Washington, D.C.
Ralph Levine, Ph.D., Professor, Michigan State University, East Lansing, Michigan
Jeff Mayer, Ecological/Community Psychology Graduate Student, Michigan State University, East Lansing, Michigan
Christina Mitchell, Ph.D., Assistant Professor, University of Virginia, Charlottesville, Virginia
Glenn Shippee, Ph.D., Assistant Professor, University of Missouri, Kansas City, Missouri
Nancy Stevens, Ecological/Community Psychology Graduate Student, Michigan State University, East Lansing, Michigan
Jeffrey Taylor, Ph.D., Research Psychologist, Michigan Department of Public Health, Lansing, Michigan
Louis G. Tornatzky, Ph.D., Group Leader, National Science Foundation, Washington, D.C.
W. Monty Whitney, Ph.D., Associate Director, Seven Hills Neighborhood Houses, Inc., Cincinnati, Ohio

and the Ecological/Community psychology program, their receptivity to new graduate programs, their expectations for perceived community support for a community program, their department's current resources for adopting a new program, their expectancies of and the desirabilities of possible outcomes of adopting the program, their perceptions of their department's social/professional climate, and their reactions to the meeting format.

Departmental Prestige Strata

Departmental Prestige was divided into three levels (high, medium, low) based on the mean number of publications per faculty member in the department. This operational definition of Departmental Prestige, also used by Cox and Catt (1977), was significantly correlated with Roose and Anderson's (1970) prestige ranks based on the mean and total number of publications reported by departmental chairpersons (Spearman's rho=.48, n=55, $p<.001$) and with Endler, Rushton, and Roediger's (1978) prestige ranks based on the mean number of citations noted in the Social Science Citations Index (Spearman's rho=.48, n=60, $p<.001$).

The number of faculty in each department was obtained from program descriptions in Graduate Study in Psychology 1981-1982 (APA, 1980). The total number of publications for each department was obtained from a count of the institutional affiliations of (1) authors and co-authors of articles in 16 of the 17 American Psychological Association journals published in 1979 (see Appendix C; Contemporary Psychology was excluded) and (2) authors and co-authors of books

reviewed in Contemporary Psychology from 1974 to 1979. Total number of publications was divided by number of faculty in the department to determine mean number of publications. The departments were ranked and sorted from low to high on mean publication rate and were divided into thirds: low (.00 to .11 publications per faculty member), medium (.12 to .32 publications per faculty member), and high (.35 to 1.28 publications per faculty member).

All articles, comments, and brief notes were regarded as articles for purposes of ranking. Articles with multiple co-authors were counted as a separate publication for each author. An article was not included if the author or co-author was identified as a student or a member of a department other than psychology, or if the author could not be found in either the 1980 Membership Register of the American Psychological Association or the National Faculty Directory (1980) and could not otherwise be identified by the research team as a psycology faculty member. Articles published from dissertation research were credited to the university at which the research was conducted.

Time: Repeated Measures

After the meeting conditions were held, each department's degree of adoption of the Ecological/Community training program was measured in 2 follow- up interviews. The first assessment was made approximately 90 days after the meetings, and the second was made approximately 270 days after the meetings.

Procedure

The director of the research project telephoned the chair-

person of each department (see Appendix D for script). Each was told that an expense- paid meeting would be held to present information about the Ecological/Community Psychology program. The chairpersons were asked if they would be willing to receive written information and a subsequent telephone call to see whether they would like to nominate one of their faculty members to attend the meeting. The order in which the chairpersons were telephoned was randomly determined. The chairpersons were asked to nominate any person who had an interest in attending the meetings. All chairpersons were told that these procedures were part of a nationally funded experiment and that they would be asked to sign consent forms (Appendix E) if they chose to participate. During this call, many chairpersons nominated a faculty person to attend. Some chairpersons nominated themselves. Each interested chairperson was sent an MSU Ecological Psychology brochure and an explanatory letter (Appendix F).

After an average of 41.49 days, the director of the research project telephoned the chairpersons who had not nominated a faculty member during the first call. The time between the first and second call to the chairperson ranged from 20 to 106 days since some chairpersons were not immediately accessible. The researcher again mentioned the experimental aspects of the meetings, asked the chairpersons if they wished to nominate a faculty member to attend the meetings, and explained that the nominated faculty member would then be contacted directly. The chairpersons were asked for the name, academic rank, and telephone number of the nominated faculty member. Each chairperson was asked to forward the Ecological Psychology brochure and explanatory

letter to the nominated faculty member (see Appendix G for script).

Two consultants telephoned the nominated faculty members (now considered to be the "departmental contacts") as soon as the names and telephone numbers were available. Each consultant discussed the referral from the chairperson, the meeting goals and dates, the experimental context, and the necessity for completing a consent form before participation (see Appendix H for script; see Appendix I for consent form cover letter). Most faculty members indicated that their chairperson had talked with them and that they would like to attend the meeting. If the the written background information had not been forwarded to the contact by the chairperson, the consultant mailed the information to the contact and telephoned the contact again to confirm the agreement to participate. All contacts were told that they would be asked to complete two research questionnaires and participate in several brief follow- up interviews. If the contact decided not to participate or was unable to attend the meetings, the director of the research project telephoned the chairperson again to request the name of another faculty member. In a subsequent letter that included the travel itinerary, each consultant asked the contacts to send their vitae to the research project (see Appendix J).

An average of 80.31 days after the first telephone call to the contact, the consultant telephoned the contacts who had agreed to attend the April meeting to confirm their plans to attend the meeting, to alert them that airline tickets would soon be mailed to them, and to request information about the contact's department (see Appendix K for for script). Approximately 145.69 days later, the consultants made a

similar telephone call to the contacts who had agreed to attend the October meetings. One week before the meetings, the contacts received a copy of the meeting schedule (Figure 1 or 2) and a 56-page manual that described (a) Experimental Social Innovation and Dissemination (ESID), (b) the faculty, program, and curriculum, (c) student procedures and products, and (d) administrative guidelines for designing a program, getting it underway, and maintaining it. The manual included course descriptions, graduate student admission procedures, titles of masters theses and doctoral dissertations of program graduates, employment positions held by program graduates, and publications of current students and program graduates.

Follow-up Telephone Interview

After attending one of the Meeting Conditions, the contacts were telephoned by a consultant for a follow- up interview about adopting the prototype training program (see Appendix L for phone call script; see Appendix M for data collection form). The April meeting participants completed the 90- day interview an average of 105 days after the meeting because many were on summer vacation. The October participants were interviewed an average of 90 days after the meeting. Each interview lasted 15 to 20 minutes. Participants were told they would be telephoned again for a 270- day interview.

The participants at the April conference were telephoned again an average of 275 days after the meeting for their 270- day follow-up interview (see Appendix N for script and data collection forms). Because of time constraints, 270- day follow- up data for participants

at the October meetings were not included in the experimental analyses.

Adoption Agent Questionnaire (AAQ)

An Adoption Agent Questionnaire containing seventeen scales was developed from rational extrapolations from the literature. Eleven Personal and Social Attribute scales were developed to measure the contact's values, beliefs, and behaviors. In five Department Scales, contacts were asked to describe their departments' attitudes and to describe their expectations about their departments' receptivity to the prototype program. In the University and Community Scales, the contacts were asked for their expectations about their university's receptivity to the program (see Table 1 for summary of scales). To avoid repeating Faculty Questionnaire items on the Adoption Agent Questionnaire, three additional scale scores (Expectations, Receptivity toward New Graduate Programs, Community Support) were used from the Faculty Questionnaire.

Computation of Scale Scores

Scale scores for the Adoption Agent Questionnaire (except for Department Knowledge Related to Implementation) were computed as the sum of the item responses in that scale. For the Department Knowledge Related to Implementation, item responses were converted to percents, i.e., frequency response divided by department size. Department size was obtained from program descriptions in Graduate Study in Psychology 1981-1982 (APA, 1980). For each item, contacts were then sorted from low to high and assigned a rank. Tied ranks were indicated. The score for this scale was the sum of the contact's ranks on these items. Mis-

Table 1

Summary of Adoption Agent Questionnaire (AAQ) and Faculty Questionnaire (FQ) Scales Used in Pilot Testing

Scale	FQ* Item #	AAQ Item #
Personal and Social Attributes		
Opinions About Innovativeness in Graduate Training		1- 5
Perceived Need for Innovation		6-10
Value of Innovation Goals		11-19
Perceptions of Innovation Risk		20-26
Expectations of Reward for Innovation	46-53	
Attitude toward Implementation Activity		27-29
Knowledge Related to Implementation		30-47
Use of Cosmopolitan Information Sources		48-53
Communication Potential in the Department		54-58
Self-perceptions		59-67
Social Status in the Department		68-73
Formal Decision-Making Power in the Department		74-76
Departmental Scales		
Opinions About Innovativeness in Graduate Training		77-81
Receptivity toward Adopting ESID Program	33-39	
Value of Innovation Goals		82-90
Perceptions of Innovation Risk		91-97
Support for Implementation		98-99
Knowledge Related to Implementation		100-110
University and Community Scales		
University Support for Implementation		111-113
Community Support for Implementation	40-42	

*These scales were administered as part of the Faculty Questionnaire.

sing item responses were replaced by the mean of the available responses for that scale.

Pretesting

A pilot version of the Adoption Agent Questionnire was completed twice by ten graduates and five colleagues of the Ecological Psychology program to estimate test- retest reliability. Each person who agreed to participate was sent two copies of the questionnaire. They were asked to complete the first copy of the questionnaire, wait 24 hours, complete the second copy of the questionnaire, and then return both copies to the research project (see Appendices O and P for cover letters).

In response to comments made by members in this pilot sample, some word changes were made in the questionnnaire. The response format in the Departmental Professional Experience scale was changed from a five- point scale to a request for absolute frequencies. The Self-Perception Scale was moved from the middle to the end of the questionnaire to minimize possible reactivity. One Self- Perception item was omitted (see Table 2 for summary of revised AAQ; see Appendix Q for the revised questionnaire).

Test-Retest Reliability

Means and standard deviations of the unrevised Adoption Agent Questionnaire (AAQ) during pilot testing are presented in Table 3. Spearman rank order coefficients indicated that the test- retest reliability (Cronbach, 1946; Nunnally, 1979) of most Adoption Agent scales during pilot testing was relatively high (see Table 4). Coefficients

Table 2

Summary of Revised Adoption Agent Questionnaire (AAQ) and Faculty Questionnaire (FQ) Scales

Scale	FQ Item #	AAQ Item #
Personal and Social Attributes		
Opinions About Innovativeness in Graduate Training		1- 5
Perceived Need for Innovation		6-10
Value of Innovation Goals		11-19
Perceptions of Innovation Risk		20-26
Expectations of Reward for Innovation	46-53	
Attitude toward Implementation Activity		27-29
Knowledge Related to Implementation		30-47
Use of Cosmopolitan Information Sources		48-53
Communication Potential in the Department		54-58
Social Status in the Department		59-64
Formal Decision-Making Power in the Department		65-67
Self-perceptions		105-112
Departmental Scales		
Opinions About Innovativeness in Graduate Training		68-72
Receptivity toward Adopting ESID Program	33-39	
Value of Innovation Goals		73-81
Perceptions of Innovation Risk		82-88
Support for Implementation		89-90
Knowledge Related to Implementation		91-101
University and Community Scales		
University Support for Implementation		102-104
Community Support for Implementation	40-42	

Table 3

Means and Standard Deviations of Adoption Agent Scales for Pilot Sample

Scale	First Administration		Second Administration	
	Mean	SD	Mean	SD
Personal and Social Attributes				
Opinions About Innovativeness in Graduate Training	23.91	1.45	23.64	1.57
Perceived Need for Innovation	19.46	2.81	19.46	3.01
Value of Innovation Goals	40.36	3.26	40.00	2.97
Perceptions of Innovation Risk	23.36	2.20	23.64	2.62
Expectations of Reward for Innovation*	23.46	9.13	21.55	11.11
Attitude toward Implementation Activity	13.55	1.75	13.36	1.12
Knowledge Related to Implementation	49.00	14.65	48.55	16.26
Use of Cosmopolitan Information Sources	16.82	3.68	16.64	3.64
Communication Potential in the Department	14.73	4.32	14.00	4.27
Social Status in the Department	11.00	3.74	10.91	4.87
Formal Decision-Making Power	5.36	3.53	5.09	3.36
Self-perceptions	33.46	4.37	32.36	3.86
Departmental Scales				
Opinions About Innovativeness in Graduate Training	16.00	3.98	17.00	3.98
Receptivity toward Adopting ESID Program*	24.18	8.20	21.46	10.76
Value of Innovation Goals	26.00	6.56	27.00	6.97
Perceptions of Innovation Risk	21.46	2.46	21.64	2.69
Support for Implementation	4.82	2.44	5.18	1.66
Knowledge Related to Implementation	43.36	8.72	43.27	8.93
University and Community Scales				
University Support for Implementation	8.00	2.57	8.27	2.76
Community Support for Implementation*	11.00	4.17	9.91	5.09

* These scales were administered as part of the Faculty Questionnaire

Table 4

Test-Retest Reliability of Adoption Agent Scales
During Pilot Study@

Scale	Spearman's Rho **	Kendall's Tau
Personal and Social Attributes		
Opinions About Innovativeness in Graduate Training	.83	.73
Perceived Need for Innovation	.64	.52
Value of Innovation Goals	.81	.71
Perceptions of Innovation Risk	.23~	.18~
Expectations of Reward for Innovation (FQ)	.83	.67
Attitude toward Implementation Activity	.45~	.39*
Knowledge Related to Implementation	.96	.88
Use of Cosmopolitan Information Sources	.95	.89
Communication Potential in the Department	.85	.73
Social Status in the Department	.93	.84
Formal Decision-Making Power in the Department	.99	.98
Self-perceptions	.75	.63
Departmental Scales		
Opinions About Innovativeness in Graduate Training	.84	.68
Receptivity toward Adopting ESID Program (FQ)	.85	.72
Value of Innovation Goals	.51*	.39*
Perceptions of Innovation Risk	.62*	.49
Support for Implementation	.95	.87
Knowledge Related to Implementation	.96	.88
University and Community Scales		
University Support for Implementation	.88	.77
Community Support for Implementation (FQ)	.75	.71

FQ These scales were administered as part of the Faculty Questionnaire
@ significant at p<.01 unless otherwise noted
* p<.05 ~ n.s.

for 16 of 20 scales were significant beyond the .01 level, two additional scales were significant beyond the .05 level. Low reliability of the Social Status scale was caused primarily by inconsistent responses to Item 72 (I would say that approximately ____ % of the faculty in my department think of me as a personal friend) and Item 73 (I would say that approximately ____ % of the faculty in my department would say I have high professional prestige in the department).

Questionnaire Administration

The revised Adoption Agent Questionnaire was mailed to the contacts 31 days after they attended a Meeting Condition. Questionnaires were mailed with a cover letter (see Appendix R) and a stamped envelope addressed to the research project. During the 90-day follow-up telephone call, contacts who had not returned the questionnaire were encouraged to do so. On Februray 21, 1982, a follow- up letter enclosing a second copy of the questionnaire and requesting its return was sent to two April contacts and six October contacts who had not yet returned it (see Appendix S).

Means and standard deviations obtained from the administration of the revised Adoption Agent Questionnaire to the experimental sample were roughly similar to the scores of the pilot sample (see Table 5). The exceptionally high mean scores for Departmental Knowledge Related to Implementation was a result of converting frequencies to ranks and summing the ranks (n=49). Notice that the standard deviation of scores was smaller in the experimental sample than in the pilot sample for the three scales administered as part of the Faculty Questionnaire: Expec-

Table 5

Means and Standard Deviations of Adoption Agent Scales for the Experimental Sample

Scale	Mean	Standard Deviation
Personal and Social Attributes		
Opinions About Innovativeness in Graduate Training	22.84	1.57
Perceived Need for Innovation	18.80	2.64
Value of Innovation Goals	34.98	4.11
Perceptions of Innovation Risk	21.57	3.69
Expectations of Reward for Innovation (FQ)	26.47	5.64
Attitude toward Implementation Activity	10.98	2.06
Knowledge Related to Implementation	50.20	10.47
Use of Cosmopolitan Information Sources	16.43	3.73
Communication Potential in the Department	17.71	3.39
Social Status in the Department	15.82	4.74
Formal Decision-Making Power in the Department	9.79	3.75
Self-perceptions	31.79	3.38
Departmental Scales		
Opinions About Innovativeness in Graduate Training	19.39	4.09
Receptivity toward Adopting ESID Program (FQ)	22.69	3.26
Value of Innovation Goals	28.92	6.65
Perceptions of Innovation Risk	18.22	4.22
Support for Implementation	4.39	1.96
Knowledge Related to Implementation	275.03	99.85
University and Community Scales		
University Support for Implementation	8.40	4.98
Community Support for Implementation (FQ)	11.21	2.21

FQ These scales were administered as part of the Faculty Questionnaire

tations of Reward for Innovation, Receptivity toward Adopting the ESID Program, and Community Support for Implementation. Internal consistencies (standardized alpha) for the scales ranged from .47 to .87 (see Table 6). Internal consistencies could be improved in future administrations by dropping the weak items indicated in Table 6 and by a cluster or factor analysis of the items to indicate the relations among the items.

Similarity of Contact-Department Attitudes

Items that measured contact and department attitudes were similar in five scales: Opinions about Innovations in Graduate Training (items 1-5 and 68-72, respectively), Value of Innovation Goals (items 11-19 and 73-81, respectively), Perceptions of Innovation Risk (items 20-26 and 82-88, respectively), Perceived Need/Support for Innovation (items 6-7 and 89-90, respectively), and Knowledge Related to Implementation (items 31-34, 40-43, 47 and 91-100, respectively). Spearman's rank order correlation between the contact's attitudes and the contact's perceptions of the department's attitudes in these scales was used as a measure of their degree of similarity as perceived by the contact. The correlations ranged from -.01 to .86. The mean of the correlations was .53 ($n=33$ items, $p<.001$).

