

**TACIT CULTURE AND CHANGE:
A MODEL OF CHANGE CONSTRUCTED FROM
INSTITUTIONAL ASSUMPTIONS AND BELIEFS**

Alice A. Hall

Virginia Polytechnic Institute and State University

Doctor of Education - Ed.D

Student Personnel and Counseling

April 14, 1997

Blacksburg, Virginia

Don G. Creamer, Chair

Elizabeth G. Creamer

Joan B. Hirt

M. David Alexander

Landrum L. Cross

Keywords:
Culture
Planned Change
Higher Education
Community College
Institutional Effectiveness

Copyright 1997, Alice A. Hall

Tacit Culture and Change:
A Model of Change Constructed From
Institutional Assumptions and Beliefs

ABSTRACT

Higher education today faces a conflict between increasing societal demands and decreasing budgets. Innovation and change in higher education occur in the face of limited institutional resources. Meeting the challenges confronting colleges and universities is best accomplished by applying planned change efforts that recognize tacit culture (underlying assumptions and beliefs) and incorporate these cultural components into the change process. To date, however, change theory in higher education provides limited insight into institutional culture and how culture interacts with change. This is complicated by the fact that there are very few acknowledged methods for revealing tacit components of culture in higher education. This study provides the fields of change theory and institutional culture with, first, knowledge about revealing culture in higher education and, second, a model of change grounded in a single institution's assumptions and beliefs. Using a variation of Sackmann's (1991) open-ended, issue focused interview method for uncovering tacit components of culture in corporate organizations, this study reveals cultural assumptions and beliefs about a planned change project in a two-year community college. Further, a model of change is constructed from the revealed assumptions and beliefs that explains the role of this tacit culture in the probable outcomes of the change project.

Acknowledgments

There are many individuals who, over the years, have provided support and assistance during this endeavor. First, many heartfelt thanks go to my committee members -- Don Creamer, Elizabeth Creamer, Joan Hirt, Dave Alexander, and Lanny Cross, for their guidance and advice. To the administration, faculty, and staff at SCC, thank you for welcoming me into your institution and sharing your innermost thoughts and feelings with me. I would be remiss if I did not recognize my friends and colleagues at Western Wyoming Community College who were supportive of my decision to resign my position in order to complete this project . . . I miss all of you! My parents, Richard and Wanda Averette, have been a constant support throughout my life and my education. Thank you for the love and encouragement that you have always given me and for your faith in my abilities. To my three daughters, thank you for being real troupers, and for being patient with me during all those times that I sat in front of the computer or with my head in a book! Finally, thank you to my husband, Kenny, who helped to make it possible for me to finish this endeavor.

TABLE OF CONTENTS

I	Chapter One: Introduction	1
	Conceptual Framework	4
	Statement of the Problem	5
	Purpose of the Study	6
	Research Questions	7
	Definitions	7
	Delimitations	9
	Limitations	9
	Justification for the Study	9
	Organization of the Study	11
II	Chapter Two: Review of the Literature	13
	Planned Change	14
	History of the Study of Culture	23
	Organizational Culture and Change	28
	Culture and Higher Education	36
	Summary	41
III	Chapter Three: Methodology	43
	Design of the Study	43
	Research Site and Population	45
	Interview Format	48
	Procedures for Data Collection	49
	Methods for Analyzing Data	51
	Summary	59
IV	Chapter Four: Research Findings	60
	Demographic Profile of Participants	60
	Analysis of Assumptions and Beliefs	61
	Analysis of A Model of Change	89
	Discussion	100
V	Chapter Five: Summary	109
	Implications of Findings	112
	Relationship to Planned Change Theory	118
	Limitations of the Study	122

	Implications for Future Studies	123
	Conclusion	126
VI	References	127
VII	Appendices	137
	Appendix A: Informed Consent	137
	Appendix B: Sample Transcript	138
	Appendix C: Sample Transcript - Coded	143
VII	Vita	149

INDEX OF TABLES AND FIGURES

Table 1	- Properties of Institutional Atmosphere	63
Table 2	- Properties of Leadership	68
Table 3	- Properties of Knowledge/Information	71
Table 4	- Properties of Involvement	73
Table 5	- Properties of Communication	76
Table 6	- Properties of Strategy	78
Table 7	- Properties of Resistance	81
Table 8	- Properties of Resources	83
Table 9	- Properties of Championship	85
Table 10	- Properties of Values	87
Table 11	- Cultural Dimensions of the Change Project	91
Table 12	- Weighted Values and Frequency Orders of Cultural Dimensions by Categories of Personnel	93
Table 13	- Comparison of Four Planned Change Models That Focus on Organizational Variables	121
<hr/>		
Figure 1	- The associative values and relationships between cultural dimensions of change.	95

Tacit Culture and Change:
A Model of Change Constructed From
Institutional Assumptions and Beliefs

INTRODUCTION

Brubacher and Rudy (1976) traced the history of higher education in America from 1636 - 1976 and documented its evolution as characterized by change as a response to growth, by increased enrollments, new curricula and programs, and administrative reorganization to accommodate new administrative positions. Higher education today continues to be characterized by change, but now it is often in response to decline, as indicated by decreasing enrollments, elimination of programs, and budget reductions.

Newman (1985) described higher education nearing the end of the 20th century as being in the midst of a critical period in its history. Increasing demands are being placed upon higher education to provide scientific research and technical training to assist technological growth, and to educate citizens with the skills and values to shoulder civic responsibilities in a complex and sophisticated society. But these demands are coming on the heels of declining enrollments and fiscal reductions in higher education. Further, these demands are being placed upon higher education by external environments, such as businesses and industries, that are, themselves, characterized by turbulent change, declining revenues, and concerns about viability (Cameron & Tschiehart, 1992; Chaffee, 1985; and Massy, 1990). Christenson (1982) suggested that higher education's growth potential is limited by these scarce and

unpredictable resources; therefore, institutions in the 1990s must meet these societal demands with changes that emphasize quality rather than growth. As a result, there is a renewed interest in institutional effectiveness in higher education. Colleges and universities are reexamining their institutions in response to the current climate and implementing planned change accordingly. Increasingly, this reexamination includes an acknowledgment of institutional culture and the role that culture plays in change, especially the role that culture plays in the successful adoption of change.

Institutional Culture

The conditions in higher education affecting institutional effectiveness call for processes that recognize institutional culture. Kuh and Whitt (1988) defined culture as "the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus" (p.12-13). Tierney (1988) said that higher education has a tendency to recognize culture only after its bounds have been crossed, thus precipitating a reactive response to culture. Knowledge of an institution's culture has implications for potential resistance to change (Ouchi & Wilkins, 1985) and for the types of change strategies used within an institution (Elmore, 1987). While "our lack of understanding about the role of organizational culture in improving management and institutional performance inhibits our ability to address challenges that face higher education" (Tierney, 1988, p.4), conversely,

our understanding of an institution's culture facilitates innovation and change (Tierney, 1992).

The concept of organizational culture is being increasingly applied in higher education (Becher, 1981; Chaffee, 1984; Clark, 1984; Freedman, 1979). Unfortunately, it is difficult to uncover culture within an institution (Masland, 1985), and there are very few acknowledged methods for revealing culture in higher education. Conversely, the corporate realm has not only recognized the influences of organizational culture but has expended efforts to identify appropriate methods for uncovering cultural elements (Gregory, 1983; Ouchi & Wilkins, 1985; Sathe, 1983; Schein, 1990; Schwartz & Davis, 1981; Smircich, 1983; Wilkins, 1983; Wilkins & Ouchi, 1983). Notable efforts in revealing culture includes the research of Sackmann (1990, 1991). Sackmann (1991) said that to uncover culture one must uncover the tacit, or cognitive, components of culture (assumptions and beliefs) because these attribute meaning to other cultural components, specifically, artifacts (visible organizational structures and processes) and behaviors. Assumptions and beliefs serve as the basis for perceiving, feeling and acting. If an institution changes the cultural artifacts and behaviors without addressing the underlying assumptions and beliefs, then successful change will not occur (Schein, 1992). The institution will revert to its pre-change operating structure. Sackmann (1991) further suggested that in order to effectively reveal cognitive components of culture an unstructured, issue-focused interview technique based on a phenomenological orientation is necessary.

Conceptual Framework

The conceptual framework for this study draws upon the investigation of institutional culture. Specifically, Sackmann's (1991) method for uncovering culture is the framework which guides this study, and is discussed below.

Sackmann's Method for Uncovering Culture

Sackmann (1991) discussed the strengths and limitations of current methods of studying organizational culture in the corporate realm. To uncover culture she postulated that the method must be able to reveal the cognitive components of culture (assumptions and beliefs) because these components ascribe meaning to other cultural components such as artifacts and behaviors. Accepted methods of studying culture such as questionnaires and structured interviews are limited in the cognitive components they uncover because respondents react to preset questions developed according to criteria set by the researcher. These criteria are based on what the researcher thinks is important and postured from the researcher's cultural perspective. Conversely, the in-depth interview, through broad and open-ended questions, lures respondents into revealing aspects of their culture separate from the perspective of the researcher.

In an effort to formulate a method for studying culture that uncovers cognitive cultural components, Sackmann designed an issue focused, in-depth interview technique based on a phenomenological orientation. The issue-focused interview provides respondents with a stimulus (the issue) to which they respond with interpretations based on their cultural frames

of references rather than that of the researcher. Simply asking respondents about their culture does not suffice, since culture is ubiquitous and difficult to describe. However, asking respondents to reflect upon some relevant issue (Sackmann used the issue of “innovation”) reveals these otherwise difficult to explain cultural perceptions. The interviewer helps the respondent by asking guiding questions that are open-ended and meant only to probe all facets of the issue, not to interject the interviewer’s cultural perspective. Further, the phenomenological orientation of the method allows for a flexible setting where the respondent’s perspective and those aspects of everyday life which the respondent considers to be important are held to be relevant. The research setting is nonjudgmental and all researcher assumptions and preconceptions about the culture being studied are suspended. Sackmann’s interview method is discussed in more detail in Chapter Two.

Statement of the Problem

The current environment surrounding institutions of higher education direct them to reassess their institutions in terms of what and how they are delivering educational services. Often this reassessment of institutional effectiveness results in reorganization or modification of existing programs and services in order to more efficiently meet the constantly changing needs of society brought about by rapid technological growth and coupled with shrinking fiscal resources. Successful institutional change in today’s environment is facilitated by planned change efforts that address institutional culture and incorporate

this culture into the change process. However, this raises a problem. To truly understand an institution's culture it is necessary to reveal the tacit components of culture, i.e., underlying assumptions and beliefs. Assumptions and beliefs guide other cultural components such as artifacts and behaviors, and, thus, they influence the outcomes of change in the institution. However, in higher education there is limited research/knowledge available for revealing an institution's tacit culture, and once revealed, no framework is available for explaining how these assumptions and beliefs interact with planned change efforts. Therefore, the problems of this study are (a) to uncover assumptions and beliefs about change in an institution of higher education using a variation of a method that has had success in the corporate realm, and (b) to provide a framework that explains how these assumptions and beliefs interact with a specified change project and the eventual outcomes of the change effort.

Purpose of the Study

The purpose of this study is twofold. First, the purpose is to reveal tacit components of culture -- assumptions and beliefs, about an institutional change project at a two-year community college. The second purpose is to use these assumptions and beliefs to construct an explanatory model of change about the change project.

Research Questions

The following research questions were used to guide this study:

1. Using a variation of Sackmann's issue focused, phenomenological interview method (1991) for uncovering tacit institutional culture, can administrative, faculty, and staff assumptions and beliefs about a specific institutional change project be accurately revealed?
2. Using selective methods of grounded theory discovery and development to analyze the identified assumptions and beliefs of the administration, faculty, and staff, can a model of change be constructed that explains the role of the institutional assumptions and beliefs perceived to be associated with the outcomes of the change project?

Definitions

The following definitions are given for terms which will be used in this study:

- Planned Change: a long-term, systematic, and purposeful effort to change existing policies and practices to incorporate (a) new behaviors, values, or goals, (b) new technological innovations, or (c) structural changes in the communication or authority systems of an organization (Creamer & Creamer, 1986a).
- Culture: the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions

that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus (Kuh & Whitt, 1988). (For the purpose of this study, the term “organizational culture” is used in reference to culture in non-educational environments, i.e., business, and “institutional culture” refers to culture in higher education. This parallels the use of these two terms in the current literature.)

Tacit Culture: the unspoken, not directly observable, cognitive manifestations of culture such as assumptions and beliefs that decipher the visible manifestations of culture (artifacts and behaviors) (Sackmann, 1991). (For the purpose of this study the phrase “assumptions and beliefs” will be used interchangeably with tacit culture.)

Assumptions and Beliefs: the underlying tenets that institutional members hold about themselves and their relationships to others, and about the nature of the institution. They are the unconscious underpinnings that discern the more explicit system of meanings (Lundberg, 1985).

Delimitations

This study is delimited in that it was conducted in only one type of institution of higher education, a two-year community college. A community college setting was chosen because its smaller size and less complicated governance structure (vs. a four-year institution) creates a more manageable research site for a cultural study conducted by only one researcher. This study is further delimited in that only a community college currently undergoing a planned change effort involving institutional effectiveness was used.

Limitations

Because culture is tied to a particular setting and every institution's culture is different, the results of this study, specifically the revealed assumptions and beliefs and the constructed model of change, may not be generalizable to other institutions of higher education.

Justification for the Study

As higher education strives to resolve the conflict between increasing societal demands and decreasing budgets, it is important that colleges and universities reassess their effectiveness and adopt innovations that place the institution in a state of readiness for the constantly changing needs of society. Gilley, Fulmer, and Reithlingshoefer (1986) call these institutions "on-the-move" institutions. They are ambitious

institutions that are forward moving, strategically oriented, and committed to quality and excellence. Kotler and Murphy (1981) discuss the merits of strategic planning for the crisis facing higher education, or ensuring a "fit" between the educational organization and changing marketing opportunities. Like the "on-the-move" institutions, strategic planning involves an on-going analysis and review of the surrounding environment and available resources, and the strategic development of goals and changes within the organization.

A proactive institution, one that is ready for change rather than one that responds to change, is one that is knowledgeable of its culture and, more specifically, aware of the influence of its tacit culture on planned change. Tierney (1992) contends that when one understands the culture of an institution one understands the shared assumptions, symbols, history, ideologies, and myths of that institution, and this type of understanding facilitates innovation and change. Heath (1981) claims that a college's "hard-to-measure" attributes such as assumptions and beliefs, rather than visible attributes like budget and student headcount, are the key to college survival. In addition to facilitating change, Becher (1984) argues that studies of institutional culture can help clarify the role of higher education within the context of society. Institutions can also derive strength from their cultures, for culture "provides stability and a sense of continuity" during times of challenge and decline (Masland, 1985, p. 167).

The justification for addressing cultural assumptions and beliefs and understanding their impact on change efforts in higher education raises a major concern. The literature on institutional culture in higher education reveals limited insight into any methods of uncovering

assumptions and beliefs, and limited insight into how cultural assumptions and beliefs interact with change. Schein (1992) says that if culture is to be useful there must be some common frame of reference for analyzing it. It follows, therefore, that if understanding an institution's tacit culture facilitates change there must be some frame for analyzing institutional culture within the parameters of the change process. This study provides further research in the fields of institutional culture and change, and addresses how these two fields are interspersed in the realm of institutional renewal and effectiveness. More specifically, the research that this study provides (a) helps to assess whether tacit components of culture in higher education settings can be adequately revealed, and (b) helps to understand how cultural assumptions and beliefs interact with change efforts, or how they are associated with change outcomes.

