

ADOPTION AND EARLY IMPLEMENTATION OF  
CHANGE IN HIGHER EDUCATION: FUNCTION  
FOLLOWING STRUCTURE?

By

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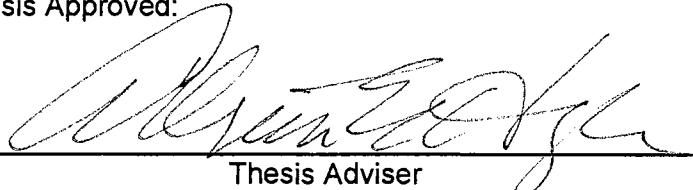
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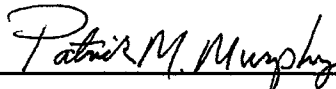
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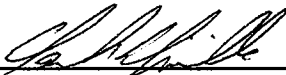
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Meloy (1994) once stated that the semblance of “progress’ in qualitative research is more like one of those crazy clocks, the hour and minute hands which revolve clockwise, sometimes counterclockwise, sometimes together, and most often in opposition, so that movement forward is not comfortably, logically visible” (p. 68). Such has been the case with this study. The road on this journey has certainly been the one less traveled for me. However, throughout the winding way, there have been those people who have traveled with me and given me guidance, advice, and encouragement. It is to them whom this study is dedicated.

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## CHAPTER I

### DESIGN OF THE STUDY

While total numbers of college attendees in the United States have increased, full-time college attendance has decreased significantly (Hansen, 1998). Since the decline of the baby boom, colleges and universities are experiencing ever-increasing competition for fewer numbers of traditional students. With competition increasing, the student services divisions of colleges and universities have felt the pressure to increase the number and quality of services for students since the beginning of the 1990s.

Strange (1996) describes the pressure in trying to attract new students:

From the size, layout, and design of its buildings, facilities, and spaces; from the appearance and style of its students, faculty, and staff; from the structure of and organization of its administrative systems; and from the nature of its traditions, customs, and symbols emerge immediate and powerful impressions of whether or not "this is a good place to be." (p. 245)

Fenske and Hughes (1996) contend that administrators have "perceived that retaining students already enrolled has much more potential and can be much cheaper than scouring the countryside amid increasing competition for a shrinking number of potential applicants" (p. 567). But, providing quality services has placed tremendous strain on shrinking budgets in student services areas. These departments have had to deal with the tension brought about by increasing services to students while at the same time managing tight fiscal control. "In the current era of budget decline, restructuring, and downsizing, student affairs staff must be aggressive, proactive, and factual in efforts to justify budget maintenance or enhancement" (Mullendore & Wang, 1996, p. 45).

## Statement of the Problem

Both external and internal groups are calling for change in higher education. Demands for accountability from the public are increasing (Baird, 1996; Bryan, 1996; Chaffee, 1998; Dickeson, 1999; Dill, 1993; Elwell, 1998; Ender, Newton, & Caple, 1996; Garland & Grace, 1993; Johnson, 1968; Karns, 1993; Mullendore & Wang, 1996; Pascarella & Terenzini, 1998; Sarason, 1998; Schuh, 1993, Scott, 1996; Sinnott & Johnson, 1996; Sullivan, 1997; Thelin, 1996; Timpane & White, 1998; Van Vught, 1995). While external pressure may be felt from state, federal, and local governments, there are those within the academy who call for change as well. Collectively, student governments, faculty councils, staff associations, internal review boards, and ad hoc committees voice their concerns (Benjamin & Carroll, 1998; Pembroke, 1993; Woodard & von Destinon, 1993; Fisher & Koch, 1996). Individual administrators, faculty members, students, and staff join the hue and cry. As well, the problems of declining enrollment, student retention and graduation rates, fiscal responsibility, and other accountability measures rank high on the agendas of accrediting agencies (e.g., North Central Association-Commission on Institutions of Higher Education [NCA-CIHE], National Council for Accreditation of Teacher Education [NCATE]) and institutionally based organizations (e.g., American Council on Education [ACE], Association of American Universities [AAU], National Association of State Universities and Land-Grant Colleges [NASULGC], American Association of State Colleges and Universities [AASCU], Western Interstate Commission on Higher Education [WICHE]) (El-Khawas, 1997). Most institutional officers realize that "accreditation serves as a mantle of recognition, and this power resides in an external regional organization" (Rowley, Lujan, & Dolence, 1997, p. 45).

Addressing these national problems generates solutions from these groups which are multiple and diverse. Such solutions are contextually designed and tend to

focus on site-specific issues and concerns. That locally designed solutions to national problems result in meaningful change is not clear, however. Fullan (1991) indicates that planned changes in institutions are often structural in nature, leaving the initial problem(s) intact. Because the forces that emphasize the status quo are quite strong, any planned change will meet difficulties (Fullan, 1991).

Despite the need for the change to be useful locally, Fullan (1991) would explain unsuccessful structural responses to change primarily in terms of the failure to alter the materials used, approaches engaged in, and the beliefs of constituents. These strategies needed to adopt and implement change result in the development of the institution's culture and "changing the culture of an organization is an undertaking that requires extensive commitments of energy, time, and resources" (Curry, 1992, p. 32).

#### Purpose of the Study

Using Fullan's (1991) change framework, the purpose of this study was to examine the materials, approaches, and beliefs being promulgated by individuals in the university who desired to effect change. Specifically, this study explored how these materials, approaches, and beliefs were altered during the adoption and early implementation phases of the change. The following research questions guided the study:

1. What was done to adopt change?
  - What materials were being used to adopt change?
  - What approaches were administrators, staff, and students using to engage in the adoption of change?
  - What was being done to alter the beliefs of constituents of the university during the adoption of change?
2. What was done to implement change?

- What materials were being used to implement change?
  - What approaches were being used to implement change?
  - What was being done to alter the beliefs of constituents of the university during the implementation of change?
3. What other realities were revealed?
  4. How useful was Fullan's (1991) change framework in explaining the change process?
  5. In what ways did a locally designed solution to a problem address national concerns in higher education?

### Theoretical Framework

Change must be viewed as multidimensional (Fullan, 1991), a simple caveat that can be overlooked by educators and change agents. As educational change involves actual changes in practice, Fullan (1991) proposes that three dimensions must be affected: materials, approaches, and beliefs. Materials refer to those items or effects people actually use to get their jobs done. Thus, a change in materials indicates that new or revised documents, items, or other effects have been directly allocated to use in the change. Change in approaches refers to utilizing new strategies or activities to get work and learning accomplished, while change in beliefs refers to altering the theories and assumptions held about particular programs, practices, or policies (Fullan, 1991). For change to be a success, these dimensions of changes--materials, approaches, and beliefs--must differ from the current, existing reality.

Fullan (1991) further stipulates that three stages in the change process exist: adoption, implementation, and continuation. Adoption, initiation, or Phase I, refers to the processes that lead up to and include a decision to adopt the change (Fullan, 1991). Phase II, or implementation, describes initial experiences involved in trying to put the change into practice and usually takes two to three years (Fullan, 1991). Continuation or

institutionalization, the last stage and also called Phase III, refers to whether the change becomes an ongoing part of the institution or disappears (Fullan, 1991).

Factors affecting decisions to adopt or initiate change are diverse and may be impacted by the existence, quality, and access to innovations; administrative and constituent advocacy; external change agents; federal, state, and local policy mandates; and problem-solving and bureaucratic orientations (Fullan, 1991). Adoption is also influenced by the orientations of key players. In their research on public schools, Berman and McLaughlin (1978) found that “many change agent projects were undertaken for essentially *opportunistic* [emphasis original] reasons—that is, for reasons fundamentally unrelated to the educational delivery needs of the districts” (p. 14). Key figures in the district viewed external funds or policies as an opportunity to gain more resources or as a chance to solve internal problems.

Accepting that certain factors influence whether change gets adopted, another set of factors influences the process of adoption. Fullan (1991) states that the “best beginnings combine the three R’s of relevance, readiness, and resources” (p. 63). Under Fullan’s (1991) framework, readiness involves an organization’s capacity to initiate a change practically and conceptually. Fullan (1991) further stipulates that resources, such as support, supplies, and materials, must become part of the change process. “The interaction of need, clarity of the innovation (and practitioner’s understandings of it), and utility” (Fullan, 1991, p. 62) are what constitute the relevance of any given change.

Though the thrust of the focus of this study was on the adoption stage of the change, much attention also focused upon the early implementation stage. “The relationship between initiation and implementation is loosely coupled and interactive” (Fullan, 1991, p. 64). What seems to be a favorable start can turn sour if poor implementation strategies are employed. Conversely, weak starts can be turned around if successful implementation strategies are used.

For successful implementation of a change, those affected by or expected to change must make the change part of their everyday work lives. Several key factors interact to affect implementation. These sets of factors do not act in isolation from each other (Fullan, 1991). Instead, they contribute *in toto* to the dynamic process of change. Fullan (1991) believes that the characteristics of the change project, the local roles played, and external factors influence the process of implementation.

As Fullan (1991) notes, “many innovations are attempted without a careful examination of whether or not they address what are perceived to be priority needs” (p. 69). Even if the need is perceived and apparent, there are still problems in implementation. Most institutions are already overwhelmed with priority needs; needs are not always explicit; needs interact with other factors to produce different models of change. While the fit of the change within institutional needs is important, it is even more important to note that the fit only becomes clear once implementation has started.

Also associated with the nature of the change are the change’s quality and practicality. Fullan (1991) stipulates that there must be hard work done on the quality of the change, especially if the change is complex. Too often changes are adopted after a significant period of time, yet the implementation phase is entered shortly after adoption. Too often this short-changes the quality of the change. As well, practicality is significant and change agents should ask themselves how a particular change fits in the way it addresses important institutional needs, is suitable with regard to the situation of the employees, is focused, and includes realistic possibilities for how the change can be implemented.

Local factors which influence implementation are those unique to that organization. While one change may work well in one location, it may be a disaster in another. Firestone and Corbett (1987) note that “planned change has become a matter of both motivating from without and orchestrating from within” (p. 321). Most changes

that are complex require the support of the entire institution, even if only one area is seemingly affected. Fullan (1991) stresses that this is especially true where attempts are being made to change the culture of the organization itself. Therefore, the track record of change in the institution is particularly useful to note.

### Procedures

Examined in this study were the adoption and early implementation of the decision to consolidate all student services units at a large, public, Midwestern university into one area of the campus at a cost of approximately \$7.2 million. Using Fullan's (1991) change framework as a lens with which to view the institution's planned change, the data were examined, analyzed, and interpreted.

### Researcher

Throughout my experience in higher education, I had been fascinated by the manner in which institutional changes were brought into existence and became part of everyday institutional life. Some changes enjoyed wild success while a number of others seemed to be ephemeral at best. I had long wondered what causes some changes to succeed and others to fail.

My background in Student Services started 18 years ago when I accepted the position of Head Resident for a women's residence hall at a medium-sized, public university. The institution was undergoing a major change in philosophy and delivery of its student services at the time I was hired. My hiring coincided with the Residential Life Department's attempts to "professionalize" the unit. In fact, I was the first "professional" ever hired as a Head Resident at that institution. As a result, I literally lived the change, that is, I worked and lived with staff and students impacted by the change. In hindsight, I noted that the change was a rather tumultuous one, but it was one that later became institutionalized on that campus.



A few years later, I was hired as a Director for the Residential Life Department on the same campus and was challenged on several occasions regarding attempts at change. Several years later, I became an administrator for the Residential Life Department at another public higher education institution. There, too, I noted the inherent difficulties associated with change.

Thus, I brought to this study a number of biases associated with my experiences with change. These biases remain with me today. Among these biases are practices in adopting and implementing change:

Adoption of change:

- I believe that far too often changes are adopted without adequate input and feedback from those people affected most by the change.
- I believe that changes are often adopted in order to emulate other institutions and without regard to the realities of the local situation.
- I believe that many changes are adopted as a result of federal, state, or local policies without much regard about how the changes can be implemented.

Implementation of change:

- I believe that numbers of changes are abandoned far too early in the process and at the first sign or few signs of difficulty.
- I believe that many administrators tend to forget that change is a process.
- I believe that changes are too often implemented without regard to having sufficient resources and materials on hand to support the changes.

Methodological implications. While my experience, training, and coursework had prepared me to study this topic, I also had to be aware of my biases about the topic. I tried to limit how my perceptions influenced or altered the data gathered by using proper qualitative research procedures, such as verbatim transcription of interviews and

“manufacturing distance” (McCracken, 1988). I was cognizant that the data I gathered must not be fully interpreted at the time of gathering, but instead allowed to “speak” for themselves and emerge in analysis.

The interview questions that I used did not lead the participants to certain answers or responses (see Appendix D). The general and non-directive questions I used with respondents allowed them to tell me their own stories in their own words and on their own terms. I posited that “different individuals and groups will view the world differently, hold different values, and naturally be in conflict with one another” (Tierney, 1992, p. 37).

### Data Needs

Given that my efforts in this research might provide insight into what realities persons responsible for and impacted by change hold, and that these realities would then be cast against Fullan’s (1991) change framework, the data I needed to gather had to address not only the materials, approaches, and beliefs of the change, but the relevance of the change, the readiness of the institution to adopt and implement the change, and the resources used in conjunction with the change. Because I was interested in knowing how people give meaning to change, qualitative methods of research employing long interviews were deemed appropriate. In so doing, I hoped to be “directly and personally engaged in an interpretive focus on the human field of activity with the goal of generating holistic and realistic descriptions and/or explanations” (Crabtree & Miller, 1992, p. 5).

### Data Sources

The people from whom I hoped to extract meanings consisted primarily of three groups: administrators, staff, and students. For the purposes of this study, administrators were defined as those people who had primarily supervisory and administrative responsibilities for departments, and whose direct contact with students was somewhat

minimal. Staff were those whose positions called for them to be in routine or daily contact with students and who, if supervisory responsibility existed, had limited supervisory responsibilities for classified staff.

Students were those currently enrolled and classified as sophomores, seniors, or graduate students. These particular groups of students were chosen for two reasons: they had experienced the campus services both before and after the adoption of the change, and they were at different levels of growth with regard to student development. By choosing different classifications of students, I hoped to see whether they tended to attach similar or different meanings to the change.

The manner in which I selected participants for the study was through purposive (Leary, 1991; Creswell, 1994) and snowball sampling (Patton, 1990). Initially, I sought participants whom I was relatively certain had some knowledge regarding the change. Then, I asked participants to suggest others with whom I might talk.

### Data Collection

The research ultimately relied on data gathered in the fall semester of 1999 from long interviews with participants as well as observations and document review. The use of observations and document review aided in triangulation, thereby adding to the trustworthiness of the study. I sought further triangulation of my data by having another researcher conduct an audit trail of my decisions (Creswell, 1994). Further, I conducted periodic "member checks" to ensure validity of my understandings. This type of data collection provided information that allowed me to form a thick, rich description for others who might wish to investigate the dependability and confirmability of the research (Erlandson, Harris, Skipper, & Allen, 1993).

Prior to conducting the interviews, I verbally assured respondents of confidentiality and provided them a Consent Form (see Appendix C), which also explained the study and assured confidentiality. Respondents were asked to participate

in at least one, possibly two interviews, each of which would last approximately 45 minutes. I clarified to respondents that the interviews would be audio-recorded and transcribed later. I ensured that respondents understood that records and transcripts of their interviews would also be kept confidential and appropriately secured. Further, I explained that participation in the interviews was voluntary and that there would be no penalty for refusing to participate or withdrawing consent from participating in this project at any time. Also, respondents were given opportunity to receive copies of the consent form.

Questions posed to the participants were general and non-directive, allowing participants to form their own answers without being led (see Appendix D). Data collection began immediately and continued as long as it was necessary to gather the information. When the data became repetitious, the interviews, observations, and document review concluded.

### Data Analyses

A literature review was conducted prior to and during the study. I compared emerging themes and issues from the literature with the data that emerged from the interviews, observations, and document review. If there appeared to be discrepancies between the literature and the themes and issues emerging from the data, I conducted further research to understand what factors could be causing conflict.

Inductive analysis, rather than deductive analysis, was employed. No hypotheses were "proven" in this study. Instead, in using inductive analysis, the data demonstrated that theoretical categories emerged from which relational propositions could be derived (Lincoln & Guba, 1985). While the initial interview questions for respondents were based on the original theoretical framework and research questions, more questions were asked if further clarification was needed or if the response seemed to indicate that other realities were being expressed.

### Significance of the Study

There is a dearth of discussion in the literature about planned change in higher education. Too, though there appears to be an even smaller amount of research regarding planned change in Student Services in higher education, I have yet to uncover any literature pertaining to planned change involving more than a small segment of Student Services divisions. Thus, my research should aid in filling a knowledge void regarding planned change in higher education.

As well, this study has the potential for impacting practices in Student Services and the institution. Though no evaluation of the change is intended, the research should demonstrate what realities students, staff, and administrators hold about planned change and whether these are congruent with the mission and objectives of the institution. Extrapolated further, this study could demonstrate to higher education the potential for success as well as possible shortcomings associated with planned change.

Findings from this study should also serve to clarify the usefulness of Fullan's (1991) change framework for higher education. The findings may indicate that another framework or combination of frameworks, as determined by the emergence of the data and the literature, would prove more useful in describing the realities revealed. They should also serve to identify whether meaningful alteration has occurred with regard to the materials used, the approaches engaged in, and the beliefs of constituents (Fullan, 1991).

### Summary

This chapter presents readers with an overview about the pressures felt by both Student Services divisions and higher education institutions to focus on outcomes and quality. Such pressures present calls for institutions to change the status quo. In planning change, institutions must be aware that change is a process and that

successful meaningful change occurs when the materials used, the approaches engaged in, and the beliefs of constituents have been altered (Fullan, 1991).

Specifically, this study focused on a planned change which combines all student services departments at one higher education institution into one physical area. Planned for years and costing approximately \$7.2 million, the change appeared initially to concentrate on structural or material issues. Thus, the change deserved careful study and research. The data gathered from observations, documents, and interviews with people impacted by the planned change were cast against Fullan's (1991) change framework to ascertain whether alterations in materials, approaches, and beliefs occurred that would influence the potential for successful change.

#### Reporting

Presented in Chapter II will be a literature review while the data gained from interviews, observations, and document reviews will be presented in Chapter III. Chapter IV will present an analysis of the data gathered. Chapter V, the final chapter, will present a summary, conclusions, implications, and recommendations for further research as well as an interpretation about the findings of the research.

## CHAPTER II

### REVIEW OF THE LITERATURE

As we know, change does not take place in a vacuum. It is part and parcel of a whole range of processes and is not linear (Fullan, 1991; 1993, 1999; Fullan & Miles, 1992). It is multidimensional (Fullan, 1991, 1993, 1999) and is impacted by a variety of factors in which there must be alterations from the current, existing reality in terms of materials, approaches, and beliefs.

There were three areas of related literature that helped in guiding this study. These areas included (1) change processes in higher education, (2) higher education and change, (3) student support services and change.

#### Change Processes

##### Factors for Change

The existence, quality, and access to innovations; administrative and constituent advocacy; external change agents and constituencies; policies and funding; and problem-solving and bureaucratic orientations impact decisions to initiate and adopt change. As well, the complexity and process of the change are integral to successful adoption of change.

Innovations that exist may or may not be useful to certain systems, education, for one. It makes little sense to adopt a change that would not be beneficial to an institution simply because an innovation exists. Quality, a subjective term, is difficult to determine and assess, while simple access to innovations is as important as quality and availability. Access to innovations differs among community members; administrators have more access though their exposure to a larger network of important contacts than

do staff or students. Staff and students communicate far more with each other than they do with staff and students at other institutions. Access depends on “an infrastructure of communication” and is itself impacted by such factors as transportation, resources, population density, and geographic area (Fullan, 1991, p.53).

Fullan (1991) contends that “initiation of change never occurs without an advocate” (p. 54). Important administrators play an integral part in promoting change or blocking change. James, James, and Ashe (1990) stipulate that while leaders are important in initiating change, decision-making must flow in both directions. Thus, the constituents’ voices in change are equally important. Though they may not wield as much power as key administrators, constituents often interact with each other, initiate ideas, and rely on other constituents’ support to get ideas off the ground (Cameron & Tschirhart, 1992; Curry, 1992; Fullan, 1991; Fullan & Miles, 1992; Hord, Rutherford, Huling-Austin, & Hall, 1987; Illes & Ritchie, 1999; James, James, & Ashe, 1990; Lawrence & Lorsch, 1986; McWhinney, 1992; Pascale, 1997; Sarason, 1996; Sarason & Lorentz, 1998).

Curry (1992) maintains that an organization’s members commit themselves to change only to the extent that they have participation in the decisions reached about the change process. But, most constituents do not have sufficient access, time, or energy to promote change on a system-wide basis without the advocacy from key administrators. Although administrators may have sufficient power to initiate change, “they are often not in a position to dictate commitment” (Curry, 1992, p. 55).

Further, Fullan (1991) believes that external change agents, such as community leaders and legislators, are most influential in the adoption phase of the change process. In working with key administrators, local leaders, and legislators, change gains impetus from the formal “voice” that these officer holders possess. Despite the fact that communities may differ greatly from each other, community leaders are involved in the



change process. Chisolm (1989) reminds us that “organizations are not only constrained by the values of the larger social system in which they are embedded; often they depend on such norms for their effective functioning” (p. 114). Without the support of local leaders, change becomes more difficult.

External agents may also put pressure on administrators to address a problem, oppose possible adoptions when they become aware of them, or remain apathetic or passive regarding certain changes. This is why it is particularly important that those interested in change understand their external constituencies (Van Vught, 1995). Curry (1992) cautions that mistakes are often made when leaders and other groups assume that their beliefs, even when clearly expressed, represent those of the whole community. But, Dill and Sporn (1995) assert that the relationship between the university and society has become a “point of common reference among public policy makers, university leaders, and academics around the world” (p. 2). The actions that universities take are seen as having an effect on society and vice-versa. It could be that public higher education has become “an integral part of society subject to the same pressure and procedures as any other state service” (Palola & Padgett, 1971, p. 7). However, policies are often left purposefully ambiguous and general (Fullan, 1991).