Outcome Scales

Collective Adoption was defined as program adoption by the psychology department, by another university department, or by a multidisciplinary program. It was measured in four categories developed from the follow- up interviews: (a) implementation of part of the Eco-

Table 6

Internal Consistency of Revised Adoption Agent Scales

Scale	Standardized Alpha	Low Item #	Alpha If Low Item Deleted
Personal and Social Attributes			
Opinions About Innovativeness in Graduate Training	.47		
Perceived Need for Innovation	.68		
Value of Innovation Goals	.70	18	.75
Perceptions of Innovation Risk	.54	25/26	.63
Expectations of Reward for Innovation*	.79		
Attitude toward Implementation Activity	.78		
Knowledge Related to Implementation	.82		
Use of Cosmopolitan Information Sources	.61		
Communication Potential in the Department	.61	54	.71
Social Status in the Department	.80		
Formal Decision-Making Power	.79		
Self-perceptions	.67	105	.69
Departmental Scales			
Opinions About Innovativeness in Graduate Training	.83		
Receptivity toward Adopting ESID Program*	.51	F39/F37	.61
Value of Innovation Goals	.82		
Perceptions of Innovation Risk	.48	88	.55
Support for Implementation	.83		
Knowledge Related to Implementation	.85		
University and Community Scales			
University Support for Implementation	.87		
Community Support for Implementation*	.83		

* These scales were administered as part of the Faculty Questionnaire

logical Psychology program structure, (b) implementation of an Ecological Psychology course sequence, (c) implementation of an Ecological Psychology minor, and (d) implementation of an entire Ecological Psychology program.

Individual Adoption was defined as program adoption by the contact. It too was measured in four categories developed from the follow- up interviews: (a) encourages students to use Ecological Psychology methods in their research, (b) uses Ecological Psychology methods in their own research, (c) includes Ecological Psychology content as part of a course, and (d) teaches an entire course on Ecological Psychology. Degree of adoption in each of the Collective and Individual Adoption categories was measured on a rational 9-point response format (see Table 7). Individual and Collective Adoption scores were computed as the sum of the item responses for that scale.

Means and standard deviations of the outcome scales are presented in Table 8. The lowest possible scale score was 4 and the highest possible scale score was 36. Both Collective and Individual Adoption scores were low, as might be expected after only 90 or 270 days. Internal consistencies (standardized alpha) for the outcome scales ranged from .55 to .60 (see Table 9). Alphas may have been limited by low variance of scores. Test- retest reliability was not obtained.

Computer Programs

The preceding and following analyses were based on three computer packages: (a) Statistical Package for the Social Sciences

Table 7

Implementation Outcome Scales

Individual Adoption By Contact
1. Encourages use of Ecological Psychology method in student research
2. Uses Ecological Psychology methods in own research
3. Has included Ecological Psychology content in part of a course
4. Teaches an entire course or practicum on Ecological Psychology

Collective Adoption by Psychology, Other Department, or Multidisciplinary Program
1. Implementation of part of Ecological Psychology program structure
2. Implementation of Ecological Psychology course sequence
3. Implementation of Ecological Psychology minor
4. Implementation of entire Ecological Psychology program

Response Format for All Eight Items
9 = Total implementation 8 = Partial implementation 7 = Organizing for implementation 6 = Decision has been made to adopt 5 = Departmental consideration of issues has begun 4 = Planning for departmental consideration of issues has begun 3 = Reading or discussing by members of the department 2 = Thinking about it 1 = Not doing anything

Table 8

Means and Standard Deviations of Outcome Items and Scales

Outcome Scale	90-day Follow-up (n=48) Mean	SD	270-day Follow-up (n=23) Mean	SD
Individual Implementation by Contact				
Encourages use of Ecological Psychology method in student research	2.19	2.55	2.42	3.02
Uses Ecological Psychology methods in own research	1.29	1.20	1.52	1.79
Has included Ecological Psychology content in part of a course	2.00	2.34	3.04	3.36
Teaches an entire course or practicum on Ecological Psychology	1.25	.76	1.21	.59
Sum of Individual Outcome Items*	6.73	5.00	8.54	7.18
Implementation by Psychology or Other Department				
Departmental implementation of part of Ecological Psychology structure	2.10	2.68	2.58	3.01
Departmental implementation of Ecological Psychology course sequence	1.45	1.10	2.13	1.99
Departmental implementation of Ecological Psychlogy minor	1.81	.33	3.00	3.35
Departmental implementation of entire Ecological Psychology program	1.29	.82	1.29	.75
Sum of Collective Outcome Items*	5.43	3.22	5.62	4.05

* minimum scale score = 4; maximum scale score = 36

Table 9

Internal Consistency of Outcome Scales

Scale	Standardized Alpha	Low Item #	Alpha If Low Item Deleted
Individual Adoption			
At 90-day follow-up	.55	4	.66
At 270-day follow-up	.57	4	.78
Collective Adoption			
At 90-day follow-up	.60	8	.67
At 270-day follow-up	.55	8	.64

(SPSS) (Nie, Hull, Jenkins, Steinbrenner & Bent, 1975; Michigan State University Computer Laboratory, 1978), (b) Balanced Designs Analysis of Variance Programs (BALANOVA) (Coyle & Frankman, 1977), and (c) the BC TRY System of Cluster Analysis (Tryon & Bailey, 1970; Tryon & Bailey, 1965; Lounsbury, circa 1973).

CHAPTER III

RESULTS

In the following analyses, the Adoption Agent scales, outcome scores, and experimental variables were examined in both comparative and associative analyses. The experimental hypotheses were tested in a repeated measures analysis of variance. The correlational hypotheses were tested through Pearson correlations and cluster analyses. Cluster scores were used to examine profiles of subgroups of adoption agents.

Sample Attrition

Sixty-three chairpersons agreed to try to find a faculty member who might be interested in attending the meetings. At seven universities, the chairpersons themselves decided to attend the meetings. Three chairpersons could not find someone to attend. Three faculty members planned to attend but could not due to unforeseen circumstances. One faculty member decided at the last minute not to attend. One faculty member attended the meetings but decided not to continue as a subject in the experiment. Six faculty members attended the meetings but did not return the Adoption Agent Questionnaire. The sample, then, contained 49 contacts. 51% of the sample attended meetings in April (n=25), and the remaining 49% attended meetings in Octo-

ber (n=24). Sample attrition is indicated in Figure 3. The number of contacts in each experimental condition after attrition is shown in Figure 4.

In the following analyses, the repeated- measures analysis of variance was based on a sample of 24 rather than 49 because time constraints precluded the collection of 270- day follow- up data for the participants of the October meetings (n=24) and because scores were not available for Individual Adoption or Collective Adoption at the 270-day follow-up for one contact who attended the April meetings. The size of the sample on which cluster analysis correlations were based depended on the number of cases for which all scores were available for the scales involved (matched N). One score was missing for the Adoption Agent Questionnaire's Self- Perceptions scale and two scores were missing for the Faculty Questionnaire's Community Support for Implementation scale.

Comparative Analyses

A four- way repeated- measures analysis of variance (Meeting Conditions x Meeting Time x Prestige Level x Follow- up Time) (n=24) was computed to test the two experimental hypotheses.

Hypothesis 1: Degree of adoption will be greater when the adoption agent receives information from both faculty and students in the ESID program rather than from faculty only.

Hypothesis 2: Degree of adoption will differ according to the level of prestige of the adoption agent's organization.

	Faculty		Faculty-Student	
	April	October	April	October
High Prestige	n=1		n=1	
Medium Prestige	n=1		n=1	
Low Prestige	n=6		n=4	

FIGURE 3: Contact Attrition in Adoption Agent Sample

	Faculty		Faculty-Student	
	April	October	April	October
High Prestige	n=3	n=6	n=5	n=5
Medium Prestige	n=4	n=5	n=5	n=5
Low Prestige	n=4	n=1	n=4	n=2

FIGURE 4: Adoption Agent Sample After Attrition

Table 10 shows that these two hypotheses were not supported. The test statistic was significant at the .05 level for Follow-up Time for Collective Adoption only. None of the other main effects or interactions were statistically significant. In Table 11, the means and standard deviations are presented for each main effect. The standard deviations were large in proportion to the means, reflecting the preponderance of low scores. The means of the experimental conditions were quite similar, except among Prestige Levels. Notice that most adoption scores in Table 11 rose after the 90- day follow- up, but Individual Adoption in high prestige departments fell slightly.

The differences among Prestige Levels (although not statistically significant) were consistent across the 90- and 270- day follow-ups, suggesting that support for Hypothesis 2 may develop over a longer time period. These trends are illustrated in Figure 5 for Individual Adoption and in Figure 6 for Collective Adoption. Medium prestige was related to the highest levels of Individual and Collective Adoption at both the 90- day and 270- day follow- ups. High prestige was related to the second highest level of Collective Adoption, while low prestige was related to the second highest level of Individual Adoption. Remember that the Collective Adoption score reflected adoption by the psychology department, or by a non-psychology department or multidisciplinary program at the same university. Therefore, for Collective Adoption, differences among Prestige Levels may be interpreted as either the adoption tendencies of the department, or as the degree of influence that departments had in other departments or multidisciplinary

Table 10

Repeated- Measures Analysis of Variance for Individual and Collective Adoption@

Source	MS	df	F
	Individual Adoption		
Meeting Conditions (M)	11.67	1	.16
Prestige (P)	44.85	2	.62
Time (T)	34.26	1	2.40
M x P	60.33	2	.83
M x T	5.89	1	.41
P x T	29.61	2	2.07
M x P x T	.38	2	.03
S x T	14.29	18	
S	72.89	18	
	Collective Adoption		
Meeting Conditions (M)	2.93	1	.11
Prestige (P)	5.14	2	.20
Time (T)	8.15	1	5.64*
M x P	79.97	2	3.10
M x T	0.00	1	.00
P x T	8.15	2	.06
M x P x T	2.20	2	1.52
S x T	1.44	18	
S	25.89	18	

@ n=24 *p<.029

Table 11

Means and Standard Deviations of Outcome Scales by Experimental Conditions*

Experimental Condition	Individual Adoption				Collective Adoption			
	90-day Follow-up (n=49)		270-day Follow-up (n=24)		90-day Follow-up (n=49)		270-day Follow-up (n=24)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Meeting Conditions								
Faculty	6.87	4.00	7.55	5.65	5.57	4.04	6.91	4.85
Faculty-Student	6.60	5.85	9.39	8.40	5.31	2.33	6.00	3.39
Fiscal Year								
April	6.56	5.42	8.54	7.18	5.52	3.53	6.42	4.05
October	6.91	4.62			5.33	2.93		
Prestige								
High	5.67	2.91	5.00	2.65	5.26	2.60	6.57	3.95
Medium	8.26	6.85	10.11	8.98	6.00	4.42	6.67	5.29
Low	5.81	3.37	9.88	7.32	4.73	1.01	6.00	2.88

* minimum scale score = 4; maximum scale score = 36

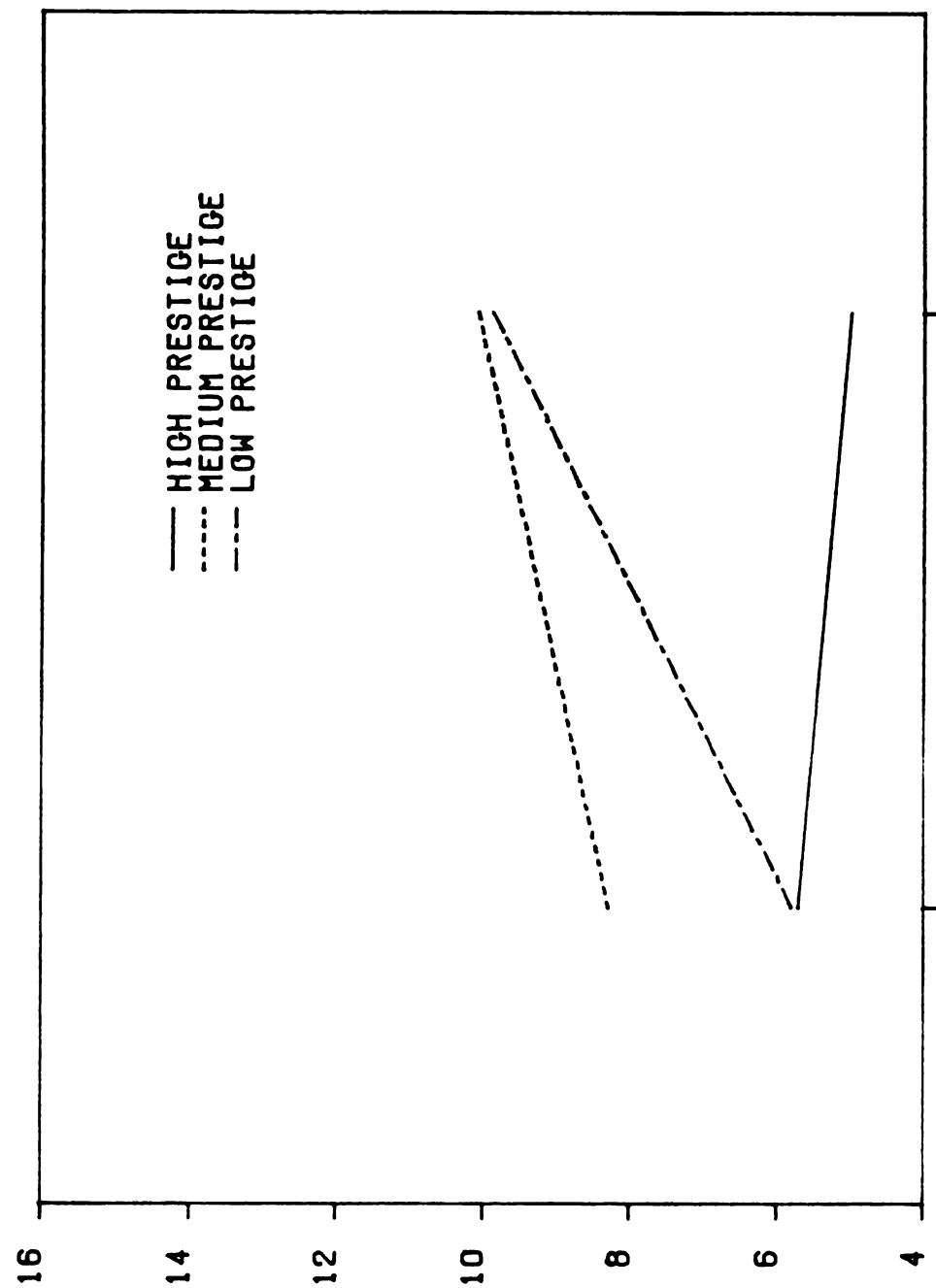

FIGURE 5: Comparison of Individual Adoption Scores according to Prestige Level

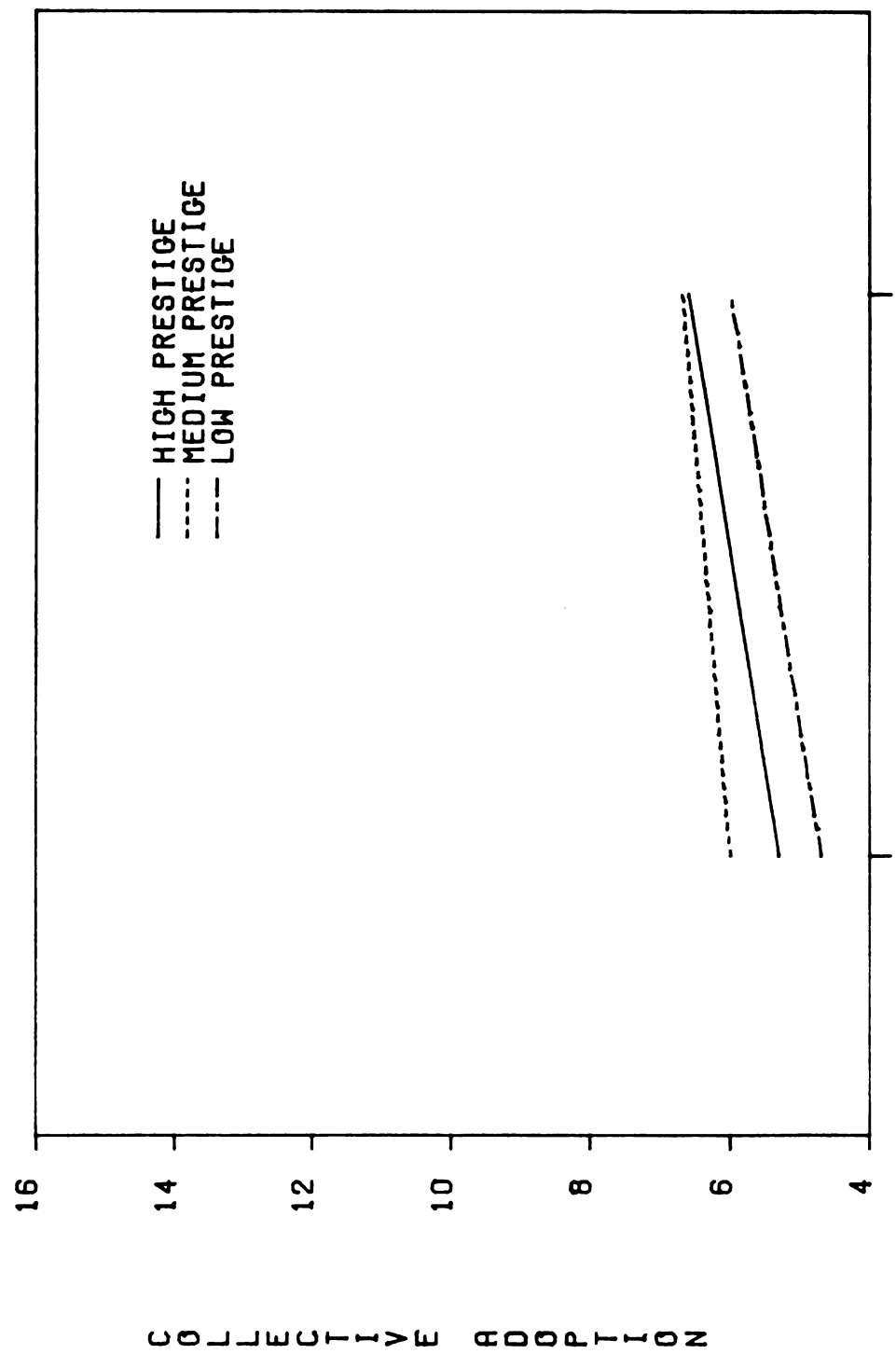

FIGURE 6: Comparison of Collective Adoption Scores according to Prestige Level

programs in their universities. The ANOVA cell means revealed no other trends toward significant interactions.