Organization of the Study

This study is reported in five chapters. The first chapter includes the introduction, conceptual framework, statement of the study problem, purpose of the study, research questions, definitions, limitations of the study, and justification for the study. Chapter Two is a comprehensive review of the literature related to the evolution of planned change theory to date, and the history and study of culture in the corporate world and its evolution into higher education. Chapter Three describes the design of the study, the research site and sample population, the interview format, the methods used to collect data, and the methods used to analyze the data. Chapter Four presents the findings and answers to the research

questions. Chapter Five draws conclusions from the research findings, and offers recommendations based on the findings of the study.

Chapter 2

REVIEW OF THE LITERATURE

The literature on culture in higher education is limited and confined mostly to discussions of its components and its parameters. There currently exists no common framework for revealing tacit culture in higher education. Further, even though it is recognized that assumptions and beliefs are a powerful component of culture, little is known about how this tacit culture impacts planned change in higher education. This study provides direction for revealing tacit culture in higher education and for assessing its impact on planned change, thereby giving colleges and universities guidance in meeting today's challenges. Therefore, this review of the literature is organized into three parts: (a) the history of the study of culture in organizations, including the evolution of the study of culture from anthropology to the corporate world to higher education, and accepted definitions of culture; (b) research on organizational culture as a tool for organizational effectiveness and change, including methods for uncovering tacit culture and its role in organizational change; and (c) research on studies of culture in higher education, the importance of culture to institutional effectiveness, and revealing culture in colleges and universities. However, before beginning the review on culture, it is necessary to provide a brief history on the evolution of planned change. This will shed some insight into the limited recognition of institutional culture in current planned change theory and facilitate an understanding of why higher education is beginning to mirror the cultural efforts in the corporate world.

Planned Change

Definition

What distinguishes the definition of planned change is the emphasis on the deliberate nature of the process. Hanson (1985) defines planned change as a “conscious and deliberate attempt to manage events so that the outcome is redirected by design to some predetermined end” (p.287). It is also defined as a construct which “incorporates standardized and unstandardized strategies for purposefully altering the structure, behavior, technology, and climate of organizations” (Dunn & Swierczek, 1977, p. 136). And Winstead (1982) says that planned change is a process of change (altering, modifying, or transforming) that is deliberate.

Creamer and Creamer (1986b) also indicate this purposeful nature and offer one of the more comprehensive definitions of planned change. As stated in Chapter One, it is this definition that is used to designate planned change in this study:

Planned change is a purposeful effort to change existing policies and practices to incorporate (a) new behaviors, values, or goals, (b) new technological innovations, or (c) structural changes in the communication or authority systems of an organization. (p. 431)

History

Two influential factors on the current day process of planned change have been the works of Lewin (1947, 1957) and the social movements of the 1960s.

Lewin, a social psychologist, was a pioneer in the field of change, and more recent writers of planned change cite his theory as guiding the stages of change. He proposed that there are forces that support change and forces that resist change. When these forces are balanced a "quasi-stationary equilibrium" occurs. To change requires shifting the field of forces to find a new balance, or equilibrium, by adding supporting forces and diminishing the opposing forces. Lewin developed a three-step planned change process to accomplish this new balance. First, a process of "unfreezing" disrupts the equilibrium to be changed. Second, "moving" occurs when forces supportive of change are strengthened and forces resistant to change are weakened. And third, when the desired forces are in place, "refreezing" occurs to stabilize the change.

Subsequent planned change models have been explained as a progression through stages. Lippitt, Watson, and Westley (1958), Schein (1972), Havelock (1973), and French and Bell (1978) are four such models. Though the stages differ from model to model, the common theme among these models is that change occurs through a process characterized by first recognizing a need for change and breaking away from current practices or ideas ("unfreezing"), implementing new practices or ideas ("moving"), and finally, providing supportive forces to promote stability to the change ("refreezing").

It is also important to note the effects of the turbulent 1960s on planned change. The liberation movements, social consciousness movements, and American involvement in the Vietnam War induced an awareness of the depersonalization occurring in bureaucratized institutions, including education. Benne, Bennis, and Chin (1985)

discussed the pre-1960s engineering model of change where change was decided upon and implemented based on the interpretations of experts as to what is needed by whom. Those affected by the change were recipients of the outcomes but passive bystanders to the change process. The 1960s saw a shift in planned change philosophy toward a clinical model where experts and those affected by the change work collaboratively, and where organizational and individual values are an integral consideration in the change process. It is at this point that the evolution of planned change theory began to have underpinnings rooted in institutional culture. Though the term "culture" is not specifically referred to in planned change theory, the field began to look at individual behaviors and values (components of culture) as significant to the change process.

Planned Change Framework

The contemporary orientation of change today in higher education is one that addresses institutional improvement and renewal rather than simply interjecting something new into the organization (Dill & Friedman, 1979). Martorana and Kuhns (1975) share this orientation and say that "change within higher education depends on changes in the actions of individual faculty members, administrators, and students - changes which constitute a network of personal interactive forces affecting the motion of an innovation toward institutionalization. Unless changes occur in individuals whose actions are crucial to the progress of an innovation, institutional change is highly unlikely" (p. 110).

Gross, Giacquinta, and Bernstein (1971) address this contemporary orientation of change through the use of planned change. They say that planned change goes beyond introducing an innovation into

an organization and deals with incorporation of the altered organizational behaviors after the innovation has been implemented. Giacquinta (1973) gives further support to this notion of planned change and looks at the need for more change efforts in education that address the incorporation of change.

Dill and Friedman (1979) offer an analysis of the planned change framework. This framework is built around the assumption that individuals within institutions are active agents in the change process and therefore change is directed from within the institution, thus generating a more change oriented institution or system. These writers found certain factors which are characteristic of planned change:

1. The planned change process assumes a collaborative effort between an external change agent and the institution undergoing the change.

2. Planned change is accomplished through several stages, with variance across change efforts: (a) the establishment of a relationship between the change agent and the institution, (b) institutional needs assessment and a diagnostic process based upon these needs, (c) purposeful change intervention, (d) the establishment within the institution of an on-going process for self-monitoring and self-renewal, and (e) separation of the change agent from the institution.

3. Purposeful change does not ignore the "human" elements that influence change, i.e., emotions, needs, motivations, and rewards.

More recent research on change in higher education has resulted in the development of planned change models with theoretical underpinnings. Below are some of these models.

Planned Change Models

Lindquist (1978) provides us with theory of planned change which he developed based upon institutional case studies of planned curricular reform. From the existing literature on planned change, Lindquist synthesized four planned change strategies: (a) rational planning - sequence of planning activities based on institutional research; (b) social interaction - using existing social networks to initiate change; (c) human problem solving - using human relations techniques to remove psychological obstacles to resistance to change; and (d) political strategies - using powerful coalitions to influence change.

Lindquist describes planned change as a process of "adaptive development" utilizing a synthesis of the above strategies. For effective change to occur the factors of linkage, openness, leadership, ownership, and rewards must be present.

Lozier and Covert (1982) also claim that certain factors are associated with planned change. Effective change is more likely to occur if the following factors are present in the institution undergoing change: dialogue, statement of objectives, administrative support, faculty leadership, student involvement, external influence, organizational focus, resource allocation, plan of implementation, incremental change, accountability, and effective rewards.

Winstead (1982) suggests a planned change model which involves a systematic planning process that is decentralized, participative, and

emphasizes management by objectives. This model consists of three components: (a) organization development - involves procedures for clarifying institutional goals, obtaining measurable objectives from goals, securing a change specialist, and systematic planning; (b) information systems - a support network that gathers, compiles, stores, retrieves, analyzes, and reports data; and (c) institutional research - provides the research designs, measurements, and statistical analysis to make research based decisions.

Newcombe and Conrad (1981) present a theory specifying procedures for ensuring effective change in higher education that is mandated by governmental directives. Some might argue whether mandated change meets the criteria of planned change since it is directed from outside of the institution rather than from within. The source of organizational change may be either internal or external (Borland, 1980). When the source is external, such as a government mandate, the organization has little control over the decision to make the change. However, this external source can motivate the organization to engage in a change effort it otherwise may not have initiated on its own. Thus, what starts as an external directive may be implemented as a planned effort with the mandating organization or agency serving as the change agent. Therefore, this researcher views mandated change as a planned change effort with external directives guiding internal directives.

Newcombe and Conrad looked at institutional implementation of Title IX of the Higher Education Amendments of 1972. Based on their findings they propose a theory of mandated change that involves four stages of implementation: (a) infusion - introduction of the mandate into

the organization, including study of institutional reaction to the mandate, social values of the mandate, effects of the mandate on the institution, and interpretation and communication of the mandate; (b) preparation and policy formation - studying the needs of the institution and formulating the plans for change, (c) trial and transition - taking steps toward implementation of the mandate and characterized by a succession of decision making, conflict, action, reaction, and adjustment; and (d) policy execution - gradual acceptance of change and implementation of institutional policy.

The degree to which an institution progresses through this change process is contingent upon classes of variables dealing with administrative leadership, facilitative substructures, institutional subsystems and governmental intervention.

One of the more recent models of planned change is that presented by Creamer and Creamer (1986a, 1986b, 1988, 1989; Creamer, Creamer, & Ford, 1991). Grounded in student affairs change efforts in higher education, the Probability of Adoption of Change (PAC) model identifies nine institutional conditions with predictive impact on the likelihood of institutional adoption of purposeful change. The PAC model has been developed out of a multiple phase research project. Phase One involved preliminary analysis of the Davis and Salasin AVICTORY model of planned change (1979), a model developed from work in hospitals and other health services agencies, grounded in learning theory, and based on the premise that just as people learn new skills, so might organizations learn new methods. Based on results of their qualitative study of one planned change case study in student affairs (1986a), Creamer and

Creamer revised the AVICTORY model to make it more applicable to explaining the influence of specific conditions on change efforts in student affairs. This original PAC model had eight variables, or conditions, that influence planned change: circumstances, value compatibility, idea comprehensibility, leadership, championship, practicality, advantage probability, and strategies.

Phases Two and Three of research on the PAC model involved identification of planned change projects in student affairs within postsecondary institutions and assessing the role of the PAC model variables in these projects (Creamer & Creamer, 1988). A ninth variable was added to the model, top-level support. Predictive strengths of each of the variables and the generalizability of the model were tested in Phase Four (1989) with the model being used to analyze case studies in curricular reform projects and a student affairs change effort in higher education. Different predictive weights were found, with idea comprehensibility, circumstances, and championship being the strongest predictors of successful change. The variables were found to be generalizable from student affairs change projects to curricular reform projects but, also, with different predictive strengths. For example, top-level support appears to carry more weight and have more influence on curricular reform projects, while championship is more influential in student affairs change efforts. The nature of the two different environments may play a role in explaining these different variable strengths.

The most recent phase of the PAC research (1991), testing the scale reliability of each variable, resulted in another revision to the model.

Surveying only student affairs planned change projects, results supported the addition of opposition as a variable, and the collapsing of the variables leadership and top-level support into a single variable superintendency. The PAC model in its current form consists of nine variables: (a) circumstances - the source of impetus for change, environmental readiness, and the degree of felt need for change; (b) value compatibility - the degree of harmony between the values and procedures of the project and those of the institution; (c) idea comprehensibility - the clarity and simplicity of project goals, the ability to articulate ways to implement them, and the timing of the project; (d) practicality - the adequacy of the personnel and other resources necessary to carry out the project; (e) superintendency - the authority and guidance that shepherd the project, (f) championship - the presence of a recognized champion and advocate of the change project; (g) advantage probability - the likelihood that the project will solve perplexing problems of the institution; (h) strategies - the adequacy of the procedures or methods used to institutionalize the project; and (i) opposition - the presence of individual or group opponents to the planned change effort.

Creamer and Creamer argued that successful change can be facilitated by controlling these institutional variables to varying degrees. Further, these institutional variables are predictive for successful adoption of planned change in higher education. This researcher contends that the PAC model and other models of change which focus on institutional conditions (Baldrige & Deal, 1975; Howes & Quinn, 1978; Katz & Kahn, 1978; Lozier & Covert, 1982; Martorana & Kuhns, 1982; Sproull & Hofmeister, 1986)) have paved the way for the study of institutional

culture as it relates to institutional effectiveness and change. As the following review of the literature on culture will show, especially as culture relates to change, these institutional conditions delineate various aspects of organizational culture.

History of the Study of Culture

The study of culture is such a germane aspect of the field of anthropology that it literally defines the discipline. Traditional anthropology focuses on the understanding of cultural phenomena of small groups and tribes (Levine, 1954; Mead, 1939; Radcliffe-Brown, 1922) and seeks to find meaning of these groups through the study of artifacts and behaviors. This traditional view depicts culture as unique configurations of societies that are monolithic, constant, and homogeneous (Langness, 1979).

In the 1970s and early 1980s the business world began to face unstable times precipitated by turbulent and unpredictable environments. Business practices which had once proved to be very successful were no longer efficient. The management doctrine of strategic planning and marketing control were believed to be driving American businesses into economic decline (Dill, 1982). The business world began to adopt the anthropological practice of studying the culture of groups which had already been adopted by Japanese business. The Japanese still employed strategic planning and marketing control just as American businesses, but they also placed an emphasis on organizational culture, or maintaining an organization that has meaning for the workers. In the

late 1970s and early 1980s many publications urged the adoption of this Japanese management technique (Ouchi, 1981; Pascale & Athos, 1981; Vogel, 1979). American business began to focus on culture but viewed it from a more practical level. Thus, business turned to the study of organizational culture and viewed culture as a means to not only understand organizations, but to help managers predict and control organizations and ensure organizational success (Baker, 1980; Denison, 1984; Peters & Waterman, 1982; Pettigrew, 1979; Tichy, 1983). The 1980's saw a "demand" from business on how to manage organizational culture to ensure successful business outcomes. As a result, there was a surge in the literature on research pertaining to organizational culture. Wilkins (1983) presented the cultural audit, a tool for understanding culture as a proactive measure. Schwartz and Davis (1981) spoke to ensuring a fit between corporate culture and corporate strategy. Davis (1984) wrote about how to better manage organizational culture. And Sathe (1983) and Allen (1985) reported on how to change corporate culture. Today, the concept of culture has been incorporated into organizational theory to revitalize the discipline and offer a qualitative perspective of organizations that overcomes the mechanical perspectives that the business world found to be increasingly inadequate. This new perspective views organizations as cultural systems and accounts for the role of culture in the functions and outcomes of the organization (Morey & Luthans, 1985; Smircich, 1983). Louis (1983) views organizations as culture-bearing milieux that provide meanings, and it is these meanings which "facilitate expression and guide behavior" (p.50).