Many educational initiatives are generated through federal and state policy-making. Such policy-making may represent a double-edged sword to institutions of higher education. On one hand, adoption of a number of changes would likely never have been possible without federal or state mandates. But, policy mandates without sufficient funding are difficult in the best scenarios. Such situations favor a tendency for institutions to embrace changes in principle, but promote problems later in the implementation phase. Bolman and Deal (1991) indicate that there often exists a gap between what is intended to change and what is actually accomplished in an organization. Indeed, Fullan and Miles (1992) concur that too often reforms fail because

politics tend to favor symbols over substance (p. 747). Davis and Salasin (1980) concur: "Sometimes paper compliance is reflected, but without any real performance change" (p. 387). As Curry (1992) indicates, "it is not possible to legislate commitment and the support needed to institutionalize an innovation" (p. 31).

Regardless, new policies or mandates must carry sufficient funding for new ideas to take place. In order for colleges and universities to respond to the need for change, their administrators must have the ability to "reallocate resources among competing demands" (Benjamin & Carroll, 1998, p. 93). The fact that resources are almost always limited causes administrators to choose among priorities and shift resources accordingly. Too, it is not uncommon for people to miscalculate the resources needed to advance a change (Fullan, 1991). Ideas can be good ones that would benefit the organization, but the absence of adequate resources can stall a change at the adoption phase.

The positions which higher education institutions take with regard to policy mandates and funding affect adoption of change as well. Berman and McLaughlin (1977) found that in school districts, decisions to initiate changes were usually found in either opportunistic (bureaucratic) or problem-solving orientations. The same orientations might be found in higher education institutions. Administrators with a bureaucratic orientation might be more likely to view policy mandates as a means to secure more funding (Berman & McLaughlin, 1977). They may use the funding for other purposes or, as a symbolic gesture, may use the funding as intended, but wish to be perceived as being responsible for acting on an important agenda item (Berman & McLaughlin, 1977). Alternatively, a problem-solving administrator may promote adoption of change because the change addresses an opportunity to solve a problem in the institution (Berman & McLaughlin, 1977).

Surprisingly, simple changes are often the ones least likely to be adopted (Clark, Lotto, & Astuto, 1984; Fullan, 1991). It seems that larger changes which "require

noticeable, sustained effort” (Fullan, 1991, p. 63) are more likely to be adopted or initiated, provided that potential users do not have to form intensive coping strategies which might ultimately distort the change. According to McWhinney (1992), helping members to cope can be accomplished through retelling the story of the organization in a new way. McWhinney (1992) posits that members of an organization live within their own reality and that leaders must help them see a different reality, if the change is to be adopted. Administrators must demonstrate to members that “storytelling does not require special intellectual training or background” (p. 226), in order to gain acceptance from members.

### Process of Adoption

Certain factors influence whether a change gets adopted, but it is also necessary to view the process of adoption, what happens when mobilization and preparation for planning occur. Fullan (1991) believes that the “three R’s of relevance, readiness, and resources” (p. 63) are integral to successful change beginnings. Relevance refers to the linkages of “need, clarity of the innovation (and the practitioner’s understandings of it) and utility” (Fullan, 1991, p. 62), while readiness refers to an organization’s capacity to initiate a change practically and conceptually. The final R, resources, refers to the need for support, supplies, and materials to be indispensable parts of the change process. Fullan (1991) posits that groups should look carefully at their own organizations and question where they are located along a continuum on the three R’s when they look at adopting change.

While adoption of a change concerns new ways to think about realities, implementation concerns putting ideas into practice. Though these two stages appear distinct, Fullan (1991) cautions that the relationship between the two is “loosely coupled and interactive” (p. 64). The line of distinction is often blurred. Whereas some changes are not initiated well, strong implementation strategies can make change more likely to

be continued or institutionalized. The opposite is also true: strong adoption strategies of change can be halted if poor implementation strategies are used.

Lindquist (1978) notes that the “dynamics of local implementation are especially critical to the actual use of the planned change” (p. 4). Nonetheless, in order for change to be implemented successfully, those affected by or expected to change must make the change part of their everyday work lives. “As the change process unfolds, effective leaders must incorporate new strategies to confront vulnerabilities and human factors that emerge with each stage, and to maintain momentum in the change effort” (Dalziel & Schoonover, 1988, p. 133).

A number of factors affect whether implementation will be successful. The process of implementation is influenced heavily by the characteristics of the change, local factors, external factors, planning, training, and monitoring. It is at the time of implementation that many institutions choose to restructure the organization. As well, Fullan (1991) maintains that changes in approaches and beliefs are key factors in successful implementation.

### Process of Implementation

There are several factors that interact in the process of implementation. The characteristics of change encompass the need, clarity, complexity, and quality or practicality of the change (Fullan, 1991). Local factors include those roles played by members in the community as well as by the organization’s board, administrators, and employees. External factors, such as federal, state, and local policies, as well as standards set by accrediting agencies, institutional and departmentally affiliated organizations, also influence the process of implementation.

While the need, whether perceived or felt, for change may exist, the change itself may not be clear. Fullan (1991) notes that institutions already have lists of things that need to be improved. As well, the need may be perceived differently by those involved in

the process or it may not be clear to them at all (Fullan, 1991). Clarity seems to be a problem with every significant change (Fullan, 1991). Obviously, a lack of clarity during implementation would constitute a primary problem. Yet, Fullan (1991) hints that clarity can have rather subtle meaning. Further, he hints that false clarity can exist rather easily (Fullan, 1991). Such false clarity mistakenly assumes that the change is a simple one when it really is rather complex.

Complexity, then, may lead us to believe that it would be the major stumbling block in implementation. While complexity may cause difficulty in implementation, it may, indeed, result in a greater change because so much more is attempted. As Clark, Lotto, and Astuto (1984) and Fullan (1991) remind us that there is less likelihood in adopting simple changes, such may also be the case in implementing them. Fullan (1999) posits that complexity blurs the link between cause and effect. A balance between changes, which are complex and overly complex, is needed for successful change. Change agents must review the starting place of knowledge of those who are to actively participate or be impacted by the change to understand whether the change may be too complex to implement.

Fullan (1991) notes that “characteristics and collective or collegial factors play roles in determining implementation” (p. 77). The culture of the institution may play a vital role in implementation, but, more importantly, it is the actions of the individual that make change possible (Fullan, 1991; Lieberman & Miller, 1979). Community leaders and groups or the institution’s board may be wary of changes at the institution if prior changes have failed or not proved to be useful. Fullan (1991) notes that this “psychological history of change is a major determinant of how seriously people try to implement new programs” (p. 74). Thus, it is incumbent upon institutional administrators to directly affect the implementation process by conveying to community leaders and

groups and institutional boards how they support the change and how the change can benefit these groups.

Interpersonal relationships among employees, supervisors, and administrators are key since interaction among these groups allows for social learning (McWhinney, 1992). “Collegiality, open communication, trust, support and help, learning on the job, getting results, and job satisfaction and morale are closely interrelated” (Fullan, 1991, p. 77). Unfortunately, it is this particular aspect, the development of relationships, that is most often neglected in the implementation process (Lewis, 1994).

External factors are those which place the institution in a broader context, that of the larger society. Regulating guidelines for higher education include federal, state, and local policies, as well as standards set by accrediting agencies, institutional and departmentally affiliated organizations. The relationship of the institution with the outside agencies responsible for these laws, policies, and standards is often quite complicated. Both may be misunderstood. “We have a classic case of two entirely different worlds—the policy-maker on one hand, and the local practitioner on the other” (Fullan, 1991, p. 79).

Thus, the quality of the relationships between these two groups, institutions and external agencies, is extremely important in predicting success of a change. Often, we find that institutions and external agencies have not established a *processual* relationship with one another, that is, the interactions between the two groups are episodic and consist mainly of paperwork exchanges, rather than personal interactions (Fullan, 1991). There are no forums for communication and there exists a rather ambivalent role between the authority of the institution and the support role of the external agencies (Fullan, 1991). The differences accumulated between the two groups produce a tension that inhibits the process of meaning. Sharing ideas, objectives, and technology may aid in processing meaning and trust.

Evolutionary planning takes shape as change agents work to improve the fit between the change and the conditions of the institution. Marsh (1988) indicates that successful reform often comes through combining initiative from the top and participation from the bottom. Administrators are encouraged to make plans, but to also learn by doing (Kanter, 1989). Leaders can emphasize initiative-taking while at the same time sharing power, although the mix is a bit precarious to balance, according to Fullan (1991). Power sharing can also be extended to an institution's students and support staff by inviting them to be on committees. As well, developing collaborative work cultures is vital to the success of a change. On-going communication and mutual work provide the necessary support and obligation to keep up the impetus of the implementation process.

Staff training prior to implementation and assistance during implementation aid in staff development. Most changes fall short when it comes to training during the implementation phase. People are trying to learn something new and must interact with each other to be successful. Bergquist (1992) indicates that training and education too often are centered around singular solutions rather than complex, group centered problem-solving. Chances for success are greatly improved when sufficient resources accompany training (Fullan, 1991, 1993; Fullan & Miles, 1992). Too, Bolman and Deal (1991) indicate that retraining succeeds more often when roles are revised and people are reeducated.

“Monitoring the *process* of change is just as important as measuring outcomes” (Fullan, 1991, p. 86). Making information available on best practices and exposing new ideas to scrutiny compose the monitoring process. People must be able to exchange information on an interpersonal level in order to share meaning of what is happening. Adelman and Alexander (1982) posit that evaluation during the process must occur, stating that such evaluation calls for “the making of judgements about the worth and effectiveness of educational intentions, processes and outcomes; about the relationships

between these; and about the resource, planning and implementation frameworks for such ventures” (p. 5). But, it is this process that is often overlooked most (Adelman & Alexander, 1982). As Fullan (1991) notes, people may be leery of gathering information on how things are going. Leaders must be aware of how to develop trust while at the same time pushing for improvement.

Changing structure usually occurs during the implementation phase of a change. The institution’s structure may be revised through changes in the organizational chart, incentives, and/or policies and procedures (Bergquist, 1982). Restructuring during the implementation phase is composed of “organizational arrangements, roles, finance, and governance, and formal policies that explicitly build in working conditions that, so to speak, support and press for improvement” (Fullan, 1991, p. 88). Restructuring is one of the most common methods of dealing with organizational change, “despite the fact that reorganizations produce disruptions and may never produce long-run benefits that justify short-term costs” (Bolman & Deal, 1991). Restructuring is “organizationally seductive” (Bergquist, 1992). What is needed, Fullan (1991) contends, is restructuring with changes in approaches and beliefs. Such restructuring “encourages” the implementation process, though there is little empirical evidence to support the notion (Fullan, 1991).

#### Approaches and Beliefs

Fullan (1991, 1993) posits that there must also be changes in approaches and beliefs for change to be continued or institutionalized. Changes in approach involve alterations in the way people operate and relate to others within the existing structures of the institution, while *approach changes* entail actual shifts in management styles, how people in the organization communicate, how conflicts are dealt with, and how decisions are made (Bergquist, 1982). Beliefs or attitude changes deal with how people feel about working with the existing structures and processes of the organization (Bergquist, 1982).



Many scholars agree that altering beliefs or attitudes is very difficult to achieve in institutional change (Bergquist, 1982; Bolman & Deal, 1991; Fullan, 1991, 1993; Fullan & Miles, 1992; McDade & Lewis, 1994; McWhinney, 1992; Sarason, 1996; Sarason & Lorentz, 1998; Sinnott & Johnson, 1996). People in organizations resist changes that would distance them from their own familiar way of dealing and coping in their organization. Davis and Salasin (1980) note that “resistances are both rational (and should be incorporated into the planning process) and irrational (and should be addressed in the change procedure)” (p. 426).

But, Fullan and Miles (1992) suggest that it is quite easy to blame resistance for lack of or slow reform. What is needed they suggest, is for all involved to realize that “individuals and groups faced with something new need to assess the change for its genuine possibilities and for how it bears in their self-interest” (Fullan & Miles, 1992). Personal visions should be encouraged as they lead to shared vision (Senge, 1990). “If people don’t have their own vision, all they can do is ‘sign up’ for someone else’s” (Senge, 1990, p. 211).

McWhinney (1992) proposes that “the culturing process is one of bringing stories and members into a path, that is, creating a stream of *belief*, a web of stories that are believed by a population” (p. 204). Members need to feel that previous boundaries have been expanded (Levine, 1980), so that they can feel comfortable with their storytelling. They need not feel threatened: “Cultural restructuring is not intended to represent total destruction of the old culture; rather, the old culture becomes new in that it is infused with new values and norms” (Curry, 1992). Change agents must be patient and persistent as organization members need to first reflect before they act. Such reflection often leads to attitude change (Bergquist, 1992).

## Summary

Several factors influence decisions to initiate or adopt a change: existence, quality, and access to innovations; administrative and constituent advocacy; external change agents; policies and funding; and problem-solving and bureaucratic orientations (Fullan, 1991). As well, relevance, readiness, and resources are factors which influence the process of adopting a change (Fullan, 1991), although these factors do not necessarily occur in sequence. The implementation process of a change is influenced by certain characteristics, local roles, and external factors (Fullan, 1991). Planning, training, monitoring, restructuring also influence implementation and approaches and beliefs must be altered. Both adoption and implementation of change are likely to succeed if there are changes in materials, approaches, and beliefs (Fullan, 1991).

### Higher Education and Change

Higher education institutions often make planning an integral feature of their mission. How it relates to successful change is embedded in contextual planning, while resistance and the environment of higher education influence change. Cameron and Tschirhart (1992) suggest that there are strategies higher education institutions employ when faced with uncertain environments. Still, such institutions are accountable to the public and what is needed are leaders who can champion the cause of change. We might agree that changes in the institutional culture (i.e., beliefs) must occur in higher education institutions. We must challenge traditional methods, deal with conflict, and--some would contend--reorganize and restructure. As well, we must see changes in approaches and resources.

### Planning in Higher Educational Change

The story of change in higher education generally begins with a litany of various planning strategies (Peterson, 1997). Peterson (1997) maintains that planning is a post-1950 phenomenon and has been characterized by various responses to a changing

environment. Running through forecasting and long-range planning (1950-1975), strategic planning (1975-1990), and contextual planning (1990s and beyond), Peterson (1997) contends that it is this last form of planning, contextual planning, that places higher education in the best place to contend with its changing environment.

Contextual planning uses new organizational models to respond to limits on funding, demands for new learning services and modes of delivery, and to a negative public image (Peterson, 1997). The approach of contextual planning is more broad and flexible than strategic planning and seems to be more useful in a postindustrial environment. Contextual planning redesigns the “*context* both in the external environment and within the organization” (Peterson, 1997, p. 132).

The linkage between higher education, planning, and change has not always been clear. When higher education is linked with change, several authors agree on one premise: change in higher education occurs slowly (Parnell, 1990; Dolence & Norris, 1995; Sinnott & Johnson, 1996; Miller, 1998). Sinnott and Johnson (1996) compare higher education institutions to battleships in their ability to change course and Rowley, Lujan, and Dolence (1997) lament that “inertia favors the old way of doing things” (p. 9). Pascale, Millemann, and Gioja (1997) indicate that large organizations possess a remarkable capacity to resist any type of change, “because the kind of change being sought is so much more radical and uncomfortable than anything required by a shift in strategy or process or corporate structure” (p. 128). It is this resistance to change that should concern higher education.

#### Influence of the Environment on Higher Education

Traditional methods of changing structures or processes no longer prove to be successful for change to occur, though historically this is how colleges and universities have met societal needs and changes (Fink, 1997). Higher education finds itself in a postindustrial era in which problems associated with change can no longer be solved

simply. Higher education finds itself increasingly competing with and being compared to the business sector in American society. Some scholars believe that the move to compare higher education with business comes about because of the postindustrial environment higher education exists in these days (Cameron & Tschirhart, 1992; Dill & Sporn, 1995; Dolence & Norris, 1995; Peterson, 1997). This postindustrial era, characterized by “high degrees of turbulent change, competitiveness, information overload, organizational decline and uncertainty” (Cameron & Tschirhart, 1992, p. 87), challenges higher education to think differently.

But, such an era induces tendencies in organizations to become more inflexible when what they actually need to do is to become more flexible (Cameron & Tschirhart, 1992; Dill, 1993; Dolence & Norris, 1995). Rudel and Gerson (1999) posit that higher education has responded to increased claims on their resources by making the internal structures of the institution more complex without altering goals or overall structure. Further, as higher education institutions experience shrinking revenues, they may be forced to become more integrated. The postindustrial environment necessitates stronger integration to increase both efficiency and quality (Dill, 1993).

Typically, there are three sets of strategies higher education institutions use when confronted by the need to remain effective in this changing postindustrial environment (Cameron & Tschirhart, 1992). The first set, domain defense strategies, consist of “protecting the legitimacy of the core activities, goals, and customers of the institution,” while the second set, domain offense strategies, enlarges the “core activities, goals, and customers by initiating actions aggressively” (Cameron & Tschirhart, 1992, p. 90). The third set, domain creativity strategies, adds “related domains through activities such as innovation, diversification, or merger” (Cameron & Tschirhart, p. 90). Cameron and Tschirhart (1992) found that the negative effects of a postindustrial environment on

higher education institutions can be alleviated when all three sets of strategies are employed.

But, other findings from Cameron and Tschirhart (1992) push further when they state that

Domain offense strategies are most important, whereas domain defense and domain creativity/proactivity strategies are somewhat less important... Pursuing creativity in the face of a postindustrial environment, these results suggest, has both negative and positive effects. On the one hand, innovative, experimental strategies usually require both temporal and monetary resources to be successful, but postindustrial environments provide neither. (Cameron & Tschirhart, 1992, p. 101)

Thus, the postindustrial concept of “making do with less” seems to be supported. It still remains that using appropriate decision-making strategies are no less important in such an environment:

Participative decision making coupled with political/bureaucratic decision processes are most effective in postindustrial environments...In loosely coupled systems where hierarchical authority is weak and most employees behave as self-managing professionals, political decision processes, bounded by the rules and constraints of the bureaucratic system, appear to be an effective way to incorporate multiple points of view and a wide spectrum of information in coping with the stress of postindustrial environments. (Cameron & Tschirhart, 1992, p. 102)

Yet, the public's confidence in higher education desperately needs bolstering. As Cameron and Tschirhart (1992) explain, most every postsecondary institution in the United States is experiencing pressure to cut spending and tuition increases and to justify expenses. Elwell (1998) indicates that the public's interest in higher education has

gone beyond academics and into most other aspects of institutional behavior. Succinctly stated, “the general public is not certain that universities currently provide the right outcomes” (Elwell, 1998).

That there is a call for reform, increasing restraints on financial resources, heightened competition, changing demographics, and nervous forecasts for enrollment, is really not a new concept for higher education. Such dilemmas have been faced throughout the history of higher education. What is novel this time is the “convergence of so many of these contextual demands at one time” (Gumport & Pusser, 1997, p. 454). The shift in accountability has been from demands that higher education account for how funding is spent to “asking the university to change what it does” (Gumport & Pusser, 1997, p. 455).

Dill and Sporn (1995) believe that universities must develop a more corporate form of management and organization in order to respond to such demands and to face change and compete effectively. They suggest a network form of organization may be the answer (Dill & Sporn, 1995). They posit that this network form of organization already exists in higher education institutions, but that the network must become integrated (Dill & Sporn, 1995). Integration is necessary due to the accelerating pace of change and the push to improve quality and lower expenses. Fostering integration could be accomplished through the development of “shared values, common standards, extensive horizontal communication and socialization” (Dill & Sporn, 1995).

### Strategic Change

Keller (1997) links strategic planning in higher education to strategic change. Strategic change is not structured and loosely coupled. “It is less grounded in fact than footnote” (Rowley, Lujan, & Dolence, 1997, p. 10). Keller (1997) maintains that it is necessary for institutions to have leaders who champion reasons for change and, in effect, become change agents themselves. In order to do so, leaders must involve

employees in the change process; lead from a different place, so that a constructive type of stress is produced; and help to instill mental disciplines that are conducive to change (Senge, 1990; Pascale, Millemann, & Gioja, 1997). Interventions like these cause paradigm shifts in the way organizations deal with conflict and learning and leaders transform the way they learn and in the way they interact with their organizations (Kanter, 1989; Senge, 1990).

Still, leaders must have a clearly articulated vision or planning will fail and change will not occur.

A lack of a clear rationale will launch strategic planning as a defensive war, a kind of bureaucratic Vietnam in which ordinary people suffer while the planners use key performance indicators to shape strategy like the army used body counts. Then logic is quickly displaced by the effort to undermine. (Rowley, Lujan, & Dolence, 1997, p. 86)

Undoubtedly, institutions must avoid sabotage of planned change, whether it comes from inside or outside the organization.

### Cultural Change

Thus, many authors agree that any change must involve a change in the culture of the organization (Benjamin & Carroll, 1998; Bergquist, 1992; Breneman & Taylor, 1996; Brogue, 1994; Chaffee, 1998; Chaffee & Jacobson, 1997; Curry, 1992; Dill, 1993; Dill & Sporn, 1995; Fullan, 1991, 1993; Fullan & Miles, 1992; Gumpert & Pusser, 1997; Haas, 1997; Lewis, 1994; Pascale, Millemann, & Gioja, 1997; Peterson, 1997; Sinnott & Johnson, 1996; Slater, 1974). Organizational culture is comprised by the “collectively perceived institutional reward-value system and myths” (Sinnott & Johnson, 1996, p. 132). The manner in which tasks should be accomplished, what actions are appropriate, what parameters exist for members, all are defined by an institution’s culture.

Therefore, changing the culture of the organization is likely difficult at best. It cannot be done alone, nor can it be simply mandated, either internally or externally. Changing the culture stipulates the engagement of the employees and others as meaningful contributors in the change process and in the difficulties, blemishes, and aspirations of the organization. Such a culture inculcates shared responsibility (Brogue, 1994, p. 68). Because administrators must involve themselves as compatriot learners and employees must learn to resist the natural tendency to resist changes that would take them out of their familiar processes and structures, both administrators and employees must take on different roles. "They begin to accept learning as a form of inquiry in action. Leaders must place themselves squarely in the zone of discomfort and learn to tolerate ambiguity" (Pascale, Millemann, & Gioja, 1997, p. 135). Dill and Sporn (1995) suggest that institutions must adopt an "action-learning ethic" (p. 233). Cultures do not respond well to rapid change and "they do not change at all without conscious and consistent leadership behavior" (Chaffee, 1998, p. 34-35).