Associative Analyses

Pearson correlations from the BC TRY cluster analysis are presented in Table 12. They indicate that the following four Adoption Agent scale scores were significantly related to Individual or Collective Adoption, suggesting support for four hypotheses listed in Chapter I: (a) Individual Adoption at the 90-day Follow- up was related to the contact's Attitudes toward Implementation ($r=.327$, $n=48$, $p<.05$; Hypothesis 8), (b) Collective Adoption at both 90-day and 270-day Follow- up was related to the contact's Social Status in the Department ($r=.307$, $n=48$, $p<.05$; $r=.607$, $n=23$, $p<.01$; Hypothesis 13), (c) Collective Adoption at the 90-day follow-up was related to the contact's perception of Departmental Support for Implementation ($r=.294$, $n=48$, $p<.05$; Hypothesis 19), and (d) Collective Adoption at both 90-day and 270-day follow- up was related to perceptions of University Support for Implementation ($r=.304$, $n=48$, $p<.05$; $r=.433$, $n=23$, $p<.01$; Hypothesis 21). The Similarity of Contact and Department Attitudes score was not significantly related to either Collective or Individual Adoption. Collective Adoption at the 90- day follow- up and Collective Adoption at the 270- day follow- up were correlated .92 ($n=23$, $p<.001$). Individual Adoption at the 90- day follow-up and Individual Adoption at the 270- day follow- up were correlated .69 ($n=23$, $p<.01$).

Table 12 shows that one Adoption Agent scale was significantly related to Individual Adoption at the 90- day follow- up, three

Table 12

Pearson Correlations of Adoption Agent Scores with Outcome Scores

Scale	Individual Outcome		Collective Outcome	
	90-day (n=48)	270-day (n=23)	90-day (n=48)	270-day (n=23)
Personal and Social Attributes				
Opinions About Innovativeness in Graduate Training	-.13	.11	-.04	-.27
Perceived Need for Innovation	-.13	.16	-.20	-.22
Value of Innovation Goals	-.01	.10	-.03	-.28
Perceptions of Innovation Risk	.06	.11	.15	.24
Expectations of Reward for Innovation@	.14	.15	-.03	-.02
Attitude toward Implementation Activity	.33*	.23	.02	-.10
Knowledge Related to Implementation	.21	.19	.10	.13
Use of Cosmopolitan Information Sources	.01	-.37	.10	-.09
Communication Potential in the Department	.02	-.17	.25	.31
Social Status in the Department	-.04	-.11	.31*	.61**
Formal Decision-Making Power	.05	-.10	.13	.20
Self-perceptions	-.07	.11	.02	.22
Departmental Scales				
Opinions About Innovativeness in Graduate Training	.02	.08	.00	-.08
Receptivity toward Adopting ESID Program@	.22	.31	.25	.08
Value of Innovation Goals	-.05	.17	-.09	-.04
Perceptions of Innovation Risk	-.12	.12	.15	.28
Support for Implementation	.19	.25	.29*	.30
Knowledge Related to Implementation	.16	.12	-.05	.12
University and Community Scales				
University Support for Implementation	-.08	-.09	.30*	.43*
Community Support for Implementation@	.19	.34	-.13	.12

@ These scales were administered as part of the Faculty Questionnaire
* $p<.05$ ** $p<.01$

Adoption Agent scales were significantly related to Collective Adoption at the 90-day follow- up, and two scales were significantly related to Collective Adoption at the 270- day follow- up. A test of significance for a series of statistical tests (Sakoda, Cohen, & Beall, 1954) indicated, however, that three correlations out of the 20 computed per outcome score per follow- up could have been significant at the .05 level by chance ($.05<p<.10$). Nevertheless, evidence of the relation of Social Status in the Department and University Support for Implementation to Collective Adoption in the 90- day follow- up was supported in the 270- day follow- up.

Cluster analysis (Tryon & Bailey, 1970) of the Adoption Agent scales, outcome scales, and experimental variables showed further support for these correlations in four oblique clusters (see Table 13). The clusters were relatively independent: correlations among them ranged from -.15 to .26 (see Table 14).

The initial cluster analysis was computed on the 20 Adoption Agent scales, 4 outcome scales (Individual and Collective Adoption at 2 follow- up times each), and 8 experimental variables (Meeting Conditions, Prestige Level, Fiscal Year, Consultant assigned to the contact, Faculty Status (Full, Associate, Assistant Professor), department size, Contact's and Department's Attitudes, and whether the contact was chairperson of the department). The contact's faculty and chairperson statuses were included as an indicator of the contact's influence in the department. Faculty status was obtained from the 1981

Directory of the American Psycological Association and confirmed from the contact's vita and correspondence. Chairperson

Table 13

Four Clusters of Scale Scores and Experimental Variables

Scale or Variable	Cluster Loading
Cluster 1: Collective Adoption and Social Status	
Contact's High Social Status in the Department	.92
High Collective Adoption Score at 270-day Follow-up	.70
Contact's High Communication Potential in the Department	.68
High University Support for Implementation	.64
Contact's High Formal Decison-Making Power in the Department	.64
High Collective Adoption Score at 90-day Follow-up	.53
Contact's High Faculty Status	.48
Contact's High Degree of Knowledge Related to Implementation	.45
Contact Perceives Low Risk in Innovation	.39
Cluster 2: Individual Adoption	
High Individual Adoption at 90-day Follow-up	.89
High Individual Adoption at 270-day Follow-up	.79
Cluster 3: Contact's Values, Expectations, and Perceptions of Need	
Contact's High Expectations of Reward for Innovation	.81
Contact's High Value of Innovation Goals	.64
Contact Perceives High Need for Innovation	.52
Low Similarity of Contact's and Department's Attitudes	.50
Department's High Receptivity toward Adopting ESID Program	.46
Low Prestige of Department	.42
Contact's Favors Innovativeness in Graduate Training	.42
High Community Support for Implementation	.28
Contact Enjoys Implementation Activity	.28
Cluster 4: Department Values, Knowledge, and Support	
High Departmental Value of Innovation Goals	.60
Small Department Size	.54
Department Favors Innovativeness in Graduate Training	.48
Dept's High Degree of Knowledge Related to Implementation	.47
High Departmental Support for Implementation	.42

Table 14

Correlations between Oblique Cluster Domains

Clusters	1	2	3
2. Individual Adoption	-.15		
3. Contact's Values and Perceptions of Need	-.10	.20	
4. Departmental Values, Knowledge, and Support	.26	.20	.03

status was obtained from the contacts. Department size (number of faculty members as defined in the computation of Departmental Prestige) was included as an indicator of departmental personnel resources. Meeting Conditions and Prestige Level of Department further tested the research hypotheses, and Consultant and Fiscal Year were included as a check on possible unintended effects of these variables. Three Adoption Agent scales (Self- Perceptions, Use of Cosmopolitan Information Sources, and Department Perceptions of Innovation Risk) and four experimental variables (Meeting Conditions, Fiscal Year, Consultant, Chairperson Status) were dropped from the cluster and profile analyses due to low communality (i.e., below .2000). The cluster loadings and profiles below, then are based on 17 Adoption Agent scales, 4 outcome scales, and 4 experimental variables.

Cluster 1: Collective Adoption and Social Status

This nine- item cluster shows the relation among Collective Adoption scores and several indicators of the contact's status in the department. The size of the cluster loadings ranged from .39 to .92

and indicated that the contact's Social Status in the Department and Collective Adoption at the 270- day follow-up were the variables most strongly correlated with the hypothetical dimension underlying the Cluster. The other seven variables in the cluster were Contact's High Communication Potential in the Department, High University Support for Implementation, Contact's High Formal Decision- making Power in the Department, High Collective Adoption at the 90- day Follow- up, Contact's High Faculty Status (Full, Associate, Assistant Professor), Contact's High Degree of Knowledge Related to Implementation, and Contact Perceives Low Risk in Innovation. Both of the Collective Adoption scores are included in this cluster.

The internal consistency (Cronbach's alpha) of this cluster was .87. The cluster was most closely related to Cluster 4, Departmental Values, Knowledge, and Support (r=.26) and least closely related to Cluster 2, Individual Adoption (r=-.15; see Table 14).

Cluster 2: Individual Adoption

This two- item cluster shows the relation of Individual Adoption at the 90- day follow-up to Individual Adoption at the 270- day follow- up. The cluster loadings were .89 and .79, respectively. The internal consistency of the cluster was .86. This cluster was most closely related to Cluster 3 (Contact's Expectations, Values, and Perceptions of Need) (r=.20) and Cluster 4 (Department Values, Knowledge, and Support)(r=.20) and was least closely related to Cluster 1 (Collective Adoption) (r=-.15). As seen in Table 11, Individual Adoption at the 90-day follow-up (but not at the 270- day follow- up) was corre-

lated with Attitudes toward Implementation Activities (r=.33, n=49, p<.05) which loaded in Cluster 3. Individual Adoption was not related to any of the adoptor or change agent variables indicated in the literature. Note that Individual and Collective Adoption seemed to be distinctly separate phenomena. The loading of both 90- and 270- day follow- up scores in Cluster 2 suggests that the phenomenon is relatively stable.

Cluster 3: Contact's Expectations, Values, and Perceptions of Need

This nine- item cluster showed the relation among the contact's expectations, values, and perceptions. The cluster loadings, ranged from .28 to .81 and showed that the Contact's Expecations of Reward for Innovation was the variable most strongly correlated with the hypothetical dimension underlying this cluster. The other eight items in this cluster were Contact's High Value of Innovation Goals, Contact Perceives High Need for Innovation, Low Similarity of Contact's and Department's Attitudes, Department's High Receptivity toward Adopting ESID Program, Contact Favors Innovativeness in Graduate Training, and Contact Enjoys Implementation Activity. Prestige of Department and Similarity of Contact's and Department's Attitudes were negatively loaded on this cluster. These cognitive variables describing the contact were marginally related to Individual Adoption in Cluster 2. The internal consistency of this cluster was .79. This cluster was most closely related to Cluster 2 (Individual Adoption) (r=.20) and least closely related to Cluster 3 (Departmental Values, Knowledge, and Support) (r=.03).

Cluster 4: Departmental Values, Knowledge, and Support

This five-item cluster shows the relation among the scales that describe the contact's perceptions of the department's values, knowledge, and support for innovation. The cluster loadings ranged from .42 to .60 and indicated that Departmental Value of Innovation Goals was most strongly correlated with the hypothetical dimension underlying this cluster. The other four variables in this cluster were Small Department Size, Department Favors Innovativeness in Graduate Training, Department's High Degree of Knowledge Related to Implementation, and High Department Support for Implementation. Department Size loaded negatively in the cluster. These cognitive variables describing the department were marginally related to Collective Adoption and Individual Adoption. Interestingly, individual adoption (Cluster 2) was slightly positively correlated (.20) with departmental attitudes (Cluster 4) while collective adoption (Cluster 1) was slightly negatively correlated with individual attitudes (-.10) and individual adoption (-.15). The internal consistency of scores in this cluster was .69. The cluster was most closely related to Cluster 1 (Collective Adoption) (r=.26) and least closely related to Cluster 3 (Individual Adoption) (r=.03).

Adoption Agent Profiles

The factor coefficients of the variables above were summed for each contact to form four cluster scores on which to base object cluster analysis (otype analysis) (Tryon & Bailey, 1965,1970). The cluster scores were then standardized to a mean of 50 and a standard deviation

of 10 and were used to divide the contacts into groups that suggested types of Adoption Agents. Table 15 shows the mean standardized cluster scores of the ten Adoption agent otypes that were produced in o-analysis. The adoption agent otypes were labeled: (a) Low Collective Adoption and Social Status with Low Department Values, Knowledge, and Support, (b) Low Collective Adoption, (c) Low Individual Values and Perceptions of Need for Innovation, (d) High Individual Adoption with Low Department Values, Knowledge, and Support, (e) Average Contact, (f) High Department Values, Knowledge, and Support, (g) High Individual Values and Perception of Need for Innovation, (h) High Individual

Table 15

Mean Cluster Scores of Adoption Agent Otypes

Adoption Agent Otype	n	Cluster 1	2	3	4
1. Low Collective Adoption with Low Department Value	2	34.27	46.21	50.03	34.98
2. Low Collective Adoption	6	37.11	48.30	50.77	48.95
3. Low Individual Value	3	54.66	45.68	32.98	52.41
4. High Individual Adoption with Low Department Value	6	49.34	45.91	59.45	36.69
5. Average Contact	6	49.16	47.66	47.00	52.46
6. High Department Value	4	57.02	44.46	44.96	67.25
7. High Individual Value	2	43.27	44.84	63.38	45.70
8. High Individual Value with High Department Value	4	48.58	48.04	62.97	62.87
9. High Individual Adoption	7	53.97	70.06	54.29	50.84
10. High Collective Adoption with Low Individual Adoption	6	66.13	43.89	45.41	47.53
	46*				

* two cases were rejected for low homogeneity; a third case had missing data

Values and Perceptions of Need for Innovation with High Department Values, Knowledge, and Support for Implementation, (i) High Individual Adoption, and (j) High Collective Adoption and Social Status with Low Individual Adoption. The adoption agent otypes were given labels that referred to their relative position on the four oblique clusters, with emphasis on the clusters containing the outcome scores. For example, the scores for the two contacts in Otype 1 were low on Cluster 1 (Collective Adoption and Social Status), slightly below average on Cluster 2 (Individual Adoption), near the mean on Cluster 3 (Individual Expectations, Values, and Perceptions of Need), and low on Cluster 4 (Departmental Value, Knowledge and Support). Because these two contacts deviated from the average on Clusters 1 and 4, they were described as Low Collective Adoption with Low Departmental Value. Note that Adoption Agents in Otype 1 had the lowest mean score on the Collective Adoption cluster, Adoption Agents in Otype 2 had the highest mean score on the Individual Adoption cluster, and Adoption Agent Otype 10 had the highest score on the Collective Adoption cluster and the lowest score on the Individual Adoption cluster. All except three contacts fell into one of these ten categories. Table 16 shows that the homogeneities of the scores for contacts within an otype ranged from .23 to 1.00, but were usually very high (.85 and above). Contacts within an otype were usually very homogeneous (.85 and above) although the degree of homogeneity ranged from .23 to 1.00. Homogeneity of scores was highest across otypes for Cluster 4 and was highest across clusters for Adoption Agent Otype 7. Homogeneity of scores was exceptionally low on Cluster 2 for Otype 10. Homogeneities were also low on Cluster 1 for

Table 16

Homogeneities of Cluster Scores of Adoption Agent Otypes

Otype	n	Cluster 1	2	3	4
1. Low Collective Adoption with Low Department Value	2	.98	.98	.95	.96
2. Low Collective Adoption	6	.94	.85	.94	.96
3. Low Individual Value	3	.99	.98	.90	.97
4. High Individual Adoption Low Department Need/Value	6	.93	.88	.85	.91
4. Average Contact	6	.89	.93	.94	.87
6. High Department Value	4	.86	1.00	.77	.91
7. High Individual Need/Value	2	.98	1.00	1.00	1.00
8. High Individual Need/Value	4	.76	.89	.97	.97
9. High Individual Adoption	7	.87	.23	.88	.89
10. High Collective Adoption with Low Individual Adoption	6	.69	1.00	.97	.94
	46*				

* two cases were rejected for low homogeneity; a third case had missing data

Otype 10 and on Cluster 3 for Otype 6.

Figure 7 illustrates the profiles of the three types of Adoption Agents that had the most extreme adoption scores: (a) Adoption Agent Otype 10 which had the highest mean cluster score on Cluster 1 (Collective Outcome and Social Status) and the lowest mean cluster score on Cluster 2 (Individual Outcome), (b) Adoption Agent Otype 9 which had the highest mean cluster score on the Cluster 2 (Individual Adoption), and (c) Adoption Agent Otype 1 which had the lowest mean cluster score on Cluster 1 (Collective Outcome and Social Status), and Cluster 4 (Department Values, Knowledge, and Support for Innovation).