Ironically, at the same time that American business was looking to Japanese management practices and organizational culture as a means to economic survival, the trend in higher education in this country was toward adopting the same strategic planning and strict management control that were contributing to the business world's decline (Dill, 1982). However, it was the academic institutions in America that more closely resembled the characteristics of Japanese business, i.e., life-time employment, collective decision-making, and individual responsibility. But despite these similarities, the management of organizational culture and the recognition of culture as a means to survival in higher education was as absent in American higher education as in American business. Dill contended that the strength of academic culture and the skills for managing it had declined. This decline was due to a combination of factors. First, the growth of institutions saw many secular institutions which lacked the underlying religious faith of early higher education which gave meaning to the institutions. Second, the rapid growth of systems of higher education lessened the sense of shared belief. And finally, with this rapid increase in systems of higher education came the expansion of academic fields and disciplines which contributed to an elimination of common calling among academicians. Today, in some colleges and universities, academicians identify less with their profession's culture and more with their professional careers. Dill further contended that for higher education to survive in time of economic decline there must be a renewal of academic culture and management of the organization's culture. Specifically, higher education must recreate shared beliefs and manage the organization so as to sustain these shared beliefs.

As the business world began to see some positive outcomes utilizing the “cultural systems” orientation, higher education began to focus more and more on institutional culture as a means to institutional survival (Chafee, 1984; Chaffee & Tierney, 1988; Clark, 1984). Becher (1984) recognized that cultural studies could help to clarify the role of higher education within the context of the external environment and the demands being placed on higher education. Heath (1981) contended that the foundation necessary for college survival was not objective evidence such as budget, headcount, or FTE’s, but, instead, the guiding beliefs of the institution. And the field of organizational development and research in higher education is seeing a focus on organizational culture (Peterson, 1985). Peterson points out that organizational development in higher education is utilizing more qualitative methods that include interviews, ethnography, and phenomenological approaches. This use of qualitative research is, in part, a result of the growing focus on organizational culture.

Definition of Culture

In addition to the Kuh and Whitt (1988) definition of culture presented in Chapter One, many other definitions of culture were found in the literature. This researcher narrowed the focus to definitions that reflect the contemporary view of organizational culture as the essence of organizational effectiveness and survival. Denison’s (1990) definition is a good example:

Culture refers to the underlying values, beliefs, and principles that serve as a foundation for an organization’s management system as well as the set of management

practices and behaviors that both exemplify and reinforce those basic principles. (p.2)

Schein (1992) also offers a definition of culture that implies culture's role in organizational effectiveness:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

These two definitions also emphasize the importance of tacit culture (underlying assumptions and beliefs) in the overall concept of culture. Schwartz and Davis (1981) define culture as "a pattern of beliefs and expectations shared by the organization's members" (p.33). They also say that culture is rooted in deeply held beliefs and values. Sathe (1983) also defines culture from the premise of deeply held beliefs about the world and says that "culture is the set of important understandings (often unstated) that members of a community share in common" (p. 6). These "understandings" refer to beliefs about how the world works. Often times these beliefs are taken for granted and we are even no longer aware of them. This happens especially when a belief is held for a long time without being challenged. These "forgotten" beliefs still have an important influence on the organization and are an integral component of the organization's culture.

The following definition of culture applies specifically to institutional culture in higher education and, therefore, is the definition used to define

culture in this current study. As with the preceding definitions of culture, it also recognizes tacit culture as a component of institutional culture:

The collective, mutually shaping pattern of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus. (Kuh & Whitt, 1988, p. 4)

Organizational Culture and Change

It is believed by many who have studied the influence of organizational culture on organizational effectiveness and change that the key to successful organizational change is tacit culture, those underlying assumptions and beliefs that organizational members have about their organization and the world in which the organization functions. Wilkins and Patterson (1985) claim that the reason many change efforts fail is because they do not address the tacit culture. The power of these assumptions and beliefs is that people do not think about them, but they still influence what people do. Schein (1992) contends that underlying assumptions are the essence of an organization's culture, and if these assumptions are not addressed then successful change will not occur. Lundberg (1985) claims that cultural assumptions and beliefs are the underpinnings of culture that determine the explicit manifestations of culture, and then proceeds to present a framework for changing organizational culture.

Schein (1992) presents an example of how culture influences an organization, and how failure to address underlying shared assumptions impeded organizational change at two companies. A consultant was hired by Action Company to help the organization improve its communication and decision making. After extensive observation of the company, the consultant discovered (a) ongoing confrontation and debate among company members, (b) intense emotionalism, (c) high levels of frustration, and (d) competitiveness between members. The consultant offered many suggestions to facilitate communication between organizational members, and to create more organized and less chaotic meetings. However, the chaotic patterns of the company did not change.

At the second company, Multi Company, the consultant was hired to help the company become more adaptable to a changing business environment. After observation the consultant discovered that there was very little information sharing between the different managerial units though each unit appeared to be innovative. The consultant made suggestions about communication across units, but no changes were made.

Close inspection of both Action Company and Multi Company found underlying assumptions and beliefs operating that were counter to the consultant's assumptions of how an organization should run effectively. At Action Company there were shared assumptions that all ideas and proposals should undergo intense scrutiny and debate by organizational members, and only those proposals that survive this scrutiny are worthwhile. Discovering "truth" was assumed by the members to be more important than being polite to each other. At Multi Company

there was a shared assumption that each manager's unit was his or her's domain and not to be invaded. Unsolicited information was considered insulting. Trying to make changes at these two companies without addressing these underlying assumptions and beliefs met with failure.

Sapienzo (1985) contends that one of the most important components of organizational culture is shared beliefs, and these beliefs influence decision making. These beliefs are not readily assessable to examination but must be searched out and observed. Sapienzo "lived with" managers of two organizations and through conversations with them and observation of meetings, was able to identify shared beliefs. Results of data found that managers shared beliefs about the qualities of each organization and these beliefs prompted them to see the world in a certain way. Further, from these beliefs the managers had developed a metaphoric language that created the reality that reflected the core beliefs of the managers. The researcher found that each organization responded differently to the same state legislation calling for a state agency to set the annual operating costs of businesses. Organization A shared a core belief that a fundamental quality of their organization was caring for employees, therefore, they viewed the new legislation as being potentially hurtful in terms of layoffs or attrition of employees. Organization B believed that the client always comes first. Therefore, their view of the legislation was restrictive in terms of putting the client above monetary concerns. The two organizations had different responses for dealing with the new legislation. Their responses were in accordance to the shared beliefs of each organization and the resultant perceptions of the law.

Underlying assumptions and beliefs comprise cognitive structures that manifest themselves in perceptual frameworks, expectations, goals, and plans. Nystrom and Starbuck (1984) assert that these cognitive structures are influential in the actions of managers and the actions of organizations. They conducted a field experiment in which a top manager of a company told managers of plants one and two that he expected job redesigns would raise productivity, but told plants three and four that his expectations were that job redesigns would not change productivity but would improve industrial relations. The outcomes of job redesign matched the expectations, although different type of redesign were used in plants one and three than in plants two and four. Nystrom and Starbuck concluded that different job designs produced no difference in productivity, but different expectations did produce different outcomes.

Frameworks for Studying Culture

Researchers of organizational culture have developed frameworks for the study of organizational culture and change that recognize the influence of tacit culture. Sathe (1983) recognizes that just as tacit culture is not readily observable, it is also difficult to change. To influence cultural change managers must shape organizational beliefs in the appropriate directions. To do this they must intervene in behavior, justifications of behavior, and cultural communications. Managers must first change people's behaviors by requiring them to do things differently. This, of course, does not always result in a change of beliefs because of the justification that people often use for their new behaviors. They do what the boss tells them to do because they must, but they continue to share the old beliefs. In other words, managerial intervention into behavioral

change may result in behavioral compliance, but not cultural commitment. Managers must remove these external justifications and emphasize intrinsic justification, i.e., encourage people to see the worth of their new behaviors. Further, Sathe argues that managers must use explicit communication (announcements, memos, etc.) and implicit communication (dress, logos, rituals, stories) to invalidate external justifications for behavior and encourage people to adopt new cultural assumptions and beliefs.

Schwartz and Davis (1981) present a method for revealing an organization's cultural risk for planned change. They contend that culture can impede planned change if there is any incongruency between the culture and the change process. Their four step method assesses potential incongruencies: (a) define the culture through individual and group meetings and identify "beliefs" about the organization and the way things are done, (b) assess the interaction of these cultural beliefs about managerial tasks between levels of relationships within the organization (cultural matrix), (c) assess the risk between the culture and the planned change by determining the compatibility between the aspects of culture that are important to strategic success and the planned approaches, and (d) focus on the incompatibles and develop alternative organizational strategies that better fit the culture.

Another framework (Denison, 1990) proposes four principles that address the relationships between organizational beliefs and organizational policies and practices. This framework suggests that the relationships between beliefs and practices regarding involvement, consistency, adaptability, and mission contribute to the degree of

organizational success. Inherent in this framework are four ways to view the relationship between organizational culture and organizational effectiveness: (a) effectiveness is a function of the values and beliefs of organizational members, (b) effectiveness is a function of the organizational policies and procedures, (c) effectiveness is a function of transposing values and beliefs into policies and practices, and (d) effectiveness is a function of the interrelationships between values and beliefs, policies and practices, and the organization's environment.

Revealing Tacit Culture

A common factor in the research on organizational culture and change is the view that underlying assumptions and beliefs are a powerful component of culture, are influential in organizational effectiveness and change, and are not readily observable. Schein (1992) and Sackmann (1990, 1991) incorporate into their research on organizational culture methods for uncovering tacit culture that facilitate its study. Schein describes culture as having three levels. The first level consists of visible organizational structures and processes such as facilities, procedures and overt behaviors. This level of culture can be easily observed. The second level consists of espoused values manifested in the strategies, goals, and philosophy of the organization. While not as visible as the artifacts present in the first level, these values can be ascertained by the way things are done in the organization. The third level consists of basic assumptions, or unconscious beliefs, perceptions, thought, and feelings. This level is the ultimate source of levels one and two. But these basic assumptions are taken for granted and invisible, and an organizational member cannot tell you what the assumptions are. Therefore, asking

members to describe organizational assumptions would be futile. Instead, Schein contends that this tacit culture can be revealed with the Inquiry Interview method. This method involves asking organizational members questions that elicit natural stories about the organization. Schein says that these stories assess each person's thoughts and interpretations and reveal patterns of assumptions and beliefs about the organization.

Sackmann (1990) contends that organization management is best served when organizational culture is viewed as a dynamic construct which develops over time, and develops through social action and interactions. She further contends that knowledge is interpreted from the existing culture, but different cultural perspectives can result in different interpretations. This explains why different institutions may respond differently to the same initiative. Further research by Sackmann (1991) suggests that it is the cognitive component of culture (assumptions and beliefs) that attribute meaning to cultural artifacts and behaviors. These assumptions and beliefs serve as the basis for perceiving, thinking, feeling, and acting, therefore, are very influential in the interpretation of knowledge and the resultant actions. To fully assess and understand an organization's culture, and to utilize this culture in organizational effectiveness, one must uncover the cognitive component of assumptions and beliefs. Sackmann conducted a study in which she tested the use of an open-ended, in-depth interview techniques designed to reveal the assumptions and beliefs of organizational members. The interview is very unstructured, and the issue "serves as a channel leading to cultural knowledge" (p.306). The issue that Sackmann chose for her study was "innovation" because of its relevance to organizational members and its

potential for interpretation. Sackmann conducted her study in a company with several divisions that operated under the management of a corporate headquarters. Interviews were conducted with top management and with randomly selected individuals from the divisions. The interview consisted of each interviewee being asked to name three innovations at their organization in the past five years that they deemed most important. Each respondent then explored these innovations with the following probes by the researcher:

- ! Why is the mentioned innovation considered important?
- ! What was the context of the particular innovation?
- ! Who was involved at what time during the innovation process and how?
- ! What caused the innovation?
- ! Who and what aspects promoted the innovation?
- ! Who and what aspects presented obstacles to the process and how?
- ! What should/could have been done to improve the innovation?
- ! What would you do differently in the future to make it better?

These guiding questions were open-ended and allowed respondents to answer based on their perceptions of the organization's reality.

Three criteria were considered when assessing the applicability of the issue focused interview for revealing tacit culture: (a) is this method able to uncover tacit components of culture (assumptions and beliefs) from the perspective of the insider?, (b) is this method sensitive to subcultures?, and (c) does the design allow for comparisons across

individuals and settings? Data analysis of Sackman's study included thematic content analyses of the information. Results found that all three criteria of the method used in the study were met. The issue-focused interview allowed each respondent's perspective to reveal tacit components of culture. The methodology was sensitive to existing subcultures, and it permitted comparisons across individuals.

Culture and Higher Education

Interest in culture in higher education is not a new phenomenon (Clark, 1963, 1971, 1972; Becher, 1963; Freedman, 1979); however, the 1980s and 1990s have seen an increase in the research on culture in colleges and universities which focuses on the recognition of institutional culture as an integral component of higher education. For example, Kuh, Schuh, and Whitt (1991) suggest that institutional culture is an important factor in "involving colleges." They identified fourteen institutions that create and maintain a quality of life on their campuses that promotes learning. They call these institutions "involving colleges." Campus culture was one of the three common factors among these institutions. They found that the culture on each campus was one that encourages student involvement and loyalty. Further, these cultural influences are evident in each institution's history, language, and symbols.

In other studies of institutional culture, Kuh (1993) argues that a college's ethos, or belief system, is a predictor of institutional effectiveness. Schoenberg (1992) suggests that culture, specifically, common values and symbols, serves as a nucleus around which

institutions cohere. Masland (1985) says that institutional culture influences campus life, the curriculum, and the administration. And Moran and Volkwein (1988) contend that institutional climate is a property of organizations in higher education and helps to distinguish one college from another. They further contend that organizational climate operates both at an organizationwide level and at a subunit level.

Culture and Institutional Effectiveness

Recently, attention has been given to institutional culture in higher education and change, specifically, change necessitated for institutional effectiveness. This research looks beyond the recognition of culture as a component of higher education and focuses on the recognition of institutional culture as a variable in change efforts necessitated for the improvement of institutional effectiveness. Tierney (1992) says that when we understand an institution's culture we understand its shared assumptions, symbols, history, and myths. This understanding facilitates innovation and change. According to findings by Kuh and Whitt (1988), culture can also inhibit change if it is not considered. And knowledge of an institution's culture also has implications for the types of change strategies used within that institution (Elmore, 1987).

Smart and Hamm (1993) conducted a study to assess the extent to which the institutional effectiveness of two-year community colleges differ in terms of their dominant culture type. Faculty and administration from thirty community colleges were surveyed to measure organizational effectiveness and dominant culture type of each institution. Four culture types were measured: (a) market culture which emphasizes competitiveness, goal accomplishment, and production; (b) hierarchy

culture which emphasizes rules and regulations, and clear lines of authority; (c) adhocracy culture which emphasizes entrepreneurship, creativity, adaptability, and dynamism; and, (d) clan culture which emphasizes shared values and goals, participativeness, and individuality.

Results found that the perceived effectiveness of the community colleges studied were significantly related to their perceived culture type. Those colleges with perceived adhocracy cultures were perceived to be the most effective. Colleges with a dominant clan or market culture were perceived to be moderately effective. And colleges with a dominant hierarchy culture were perceived to be the least effective. Cameron and Ettington (1988) found similar results in a similar study conducted with four-year institutions. These studies and a similar one by Fjortoft and Smart (1994) suggest that change efforts to improve institutional effectiveness would do well to address the management of institutional culture. If culture influences institutional effectiveness, campus leaders can modify existing culture to facilitate or enhance institutional effectiveness.

Revealing Culture in Higher Education

Despite the increasing research on culture in higher education, there is still limited information on revealing culture in institutions in order to study its influence. This review of the literature found three frameworks for assessing an institution's culture.