Breneman and Taylor (1996) also maintain that changing the culture of higher educational institutions must be accomplished by going outside of traditional methods. They posit that ideas solicited and tolerance for different ideas for improvement actually strengthen the institution's response and chances for survival in a postindustrial environment (Breneman & Taylor, 1996). Further, Breneman and Taylor (1996) find that the manner in which an institution "acquires, allocates, and reallocates resources can reveal the values inherent in its culture" (p. 85). By giving recognition and merit pay, an institution can create an environment that sustains quality achievement (Breneman & Taylor, 1996).

Even under the best circumstances, there will be conflict. Slater (1974) contends that in order for culture to transform, "significant change must involve a fusion of opposites—not a compromise between antithetical positions, but a response that meets



the human needs underlying both positions” (p. 148). He posits that it is simply not possible to toss all good works and assume that it is one organizational, cultural package (Slater, 1974). Instead, organizations should recognize “(1) the legitimacy of all feelings, (2) the conflicts present within each person, and (3) the realistic difference between people in the way these conflicts are internally arranged” (Slater, 1974, p. 145).

Other authors suggest that attempts to change the culture provide greater validity for reorganizing and restructuring in institutions (Sinnott & Johnson, 1996). In order to reorganize successfully, a structure that facilitates changes must be advanced (Sinnott & Johnson, 1996). Lewis (1994) suggests that change in culture can best be led by individuals who truly understand how the functional areas of the university fit into the whole structure and goals of the institution and who also have access to the materials and resources for redirecting organizational efficacy. A caveat regarding restructuring while working on cultural change, however, is raised: institutional leaders should not choose the path of least resistance, that of “curing” the structure and considering the problem solved. Impacting and changing culture must remain in the forefront. As Bergquist (1992) indicates, cultural change requires fortitude and stamina, for “early and dramatic results are rarely apparent” (Bergquist, 1992, p. 198).

#### Procedural Change

In addition to cultural change, institutions must strive to change the processes by which members get things done (Bergquist, 1992; Fullan, 1991). Gumpert and Pusser (1997) and Bergquist (1992) link cultural transformation to both changes in process and structure. Parnell (1990) stipulates that “change in education, particularly higher education, comes slowly, and that may be a blessing. Perhaps slow change gives American education a type of stability that is much needed in a dynamic and changing society” (p. 6). Yet, Dolence and Norris (1995) contend that a faster pace of change is what is needed in the today’s world. They take traditional methods of changing

processes to task, indicating that these processes are too slow paced and tied too tightly to strategic planning, rather than strategic thinking. Dill (1997) maintains that integration of units in institutions provides opportunity to change processes. Further, he suggests that units with “similar technology (administrative and academic computing) or similar customers (admissions, financial aid, and registrar) or related academic expertise (management programs in education, health, and public administration could be urged to develop plans in concert with each other” (Dill, 1997, p. 99).

### Resources

Thus, we find the literature in higher education relatively replete with descriptions of structural and cultural change. But, there is a strange dearth of literature about how resources fit into institutional change. On one hand, we have postindustrialist thought with its admonitions of scarce resources (Cameron & Tschirhart, 1992; Dill, 1995; Dill & Sporn, 1995; Dolence & Norris, 1995), but with little to no discussion about how change is viable under such conditions. On the other, authors are concerned with how the increasing pace of technology, a source of demand for resources, impacts culture (Dolence & Norris, 1995; Fink, 1997; Peterson & Dill, 1997).

Perhaps, the scarcity of resources in today's institutions limits discussion on the subject. Yet, some discussion is apparent. Dolence and Norris (1995) contend that “resource allocations have been imperfectly shaped by true institutional strategies” (p. 85). Institutional strategies, they contend, should be catalysts for allocating resources, nor should resource allocation be tied to traditional expenditure-based planning cycles (Dolence & Norris, 1995). Also, the tendency for administrators to reign in resources for change during uncertain times should be curbed (Cameron & Tschirhart, 1992; Dill, 1993). Finally, Pascarella and Terenzini (1991) suggest that the focus should be less on campus resources and more on other factors.

## Summary

Though many of the problems facing higher education today are not new ones, never have so many converged at one point in time. Higher education lives today in a postindustrial era in which problems associated with change can no longer be solved by traditional methods. Increasingly competing with and being compared to corporate business in America, higher education must use different methods in order to be effective in a postindustrial environment. At the same time, institutions of higher education must work to maintain or get back the confidence of its various constituencies, especially the public.

One way to meet the demands for change in higher education is for institutions to foster integration among its units and departments. Developing “shared values, common standards, extensive horizontal communication and socialization” (Dill & Sporn, 1995) and linking strategic planning to strategic change (Keller, 1997) are additional methods. As Fullan (1991) contends, there must occur changes in three areas: culture, processes, and resources, in order for any real change to occur.

### Student Support Services and Change

Student services departments are responsible for the delivery of programs and services to students in a complex and diverse environment (Hadley, 1999). Such departments serve general and special needs and populations and their focus is on the development of students. Pascarella and Terenzini (1991) make a strong differentiation between development and change:

*Change* refers to alternations that occur over time in students' internal cognitive or affective characteristics. Change may be qualitative or quantitative, and it implies no directionality, encompassing both regression and progression. It is a descriptive, value-free term...Embedded in this concept [*development*] is a presumption of “growth,” or the

potential for growth, toward maturity, toward greater complexity through differentiation and integration. (p. 16)

Thus, student services professionals may find themselves at variance with other institutional professionals when it comes to viewing problems and concerns on campuses. They may be looking at problems associated with change through a developmental lens, i.e., linearly and orderly. According to Fullan (1991, 1993, 1999; Fullan & Miles, 1992) and Pascarella and Terenzini (1991), change is non-directional.

The role that student service units play in change in higher education is not at once clear. What is clear, however, is that the role is necessarily one of support as student service units are not directly responsible for the academic learning of students. The effect of uncertain times impacts student services departments as well. Levine (1993) and Mullendore and Wang (1996) indicate that student services staff feel the need just as certainly as do others in the institution to respond to decreasing resources and calls to do more. Yet, certain pressures for student services units may be greater than that for others in universities and colleges. These units are often charged with the responsibility for the retention of students. Kinnick and Ricks (1993) see retention as a "by-product of improving the student experience" (p. 59). Improving the student experience is a large obligation. In order to move effectively toward this goal, student services units must work on how their materials and resources, processes, and culture/attitudes/beliefs are incorporated into the overall mission of the institution. Too, we find that current theoretical frameworks for predicting adoption of change do not seem to fit well in the student services arena. Therefore, we also look at the Probability of Adoption of Change (PAC) Model proposed by the Creamers (1986b, 1988), to see which variables are most likely to influence whether a change will occur in student services departments.

### Change in Structure

Additionally, there have been calls for the structure of student services to change. "The classic tripartite division of student administrative services model into offices of the bursar, registrar, and financial aid represents an antiquated model" (Karns, 1993, p. 28). Duncan (1985) contends that a "common organizational trap is that of attempting to fit an ideal organizational structure into an already existent institutional setting without regard to individual organizational needs and specific staff strengths and weaknesses" (p. 311).

Chickering and Reisser (1993) echo the call for change by positing that certain institutional structural characteristics work contrarily to positive educational consequences for students. The structure of some student services departments have hampered cooperation intra-departmentally by having different components report to different administrative areas (Bookman, 1992). "Because these departments often function best when they view themselves as a team, they should report to the same individual" (Bookman, 1992, p. 45). Additionally, Hurst and Jacobson (1985) believe that the structure of a campus helps to define the amount of involvement students will be able to have in forming and participating in the campus community. The structure of the organization, according to Hurst and Jacobson (1985) "reflects the implicit and explicit rules that govern the institution, its laws, policies, procedures, and codes" (p. 130-131). But, administrators should not look to simple structural changes as the solution for institutional woes. According to Senge (1990), problems may be solved this way, but not the thinking that led to the creation of the problems. Thus, problems will recur.

Adequate resources and materials, then, must be provided for student services personnel to work toward change. Creamer and Creamer (1986a) state that competition for resources exists between institutional departments and within student services units themselves. They suggest that resources be sufficient to diminish competition across the

campus as well as to limit rivalry within the department (Creamer & Creamer, 1986a).

The need to change internal views about student services units also is required:

Perhaps the biggest obstacle for higher education professionals to overcome in the immediate future is the tendency to view current demographic and financial changes as short-term issues. Those who yearn for and anticipate a return to the "good ole days" of unparalleled growth, financial support, and enrollment increases will, in all probability, be in for a decade of frustration. (Johnston, 1992, p. 75)

As well, there is a strong call for student services to change with today's changing technology (Bookman, 1992; Card, 1997; Hollowell, 1997; Ratcliff, 1997; Yates, 1992). The various lifestyles and values of students have been impacted by fast-paced technology over the last decade. According to Bookman (1992), students have come to expect certain technologies to be available to them when using the services of the institution. Computer access as a learning resource, desktop publishing, sophisticated copying services, and debit and credit cards use are among those technologies students expect to be routinely delivered to them in their student unions on campuses (Bookman, 1992). Bookman (1992) suggests that technology changes have created a need for changing how student union staff plan and change.

Yet, Yates (1992) posits that these technological demands on student unions are more external than Bookman (1992) believes. She indicates that change in student services, specifically, student unions, should weigh both internal and external concerns that are unique to each campus. Among the internal concerns she delineates are the "changing needs, values, and attitudes of the population; and the availability of resources," while external concerns include "technological advances and the political environment of the community in which the institution is located" (Yates, 1992, p. 52).

### Change in Processes

Calls for change in processes in student services, too, may come from inside or outside the institution. That today's students are considered enlightened consumers means that they demand service from the institution comparable to that which they receive outside academe (Bajdek & Kim, 1999; Karns, 1993). Higher education is being compared to the business sector in the student services arena as well. The plethora of administrative procedures may act as obstacles to student persistence:

Higher education's methods of handling student administrative details is often uncoordinated, ineffective, and a principal source of dissatisfaction among college students. It is becoming increasingly evident that the way colleges and universities handle their student administrative services needs to change. (Karns, 1993, p. 27)

Howard (1996) adds that "quite often very little thought goes into process design" (p. 22). Chickering and Reisser (1993), who maintain that innovation and experimentation are rare, echo these thoughts. When they actually do occur, they are often based on concepts from other institutions or undertaken without consideration of the objectives and goals of the institution (Chickering & Reisser, 1993). They urge student services staff to change the way they deal with students, lest they become "expendable cogs in a costly machine" (Chickering & Reisser, 1993, p. 427). Thus, the call to change is heard once again.

### Change in Culture

A call for changing or enhancing the culture is also a common theme in student services literature. Chickering and Reisser (1993) predict that significant change in institutional culture will involve instability, disorder, and disunity. Yet, from this disunity, it is hoped, a new unity will emerge. Important to cultural change in student services is shared vision and values (Baird, 1992; Clement & Rickard, 1992; Spitzberg & Thorndike, 1992). Beyond shared vision and values, however, the literature regarding cultural

change in student services is limited. Howard (1996) does indicate that cultural transformation is important. There is no discussion about how personnel might go about changing the culture in student services, with most literature relying on changing the culture of higher education to suffice. Instead, the literature seems to devote its emphasis on cultural change to *enhance* or add to the existing culture.

Hollowell (1997) does attempt to discuss cultural change in his case study on the University of Delaware: "The campus culture was fundamentally changed to focus on one-stop shopping, cross-functional services, and increases in the professionalism of campus student services" (p. 67). But, the treatise is mostly on structural and process change with the culture somehow transforming itself in the meantime. Baird (1996) indicates that environments that provide greater involvement and integration for student services staff are more likely to support cultural transformation. He even furthers his evidence by stating that the "best way to create such mutual responsibility is to create a culture that promotes the process of negotiating individual and institutional goals" (p. 528-529). But, his reasoning is circular. Fullan (1991), instead, posits that materials, approaches, and beliefs must be altered for true change to have occurred.

#### Planned Change in Student Services

The literature, then, is left with discussions of research about how change is adopted in student services. Creamer and Creamer (1986a, 1986b, 1988), for example, discuss models of planned change. They lament the lack of an adequate theoretical framework for predicting adoption of change in student services and pose their own model, the Probability of Adoption of Change (PAC) Model (Creamer & Creamer, 1986b, 1988). Under this model, the Creamers (1986a, 1986b, 1988) suggest that of the eight variables used to predict adoption of change in student services, two are key: leadership and championship. The role of the leader in planned change is to be prominent in the planning stage, to make the task one that can be attained by articulating the vision and



providing the resources necessary (Creamer & Creamer, 1986a, 1986b). The role of the champion, though, is different. Champions, while sharing the vision and acting as proper custodians of resources, are actually the ones who direct the production, the ones who “are influential advocates empowered with the responsibility to crystallize the idea into concrete plans for implementation” (Creamer & Creamer, 1986a).

Under the PAC Model, it is important in the planning stage for the leader to choose a champion and then enable the champion by clearly and publicly establishing him or her as responsible for the innovation (Creamer & Creamer, 1986a). What seems a significant stumbling block in adopting a change in student services under this model is not having a clear demarcation between the roles of the leader and champion (Creamer & Creamer, 1986a). The Creamers (1986a) suggest that these roles are especially critical during the planning and early implementation stages of change.

The concept of advantage probability plays a significant part in the adoption of change in student services, according to the Creamers (1986a). This concept stipulates that successful changes are more likely to be adopted if a “near-universal perception of the need for change” exists as well as a perception that the change as planned and implemented “will address significant concerns and provide tangible benefits to the institution” (Creamer & Creamer, 1986a, p. 9). As well, relatively short planning periods and sufficient internal input seemed to provide greater impetus to the success of the change (Creamer & Creamer, 1986a). Interestingly, the research from the Creamer’s (1988) case studies indicates that timing of change was also important as the governing boards in some of the institutions supported comprehensive changes in student services only after new presidents of these institutions had been hired. Also of interest in the success of the planned change is that “full implementation of project goals required increasing the integration of the institution’s student affairs and academic functions” (Creamer & Creamer, 1986a, p. 9).

This last thought, integrating functions across the institution to aid in change in student services, is supported by other scholars (Grennan & Jablonski, 1999; Ratcliff, 1997) as well. Ratcliff (1997) posits that there are several factors involved in successfully integrating academics and activities for students. Among them are intra-institutional collaboration, linking theory to practice, employing various learning technologies and interaction with faculty, exposing students to different ideas, and meeting the needs of a diverse population of students.

### Summary

Student services departments must deal with a changing, fragmented, and diverse environment and may find that they view change on campuses differently than do their colleagues in other areas at the institution due to their close ties to student development theories. The monumental responsibility of many student services departments is to improve retention by improving the overall student experience.

In order to move effectively toward this goal, student services professionals must review how their structures, resources, processes, and beliefs fit into the mission of the institution. There is also a strong call for student services to change with today's changing technology. Cultural transformation is important according to the literature, however, there is a dearth of practical information about how cultural transformation occurs in student services. As well, current theoretical frameworks for predicting adoption of change do not seem to fit well in the student services arena. Therefore, Creamer and Creamer (1986a, 1986b, 1988) pose another model, the Probability of Adoption of Change (PAC) Model for explaining some aspects of change in student services. It also seems that today's campuses need to integrate functions across the institution to aid in change in student services.

## Summary

There are a number of factors that influence the adoption and implementation of change in higher education. While these factors influence the processes of adoption and implementation, it is also important to note that change is multidimensional and, therefore, does not follow sequential steps. According to Fullan (1991), the likelihood of success of change comes from alterations in materials, approaches, and beliefs.

What becomes challenging for higher education is to remain effective in a postindustrial era, a time when problems associated with change cannot be solved with traditional methods. Higher education must balance competing with and being compared to corporate business, while still maintaining or working to recover the confidence of its various constituencies. To rise to such challenges, higher education must foster integration among its units and departments by developing shared meaning, common ideals, and the ability to effectively communicate across more flat organizational structures.

Student services divisions, too, must deal with an environment that has become increasingly fractional and varied. To do so, student service personnel must review their materials, approaches, and beliefs and determine how these fit into the overall institutional mission. Staying abreast of current technology is also imperative for these divisions. However, student service divisions lack sound theoretical frameworks for predicting the adoption of change in their areas.

## CHAPTER III

### PRESENTATION OF THE DATA

Using the framework of Fullan's change theory (1991), the purpose of this study was to examine the materials, approaches, and beliefs about change in higher education and how these materials, approaches, and beliefs were altered during the adoption and early implementation phases of the change. The adoption phase, as described by Fullan (1991), "consists of the process that leads up to and includes a decision to adopt or proceed with a change" (p. 47). The implementation phase, on the other hand, denotes the "first experiences of attempting to put an idea or reform into practice" (Fullan, 1991, p. 47-48). According to Fullan (1991), the lengths of the phases may vary substantially. For instance, the adoption or initiation phase can be relatively short or last for years before a decision to make the change is actually made. However, Fullan (1991) emphasizes that the implementation phase generally lasts a minimum of two years before it can be said that a change has actually been implemented.

Fullan (1991) reminds us that change is not linear and, thus, the place of planning in the change process may not be immediately clear, nor is it vital for it to be. What is clear, however, is that planning *should* be associated with implementation. Having made the decision to change (adoption), we must plan for how the change will occur (implementation). Therefore, for the purposes of this study, planning was considered part of the process of implementation. Thus, discussion under the adoption phase consisted of data describing the events or practices that led up to deciding to consolidate student services into one central area on campus. The implementation

phase consisted of data describing planning and what occurred following the decision to centralize student services.

For better understanding about the change, a background narrative of the study seemed beneficial. A discussion of the prelude to the study and an overall description of both the change and the institution where the change occurred are included to serve as comparable points for readers. Data were gathered from observations and document review, as well as interviews conducted with members of the university community-- administrators, staff, and students--all of whom stood to be impacted by the change. Data from these sources are synthesized to present a portrait of the emerging themes of the change under both the adoption and implementation phases. As well, an auditor was used to check on the clarity of the emerging themes and to ask probing questions of the data presentation.

#### Background of Study

The impetus for this study was the presence of a multi-million dollar construction project on the campus of a large, public, Midwestern university. The purpose of the construction was to centralize all student services functions into one area and I was curious about the involvement of the campus community in the adoption and implementation of such a change. Also, I thought it was important to identify a "gatekeeper" (Argyris, 1969; Klein, 1976; Punch, 1994; Hammersley & Atkinson, 1995) at the institution. I looked for someone with whom I had a collegial, but not strong, relationship and with whom I knew had many other such relationships across the institution. Through these numerous relationships, or weak ties (Granovetter, 1973; Braddock & McPartland, 1989; Wells & Crain, 1994), I believed this gatekeeper could serve as a source of information and provide suggestions for people with whom I should speak.

Therefore, I met with the gatekeeper, who indicated that the project was, indeed, one that was intended to effect change in the institution. This gatekeeper indicated that the administration hoped that the combination of all student services functions into one centralized location, as well as the transfer of supervision and restructuring of departments from one department to another, represented a dramatic shift in university priorities in these areas. He stated, "I believe the administration wants to change the entire focus of the university. They're hoping that the relocation will alleviate some problems in communication and bring about a whole new attitude." The indication was that the leadership of the institution hoped for both structural and cultural change. According to Fullan (1991), such changes could indicate alterations in materials, approaches, and beliefs and, thus, it seemed the further exploration of the project had merit.

The institution. The institution in this study is a large, comprehensive, public university in the Midwest that was founded as a land-grant institution, an Agricultural and Mechanical College, in the late 1800s. In the mid 1950s, it became a state university and established two technical branches in other areas in the state. In the late 1980s, the university acquired a medical college, which became its third branch campus. In the last part of the 1990s, the college acquired its fourth branch campus in a major metropolitan city in the state.

The institution is coeducational and offers 79 bachelor's, 66 master's, 44 doctor's, and 1 specialist's degrees across its various campuses. The institution takes great pride in the strides it has made with regard to expanding its network computing resources to become a nationally recognized leader in the field. As well, the library on the main campus is ranked first in the state and is one of the largest in the particular region of the U.S. The institution is accredited by the North Central Association of

Colleges and Schools. Academic and professional programs within the separate colleges are also accredited.

When classes are in session during the regular academic year, a student-run, daily newspaper is published at the institution. Used as part of the document review, the name of the newspaper has been disguised in an effort to protect possible identification of the respondents and institution. For the purposes of this study, the campus newspaper shall be referred to as the University Daily.

The mission statement of the university recognizes its history of being a land-grant institution. As well, the university asserts that it serves the state, national, and international communities through exceptional academic experiences; scholarly research and other activities, which advance fundamental knowledge; and by disseminating knowledge to the people of the state and throughout the world.

Enrollment at the institution is approximately 27,000, the majority of which are students on the main campus. Most student enrollment comes from within the state, but approximately 12% come from other states and 7% from outside the U.S. The male to female ratio of students is relatively balanced, with the male student enrollment being slightly greater. Minorities make up 14% of the undergraduate student population, compared to a 21% minority population in the state. The graduation rate of the undergraduate degree-seeking population is 50%. Graduate student enrollment is approximately 4,600.

The main campus is located in the north-central portion of the state in a town with a population of approximately 42,000. The community is located within 60 miles of two major metropolitan areas. The main campus covers 840 acres and has more than 200 permanent buildings. In addition, the university owns 4,800 acres in farmland, facilities, and research structures in the county and the state.

Description of the change. The change described in this study was the move from decentralized services for students to centralized ones. Before the change, these services were scattered in three different locations throughout the large campus. Students often had to make repeat visits to the same service units or departments because the units operated relatively autonomously and did not possess the same information to assist students in enrollment, financial aid, advising, making payments, and other tasks.

By centralizing services, the institution hoped not only for better services for students, but that the units would become more interdependent on each other. The administration believed that the proximity provided by centralization would promote more camaraderie among the different units and freer sharing of problems, successes, and failures. It was also believed that the institutional community as a whole would see that, by spending millions of dollars of institutional funds to centralize student services, the focus of the university would be centered more fully on students. The university wanted the institutional community as well as prospective students, their parents, alumni, visitors, and potential donors to see that the institution placed great value on serving students in the best possible manner.