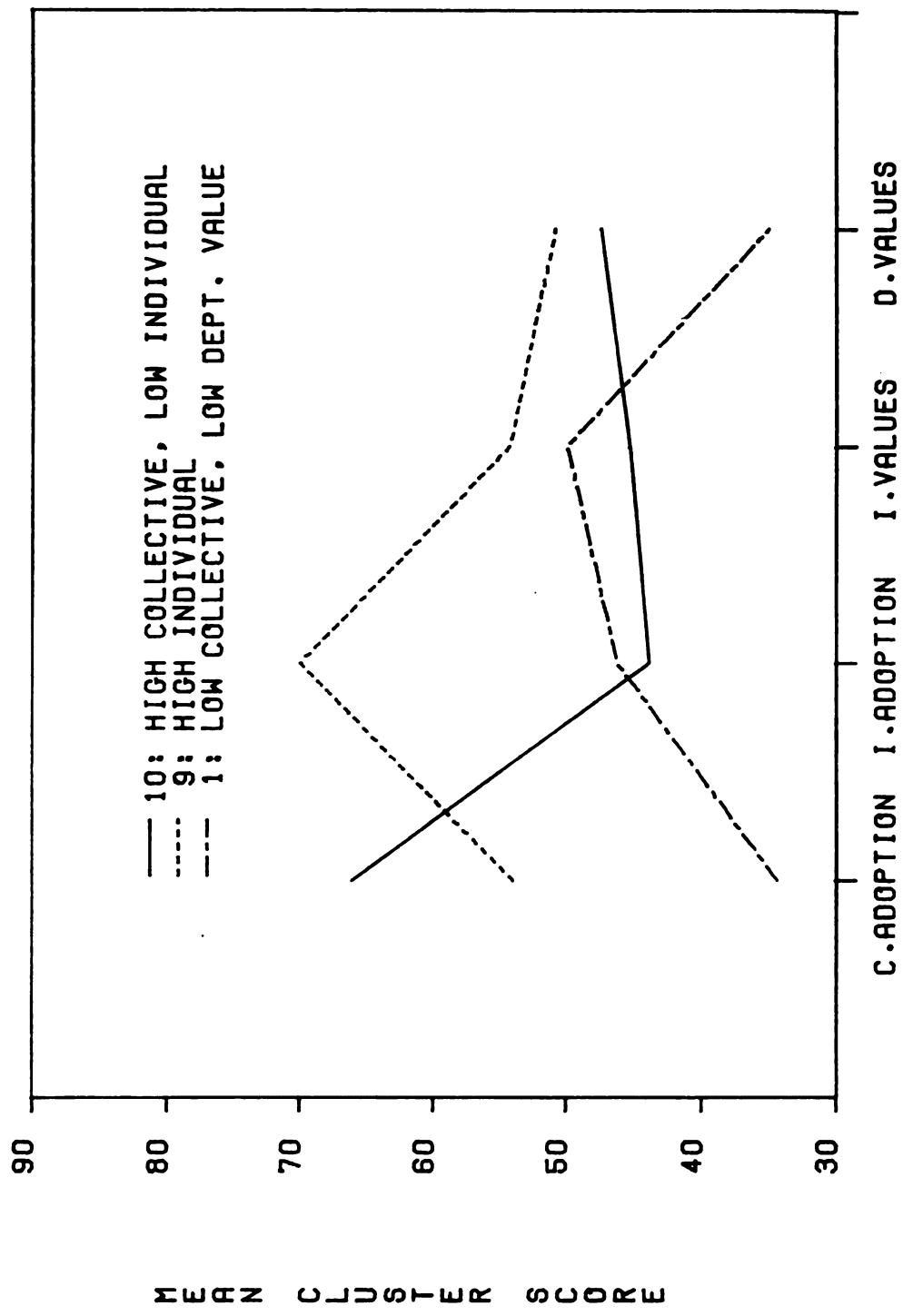

FIGURE 7: A Comparison of Adoption Agent Otypes with the Highest and Lowest Adoption Scores

These otypes reflect to some extent the correlations among the clusters. Notice that Otype 9 (High Individual Adoption) and Otype 1 (Low Collective Adoption with Low Departmental Value) had similar mean scores for Cluster 3 (Individual Values and Perceptions of Need for Innovation). Adoption Agent Otype 9 shows that High Individual Adoption was accompanied by moderate Collective Adoption and Social Status. Adoption Agent Otype 1 shows that Low Collective Adoption was associated with Low Departmental Values, Knowledge, and Support.

Summary

In summary, the experimental analyses showed no significant differences between Meeting Conditions or among Prestige Levels for either Collective or Individual Adoption. There was a significant difference between Follow-up Times for Collective Adoption but not for Individual Adoption. Although there were no statistically significant interactions among the experimental conditions, Follow-up scores tended to vary according to the Prestige Level of the Department. Correlational analyses showed that Collective Adoption was related to social status in the department, departmental support for implementation, and university support for implementation. Individual Adoption at the 90-day follow- up was moderately correlated with attitudes toward implementation. In cluster and profile analyses, values and perceived needs for innovation were not substantially related to either Individual or Collective Adoption. High Collective Adoption was accompanied by slightly low Individual Adoption, but high Individual, Adoption was accompanied by moderate Collective Adoption.

CHAPTER IV

DISCUSSION

This research has addressed the relation of message and medium to action. Havelock (1969) suggested that disseminators who sent a diversity of messages to potential adoptors through a diversity of media would increase their success in promoting adoption. The diversity of messages about the innovation was evident in the breadth of facets of the program about which information was available. For example, information was presented about the history of the program, its philosophy, its courses and degree requirements, student selection procedures, financing of students and research, and employment of graduates. This information was presented in the Meeting Conditions, in the introductory letter to the department chairperson, in the pre-meeting manual mailed to all meeting participants, and it was verbally available on request from the disseminators over the telephone and/or in a seminar presented by the Director of the research project. The contacts who attended the Faculty- Student meetings also received information from the program's current students and program graduates. The Faculty- Student Condition seemed likely to show the strongest effect in promoting adoption. In this condition, there was more spontaneous interaction between the contacts and the disseminators, and contacts spoke more often and asked more questions. It seems likely

that the information they received was tailored to their individual needs.

It may have been that 90 to 270 days did not allow sufficient time for the Meeting Conditions to show an effect. In the first follow- up telephone call to the contact (see Appendix M for script), most contacts indicated that they had little prior knowledge of the Ecological- Community Psychology program. Therefore, many contacts may have wished to find out more about the program, or to get opinions from other sources about the program, or to become accustomed to novel aspects of the program before adopting it. This interpretation was supported in Cluster 1 by the relation of Collective Adoption to the Contact's High Knowledge Related to Implementation, but it was not supported for Individual Adoption.

In Table 11, Individual Adoption scores were slightly higher than Collective Adoption scores at 90 and 270 days for all Prestige Levels, except for high prestige where Collective Adoption was higher than Individual Adoption at 270 days. This may have been because the process of collective adoption was more complex than the process of individual adoption or because the program aspects being adopted collectively were more complex than the program aspects being adopted individually.

Although the differences between the Meeting Conditions (Faculty, Faculty- Student) and among Prestige levels (High, Medium, Low) were not statistically significant in the present analysis, the significant differences between 90- and 270- day follow-up suggests the possibility of significant Meeting Condition and Prestige level effects

and/or interactions after a longer follow-up period. Figures 5 and 6 showed that degree of adoption tended to be greater for contacts who belonged to a medium- prestige rather than a high- or low- prestige department. This data suggests that the relation of prestige to adoption was curvilinear rather than a positive linear function as suggested by Berelson (1960), Clark (1968), and Hagstrom (1965), or a negative linear function as suggested by Blau (1973), Heiss (1970), and Mahew (1974). These results tended to contradict the prediction that organizations "steeped in tradition" would not adopt (Rogers & Shoemaker, 1971), if it is assumed that high prestige departments are biased toward tradition. Contacts in high prestige departments tended to be associated with higher levels of Collective Adoption but lower levels of Individual Adoption than were contacts in low prestige departments after 90 and 270 days. Contacts associated with high prestige departments may have thought that the experimental methodology of the Ecological/Community Psychology program was in keeping with traditional laboratory methods of psychology. As is the case in much of the research in innovation dissemination, the contact's perceptions of the program as new or innovative was not confirmed.

The results of the current research indicated that Collective and Individual Adoption were independent phenomena. Collective and Individual follow- up scores loaded in clusters that were slightly negatively correlated. This finding may reflect differences in individual and group performance. Social psychology research indicates that groups need time to coordinate their efforts and to evaluate the resources of the group (see Hill, 1982). The relation of group support

to adoption was indicated in Adoption Agent Otype 1 where low Collective Adoption was related to low Departmental Values, Knowledge, and Support. No profile showed high Collective Adoption without at least moderate Departmental Support, or Individual Adoption without moderately high scores on Individual Values, Expectations, and Perceptions of Need. Individual Adoption was sometimes moderately high, however, even when Departmental Values, Knowledge, and support was low (Otype 4). These results indicate that the distinctions between Collective and Individual Adoption should be made in future research in order to detect the differential effects of individual attributes and interpersonal processes. The current research indicated that several previously studied variables were related to Collective Adoption, but that only one of the previously studied variables (Attitudes toward Implementation) tended to be correlated with Individual Adoption.

Congruence of Results with Existing Literature

Values, Attitudes, and Beliefs

The results of this study indicate that values, attitudes, and beliefs were not strongly related to Collective Adoption. Cluster 3 (Contact's Values and Perceptions of Need) was correlated only .20 with Cluster 2, (Individual Adoption), accounting for only 4% of the variance. Cluster 4 (Departmental Values, Knowledge, and Support) was correlated only .26 with Cluster 1 (Collective Adoption and Social Status), accounting for about 6.8% of the variance. Although some congruence of values may be necessary for adoption, congruence did not seem to play a major part. Its role may be more in preventing rather

than in promoting adoption. This finding is supported by social psychology research that indicates that attitudes and behaviors are often uncorrelated. Individual values and beliefs tended to be marginally related to departmental attitudes and beliefs.

Use of Cosmopolitan Information Sources

The use of cosmopolitan information sources was only slightly related to other adoption agent attributes and it was unrelated to either individual or collective adoption. Use of cosmopolitan information sources may play a role in the awareness or interest stages of adoption where it increases the contact's probability of being exposed to innovations. When adoptors are selected by the disseminator rather than by self- selection, the use of cosmopolitan information sources seems to account for little variance in the prediction of adoption.

Communication Potential in the Department and Formal Decision- making Power.

Communication potential and formal decision- making power in the department showed high loadings on the Collective Adoption and Social Status cluster. Future research is needed to study the specific communication and decision- making processes related to adoption and to determine whether a causal relation is involved. Both communication potential and formal decision- making power may be mediated by social status in the department. The data indicated that these two variables have little value in the prediction of individual adoption in academic settings.

Personality Variables

The present research provided some support for Loy's (1969) research about the personality variables of adoptors, even though a nominal and untested version of the Sixteen Personality Factor Questionnaire was used. An informal item analysis of the self- perception scale showed that the items with the greatest potential in predicting adoption were similar to those found by Loy: (a) venturesome and dominant (which seemed to be related to contact influence and status items), (b) sensitive (which seemed to be related to contact social value items), (c) self- sufficient and imaginative (which seemed to be related to department social values items), and (d) persevering (which seemed to be related to department's grant writing experience and the contact receptivity to the innovation). The Self- Perceptions scale as a whole, however, was dropped from the cluster analysis due to low communality. Self- report items describing venturesomeness and dominance may have some value in future research on collective adoption because of their relation to the contact's influence and social status.

Social Status

Becker's (1970) findings that leaders tended to be bound by the conservativeness of their systems was indirectly supported in the relation of collective adoption to university support for implementation. Similarity of contact and department attitudes was not significantly related to the Collective Adoption and Social Status cluster, however, reflecting perhaps the independence of some attitudes and behaviors. Variables such as Communication Potential in the Depart-

ment, Formal Decision- Making Power in the Department, Faculty Status, and Knowledge Related to Implementation may be considered aspects of social status. The data suggest that indicators of social status would be strong predictors of collective adoption, but they seemed to be unrelated to individual adoption.

These results contradict those reported by Fairweather et al. (1974) where social status of contacts approached at random was unrelated to adoption. However, in the present research departments were allowed to nominate a contact. Departments with high initial interest and therefore high probability of adoption may have nominated a high-status faculty member to attend the meetings. This implies that it is the combination of organizational interest and social status of the contact that is related to collective adoption. If this is verified, future disseminators may wish to require the involvement of a high-status representative of an adoptor organization as an indication of the organization's interest in adopting the innovation. This approach may have secondary benefits by increasing the rate of diffusion of the innovation through informal communication channels if the first sample of adoptors contains the most enthusiastic innovation advocates. In the persuading stage of dissemination, these motivated adoptors should be given the background information necessary to convey the benefits of adoption to their system members and members of other systems.

Innovation Attributes

High Adoption Potential (HAP) of the innovation was indicated in the relation of the Collective Adoption and Social Status to the

contact's perceptions of low risk in innovation. Notice that adoption was not related to the contact's expectations of reward for innovation. These results are congruent with the effects of reward and punishment in small groups (Sampson, 1963; see also Hill, 1982, p. 529) where rewards were more motivating than fines when subjects were evaluated and sanctioned individually, but fines were more motivating than rewards when the subjects were evaluated and sanctioned as a group. In the present research, the absence of risk seemed more relevant to contacts than was the potential for reward. These results contradict findings that adoption is related to expectation of reward (Becker, 1970; Blau, 1963; Cancian, 1967; Cyert & Marsh, 1963; LaPiere, 1965; Tornatzly and Klein, 1981). Contacts in high- collective- adoption departments seemed already to have high status in their departments. Tenure in academic departments ensures to some exent that departmental status will not be lost. It could be argued, however, that high-status contacts desired adoption in order to maintain their informal status in the department or to improve their status among a wider group of professionals. The results indicated that perceptions of innovation attributes were relatively independent of individual adoption.

Expected Organization Reaction

The contextual factor most highly related to collective adoption was university support for implementation. This scale may have represented central aspects of organizational receptivity since it is unlikely that a university would allow implementation of an innovation that conflicted with its basic philosophy or values. The independence

of collective adoption and the contact's perceptions of need for the innovation contradicts the findings of Moore and Cantrell (1976) and Taylor and Miller (1978) where felt need for an innovation led to rapid adoption. Some system reactions that may have interacted with perceptions of need were not addressed in the adoption agent research, however, e.g., current rate of organizational change or availability of resources needed to adopt the innovation. However, contact and department attitude clusters were positively although not strongly related to both individual and collective adoption.

Attributes Related to Collective Adoption

The adoption agent attributes most strongly related to collective adoption were indicators of status in the department: social status, decision- making power, and faculty status (Assistant, Associate, Full Professor). The contact's knowledge related to implementation may have been related to status in the department if the knowledge was valued by the department. To some extent, university support for implementation could also have reflected the contact's status since the questions in the scale asked specifically about university support for the contact's involvement in implementation rather than about support for the innovation in general.

Collective adoption seemed to be related to the competence and perceptions of a departmental contact, rather than to existing knowledge or values in the department as a whole. This was reflected in the relation of Collective Adoption to the contact's knowledge related to implementation but not to departmental knowledge related to imple-

mentation. This may reflect a need for one knowledgeable individual to lead or coordinate implementation of the innovation. The feasability of adoption seemed to be indicated in the relation of collective adoption to university support for implementation, the contact's knowledge related to implementation, and the contact's perceptions of low risk in the innovation.

Collective Adoption was marginally related to departmental values and attitudes (r=.26). This may indicate that compatability of attitudes and values with the innovation may be a necessary but not sufficient condition for adoption. This interpretation is supported in Adoption Agent Otypes 1, 2 and 6. Adoption Agents in Otype 1 (Table 15, Figure 7) showed that the lowest mean Collective Adoption score occurred where Department Value, Knowledge, and Support was low. Conversely, in Otype 6, high departmental value was related to moderately high Collective Adoption. In Otype 2, where the mean score on Department Values, Knowledge and Suppport was 14 points higher than in Otype 1, however, the mean score for the Collective Adoption and Social Status cluster was only 3 points higher than in Otype 1.

Attributes Related to Individual Adoption

Paralleling the results for Collective Adoption, individual values and attitudes were marginally related to Individual Adoption. However, Individual Adoption was also marginally related to Departmental Values, Knowledge, and Support, possibly indicating the contact's concern for the department's reaction to the innovation. Note that Collective Adoption was slightly negatively related to the Contact's

Values, Expectations, and Perceptions of Need (r=-.10). Adoption Agent Otype 10 showed that the highest Individual Adoption occurred when there were slightly above average scores on the other three clusters. Otype 4 (Table 15) indicated that for some contacts, high individual adoption was associated with low Departmental Values, Knowledge, and Support. Otype 8 indicated that Individual Adoption also took place where Departmental Values, Knowledge and Support was high. It is unclear, whether the contact's perceptions of department support or department knowledge related to implementation were accurate and whether they had changed in 60 to 210 days after completing the Adoption Agent scales.

The contact's attitudes toward implementation activities were significantly correlated with Individual Adoption at 90-days, but not at 270-days. Low Individual Adoption for some contacts may have been related to feelings of incompatability with their departments as indicated by the loading of dissimilarity of contact and department attitudes on Cluster 3 (Contact's Values and Perceptions of Need) which was marginally related to Individual Adoption but was slightly negatively related to Collective Adoption. Department receptivity toward adopting ESID Program may have reflected the contact's expectations for receptivity in a small sub-group in the department rather than by the department as a whole since it was not highly correlated with Collective Adoption.

Individual Adoption was marginally related to items that implied less need for cooperation, e.g., contact's attitudes toward implementation, which loaded on Cluster 3 (Individual Values and

Perceptions of Need). The loading of low prestige of department with individual attitudes and values is ambiguous since Figures 4 and 5 suggested that the relation of departmental prestige to adoption was curvilinear.

Limitations of the Current Research and Implications for Future Research

The interpretations of the current research are limited in several ways. For example, the adoption agent's understanding of the innovation was not assessed. Although the adoption agent's knowledge related to implementation may have reflected a background that could facilitate understanding of the innovation, conclusive evidence has not been presented to show that the contacts received the impressions of the graduate program that were intended by the program disseminators. Misperceptions of this complex intervention could have affected the contact's intitial enthusiasm or ability to combine this enthusiasm with an accurate and appealing presentation to faculty members in their department. This issue and some of those raised below will be addressed in other aspects of the national experiment of which the current research was a part.

Both individual and and collective adoption may have been affected by the contact's perceptions of the disseminators. For example, the credibility of the disseminators may have been affected by the degree to which contacts saw them as similar to themselves or their ideals. This is an extension of the finding that the contact's own social status in the department was related to collective adoption.

The relation between social status and adoption could have contributed to the relative enthusiasm of middle prestige departments as compared to high prestige departments in that members of the MSU faculty may have seemed more credible to members of low and medium prestige departments than to members of the highest prestige departments.

This research has presented little information about the behaviors of adoption agents in their roles as indigenous change agents. Although social status and decision- making powers were reported by contacts whose departments began collective adoption, these self- reports need further confirmation. Hopefully, the type and degree of adoption agent involvement in the awareness, interest, evaluation/legitimization, decision- making, and action/implementation stages of innovation adoption will be examined in future research.

The adoption agent research has been limited by it's examination of only the first 90 to 270 days of adoption. This means that relations discovered in the present research may change over longer periods of time. Longitudinal research by Fairweather (1974) indicated that the factor loadings of variables become stronger over time. Greater variance in the outcome variables may reveal additional relations between adoption and adoption agent characteristics. Repeated assessments of the adoption agent's perceptions of the innovation and the context of adoption may suggest adoption agent attributes that are related to the various stages of adoption. This type of repeated measure may also suggest the problems encountered by an adoption agent who is a member of a reluctant or conservative system. Some of these aspects may be addressed in the national experiment which was the

context of the adoption agent research. It would be particularly interesting to see whether values or attitudes toward innovativeness are related over time to the adoption agent's perceptions of complex innovations, perceptions of receptivity in the organization, or to the adoption agent's move to another organization.