The Values Audit assesses an institution's beliefs, goals, standards, and practices, and helps to stimulate change to improve campus culture (Astin, 1988; Pearson, Shavlik, & Touchton, 1989; Smith, 1984). Wilcox and Ebbs (1992) report a Values Audit conducted at a four-

year college. The four-part audit process involved participation from the administration, faculty, staff, and students. Individual interviews, small group discussions, a college wide survey, and symposia disclosed aspects of the college's culture including values, beliefs, procedures, and perceived problems of the institution. Information received from the interviews and group discussions was used to develop the college wide survey which was designed to clarify and legitimize observations. Dissemination of the observations and data were then made to the college community through symposia. These symposia helped to clarify the change proposals for improving the campus culture.

Tierney (1988) provides a working framework for assessing academic culture that identifies the operative cultural concepts in higher education. He argues that to reveal an institution's culture the following cultural concepts should be studied: (a) environment - how does the organization define it's environment? what is the attitude toward the environment?; (b) mission - how is it defined? how is it articulated? is it used as a basis for decisions?; (c) socialization - how do new members become socialized? how is it articulated? what do we need to know to survive/excel in this organization?; (d) information - what constitutes information? who has it? how is it disseminated?; (e) strategy - how are decisions arrived at? which strategy is used? who makes decisions? what is the penalty for bad decisions?; and (f) leadership - what does the organization expect from its leaders? who are the leaders? are there formal and informal leaders?. Tierney contends that this framework can help to assess an institution's culture, thus aiding in the management of change and in the identification and resolution of potential conflicts.

Masland (1985) argues that to uncover culture we must first uncover the visible manifestations of an institution's culture and then deduce something about the culture based on these manifestations. He says that institutions have many "windows" on organizational culture that facilitate seeing the cultural influences. Four of these windows are *saga*, *heroes*, *symbols*, and *rituals*. *Saga* is rooted in an institution's history and illustrates unique organizational accomplishments. *Heroes* are individuals who are, or have been, very important to the institution as role models, and who represent the values of the institution. *Symbols* are tangible representations of implicit aspects of culture such as values and beliefs. And *rituals* are actions which identify values and beliefs. Masland further suggests that interviews, observation and document analysis are useful techniques for studying these four cultural windows. Each technique can confirm or disconfirm information obtained from the other two. If the institution's culture is strong then data gathered from each technique should be consistent.

While the literature on organizational culture in the corporate world addresses the importance of the role of tacit culture, the literature on culture in higher education is lacking in such focus. With the exception of some writers like Kuh (1993) who has investigated the role of a college's belief system, the above studies recognize assumptions and beliefs as part of the overall culture of the institution, but do not delineate its importance as guiding other aspects of culture. Further, there is limited research on methods for revealing cultural assumptions and beliefs in higher education. It is an intent of this current study to provide the literature with information on tacit culture in higher education.

Summary

This review of the literature has focused on the history of the study of culture in the corporate world and higher education, the study of tacit culture as it relates to planned change, and culture in higher education. This review was preceded by a summary of the literature on planned change.

The corporate world turned to the study of culture in the 1970s and early 1980s when turbulent and unpredictable environments drove American businesses into decline. Culture was viewed as a means to help managers control organizations and ensure organizational success. In the 1980s higher education began to focus more on institutional culture as a means to institutional survival, especially after seeing the positive outcomes of the cultural systems orientation in business.

In the research on organizational culture and change it is widely held that the key to successful organizational change is tacit culture, or underlying assumptions and beliefs that organizational members have about their organizations. Three case studies were presented that illustrate the impact of organizational assumptions and beliefs on the functions of organizations and on attempts to implement changes in these organizations.

Frameworks for studying culture that recognize the influence of tacit culture were discussed. Sathe (1983) argues that managers must shape organizational beliefs by intervening in organizational behaviors. Schwartz and Davis (1981) present a four-step method that assesses any incongruencies between cultural beliefs and change. And Denison (1990)

proposes four principles that address the relationships between organizational beliefs and organizational policies and practices.

Two methods for revealing tacit culture were presented. Schein (1992) suggests that tacit culture can be revealed using the Inquiry Interview method which asks organizational members questions that elicit natural stories about the organization. Sackmann's open-ended, issue focused interview method (1991) for revealing an organization's tacit culture was detailed and was the framework used for this current study.

This literature review presented research on culture in higher education as it related to institutional effectiveness and change. A study by Smart and Hamm (1993) was presented that assesses the extent to which the institutional effectiveness of two-year community colleges differ in terms of their dominant culture type. Other studies have found similar results (Cameron & Ettington, 1988; Fjortoft & Smart, 1984).

Finally, three frameworks for revealing culture in higher education were presented (Masland, 1985; Tierney, 1988; Wilcox & Ebbs, 1992); however, these frameworks do not specify the disclosure of tacit culture. Furthermore, the majority of the research on culture in higher education is limited in the focus on tacit culture as it relates to institutional effectiveness and change. It is with this in mind that tacit culture is the basis for this current study.

Chapter Three

METHODOLOGY

This chapter describes the methods of research used in this study, including the design of the study, the research site and population, the interview format, the procedures for data collection, and the statistical methods used to analyze the data including procedures for ensuring the trustworthiness and confirmability of data.

Design of the Study

The purposes of this study were to reveal cultural assumptions and beliefs about an institutional change project, and to construct an explanatory model of change that is grounded in these assumptions and beliefs. To explore aspects of higher education such as culture, qualitative methods are more revealing than quantitative measures because they help identify components of culture such as values, assumptions, and beliefs (Whitt & Kuh, 1991). Qualitative research has "the potential to offer penetrating insights into the complexities and subtleties of college and university life" (Kuh & Andreas, 1991, p. 403). Therefore, the design of this study was a qualitative method with an interview format devised to gather data on the assumptions and beliefs of two-year community college personnel. A variation of Sackmann's (1991) method for uncovering culture was used. Sackmann contends that, based on her research, an open-ended, issue focused interview design provides a research environment for the study of culture that allows for the retrieval

of data that reveals cognitive components such as assumptions and beliefs. These assumptions and beliefs, in that they are interpreted from each organizational member's cultural frame of reference, represent tacit components of culture within that organization. Sackmann further contends that it is this tacit level of culture that must be uncovered to fully understand an organization's culture because assumptions and beliefs are the foundation for artifacts and behavior. In this current study, using a series of open-ended questions as a guide, the researcher asked each participant to explore his/her perceptions about the issue of a planned change effort underway at the institution. This change effort involved the implementation of an institutional effectiveness system centering around shared governance and strategic planning. While Sackmann contends that any number of issues can be used in an issue focused interview method to reveal cultural assumptions and beliefs, the issue chosen for this study was guided by the purpose of assessing assumptions and beliefs about change. The foundation of this study is the need in higher education for change theory that takes into account the culture of the changing institution. Therefore, using a planned change project as the issue tied directly into revealing cultural assumptions and beliefs. Further, having participants explore an issue that they were currently and personally involved in allowed for more interpretive responses drawn upon cultural frames of reference.

A thematic analysis was used to identify cultural categories of assumptions and beliefs and their related properties that emerged from the data. These cultural categories were then assimilated into an explanatory model of change about the planned change project.

Research Site and Population

This study was conducted in a two-year community college, hereafter referred to by the fictional name of Southeast Community College (SCC). The decision to base the study in a community college was two-fold: (a) The researcher's education, training, and work history have their foundation in the community college setting; and (b) the smaller size and less complicated governance structure of the community college (versus a four-year college or university) provided a more manageable research setting for a cultural study by one researcher versus a research team. Further, a comprehensive study at only one community college site was used versus interviewing fewer participants at several community colleges. This decision was based on the nature of the study, uncovering cultural assumptions and beliefs about change. The context of any culture is tied to its locality and defined by the circumstances within that locality. Subsequently, each institution's culture is different. Generalizing culture, or the effects of culture, from one institution to another would, therefore, be meaningless (Kuh & Whitt, 1988).

Southeast Community College (SCC) is located in a populous southeastern state. The college's catchment area comprises both urban and rural constituents. The area economy thrives on industry, nearby research universities, and agriculture. SCC is one of the largest community colleges in the state with an annual FTE of 6,000. The college consists of the main campus and three outreach facilities. The curriculum comprises 38 associate degree programs, 15 diploma programs, and 29 certificate programs.

SCC was chosen as the research site for this study because of its current endeavor in a planned change project involving the implementation of an institutional effectiveness (IE) system. The focal point of this system is shared governance and strategic planning. The project consists of changing the college's mission and vision statements to reflect this institutional effectiveness philosophy and the development of a Planning Council to serve as a strategic planning liaison between the college's administration and faculty and staff. Further, the project involves the formation of a Faculty Association and Staff Council to serve as the voices for these two groups on campus. (Neither of these groups have ever existed on this campus prior to this current IE project.) To oversee institutional effectiveness at SCC, the Institutional Effectiveness Office was formed and is administered by the Assistant to the President for Institutional Effectiveness and Planning.

SCC was chosen as the research site after a visit to the college in February, 1996, to assess the institution's suitability for the study. Two criteria were used: (a) Is the planned change project pervasive across the institution, i.e., does it have widespread implications for the college?; and (b) has some change already occurred? The first criteria was needed to ensure that all participants in the study have some knowledge of the change project. The second criteria was to ensure that the change project was not just being "talked" about but was actually being implemented. The researcher visited with the college President, the Assistant to the President for Institutional Effectiveness and Planning (hereafter referred to as the IE Director) and several faculty, staff, and administrators. All of these individuals had significant working knowledge of the IE project.

Also, all SCC personnel had been required to participate in a training session in the Fall, 1995, that outlined the project and familiarized them with the concept of institutional effectiveness. Additionally, several changes had already occurred on campus (the IE Office, Faculty Association and Staff Council were already in place and operating) and several other changes were in the works. The college President's support of the study was obtained and the IE Director agreed to assist the researcher with information and details pertinent to the study.

Study Population

Participants for the study were selected from the administration, faculty, professional staff, and paraprofessional staff at SCC. Students were excluded from the study since the issue focused on an institutional effectiveness planned change project that students were not involved with and could provide no information.

No predetermined number of participants was set prior to the research but was determined as the research progressed and saturation of data was obtained. Rather than randomly selecting participants, the researcher drew upon the suggestion of Glaser and Strauss (1967) to select participants that would help to saturate the data with as many of the existing cultural properties as possible. The IE Director assisted the researcher by identifying an initial pool of prospective participants. In addition, every attempt was made to interview participants representative of each of four groups: administration, faculty, student affairs professionals, and paraprofessionals, as well as, each of the curricular divisions. (Analysis of data includes any noted differences between assumptions and beliefs of these different groups.)

Interview Format

The interview technique was used in this study because it is the most effective means of gathering data on beliefs, attitudes, and values (Gorden, 1975; Masland, 1985). A modification of the interview questions used by Sackmann in her research on uncovering culture (1991), reported in Chapter One and Two, was used. These modifications are as follows:

- ! Why is the institutional effectiveness project considered important?
- ! What caused the implementation of institutional effectiveness at SCC?
- ! What is the context of this change project?
- ! Who is involved in the project and how?
- ! Who and what aspects promoted the institutional effectiveness project?
- ! Who and what aspects have presented obstacles to the project and how? Who and what aspects do you anticipate might present obstacles to the project and how?
- ! What do you consider to be the strengths of this change project?
- ! What could be done to improve the institutional effectiveness project?
- ! What changes do you see occurring in your institution as a result of implementing this institutional effectiveness system?
- ! How successful do you think this change project will be? Why?

The interviews lasted for an average of one hour. They were conducted in a place convenient and comfortable for each participant, and a place that assured anonymity and confidentiality for each

participant. In keeping with the phenomenological orientation of the interview method, the interview site was flexible and chosen by the participant. Furthermore, the researcher suspended all judgement of the change project and the interviews focused solely on each participant's exploration of his/her assumptions and beliefs about the project.

Procedures for Data Collection

The researcher visited SCC during Spring, 1996, and conducted interviews on campus, as well as outreach facilities. Prior to the visit, the IE Director provided the researcher with a list of SCC administrators, faculty, student affairs staff and paraprofessional staff that, in her opinion, had substantial knowledge of the institutional effectiveness project. In her capacity as the director of the project she had first-hand knowledge of those who had worked closely with the project since its conception. This list served as the initial pool of participants. Their participation was then requested by phone calls from the researcher. During these calls, the researcher explained to each potential participant the purpose of the study and the procedures of the interviews. The researcher assured each participant that the study had been approved by the college president and, with permission from the president, the IE Director was assisting the researcher in certain details of the study. Prior to all interviews each participant signed an Informed Consent form (see Appendix A). These procedures followed the guidelines set forth by the Virginia Tech Institutional Review Board.

The interviews were conducted in three phases. In phase I, interviews were conducted with ten participants obtained from the list provided by the IE Director. This phase served two purposes: (a) to check the effectiveness of the interview format, and (b) to gain an initial insight into the cultural assumptions and beliefs and assess initial themes. At the end of each interview the researcher asked each participant to recommend other SCC personnel who, in their opinion, could provide insight into the IE project. This added to the pool of participants and further supported Glaser and Strauss' method of purposeful sampling to help saturate the data. These added participants were contacted in person and asked to participate in the study. It should be noted here that prior to the researcher's visit to begin interviews, the IE Director disseminated a memo to all SCC administrators, faculty, and staff informing them of the study and asking for their cooperation in the study if requested by the researcher. Of the thirty-five individuals who were contacted by the researcher, thirty-four agreed to participate in the study. Of the thirty-four, seven participants were administrators, thirteen were faculty, eight were student services professionals, and six were paraprofessionals.

Phase II was conducted with fourteen participants chosen either from the initial list or recommended from the phase I participants. The purpose of this phase was to add additional themes and further clarify and probe the themes revealed in phase I. Again, participants from this phase were asked to recommend individuals for inclusion in the study. The participation of these individuals was solicited for phase III. The purpose of this last phase was to validate the themes that emerged during phases

I and II and to assess redundancy of themes which would signify saturation of data. After ten interviews in phase III, it was decided by the researcher that data saturation had occurred and the collection phase of the study was concluded.

Methods for Analyzing Data

The purposes of this study were (a) to reveal cultural assumptions and beliefs about a specific institutional planned change project, and (b) to construct an explanatory model of change about the institutional change project that is grounded in these assumptions and beliefs. These purposes were achieved through an analysis of the data as set forth by the research questions in Chapter One. These questions are repeated here:

RESEARCH QUESTION #1 - Using a variation of Sackmann's issue focused, phenomenological interview method (1991) for uncovering culture, can administrative, faculty, and staff assumptions and beliefs about a specific institutional change project be accurately revealed?

RESEARCH QUESTION #2. Using selective methods of grounded theory discovery and development to analyze the identified assumptions and beliefs of the administration, faculty, and staff, can a model of change be constructed that explains the role of the institutional assumptions and beliefs perceived to be associated with the outcomes of the change project?

These research questions were addressed by utilizing methods of qualitative research and grounded theory discovery presented by Lincoln and Guba (1985), Miles and Huberman (1984), and Glaser and Strauss (1967).