Thus, following the decision to adopt the change to relocate services for students into a centralized location, plans began to develop about which units would be moved and how the structure would be built. Ultimately, it was decided to move the units of High School/College Relations, Registrar, Scholarships and Financial Aid, Bursar, Admissions, and Academic Services to the centralized location. It was also decided that the institution would not build a free-standing structure to house the consolidated services, but that an addition to the current Student Union would be made to house all the units. In addition, it was determined that a welcome center would be provided in the



area to serve as a “quick answer” location for prospective and current students and visitors both during regular office hours as well as in the evenings and weekends.

#### Interview Procedures

I began my research by requesting and receiving approval for the study from the Institutional Review Board (see Appendix A). Following approval, I undertook a lengthy review of the literature regarding change in higher education. Tangential to change in higher education in the literature review were the topics of change in organizations and in student and academic services and a lengthy review of these topics ensued as well. I also developed interview questions, which were driven by the review (McCracken, 1988) for respondents in the study.

#### Respondents

My choices in contacting respondents followed McCracken’s (1988) recommendation that contrast in the respondent group be developed. I was particularly interested in gathering data from a wide variety of institutional members, whose experiences would be based on differences in age, gender, status, education, occupation (McCracken, 1988), race, and ethnicity. An attempt to interview as diverse a population as possible was made, but specific respondent descriptions of race, ethnicity, and age were intentionally omitted from the study as part of an effort to protect their identities.

Of the 20 respondents in the study, seven of them were institutional administrators. In this study, the term administrator was operationalized as someone who had primary responsibility for the supervision and budgetary processes within a department or group of departments. The administrative group was made up of individuals who, collectively, had many years of experience at the institution. While the majority had more than 10 years of experience at the institution, two had five years or

less experience at the institution. All administrators but one had had formal work experience at other institutions of higher education.

Other respondents in the study were noted as staff and students, of whom there were six and seven, respectively. Staff members were further denoted by the institution as classified or professional staff; four of the staff group were classified by the institution as professional staff while the remaining staff members were considered to be classified staff. Like the administrative group, staff members had varying years of experience at the institution. While the least amount of work experience at the institution was one year, the most work experience was 23 years. The staff group was about evenly divided by those who had more than 10 years of experience and those with less than seven years of experience. While the group interviewed was predominantly female, one male staff member was interviewed as well.

Both the administrators and staff members represented a broad spectrum of departments potentially impacted by the change. Eleven of the total respondents were male, while nine were female. There was some overlap in classification as two of the students were also full-time staff members and one staff member also served as a faculty member of the institution. However, respondents were interviewed based on the classifications given. Care was taken to ensure that representation of departments was well reflected in the purposive (Leary, 1991; Creswell, 1994) and snowball sampling (Patton, 1990) of respondents that I used, yet achieved in such a way that public identification of participants in the study would not be possible.

Students were represented by the following classifications: two sophomores, two seniors, and three graduate students. Three of the students were currently involved in or had been involved in leadership activities in student organizations on campus, while three students were not. Three students lived on campus while the others lived off campus or in sorority or fraternity houses. A variety of academic colleges was

represented by the student group: Agriculture and Natural Resources, Education, Human Environmental Science, Arts and Sciences, Business Administration, and the Graduate College.

### Setting up the Interviews

My next step was to start interviewing those who would be impacted by the change. Via telephone, I contacted each potential respondent of the study, stating who I was and what I was studying. I informed them that their identities would be concealed in the study. I also informed respondents that the interview would be audio-recorded and later transcribed, and arranged dates and times for conducting the interview. Protocol for establishing the interview is included as Appendix B. One potential respondent declined to participate in the study and one respondent did not show up for the interview as agreed. These individuals are not included in the final number of interviewees. Per their request, 16 of the interviews were conducted in the institutional work areas of the participants. Four interviews were also conducted at other locations at the institution per the request of the participants.

When meeting with the participants, I explained the consent form and its contents in depth, requesting that each participant sign the form (see Appendix C). Each interview began with informally gathering or verifying background information and was followed by a more structured discussion of respondents' views and opinions about the centralization and integration of student service functions into one area and its impact on the university community (Appendix D). The goal of the questions was to elicit information about how the respondents viewed the change personally; how they believed it would be viewed by others on campus; the level of their involvement in decision-making about the adoption and/or early implementation of the change; and what they believed to be the level of involvement of others.

During the interviews, I asked questions in addition to those in the protocol if they arose from the discussion and were relevant to the research or if respondents' answers needed clarification. Techniques of probing, follow-up, reiteration, and silence were employed to gain thick and rich descriptive data from the respondents. Ultimately, I was able to note when no new data emerged and, instead, became repetitious.

The length of interviews varied considerably, from thirty minutes to two hours. Most interviews took approximately one hour. Each interview was audio-recorded and transcribed shortly after the interview took place. The interviews were conducted from May through November, 1999.

Following transcription of the interviews, a typed copy of the interview was sent to each respondent with a cover letter thanking them for their participation and asking them to review transcripts for content accuracy. Respondents were asked to return the copy with or without corrections, deletions, or revisions via campus mail in an envelope provided with my name and address as both addressee and return addressor. Respondents were also given opportunity to request a revised copy of the transcribed interview and my work and home phone numbers to contact with concerns or questions. Appendix E provides a copy of the cover letter used.

Follow-up calls were conducted with a few of the participants. They were contacted to clarify missing background information, such as student classification or whether an employee was considered working full-time or part-time by the institution as well as whether the employee was considered to be a professional or classified staff member. Notes were taken during the follow-up calls and added to the transcripts.

### Data Presentation

This section reports data from the respondents interviewed, observations, and document review. Data are presented and categorized into two parts: (1) adoption and (2) early implementation. We recall that adoption refers to the processes that lead up to

and include a decision to adopt the change (Fullan, 1991), while implementation describes initial experiences involved in trying to put the change into practice.

Presentation of data under each category will synthesize administrator, staff, and student views.

### Adoption

The interview data from all respondents were analyzed to determine whether their comments described the adoption or early implementation phases of change. Themes that emerged from describing the adoption process included historical accounts, image, serving students, remarkability, and involvement. These descriptions are delineated further under each theme.

Historical accounts. Administrators had fairly strong, although divergent, views about how the adoption of consolidating services for students happened. All agreed, however, that the change had been proposed many times over the years, but that it had not been adopted for a number of reasons. One administrator mused, "This is a project that has historically been in the making for probably ten years. The need was identified a number of years ago and the university has looked at a number of locations." Another was a little more explicit in describing the exhaustive manner in which the university sought space for the project: "We've looked at every kind of situation imaginable to do this. But, it has never borne fruit until of late." All agreed that the idea had been "floating around" without any decisive action for a long time. Administrators clearly remembered floundering with the need to change and the inability to be able to adopt the change for several years.

Most of the staff members, however, reported little on how the adoption process started. Only one of the staff respondents was able to describe her own experiences with the history of the change. She remembered thinking that the concept had been a good idea since she also remembered having to travel all over campus for institutional

services when she had attended the institution as an undergraduate. She recalled: "And it was just miserable trying to figure out where to go on campus." She remembered being exhausted and frustrated after the first time she enrolled at the university. When she heard that there was an idea to consolidate services for students, she was very interested.

There were even fewer students who could recall the adoption of the change, which is not surprising, as the adoption process appeared to last for several years. There were, however, two students who recalled or speculated about the adoption of the change. This recall is all the more remarkable since these students would likely have been freshmen or sophomores when the change was adopted. Other students would have not been students at the institution at the time of adoption.

An image of serving students. Some of the administrators stated that there was a feeling that the university was not projecting a good image to students and visitors to campus. Some bemoaned the lack of a clear place for students and visitors to go when they first arrived on campus: "The campus has grown up in such a way that it's hard to provide a clean front door. So, we're hoping that we can make this [facility] kind of a front door." Others felt that the students had to do too much going from one building to another to conduct university business: "It will be easier on the students and students will feel like they're not being chased all over campus to find out some things." One administrator put it a bit more pointedly: "Students, I think, have been chased from one location to another to accomplish tasks related in function." No staff members or students made comments regarding the image of the university.

Some administrators mentioned that there was a general feeling among the university community that students were not being served well by having service offices located separately across the campus. There seemed to be strong recollection from administrators and staff alike that students were not being served well, that students had

to go back and forth across the campus in order to get institutional business done. Recognition of this fact seemed to bring about the perception that a change needed to be made.

One staff member added that she was pleased about the adoption of the change, stating that she had found that “it’s not a very visitor-friendly campus.” She felt that making the change would be a step further in helping both students and visitors. There was an admission by an administrator, too, that it seemed as if the “things that we do are not necessarily student friendly.” There was, however, according to one administrator, an acknowledgement that administrators had known for a long time that they needed to provide a “services area” for students, so that they could perform institutional business. One stressed that the purpose for the change “had nothing to do with making life easy for the administration. It really had to do with making things better for the students.” This thought was echoed by other administrators. An administrator beamed while commenting, “The spirit of this move was for the student.”

Another administrator emphatically stated that the students deserved better service than they were currently receiving:

They really are entitled to a more professional atmosphere than what the university has been able to provide them at this point. The university has been very slow to recognize that. I’d have been much more impressed to see the administration address this much, much earlier.

Another seemed to think that the change for integrating services was simply a natural occurrence, stating that “it’s a sensible and appropriate way to consolidate critical services, support services available to students.” The observation that “all of these services really form a very unique, critical mass for students in their day-to-day lives” epitomizes how administrators viewed the integration of services as important for the students.

There was, however, a lone voice among the administrators regarding the acknowledgement for the change:

I do think that one thing that sets this off and apart, sets this off from a distance, a different world, domain, place, from other campus buildings and building construction, is this really came about, if the truth's known, by students and student input. This wasn't because the administration said, "We are so wonderful and we are so student-minded and we are so caring that we need to do this for the nice folks." That's not how it happened. I don't want to say the administration was opposed; they weren't. I don't want to say that they've not been helpful; they have been.

Impetus for adoption. Administrators and staff seemed to concur on a point surrounding the impetus for adoption of the change. For example, the arrival of a new university president seemed to be a necessary impetus to both parties, especially among administrators. Most respondents implied that during the prior president's tenure, adopting the decision to consolidate services was impossible. One administrator remarked that the idea or concept of consolidating services was "bantered about two university presidents ago" and that the administration had started looking at ways to develop enough funding towards that end. He stated that the "concept of services to students lost" under the next university president. Understandably, then, there were numerous accounts of how the new president championed the need for change and clearly supported its adoption. An administrator commented that, "the arrival of a new president, I think, had the most dramatic impact on the decision." Most administrators delineated a timeline for change that started with the current president's tenure (see Table 1). One staff member also remembered the support from the new President in promoting adoption of the change. This staff member bluntly stated that "it wouldn't have



happened without [the President's] insistence." No other staff members or students made reference to support from anyone for the change.

Resources were noted as being limited. Finding sufficient funding helped in adoption, according to administrators. Limited resources also seemed to drive which services could be included in the adoption of the project. While most all respondents concurred that they believed the adoption of the project had also been driven by the perceived need to better serve students, limited resources seemed to be an integral issue. Several of the administrators spoke about limited resources with regard to the change. One admitted, "We're not a rich university, we have to pick and choose." Another commented that "there are always greater needs than resources."

Administrators concurred that having sufficient funding was also necessary in adoption. "We were merely waiting to collect enough money to do it." One referred to "finding the right funding package" to help decide whether or not to adopt the change. The administrator added, "I think the final piece of the puzzle that fell into place had a lot to do with the financing, that capability of seeing a way that it could be financed." Funding was an issue to all the administrators, albeit in different ways. One administrator attributed the decision to adopt the change to ulterior motives: "It was largely, in my judgment, determined by money because the Union wants all the traffic." According to this administrator, the university was seeking a way to increase cash flow in the Student Union by increasing the services offered there, thus having more people who would, through necessity, have reason to visit the Union and spend money there.

Timing, too, seemed to be a critical point discussed by some administrators. Yet, all administrators agreed that the timing of the decision had more to do with several factors coming together at one time. They referred to the arrival of a new president who supported a change, the availability of sufficient funding, and appropriate timing.

It was a matter of finding the funding package to make it happen and all those stars just lined up. It's one of those things where the need was there and the need wouldn't go away, so just through continuing to pursue and piece together all the variables, [we found] what the package might take.

Thus, it appears that the juncture of the new president, ample funding, and critical timing seemed to make the adoption possible.

As to the different people involved in the push for adopting the change, administrators viewed it in different ways. While one administrator was emphatic in stating that students "pushed for the change," another believed that it was the administrators who clearly saw that services should be improved. Yet, another viewed the decision to adopt the change as rather a quick decision after a lot of thought:

This thing actually fell into place with one of the shortest meetings [of the executive council] I've ever attended. The players involved in the project and those who were heads of the units... We heard a very short, brief presentation about this and what it would be and what needs it would meet and the fact that physically it would fit within an area we had defined and that it could be financed and probably within five minutes, he [the President] said, "OK, I've listened, I've heard. How many of you are in favor of this?" And, of course, everyone was, and so he asked, "Anybody opposed?" And, of course, no one was. And he said, "Fine, let's write it up for some Board of Regents' action at the next meeting," and the whole thing took maybe five minutes, ten minutes at the most. (see Table 1)

An interesting comment that most administrators made referred to the decision being driven to a great extent by the size of the potential facility and whether the units that needed to go there would actually fit into the structure. Although when analyzing the data, it could appear that discussion of the size of the facility and which units would ultimately be consolidated there would refer to implementation strategies. Yet, the

administrators made it very clear that these topics were part and parcel of the decision to *adopt* the change. One administrator remarked, "It's not really very complicated...it was a matter of who goes in, what people would be participating there, which services were most frequently used..." The same administrator said, "it became clear real quickly that there was more demand for space than what space was available. And so, at one point, there was some very tense discussion about how much space do you really need." This administrator continued by stating, "Eventually, they sat down and hammered out what kind of space was really essential." Thus, this type of discussion in adopting of the change made clear that the change would not have been adopted without a firm idea of how the project could be financed and physically arranged. Neither the staff nor student groups commented about funding or space allocation with regard to the adoption process.

There seemed to be an opportunity as well as a need to make the project a remarkable one, one that could gain national recognition. Another area in which most administrators made comments regarded a need to make the facility remarkable. They stressed that the Student Union--with the addition of the facility--would be nationally recognized. One administrator eagerly noted that the facility would be "a total service concept in a college union that will not be found anywhere else in the world. Not only physically will it be the largest, it will certainly be the most comprehensive." Neither staff members nor students discussed this theme with regard to adoption of the change.

Involvement. Most staff members and students felt that they were not involved in the adoption process. They stated repeatedly that they had had little to no involvement, that participation from them did not seem to be expected. On the other hand, administrators generally felt that they had been fairly involved in making the decision to proceed with the change. Staff members uniformly reported not being involved in the

adoption of the change. One stated, "I wasn't personally involved." Another staff member replied: "None at all. None at all."

One other staff member reflected that the university was not unlike other universities in decision making: "It probably does indicate how a lot of universities out there, not just this one, decisions are not being heard, input is not sought, it is not a participative process." Not one staff member could recall a circumstance where he or she felt that there had been opportunities for input or participation in adoption of the change.

One of the students had held a leadership position at the time of adoption and said that she felt there was not much student involvement in the process. But, she recalled that "there were some students who visited other campuses and kind of said, 'This is what's going on; this is what they have.'" Another student leader sarcastically questioned himself aloud about the concept of student involvement: "Me, personally? Anybody that I know of?" However, he hoped for student involvement aloud as well: "I'm sure they got some student, I hope they got *some* [emphasis original] student opinion somewhere."

A student leader who remembered something about the adoption process returned to the subject again later:

Yeah, I don't recall having any input. I know they were talking about it and there was this vision that one day all the services are going to be together. But, as far as making it *for* [emphasis original] the students, I don't really recall them asking us, "What would you like in your Student Union?" I don't recall that ever being asked of us. There may have been a student group who did that, but I wasn't on it if there was.

Summary of Adoption of Change. Administrators had fairly strong recollection and involvement in the adoption of consolidating student services, while staff reported

little involvement in the change. Students generally could not recall the adoption of the change. Similar beliefs were expressed by staff and administrators alike that students were not being served well and that continually sending students back and forth across campus to get university business done was not in the best interest of the students or the institution, nor did it project the kind of image the university wanted to make on students. Recognizing this fact seemed a key point in bringing about the feeling that a change needed to be made.

Additionally, administrators clearly recalled floundering with the need to change and the inability to adopt the change for several years. One staff member concurred on this point. They agreed that the barrier to adopting the change had more to do with the lack of interest by a prior president of the university. All administrators and a staff member concurred that the arrival of a new university president heralded the possibility to adopt the change. There were several accounts of how the new president championed the need for change and clearly supported its adoption. Resources were noted as being limited and finding sufficient funding contributed to adopting the change. However, it seemed that the juncture of a new university president, ample funding, and critical timing, according to administrator and staff groups, provided the necessary impetus in the final decision to adopt the change.

Limited resources also seemed to drive which services would be included in the adoption of the change. While most respondents concurred that they believed there was a clear need to better serve students, limited resources were part of the adoption equation, too. There seemed to be an opportunity as well as a desire to make the project a remarkable one, one that could gain national recognition.

Most staff members and students felt as if they were not involved in the adoption process. They stated repeatedly that they had little to no involvement, that participation

from them did not seem to be expected. On the other hand, administrators generally felt that they had been involved in making the decision to proceed with the change.

### Early Implementation

The data that concern early implementation, or the initial experiences involved in trying to put the change into practice, appear in this section. Themes that emerged in describing the early implementation phase included initial planning, anticipated outcomes, reorganization, working relationships, and unanticipated outcomes. These descriptions are further delineated under each theme.

Initial planning. One staff member remembered that there had been some students and others involved in the decision to consolidate services. She asserted that there had been a group of students that worked in the “initial planning.” Too, she stated, they had helped to write the request for proposal to make such consolidation possible. Also, she believed that there had been “different groups of people involved in different layers of the planning process.”

But, initial planning concepts seemed to focus primarily on structural issues. In implementing the change, administrators wanted to know what kinds of facilities other universities had constructed for serving students better. One administrator reflected that “one of the first things we did before we actually started the project, several of us got on small university planes and visited some campuses that had similar kinds of facilities” (4-1-99b). Being able to visualize what other universities had built gave administrators ideas of what they would like and not like to have on their own campus (see Table 1). Support for such planning was also found in campus newspaper articles. One article quoted an administrator as saying, “a trip by student leaders to see a similar center at [another university] was the deciding factor in the design [of this center]” (University Daily, November 11, 1997). As well, document review indicated that administrators concerned themselves with structural issues in planning: “Another question faced by the

administration was whether to put a parking lot or a landscaped lawn in front..."

(University Daily, October 29, 1999).

Administrators discussed what they had seen at other universities and how they had contrasted and compared what they had seen with what they envisioned. One administrator continued to describe how the new president had appointed "a group of professional staff to develop and plan which units to include, how much space, location/relationship of units geographically."

Anticipated outcomes. One of the first themes to emerge from the data concerned aesthetics. It seemed important to all groups to remark about the beauty of the facility and to somehow link a beautiful facility to successfully consolidating student services. Administrators were especially quick to comment about the aesthetics of the new facility. They remarked that the new facility that would integrate services for students would be "very attractive," "striking," "gorgeous," and "outstanding." Another administrator indicated that the "physical facility is important...I think you should want it to be as comfortable as possible, not only for the inhabitants, but for the people who come in." Thus, we find that administrators were concerned not only with the beauty of the facility, but if the physical structure would be comfortable as well. One administrator summed up the feelings well: "The aesthetics of the building and the layout and the tone and tenor and feeling that you will have in it, I think, will be really, really nice."

Some staff members were quick to mention that they were pleased to be moving into more spacious and beautiful offices. They extolled the beauty and virtues of the physical facility. When talking about the beauty of the facility, words and phrases such as "bright and cheery;" "it's just beautiful;" "pleasing to the eye" (11-16-99); "pretty;" and "gorgeous" were used.

Such comments were supported by observations made during a tour of the facility (see Table 1). Two staff members seemed almost in awe of the facility: "Isn't it

neat,” one remarked, while another seemed pleased to observe aloud, “It’s just like a hotel!” As well, supporting documentation for the desire for the facility to be aesthetically pleasing was found in a student newspaper issue: “It looks nice and it’s a quality building” (University Daily, August 20, 1999).

Staff members seemed to also want to explain what types of services would be included. Without prompting, one professional staff member eagerly drew a quick sketch on paper for me, outlining the locations of various services in the lobby area:

Here’s the desk where people can be greeted and there are some couches and things here. And there’s a six-sided computer desk that will allow people to search the ‘Net on their own and then there are some touch-screen kiosks that stand here... There will be a door here and it will all be sound-proof and there will be huge speaker systems... If you just walk into the lobby area, you can look through this glass window and you’ll still be able to see scrolling campus events and some campus visual images...And then we’ll have handout materials behind this counter and a printer...

A classified staff member simply described her new physical space and was pleased that there would be “plenty of room for the families and the students who come in.”

Administrators felt that the new facility would be an improvement over the existing situation. One administrator believed that it would provide some desperately needed space for those working in the offices moving to the location as well as be beneficial to students. Others described the convenience of centralizing services while another simply stated that it would be a “great and drastic improvement for students.” An administrator felt certain about the change: “I don’t think there’s any questions about the efficiency or the practicality.” Another administrator spoke with broader meaning about improvement: “It will present a much more cohesive, pointed, focused endeavor regarding the nature of services provided in the student body we serve.” Another



administrator described how he perceived service would improve: "The different departments that will be there and their front line staff, will hopefully find it much easier in assisting students, making referral, assisting the various publics we serve, which would be faculty, staff, parents, alumni, other administrators."

One professional staff member said that the current offices of her department were "extremely cramped and we're kind of sitting on top of each other and we feel like this will be kind of like the country mouse going to the city." So, for this staff member, the physical setup was dramatically different and, in some manner, almost daunting to her. Not all staff members concurred with this one, however. During a tour of the new area, one staff member remarked to another, "It doesn't look like they have as much room here, does it," referring to the new office space for one unit that would be moving to the new facility. One student spoke about the convenience aspect: "It's going to be a lot more convenient to be able to go into one building and get all your services done, instead of tromping across campus."