Interpretations of this research are limited by the low variance of the outcome scales and by low test- retest and alpha coefficients of some Adoption Agent scales (Cronbach & Furby, 1970). The scales should also be interpreted with caution in that the underlying cluster structure of the questionnaire has not been examined and the construct validity of the scales has not been tested.

This study has revealed the complexity and the inconclusiveness of this area of research. It has showed that the Adoption Agent's status in an academic department was strongly related to Collective Adoption, but not to Individual Adoption. It showed that attitudes and values were not strongly related to adoption but that departmental and individual values and attitudes were similarly related to Collective and Individual Adoption, respectively. Although conclusive evidence about the relation of adoption to departmenal prestige was not presented, trends suggested that the relation was curvilinear. Future research may show which characteristics indicate the effectiveness of adoption agents and which are the most accurate predictors of adoption. Information is especially needed about types of innovations, the stages of adoption, effects of social status, communication potential, and decision- making power, and ways to increase the adoption agent's effectiveness.

Future research should be based on consistent use of operational definitions. What dynamics and attributes distinguish individual adoption from collective adoption? What baselines can be established to define the "innovativness" of information? To what reference group should an "early adoptor" be compared, especially when the immediate social environment is conservative? The clarification of the roles of change agents, adoption agents, and user/adoptors will require research on interactions of these roles. How are individual and collective adoptors affected by the methods and media of information dissemination (see Copp, 1958; Havelock, 1969), and by organizational or ideological compatability between the disseminators and the adoptors? How do change agents influence reluctant adoptors? How do adoptors convey their needs to researchers and disseminators?

There is a great need for multivariate experimental research in this area to indicate the conditions necessary for adoption and which conditions account for the greatest proportion of the variance. Innovation adoption is believed to be fairly stable in industrial firms (Mansfield, 1960, cf. Rogers, 1962, p. 187), farmers (Parish, 1954), and consumers (Opinion Research Corporation, 1960, cf. Rogers, 1962, p. 187). Experimental research that acknowledges the interaction of disseminators and adoptors is needed to indicate which aspects of adoption are influenced by characteristics of the adoptor and which are influenced by characteristics of the disseminator, and how these are influenced by characteristics of the innovation and the social context.

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APPENDICES

APPENDIX A

Outline of Ecological/Community Conference Program

Ecological/Community Conference*
Thursday & Monday April 23,27 & Oct. 15,19

Chairperson: Bill Davidson

8:30 a.m. I. Welcome (Bill F.)
- A. Introduce MSU faculty
- B. Provide list of activities and topics for two days
- C. Have participants introduce themselves, university, personal interest area

8:45 II. History of the Ecological Psychology Program
- A. Lessons from the lodge society
- B. Development of the ESID model including the book "Experimental Social Innovation"
  1. Central Features
     - a. Humanitarian concern
     - b. Multidisciplinary approach
     - c. Action-oriented
     - d. Problem-relevant
     - e. Usable, problem-solving innovations
     - f. Scientific accountability
     - g. Scientific rigor in evaluation
- C. National trips to the five universities
- D. The Portland experience
- E. The MSU experience
  1. The initial group
  2. Departmental approval
  3. The design of the program and its changes
  4. The first recruiting procedure

9:15 Discussion

9:30 III. First year
- A. 870, 871 (Bill F.)
- B. 872 (Mike C.)
  1. Goals and objectives of the course
  2. Major topics covered
  3. Assignments given to students
  4. How course sequence fits into the graduate training program
- C. 873, 874, 875 (Esther F.)
  1. Goals and objectives of the course
  2. Describe the community program
     - a. Cover the role of the graduate student in the community
     - b. Cover various settings students work in
  3. Major topics covered
  4. Assignments given to students
  5. How course sequence fits into the graduate training program
- D. Statistical sequence

9:45 Discussion

10:00 Break

10:15 IV. Second year

A. Cognate (Mike C.)
   1. Area of specialization
      a. Describe where cognate fits in total program
      b. Example of obtaining formal minor in another area of psychology
      c. Example of obtaining a cognate in another department
      d. Example of designing an interdisciplinary cognate (Jeff Taylor as an example)

B. Seminars
   1. Other courses
      a. Delinquency theory and research (Bill D.)
         1. How course was developed 15 min.
         2. Major goals and objectives of course
         3. Topics covered
         4. Assignments given to students, reading list
      b. Poverty (Charles J.)
         1. How course was developed 15 min.
         2. Major goals and objectives of course
         3. Topics covered
         4. Assignments given to students, reading list
      c. Scientific theory (Charles J.)
         1. How course was developed 15 min.
         2. Major goals and objectives of course
         3. Topics covered
         4. Assignments given to students, reading list
      d. Program evaluation techniques (Ralph L.)
         1. How course was developed 15 min.
         2. Major goals and objectives of course
         3. Topics covered
         4. Assignments given to students, reading list
      e. Seminar on system approaches (Ralph L.)
         1. How course was developed 15 min.
         2. Major goals and objectives of course
         3. Topics covered
         4. Assignments given to students, reading list
      f. Organizational Course (Lou Tornatzky)
         1. How course was developed 15 min.
         2. Major goals and objectives of course
         3. Topics covered
         4. Assignments given to students, reading list

C. Or choice of courses in psychology and other

departments (Bill D.)
1. See list of courses in manual

D. Master's theses
1. Role of guidance committee and thesis committee (Bill D.)

E. Energy and environment
1. Nancy Stevens* (Glenn Shippee) masters
2. Dave Roitman (printed abstract)
3. Marty Kushler (printed abstract)
4. Jim Emshoff (printed abstract)

11:45 Discussion

12:15 Break (lunch)

Chairperson: Charles Johnson

1:15 p.m. V. 3rd and 4th year
A. Course continuation (Charles J.)
B. Role of guidance and dissertation committees (Charles J.)
C. Options for comprehensives (Glenn Shippee)
1. Nature of comprehensives - who decides, role of guidance committee
2. Areas to be covered
a. Background information - history and systems, major theoretical positions
b. Contemporary work - social change strategies, empirical history, research design, assessment procedures
c. Ethics and social values
d. Future directions and policy implications
3. Options for comprehensive exams
a. Written exam
b. Mini-book
c. Grant application
d. Design and teaching of an undergraduate course
4. Timetable for the exam

1:45 D. Doctoral dissertations
1. Aging
a. Denis Gray** (Bill D.) dissertation
b. Jon York (printed abstract)
2. Juvenile delinquency and law
a. Monty Whitney** (Bill F.) dissertation
b. Tina Mitchell (printed abstract)
3. Education
a. Elmima Johnson (printed abstract)
b. Charles Tucker (printed abstract)

2:30 Discussion

2:45 Break

3:00 E. Minors in ecological/community from other groups (Bill D.)
F. Annual evaluation (Bill D.)

3:30	Discussion
4:45	Happy hour with students, grads and faculty

(Isidore Flores*, Isa Fernandez*, Jeff Mayer*: students will be asked to rate persons in the meeting on enthusiasm, interest, etc.)

Friday & Tuesday, April 24,28 & Oct. 16,20

Chairperson: Esther Fergus

8:30 a.m. I. Student selection and recruitment (Charles J.)
- A. Recruitment procedures
  1. Letters and brochures to chairs
  2. Special efforts for minority recruitment
  3. Different strategies used for general recruitment
- B. Student selection
  1. Procedure to assess application
  2. Personal phone calls to confirm interest and fit with the program

8:45 Discussion

9:00 II. Employment
- A. Preparing and helping students find employment: 1980 job search experience (Bill D.)
- B. Academic employment
  1. Type of department and program
     a. Ph.D. granting (Tina Mitchel**-Bill D.-Mike C.)
     b. M.S. (Mitchell Fleischer**-Lou Tornatzky)
     c. Research institute (Monty Whitney**-Bill F.)
  2. Type of teaching
  3. Kinds of research conducted
- C. Community
  1. Type of setting
  2. Job function in the setting
     a. Policy setting (Elmima Johnson**-Lou Tornatzky)
     b. Administrative/research (Monty Whitney**-Jeff Taylor**-Bill F.)
- D. Private
  1. Type of setting
  2. Job function in the setting
     a. Private consulting on own (Bob Harris**-Bill F.)
     b. Working for private consulting firm (Lou Tornatzky-Bill F.)

10:15 Discussion

10:30 Break

10:45 III. Financing training
- A. Training grants institutional or individual support (Bill F.)
- B. Teaching assistantships (Charles J.)
  1. Availability and use of assistantships
  2. Type of assistantships taken
- C. Research assistantships (Bill F. and Bill D.)
  1. Types of research involved with
  2. Role of the student in research

D. Employment with community agencies (Charles J.)
   1. Types of settings employed in
   2. Role and job function in the setting

11:30 Discussion
12:00 Break (lunch)

Chairperson: Bill Fairweather

1:00 p.m. IV. Financing research
   A. Mental health grants (Bill F.-Lou Tornatzky)
      1. Nature of the grant
      2. Extent supported faculty, staff, and students
      3. Dissertation opportunities through the grant
   B. Diversion grant (Bill D.)
      1. Nature of the grant
      2. Extent supported faculty, staff, and students
      3. Dissertation opportunities through grant
   C. National Science Foundation (Bill D.)
      1. Nature of the grant
      2. Extent supported faculty, staff, and students
      3. Dissertation opportunities through grant
   D. Energy grant
      1. Nature of the grant
      2. Extent supported faculty, staff, and students
      3. Dissertation opportunities through grant
   E. Contracts and other sources (Charles J.)
      1. Types of contracts done
      2. Student involvement
   F. Dissertation funding
      1. Jeff Taylor**- Family planning
      2. Denis Gray**- Aging
      3. Monty Whitney**- Youth Development Corps.

2:15 G. Current state of grant funding (Lou Tornatzky)
2:45 Break
3:00 Discussion
Tests
Dissemination aids

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*Indicates students who made a formal presentation or participated informally in the Faculty-Student Condition.

**Indicates program graduates who made a formal presentation or participated informally in the Faculty-Student Condition.

***Mike Cook, Bill Davidson, Bill Fairweather, Esther Fergus, Charlie Johnson, and Ralph Levine are faculty members in the Ecological Psychology interest group at MSU.

Glenn Shippee and Lou Tornatzky are former faculty members in the Ecological Psychology interest group.

APPENDIX B
Faculty Questionnaire

_____
Name

_____
University

Faculty Questionnaire

This questionnaire is divided into 11 sections. They are: professional background and current work, similarity between your university's graduate program and the program in ecological/community psychology, receptivity to new graduate programs, perceived community support, the department's current resources, expectancies and desirabilities of possible program outcomes, perceived departmental climate, an addendum to your curriculum vita, and reactions to the meeting.

Please read the instructions at the top of each section before completing the items in that section.

Section 1: Professional Background and Current Work

Instructions: The following items are about your professional background, your current role and your work situation.

1. What was your major area or subspecialty while in graduate school? (Example: social, clinical, etc.)

   _____

   _____

2. Who was your Ph.D. thesis supervisor(s) _____

3. Have you had any administrative experience in the university? _____ Yes ____ No
   If yes, indicate in what capacity and the number of years served.

Title/Type of Experience	# of years served
_____	_____
_____	_____
_____	_____
_____	_____

4. What percent of the department faculty do you usually see in a week? _____%

5. Do you have more than one office? _____Yes _____ No

6. Where is your office located? (If you have more than one, where is the one in which you spend the most time?)

   _____ In the same building as the main psychology department office
   _____ In a building separate from the main office, but with psychology faculty
   _____ In a building separate from the main office, but primarily with other disciplines
   _____ Other (Specify_____)

7. Ordinarily, how far in advance do you have to arrange for a meeting to be held with a small group of faculty in your department?

   _____ More than a month
   _____ 3-4 weeks
   _____ 2-3 weeks
   _____ 1-2 weeks
   _____ 3-5 days
   _____ 1-2 days
   _____ less than 1 day

8. How many hours a week do you usually spend in work that takes you away from your university office?_____

9. Please estimate the number of out-of-town professional trips you take in a month._____

10. How many times have you traveled to Washington, D.C. over the last year to discuss the possibilities for grants? _____

11. List the names of conferences or meetings that you attended in the last year.

_____ _____

_____ _____

_____ _____

12. Please list the journals or professional magazines that you subscribe to or regularly read.

_____ _____

_____ _____

_____ _____

_____ _____

13. Have you received locally (excluding federal, regional or state) funded research grants or contracts within the last five years? ____Yes ____ No

If yes, please describe briefly the nature of the research grants(s), who awarded the grant(s), the amount to the nearest $1000, and funding period.

Nature of Research_____

Source_____ Amount_____Funding Period_____

Nature of Research_____

Source_____Amount_____Funding Period_____

Nature of Research_____

Source_____Amount_____Funding Period_____

Nature of Research_____

Source_____Amount_____Funding Period_____

14. Have you conducted field research within the last five years? ____Yes ____No

If yes, please list the topic of each research project.

_____ _____

_____ _____

_____ _____

15. How many doctoral and master's thesis committees in psychology do you presently chair?

Doctoral _____ Master's _____

16. On how many doctoral and master's thesis committees in psychology are you a participating member (excluding those you chair)?

Doctoral _____ Master's _____

17. How many doctoral and master's thesis committees do you presently serve on outside of psychology?

Doctoral _____ Master's _____

18. Indicate the approximate percent of time you are devoting to the following activities during the current academic year:

_____ administration
_____ research
_____ teaching graduate courses
_____ teaching undergraduate courses
_____ community service
_____ university service
_____ consulting
_____ other professional activities, please describe_____
100% - Total

19. Please list the names of the graduate courses you have taught or are teaching during the current academic year (include non-psychology courses):

_____ _____

_____ _____

20. Please list the names and numbers of the undergraduate courses you have taught or are teaching, during the current academic year (include non-psychology courses):

_____ _____

_____ _____

Section 2: Graduate Program Similarity

Instructions: For each of the following items, put a check (✓) in the space next to the response which best represents the degree of similarity between the ecological/community psychology graduate program and the graduate program(s) in which you work.

21. Student recruitment and admission procedures

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

22. Financial support for students

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

23. Courses offered

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

24. Flexibility of the comprehensives

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

25. Student's program of study

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

26. Student involvement in the community

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

27. Types of jobs graduates obtain

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

28. Rate of job placement

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

29. Community research orientation of faculty and students

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

30. Broad spectrum of topics covered in M.A. and Ph.D. theses

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

31. Experimental (with random assignments to treatments) nature of all Ph.D. theses

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

32. Presentation of beneficial findings beyond publication in journals and books (e.g., presentation to individuals and/or organizations)

_____5. Very similar
_____4. Similar
_____3. Neither similar nor dissimilar
_____2. Dissimilar
_____1. Very dissimilar

Section 3: Receptivity to New Graduate Programs

Instructions: Indicate below the extent to which you and your department would be receptive to the department's development of either new graduate courses or a new graduate program similar to that of the ecology/community psychology program as described in the meeting. Place a check (✓) next to the appropriate response for each item.

33. How receptive would you be to the development of graduate courses in your department similar to that of the ecological/community program as described in the meeting?

_____ 5. Very receptive
_____ 4. Receptive
_____ 3. Neither receptive nor unreceptive
_____ 2. Unreceptive
_____ 1. Very unreceptive

34. How receptive would you be to the development of a graduate training program in your department similar to that of the ecological/community program as described in the meeting?

_____ 5. Very receptive
_____ 4. Receptive
_____ 3. Neither receptive nor unreceptive
_____ 2. Unreceptive
_____ 1. Very unreceptive

35. How receptive would your departmental faculty be to the development of graduate courses similar to that of the ecological/community program as described in the meeting?

_____ 5. Very receptive
_____ 4. Receptive
_____ 3. Neither receptive nor unreceptive
_____ 2. Unreceptive
_____ 1. Very unreceptive

36. How receptive would your departmental faculty be to the development of a graduate training program similar to that of the ecological/community program as described in the meeting?

_____ 5. Very receptive
_____ 4. Receptive
_____ 3. Neither receptive nor unreceptive
_____ 2. Unreceptive
_____ 1. Very unreceptive

37. How difficult will it be to convey the goals and methods of the ecological/community model to the members of your department?

_____ 5. Very difficult
_____ 4. Difficult
_____ 3. Neither difficult nor easy
_____ 2. Easy
_____ 1. Very easy

38. How difficult will it be to develop a program in your department similar to the ecological/community graduate program discussed at the meeting.

_____ 5. Very difficult
_____ 4. Difficult
_____ 3. Neither difficult nor easy
_____ 2. Easy
_____ 1. Very easy

39. To what extent do you agree or disagree that the field of psychology is currently in a state of flux which requires changes in graduate student training.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

Section 4: Community Support

Instructions: The following questions are designed to measure the amount of support that you would expect from your community for the implementation of courses and/or a program like that described in the meeting. For each item, please check (✓) the response that best describes your estimate of community reaction.

40. If the psychology department developed a community research psychology graduate program, local government and service agencies would assist such implementation through grants, staff assistance, client access or other mechanisms.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

41. If the psychology department developed a community research psychology graduate program, local government and service agencies would offer faculty and students the opportunity to conduct field research.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

42. The local community is sufficiently diverse to provide appropriate opportunities for community research and intervention.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

Section 5: Departmental Resources

Instructions: For the following items, please check (✓) the response that most accurately reflects resource conditions which currently exist in your department.

43. Our department currently has sufficient faculty and resources to develop graduate courses similar to those of the ecological/community program that were described in the meeting.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

44. Our department currently has sufficient faculty and resources to develop a new graduate training program similar to that of the ecological/community program.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

45. Our department has sufficient breadth of expertise to develop and implement a new graduate training program similar to that of the ecological/community program.

_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

Section 6: Expectancies

Instructions: Each of the following items is a possible outcome which might occur if your department developed a community research psychology graduate program. Please place a check (✓) in front of the response that indicates your estimate of the likelihood that the outcome would occur.