The first research question was addressed by conducting a thematic content analysis of the interview data. First, all interviews were transcribed using the following procedures:

1. Each participant was identified by one of the following categories: administration (top-level or mid-level), faculty (division), student services professional, or paraprofessional.
2. All questions asked by the researcher were printed in bold type. Any comments made by the researcher during the interviews were also printed in bold type and in parenthesis.
3. Wide margins were left on both sides for coding and researcher's comments.
4. A recording count was noted in bold type and in parenthesis at the beginning of each question and then periodically throughout the transcript to facilitate referral to specific statements.
5. All interviews were transcribed verbatim.
6. No names were used in the transcripts. Either position title was used or a blank was used in place of the name. This was done to ensure anonymity of participants.

A sample of an individual transcription is provided in Appendix B.

After interview tapes were transcribed the data was analyzed for emerging themes. The researcher read through each transcript and underlined statements which indicated assumptions and beliefs about the

change project. Only statements referring to an individual's beliefs or assumptions were used for analysis. The researcher did not use statements of fact for analysis unless these statements were followed up with opinions, beliefs, and/or assumptions about such facts. For example, the accreditation agency (SACS) *did*, in fact, precipitate the institutional effectiveness change project at SCC, so this was irrelevant in the analysis unless the participant had some comment of belief about this fact.

While reading the transcripts and underlining statements about assumptions and beliefs, the researcher made a preliminary assessment of assumptions and beliefs that denoted similar themes. Themes refer to equivalent meanings attributed to actual events or circumstances (Sackmann, 1991). This analysis looked for themes comprising the assumptions and beliefs about the institutional effectiveness change project at SCC. More specifically, a theme comprised recurring statements that revealed similar assumptions and/or beliefs about the change project. The researcher listened for the *frequency* of these themes (how often they were repeated) *and* for the *weight* of each theme. The weight of a theme was determined by the pervasiveness of a theme across the guiding questions asked during the interviews. For example, if a theme was noted when a participant discussed the importance of the institutional effectiveness project, and emerged again when the participant discussed obstacles to the project, and emerged again during discussion of the strengths of the project, then this theme was considered to be pervasive throughout the interview.

The researcher also assessed *impressionistic* themes from the data. Impressionistic themes are themes that emerged not just verbally,

but through gestures or tone of voice. They are assumptions and beliefs that were revealed by words coupled with nonverbal behaviors such as tone of voice, facial expressions, and gestures, that through repetition, culminate in the impression of an existing assumption or belief. One impressionistic component that emerged was from the general education faculty, specifically, the college transfer department within the general education division. These faculty, while speaking to similar themes as the rest of the faculty, administration, and staff, also displayed varying degrees of hostility, frustration, and detachment with regards to these dimensions -- a "them against us" mentality. The researcher made note of these nonverbal expressions during the interviews and in the transcripts for later analysis. Below is an excerpt from an interview with a college transfer faculty that denotes this impressionistic theme.

“. . . We're changing to the semester system in fall 97 and they released the proposed calendar. They did not put in an exam week, in fact, none of the college transfer faculty were even on that committee (participant's tone of voice denotes exasperation). **(Were there others from other areas of the college on this committee?)** Yes, technical programs. I think another thing, too, is that . . . and this makes a problem with IE . . . there are certain people here who want to keep this a technical school. And you almost have a rift between these two sections. Their argument is that they are training people to get jobs and we're graduating people who can't get jobs in the workforce (participant's face has an incredulous expression). . . We're not brought into decisions. And I think it's

because some of the people around here think we're just snots!"(appears frustrated and angry)

After the first reading of the transcripts a preliminary list of thematic categories was generated. Each category was assigned a name and a corresponding code to be used for coding the data. Themes that the researcher noted emerging from the data were assumptions and beliefs that pertained to atmosphere (A), leadership (L), knowledge/information (K/I), resources (R), human relations (HR), and values (V).

A second reading was conducted and the underlined assumptions and beliefs from the first reading were coded accordingly. The researcher also used this second reading to refine and revise these initial six themes and to assess the existence of further themes. From this reading it was decided to divide the human relations theme into two separate themes -- communication (CM) and involvement (I). This revision was based on the premise that the assumptions and beliefs under human relations clustered around the issues of communication and involvement. The researcher assessed these as two separate issues that, though sometimes relate, warranted two thematic categories. Assumptions and beliefs about communication dealt with the interactions and interrelationships between people, while involvement focused on participation in the planned change project.

Another revision to the initial six themes dealt with the theme of leadership. There appeared to be a clear distinction in the data related to the top-level leadership of the college and the leadership of the change project itself. Therefore, it was decided that the leadership theme would incorporate those assumptions and beliefs about the college leadership,

and a new thematic category of championship (C) incorporated those assumptions and beliefs about the advocates and cheerleaders of the change project.

This second reading also identified three additional themes -- strategy (S), resistance (RS), and outlook/vision (O/V).

The researcher conducted a third reading of the transcripts to code the new categories, recode the revisions, and identify any additional themes. No further themes were identified. The sample of an individual transcription presented in Appendix B is presented again in Appendix C with the analytical codes.

After all themes were identified and the researcher was convinced that no other themes existed in the data (trustworthiness and confirmability of data is discussed later in this chapter), a thorough examination was done of the eleven themes. This examination was conducted to identify *properties* of each theme. Properties are identifying characteristics of the thematic category and lend further meaning and clarity to the theme (Schatzman & Strauss, 1973). To identify the properties, statements of assumptions and beliefs associated with each theme were extracted from the collective transcripts and organized in a list under their respective theme. The researcher then closely examined the clusters of statements under each theme and extrapolated words and phrases that were common to each theme. These words and phrases comprised the properties of each theme.

As the researcher identified the properties of each theme it was noted that the properties of atmosphere and outlook/vision were similar. Both themes were comprised of assumptions and beliefs about the overall

mood of the college, though atmosphere dealt with the present mood and outlook focused on the future mood. It was decided to collapse these two themes into one theme called institutional atmosphere. The researcher made the coding changes in the transcripts.

While the thematic content analysis addressed research question #1, it also provided the information need to construct an explanatory model of change (research question #2). To provide further insight into the cultural themes and to construct a model of change, the thematic properties were examined again within themes and across themes to assess relationships between them. Definitions of each theme were generated and the themes became the cultural dimensions of the change model. A count of statements of assumptions and beliefs in each cultural dimension was made to determine the value order of the dimensions and to further clarify the relationship among the dimensions of the model.

The final analysis of the data found ten cultural themes surrounding assumptions and beliefs about the institutional effectiveness change project at SCC: institutional atmosphere, leadership, knowledge/information, involvement, communication, strategy, resistance, resources, championship, and values. The results of the study are described in more detail in Chapter Four. Transcript excerpts are also provided in Chapter Four to illustrate the ten cultural themes.

Trustworthiness and Confirmability of Data

Rather than adhere to quantitative concepts of reliability and validity of research data and findings, Lincoln and Guba (1985) argue that qualitative, or naturalistic, research should focus on the trustworthiness

and confirmability of data. The data and findings must be credible, consistent, and coherent, and findings must be grounded in the data. Therefore the following steps were taken to ensure the trustworthiness and confirmability of the research data:

1. The data were reanalyzed two weeks after the analysis of themes was complete to ensure that the same analysis was obtained. In addition, ten interview transcripts were randomly picked and reanalyzed to see if the same themes were generated.

2. The three phase interview process described earlier in this chapter helped to confirm data. Successive phases confirmed themes which emerged in the prior phases.

3. At the end of each interview, the researcher summarized the information which the participant had provided and the participant was allowed to clarify any misunderstandings.

4. After the analysis was completed, five participants from the study were contacted and asked to evaluate the themes which emerged from the data.

5. SCC documents were used to triangulate cultural themes. For example, the leadership theme which emerged was clearly validated by a book published by an SCC faculty member which outlines the history of the college. The college's early history details the military style management by the first president who was a retired colonel. This type of management was employed for almost twenty years, and many of the administrators at SCC today served under this first president.

Summary

The design of this study was a qualitative method using an interview format to uncover cultural assumptions and beliefs of personnel in a two-year community college regarding a planned change project. Participants were selected from the administration, faculty, and staff of a two-year community college currently undergoing an institutional wide change project involving the implementation of an institutional effectiveness system. The interview format was a revised form of the issue focused, phenomenological interview used by Sackmann (1991) in her study of tacit culture in the corporate realm. The data collected was analyzed using a thematic content analysis. The themes that emerged from this study were used to construct an explanatory model of change about the change project.

Chapter Four

RESEARCH FINDINGS

The open-ended, issue focused interview method used in this study revealed cultural assumptions and beliefs regarding an institutional effectiveness change project at a two-year community college. The assumptions and beliefs were used to construct an explanatory model of change about the association of these assumptions and beliefs with possible change outcomes. This chapter presents the research findings in two sections. First, the analysis of the cultural assumptions and beliefs about the change project at SCC is presented. Second, the model of change constructed from these assumptions and beliefs is presented. Preceding these sections is a brief description of the research participants.

Demographic Profile of Participants

Thirty-four individuals were interviewed in this study. This population consisted of seven administrators, thirteen faculty, eight student services professionals, and six paraprofessionals. Of the administrators, four were executive level administrators and three were mid-level administrators. The faculty group consisted of individuals representative of the following curriculum divisions: general education, educational support, vocational education, business education, engineering technology, adult education center, health education and computer information technology. The student services professionals

represented counseling, registrar's office, financial aid, and disabled student services. The paraprofessionals worked in the student services area, academic faculty area, or with top-level administrators. Length of service of all participants ranged from two years to thirty-two years, with an average of nine years of service to the college.

Analysis of Assumptions and Beliefs About the Change Project

A thematic analysis of the data revealed ten categories, or themes, of assumptions and beliefs about change at the institution studied: institutional atmosphere, leadership, knowledge/information, involvement, communication, strategy/operation, resistance, resources, championship, and values. Each theme consists of similar assumptions and beliefs about the institutional effectiveness change project at SCC. Miles and Huberman (1984) define a theme as a recurring pattern which "suddenly 'jumps out' at you, suddenly makes sense" (p. 216). Applying this rather simplistic definition to this current research, a theme is a recurring pattern of assumptions or beliefs about any particular aspect of the change project at SCC. A theme is conceptualized in recurring statements throughout the interviews that reveal the assumptions and/or beliefs that participants have about the institutional effectiveness change project at SCC. The researcher looked for the frequency of these themes (how often they were repeated) and for the weight of each theme. The weight of a theme was determined by the pervasiveness of a theme throughout the interviews.

After the themes were identified, the individual statements reflecting the themes were extracted from the transcripts and grouped under their respective theme. The researcher then closely examined these clusters of statements and extrapolated words or phrases that were common to each theme, i.e., words or phrases that were repeated often, or so aptly described the theme that it warranted being noted. These words and phrases were then examined for similarities, and similar words and phrases were grouped together. These groups revealed the different properties of each theme. Properties are identifying characteristics and describe the various facets of the theme. It also allowed the researcher to further understand the theme by showing its various forms. This knowledge aided in understanding the relationship between the themes in the constructed model of change discussed later in this chapter.

Each cultural theme of assumptions and beliefs about change and its properties is described below.

Institutional Atmosphere

The theme of institutional atmosphere refers to the assumptions and beliefs about the prevailing mood and attitudes of the college environment. Institutional atmosphere was the most pervasive category of assumptions and beliefs and appeared to permeate the opinions and views about the change project. The properties of institutional atmosphere are belief in the change project, individual feelings and attitudes, the felt need for change, and the perceptions of the future of the institution. The properties of institutional atmosphere appear in Table 1. For all themes, many of the cultural assumptions and beliefs took a bipolar form with both positive and negative sides of the same theme.

Table I

Properties of Institutional Atmosphere

PROPERTIES	ELEMENTS
Belief in the Change Project	Doubt, Skepticism, Cynicism, Empty Promises, Suspicious, Suspect, Mistrust
Individual Feelings and Attitudes about the Project	Frustration, Ostracized, Intimidation, Alienation, Powerless, Undervalued, Dissatisfied, Uncomfortable, Discouraged, Respect, Pride, Trust, Low Morale, Us Against Them, Factory Worker Mentality, Step Child Syndrome, Why Bother!, Unrest
Need for Change	Need for Change, Room for Improvement, Growth Process, Shift, Opportunity to Achieve Positive Things
Future of the Institution	Evolving, Future, Long Range Planning, Making History, Model Community College, Hope, Mission, Vision, Purpose, Possibilities, Bigger Picture, Direction

positive or negative outweighs the other to the point of defining the nature of the theme.

The assumptions and beliefs about the belief in the change project included feelings of doubt and skepticism:

“They think it’s just something that they’re doing to make people think that something’s going to change, but it’s not.”

“People are skeptical . . . they want to hear more than the words.”

“The people who have been here a long time have the attitude that things aren’t going to ever change.”

“Some people are skeptical that this kind of thing will work.

To a lesser degree, other participants expressed the opposite feeling about the change project, i.e., a more optimistic belief concerning the effect of change on the college environment:

“It should facilitate the workplace for everyone who is here.”

“We have an opportunity to make a better work environment.”

One participant summed up both the positive and negative sides of his/her belief in one statement:

“In the back of my mind I’m hopeful that change will come about, but I’ll be shocked!”

Other recurring statements in the data focused on the general feelings and attitudes of the employees. The predominant belief was one of low morale, frustration, and low motivation levels:

“Staff around here really feel undervalued.”

“People are frustrated.”

“People feel powerless and they’ve isolated themselves into different pockets.”

“Some of the things that have been going on with the budget and the media has taken a toll on all employees’ motivation levels.”

“The general morale is down. People are tired of the ‘same old, same old’.”

When asked who or what aspects of the college had presented obstacles to the institutional effectiveness project, many participants responded that prevailing attitudes on campus were obstacles:

“We need to overcome attitudes like yes-we-need-to-do-this-but-I-don’t-have-the-time-now.”

“Some individual attitudes need to be overcome.”

“The major obstacle is the pervasive attitude of employees.”

“ . . . the attitude that there’s not going to be change.”

An impressionistic form of the theme denoting institutional atmosphere was also revealed in the data. An impressionistic theme is one that emerges not from any particular statement but from the implied meaning of any particular narrative. It is also revealed by nonverbal behaviors of the participant such as tone of voice, facial expressions, and gestures, that through repetition, culminate in the impression of an existing assumption or belief. In these data, one such impressionistic theme came from the general education faculty, specifically, those

participants who are in the college transfer program (one of the newer programs at SCC that falls under the General Education division). These faculty, while speaking to the atmosphere of the college towards the change project displayed varying degrees of hostility and detachment, and a “them against us” mentality. This assumption was called the “step-child syndrome” since it is similar to the scenario of a child entering a new family, due to the re-marriage of a parent, and adjusting or finding his/or “fit” within this new family unit. In this case, the child is the faculty, and the new family unit is the revised curriculum with the addition of the college transfer program. Following is an excerpt from an interview with a college transfer faculty:

“ . . . We’re changing to the semester system in fall 97 and they released the proposed calendar. They did not put in an exam week, in fact, none of the college transfer faculty were even on that committee. That got us all upset. (participant’s tone of voice denotes exasperation) **(But there were other areas of the college on this committee?)** Yes, technical programs. I think another thing, too, is that . . .and this makes a problem with institutional effectiveness . . . there are certain people here who want to keep this a technical school. And you almost have a rift between these two sections. Their argument is that they are training people to get jobs and we’re graduating people who can’t get jobs in the workforce (participant’s face has an incredulous expression). . . . We’re not brought into decisions. And I think it’s because some of the folks around here think we’re just snots!” (appears frustrated and angry)

In addition to the belief in the project and the individual feelings/attitudes within the college environment, the institutional atmosphere theme also includes assumptions and beliefs about the future

of the institution and the need for change. Many participants held the belief that the institutional effectiveness project was needed to solve many of the perceived problems of the college. It was also believed that project outcomes could facilitate the viability of the college in a changing society:

“I see this as a real opportunity for us to change the course of SCC.”