Some student respondents believed that centralizing services would provide opportunities for staff to improve their job performance. One student speculated that staff would do a better job because they could take pride in their surroundings. Another felt that staff would be able to communicate better because of their proximity to each other. She also felt that the university was taking greater interest in student development: "They're also supporting the student side and seeing that this is a very crucial and important role to developing students... Sometimes there's a clash between academics and student development..." Yet, another student believed that the type of staff present in the facility would make a difference: "You've got to have competent staff; you have to have a quick staff and a bountiful staff, and you've got to make sure that people know what's going on in every facet."

Underlying the need to improve the existing situation was the need to better serve students and to have both students and staff benefit from the venture. Certain administrators focused on how the physical facility's purpose was to help staff better serve students: "It will be positive because it brings all those people together and services and students are more satisfied with the services."

Still focusing on how the physical facility would enhance services, an administrator stated,

There are seven significant units, service units, support units, academic service units, that are going to be able to do a better job, and through that facility they can enhance and improve their services just through the facilities. We'll all benefit from that. Just to take seven very significant academic service units that will touch students in a very important way and improve upon their effectiveness, who can measure the effectiveness?

Purposefully serving students better was a theme echoed by other administrators. "It will bring some more cohesiveness because those offices--we'll see each other. Services will be a little better. So, I think it will be a big difference," an administrator stated. Such thinking was supported during a tour given by an administrator to 30 staff members and other administrators. He stated at the beginning of the tour: "The reason we are here [in this new place] is our students. I'm a little narrow-minded about that." Such thinking was supported in a document review. In a student newspaper story on the subject of the consolidation of services, the university president was quoted: "I'd like to think the commons [new facility] will be a symbol of the central value [at the institution]. We are here for the students" (University Daily, November 10, 1997).

Staff members were also pleased that the new location would be more convenient and easier on the students of the university. They talked about having

essential services centralized: "They can all do whatever they want to do right there in this one area instead of having to go here, and here, and here." Another staff member spoke in terms of how he felt about the new facility: "I like the fact that everything is centralized now. That kind of helps us out a little bit more... I think that's real special about it." Because of centralizing services, all staff members described how much easier and convenient things would be for the students. Yet, another staff member mentioned the impact the facility would have on those who entered: "I think visually it makes a statement when you walk in there about the services that are available and how easy they are to access. It's going to be making a very strong statement about [the institution's] focus on students."

Talk among all students was more focused. Foremost was the recognition that the change could be beneficial in centralizing needed services. One student leader described her convictions about the university's "passion for students and always wanting to do what's in our best interest." She was impressed that services for students were going to be "all in a central location on campus."

Another anticipated outcome of the change, according to administrators and staff, was that the university would have a "true" center. One administrator wanted to stress that the change would provide for the university to finally have a focal point for visitors. He observed, "From a sociological standpoint as a community center [university], [we've] never had a focal point. [The building] It's all hallways and doors, so we have created a commons area, a collective in a sense, a focal point for the building." The same administrator felt that the facility would become, in essence, the heart of the university: "We will be the general university, the administration of the general university." This administrator envisioned that consolidating services into the new facility would cause the facility to become the focal point of the entire university community and

that students, faculty, and staff would be able to find answers to everything they needed on campus in that location.

Only one staff member foresaw that the new facility could become a gathering place for the campus community. However, document review revealed support for wanting the new area to be a focal point for the campus. In a student newspaper article, an administrator stated, "The commons [new facility] will create a sense of community for the university. It is truly a great addition to the whole environment of campus" (University Daily, November 10, 1997).

Most administrators were optimistic about the possibilities for increased revenue and visibility for the Student Union from the addition of the new facility, too. One administrator observed that "it's going to increase traffic in the Union, I think, significantly increase traffic in the Union. And, anytime, traffic in the Union is the most important asset we can have." As well, staff members believed that the new facility would increase business for the rest of the Student Union. Several mentioned that the Student Union would be more crowded and that the businesses would benefit. One stated, "I think there will be a lot more traffic and a lot more student involvement in the Student Union."

Yet, another administrator seemed skeptical about locating the project as an addition to the Student Union:

Because, you see, all of the reasons given for this new building, no one has ever said to me, "We need to do it for these reasons." They've argued about where it was going to be. It was largely in my judgment determined by money because the Union wants all the traffic.

Thus, there was a divergence of opinion about the principles behind locating the facility as an addition to the Student Union.

The different respondent groups also anticipated that the new center would be quite remarkable. All administrators believed that adding the new facility to the Student

Union would provide national recognition for the campus. One administrator proudly remarked, “when it’s all done, it will be the largest Student Union in the world.” Another administrator added, “This will be a total service concept in a college union that will not be found anywhere else in the world. So, not only physically will it be the largest, it will certainly be the most comprehensive.”

The size of the facility and how the addition would make the institution’s Student Union the largest in the United States was a virtue that was repeatedly described by staff members. One staff member laughingly remarked that administrators seemed “a little proud of that... [It’s] mentioned every once in a while to make sure we remember.”

Students, too, talked with pride about the change. For example, one student thought the change was progressive: “[The institution] is continually on the go and we’re expanding and keeping up with modern times and I’m proud.” Another student added, “I think it’s awesome, if nothing else, to say that we’ll have the largest Student Union in the world.” Document review revealed support for this theme: “...the 66,000 square foot area will make the Union the largest college student union in the world and the most unique in existence” (University Daily, November 10, 1997).

Some administrators also looked forward to the advanced technology that would come with the new facility. They believed that the facility would provide those who came to it with high quality, state-of-the-art technology. They spoke about how a welcome center would provide interactive media that could guide visitors around campus and provide students, staff, and faculty information at a touch. One administrator stated that there had been a great deal of discussion about how to move and support the advanced technology that the units would be bringing with them to the new facility.

Too, administrators discussed the location of numerous special data outlets for students to plug in laptop computers and use the facility for study purposes as well. He indicated that “students can just plug in their laptops and study almost anywhere in the

Atrium.” Yet, when observing the area at two and three month intervals after the various units had moved into the facility and all parts of it were opened, I did not notice any students using the special data outlets, although there were many students seated in areas which provided them. Most all the tables and chairs were filled by students in mid-afternoon. Instead, I noticed many students sitting by themselves or with other students studying, writing, eating, or just talking quietly. Thus, it appeared that the hopes that students would be utilizing the special technology provided for them had not yet been realized.

Some administrators anticipated a change in attitude among staff members. One administrator indicated that the commotion about moving to a new facility was nearly palpable among staff members: “You can just see it on their faces and in their eyes. You can see the excitement, wanting to get over there and work in the facility.” Other administrators thought that the change to new offices would also provide a boost in morale: “Staff morale and things will be better as well as assistance for students.” Another administrator added that “it’s going to enhance, raise the bar of the standard of professionalism and behavior and conduct by all.” Yet, another hoped that the new attitude would affect others: “I’m hopeful that the good stuff rubs off, that people whose surface attitude is not as strong as we would like, will be encouraged to be more positive in attitude.”

One administrator commented that he hoped the positive attitude would extend beyond the physical boundaries of the new facility. He remarked that the “philosophy that students are important” would spread quickly throughout the campus as a sort of renewal for the campus community. While hoping for an improvement in morale as well as a renewed focus on students, another administrator mused, “Are things like this within the strategic planning function of the institution?”

Positive student comments regarding integrating services were anticipated and showed student attitude about the consolidation of services and the facility. A positive remark came from one student: "It's showing students from the first time they come to campus that we're here to serve the students and I think, in a physical form now, you can see that."

The administrative group also anticipated how the change would benefit faculty and staff in addition to students. An administrator commented that faculty would be "right more often" in advising students where to go for assistance because all the services for students would be in one location. He admitted, "We have some peculiar ways of doing business, so it can be hard for faculty to keep with all of it exactly, you know, who does what." Another remarked that it would make it "easier for staff and faculty to address issues, to make inquiry, to get a response to their questions, just because the Student Union is kind of a living room, if you will, the crossroads of the campus."

One staff member felt that the facility would provide ample opportunities to "tell the University story." Sometimes speaking fervently, the staff member would comment about how they would be able "to take service to a new level." As well, she believed that alumni would be impressed by the new facility. She visualized the alumni returning to campus and saying, "Oh, my gosh, it's even better than I remember," contrasting such nice surprise with what she believed was human tendency to "remember something better than what they actually had." Other staff members talked more generally in terms of how students were going to enjoy the new facility and how it would benefit the rest of the Student Union areas.

Student respondents, too, saw other possible benefits from the addition. One student believed that it would make jobs easier to do for institutional staff by being located centrally. As well, the student felt that faculty would get to play a bigger role in students' lives: "Faculty-student relations will probably be a little bit closer together."

Some students saw the facility as a new gathering place for them on campus. One student leader envisioned the atrium of the facility as a place where students could meet informally or regularly. She hoped that the area would be used for programming for students and be perceived as a place “where everything is going on.” Another student felt quite differently: “I think it will be a place that is an administrative building for students and not a place for students to hang out.”

The data also revealed a theme concerning personal impact. Administrators did talk about how the change would impact them personally. Interestingly, though, several of them did not comment directly about personal impact, but talked, instead, about how the staff in all the departments might be affected, how the timing and logistics of closing down departments in different areas and relocating them all to another might affect institutional operations. All were concerned about making the transition smooth, as seamless as possible. They discussed finding the appropriate time when there would be little disruption to services and decided on staggering the timing of the moves of the different departments to accomplish this.

Still, one administrator thoughtfully said, “It probably isn’t going to make my life much different than it is now.” The same administrator hastened to add that the whole project, though, was not intended to impact the administration of the institution, but to better services for students, potential students, and visitors to the campus and to help inter-department relations.

Others were more candid about how the change would impact themselves or others on campus. One staff member flatly stated, “It won’t impact me,” but other staff speculated on what they believed the affect of the change would be. One classified staff member stipulated, “Oh, it will probably have minimal impact on me. In terms of my responsibilities, it will have a minimal effect.” This staff member added quickly, though, “People will be glad to have things centralized. I think folks will think students will like it.”



A professional staff member discussed that while he felt that the change would benefit students, he did not feel that the activities in his office would alter: "In regards to our day-to-day basis or activities, I don't think it will change them at all. Not at all."

A feeling that students, staff, faculty, and visitors who were not aware of the new facility and centralized services would find out about it and begin using the services as soon as the facility was completed pervaded the data from administrators. One administrator commented that he firmly believed "this endeavor would be utilized by people" as opposed to other such projects or facilities on campus. Another administrator simply stated, "It's not going to be hard to find. It's going to be something that within just a day or two, everybody is going to know where it is." Thus, it appeared as if administrators felt that the change would promote itself through its existence.

One staff member was anxious to have everyone moved to the facility and have operations centrally located there. He believed that other campus staff, faculty, and administrators would be able to better see what his office did, how they impacted the entire university community. But, another staff member still was trying to envision how she would deal with the new, spacious environment:

I found myself this last year specifically in different tasks that I was trying to perform or things I was trying to write or sort out... and I'd think, "Oh, gosh, I'm actually going to be able to do this in peace and quiet."

The data disclosed that there would be uncertainty about the change and such uncertainty seemed anticipated. Administrators talked about the doubt staff were feeling. One commented, "If they change to a new environment, there is uncertainty, there's anxiety as to whether or not you're going to function well." Such changes, he indicated, "requires people to go back and reconsider and they're not necessarily geared to do that." He remarked further on the ability of staff to resist the changes:

I think it probably goes back to cave man days. People try to isolate; this is our cave; we understand our cave; these are our grounds. We understand how to function on our grounds. But, whenever the landscape is changing, especially if it changes rapidly, we don't know where we are. It makes us insecure.

Thus, some administrators noted that staff in the units felt somewhat overwhelmed by the change and the need to alter the way they had been performing tasks.

Reorganization. Administrators also wished to discuss a reorganization that had taken place in the university following the decision to adopt the change (see Table 1). They believed that changing the administrative reporting structure would improve services offered. Thus, changes were made that resulted in several unit directors and their staffs reporting to different vice presidents than they had previously. The goal in reorganization was to enhance working relationships among the units that would be relocated to the new facility, according to one administrator: "Since then, we have made administrative changes to make that even more probable."

Another administrator provided further insight:

We made a decision in November [1998] to reorganize elements... [We] Did two things. First of all, pulled [one office out of one division] and expanded its role and reduced the role of another office and redefined it to do other things. Well, all that was done in December [1998]. The building was virtually complete. So, here we have a fairly significant reorganization. It's got to fit into a building that has already been defined. The other thing is that there's a very different situation in that part of the lead on this was taken by [another division], but at this point, nothing that's going there will be under [that division]. And so, some of the planning principles, etc., may have reflected [that division's] outlook rather than [another division's] outlook. And I guess one of the things I look at, not just here but elsewhere, is that we build a building for the way we were.

Thus, the reorganization caused some units to move into new office areas designed for the previous reporting structure. The previous reporting structure was evident in a document review of the plans in the proposal to build the facility (Program Document, 1996). One administrator hinted that the location of the offices in the new facility was motivated more by politics than by what was needed to serve students, staff, and visitors optimally. He commented, "I know that the original plans from the architect were changed. By someone internal. It was politics. Internal politics."

For others, confusion seemed to center on lack of knowledge about what services would be relocated to the Student Union and which departments had been reorganized. One student leader admitted that her "understanding was that they're supposed to combine a bunch of facilities and services." Further, she expressed concern about a possible reorganization of departments:

I've heard some concerns voiced among students and faculty; they were concerned about their students, that student services have been fragmented away. It makes more sense that student services would be under [one division] and not fragmented or shifted. So, I'm for anything that satisfies that purpose.

This particular student leader's comments explain that she did not understand that the majority of departments had, indeed, already been shifted away from the previous division and placed under the supervision of another.

Two students voiced concern about what would happen to employees due to consolidating services. One student asked, "Are there any layoffs that are occurring with this?" She speculated that the administration might lay off some employees to offset the cost of construction instead of raising tuition. One student seemed to have personal interest in possible employee reductions: "I know some individuals personally that are in some of the affiliated offices and I know they're a little concerned about job security, that they don't know if they will have them or where it will be."

Another area of confusion for students seemed to surround which divisions would have control over the new area and whether that control would result in a continuing struggle. One student leader commented that he knew there was some confusion about which division would be supervising the staff in the new facility because “there’s always that Academic Affairs versus Student Affairs thing.” Another student leader spoke about how she believed the administration did not view student development as an essential aspect of college life and noted a “clash between academic-wise and student development-wise” sides.

Working relationships. Administrators believed working relationships among department staffs would improve as a result of the change. One administrator remarked that “the staff of those units should certainly be served and then some, just by proximity. Collegiality, interacting.” Another hoped for cross-training to occur between departments, but admitted that it would likely take some time for such interactions to occur: “We’ll probably spend a year, year and a half, so people know who’s who and find out a little, that they’re pretty nice people. There will probably be, at least initially, more cross-training within units rather than between units.” Yet, another administrator was rather candid in his thinking: “I don’t think it’s going to change the way we do business.” Such hope for improved working relationships through physical proximity seemed evident in a document review. In the Program Document (1996), a departmental adjacency matrix (i.e., a chart indicating how necessary it was for each department to be proximate to other departments) as well as a departmental strength of relationship figure (i.e., chart revealing how much each department interacted with each other) were discovered.

The new facility, however, did seem to create some management issues for administrators. Several of the administrators observed that the people that they supervised would no longer be in close proximity to them, but that they hoped it would

promote “an opportunity to have more units working together and seeing opportunities for integration of their activities.”

One administrator seemed to believe that consolidation would promote the need for other changes. He believed that the opportunity for staff members to cross-train would be enhanced by the proximity of other offices and believed it was an essential need for the institution: “The way we’ve got to approach this is that we have to have cross-training...That’s what we’ve got to do more of.” Improving staff members’ abilities to serve students in multiple ways, he stated, would alleviate some of the pressure brought about by limited resources. By cross-training employees, the administration could save or re-prioritize funds. But, even this administrator felt that there had to be more action than just discussion about cross-training. He was aware that, thus far, all that had been accomplished towards cross-training had been discussion, yet still felt that the physical proximity of the offices to each other would provide needed opportunities for such training. Additionally, he felt that staff members needed to realize that cross-training should be a vested interest for them: “This is the hard part. A lot of them don’t understand for their own professional development they need to do that.”

Others saw the change as an opportunity to open up discussion among members of the campus community. One classified staff member qualified her enthusiasm about the project: “I really think it will really help campus students. Everything, *if, if*, the staff that’s there is really there to help the students.” Another professional staff member saw opportunities to “adopt some different roles than we have and figure out a new way of doing things.” She hoped that problems could “remain within departments.” Still, another professional staff member viewed the new facility as a means to open up a much needed dialog about working together. She stated, “Not everybody sees themselves as partners in the same venture... We all ought to be about the total education of students, however that occurs and wherever that occurs.” She strongly felt that what mattered in

the project was how the people who worked there and the people they served interacted with each other and the rest of the campus community. She indicated that ownership of the change project really belonged to everyone: "What we're about is sharing with each other and about developing mutual goals and vision, where we are and where we're going and everybody has ownership of that, feels a part, and feels good about the contribution they make." Her hope, she indicated, was for the new facility to cause the campus community "to come together and talk some more about who we are and what we want, where we want to be, and how we want to have a relationship with students and with each other as providers of services to students."

Unanticipated outcomes. A project outside of integrating services for students, that of bringing a new computer system online, caused unintentional changes in the way staffs interacted with each other and felt about the change, according to some administrators. University staff had to learn how to effectively operate a new computer system while integrating services for students. They believed that the two changes had become inextricably intertwined. Regarding the new computer system and combining services, one administrator stated: "Those two things together are going to have a profound affect. The scary part is that I can't tell you how it's going to work." Evidence of thinking that the two changes were interdependent was revealed in document review. In minutes from a core planning meeting among administrators was the resolution: "We should not move into the Center until [the new computer system] is operational, unless there is at least a 30-day waiting period between the time the Center is available and [the new computer system] can be on line."

Another circumstance that seemed to be unanticipated was the confusion about what the facility would be called. An area of concern from administrators surrounded how they wanted people to refer to the new facility. While all administrators made reference to the facility as the "new building," most talked about it as if it were separate

from the Student Union as opposed to an addition to the existing structure. All but one administrator called the new facility the Center for Services to Students. Then, a surprising comment came from one administrator:

I've been trying to get people to talk about it in terms of the academic services center or something of that sort to reflect the kind of things that are going to be there. I'm actually concerned that it's probably viewed more as just another Student Union, which is, physically that's where it's at, although a distinct piece of it.

Hence, it appeared as if there was some confusion among administrators about the name of the new facility and what, if anything, it should be called.

Like the administrators, sometimes staff members stumbled over what to call the facility. Several referred to it as The Center or the Center for Services to Students. One staff member provided some clarification about the seeming confusion:

To call it something different when it's the Union didn't make sense. And so, the Atrium may be called the Atrium, but we talked about calling it the Commons or something like that because we really think it will become a commons. But, everybody decided, no, it's the Union, it's *in* the Union... It's been called *all* kinds of stuff. And the decision of the group was that we really don't get a choice about what we're going to call it, because people are going to call it what they're going to call it and it's in the Union... But, at the moment, it's just the Union, and the Atrium and the Union, or the Student Center and the Union.

Such confusion about the name is well documented in a meeting summary (8-16-99) of the planning group:

The following names were submitted for consideration:

[Institutional name] Student Union

The Commons in the Student Union

The Student Services Center in the Student Union

The University Commons

Only refer to the atrium as the Commons

The consensus of those in attendance was to refer to the facility as the [Institutional name] Student Union. The rationale was that this would be how the students will identify the facility anyway, so why not keep it as simple as that. [sic] There was also general support for calling the Atrium just that, because the 'commons' has various meanings. Realizing that not all were in attendance at this discussion, I am asking each of your [sic] to respond as to whether or not you support this recommendation.

From an earlier meeting summary of the same group, the confusion regarding naming the facility was entitled the "Name Game" as an agenda item. As well, all planning documents from both the institution and the contractor refer to the new facility as The Center for Services to Students.

Still, like administrators and staff, students had some confusion about what the facility was going to be called and how to refer to it. One student remarked,

I think it's funny we didn't just make it an extension of the Student Union. I wonder what that's saying? I mean, are we naming it what, are we naming it anything else or is it part of the Student Union now? See, that's confusing. Maybe we need to decide that... I mean, do we put a new person in charge? I think it's important psychologically to decide is it part of the Student Union or is it a separate thing that just happens to be connected? *Huge* difference in things, huge difference, without even thinking about it.

Another student was also forthright in his opinion about the confusion about the name of the facility: "Whatever name they bestow upon it, whatever it's finally christened, they've



got to make it clear what it does and how to use it and, until they do that, I don't think it's going to be worth a damn."

Despite such certainty about needing clear explanations about the consolidation effort and what it was intended to do, there appeared elements of uncertainty which were not anticipated. A large-scale change such as this, an administrator mused, may have helped to explain why he had begun to perceive that staff were not very excited about the upcoming move to the new area: "I've been surprised that people are not just biting and I don't know why. Maybe I should bring this before our planning group." Yet, the administrator who doubted whether staff members were eager about the change speculated, "Many of them may be more enthusiastic than they demonstrate."

One student's concern regarding integrating services involved a belief that the new facility would be overcrowded: "If you center a lot of high traffic offices in one area, all of a sudden you've got quite a jumble." A student leader's concerns were different:

I'm a little bit worried about what the new Center is going to be used for. Like we're creating all this space and stuff...and how much of it is going to be student area and how much is going to be like, yeah, OK, it's part of the Student Union, but don't come here unless you need to be here type thing.

Some students were skeptical of the institution's motives in having the largest Student Union in the world. One prodded gently, "Are they just doing this to say they have the largest Student Union in the nation?" One student leader also seemed dubious: "We say we have the biggest Student Union in America. To which I reply, yeah, but how much of it is taken up with administrative, you know. OK, we have a giant Student Union that's three-fourths populated by offices."

Data from students indicated that they knew little about integrating services and the new facility. For instance, one student flatly stated, "I don't know anything about it... I thought they were expanding for aesthetic purposes." Another commented, "I don't even

know that it exists. You never hear about it... No one understands what's happening."