46. Increase opportunities for faculty research grants

_____5. Very likely
_____4. Likely
_____3. Neither likely nor unlikely
_____2. Unlikely
_____1. Very unlikely

47. Increase opportunities for training grants

_____5. Very likely
_____4. Likely
_____3. Neither likely nor unlikely
_____2. Unlikely
_____1. Very unlikely

48. Increase breadth of scholarly publications in the department

_____5. Very likely
_____4. Likely
_____3. Neither likely nor unlikely
_____2. Unlikely
_____1. Very unlikely

49. Increase departmental influence in the university

_____5. Very likely
_____4. Likely
_____3. Neither likely nor unlikely
_____2. Unlikely
_____1. Very unlikely

50. Increase departmental influence in academic psychology

_____5. Very likely
_____4. Likely
_____3. Neither likely nor unlikely
_____2. Unlikely
_____1. Very unlikely

51. Increase quality of job placements for graduates

_____5. Very likely
_____4. Likely
_____3. Neither likely nor unlikely
_____2. Unlikely
_____1. Very unlikely

52. Easier to attract high quality graduate students

_____ 5. Very likely
_____ 4. Likely
_____ 3. Neither likely nor unlikely
_____ 2. Unlikely
_____ 1. Very unlikely

53. Increase departmental influence in the community

_____ 5. Very likely
_____ 4. Likely
_____ 3. Neither likely nor unlikely
_____ 2. Unlikely
_____ 1. Very unlikely

Section 7: Value of Outcomes

Instructions: Each of the following items is again an outcome which might occur if your department developed a community research psychology graduate program. Please place a check (✓) in front of the response that indicates the degree to which an outcome would be desirable to you if it occurred in your department.

54. Increase opportunities for faculty research grants

_____5. Very desirable
_____4. Desirable
_____3. Neither desirable nor undesirable
_____2. Undesirable
_____1. Very undesirable

55. Increase opportunities for training grants

_____5. Very desirable
_____4. Desirable
_____3. Neither desirable nor undesirable
_____2. Undesirable
_____1. Very undesirable

56. Increase breadth of scholarly publications in the department

_____5. Very desirable
_____4. Desirable
_____3. Neither desirable nor undesirable
_____2. Undesirable
_____1. Very undesirable

57. Increase departmental influence in the university

_____5. Very desirable
_____4. Desirable
_____3. Neither desirable nor undesirable
_____2. Undesirable
_____1. Very undesirable

58. Increase departmental influence in academic psychology

_____5. Very desirable
_____4. Desirable
_____3. Neither desirable nor undesirable
_____2. Undesirable
_____1. Very undesirable

59. Increase quality of job placements for graduates

_____ 5. Very desirable
_____ 4. Desirable
_____ 3. Neither desirable nor undesirable
_____ 2. Undesirable
_____ 1. Very undesirable

60. Easier to attract high quality graduate students.

_____ 5. Very desirable
_____ 4. Desirable
_____ 3. Neither desirable nor undesirable
_____ 2. Undesirable
_____ 1. Very undesirable

61. Increase departmental influence in the community

_____ 5. Very desirable
_____ 4. Desirable
_____ 3. Neither desirable nor undesirable
_____ 2. Undesirable
_____ 1. Very undesirable

Section 8: Satisfaction

Instructions: Please indicate your satisfaction with each of the following departmental characteristics at your university by placing a check (✓) in front of the appropriate response for each item.

62. Opportunities for faculty research grants

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

63. Opportunities for training grants.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

64. Budgetary allotment from the university.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

65. Number of faculty relative to the number of students.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

66. Breadth of scholarly publications in the department

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

67. Extent of faculty influence in academic psychology generally

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

58. Departmental influence in the university.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

69. Degree of emphasis placed on graduate instruction.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

70. The quality of the graduate program.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

71. Ease in attracting high quality graduate students.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

72. Quality of job placements that Ph.D. graduates receive.

_____ 5. Very satisfied
_____ 4. Satisfied
_____ 3. Neither satisfied nor dissatisfied
_____ 2. Dissatisfied
_____ 1. Very dissatisfied

Section 9: Departmental Climate

Instructions: The literature on change in institutions of higher education identifies several conditions which are important correlates of change. The following questions are concerned with these conditions. For each item, please check (✓) the response that you believe best estimates the percent of faculty that have these stated characteristics.

73. What percent of faculty are receptive to new ideas concerning the content of graduate curricula?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

74. What percent of faculty are tolerant of different approaches to graduate student training?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

75. What percent of faculty are flexible and continually adapting to change in psychology curriculum and practice?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

76. What percent of faculty encourage others to develop their own professional interests even when they deviate from those interests which are dominant in the department?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

77. What percent of faculty will favor development of new courses in the department?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

78. What percent of faculty believe that psychology in general is currently in a state of flux?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

79. What percent of faculty believe that the department requires changes in graduate student training?

_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

Section 10: Addendum to Curriculum Vita

Instructions: Please omit any of the following items if the information is on your vita.

80. In the last year, how many presentations did you deliver at professional conferences or conventions?

_____

81. How many offices have you held in professional associations in the past 5 years?

_____

82. On how many professional association committees do you presently serve?

_____

83. Please list the professional associations that you belong to.

_____

_____

_____

_____

84. Please list all journals for which you are a reviewer or editor.

_____

_____

_____

_____

85. Please list government or private groups for which you review grants.

_____

_____

_____

_____

86. Please list any community service you have provided over the last year.

_____

_____

_____

87. Please list the university standing committees of which you are a member.

_____

_____

_____

_____

88. Please list the department standing committees of which you are a member.

_____

_____

_____

_____

89. Please provide the names of any new courses that you have developed over the last 5 years.

_____

_____

_____

Section 11: Reactions to the Meeting

90. Would you like further information pertaining to any of the areas discussed during the meeting?

In what areas?

91. Any other comments?

Thank you.

APPENDIX C

APA Journals Used to Determine Prestige Ranking

APA Journals Used to Determine Prestige Ranking

1979 Volume
American Psychologist
Animal Behavior Processes
Developmental Psychology
Human Learning and Memory
Human Perception and Performance
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Comparative and Physiological Psychology
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
Journal of Educational Psychology
Journal of Experimental Psychology
Journal of General Psychology
Journal of Personality and Social Psychology
Professional Psychology
Psychology Bulletin
Psychological Review
1975-1979 Volumes
Contemporary Psychology

APPENDIX D

Script for Phone Call to Chairperson of Psychology Departments

Script for Phone Call to Chairperson of Psychology Departments

Hello _____[name]. This is George Fairweather from Michigan State University and I am calling to inform you about an all expense paid workshop to be held here at MSU in the Spring of this year. As you undoubtedly know there has been a growing concern among universities and federal and state funding agencies about the placement of some psychologists once they have received their Ph.D.'s. Our Ecological/Community Psychology program here at Michigan State University has not experienced any placement problems and, in fact, has been able to place all 25 of our Ph.D. graduates and there is a high demand for others because the local and national need for psychologists to aid in the solutions of human problems is so great. For these and some other reasons the National Institute of Mental Health has funded an effort to make information about the Ecological/Community psychology program available to psychology departments around the nation who do not now have community programs of this type. Our agreement with the National Institute of Mental Health also involves an evaluation of our effort to make departments aware of this program and to give interested faculty information that would permit them to explore the possibilities of implementing it, or some facsimile of it, at some future date. Accordingly, I am calling you to see if I could send you some written information now about the Ecological/Community program and to call you at a later date, perhaps in two or three weeks, to see if you would be interested in having one of your departmental members [preferably an assistant, associate, or full professor] attend

a workshop describing our program at our expense [wait for response]. I will get off a letter to you today with more information about our program and I will call you again in two or three weeks to get your reaction. I want to thank you for having the courtesy of listening to me. I hope you will feel free to call me collect at (517) 355-0166 if there are any questions that might need answers prior to my return phone call.

APPENDIX E

Consent Form

MICHIGAN STATE UNIVERSITY
Department of Psychology

Consent Form

I have freely consented to participate in a research study entitled "The Ecological/Community Dissemination Project" being conducted by Professor George W. Fairweather. The general nature of the study has been explained to me and I am aware that I may refuse to answer any question which I feel violates my privacy and may end my participation at any time without penalty. I further understand that the results of the study will be treated in the strictest confidence and that my anonymity is assured. I also am aware that, at my request, I can receive additional information about the study, including a summary of results at its conclusion.

_____ _____

Signature Date

APPENDIX F

Letter to Chairpersons Describing Research

Dear Dr. _____:

Pursuant to our recent telephone conversation I am sending you the following information. Hopefully it will give you a better understanding of our Ecological/Community Graduate Program so that you can decide whether or not it might have an appeal in whole or in part to your department. Eleven years ago the Department of Psychology at Michigan State University decided to implement an innovative program aimed at finding a new role for psychologists interested in contemporary societal problems. It was the consensus of the faculty who initially were responsible for this program that it was important to bring the methodology and theoretical notions developed by psychologists and their colleagues to bear upon the human problems of our times given such survival issues as overpopulation, environmental degradation, unjust race relations, mental illness and the like. For this reason the program was aimed at training psychologists who would be qualified to have a central role in the development of problem-solving human service programs and their implementation in the community. To determine each service program's validity and its dissemination parameters randomized experiments in the field would need to be conducted.

In order to implement the program, it was first necessary to develop some new graduate courses. To accomplish this, a small staff representing several different fields of psychology (social, experimental, quantitative, clinical, and organizational), headed by me, developed a series of courses combining both field experiences and classwork. (It is important to note here that this program was started without the addition of any new personnel.) A year's sequence of courses was developed to bring contemporary thought and research methodology to bear on existing human problems. A book written by me in 1967 and entitled Experimental Methods for Social Innovation - later revised and appearing in 1977 as Experimental Methods for Social Policy Research - served as the basic textbook for the first course in the sequence. The course objective was to give the students a conceptual background for planning and ultimately developing an alternative solution for a contemporary human problem and evaluating it through an actual experiment. Issues covered were: problem definition, creating an innovative problem solution, implanting it in the community, measuring it's parameters in the natural setting, creating an experimental design for evaluating it, and developing and administering the entire program. A second course was developed which covered measurement in natural situations in more depth in order to evaluate several aspects of human service programs such as their outcomes, social processes, and the characteristics of the participants. A third experimental course was added involving experimental methods as applied to the problems of disseminating new and experimentally valid human service programs throughout a region. A

comprehensive bibliography was developed and used in all three courses. Another year's sequence of courses where students and faculty worked in community settings to achieve experience in the day to day operations of various agencies in particular problem areas was also developed. A partial list of problems addressed includes: drug abuse, unemployment, excessive energy use, environmental degradation, overpopulation, mental illness, juvenile delinquency, and academic underachievement. A large number of agencies (approximately 100) around the state were organized and participated in this planning and research endeavor. Many other courses have since been developed, including two courses in urban and rural poverty, organizational change, and juvenile delinquency, to give a few examples.

In addition to the aforementioned core courses central to ecological/ community training, students take a minor or cognate in another field of psychology such as social, organizational, clinical, experimental, etc. Frequently students take courses in other disciplines for information about a particular problem.

During the first few developmental years, the faculty was concerned about job prospects for these newly trained problem- solving experimentalists. Fortunately, our concern was short-lived. All were quickly hired and many more could have been readily placed. Graduates were immediately and continuously well received, and hold a variety of different jobs. Some have become faculty members in universities, some are researchers for county, state or federal governments, some work for

private research groups, and so on. To be more explicit, the research director for energy conservation in the State of Michigan, the director of research for neonatal problems in the state, a special assistant to the Commissioner of Education in Washington, D.C., are a few of the positions held by former students. These jobs are in addition to those students who have taken academic positions, usually on the faculties for community psychology programs or similar programs under the label of environmental, community or ecological psychology.

Our young faculty who have been associated with the program have been in demand. One of our former faculty members has taken a management position with the National Science Foundation in the Division of Policy Analysis; another has helped establish and direct the community psychology program in the University of Missouri at St. Louis; and yet another has become a director of a new program at the University of Missouri at Kansas City that is very similar to our ecological/ community program here.

A by-product benefit of the new graduate program has been the relative ease with which both faculty and students have been able to obtain both research and training grants. This is in no small measure due to their professional competence and problem orientation. Some examples of student researches funded through grants are: job club for the elderly, peer support for juvenile delinquents, and energy conservation activities.

The success of this program has been impressive to the faculty and students alike and has received national attention. It is the success of this program and its processes that use psychological theory and experimental methodology in addressing contemporary issues that sparked the interest of the National Institute of Mental Health about it's promulgation. Accordingly, we have been given a research grant to disseminate the program and to evaluate the processes of dissemination in an experimental context. As you can readily appreciate this approach should give us a better understanding of whether or not such programs can be used in other universities and how that might be accomplished. We here at Michigan State University sincerely hope that you will find this program attractive enough to, at the very least, permit one of your faculty members to attend the National meeting to be held here sometime in the late Spring or early Fall of 1981. The NIMH grant will pay for all of the expenses of the participants. This meeting will give your representative a chance to discuss the program, activities of it's faculty and students, it's course work, it's problem and processes, and it's administration with persons who have been engaged in this effort for over ten years. I will be calling you in about two weeks to get your reaction to this invitation and to see if you have found an interested [assistant/ associate/full] professor or some other attend the conference. When you find someone I would appreciate it if you would share this letter with him/her. I am also enclosing a brochure for your information.

I enjoyed talking to you on the phone. If there are any matters you want to discuss please call me collect at (517) 355-0166. I hope that a representative from your school will attend the meeting.

Sincerely,

George W. Fairweather

Enc.

GWF/kmr

APPENDIX G

Script for Two- Week Follow-up Telephone Call to Departmental Chairpersons

Script for Two-Week Follow-up Telephone Call

to Departmental Chairpersons

Hello _____[name], this is George W. Fairweather calling again. I assume that you received the material which should have arrived in your office about two weeks ago. Did you receive the information? [Wait for response.] I'm wondering if you were able to select a faculty member to attend the workshop to be held in the Spring or early Summer here at Michigan State University. [Wait for response.] Could you give me his/her name and phone number so I can make a telephone call to him/her? Have you sent or shared the introductory letter I sent to you with _____[name]? [If yes: Fine. If no: I'll make certain he/she gets that information.] [Wait for response.]

I am enclosing a form requesting permission from you to participate in our research so that we can gain information about the value of our workshops as time goes along. As I mentioned earlier, this is an experiment and I know you will understand that I would prefer not to reveal the actual design at this time except to let you know that its general purpose is to: (1) disseminate the ecological/ community psychology program, and (2) to evaluate the process of dissemination. I will however, send you a full report of the project upon its completion. Do you have any questions? [If there is reluctance on the part of the respondent, tell him/her that you will reveal more information about the experiment if they desire it although from the experimental view this concerns you somewhat.]

I will contact _____[name here the person mentioned by the chair]. If there is any further information you wish or that you need or desire in the future, please feel free to call me collect at (517) 355-0166. Thanks for your interest in the project and I hope we can reciprocate your kindness by being of some help to your department.

APPENDIX H
Script for First Call to Contact

1st Phone Call to Contact

Hello, I'm_____from the Department of Psychology

at Michigan State University. _____ referred your name
(CHAIR/REPLACEMENT)

to me as the person who would be representing _____
UNIVERSITY)

at our meeting. Has _____
CHAIR/REPLACEMENT)

shared the letter from Professor Fairweather with you? Yes_____ No_____ (Go to II)

I. If yes, Good. Have you had an opportunity to read the letter and brochure? Yes_____ No_____ (Go to I.B.)

IA. If yes, As the letter indicated, there will be 2 two-day meetings in the Spring and Fall of 1981 at Michigan State University to discuss the Ecological/Community Graduate Program. Would you be interested in attending either of these meetings at our expense? Yes_____ No_____ (Go to A2)

A1. If yes, The two dates you need to consider are:_____

_____.

Would it be possible for you to attend either of these? Yes_____ No_____ (Go to 1.b.)

1.a. If yes, Good. As the letter from Professor Fairweather indicated, the meeting will be conducted in a research context aimed at determining the most effective method to disseminate the ecological/community graduate program to departments of psychology. You're probably familiar with the requirements of university human subjects committees. Since this is a research and dissemination project, we will send you a subject consent form for your signature. Is this alright with you? Yes_____ No_____ (Go to a2.)

a1. If yes, Do you have any questions? You should consider

_____
(WORKSHOP DATE)

as a firm date for the meeting. We will be buying the airline tickets shortly and will mail them out to you at that time. Can I have your home address?

_____

_____.

I will be calling you back in a couple of months with further information. If you have any questions before that time, please feel free to call me collect. Thank you for your time (END)

a2. If no, I take it from your response that you are not interested in participating in the research project. (WAIT FOR RESPONSE) Could you provide us with a name of (an assistant, an associate, or a full professor) who might be interested in attending the workshop? Yes_____ No_____ (Go to 2b)

2a. If yes, Name_____ Rank_____

Thank you for your time. (END)

2b. If no, Thank you for your time. (END)

1.b. If no, Is there any time from April 1 through September 1 which would be convenient for you? Yes_____ No_____ (go to b2.)

b1. If yes, What date would be good for you?_____

_____

Let me get back to you about these dates. Thank you for your time. (END)

b2. If no, Could you provide us with the name of An assistant, an associate, or a full professor) who might be interested in attending the meeting?

Yes_____ No_____ (go to 2b)

a. If yes, Name_____ Rank_____

2a. Thank you for your time. (END)

2b. If no, Thank you for your time. (END)

A2. If No, Could you provide us with the name of (an assistant, an associate, or a full professor) who might be interested in attending the meeting? Yes_____ No_____ (go to 2b.)

2a. If yes, Name_____ Rank_____

Thank you for your time. (END)

2b. If no, Thank you for your time. (END)

IB. If No, Perhaps it would be best if I called you back after you have had a chance to go over the letter. When would it be convenient for you to receive my call in the next week?_____

Thank you for your time. (END)

II. If no, I will send you a copy of the letter today and will give you a call in about 2 weeks. Is there a particular time that would be most convenient for you to receive my call? _____
(DATE & TIME)

Thank you for your time. (END)

APPENDIX I

Letter to Contact Requesting Consent Form

Dear Dr._____:

As I mentioned to you on the phone, I am required by the University Human Subjects Committee to obtain written consent from all participants in the dissemination project. I would appreciate it if you would sign and return the enclosed standard consent form in the envelope provided, at your convenience. Please be sure and call me collect at (517) 355-0166 if you have any questions.