“ . . . laying the foundation for future change.”

“If we’re going to remain a viable force in education we have got to keep up with the times.”

“Time is right for change.”

Leadership

Participants in this study revealed assumptions and beliefs about the leadership of the college as it relates to the change project. This theme revolved around the person or persons in authority, or those in control of the affairs or actions of the college. The properties of this dimension are leadership style and leadership attitudes (see Table 2). Assumptions and beliefs about the college’s leadership were pervasive throughout the data and indicated the importance of leadership style and attitudes to the project’s outcomes.

Assumptions and beliefs surrounding leadership style focused primarily on the management style of the college’s administration. The predominant belief across the participants interviewed was that the leadership style was autocratic and, thus, inappropriate for the institutional effectiveness project:

Table 2

Properties of Leadership

PROPERTIES	ELEMENTS
Leadership Style Regarding the Change Project	Lack of leadership, Top-down, Powers that be, Autocratic leadership, Lack of an effective leadership strategy, Calls the shots, Closed door administration, Authority, Chain of command, Good old boy system, Dictatorial
Leadership Attitudes Regarding the Change Project	Controlling mentality, Leadership with vision, Intimidation, Turfdom, Slave owner type of mentality, Power hungry, Influence

“You can’t have institutional effectiveness and have an autocrat in the front seat.”

“Autocratic leadership cannot survive in the society the way it is . . . autocratic leadership just doesn’t have a place anymore.”

“They’ll gather all this information . . . then they’ll go ahead and make their own decisions.”

“We need to make a transition from a style of leadership that was appropriate upon the founding of the college but is no longer appropriate.”

Participants in this study also revealed their assumptions and beliefs about attitudes of leaders, especially their attitudes regarding the institutional effectiveness project and change in general:

“I don’t think it’s possible to make changes without having the administrators support it.”

“It seems like the administration did not respond the way people maybe dreamed they would respond.”

“We still need to convince everybody that the president absolutely stood behind this, valued it, supported it, and continues to do so.”

“I think the executive council is more agreeable to accepting change.”

The strength of this cultural perception of change was evident in people’s opinion as to how successful the institutional effectiveness project would be. Many participants responded that this success rested on the college’s leadership:

“It depends on how successful the administration wants it to be.”

“In the next five years with a new administration it could be 100% effective if that administration values it.”

“With enough push from the administration it can work.”

“If the president wants it to happen, then it will happen.”

Knowledge/Information

The third theme regarding the institutional effectiveness project that emerged from the data was one that involved knowledge and information. Participant’s focus on this theme included assumptions and beliefs about the awareness, comprehension, and articulation of the change project (see Table 3). This theme was more frequent among the faculty who were interviewed.

When asked why institutional effectiveness was considered important at SCC, a common belief was that it would increase awareness of the educational environment:

“Institutional effectiveness will make people more aware of what’s happening in our environment.”

“There’s also a growing awareness of the college’s mission.”

Some participants also believed that there was a lack of awareness of information needed to implement the project:

“You’re making decisions based upon lack of knowledge of what’s going on.”

“Nobody knew what the mission was, nobody knew what the goals were.”

An obstacle to the institutional effectiveness project was the common belief that people did not understand the project:

Table 3

Properties of Knowledge/Information

PROPERTIES	ELEMENTS
Comprehension of Change Project	Understand, Clear goal setting, Familiarity, Well thought out, Fully defined system, Fully defined roles
Awareness of Project	Awareness of institutional effectiveness, Need to know, Informed, Visible, More conscious, Recognition, Know what is going on
Articulation of Project	Articulate, Training, Common Vocabulary, Conceptualizing, Language, Concrete, Research, Ideas

“There are no more than two dozen people on this campus who know what institutional effectiveness is.”

“They don’t know what bus to get on.”

“We would be more willing to give 120% if we understood why we were doing this.”

And finally, when asked what could be done to improve the project, one of the common beliefs dealt with the articulation of the project, or better ways to communicate the project goals:

“We don’t have a fully defined system yet, so we don’t have fully defined roles yet.”

“People need to talk about it, ask questions about it.”

“To improve the project, change their ideas, change their way of thinking.”

“Institutional effectiveness cannot work without sharing information.”

“One should begin with administration with training sessions about what it (institutional effectiveness) is and what it involves.”

Involvement

Another theme centered around participation and involvement in the institutional effectiveness project and the concept of involvement as a contextual component of institutional effectiveness. The properties of involvement appear in Table 4.

Participants often spoke of wanting more of a voice in the project, of feeling (or not feeling) a part of something, of the need for

Table 4

Properties of Involvement

PROPERTIES	ELEMENTS
Involvement in the Change Project	Participation, Input, Opportunity to contribute, Makes me feel a part of . . . Everyone, Representation, Opportunity to be heard, Has involved a lot of people
Involvement as a Component of Institutional Effectiveness	A Voice, Opportunity to contribute, College wide/Institution wide, Inclusive, Opportunity to be heard, Empower the masses, Participatory management, Shared Governance

representation by all levels of personnel, and of the project as being inclusive of the entire campus community:

“Everyone should be involved.”

“It makes me feel a part of the entire campus, not just a part of this department.”

“To be able to voice my opinion through the chain of command is probably the biggest change that I have seen.”

“It’s hard for some people to realize what’s being accomplished when they are not a part of it.”

“People have a way of being represented by the faculty association and the staff council.”

Many participants also shared a common perception that involvement was a contextual element of institutional effectiveness. They believed institutional effectiveness to be a process that would allow individuals the opportunity to be more involved in the day to day operations of the college and that it would allow for shared governance:

“It gives every employee an opportunity to offer suggestions as to how we can better do our jobs.”

“Institutional effectiveness is a certain amount of participatory management . . . so that every person in the institution has had some say, if they want to have a say.”

“The opinions of everybody can be greater than the opinions of just a few.”

“All of us are smarter than any one of us.”

“I don’t know that we’ve had anything organized before where the majority could be heard as well as this is going to be.”

This theme of involvement was also heard when participants spoke of the college prior to institutional effectiveness:

“You do not get a broad-based involvement . . . same people, same ideas.”

“We’ve had no voice.”

“It had not been as inclusive with all of the campus as it should have been . . . now there’s been a greater effort to involve the whole campus.”

Communication

Communication emerged as a theme throughout the data through recurring statements about verbal and nonverbal interaction between people, and about the interrelationships among college personnel (see Table 5).

Verbal/nonverbal interaction dealt with current modes of communication at the college including dialogue between personnel, the top-down/bottom-up trail of interaction, and the interchange between different levels of the college’s hierarchy:

“We’ve never had real good communication between faculty and staff.”

“The decision making should really be based on communication that’s up and down.”

“People are integrated and interfaced with other offices here on campus.”

“There is a lack of communication from top to bottom.”

Table 5

Properties of Communication

PROPERTIES	ELEMENTS
Verbal/Nonverbal Interaction Concerning Change Project	Dialogue, Communication, Top-Down/Bottom-Up, Talking, Listen, Being Heard, Interchange, Integrated/Interfaced, Interact
Interrelationship Among College Personnel	Bringing the college together, Openness, Team/Teamwork, Crossing the Boundaries, Family, Cohesiveness, United, Working together, Shared, Coordination

Assumptions and beliefs about interrelationships among people focused on the more open atmosphere that the project would generate, and the team, or family, that would be formed by institutional effectiveness:

“This is an opportunity for us to pull together as a team again.”

“I see more people talking to each other, more people crossing the boundaries.”

“We use to be a much closer family.”

“I think growth is what killed a lot of the effectiveness of the school in working as a team.”

A pervasive belief among the participants interviewed was that one outcome of the institutional effectiveness project would be that lines of communication would open up across the college. This was especially expressed by student services professionals:

“Institutional effectiveness will open up the lines of communication not only top-down, but bottom-up.”

“It is a way of opening up the college, of opening up communication.”

Strategy

The strategy theme comprises recurring beliefs about specific procedures, methods, and mechanisms of the institutional effectiveness change project, and about the concept of institutional effectiveness as a strategy. This theme emerged at a moderate frequency and appeared to be a cultural perception of change shared more often by the faculty who were interviewed. The properties of strategy appear in Table 6.

Table 6

Properties of Strategy

PROPERTIES	ELEMENTS
Specific strategic methods of the change project	Access oriented goals, Measurable objectives, Evaluation, Flow chart, System of planning, Action plan, Guidelines, Procedures, Policy, Documentation
Institutional effectiveness as a strategy	Feedback loop, Accountability, Paper tiger, Strategic programming initiative, Model, Framework, Cost Efficient, Structure, Process

Many participants spoke to specific strategies as being important components of the context of this institutional change project:

“Part of institutional effectiveness is evaluating the institutional effectiveness system itself.”

“They’ll be expected to set their goals and then evaluate how they achieve their goals and then make changes.”

“The mechanics of the system will be improved.”

“Institutional effectiveness is determining where you’re going, developing a plan for getting there, evaluating along the way in steps, and correcting your course based on your evaluations.”

“Institutional effectiveness . . . is being clear on what you are trying to do by clear goal setting, . . . integrating resource planning with that plan, establishing outcomes goals, and then integrating your resource planning with that.”

Another facet of this theme was the recurring assumption of strategy as a natural component of change. In other words, in addition to speaking about specific procedures and aspects of strategy such as goals, evaluation, objectives, etc., participants often spoke of the change project itself as a strategy. Institutional effectiveness was often referred to as a feedback loop, a strategic programming initiative, a model, a framework, a structure, a system:

“I think some of us look at only in terms of setting goals. . . . Some of us look at it only in terms of the evaluation function. Very, very few really see it as truly a management system.”

“. . . the feedback loop. Basically, it’s a circle. You identify what you need to do, you set a plan to do it, you do it, you evaluate how you did it, and then you make the necessary changes to do it better, to become more effective at what you do.”

Resistance

Resistance was another theme that emerged from the data. Participants expressed assumptions and beliefs concerning contention and disagreement about the specific change project or change in general. These assumptions and beliefs incorporated any person, place, thing, or state-of-being that worked against or actively opposed the change project or change. The properties of resistance appear in Table 7.

Many participants held the belief that the administration at SCC was an obstacle to the change project. They were described as being threatened by it, as seeing it as destructive, and being defensive:

“I think he had a knee-jerk, defensive reaction and just didn’t want to have anything to do with it.”

“I think many people believe that the administration’s involvement in this process is established from the fact that someone said they had to do it.”

“They look at it as destructive, and as threatening.”

Even some of the administrators who were interviewed admitted having some resistance to the project. While the resistance dimension emerged at a moderate frequency, the administrators revealed more assumptions and beliefs about resistance than the other groups:

“We didn’t believe in it, we didn’t understand it, and therefore, we didn’t buy into it, and therefore we fought it.”

A pervasive aspect of the resistance dimension concerned beliefs about the reluctance to change in general. Most believed this to be true across the campus population, not just among the administration:

Table 7

Properties of Resistance

PROPERTIES	ELEMENTS
Resistance toward the change project	Don't want to do it, Not convinced, Didn't believe, Didn't but into it, Fought it, Threatening, Destructive, Dismissive, Defensive, Ignore the implementation
Resistance toward change in general	Don't want to change, Inertia, Reluctance, Negative, Status quo, Uncomfortable, Set in their old ways, Hard to accept new ideas, Not willing to change

“There may be an inertia that may be a major obstacle . . . people have come to fit a mold”

“ . . . being ingrained in what you do . . . having it work for so many years that you resist change.”

“They feel comfortable with something a certain way.”

“They’re set in their old ways and they don’t want to change.”

“There’s always going to be a reason not to rethink change.”

Resources

The resources category was a recurring theme surrounding assumptions and beliefs about the concrete and visible aspects of the college environment (equipment, facilities) that facilitate or hinder the institutional change project (non-human resources), and also about the expertise and talents of the college personnel (human resources). The properties of resources appear in Table 8. For example, there was widespread belief among the participants interviewed that the college possessed talented faculty and staff and that this talent was not always recognized or utilized:

“There are wonderful people on this campus, employees with an unbelievable amount of energy level and knowledge.”

“They (administration) don’t know that they have all this information and talent to tap into.”

“There are a lot of people here that are excellent, what I call resource people. The administration has done a very good job with employing good resource people, that have good experience, however, they don’t use those people, they don’t use their expertise. And that’s one of those things that I find very frustrating.”

Table 8

Properties of Resources

PROPERTIES	ELEMENTS
Non-human resources that impact the change project	Equipment, Computers, We're still lacking in resources, Facilities, Technology, Money/budget, Time constraints
Human resources that impact the change project	People with a lot of resources, Talent, Terrific faculty and staff, Manpower, People pushing for change, Resource people, Fine teachers, Expertise

The assumptions and beliefs about the concrete and visible resources focused on tangible matters from the actual campus buildings down to equipment, and even down to such matters and paper and pens:

“Facilities need to be enhanced, support services need to be effective.”

“Equipment wise we are hampered in a lot of things we try to do.”

“I have hope that three years down the road that we can obtain the equipment and supplies that we so greatly need, and not have to jump through so much red tape to obtain these items.”

One participant exasperatingly showed me the outdated computer on her desk and said:

“If we could bring the technology up . . . we don’t even have e-mail here, everybody doesn’t have a terminal, we could save a lot of paper, we could save a lot. . . there should be a computer on everybody’s desk.”

She then went on to sum this theme up quite nicely:

“We have thrown people at change and not technology.”

Championship

The championship category comprised a theme surrounding the belief that the institutional effectiveness change project had an individual who spearheaded (championed) the project, and individuals who actively advocated, encouraged, and supported the project (see Table 9). It was felt that as long as there was a person or persons who served as a cheerleader and supported the effort, change was more likely to occur. Championship emerged as a low frequency theme, nonetheless, there

Table 9

Properties of Championship

PROPERTIES	ELEMENTS
Person(s) in charge of the change project	Champion, Spearheads the project, Steam behind this effort, Person in charge is very energetic, Person who can make this happen
Person(s) that advocate the change project	Cheerleaders, Encourage, Committed to it

was a clear indication that a champion was an important contribution to the project:

“As long as you have a person who is pushing that vehicle I think that change will come.”

”They really do have a good person who can make this happen and organize it.”

“She’s got the support of the people, the group.”

“They encourage participation, they encourage people to get on these committees.”

Values

The last theme, values, emerged out of the data from a combination of recurring words and/or statements and the impression of commitment to the ideas or things that these words and statements referred to. An examination of the data revealed several recurring ideas or things that appeared to be highly regarded as important, worthy, or useful to the college environment, and which would be affected by the project. These were considered values shared by the participants in this study. These values were, instruction, quality, and students and community. (These values are the properties of the values theme and appear in Table 10.)

“Well one thing that has happened already is the thought of how things will impact students. And I think that’s important. I mean, for every decision it’s what we should be thinking about.”