Yet, another student was almost hesitant to talk about the change as her understanding was "fairly limited."

Tangential to having a new facility with integrated student services, respondents were also interested in seeing the institution promote both the facility and itself. One student expressed confidence that the university would promote the facility while another thought that it would be "something to promote [the institution] with." One observed:

I think it could have a very positive effect if it's done right. But, doing things right is a combination of so many different variable factors. You've got to make it known to people, you have to make everyone aware that it's there, what it does, how to get a hold of it. And, once you get people there, you've got to make sure that the services are available and you've got to make sure that they're bountiful.

Promotion was a large concern to most of the students interviewed. One student leader offered advice to the administration: "You've got to get the word out if you want anything to happen." Another suggested that the institution use promotion companies to publicly "sell" the idea of the facility and its services, to utilize the inherent "photo opportunities" the center would provide. Thus, students were full of suggestions about how the institution could make the campus community and others aware of the change project and were eager to see the university take decisive steps in promoting it.

While most students believed that other students would use the services offered, they added that there was no alternative but to use these services. They believed, then, that students needed to know about the services offered and speculated as to why they believed students did not have much knowledge about the change. One student thought there was a "breakdown in communication," while another stipulated that students needed to know exactly what was available to them in the facility. One wished for "more student stuff in it [the facility], like just for, happy-go-lucky stuff."

Involvement and input into decisions reached about the new facility provided rich data from staff members. Remarks concerning personal involvement among staff members ranged from “I had none” to “my part was very secondary.” One staff member offered, “I have helped to rearrange furniture a little bit and I go to the move meetings on Thursdays... So, I’ve just been doing little bits. Just finishing out.” Another staff member volunteered,

Had I been asked, there might have been some things I would have suggested to do differently...Were we to know what our options were a little more or had more time... We’re really less pleased than we hoped to be... It became very obvious that there were limited individuals that they would consult and visit with and deal with and so, I think, unfortunately, there’s going to be some kind of fallback...

This professional staff member inferred that administrators might be surprised that staff members might not be as grateful for the new offices as they anticipated. She described the feeling she and others were having: “It’s kind of difficult to know how to feel because it’s kind of like somebody giving you a very expensive, elaborate gift and it’s something that you really don’t want or really care for...” She admitted trying to deal with guilt over not fully appreciating the facility because of the cost of building it, but felt that if she and other staff had been more involved in the process, that certain mistakes might have been avoided.

Instead, she believed that decision-making had not involved staff at all. She stated, “I really got the feeling that lots of decisions had already been made and that we were just kind of being explained to.” Another staff member offered that “sometimes major decisions get made without very thoughtful planning” as a means to explain the seeming lack of involvement by staff in decision-making. She added, “What will be more important, I think, is the attitude with which we provide the services. You can have a marvelous facility and if you don’t have the right people skills going on inside, it doesn’t

matter.” She indicated what she believed administrators really thought: “We really are looking for folks to carry out our wishes, not really be part of the team.”

Such thinking was supported by observations I made during an hour and a half tour of the new facility for administrators and staff members. One administrator gave the tour of the facility and it was interesting to note how the group of 30 seemed to unintentionally divide into two parts—one for administrators and one for staff members. Moving between the two groups as various aspects and offices within the facility were shown and discussed at length by the tour guide, I was able to hear comments from both groups. Staff members tended to lag behind the administrative group and in general seemed less enthusiastic about the facility. They talked among themselves at great length and I was often able to overhear their remarks. One staff member remarked rather dryly to another: “So, this was your idea [to set up your office this way]?” The staff member to whom she was talking did not answer, but, instead rolled her eyes and carefully pointed toward one of the administrators.

Yet, administrators seemed to have a different view during the tour. When the tour guide was showing the group the furnishings in one area, one administrator remarked to another: “I’m glad we went with the older style on the chairs. They look nice.” Such an observation indicated that the administrator had provided input in choosing the type of furnishings for the facility. An article in the student newspaper read, “The departments who will reside in the Student Services Center had suggestions during construction” (University Daily, October 29, 1999). Such documentation seems to imply that both staff and administrators had some involvement in decision-making during the implementation phase.

A staff member discussed how she believed that students had become more involved in the Student Union during implementation of the change. She explained, “There are student staffers in every single office over there... So, we’ve had student

involvement in just about every area...I would say there has been fairly heavy student involvement." Thus, the presence of students working in the new facility constituted student involvement with the change, according to this staff member.

Students were also interested in discussing the level of involvement either they or others had had in decision-making regarding the services and facility. One student was quick to point out that her involvement could be characterized as "absolutely none" with regard to decisions reached about services and the center. The majority of student opinion echoed this answer. One student stated, "I wasn't really involved. I don't think there was a lot of student input into this, honestly." One student leader commented, "I guess I don't get to make really any big earth-shattering decisions... But, no, we haven't had any big decisions or any concerns that we've heard from students yet on the new center." This student leader, however, did add that her group was kept informed about the center. But, another student leader candidly admitted her involvement in decisions reached: "None. I have never been asked to my knowledge to offer input specifically on that...I don't know if there are any committees." Another student summed up his involvement as "zero," adding that he did not "know anyone who has" had involvement. One respondent quantified his involvement and seemed to answer his own questions in the negative:

Very little. I'd say very little. We were just kind of told it was being done... We've had more involvement in being able to decide what's going to go where these other offices were... As far as what goes in there? None. Absolutely none.

But, one student felt that he had been involved in decision making about the services and facility. He commented, "They had asked us what we thought about the whole idea of building an atrium and the whole student center... I looked at it as we had the opportunity to get asked do we think it should be here." He later added that the administration had asked his organization their "opinions on some of the ideas, like the

Internet hookups, the computer or the speakers, what we thought about having the floor completely open or if we should have tables and chairs down there.”

One student leader wrote a special note following the interview and after reviewing her transcript, outlining what she believed constituted student input or involvement on campus. She stated that she felt student organizations were “manipulated” into supporting administrative ideas and felt as if this project was no exception. She wrote about decisions already being made by administration and then presented to student organizations for their stamp of approval. Gaining approval for projects such as this one could then be presented as having “student approval.” She also stated that she felt that administration kept the “rest of the campus” unaware of changes, because students had “already approved” endeavors. Despite her convictions about students being manipulated into supporting administrative decisions, she did write that she felt administrators did “value student ideas and opinions.”

The lack of student involvement in decision-making about consolidating services and building the facility was discovered in document review as well. Conspicuously absent from the meeting summary minutes from the planning group, the Student Services Center Planning Directory are any discussions about student involvement or any student names. Rather, the discussions in the meeting minutes indicate working *around* students, rather than involving them. For example, minutes from several meetings center on the need to move services *around* peak times of student enrollment, advisement, and financial disbursements.

Another matter that had not been anticipated and which concerned administrators was limited resources, especially in furnishing the facility. Some of the administrators discussed that the original plans had not provided funding for furnishing the large area and that the old furniture in the units was not suitable for a new facility. Document review of minutes from planning meetings supported this notion: “As there is

no budget for this [furnishings and equipment], each Head will have to request funds within their departmental budget requests." One administrator expressed gratitude that funding eventually had been allocated for new furnishings for the addition and another questioned the wisdom in not allocating money for furnishings in the original plan:

Why don't we have money for furnishings, etc., built into the project? They say, 'Well, you're going to have to cover it somehow with future money.' Well, that's fine and then what happens if future money is tight or something else comes up? And that's the situation we're in now, where we have very limited funds for the interim. These are decisions that were made three, four, or five years ago; I think that's one of the things that's an issue from my standpoint.

Yet, another administrator felt that as a group, the administrators simply had been careful with the university's money:

I think the university has been really diligent in watching the budget on this particular thing, making sure that it's not getting out of hand. Now, there were a lot of things departments may have asked for that they didn't get because the university is trying to be frugal.

Care with institutional funds, however, did not prevent conflict from erupting over costs. In a memo regarding funding, one administrator noted that another had underestimated both costs and square feet of the facility considerably.

Staff members bemoaned the lack of funding for adequate staff to offer the best service. One staff member was concerned about having additional responsibilities added to her job, but getting no additional help. Two professional staff members discussed how private funding had been and was being sought for some parts of the new facility. Others seemed to face the fact that funding would never be adequate and that private funding had become essential for many projects, although the funds sought for this project were

“sort of in development at the moment.” Thus, there was a hope for additional funds to provide items that the facility needed.

Apparently, as different units began to move into the new area, discussion turned to having new standards in the facility, according to some staff members. One staff member offered that “we’re going to be working to develop a set of standards for keeping it a very attractive place, to set some guidelines for the usage of the facility for events... We’ll be meeting regularly to talk about signage.”

Yet, for students, confusion seemed to focus on how the new facility had been funded and what would happen to employees on campus. They seemed to understand that the project was very expensive. One student seemed almost angry about the cost of the center:

I can fault them for spending our money without having a good idea of how it’s going to affect or aid students. If they’re not going to take the time to make sure that people know about it, how it’s going to be used, then it’s a giant waste of money.

Another unanticipated outcome revealed from the data concerned a lack of personal impact, even, possible negative impacts. A professional staff member spent a fair amount of time discussing the impact of the change project and returned several times to the issue. While she believed that the new facility would be more spacious than what she currently had, she had some reservations about other aspects of the building. For instance, she was concerned about how accessible she would be to other staff and students after moving because she was used to having an office close to the “action,” physically close to both staff and visitors to the office. She considered herself “people-oriented and student-oriented” and saw being located further from others as a negative aspect. Too, she expressed concern about there being a different feeling to the new location: “It will be kind of a more formal feeling... We’re just real casual and relaxed and



so, I'm hoping that the atmosphere there, that we can maintain that, even with the physical arrangements that we will have to deal with." Eventually, she summed up her feelings on behalf of all other staff: "So, this will be a whole new world."

One student mused that it would have been nice to have had centralized services, but that it would not impact her since she was a senior. A few other seniors or graduate students also stated that they wished they had had services centralized when they were freshmen or sophomores, but that integrating services now would not have much impact on them at all. Sophomore students generally thought integrating services would be helpful. However, some students had a different view of the situation, believing that the change would not impact them. One candidly admitted,

At this point, I live off campus, I eat off campus, I come here for work, I come here for classes and that is the part the university plays in my life. I don't see it affecting me greatly at this point.

A student leader observed how he saw the integration of services: "I see it more as moving places together, but not really affecting me any better. Other than it's more convenient for a lot of people to use those things, but for me, personally, sorry."

The data revealed more unanticipated outcomes as two administrators reflected momentarily on the planning aspects of the project. One administrator's comments concerned his belief that the implementation of the change had lacked some needed foresight. His worries focused on his perception that the offices for the units would be cramped for space from the inception of the project and what might occur should units need room to expand. Another administrator's remarks concerned the length of planning:

The time-line in planning these things is so long and so much stuff can change that it can be a problem. I don't know how you speed the process up so that it just doesn't avoid change, but it minimizes the effect to which change affects what you have. You're dealing with an after-effect. We made organizational

changes between the time the building was started, but before the building could be finished, which we couldn't do anything about. So, now we're putting into, pouring into that space, a different organization that it was built for, as opposed to pouring what was built, what it was built to reflect, and then changing after the fact. You know, anytime there's change, there's disruption, of course. But, I don't know which of those two is least problematic and negative under the circumstances.

That the students seemed to question what type of values the institution held about students seemed to be unanticipated from the change as well. Two student respondents specifically queried whether counseling services would be included in the new facility rather than in an older office suite with outdated, shabby furniture. When he understood that counseling services would not be updated or moved into the new facility, one student leader responded,

Is our focus really on the students or is it on what students we're bringing in and what they do afterwards? If the focus on students is make them successful by making a lot of money and sending them into big business and stuff like that, then I say we're on the right track. If our focus on students is like to help the development and grow and be good citizens and model members of society, we're doing an OK job. If our purpose is to help them succeed in every single level that they can, physically, mentally, and spiritually while they're here, I think we're missing the boat just a little bit.

This student remarked that he hoped "everybody looks at the big picture and actually, seriously takes the time to evaluate who needs what and why...What do we value? What are we saying by what we put where? Seriously." He hoped that the project would provide an opportunity for reflection and open, inclusive discussion on what values the institution cherished.

Summary of Early Implementation of Change. Administrators, staff, and students all felt that the new facility would be beautiful, and provide much needed space and technologically advanced offices for staff. All felt that students would benefit from centralized services and that an increased number of people might benefit from pre-existing services in the Student Union. Too, respondents generally believed that the change would re-focus the institution toward students.

A number of respondents believed that the new addition to the Student Union might facilitate job performance by staff relocated there. The resulting improved service would, thus, assist students in their endeavors to be successful at the institution. As well, they believed that staff would experience better communication due to proximity to each other. They also felt that people would come to learn very soon about the services being offered in the new facility. However, students generally seemed concerned about the paucity of promotion by the institution about the change project and made suggestions that the institution work towards more promotion about the facility and its services.

Staff and administrator groups both reflected on planning and decision-making, but with different views. While administrators appeared to think that there had been adequate involvement by staff and students, staff and students did not necessarily reflect such involvement. Both staff and students concurred that there had been little involvement by them in implementing the change and desire for more involvement in the implementation process was voiced.

Reorganization among departments was also a topic of discussion among the groups. Reorganization seemed clearly understood by administrators and staff. Yet, students generally had only the vaguest notion, at best, of what reorganizations in the institution had taken place.

All groups discussed funding. Administrator concerns seemed to focus on finding sufficient resources to adequately furnish the facility, whether through the institution or

the private sector. Staff members seemed to think that resources were not sufficient and students were concerned that employees might have to be laid off and funds saved from the layoff to fund the costs associated with the new center. Thus, views regarding funding were divergent.

All groups also discussed how the construction of the addition would provide national recognition to the institution. There did, however, seem to be a lot of confusion among all groups about what the new facility should be named, if anything. This topic, in particular, seemed to also lead students to talk about what the values of the university should be. Students and administrators both expressed a desire to open up dialog among the campus community about what the institution stood for, what the institution valued. Students were concerned with doing things "right." Administrators believed that the change project would cause a change in attitude among staff members, while staff members talked more about how they were going to have to change the way they approached business. Yet, there were both staff members and administrators who felt that it would still be "business as usual" after implementation.

Observations made during a tour of the new facility also helped to support remarks made by administrators and staff members. Documents reviewed (Staff Development Opportunities handbook, Fall 1999; pamphlets and newsletters from the campus student union; three articles from the campus newspaper; the proposal and contract for constructing of the facility; all change orders in construction of the facility; numerous legal and budgetary documents relating to the construction of the facility; minutes of meetings of the planning group; dozens of interdepartmental memoranda [1995-1999]; formal drawings of the layout of the facility; and the needs analyses of the project] helped to both support other data as well as establish events of the change process.

## Summary

The adoption of the consolidation of student services was a long time coming for the institution. Though the feeling that students were not being served well was pervasive, administrator and staff respondents indicated that the change had not been adopted for several years. They attributed the inability to adopt the change to barriers from previous university presidents and insufficient funding. Limited resources, in fact, helped in making decisions about which services would be included in the change. Neither staff members nor students felt as if they had been involved in the adoption process.

Administrators, however, generally indicated that there had been adequate staff and student involvement in both adoption and implementation processes. Much of the data emerged into outcomes that were either anticipated or not anticipated. For example, all groups reported that the facility constructed for the consolidation of student services would provide national recognition to the institution, but there was confusion regarding the name of the facility during the implementation phase. Students expressed interest in how the institution reflected its values through the new center while administrators and staff were more concerned with structural and operational issues.

Table 1

Key Event Time Line for Consolidation of Student Services\*

Time Frame	Event
August, 1994	New President assumes office
Fall, 1996	Committee formed to study possible change
Spring, 1996	Committee proposes change to the Executive Council of the university. Change is approved locally and adoption phase ends.
Summer, 1996	Committee members visit other campuses to see how centralization has been accomplished on other campuses
October, 1997	Funding proposal for change project taken to Board of Regents and, as anticipated, approved
Spring, 1997	Input regarding change sought from staff and students
Fall, 1997	New Vice President of university takes office
November, 1997	Ground broken for change project
December, 1998	Reporting structure for affected departments changed
Spring-Fall, 1999	Tours of unfinished facility begin
November, 1999	Certain departments begin to move into facility; first formal activity held in new facility
December, 1999	All departments finish moving to facility
2000	Facility formally dedicated

\* Table 1 presents a chronology of events as understood by the respondents in the study.

## CHAPTER IV

### ANALYSIS OF THE DATA

One of the basic tenets of Fullan's (1991) change framework is that change is multidimensional; that is, for true change to occur, three dimensions must be affected. These dimensions include materials, approaches, and beliefs. A change in materials indicates that resources have been altered or, possibly, directly allocated for change. A change in approach means that new strategies or activities are used to get work and/or learning accomplished. A change in beliefs refers to altering assumptions that are held about particular programs, practices, or policies (Fullan, 1991). These dimensions of change--materials, approaches, and beliefs--must be different from how the institution currently operates in order for change to occur (Fullan, 1991).

The first phase of change, adoption, refers to those processes that lead up to and include the decision to initiate the change (Fullan, 1991). The decision to adopt change may be driven by various factors and the process of adopting change, according to Fullan (1991), is driven by the way in which an organization mobilizes and plans for the change. Three factors - relevance, readiness, and resources - also help explain how the process of changing actually begins (Fullan, 1991).

The second phase of change, implementation, concerns itself with putting ideas into practice (Fullan, 1991). For successful implementation of a change, those affected by or expected to change must make the change part of their everyday work lives. Because the association between adoption and implementation is one that is loosely coupled and reciprocated (Fullan, 1991), skillful implementation strategies are essential. For instance, weak adoptions can be turned around if strong implementation strategies

are used. Also, the manner in which a particular change addresses important needs, is suitable with regard to the situation of the employees, is focused, and includes realistic possibilities for how the change can be achieved, is significant. Too, most changes that are complex require the support of the entire institution, even if only one area is seemingly affected.

To analyze the consolidation of student services into one central location on an institution's campus, data from interviews, observations, and document review were organized into sections to address the research questions of the study. The first section deals with relevance, readiness, and resources, or how prepared the institution was to change (Fullan, 1991). The second section addresses the use of materials, approaches, and beliefs in the adoption and early implementation of the change. The third section explores other realities that are revealed from the data. As with the emerging themes from the data, an auditor was used to ask probing questions and confirm clarity of the analysis.

### Relevance, Readiness, and Resources

Fullan (1991) indicates that three factors associated with change should be examined to determine how prepared institutions are to begin the process of change. The relevance of any change is constituted by the communication of need, explicitness of the change (and members' understandings of it), and usefulness (Fullan, 1991). Readiness refers to the institution's capacity to initiate a change practically and conceptually, while resources relate the support, supplies, and materials that must become part of the change process (Fullan, 1991).

#### Relevance

The institution under study seemed to have good results in communicating the need to change between administrators and staff members. There were several accounts from both groups regarding how they had all noted that students should be



served better. We recall the professional staff member and administrator who indicated that the university was not necessarily “very student-friendly.” Collectively, these groups felt that change was necessary, practical, and possible. That these groups saw the change as useful was also clear.

Certain students seemed to find the change relevant as well. For them, relevance seemed to be related to whether they would personally benefit from the consolidation of student services. They seemed relieved to think that they would no longer have to travel great distances to complete business on campus. One mentioned the university’s “passion for students” was evidenced by the change and another commented that it was “neat” that all the services would be in one central area. For these students, then, the change was a useful one that they could easily understand.

However, a number of students mentioned that they did not see the change personally affecting them. Those that responded in this fashion seemed somewhat cynical about the change. One student mentioned that he only came to campus for work and classes, and that he did not see “it affecting [him] greatly at this point.” Another attributed the entire project to the ulterior motive of the university wanting to have the largest Student Union in the world. She did not believe that the administration’s move to consolidate student services could be attributed to a desire to serve students better. Another student commented: “We say we have the biggest Student Union in America. To which I reply, yeah, but how much of it is taken up with administrative, you know. OK, we have a giant Student Union that’s three-fourths populated by offices.” So, among students, it seemed as if the relevance of the change was linked to personal impact and whether the student would benefit directly from the change. If there were no apparent impact on the student, then it seemed as if the change was being made for reasons other than to help students.

## Readiness

There appeared to be strong readiness at the institution to initiate or adopt the change to consolidate services for students. Administrators and staff respondents alike noted that the concept of consolidating services for students had been around for several years. There had been a great deal of thought and preparation for the change, especially during the adoption phase. These preparations concentrated mostly on resources, though. One of the driving factors in adopting the change had been sufficient financing. In fact, the decision to adopt the change, according to administrators, could not have been made without sufficient funding. As well, it seems that administrators needed to have a mental concept of the structure for the consolidated services in mind prior to making the decision to change. Thus, in one sense, it appeared that administrator readiness to adopt the change had much to do with the availability of resources to build a structure for the consolidation of student services.

Similar comments could probably be reiterated for the implementation phase. The respondents charged with administering the change to consolidate services were prepared: requests for proposal were issued; contracts awarded; ground broken for the project; planning meetings held regularly among departments involved; and alterations in construction and moving dates made as necessary. Administrative and staff member groups seemed to accept the change conceptually as a simple one. However, emphasis again was on resource factors.

Administrators and staff members were prepared for the change in a physical sense, but there were still some preparedness issues. For example, some staff members were concerned about how they would do their jobs in a different place and how they would interact with the other offices. One staff member remarked: "You can have a marvelous facility and if you don't have the right people skills going on inside, it doesn't matter." Administrators may have talked about cross-training for employees, but

no plans had been made or action taken to ensure that it would happen. Further, an administrator expected that staff members would inherently realize the need for them to be cross-trained to do other jobs: "A lot of them don't understand for their own professional development they need to do that."

Students seemed relatively prepared for the change. They seemed ready to be able to do business in one location and preparedness for that was not a challenging issue. Even those who appeared cynical about the change seemed to appreciate that the change would serve to benefit other students. Collectively, they were pleased that students would not have to travel back and forth across the campus to get their institutional business done.