Sincerely,

Michahel P. Cook, Ph.D.
Assistant Professor

Enc:

MPC/kmr

P.S. I am looking forward to seeing you at our meeting on April 27.

APPENDIX J

Letter to Contact Enclosing Itinerary and Requesting Vita

Dear _____:

Enclosed is a copy of your travel itinerary for the upcoming MSU Ecological/Community Psychology meeting. Please let me know if any problems arise which would necessitate changes in the arrangements. The travel agent is holding the tickets and will mail them two weeks prior to the meeting.

If you wish to make any changes which necessitate additional costs such as side trips or layovers, you may contact directly Jackie Cook, College Travel Agency at (517) 351-0610. She will make reservation changes and bill you directly for the excess.

We would appreciate it if you would send us a copy of your current vita for our information. We are currently completing plans for the meetings and would like to obtain some further information on the participants' backgrounds and experience to aid us in our planning.

Thank you very much. We will be in touch with you.

Sincerely,

Esther O. Fergus
Assistant Professor

APPENDIX K
First Followup Phone Call to Contact

First Follow-up Phone Call to Contact (90 days)

This is _____ from Michigan State University. I'm
Consultant
calling to confirm your attendance at the national meeting on _____
Date
and I also want to ask you a few questions. Are the meeting date and travel arrangements still satisfactory for your attendance? Yes _____ GO TO I.

No _____ GO TO II.

I. If yes, Good. I will mail your tickets to you on April 6 by certified mail. You have reservations at the University Inn in East Lansing and their limousine will provide your transportation to and from the airport. About a week prior to the meeting, I will mail some material to you which you may read if you wish.

GO TO I-A.

I-A. We are interested in whether there are other faculty in your department who are interested in the program here at MSU. Have you discussed the upcoming meeting with any other faculty? Yes _____GO TO I-B.

No _____GO TO I-C.

I-B. If yes, How many have you talked to? _____ Of these faculty, how many do you think are interested in the program? _____

What kinds of comments did they make?

_____

_____

_____

What are the primary areas of interest for these faculty? _____

_____

GO TO III.

I-C. If no, Do you think that there are faculty in the department who would

be interested if they were aware of the MSU meeting?

Yes _____GO TO I-D.

No _____GO TO I-E.

I-D. If yes, How many faculty? _____ What are the primary areas of interest of these faculty?

_____

_____

GO TO III.

I-E. If no, Is there any particular reason that you think there would be disinterest?

_____

_____

GO TO III.

II. If no, Will the _____ meeting be better for you?
Oct./April

Yes _____ GO TO II-A.

No _____ GO TO II-B.

II-A. If yes, O.K. I will arrange for you to participate in the _____ meeting. GO TO III.

II-B. If no, We are sorry you cannot attend the meeting. Can you provide us with the name of another faculty who might be interested?

Yes _____ Name _____

No _____

Thank you for your time.

III. What in particular interests you enough for you to come to the meeting?

_____

_____

IV. As part of our research, we would like to collect some data about your department. For example, does your department have a brochure or material

describing the graduate program?

Yes _____ Could you please send me a copy? _____

No _____

Don't know _____

V. Does your department have a printed set of bylaws?

Yes _____ Could you please send me a copy? _____

No _____

Don't know _____

VI. Does your department have a graduate student handbook or set of guidelines?

Yes _____ Could you please send me a copy? _____

No _____

Don't know _____

VII. Does your university have a Faculty Handbook?

Yes _____ Could you send me a copy? _____

No _____

Don't know _____

VIII. Within the last 5 years has anyone in your department taught any community or field research course? (include self) _____Yes _____No

If yes, please provide the name of the course(s), describe and indicate whether you developed the course (s) yourself.

Course Name	Description	If developed by self

IX. Do you expect anyone to be teaching any community or field research course in the future? _____ Yes _____No

If yes, who would teach it and what will be taught?

Professor	Course Title

X. Prior to our contacting you about the MSU meeting, did you know about the ecological/community psychology program at Michigan State University? _____Yes _____No

If yes, how did you learn about the program?

_____

_____

_____

XII. What kinds of materials have you read that relate to the ecologica/community psychology model? _____None

_____List below:

1. Books by George Fairweather and Louis Tornatzky:

   _____ Community Life for the Mentally Ill
   _____ Social Psychology in Treating Mental Illness
   _____ Methods for Experimental Social Innovation
   _____ Creating Change in Mental Health Organizations
   _____ Experimental Methods for Social Policy Research
   _____ The Fairweather Lodge: 25 Year Retrospective
   _____ Social Change: The Challenge to Survival
   _____ Innovation and Social Process

2. By Louis Tornatzky:
   A Ph.D. program aimed at survival (1970)
   How a Ph.D. program aimed at survival issues survived (1976)
   American Psychologist

3. By William Davidson:
   The Ecological Psychology Program at Michigan State University, Division of Community Psychology Newsletter, Summer 1980.

4. By Glenn Shippee:
   Experimental Social Innovation as an alternative to a pseudo-relevant scientific social psychology, Personality and Social Psychology Bulletin, October 1979

XII. Do you know anyone personally who is associated with the ecological/community psychology program at Michigan State University? _____Yes

_____No

If yes, who and how does he/she know the faculty person or student?

Name	Relationship

APPENDIX L

Protocol for the 90 Day Interview

Protocol for the 90 Day Interview

Hello this is __[name]__ from Michigan State University calling you for a follow-up phone interview as we had indicated at our [April/October] meeting. This interview will take about 15 minutes. Do you have the time right now or would you prefer that I call you back at a more convenient time? [If it is inconvenient, when would be a better time for me to call you?] I'd like to begin by asking whether you had given any thought to the material presented at the meeting since you have returned to _____ University?

(Ask questions as indicated in the follow-up phone interview form).

This concludes our phone interview. Thank you for giving me your time to answer our follow-up questions. Do you have any questions for me at this time? You may also recall that this is a longitudinal study. Thus, I will be calling you in another six months. In the meantime, if you have any questions or interest in receiving any type of assistance from us, please feel free to call us collect or write us. [If person has not sent his/her vita or returned Gayle's questionnaire ask that he/she complete it and mail it back to us.]

APPENDIX M
Data Form for 90-day Followup Interview

Date

Name

University

Follow-up Phone Interview

To be conducted :

	GROUP I	GROUP II
90 days/3 months	July 23, 26, 1981	January 15, 19, 198
270 days/9 months	January 23, 26, 1982	July 15, 19, 1982
450 days/15 months	July 23, 26, 1982	January 15, 19, 198
630 days/21 months	January 23, 26, 1983	June 15, 19 1983 (20 months)
780 days/26 months	June 25, 26, 1983	

1. Have you given any thought about the material presented at the meeting since you have returned?

_____Yes _____No

2.a. Have you talked to any faculty in your department about the ecological/community program since returning from the MSU meeting? _____Yes _____No

Approximate number _____

Status: Assistant _____Yes _____No
Associate _____Yes _____No
Full _____Yes _____No

Interest areas represented: _____
_____
_____

Including Chair _____ Yes _____No

Formal Presentation (describe) _____

Interest of those spoken with
Positive _____Yes _____No Predominant Reaction _____
Neutral _____Yes _____No _____
Negative _____Yes _____No _____

2.b. Have you talked to any graduate students in your department.... ____Yes _____No

Approximate number _____

Extent of interest _____

2.c. Have you talked to any other colleagues . . .?

_____Yes _____No

Approximate number _____

Where _____

Extent of interest _____

2.d. Have you talked to anyone from MSU . . . ?

_____Yes _____No

Who _____

Topic _____

If you haven't already done so, do you have any plans to talk to anyone about the ecological/community program? _____Yes _____No

If yes, please describe what you intend to do? (Should ask to whom and what)

_____

_____

_____

If no, whay have you decided not to talk about it?_____

_____

_____

3. Has anyone in your department had a chance to read any of the material from the meeting at MSU? ____Yes ____No

If yes, who has seen the information? What have they seen?

Name	Status	Interest Area	Check if Chair	Material
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

If no, do you plan to share the written material with anyone? ____Yes ____No

If no, why have you decided not to share the material?_____

_____

_____

4. Did faculty have any expectation for you to report about this meeting to them? ____Yes ____No

If yes, describe _____

_____

_____

5a. Have you read any of the material handed out at the meeting? ____Yes ____No

Which material did you read?_____

Books by George Fairweather and/or Louis Tornatzky:

_____ Community Life for the Mentally Ill
_____ Social Psychology in Treating Mental Illness
_____ Methods for Experimental Social Innovation
_____ Creating Change in Mental Health Organizations
_____ Experimental Methods for Social Policy Research
_____ The Fairweather Lodge: 25 Year Retrospective
_____ Social Change: The Challenge to Survival
_____ Innovation and Social Process

5b. Have you read any of the articles, books, or dissertations listed in the manual? ____Yes ____No

5c. Have you read any articles written by faculty associated with the program since the meeting?

Titles Read

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

6. At the meeting, we asked you to rate how receptive you believe your faculty would be to the ecological/community program. I would like your current assessment of how receptive they would be to:

1. Developing courses similar to the courses described in the meeting:
   _____ 5. Very receptive
   _____ 4. Receptive
   _____ 3. Neither receptive nor unreceptive
   _____ 2. Unreceptive
   _____ 1. Very unreceptive

2. Developing a degreee granting program:
   _____ 5. Very receptive
   _____ 4. Receptive
   _____ 3. Neither receptive nor unreceptive
   _____ 2. Unreceptive
   _____ 1. Very unreceptive

7. Practically speaking, do you think anything presented at the meeting can be incorporated into your department or university? _____Yes _____No

If yes, what? _____

_____

_____

8. What, if any, are the positive factors that would encourage development of this type of courses or program in your department?

_____

_____

_____

What, if any, are the negative factors for inhibiting development of this type of courses or program in your department?

_____

_____

_____

9. What role do you see yourself playing with the information about the ecological/community psychology program?

_____

_____

_____

10. Have you contacted any one of the persons who attended the meeting?

____Yes ____No If yes, whom_____

Do you plan to do so? ____Yes ____No

11. Would you like more material or information in any particular area of the program? ____Yes ____No

If yes, what?_____

_____

Do you want information on how to obtain certain books that are out of print?_____

(Content analyze: What information? What particular material? # of items requested).

12. Are you interested in any of the folowing types of assistance?

____ (1) one day colloquium at your university
(pay for their own way; if cannot find fund, we will try to find funds)

_____

_____

_____

____ (2) visit back to MSU

_____

_____

_____

____ (3) do they want to get in touch with other faculty and/or students

_____

_____

_____

Do you have interest in other types of assistance? _____Yes _____No

If yes, what are they? _____

If Gayle's questionnaire not returned, ask that it be completed and mailed back.

APPENDIX N
Protocol and Data Form for 270-day Followup Interview

_____
Code #

_____
Date

_____
Name

_____
University

Follow Up Phone Interview
Protocol Included
(9, 15, and 21 months after meeting)

	Spring Groups	Fall Groups
270 days/9 months	January 23, 26, 1982	July 15, 19, 1982
450 days/15 months	July 23, 26, 1982	January 15, 19, 1983
630 days/21 months	January 23, 26, 1983	July 15, 19, 1983
810 days/27 months	July 23, 26, 1983	

Introduction

Hello this is _____ from MSU. This call is for our follow-up interview on the ecological/community psychology project. It will take approximately 15 minutes. Can you talk with me now or would it be better if I called later?
(If no, set up another date and time for interview _____ (date) and _____ (time).)

You recall that I spoke with you last _____. These questions are directed toward your perceptions and behaviors since the last telephone interview. We recognize that it may be difficult to recall some of these events but we would like your best recollection about your activities of the last six months.

1. Have you given any thought about the material presented at the meeting since I spoke with you last _____ (date of last interview)?

____Yes ____No

2. Have you talked to any faculty in your department about the ecological/community program since I spoke with you last _____ (date of last interview)?

____Yes ____No

3. Approximate number _____

Status:

4. Assistant ____Yes ____No
5. Associate ____Yes ____No
6. Full ____Yes ____No
7. Interest areas represented:

_____

_____

_____

8. Including Chair ____Yes ____No
9. Formal Presentation (describe) _____

Interest of those spoken with

10. Positive ____Yes ____No
11. Neutral ____Yes ____No
12. Negative ____Yes ____No
13. Predominant Reaction: ____ Positive
____ Neutral
____ Negative

14. Have you talked to any graduate students in your department... ____Yes ____No

15. Approximate number _____

16. Extent of interest _____

17. Have you talked to any other colleagues...? ____Yes ____No

18. Approximate number _____

19. Where _____

20. Extent of interest _____

21. Have you talked to anyone from MSU...? ____Yes ____No

22. Who _____

23. Topic _____

24. If you haven't already done so, do you have any plans to talk to anyone in your department about the ecological/community program? ____Yes ____No

25. If yes, please describe what you intend to do? (Should ask to whom and what)

_____

_____

26. If no, why have you decided not to talk about it? _____

_____

_____

27. Has anyone in your department had a chance to read any of the material from the meeting at MSU since I last spoke with you? ____Yes ____No

28. If yes, who has seen the information? What have they seen?

Name	Status	Interest Area	Check if Chair	Material
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

"If no..." (omitted after 90 day interview)
"If no..." (omitted after 90 day interview)
(Omitted after 90 day interview)

29. Have you read any of the material handed out at the meeting since I last spoke with you. _____Yes _____No Materials: _____

30. Have you gone back and looked at any of the material since I last spoke with you? ____Yes ____No Materials: _____

31. Have you read any books by George Fairweather and/or Louis Tornatzky (since last interview):
_____ Community Life for the Mentally Ill
_____ Social Psychology in Treating Mental Illness
_____ Methods for Experimental Social Innovation
_____ Creating Change in Mental Health Organizations
_____ Experimental Methods for Social Policy Research
_____ The Fairweather Lodge: 25 Year Retrospective
_____ Social Change: The Challenge to Survival
_____ Innovation and Social Process

32. Have you read any of the articles, books or dissertations listed in the manual since we last spoke? ____ Yes ____ No

List: _____

33. Have you read any articles written by faculty associated with the program since we last spoke? ____Yes ____No

List: _____

The last time I spoke with you, I asked you to rate how receptive you believed your faculty would be to the ecological/community program. I would like your current assessment of how receptive they would be to:

34. Developing courses similar to the courses described in the meeting:

____ 5. Very receptive
____ 4. Receptive
____ 3. Neither receptive nor unreceptive
____ 2. Unreceptive
____ 1. Very unreceptive

35. Developing a degree granting program:

____ 5. Very receptive
____ 4. Receptive
____ 3. Neither receptive nor unreceptive
____ 2. Unreceptive
____ 1. Very unreceptive

36. Has anything presented at the meeting or gained from your reading or discussion with us been incorporated into your department since we last spoke? ____Yes ____No Describe: _____

_____

37. 8. _____ Entire program
7. _____ Eco Psych. minor
6. _____ Course sequence
5. _____ Course/practicum
4. _____ Part of course
3. _____ Use method in own research
2. _____ Adopt part of ESI training program structure
1. _____ None

38. Locus of implementation:

6. _____ In Psych. department
5. _____ In Psych. and one other department
4. _____ In Psych. and Interdisciplinary
3. _____ Interdisciplinary with psych.
2. _____ Interdisciplinary without psych.
1. _____ None

39. Level of course:

3. _____ Graduate
2. _____ Graduate and undergraduate
1. _____ Undergraduate

40. Are there any plans to incorporate anything presented at the meeting or gained from your reading or discussion with us into your department in the future? ____Yes ____No Describe: _____

_____

_____

41. 8. ____ Entire program
7. ____ Eco Psych minor
6. ____ Course sequence
5. ____ Course/practicum
4. ____ Part of course
3. ____ Use method in our research
2. ____ Adopt part of ESI training program structure
1. ____ None

42. Locus of implementation:

6. ____ In Psych. Dept.
5. ____ In Psych. and one other dept.
4. ____ In Psych. and interdisciplinary
3. ____ Interdisciplinary with psych.
2. ____ Interdisciplinary without psych.
1. ____ None

43. Level of course:

3. ____ Graduate
2. ____ Graduate and undergraduate
1. ____ Undergraduate

44 (If anything is mentioned) What stage are you in as far as implementing the (course, practicum, minor, etc.) is concerned? Describe _____

_____

6. ____ Actual implementation
5. ____ Decision has been made to implement
4. ____ Decision-making process currently underway (meetings, etc.)
3. ____ Formal planning (e.g., committee formed, preparing a proposal)
2. ____ Thinking about it
1. ____ Not doing anything

45. The last time we spoke, you mentioned that practically speaking, a(n) _____ could be incorporated into your department. (insert from last followup, Item 7) Have you changed your position on that?
_____Yes _____No

46. How has your position changed? _____

_____

_____

47. Is there anything additional that you now see as practical to incorporate into your department? ____ Yes ____ No Describe:

_____

_____

8. ____ Entire program
7. ____ Eco Psych. minor
6. ____ Course sequence
5. ____ Course/practicum
4. ____ Part of course
3. ____ Use method in own research
2. ____ Adopt part of ESI training program structure
1. ____ None

48. What, if any, are the positive factors that would encourage development of this type of course(s) or program in your department?

_____

_____

_____

49. What, if any, are the negative factors for inhibiting development of this type of course(s) or program in your department?

_____

_____

_____

50. What role do you currently see yourself playing with the information about the ecological/community psychology program?