Table 10

Properties of Values

PROPERTIES	ELEMENTS
Project Consistent with Institutional Values	<p>Community - More responsive to the needs of the community, Our image with the general public, Effectiveness in the community</p> <p>Instruction - It facilitates instruction, Putting instruction first</p> <p>Quality - Quality product, Quality of education, Quality of instruction</p> <p>Students - How things will impact students, Affecting a lot of lives, Better serve students, We owe it to our customers</p>

“They were talking about furloughing people, so we suggested that they do it memorial day when nobody had to be here anyway and students wouldn’t be affected and we wouldn’t have to affect the students. Our main objective was to make sure that the students were not affected by it.”

“If you were to really look at it and listen to all the ideas people have about how to make improvements, people have some good ideas and things that really boil down to putting quality of instruction first.”

“If our programs are the quality that meet the training needs of people to be employable when they leave here or go for further college . . . I think that’s the real bottom line. . . what we produce, the graduates that we produce. We have to have quality programs.”

Analysis of A Model of Change Grounded in Tacit Culture

This study was promulgated on the claim that for change in higher education to be successful the change process must recognize institutional tacit culture, that is, assumptions and beliefs, because it is this level of culture that guides artifacts and behaviors. It is also this level of culture that facilitates or impedes lasting change. But as Chapter Two has pointed out, to date there is limited information on revealing tacit culture in higher education and on change theory that purposefully incorporates cultural assumptions and beliefs into the change process. This study uncovered institutional assumptions and beliefs about a specific change project. This section will describe how this tacit culture comprises a model of change that explains how assumptions and beliefs interact with the change process and how they are associated with possible change outcomes.

The Cultural Dimensions of Change model developed in this study theorizes a link between planned change and institutional tacit culture. It identifies the institutional assumptions and beliefs perceived to be associated with the probable outcomes of the change project at the institution studied. These assumptions and beliefs guide the behaviors of the individuals involved, either directly or indirectly, in the change process. Particular outcomes, and the degree that these outcomes are realized, are influenced by the strengths of the categories of assumptions and beliefs. Further, there exists sets of relationships between these categories that further explain the type and degree of change outcomes.

For the purpose of this change model, the categories of themes comprising the assumptions and beliefs revealed in the study are called cultural dimensions. Each cultural dimension is a theme comprised of a cluster of similar assumptions and beliefs about the planned change project at the institution studied. The ten cultural dimensions are institutional atmosphere, leadership, knowledge/information, involvement, communication, strategy, resistance, resources, championship, and values. These dimensions represent the ten areas in which participants in the study freely revealed assumptions and beliefs regarding the institutional effectiveness change project at their institution. Definitions of each dimension were generated from the properties and are listed in Table 11. Going on the assumption supported in the literature, and presented in Chapter Two, that assumptions and beliefs are influential factors in the outcomes of change, it follows that these ten dimensions of change revealed at SCC will influence, to some degree, the outcomes of the institutional effectiveness planned change project.

Strengths of the Cultural Dimensions

In qualitative research, “how much” there is of something is largely overlooked in favor of discovering the quality of something. Therefore, numbers are usually ignored. Miles and Huberman (1984), however, contend that some “counting” must occur in qualitative research in order to assess frequencies and to make consistency judgments of the data. In this current study a count of statements for each dimension was made to determine the value order of the dimensions, and subsequently the comparative strength of each dimension. Based on these

Table 11

Cultural Dimensions of the Change Project

Institutional Atmosphere	Refers to the prevailing mood of the college environment, to include the belief in the change project, individual feelings and attitudes, the need for change, and beliefs about the future of the institution as it relates to the change project.
Leadership	Refers to the leadership style and attitudes of the top-level leaders of the institution, those in control of the affairs or actions of the college and the change project.
Knowledge/Information	Refers to the awareness of the change project, the comprehension of the project and its goals, and the ability to adequately articulate project goals.
Involvement	Refers to participation and involvement in the change project and the contextual role of involvement as a component of the change project.
Communication	Refers to the verbal/nonverbal interactions and interrelationships between and among people with regards to the change project.
Strategy	Refers to the strategic methods used in planning and implementing the change project, and the definition of institutional effectiveness as a strategy in and of itself.
Resistance	Refers to the individuals and groups that actively oppose the change project or change in general.
Resources	Refers to the non-human resources such as equipment, computers, time, and the human resources such as people, talent, expertise, that facilitate or hinder the planning and implementation of the change project.
Championship	Refers to the individual(s) that champions or directs the change project and the individual(s) that encourage and advocate the change project.
Values	Refers to the degree of consistency between the change project and the values of the institution, those things that are highly regarded as important, worthy, or useful to the college environment

counts, a judgment was made as to high, moderate, and low frequency categories. Institutional atmosphere, leadership, knowledge/information, and involvement ranked as the most frequent dimensions (in that order). Essentially, when exploring their perceptions and interpretations of the institutional effectiveness change project, their assumptions and beliefs most often reflected these four dimensions. The communication, strategy, and resistance dimensions occurred at a moderate frequency, and the resources, championship, and values dimensions occurred at a low frequency.

Counts were also made in order to compare value orders between the four participant groups. Administrators had a total of 240 statements of assumptions and beliefs, while faculty had 401 statements, student services professionals had 278 statements, and paraprofessionals had 141 statements of assumptions and beliefs. Institutional atmosphere was by far the strongest dimension in that it was the strongest across the four participant groups (administration, faculty, student services professionals, and paraprofessionals). The other themes varied in value order according to the participant group, but this variation usually occurred within the respective high, moderate, and low frequency groups (see Table 12). Three notable exceptions occurred with the administration, professional, and paraprofessional groups. Administrators expressed assumptions and beliefs about resistance at a higher frequency than other participant groups. Professionals expressed assumptions and beliefs about communication more frequently, and paraprofessionals expressed assumptions and beliefs about championship and values more frequently. Aside from these exceptions, there appeared to no notable overall

Table 12

Weighted Values and Frequency Orders of Cultural Dimensions By
Categories of Personnel

CULTURAL DIMENSIONS	TOTAL FREQUENCY ORDER	WEIGHTED VALUE	FREQUENCY ORDER			
			AD	F	P	PP*
Institutional Atmosphere	236	High	1	1	1	1
Leadership	181	High	2	3	2	4
Knowledge/ Information	144	High	3	2	4	3
Involvement	117	High	5	4	5	2
Communication	85	Moderate	6	7	3	5
Strategy	76	Moderate	8	5	8	10
Resistance	76	Moderate	4	6	7	8
Resources	48	Low	7	10	6	9
Championship	46	Low	9	9	9	6
Values	40	Low	10	8	10	7

*AD = Administration

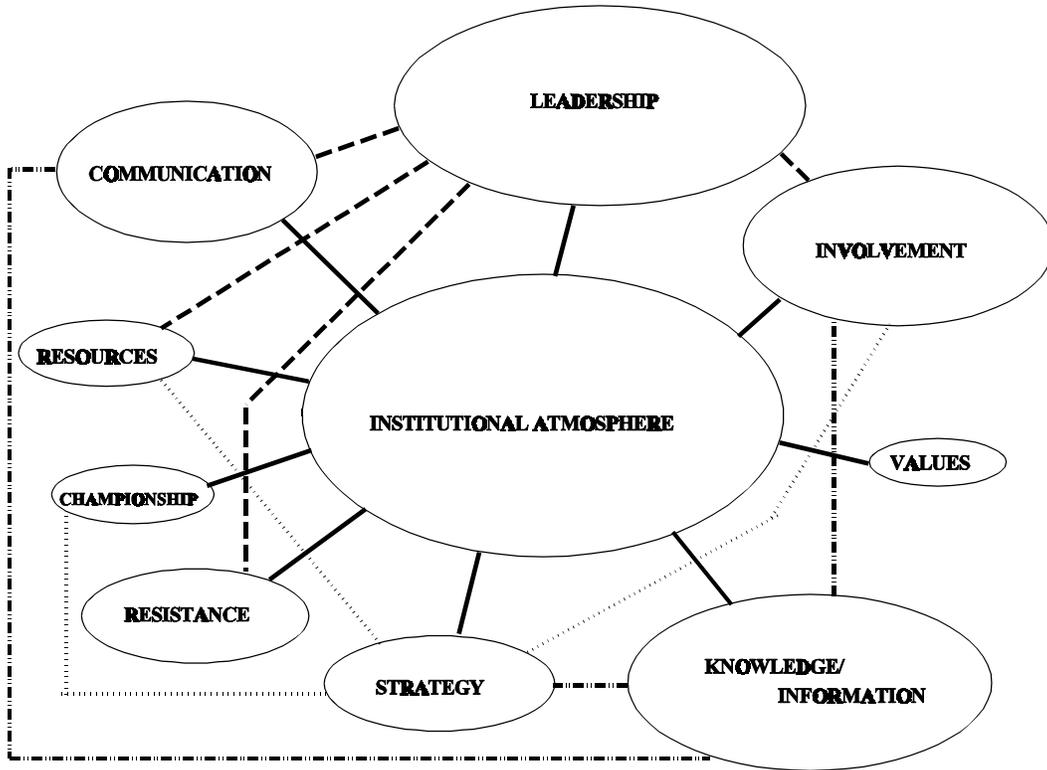
F = Faculty

P = Student Services Professionals

PP = Paraprofessionals

differences between the four participant groups. While research has found significant differences between subcultures within higher education, for example, between faculty and student affairs cultures (Love, Kuh, Mackay, & Hardy, 1993), and between administration and faculty cultures (Kuh & Whitt, 1988), these differences focus mainly on values, behaviors, and artifacts. Given the unconscious, deeply rooted, and taken-for-granted nature of tacit culture, one might assume that fewer differences in tacit culture may exist between groups in the same institution. Assumptions and beliefs about an institution develop over time and are instilled into new members as they enter the institution. Given this, assumptions and beliefs about an institution might tend to show less variation between different groups than other components of culture.

The frequencies and weights of the ten dimensions in the model show that assumptions and beliefs about institutional atmosphere, leadership, knowledge/information, and involvement are perceived to be more closely associated with outcomes of the planned change project. Specifically, these assumptions and beliefs are predominant in the thoughts of institutional members, albeit the unconscious thoughts; therefore, they are assumed to exert more influence on the behaviors involved in planning, implementing, and adapting to the change project. The dimensions of communication, strategy, and resistance are moderately associated with outcomes. And resources, championship, and values have a low association with project outcomes. Figure 1 shows the comparative strengths of the variables of the Cultural Dimensions Change model, as well as relationships between these variables which are



- = Institutional Atmosphere interaction with all other dimensions
- - - - = Leadership interaction with Communication, Involvement, Resources, and Resistance
- = Strategy interaction with Championship, Resources, and Involvement
- . . . = Knowledge/Information interaction with Communication, Strategy, and Involvement

Figure 1. The association values and relationships between cultural dimensions of change.

discussed below. It is noted here that this research was a qualitative study, not quantitative; therefore, the assessment of associations is based on a simple count of statements within each dimension, and also on judgments made by the researcher about the pervasiveness of themes. Further, quantitative assessment would need to be conducted to validate the strengths of these associations and to assess the predictive strengths of the cultural dimensions.

Relationships Between Cultural Dimensions

Institutional atmosphere was by far the most pervasive dimension and not only permeated the data, but co-existed with the nine other dimensions as well. For example, it was widely believed that the autocratic leadership of the top-level administrators was a factor in the low morale of the college employees. Further, the limited involvement of personnel in decision making, and the poor communication among personnel aided in distancing factions of the college from each other and creating feelings of isolation and distrust among certain individuals and groups. The lack of clarity or articulation of institutional effectiveness which many believed to exist caused frustration and, in some cases, suspicion, among these individuals. And the lack of, or perceived difficulty in obtaining, needed resources led many people to mistrust the administration and to feel frustrated with the change project.

In a positive light, the widespread belief that the project champion was an asset to the college, and that the project goals were compatible with institutional values, created a feeling of hope among many

individuals. And the belief that SCC had very competent, talented faculty and staff, lent an air of pride among college personnel.

Given this apparent coexistence of institutional atmosphere with all of the other dimensions, the researcher was challenged with the decision of whether to collapse this dimension and incorporate it into these other dimensions or to let it stand alone. After further investigation of the properties of institutional atmosphere, it was decided that, despite its widespread interaction, institutional atmosphere assimilated all of the moods, feelings, and emotions of the environment and reflected the collective atmosphere of the college regardless of the causal factors. Also, the pervasiveness of a felt need for change, a property of institutional atmosphere, warranted keeping this dimension in the change model. All participants expressed the need for change at SCC, and many believed that the future viability of the institution rested on this needed change. It was believed by most that the institutional effectiveness project was the key to this viability. This pervasive felt need, plus the distinct relationship between institutional atmosphere and the dimensions of the change model underscores this dimension's influence on the change outcomes.

The cultural dimension of leadership interacted with involvement, communication, resistance, and resources. Many believed that the lack of involvement in many aspects of the college, particularly decision making and policy making, was, in part, due to the autocratic management style of the current administration. They did not participate because, as they perceived it, they were not asked or welcomed by the administration to participate. Further, many believed that when they did get involved, their

contributions were ignored by the administration. It was also believed that communication was, in part, hindered by the autocratic management style and the top-down decision making process. Student services professionals especially believed that communication was problematic at SCC which the institutional effectiveness initiative would address. Given the training and educational background of student services professionals it was not surprising that they put more weight on communication issues than others at SCC. However, further investigation of this group found that they were operating under the leadership of an individual who was officially retired but who continued to work part-time in his leadership capacity. No other individual had been hired to take up the slack of his once full-time position. Therefore, student services professionals perceived themselves to be somewhat underrepresented with the top-level administration and “out-of-the-loop,” so to speak, with respect to important events and decisions around campus. Consequently, these individuals had a vested interest in the institutional effectiveness project and perceived it as a vehicle for providing them a voice to the administration and the rest of the college.

Assumptions and beliefs about leadership also interacted with the assumptions and beliefs about resistance to the change project and to the resources available for the project. It was perceived by most of those interviewed, including the administration, that much of the resistance was from the top-level administration. This resistance was believed to be an important factor in the probability of success of the project. It was on this issue that the problems of communication were apparent. Non-leaders assumed that the leaders were resistant to the project, while leaders,

though admitting an initial resistance, were very much in support of the project. Further, the lack of resources such as equipment was blamed on the tight control of the collective administration, when in fact, the acquisition of materials was controlled by a select number of top-level administrators. It was not uncommon to hear an administrator complain about not being able to obtain needed supplies. But the lack of communication and information sharing had resulted in a “them against us” mentality in the minds of many individuals interviewed.

The knowledge/information dimension revealed assumptions and beliefs associated with the involvement, communication, and strategy dimensions. The lack of understanding of the institutional effectiveness project was believed by some members to be a causal factor in the decision by some institutional members not to be actively involved in the change project. Also, it was believed by some that the lack of clarity and articulation problems surrounding the project were, in part, due to a lack of communication among and between departments. And finally, the lack of understanding of institutional effectiveness by some institutional members was believed to impede the delivery of some of the project’s strategic methods.

Finally, the data revealed some interaction between the assumptions and beliefs about strategy and the resources, involvement, and championship dimensions. Some participants believed that while the “people” resources were strong and a definite asset to the change project, the lack of non-human resources such as updated computers and other equipment was counterproductive to the whole concept of institutional effectiveness as a strategy and would impede the implementation of the

project. In other words, as one participant so aptly put it, “we’ve thrown people at change and not technology.” The factor of involvement, or participatory governance, which is inherent in the concept of institutional effectiveness, was believed to be an obstacle to strategic planning by many who considered the motivation to be involved as lacking on this campus. In a positive light, the pervasive belief that the leader of the change project was a true champion of institutional effectiveness was considered an asset to strategic planning and implementation.