### Resources

The institution seemed to have resources in abundance at the adoption of the change. We remember that resources, such as funding and an appropriate physical facility, were essential. A great deal of time had been spent in collecting sufficient resources and proposal for the size of the structure had already been made prior to adoption. Though resources were noted as limited, administrators spoke mainly of funding during the adoption phase. They appeared to be concerned with sufficient staff numbers to serve students properly. Administrators and staff members did, however, talk about support for the change and attributed the support to a new university president. They believed that the new president had championed the cause for change and attributed the impetus for change to the new president, as well as to timing and funding.

In implementing the change, however, limited resources were ultimately an issue. There was not sufficient funding for furnishing the new structure and administrators indicated their concern. One administrator queried, "Why don't we have money for furnishings, etc...That's the situation we're in now, where we have very limited funds for the interim..." Staff members were concerned that they would not have enough staff to

do the kind of job they would like to benefit students. They were also worried that sufficient private funding would not become available to finish the welcome center.

From the students' viewpoint, concerns were raised about how the cost of the new facility would affect staff. They appeared very concerned that some staff members might have to be laid off to offset the construction of the facility. One student commented, "I know some individuals personally that are in some of the affiliated offices and I know they're a little concerned about job security, that they don't know if they will have them or where it [sic] will be."

Thus, administrators were somewhat angry about lack of resources; staff members were worried; and students were looking at another issue entirely. There were not on the same "page." The data did not reveal altering materials.

#### Summary of Relevance, Readiness, and Resources

Administrative and staff member groups seemed to find the change relevant. They clearly understood the need to change and believed that the change would be useful for students. Students provided mixed data concerning relevance, however. Some students were clearly pleased about the change and believed that it would serve them well. Other students did not see that the change would impact them and looked for other motives behind the institution's move to consolidate services for students.

That the institutional community was ready for the change seemed clear, according to administrative and staff respondents. Readiness was often tied to having sufficient resources. Many years had been spent in collecting funds for the change. There were some concerns voiced among these groups, however, that new materials and approaches were not being developed and that attitudes among staff would need to be positive in order for the change to be successful. Students seemed ready for the change and believed that most students would benefit from it.

Resources for the change seemed abundant at the adoption phase of the change. There was clearly enough funding to build the facility for the consolidation effort and the change was championed by a new university president. But, there appeared to be limited resources in the implementation phase. Administrators voiced concern about lack of funding during implementation and staff members were uncertain that their numbers were sufficient to serve students well. Students seemed concerned about staff members losing their jobs due to the expense of the project.

#### Materials

With regard to the adoption of change, that is, the decision to consolidate student services into one location on campus, the institution in this study seemed to concentrate its focus on resources and funding, rather than materials. After a great deal of time had passed, several years at the minimum, the university finally had sufficient funding to bring the concept of change to a decision point. We recall the administrator who commented that the concept of consolidating services had “historically been in the making for probably ten years.” Another recalled that they had been “merely waiting to collect enough money to do it.” In fact, it seemed that resource allocation was a primary factor in adoption of the decision according to all the administrators interviewed. According to one administrator, the “final piece of the puzzle that fell into place had a lot to do with the financing.”

Finding sufficient funding to propose the change also served to *limit* discussion about which possible services would be included in the consolidation of services into one area. One administrator stated: “It was a matter of who goes in, what people would be participating there, which services were most frequently used.” Respondents stated on several occasions that the university was not a wealthy one and that there were always greater needs than resources. Most respondents hoped that there would be a return on the investment, not only in better services provided, but also in revenue from an

increased number of people who would be using services in the older parts of the building. An administrator recalled that by increasing the services offered in the Student Union, people would necessarily have reason to visit the Student Union and, thus, be more likely to spend money there.

Resources other than funding were not allocated. No additional staff or administrators were hired to gather or provide information necessary to make informed decisions about the change. Instead, adoption of the change seemed to be cast as simply an additional responsibility for those who were involved. One staff member commented, "Every time, I think, 'Well, I can't do one more thing.'" Other than this lone staff comment, staff and students were conspicuously absent in decision making in the adoption of the change. This was reflected in the absence of discussion among them regarding initial funding and resources.

As with adoption, the focus of early implementation of this change was on funding. Funding needed for implementation of this change was undoubtedly significant, approximately \$7.2 million, and administrators and staff certainly were cognizant of this fact. They were amazed by the new building, an addition to the current Student Union, as it would be over 60,000 square feet in area. Respondents repeatedly commented on the physical beauty of the new structure and seemed anxious for me to visit the new area as construction was being completed. Several times I was asked if I had seen the new facility. It could be that respondents were looking for further validation that the facility was truly appealing or that the money allocated had been well spent.

As well, the funding of this new facility would result in the institution having the largest Student Union in the nation, so the resources provided could accomplish two goals—the consolidation of all student services into one location and the largest Student Union in the United States. This was not a fact ignored by administrator, staff, or student

groups. Each group had several respondents who commented about the “remarkability” of the finished product.

Yet, limited resources remained a concern in this phase. No provisions had been made for furniture for the new structure. At the time of adoption of the change, resources had been extremely limited and administrators were fairly optimistic that resources would be more plentiful as the time for furnishing the structure came closer. Such was not the case and it appeared that wishful thinking did not prove to be of assistance in finding sufficient resources for furnishing the new area as completion drew near. Administrators ultimately did become concerned about the lack of funding for the facility. Document review from a planning meeting produced a resolution that department administrators would have to revisit their budgets to determine ways in which funds for furnishings for their own departments could be achieved. Though funding for furnishings was finally found from another general university source, administrators and staff felt frustrated by the process. One administrator fretted:

Why *don't* [emphasis original] we have money for furnishings, etc., built into the project? They say, “Well, you’re going to have to cover it somehow...” And that’s the situation we’re in now, where we have very limited funds for the interim...I think that’s one of the things that’s an issue from my standpoint.

Indeed, some of the staff commented on the quality of the furnishings that were ultimately purchased for the new area, stating that they believed the new furnishings were of less quality than they had hoped they would be. One staff member offered that “it’s kind of like somebody giving you a very expensive, elaborate gift and it’s something that you don’t really want or really care for...” Thus, while administrators were ultimately concerned about providing materials, staff members were concerned about the quality of the materials.

Students had an altogether different view of limited resources. Ironically, students were less concerned about the aesthetic appeal of the new facility and were more concerned with a larger concern, that of what would happen to the employees of those departments moved to the new location. Their belief was that large amounts of money spent in one area necessarily curtailed expenditures in another. Thus, their concern centered on possible employee layoffs, which indicated that they tied the \$7.2 million expense of the facility to job security for employees. This notion supports the absence of student involvement in both phases of the change process. As well, their concern focused on the cost of the project and how the administration would justify the costs.

One student remarked:

I can fault them for spending our money without having a good idea of how it's going to affect or aid students. If they're not going to take the time to make sure that people know about it, how it's going to be used, then it's a giant waste of money.

Though limited resources remained a common theme throughout the study, some resources were obviously allocated so that administrators, staff, and students could travel to other institutions to study similar projects. This funding occurred shortly after adoption of the change, so it would appear that sufficient resources to implement the change were available throughout the early implementation process. Planning centered on resources. Respondents reported looking at the structures of facilities at other universities; they did not visit them to see how others had approached similar changes. Instead, they looked at them to see what the facilities looked like—which departments were located there and how much space was needed.

There does, however, appear to be a gap in perceptions of sufficient funding between administrators and staff. The gap seemed to be between what could be considered sufficient and what could be considered proper. There appeared a gap in



perceptions, too, between administrators and students. The gap seemed to be between administrators' views that a wonderful new facility had been built to improve student services and some students' lack of trust that the administration was spending money wisely.

There did not seem to be a gap in perceptions, however, between administrators, staff, and students about the allocation for resources for technology in the new area. All groups seemed pleased that funding had been sufficiently allocated for "state-of-the-art" technology. Special data ports had been put in place for students to use for study in the atrium; yet, students did not appear to be using them. This suggests that the simple availability or "remarkability" of high technology was more important than its actual use.

That they were pleased about the allocation of resources for technology was tempered, nonetheless, by the need for private funding for the interactive media planned for the welcome area. Some staff members seemed optimistic that private donations would bring the rest of the project to fruition, but another staff member seemed a bit reticent to be optimistic, stating that funds sought for the project were "sort of in development at the moment."

Another interesting comparison could be made with regard to resources available. According to the administrative group, funding had not been allocated to cross-train employees whose departments were being moved together into the new location. An administrator commented that "all that had been accomplished towards cross-training [had] been discussion." But, most groups had commented about increased revenue from the additional business that would come to the Student Union because of relocating the departments. Thus, the discussion of cross-training employees looked as if it might remain just that—discussion—although it would appear that additional funding to support cross-training could be available in the near future.

Thus, it would seem that from a materials aspect, respondents believed that combining materials, i.e., the departments themselves, supported the aphorism: the whole is greater than the sum of its parts. An administrator had commented that staff were “going to be able to do a better job, and through that facility they can enhance and improve their services just through the facilities.” A staff member had remarked that she liked the “fact that everything is centralized now. That kind of helps us out a little more.” A student was impressed that “services for students were going to be all in a central location on campus,” and another believed that it would make it easier for institutional staff to do their jobs better since they would be located together. Departments which had previously been located far apart from each other would now be adjacent to each other. They would become one large service area. This act, according to all respondent groups, would somehow bring about better service to the campus community.

Actually, no respondent group felt that altering materials, i.e., things they used to do their jobs, was necessary. More interestingly, no respondent group seemed to even think of altering materials, unless we note the furnishings, which stretches the notion of materials significantly. At no point throughout the study did a respondent indicate that it might be beneficial to critically look at the materials they used to do their daily jobs. They simply did not see altering materials as a part of the change process.

#### Approaches

Changes in approaches in the adoption phase of this study did not seem to be evident. While there was tacit acknowledgment that things would probably have to be done differently, no respondent indicated that any approaches were actually altered with regard to adopting the change of consolidating services for students. Instead, standard operating procedures seemed to be maintained. Many students had not heard of the proposed change and staff had only vague ideas of what was being proposed. Thus, it seemed that, for staff and students, the role they were to play in the adoption process

was passive. A staff member had commented that “we were kind of explained to...” They were not expected to participate in this part of the change. A professional staff member summed up the lack of changing approaches in adoption well: “It probably does indicate how a lot of universities out there, not just this one, decisions are not being heard, input is not sought, it is not a participative process.”

Even the incidental event of adopting a change in the computer data system, which occurred at approximately the same time and would force different approaches in serving students, appeared to have only small effect on how administrators and staff approached their jobs, although it would impact how this change was received among administrators and staff. Instead, it seemed as if the change in computer data systems took priority over implementation of the change in serving students. Document review revealed that moving into the new area would not occur until the new computer system was operational, unless moving could be completed at least 30 days before the new computer system came on-line.

Thus, proceeding with one change was dictated by the other. It became clear, then, that the administrators and staff members viewed the changes as linked. Staff would have to do things differently once the new computer data system came on-line and they would have to do things differently in the new area *because* the new computer system would come on-line. One administrator commented: “Those two things together are going to have a profound affect [on how we do things].”

Under the early implementation phase of the change, it appears that some minor alterations in approaches were made. One of the changes in approach, at least among administrators, focused on reorganizing the administrative reporting structure. But, one administrator candidly commented that he did not “think it’s going to change the way we do business.” However, the reorganization affected several units and the goal was to enhance the working relationships among the units that would be relocated to the new

facility. An administrator remarked: "The staff of those units should *certainly* be served and then some, just by proximity. Collegiality, interacting." Administrators even hoped for cross-training to occur between departments, but admitted that no steps had been taken to ensure that cross-training would occur. Interestingly, the concept of cross-training did not emerge from the staff data.

Staff in the units being relocated made some minor changes in how they got things done administratively. They began to respond to a different administrative hierarchy due to the reorganization effort. But, what also resulted from this change was some confusion. Whereas initially, administrative planning approaches had reflected more of one division's view, during early implementation, they began to be influenced more by the views of a different administrative division.

Most student respondents were completely unaware that the reporting structure had been changed and mistakenly believed that the previous division was supervising the units relocated in the new facility. One student leader stated that "it makes more sense that student services would be under [one division] and not fragmented or shifted. So, I'm for anything that satisfies that purpose." This statement indicates that this student leader was totally unaware of the reorganization effort, yet her leadership activities would bring her into contact with that division regularly.

So, the issue of the impact of the change on student respondents enters into analysis. Several noted that the change would make little impact on them. One student leader who did not live on campus stated that she saw the change as "more of moving places together, but not affecting me any better." Another student who lived off campus remarked that, "I come here for work, I come here for classes and that is the part the university plays in my life. I don't see it affecting me greatly at this point." Student respondents did not seem to believe that the consolidation of services would have much affect on their lives. It could be that the impact of the consolidation would have more

effect on the students who lived on campus, but on-campus students did not indicate that the consolidation of services would have much impact on them either.

Staff respondents were quite aware of the change in the reporting structure, but some were uncertain about how the change in reporting structure would affect them. Staff members in units had made slight changes in how they approached their jobs in that they now reported to a different vice president and were using the new computer system to serve students. But, several students expressed concern about staff job security due to the reorganization and uncertainty about how a different administrator would respond to the consolidation of services. One student stated that staff were “a little concerned about job security,” while another student leader commented about supervision of the staff stating, “there’s always that Academic Affairs versus Student Affairs thing,” as if it were common knowledge to have the two divisions view supervisory responsibilities differently.

Still, some staff members sought new approaches in implementing the change. While the main concept of serving students better remained in the forefront, a professional staff member stated that she saw opportunities to take on “different roles than we have and figure out a new way of doing things.” This staff member felt both positive and negative about new approaches. While she saw the opportunity to take on a new role, she indicated that she saw drawbacks to the change. For example, she felt better able to serve students and other staff by being in close proximity to them and the new structure of the facility had her located behind a door in an office down a long hallway. As well, she maintained that the atmosphere of the new facility would promote a “kind of more formal feeling,” when she conscientiously strove to maintain a casual and relaxed atmosphere for staff and students. Becoming more formal was supported by another professional staff member who indicated that “we’re going to be working to develop a set of standards for keeping it an attractive place, to set some guidance...”

## Beliefs

The institution in this study did seem to view the need for a change in beliefs with regard to the adoption of this change. A common theme heard across all respondents' interviews was the dawning realization that the institution was not serving students in as beneficial a way as it believed it could, or even should. Respondents used the phrase "not student-friendly" with reference to the ways in which students were treated across the campus. The hope, the change in belief, was that there was a better way to serve students.

Administrators seemed to feel that the consolidation effort and new welcome center in the facility would provide great opportunities for the university to showcase itself. They felt that the university would finally have an opportunity to have a "real front door" and thus, be able to properly welcome visitors and various publics to campus. Because of the focus on the new facility, staff and faculty would be better able to help students, administrators felt. They also believed that working relationships among units would improve and that students would be served better due to the improved working relationships. The concept of "one-stop shopping," better working relationships, and a true "front door" would result in a closer community between all members—students, staff, faculty, and administrators on campus.

This change in belief was not necessarily strongly supported by other respondents, however. While other respondents—staff and students—believed that there would be an ability to serve students and visitors better, few of them believed that the university community would become more collegial. There were some exceptions to this among these groups, though. Some students and staff felt that the new facility would provide a centralized place on campus for students to gather and disseminate information would, therefore, enhance the spirit of community on campus. One professional staff member summed up the opportunity for the campus community to

open up a dialog: "We all ought to be about the total education of students, however and wherever that occurs." She felt that a change in belief would be shared by others: "What we're about is sharing with each other and about developing mutual goals and vision, where we are and where we're going and everybody...feels good about the contribution they make."

All respondents saw that they would have an opportunity to communicate a sense of pride heretofore not evidenced about the facility. There would be better opportunity to "tell the university story." One staff member felt that the facility offered the ability to "take service to a new level." She also believed that a change in beliefs would occur and extend beyond the immediate campus community, that when alumni returned to the campus, they would find it better than they remembered. Too, most all respondents were aware that the new facility would make the institution's Student Union the largest in the U.S. Being nationally recognized seemed to instill a sense of pride among them. Thus, we find that respondents generally viewed the consolidation efforts and resulting facility as a new opportunity and, with it, came a new sense of pride. Yet, that respondents experienced pride does not mean that they altered their beliefs in the implementation phase, or at the point in time in which the study was concluded.

#### Summary of Materials, Approaches, and Beliefs

The institution under study did not experience a change in materials or approaches, but an alteration in beliefs in the adoption phase of this change when viewed through Fullan's (1991) framework for change. Respondents indicated that while resources for the adoption of the change were relatively plentiful in that once funding had been assured, the adoption of the change moved swiftly. In fact, respondents generally indicated that the adoption of the change was driven by funding and that, had funding not been available, the adoption would never had occurred. Still, there was no discussion about altering any materials in this phase.

Too, there was no evidence of any changes in approaches in adoption of the change. There was evidence, however, that a change in beliefs had occurred. Respondents indicated that there was a perception that students were not being served in the best manner possible and that such a perception did help to adopt the change. But, respondents emphasized that it was funding more than the desire to serve students better that was the driving force in the adoption of the change.

Much like the adoption phase of the change, the early implementation phase concentrated discussions about change in terms of resources, like funding. Respondents were aware that the facility was an expensive endeavor; most were also concerned about the lack of funding, at least initially, for furnishings for the new facility. Staff and administrators, however, were pleased about the emphasis on the state-of-the-art technology that would be present in the new facility and seemed grateful that funding had included advanced technology. Some, however, expressed concern that funding for the planned interactive media in the welcome center had yet to be secured. What did not emerge from the data, however, were changes in materials during this phase. No data described altering the things people used to get their jobs done at the university.

Themes regarding changes in approaches focused on responding to a new administrative reporting structure. There was a fair amount of confusion regarding the new reporting structure and how to refer to the new facility, i.e., what the name of the new facility actually was. A change in belief in the early implementation phase ultimately was not a change at all. Instead, respondents saw consolidation efforts as an opportunity and could develop pride in the institution since the new facility would bring national recognition to the university. There did appear to be among some respondents a belief that the spirit of community would be enhanced by the presence of the new facility for several reasons: students would be better served; there would be an improved



working relationship among units serving students; and the facility would provide a central gathering place in addition to a new “front door” for the institution.

#### Other Realities in the Change Process

One theme that emerged from the data was another change, that of the new computer data system. Since this theme emerged without prompting and with some frequency, it would appear that the respondents had begun to think about the change in consolidation of student services in tandem with the new computer data system. Though concerns about the new computer data system were certainly understandable, it seemed that these concerns overrode thinking about another change, which would also affect the respondents, that of consolidating services for students. It may be that changing computer systems, which would produce an immediate impact on respondents, hindered active involvement, and, thus, distanced respondents from the other change process.

Another interesting theme emerged from respondent data. All the administrators mentioned that the presence of a new university president had given impetus to the adoption of the change. As mentioned previously, administrators and staff had stated that the concept of consolidating student services into one area had been around for a long time, likely several years. Yet, when administrators discussed how the idea gained momentum, they all stated that it took a different institutional president to “bless” the idea and make it come to reality. It could be that the concept of consolidating student services was an idea looking for the right person to champion the cause.

As well, a great source of confusion seemed to center around the name of the new facility. Initially, the new area had been called The Center for Services to Students, but as time came closer for the physical relocation, the name was questioned. Eventually, it seemed that the name was dropped altogether by administrators and the planning group for the new facility, but others still referred to it by its original name. The name remained on contracts and other documents until the new facility was nearly

finished. Other names were proposed, but the planning group decided that there should not be a name for the new facility since it was an addition to the existing Student Union. Therefore, the students, staff, and administrators interviewed had several different ideas about what the new facility was actually called and were, ultimately, left in some confusion in the early implementation of the change.

What also emerged from the data was that the change did not affect all respondents equally in terms of changes in materials, resources, and beliefs under both the adoption and early implementation phases. Table 2 demonstrates where changes did occur. Whereas it could be said that administrators might have experienced changes in beliefs in the adoption phase, they evidenced changes in approaches in the early implementation phase. Staff, too, experienced changes in beliefs in the adoption phase and changes in approaches in the early implementation phase. Students experienced the least change. While they evidenced no changes in the adoption phase, a few did seem to evidence some changes in beliefs in the early implementation phase of the project. In neither phase did all respondents experiences change across all three dimensions.

Finally, and perhaps more importantly, the focus on resources throughout both phases tended to prevail over most discussion about materials, approaches, and beliefs. Structural changes, such as altering the use of supplies, are the easiest ones to make in the change process (Bergquist, 1992; Fullan, 1991). Fullan (1991) indicates it is possible to alter “none, one, two, or all three dimensions” (p. 37), but that all three dimensions - materials, approaches, and beliefs – are necessary to bring about real change because “together they represent the means of achieving a particular educational goal” (p. 37). The change had been initiated because of a goal and need to serve students better, which would seem to indicate a need to focus more on approaches and beliefs. We noted the absence of planning for cross-training, as well as the lack of voice from staff

and students regarding changes in approaches during the adoption phase. Staff members mostly evidenced a change in approaches in the early implementation phase due to a different change, the new computer system. We also recall that an administrator stated that the institution was building “a building for the way we were,” that is, without regard to how departments might function after initiating a change. This statement proved to be telling in this change story, that a focus on resources first had forced the institution into having function follow structure, rather than the opposite.

Table 2

Alterations in Materials, Approaches, and Beliefs During Change Process

	Adoption Phase			Early Implementation Phase		
	Materials	Approaches	Beliefs	Materials	Approaches	Beliefs
Administrators			X		X	
Staff			X		X	
Students						X

CHAPTER V  
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND  
IMPLICATIONS, AND COMMENTARY

Addressing the demands of multiple audiences to change has placed stress on higher education institutions in the United States. At the same time, providing quality services for students has placed financial strain on already tight institutional budgets. The solutions generated to solve institutional problems are often multiple and diverse, while also being contextually designed and focused on institutional-specific issues and concerns. While solutions to problems must necessarily be useful for the local institution, meaningful change must include the alteration of materials, approaches, and beliefs of the constituents (Fullan, 1991). This chapter focuses on the change process at one higher education institution. Provided are a summary of the study, conclusions, recommendations and implications, as well as a commentary, which were derived from the data collected from long interviews, observations, and document review at the institution.