____ Local information source
____ (Help) Develop a course
____ Develop support for community work
____ Local advocate
____ National information source (conference)
____ Other (specify _____

_____

_____

51. Probe for contact's role as ESID advocate:

8. ___ Involved in implementation
7. ___ Actively planning for implementation
6. ___ Actively promoting adoption
5. ___ Actively giving information
4. ___ Gives info. if asked
3. ___ Gathering background info.
2. ___ Thinking about ESID
1. ___ None

52. Probe for aspects of ESID advocated:

9. ___ Entire program
8. ___ Minor in ecological
7. ___ Course sequence
6. ___ Course or practicum
5. ___ Part of a course
4. ___ Use method in research
3. ___ Adopts part of ESID training program structure
2. ___ ESID philosophy
1. ___ None

53. Probe for locus of contact's advocacy:

3. ___ In own university
2. ___ In own community
1. ___ Regional/National

54. Probe for distance of advocacy from psychology department:

6. ___ In psych. department
5. ___ In Psych. department, and one other department
4. ___ In Psych. Department & interdisciplinary

3. ___ Interdisciplinary with psych. department
2. ___ Interdisciplinary without psych. department
1. ___ None of the above

55. Have you contacted any one of the persons who attended the meeting since we last spoke? _____Yes ____No

56. If yes, whom _____

57. If yes, why _____

58. If no, do you plan to do so? ____Yes ____No

59. Would you like more material or information in any particular area of the program? ____Yes ____No

60. If yes, what? _____

_____

61. Do you want information on how to obtain certain books that are out of print? _____

62. Are you interested in any of the following types of assistance?

63.-64. NA for 270 Follow-up.

65. Would you be interested in a visit back to MSU?

_____Yes _____No

_____

_____

_____

66. Would you want to get in touch with other faculty and/or students? _____Yes _____No

_____

_____

_____

67. Irrespective of cost, is there sufficient interest among your faculty to have a meaningful colloquim at your university? _____Yes _____No (go to 69)

If yes, do you think your department will be able to provide some financial support for it?
_____Yes _____No

68. _____ Pay all

_____ Share cost

_____ Cannot pay

If yes, (can give financial support) please find out how much support it can lend for this colloquium. In any event we are trying to develop a schedule for the presentations and Bill Fairweather will be able to be at your university after May 1 or _____ (designated date). Can you find out whether that date or such a time frame is satisfactory for your department and give me a call back by _____ (date) about the date?

_____Yes

_____No

If no, (cannot provide financial support)
we will try to work out the financial arrangements with our project funds. Currently we are trying to develop a schedule for the presentations and Bill Fairweather will be able to be at your university (after May 1 or _____). Can you find out whether that date or such a time frame is satisfactory for your department and give me a call back by _____ about the date?

_____Yes _____No

69. Do you have interest in other types of assistance? _____Yes _____No

70. If yes, what are they? _____?

71. We would like to find out a little bit about how your department chooses a chairperson. Could you tell me if:

    a. There are any rules against reappointment of the chairperson for two or more consecutive terms? _____

    _____

    b. An external chairperson has been appointed over the last ten years? _____

    _____

72. Will I be able to contact you next (January/July) at this number? If not, where can I call you at that time for another interview?

    (____) _____Phone Number

    _____Best time/days to call

Closing

Thank you for your time. I will be calling you again in six months.

APPENDIX O

Cover Letter for Pilot Testing of Adoption Agent Questionnaire by Unpaid Consultants

Dear _____:

Pursuant to Mike Cook's recent call to you, we have a second questionnaire. We are in the process of checking the reliability for it and need you to mail it out within the next 10 days. Would you please complete the form that we are including twice for reliability check as you did with the earlier questionnaire? Also, make new comments you believe desirable in the margins and we will carefully scrutinize them.

Cordially,

Bill, Mike, Esther and Friends

kb

APPENDIX P

Cover Letter for Pilot Testing of Adoption Agent Questionnaire by Paid Consultants

Dear _____:

It was so good for all of us here to see you again and to have you participate in the Dissemination experiment. Those of us on the research staff will be continuously grateful. We sincerely hope that the experience was worthwhile from your point of view. We will all look forward to seeing you again this fall. Between now and then if there is any way that I can be helpful to you, please let me, Esther, Mike, or anyone else know by calling (517) 355-0166.

We have a second questionnaire. We are in the process of checking the reliability for it and need to mail it out within the next two weeks. Would you please complete the form that we're including twice for reliability check as you did with the earlier questionnaire? Also, make any comments you believe desirable in the margins and we will carefully scrutinize them.

It would probably be in your best interest if you get us a bill for your consulting which is $200 at $100 a day as soon as possible. When we receive them, we will be able to begin processing your consulting fee. Good luck, keep in touch.

Cordially,

Bill, Mike, Esther and friends

GWF:kc

APPENDIX Q
Adoption Agent Questionnaire

FACULTY QUESTIONNAIRE -- PART II

This questionnaire is designed to explore some of the common beliefs found in the literature about knowledge utilization. The questionnaire is divided into three sections. Section I asks for your reactions. Section II asks for your perceptions or guesses about your department's reactions. Section III asks for your perceptions of your university's reactions. The first two sections consist of a number of subscales. Please read the instructions for each subscale before answering the questions.

If you are uncertain about the answer to any question, please make your best guess.

Name:_____

Institution:_____

SECTION I: YOUR REACTIONS

Personal Opinions

The statements below present some opinions about the current state of psychology. Please indicate the extent of your agreement or disagreement with each statement by putting a check (✓) in the blank that best expresses your opinion. There are no right or wrong answers.

1. Graduate courses should present new theoretical directions in psychology as they emerge.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

2. New research methods which have demonstrated validity should be incorporated into the graduate curriculum.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

3. All persons in your department should develop their own professional interests even if they deviate from interests which are dominant in the department.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

4. Faculty should be rewarded for bringing new ideas about curriculum development into your department.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

5. New field training methods should be adopted to address changes in psychology research.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

6. A new course or two is needed in my department.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

7. An entirely new training program is needed in my department.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

8. Ph.D. psychologists are currently needed to fill new professional roles in the community.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

9. My department needs to develop new field practica for graduate students.
   _____ 5. Strongly agree
   _____ 4. Agree
   _____ 3. Neither agree nor disagree
   _____ 2. Disagree
   _____ 1. Strongly disagree

10. New social programs are needed in my local community.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

11. Humanitarian values should be the primary consideration in scientific inquiry.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

12. At least half of all scientific research should be carried out in the social settings where the results are to be used.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

13. In order to address new or emerging social problems, society is in desperate need of new and innovative solutions.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

14. Scientists, elected officials, and the problem population should all participate in decision-making about new social programs.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

15. Decisions about the effectiveness of social programs should be based on experimental evaluations.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

16. Some scientific research should be problem-oriented, i.e., focused on multidisciplinary problems such as aging, energy conservation, etc.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

17. Scientists should help decision-makers understand the inferences that can be legitimately made from social research.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

18. Social problems can't actually be solved, only ameliorated for particular moments in history.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

19. Some scientists should help make experimentally-valid-programs for ameliorating social problems available to society.
_____ 5. Strongly agree
_____ 4. Agree
_____ 3. Neither agree nor disagree
_____ 2. Disagree
_____ 1. Strongly disagree

Expectations

Please place a check (✓) in the blank that best describes your reactions to the Ecological / Community graduate training program.

20. Its values would be compatible with current practices in my department.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

21. It would compete with existing programs in my department.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

22. It would require an excessive amount of faculty time.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

23. Its implementation would involve taking too many risks.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

24. It would fit the priorities of my department.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

25. It would make too many demands on the agencies in my local community.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

26. It would make work more interesting.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

27. I would enjoy implanting new programs in a community setting.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

28. I would enjoy conducting experimental field research.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

29. I would enjoy a task where persuasion was required.
    _____ 5. Strongly agree
    _____ 4. Agree
    _____ 3. Neither agree nor disagree
    _____ 2. Disagree
    _____ 1. Strongly disagree

Your Professional Experience

Please place a check (✓) in the blank that indicates how much experience you have had in the following activities.

30. Designing a theory course
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

31. Designing a research methods course.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

32. Designing a field practicum course.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

33. Designing an entire graduate program.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

34. Designing a graduate course sequence.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

35. Formalizing one or more courses in the university catalog.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

36. Teaching a theory course.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

37. Teaching a research methods course.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

38. Teaching a field practicum course.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

39. Teaching a graduate course sequence.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

40. Advocating for a new degree granting program.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

41. Writing a federal training grant(s).
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

42. Writing a research grant(s).
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

43. Administering a research grant(s).
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

44. Conducting field research.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

45. Administering a department or school in a university setting.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

46. Administering a program not in a university setting.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

47. Designing a community program.
_____ 5. A very great deal of experience
_____ 4. A great deal of experience
_____ 3. Some experience
_____ 2. A little experience
_____ 1. No experience

48. I read almost every month (in the academic year) from the following sources of information in my area of specialization. (Please check all that apply)
_____ a. journals
_____ b. books
_____ c. unpublished reports
_____ d. professional magazines or newspapers
_____ e. newsletters
_____ f. none of the above
_____ g. other: please specify_____

49. I read almost every month (in the academic year) from the following sources outside of my area of specialization. (Please check all that apply.)
_____ a. journals
_____ b. books
_____ c. unpublished reports
_____ d. professional magazines or newspapers
_____ e. newsletters
_____ f. none of the above
_____ g. other: please specify_____

50. During the academic year, I travel to gain information about psychology in the following ways. (Please check all that apply)
_____ a. consulting with colleagues, e.g., co-authors
_____ b. consulting with representatives of national organizations, e.g., NIMH, NSF
_____ c. attending state or regional association meetings
_____ d. attending national association meetings
_____ e. attending international association meetings
_____ f. none of the above
_____ g. other: please specify_____

51. In the last year, I left my local community _____ times to gain knowledge about professional interests.
_____ 5. 7 or more
_____ 4. 5 or 6
_____ 3. 3 or 4
_____ 2. 1 or 2
_____ 1. none

52. During the academic year, I discuss issues in psychology (by telephone or letter) with approximately _____ colleagues a month who are from states other than my own.
_____ 5. 7 or more
_____ 4. 5 or 6
_____ 3. 3 or 4
_____ 2. 1 or 2
_____ 1. None

53. During the academic year, I discuss issues in psychology with colleagues whose interests are related to the following: (Please check all that apply)
_____ a. Health Psychology
_____ b. Child and Youth Services
_____ c. Psychology and Religious Issues
_____ d. Psychology of Women
_____ e. Population and Environmental Psychology
_____ e. None of the above

Your Departmental Activities

Please check (✓) the response that best describes your activities in your department.

54. When a faculty member in my department wants to meet with me, he/she can usually do so
_____ 5. Within a few hours
_____ 4. Sometime that same day
_____ 3. Within a few days
_____ 2. Within a week
_____ 1. After a week or so

55. In most departmental faculty meetings or committee meetings, I express my opinions to the group
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

56. I would say that approximately _____% of the department faculty consider me a skilled speaker.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

57. I would say that approximately _____% of the department faculty consider me a skilled writer.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

58. During the academic year, I am involved in tasks requiring persuasion of colleagues
_____ 5. Almost every day
_____ 4. Every few days
_____ 3. Every week
_____ 2. Every few weeks
_____ 1. Once a month or less

Influence

Please check (✓) the response that best describes your estimate or guess of your influence in your department.

59. I have a considerable amount of informal influence in my department.
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

60. I am among the first to adopt new ideas which are later accepted in my department.
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

61. I would say that approximately _____% of the members of my department have contacted me in the last year to discuss general psychology issues.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

62. I would say that approximately _____% of the members of my department have contacted me in the last year to obtain advice or information about new programs or procedures in psychology.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

63. I would say that approximately _____% of the faculty in my department think of me as a personal friend.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

64. I think that approximately _____% of the departmental faculty would say that I have high professional prestige in the department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

65. I am or have been a member of some of my department's most influential committees.
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

66. I am or have been a member of one or more university standing committees.
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

67. I hold or have held a formal administrative position in the department, e.g., chairperson, graduate advisor for the department, member of departmental steering committee.
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

SECTION II: DEPARTMENTAL REACTIONS

Departmental Opinions

Please place a check (✓) in front of your guess about the percent of your departmental faculty who you believe would agree with the following opinions.

68. Graduate courses should present new theoretical directions in psychology as they emerge.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

69. New research methods which have demonstrated validity should be incorporated into the graduate curriculum.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

70. All persons in the department should develop their own professional interests even if they deviate from interests which are dominant in the department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

71. Faculty should be rewarded for bringing new ideas about curriculum development into the department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

72. New field training methods should be adopted to address changes in psychology research.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

73. Humanitarian values should be the primary consideration in scientific inquiry.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

74. At least half of all scientific research should be carried out in the social settings where the results are to be used.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

75. In order to address new or emerging social problems, society is in desperate need of new and innovative solutions.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

76. Scientists, elected officials, and the problem population should all participate in decision-making about new social programs.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

77. Decisions about the effectiveness of social programs should be based on experimental evaluations.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

78. Some scientific research should be problem-oriented, i.e., focused on multidisciplinary problems such as aging, energy conservation, etc.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

79. Scientists should help decision-makers understand the inferences that can be legitimately made from social research.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

80. Social problems can't actually be solved, only ameliorated for particular moments in history.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

81. Some scientists should help make experimentally-valid programs for ameliorating social problems available to society.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

Departmental Expectations

Please place a check (✓) in front of your guess about the percent of your departmental faculty who you believe would agree with the following statements about the Ecological / Community psychology graduate training program.

82. Its values would be compatible with current practices in my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

83. It would compete with existing programs in my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

84. It would require an excessive amount of faculty time.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

85. Its implementation would involve taking too many risks.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

86. It would fit the priorities of my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

87. It would make too many demands on the agencies in my local community.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

88. It would make work more interesting.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

89. I think approximately _____% of the department faculty would support the development of Ecological / Community courses in the department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

90. I think appproximately _____% of the department faculty would support the development of an Ecological / Community psychology program in my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

Departmental Expectations

Please place a check (✓) in front of your guess about the percent of your departmental faculty who you believe would agree with the following statements about the Ecological / Community psychology graduate training program.

82. Its values would be compatible with current practices in my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

83. It would compete with existing programs in my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

84. It would require an excessive amount of faculty time.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

85. Its implementation would involve taking too many risks.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

86. It would fit the priorities of my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

87. It would make too many demands on the agencies in my local community.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

88. It would make work more interesting.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

89. I think approximately _____% of the department faculty would support the development of Ecological / Community courses in the department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

90. I think appproximately _____% of the department faculty would support the development of an Ecological / Community psychology program in my department.
_____ 5. 81-100%
_____ 4. 61-80%
_____ 3. 41-60%
_____ 2. 21-40%
_____ 1. 0-20%

Departmental Professional Experience

Please indicate your guess about the number of members of your faculty (exclude yourself) who have had experience in the following activities.

91. I would say that approximately _____ members of the faculty in my department have had some experience in designing a research methods course.

92. I would say that approximately _____ members of the faculty in my department have had some experience in designing a field practicum course.

93. I would say that approximately _____ members of the faculty in my department have had some experience in designing an entire graduate program.

94. I would say that approximately _____ members of the faculty in my department have had some experience in designing a graduate course sequence.

95. I would say that approximately _____ members of the faculty in my department have had some experience in advocating for a new degree granting program.

96. I would say that approximately _____ members of the faculty in my department have had some experience writing a federal training grant.

97. I would say that approximately _____ members of the faculty in my department have had some experience writing a research grant.

98. I would say that approximately _____ members of the faculty in my department have had some experience administering a research grant.

99. I would say that approximately _____ members of the faculty in my department have had some experience conducting field research.

100. I would say that approximately _____ members of the faculty in my department have had some experience designing a community program.

101. I would say that approximately _____ members of the faculty in my department are familiar with the concepts underlying the Ecological / Community psychology program.

SECTION III: UNIVERSITY REACTIONS

Please place a check (✓) in the blank that describes your best guess about the reactions of your university to the Ecological / Community graduate training program.

102. I think the following persons or groups would support the offering of one or more courses in Ecological / Community psychology if they were proposed by my department. (Please check all that apply).
_____ a. President of the University
_____ b. Chief Academic Officer
_____ c. Dean of the College
_____ d. Chair of the Department
_____ e. Faculty of the Department
_____ f. none of the above
_____ g. other: please specify_____

103. I think the following persons or groups would support an Ecological / Community graduate training program if it were proposed by my department. (Please check all that apply)
_____ a. President of the University
_____ b. Chief Academic Officer
_____ c. Dean of the College
_____ d. Chair of the Department
_____ e. Faculty of the Department
_____ f. none of the above
_____ g. other: please specify _____

104. I think the following persons or groups would support my involvement in the development or implementation of a program such as the Ecological / Community graduate training program. (Please check all that apply.)
_____ a. President of the University
_____ b. Chief Academic Officer
_____ c. Dean of the College
_____ d. Chair of the Department
_____ e. Faculty of the Department
_____ f. None of the above
_____ g. other: please specify _____

Self-perceptions

If you have no objections, please rate yourself on the frequency of the occurance of the following characteristics by placing a check (✓) in the blank that best describes you.

105. sociable
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

106. imaginative
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

107. dominant
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

108. self-sufficient
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

109. venturesome
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

110. experimentive
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

111. persevering
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

112. sensitive
_____ 5. Very often
_____ 4. Fairly often
_____ 3. Occasionally
_____ 2. Once in a while
_____ 1. Very seldom

APPENDIX R

Cover Letter for Administration of Adoption Agent Questionnaire

Dear _____:

Hello again! I hope that you enjoyed the MSU Ecological/Community Psychology Meeting as much as we enjoyed having you in attendance. I have enclosed the [course syllabus, reading lists, faculty vitae, etc.] which you requested. In addition the names and universities of those who attended with your groups are also enclosed. We will send you the names of the remaining conference attendees after the last meeting in October.

I have also enclosed the second part of the post-meeting questionnaire. Because of our limited time at the meeting it was my belief that this second part could be more accurately completed if you could reflect about the meeting and your reaction to it. It takes about 30 minutes to complete. I would appreciate it if you would complete and return it at your earliest convenience. If you have any additional questions or if we can be of any further service to you, please do not hesitate to call us collect at (517) 355-0166.

Sincerely,

George W. Fairweather

GWF:kb

Enclosures

APPENDIX S

Follow- up Letter to Contacts Requesting Return of Adoption Agent Questionnaire

Dear _____:

Soon after the meeting here at MSU last October, I sent you the second part of the post-meeting questionnaire. As of yet, I have not received your completed form.

I have enclosed another copy of the questionnaire with a return envelope. I would appreciate it if you could take the time to complete and return it within two weeks.

I would really appreciate your help in this matter.

Sincerely,

George W. Fairweather
Professor