Summary of the Study

The purpose of this study was to examine the materials, approaches, and beliefs among institutional members with regard to the change of consolidating student services. Using Fullan's (1991) change framework as a lens through which to view the change, the study explored how those materials, approaches, and beliefs were altered during the adoption and early implementation phases of the change. The purpose was accomplished through:

- (1) Data collection from institutional administrators, staff members, and students using the sources of interview, observation, and document review;
- (2) Data presentation into categories of adoption and early implementation; and
- (3) Data analysis through Fullan's (1991) change framework.

### Data Needs and Sources

Data from the institution and the people affected by and involved in the change were needed to achieve the purpose of this study. I needed to observe and interview administrators, staff members, and students to gather data on their perceptions of the consolidation of student services in both phases of the change. As well, I needed to gather data from documents which would help support the data from the interviews and observations or provide other realities.

### Data Collection

This study used three methods of data collection: long interviews, direct observation, and document review. Long interviews sought to elicit administrator, staff member, and student perceptions regarding the consolidation of student services at the institution under study. Document review and direct observation provided triangulation, so that data could be independently validated as dependable and trustworthy according to sound qualitative research methods.

Long interviews held with respondents in the study—administrators, staff members, and students—were the first method used. Respondents were asked some preliminary demographic questions and then a set of initial questions regarding the change process at the institution (see Appendix D). Other questions were added during the course of the interview or as follow-up questions later, as needed to clarify vague, incomplete, or confusing responses. Each interview was audio-recorded and then personally transcribed. Copies of the transcripts were mailed to each respondent for review. Further, I asked respondents to return the copy of the transcript to me following

review, so that I could edit any irregularities or misunderstandings in the transcripts. The interviews were conducted between May and November, 1999.

The second major data-gathering method used was direct observation of interactions between administrators, staff members, and students. One observation session allowed me to note interactions (or the lack thereof) between administrators and staff members, while other observation sessions allowed me to note student interactions with each other. The third method of gathering data was document review. Utilizing various types of documents, I was able to substantiate comments made by respondents.

When the data from the interviews, observations, and document review became repetitive, data collection ceased. The data gathered were then coded and arranged into categories.

### Data Presentation

A literature review was conducted prior to and during the first part of data collection. A background narrative of the study as well as a description of the change and the institution were provided. Data from all sources were synthesized and the emerging themes were noted under the categories of adoption and early implementation.

Adoption. Those comments that described adoption or initiation, that is, those processes which lead up to and included the decision to adopt the change (Fullan, 1991) were included in this category. The themes that emerged under the adoption phase included historical accounts, image, serving students, remarkability, and involvement.

Early implementation. The data that described the initial experiences involved in trying to put the change into practice (Fullan, 1991) were included under the early implementation category. Themes that emerged under the implementation phase included initial planning, anticipated outcomes, reorganization, working relationships, and unanticipated outcomes.

### Data Analysis

Data were then viewed analytically through the lens of Fullan's (1991) change framework. According to Fullan (1991), alterations must be made with regard to materials, approaches, and beliefs in order for successful change to occur. In addition, three factors influence the possible success of change in educational institutions: relevance, readiness, and resources (Fullan, 1991). Thus, the data were cast against Fullan's (1991) framework to ascertain whether alterations had been made in materials, approaches, or beliefs, and were examined for their relevance, readiness, and resources.

### Findings

The findings that emerged from this study suggest that the institution in this study made alterations in the two areas—approaches and beliefs—at some point during the change process, according to the views of the three groups—administrators, staff members, and students. The institution, however, fell short in making alterations in all three areas during *each* phase, adoption and early implementation, of the change process, nor did the three groups have the same views regarding alterations.

As well, I found that the change in consolidating student services into one area on campus became linked with another change, that of switching to a new computer system. These two changes developed a symbiotic relationship for those administrators and staff members affected by the consolidation.

### Conclusions

From this analysis of the data, I was able to draw several conclusions. They are delineated as follows:

- The distinction between the adoption and early implementation phases was ambiguous.



- There was a focused effort by the institution to alter resources, but not materials, approaches, or beliefs.
- Some changes become linked with others.
- Strong leadership may be needed for change to be adopted.
- Change does not affect all respondents equally.
- Locally designed solutions tend to be institutionally-specific and may not address national concerns in higher education.

This section will further explain the conclusions drawn from the analysis.

The distinction between the adoption and early implementation phases was ambiguous. We recall from Fullan's (1991) description of phases of change that the adoption phase is characterized by the processes that lead up to and include a decision to make the change, while the implementation phase is characterized by the initial experiences in putting the change into practice. While the differentiation between the phases may prove useful in common education for which Fullan's research has been intended, this study did not reflect such usefulness for change in this study in higher education. Instead, the line separating adoption and implementation is hazy at best. Though cognizant that change is multidimensional and not linear, and that poor adoption strategies can be turned around with effective implementation strategies (Fullan, 1991), recognition and strategies do not explain the ambiguity between the phases in this study.

Administrators at this institution were quite clear in their descriptions of the adoption process. They stated on several occasions that before a decision could be reached to adopt the change to consolidate services for students, there had to be sufficient funds available. They were also quite convincing in their statements that alterations in resources (i.e., funding) were made prior to implementation being promulgated. Further, they were certain that the adoption decision would not have been

made without sufficient funding. This clearly does not fall within Fullan's (1991) description of adoption.

In this study, it would seem, then, that parts of Fullan's (1991) implementation phase were absorbed into the adoption phase. Here was an institution that not only realized that it wanted to better serve its students, but also incorporated some planning efforts *prior to* making the decision to change. Such efforts included conscientious efforts to secure financing prior to decision making; checking the feasibility of using potential, existing structures for the consolidation effort; discarding the concept of using existing structures; and deciding to build a new facility and which student services departments to include. With such decisions already made, the proposal to change was only then put before the decision-making executive committee.

What these efforts in adoption may ultimately imply is that higher education institutions are more decentralized than common education institutions, and thus, have more autonomy in the adoption phase. In this manner, higher education institutions may not be as restricted in decision-making as are common schools. Conversely, these efforts may also infer that higher education institutions, at least public ones, must provide—in advance—full justification for expenditures. This would correlate with the literature, which states that the various publics of higher education demand accountability from higher education in how money is spent.

There was a focused effort by the institution to alter resources, but not approaches or beliefs. The institution studied in this report did make efforts to assure that there were alterations in resources, especially in the adoption phase. Many accounts of providing appropriate resources were made; but, the discussion of allocation of resources, such as funding and physical structure, seemed to serve to limit discussion of approaches and beliefs. We recall that an administrator stated the institution was establishing “a building for the way we were,” that is, without regard to how departments

might function after initiating the change. This statement proved to be telling in this change story, that a focus on materials first had forced the institution into having the functions of the departments involved “follow” the structure of the building, rather than the opposite.

By having function follow structure, the institution was then limited in its ability to alter approaches and beliefs. The institution had to make the departments “fit” into a new structure, despite the fact that reorganization took place after the decision of what type of facility to build. The institution had to “make do” with what it now had, rather than making participative decisions regarding materials after the reorganization had taken place. This would support Haas' (1997) counsel that “there is an old adage in affairs related to administration that structure should follow function; like many statements of its genre, this adage generally represents good advice” (p. 250).

Instead, the institution might have benefited from contextual planning, which “asks about the changing nature of our industry and how we can shape it, as well as our institution, to ensure viability” (Peterson, 1997, p. 136). Such planning might have improved the opportunity for alterations in approaches and beliefs. Under contextual planning, implementation strategies could be proactive, rather than reactive.

Some changes become linked with others. We recall that the respondents at the institution under study did not seem to be able to discuss the change to consolidate services for students without also discussing the change to a new computer system. Two changes, which were meant to be independent, became interdependent. Given the strong focus the institution gave to resources in the consolidation of student services, this conclusion may not be surprising. The focus on the change to a new computer system forced administrator and staff respondents to alter their approaches with regard to how they would now access and obtain data necessary for daily operations. It may not be so incredulous, then, that they might have to think of ways in which changing to a

new computer system would impact another change, that of consolidating student services. It could also be that *because* administrators and staff members altered their approaches about the change to a new computer system that they were able to think beyond the change at hand, and direct their thinking more broadly, such as, how to fit in the change of consolidating student services.

Strong leadership may be needed for change to be adopted. In this study, administrators and staff clearly indicated that the decision to adopt the change to consolidate services for students would not have occurred without the recommendation of a new university president and they attributed the change to this individual. It was their belief that a strong leader was necessary for the adoption of change.

But, the respondents indicated that previous presidents had been viewed as roadblocks to change. It could be that the previous leaders were simply that, roadblocks. That would indicate, then, that the new president's role as a leader or champion might be more passive than respondents thought. It could also be that respondents, in reflecting upon and reconstructing the difficulties associated with the adoption of the decision to change, associated the new president with the ability to adopt the change and gave the president attributes that might be better placed elsewhere. When we review the comments and remarks made by respondents, we do not find evidence that the new president was actively involved in any process other than the executive council meeting in which the change was actually adopted. We do not find evidence in document review of the president presiding or attending any other meetings. It becomes more difficult to accept that the president was actually an active participant in effecting the change.

Instead, we might conclude that the change was adopted in the presence of strong leadership, but that the leadership might not have resided solely in the new president. It could be that there were several people who had worked hard through the

years to make adoption of the change possible, even probable. As respondents mentioned, it could be that the timing, funding, and leadership finally reached a mass that was critical enough to make adoption of the change happen.

Change does not affect all parties equally. The findings revealed administrators regarded that alterations had been made in approaches and beliefs through the change process. Staff members, too, noted alterations in these two areas. Students, however, did not note alterations across the three areas during the process. They noted alterations in beliefs only.

We could speculate, then, that change does not affect all parties equally in their perceptions. As we know, students were not involved very much in either phase of the change process. Administrators seemed to be heavily involved in both the adoption and early implementation phases. Staff members were not involved much at the adoption stage; however, they did evidence some voice in the early implementation phase. It was in this phase that staff members spoke most about alterations in approaches. Thus, we might further suggest that the more parties are involved in the change process, the more likely they are to perceive and recommend alterations in materials, changes, and beliefs have occurred.

An alternative way to conceptualize inequalities in the change process focuses on looking at involvement levels. We could speculate that such inequalities exist because some parties in the change process lack sufficient voice to be heard. Those parties with enough "voice," such as administrators, are easily heard and, unless conscious effort is made otherwise, it becomes easy to ignore the voices of those without power. This would explain why student voices were not heard in the adoption and why staff members stated that they "were kind of explained to," rather than being active participants in the adoption and early implementation phases.

Finally, however, we should pose the question of who should be involved in a change process such as this. Also, if all parties should be involved, then what degree of involvement should we expect? We could argue that since administrators are held accountable, they should have the most involvement and “voice” in the process. Staff members in these areas are quite aware that they are support staff, so their function and level of involvement would likely increase in the implementation phase, as was the case in this study. And, how much involvement should students have? While students must not be silenced, we might ask whether they should be expected to have the level of involvement that administrators and staff do in a process like this one. Students' time is framed by how much of it is available outside of class and by the length of time it takes to get a degree or leave the institution. The population is fairly transitory. Even if they had been included earlier in the process, might the institution have still built “a building for the way we were,” instead of what was needed when it was completed? We might likely still have function chasing structure. Although it might be tempting to blame problems in the change process by the lack of involvement by affected parties, there are more factors at work.

Locally designed solutions tend to be institutionally-specific and may not address national concerns in higher education. It may be relatively simple to see the connection between the public demands for accountability and the need to make efforts to improve services for students at a single institution. What may not be so simple to see is the connection between consolidating student services at one institution and having it help to address the problem of accountability of higher education on a national level. The change at this institution certainly does seem to help the institution make services for students easier to access. But, in terms of addressing issues of accountability to the various publics that higher education serves, it may appear to fall short.

Yet, the change at this institution was likely never conceived to address national or even state concerns. Instead, the change appears to have attempted to address a local concern at the institution. However, we could easily assert that this change provides a model for other institutions. This model could serve as a sort of template from which other institutions could choose portions which would suit their particular needs. We might also argue that all institutional changes are first and foremost locally designed solutions since administrators are likely to act in the best interest of their institutions.

### Implications and Recommendations

The findings and conclusions of this study reflect the circumstances at one large, public, comprehensive, land-grant higher education institution in the Midwest. Therefore, it would not be appropriate to proclaim that the findings and conclusions of the study do or do not apply to higher education institutions in general. Good research, if it to be significant, should add to or clarify existing theory, impact practice, and supplement the knowledge base (Hoy & Miskel, 1991). This section will examine how the current study met those goals.

### Theory

Fullan's (1991) change framework has previously been used to explain why change processes work as they do and what might be done to improve the success of educational change in common schools. In this study, the framework's classification schema proved to be useful in identifying the various dimensions of change--materials, approaches, and beliefs--in higher education. The theory was useful in describing adoption and implementation issues, although we must remember that the dividing line between adoption and implementation is not a clear one, especially in this study. The study also exemplified how it was possible to alter "none, one, two, or all three dimensions" (Fullan, 1991, p. 37). As well, the study demonstrated that altering all three dimensions is difficult, but that doing so achieves the best possible opportunity to make

change successful. Applying Fullan's (1991) framework to the perceptions of the consolidation of services for students at a higher education institution added new insights and knowledge to the theory.

### Practice

The practice of effecting change in higher education institutions has traditionally concentrated on structural changes (Bergquist, 1992). Though "organizationally seductive" (Bergquist, 1992, p. 190), structural changes may cause employees to feel voiceless in the change process. Also, structural changes tend to have little effect on the informal, operating culture of the institution and do not impact the dominant culture of the institution (Bergquist, 1992). Such statements harmonize with Fullan's (1991) concept that altering materials in the change process is relatively simple. This study reflected a strong institutional focus on altering resources and far less on materials.

Too, this study revealed that changing approaches and beliefs is not a simple task and that students and staff appear to have little voice in circumstances that affect them. It seems an anomaly, then, that higher education institutions, which rely on the enrollment and good will of students to keep their doors open, would do little to involve students in how the consolidation of services for them would be accomplished.

Nonetheless, there were glimmers of hope in the change process. Students did evidence an alteration in beliefs, the most challenging aspect of the change process. It seems that involving students in the other dimensions of change--materials and approaches--might enhance the institution's opportunities for success in other change efforts. Students, as well as staff, could have been instrumental in institutional story telling (McWhinney, 1992), which would provide an environment more conducive to change.

### Broadening the Knowledge Base through Future Research

Further study of this change effort is indicated. As the study examined only the adoption and early implementation phases of the change, it is too soon in the process for



evaluation of the success of the change. Research on the later part of implementation of the change under study is needed. An investigation of whether the change is continued or institutionalized according to Fullan's (1991) framework is certainly warranted.

We discovered in this study that plans which would affect the change process were made prior to the change actually being adopted. We found that, as a result, the institution fell prey to "function following structure," rather than structure following function. Therefore, it would likely be beneficial to research a change endeavor in which conscious effort focused on adopting the decision to change first and plans for how the change could be developed came afterwards. Differences in the resulting implementation efforts may result and Fullan's (1991) framework could be used as a lens through which to view the change. Thus, the utility of the framework could possibly be validated once again.

Future research could only broaden the knowledge base about change in higher education. To check the generalizability of the findings of this study, Fullan's (1991) framework could be used to study the process of change at not only other types of postsecondary education institutions, for example, regional universities, community colleges, technical schools, but also at organizations other than educational ones. Specifically, the concept of altering materials, approaches, and beliefs in successful change efforts could be examined in city, state, or federal government agencies as well as in private organizations, such as financial institutions or religious groups.

#### Commentary

Based on my findings, I consider the adoption and early implementation of change in higher education to be a process mostly engendered by administrators. There are those administrators who worry that the change process is not a participative one, but many do not. That little input from students and staff is sought in such a large and complex change speaks volumes for how administrators value the opinions of those they

represent. It was encouraging, however, to hear from those administrators and staff members who realize that the process has not been a participative one. As well, it was refreshing to hear students and staff members speculate for, perhaps the first time, about why their input was not sought. Such reflection on the parts of these groups makes me believe that they will push for more participative processes in the institution.

If processes were to become more participative in the institution, then a change in the institution's culture would be more likely to occur. I hear administrators, staff members, and students indicate a desire for more involvement and more voice in decisions made at their institutions. An increased voice would provide a means by which they could be heard and would also foster development and understanding about the problems with which institutional administrators must deal. Participative processes come at a price in that participants share problems and successes alike. Such situations tend to create shared meaning among community members in organizations, which lays the groundwork for creating educational change.

The institution in this study is probably similar to many others. There is much talk about the need to change, but almost no dialogue about how change happens. It seems that higher education is very good about talking about risk-taking, but efforts made do not seem beneficial in creating risk-taking environments. What message do we send when we "talk the talk, but don't walk the walk?" Such comments are not intended to be pejorative about higher education, because I can think of no other institution where the factors are likely to be present to create fertile ground for discussion about change. The comments are intended to serve, instead, as an exhortation. If we really do value critical thinking, risk-taking, academic freedom, and other institutional "rights," then certainly we must assume the responsibility to create a context for change on our campuses.

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## APPENDIXES

**APPENDIX A**  
**INSTITUTIONAL REVIEW BOARD APPROVAL FORM**



OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

DATE: 02-24-99

IRB #: ED-99-086

**Proposal Title: AN ASSESSMENT OF A PLANNED INSTITUTIONAL  
CHANGE: THE CENTER FOR SERVICES TO STUDENTS****Principal Investigator(s):** Adrienne Hyle, Dana E. Christman**Reviewed and Processed as:** Exempt**Approval Status Recommended by Reviewer(s):** Approved

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Signature:



Date: February 24, 1999

Carol Olson, Director of University Research Compliance

cc: Dana E. Christman

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

**APPENDIX B**

**STATEMENT OF ORAL SOLICITATION TO PARTICIPANTS**

## Appendix B

## Statement of Oral Solicitation to Participants

Hello, I'm Dana Christman, a doctoral candidate in the School of Educational Studies in the College of Education. I'm conducting a study to identify strategies used in implementing change at Oklahoma State University. Specifically, I'm investigating students' and administrators' perceptions regarding the Center for Services to Students.

I understand how busy you must be and will limit my data collection to requesting one, perhaps two, interviews with you – each about 45 minutes in length.

Thank you for agreeing to help. When would be a good time to schedule an interview?

or

Thanks for considering my request. Have a good day.

**APPENDIX C**  
**CONSENT FORM**

## Appendix C

## CONSENT FORM

I, \_\_\_\_\_, hereby authorize or direct Dana Christman, or associates of her choosing, to conduct interviews with me about my perceptions and opinions about the student services system and planned change at Oklahoma State University. I understand that I will participate in at least one interview, but no more than two interviews, each approximating about 45 minutes in length. I further understand that my interview(s) will be audio-recorded and that my identity will be held confidential. Also, I understand that records and transcripts of such interviews will be kept confidential and appropriately secured. I understand, too, that my participation in this study may generate practical knowledge to support planned change at Oklahoma State University as well as contribute to recommendations for future study.

I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director. I may contact Dr. Adrienne Hyle at telephone number (405) 744-9893 or Dana Christman at (405) 744-6030. I may also contact Gay Clarkson, IRB Executive Secretary, 203 Whitehurst, Oklahoma State University, Stillwater, OK 74078; telephone number: (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ (a.m./p.m.)

Signed: \_\_\_\_\_  
Signature of Subject

I certify that I have personally explained all elements of this form to the subject before requesting the subject or his/her representative to sign it.

Signed: \_\_\_\_\_  
Project Director or his/her authorized representative

**APPENDIX D**  
**INTERVIEW QUESTIONS FOR PARTICIPANTS**

## Appendix D

## Interview Questions for Participants

1. What do you think about the new Center for Services to Students?
2. How do you see the new Center affecting you personally?
3. How do you see the Center affecting others on campus (administrators, staff, faculty, students)?
4. What kind of involvement have you had in decisions reached about the new Center for Services to Students?
5. What else should I know about the Center for Services to Students?
6. Who else should I talk to about this?

APPENDIX E  
TRANSCRIPT APPROVAL COVER LETTER



# MEMORANDUM

TO:

FROM: Dana Christman, Graduate Student

SUBJECT: Transcript of Interview

DATE: November 8, 1999

Thank you for allowing me to interview you as part of the data collection for my dissertation. The study is proceeding nicely and I would like to ask you to review the enclosed transcript of our interview session at your earliest opportunity. You will note that I refer to you by your first or last initial and myself as "D" in the transcript. Also, in some of the locations that we interviewed, background noise masked certain words or phrases on the audio-tape. You will note that these are marked with an X.

Please feel free to make corrections, additions, or deletions to your transcript. I've enclosed a return envelope for your use. Simply drop the envelope into campus mail when you have completed your review.

If you would care to receive a revised copy, please note so on the transcript. If you need to contact me, my work phone is 4-6030 while my home phone is 918-445-1930. Please know in advance that you have been of invaluable assistance in my dissertation. Thank you for your efforts on my behalf.

## VITA

Dana E. Christman

Candidate for the Degree of

Doctor of Education

Thesis: ADOPTION AND EARLY IMPLEMENTATION OF CHANGE IN HIGHER EDUCATION: FUNCTION FOLLOWING STRUCTURE?

Major Field: Higher Education

Biographical:

Education: Graduated from Edison Senior High School, Tulsa, Oklahoma in May, 1976; received Bachelor of Science degree in Sociology from Oklahoma State University, Stillwater, Oklahoma in December, 1979; received Master of International Management degree from The American Graduate School of International Management, Glendale, Arizona in May, 1981. Completed the requirements for the Doctor of Education degree with a major in Higher Education at Oklahoma State University in May, 2000.

Experience: Employed in administrative and student in successively more responsible positions at the University of Central Oklahoma in Edmond, Oklahoma, and Oklahoma State University-Okmulgee in Okmulgee, Oklahoma. Served as a Graduate Associate at Oklahoma State University.

Professional Memberships: American Educational Research Association (AERA), Association for the Study of Higher Education (ASHE), Council for the Study of Community Colleges (CSCC), American College Personnel Association (ACPA); National Association of Student Personnel Administrators (NASPA), Oklahoma College Student Personnel Association (OCSPA), Phi Delta Kappa, Phi Kappa Phi Honor Society.