Discussion

Based on the results of this study, the Sackmann interview method for uncovering tacit components of culture adequately revealed assumptions and beliefs about a planned change project at a two-year community college. Further, these assumptions and beliefs comprised a model of change which explains the influence of this tacit culture on the possible outcomes of the change project. The Cultural Dimensions of Change model consists of ten categories of assumptions and beliefs that are perceived to be associated with the outcomes of the change project, and that guide the behaviors of institutional members undergoing the change. The ten dimensions of this model are institutional atmosphere, leadership, knowledge/information, involvement, communication, strategy, resistance, resources, championship, and values.

Assumptions and beliefs surrounding institutional atmosphere have the strongest association with change outcomes at SCC. The pervasive mood across this campus is one of distrust and low morale, causing many

members to be wary of the change project and skeptical of its impact. This skepticism has contributed to a lack of motivation on the part of some members to get directly involved in the project, to communicate with others, or to fully understand the context of the project. On the other hand, there is also a strong felt need for change, and many members believe that this change project will help to ensure the future survival of the college in a rapidly changing society. Consequently, many members have embraced this change project and view it as a solution to perceived problems on campus such as low morale, poor communication, autocratic leadership, and a lack of resources. Even members who are skeptical about the project hold out some hope that it will be successful. Their skepticism stems, in part, from a distrust in the autocratic leadership to allow the project to come to fruition, not from doubt in the context of the project itself and what it could do for the institution. The following excerpts from the data are indicative of the shared belief that change is needed:

“I think it’s (institutional effectiveness project) important from an internal perspective because I feel that there is much unrest, for the lack of a better word, among employees here, and perhaps they haven’t defined the reason for the unrest, perhaps it’s an intangible thing at this point, but I think you can feel it. I think that we must change in order to satisfy the employees, the faculty, the staff, the administration, because people who are dissatisfied or who feel uncomfortable in their environment and particularly educators, if they don’t feel that they’re making a real difference or if they feel that the difference they are trying to make is being thwarted by the culture of the institution then you lose those people. And usually those are your finest people because they are committed and dedicated.”

“The world is changing and we need to change with it. If we are going to continue to be a viable option for students and industry in this community we’re going to have to make changes, if we expect to continue to attract students and industry to this institution. I think that’s an important reason for this effort towards institutional effectiveness.”

The pervasiveness of institutional atmosphere and its strong association with the other nine dimensions of assumptions and belief causes this dimension to be a powerful influence on the behaviors of institutional members and, thus, an influence on change outcomes.

Leadership is also perceived to have a strong association with the change project outcomes. Most members believe that the success of the project will be largely determined by the top-level administration. Many of these individuals also question the administration’s commitment to the project. The assumption is that the perceived autocratic leadership will not support a participatory governance structure proposed by the change project. These assumptions and beliefs about the leadership have created a lack of ownership on the part of some members where the project is concerned. Even individuals who believe the administration to be committed to institutional effectiveness exhibit this lack of ownership of the project. If it is believed that the success of the project is in the hands of the administration, then the real ownership of the project belongs with the administration:

“If the president wants it to happen, then it will happen. It depends on the administration. If they push it, it will happen. That’s a pervasive attitude on campus.”

The strength of leadership is enhanced by its interaction with the four dimensions of involvement, communication, resistance, and resources. Because the assumptions and beliefs surrounding involvement occurred at a higher frequency in the data, and those of communication and resistance occurred at a moderate frequency, the cumulative strength of this cluster of associated dimensions has a strong influence on the behaviors of institutional members.

The knowledge/information dimension has a strong influence on the behaviors of members in that the perceived lack of clarity of institutional effectiveness is frustrating and, thus, counterproductive to project implementation. Some members have chosen to ignore what is not understood:

“I think we don’t have a fully defined system so we don’t have fully defined roles yet . . . And I think there are some people who don’t want to do this because of their lack of knowledge . . . Although people are eager for change, they don’t know what bus to get on.”

As with leadership, the strength of knowledge/information is enhanced by its interaction with involvement, communication, and strategy. Further, the assumptions and beliefs about the knowledge and information concerning the change project are more influential among faculty than other groups.

The fourth dimension of the change model, involvement, is also a strong influence on change outcomes, though not to the extent as the first three dimensions. It is widely believed that participative governance is not a standard practice on this campus, therefore many individuals are hesitant about being involved in decision making. The reasons for this

hesitancy varies from lack of experience in shared governance to a “why bother” attitude that stems from the belief that, in the end, the leadership will do what they want to do anyway. While all of the participants in the study expressed the desire for participatory governance, this desire has not translated into action yet for some of these individuals:

“ . . . if you could get planning notifiably obvious at the lowest of levels. Now I think the Assistant to the President for Institutional Effectiveness has got a scheme to do that but I haven’t seen it come to full maturity yet. The process needs to be such that the welding instructor says ‘this is what I did last year in planning, I’m proud of it, what do you think?’ If we could get to that point . . . and that may be a utopia. The environment here never let planning get down to the levels where people knew what planning was and their roles in it and what I’m saying is that’s going to be (this project’s) biggest challenge.”

Communication is moderately associated with change outcomes, and student services professionals are more influenced by these assumptions and beliefs than other groups. While it was believed that the change project would open the lines of communication across campus, some members also exhibited this desire to become more communicative by joining the Faculty Association and the Staff Council. While this behavior is also indicative of involvement, many individuals expressed the belief that these groups opened up lines of communication and allowed for information sharing between otherwise separate departments. Opportunities for communication were welcomed and taken advantage of by institutional members:

“The way that we have introduced the institutional effectiveness process at the college is that it is a way of opening up the college, opening up communication, entering in a new day of,

and I know a lot people don't like this term, but of shared governance where everybody's input is valued and sought out, and consensus is gained in order to make sure that we are doing the things that we should be doing for our students, our external customers, and ourselves. So it's really a system of planning as much as anything, planning for the future and putting everybody's heads together to set those plans in action and everybody buying into and feeling ownership."

The dimension of strategy is a moderate influence on change outcomes, but it's association with the dimensions of involvement, resources, knowledge/information, and championship enhances its predictive strength. The collective belief of institutional members appeared to be that while some of the strategic methods of the project were confusing and unclear, or hampered by a lack of resources, the institutional effectiveness project itself would result in a systems strategy that would be consistent across all levels of the college. This belief is reflected in an overall support of the strategic plan of the project, as well as, confidence in the project leader's strategic capabilities:

"And in institutions like SCC, if there's not an existing model that people are already following, then you sort of set up systems that work for particular problems or particular issues, or particular channels of communication that work in those situations but they don't seem to work, they don't work across the board. I think that (institutional effectiveness) is important because SCC has gotten big enough that if it doesn't have some model, some system to allow the campus to work together on on-going projects, on initiating new things, on the whole system, then I think more and more problems are going to happen."

Assumptions and beliefs about resistance to the change project have a moderate association with change outcomes. The majority of

participants in the study held the belief that the resistance towards change came from the administration. This belief coupled with the belief that the administration would determine the success of the project resulted in a tendency for some members to resist the project themselves. Some administrators admitted to an initial resistance to the project and explained how this resistance caused them to fight the project:

“It takes a person who loves to have power and loves to exercise power . . . doesn't like institutional effectiveness. Because it takes some of their control away, and people have information that they've never had before. I've always believed, 'we'll let you know what you need to know'. So we've still got some of those individuals here. And in powerful positions, who knows, I may be one of them. I don't know, I don't think I am but . . . so, the implementation of institutional effectiveness at SCC had to overcome a lot of that, from a lot of us high ranking dudes in high ranking places. We didn't believe in it, we didn't understand it, and therefore, we didn't buy into it, and therefore we fought it.”

The last three dimensions of the Cultural Dimensions of Change model, resources, championship, and values, have the lowest perceived association with change outcomes, though this is not to say that one should discount the strength of these dimensions. It is also in these three dimensions that participants of this study expressed the most positive assumptions and beliefs about the change project. While it was widely believed that the institution was lacking in adequate equipment such as updated computers, it was just as widely believed that the human resources such as faculty and expertise, were outstanding qualities of the institution. This influenced a pride among members about the institution's personnel and a confidence in their ability to make the change project work:

“I think the people that I work with now in the institutional effectiveness committee are all very talented, enthusiastic people who want to make this work. I think that’s the strength.”

The dimension of championship also had very positive beliefs about the leader of the change project. There was a clear understanding among participants in the study that the IE Director was the clear champion of the project. This understanding went beyond her title as the leader and person responsible for institutional effectiveness, and included beliefs that her advocacy of the project would be instrumental in successful adoption of institutional effectiveness. She was viewed by many as a liaison between the administration and the rest of the college. These beliefs were reflected in the trust that members put in her, and in their rapport with her:

“She’s got the support of the people, the group. And I feel like they feel free to talk to her, or to say what they want to. And we trust her to get the message . . . she doesn’t mind telling the administration the truth. She’s not intimidated by the administration. From what I see people feel like they can be honest and truthful with her.”

Uncovering assumptions and beliefs about values in this study was not as obvious as uncovering the other nine cultural dimensions. One could make the argument that anything a participant perceived as being important was also valued by that participant. However, for the purpose of this study it was necessary to first assess perceptions of **institutional** values and then listen for beliefs about the compatibility of these values with the institutional effectiveness change project. Institutional values were assessed by the existence of common assumptions and beliefs

among the participants about things or ideas related to the institution and prized by the participants. Analysis of the data revealed four institutional values held to be consistently prized by most participants in the study -- community, instruction, quality, and students. The data were then analyzed for any beliefs about the compatibility of these values with the change project. A theme did emerge about this compatibility and the shared belief was that institutional effectiveness would enhance the college's efforts to sustain those valued components. This belief was reflected in the shared hope that the project would be successful despite other obstacles:

“To me, the focal point of this community college is to facilitate instruction in the classroom for students, and so we've got to get all the support services working towards that goal. And I think that goal has been kind of shuffled in the background and I think institutional effectiveness is trying to get us back on track again.”

The next chapter further probes the Cultural Dimensions of Change model and discusses its implications for explaining possible outcomes of the institutional effectiveness project at SCC, as well as how it can be used to ensure successful outcomes. Also, an examination of the comparison between this change model and other planned change models are presented in Chapter Five.

Chapter Five

SUMMARY

There are numerous models and theories regarding planned change in higher education, but little focus has been placed on the role of tacit institutional culture (underlying assumptions and beliefs) in the change process. Research to date suggests that assumptions and beliefs guide all other cultural components such as behavior and artifacts. To ensure lasting change, these assumptions and beliefs must be addressed in the change process and changed if necessary. However, before institutional assumptions and beliefs can be addressed, they must be uncovered and understood. Unfortunately, there is limited information on how to adequately reveal tacit culture in higher education. In this study an issue-focused, open-ended interview method found to be successful in the corporate realm for revealing tacit culture was used to reveal underlying assumptions and beliefs about a change project at a two-year community college. A thematic analysis of these assumptions and beliefs resulted in ten categories, or dimensions, of cultural assumptions and beliefs about the change project. Using the constant comparative method of grounded theory development, these ten dimensions were incorporated into the Cultural Dimensions of Change Model, a model of change that explains the role of these assumptions and beliefs in the probable outcomes of this change project.

Ten categories of assumptions and beliefs were revealed in this study -- institutional atmosphere, leadership, knowledge/information, involvement, communication, strategy, resistance, resources,

championship, and values. Specifically, when given the opportunity to freely explore their perceptions of the institutional effectiveness change project at their institution, participants expressed assumptions and beliefs that were organized into ten issues, or dimensions. A model of change was constructed around these ten dimensions of assumptions and beliefs which are assumed to guide behaviors and explain the probable outcomes of the institutional effectiveness change project. Assumptions and beliefs about institutional atmosphere, leadership, knowledge/information and involvement were most strongly associated with the probable outcomes of this change project. It was widely believed that there was a need for this change project, mainly because the current atmosphere of the college was one of frustration, distrust, and low morale. It was believed that this change project would contribute to overall employee satisfaction and also help ensure the viability of the institution in the future. It was further believed that the success of the project rested largely with the leadership of the college, but that this leadership was not committed to the project, therefore, it was believed that the project would not be 100% successful. Ironically, the administrators who were interviewed expressed a commitment to the project. Participants also believed that the project and its goals were not clearly understood by all. Faculty, especially, felt this to be a significant obstacle to the success of the project. It was believed by many that widespread participation or involvement in the day to day operation of the college was limited and that while the institutional effectiveness project itself was perceived as a solution to this problem and would provide a system which called for widespread participation, the current mode of operation at the

college, i.e., decisions made by the administration with little involvement by others, could impede the actual implementation of the project.

Assumptions and beliefs about communication, strategy, and resistance were expressed by participants as being instrumental in the probable outcomes of the change project, though these dimensions appeared to be only moderately associated with project outcomes. Communication was believed to be a campus-wide problem not just between the hierarchical levels but even within different departments. Student services professionals especially believed that poor communication would impede the project. The strategic methods of the project were considered to be adequate for the implementation of the project but hampered by the poor communication and lack of clarity of the concept of institutional effectiveness. And resistance towards the project was perceived to be mainly from the leadership. Since many also believed that the leadership had the power to “make or break” this project, this perceived resistance was believed to be a major obstacle in the likelihood of success of the project. Ironically, the leadership of the college voiced support for the project though admitted to initial resistance. This led the researcher to believe that either this support had not been adequately communicated across campus, that the support was verbal only, or that the distrust and low morale that was pervasive across campus “blinded” people from seeing this administrative support.

The last three cultural dimensions of change - - resources, championship, and values, had low associative value, though still were considered by participants to be instrumental in the project outcomes. Human resources, i.e., faculty and staff, were believed by all to be a real

strength of the college. Many applauded the expertise and talent of the personnel at SCC and believed this to be a strength of the change project. The college, however, was perceived by many to be “outdated” with regard to non-human resources such as computers and equipment. To be a college of the 21st century, it was believed that the college would need to upgrade and increase computer equipment for all personnel as well as make the procurement of supplies more efficient. The leader of the change project was believed to be a true champion of change and highly qualified to lead the process. And finally, it was strongly believed that the goals of the institutional effectiveness project were compatible with the expressed values of the participants, namely, students, quality, community, and instruction.

Implications of Findings

Schein (1992) says that change that occurs without recognition of the institution’s culture will be temporary, and the institution will eventually revert to it’s pre-change condition. The Cultural Dimensions of Change model constructed from this study is an attempt to recognize the role of tacit culture in a change process at a particular institution and to use these assumptions and beliefs in explaining the probable outcomes of this change project. What specific implications do the findings from this study have for the institution studied? In other words, given the current cultural assumptions and beliefs operating at SCC, what does the Cultural Dimensions of Change model say about the likelihood that this change project will succeed? How can this institution use this change model to

recognize the conditions under which change is being implemented and to better ensure that change will not only occur, but will be adopted by the institution? The following discussion will address the implications of the Cultural Dimensions of Change model for the institutional effectiveness project at SCC.

The current mood on campus is one of distrust and skepticism about change. Over a period of time people have heard about changes but report seeing relatively few changes actually taking place. Consequently they are skeptical about any changes proposed by the institutional effectiveness project even though they recognize that the project is needed for the institution to remain viable. The distrust and skepticism has influenced a low morale that is so pervasive across the campus environment that the success of the project is questionable. While the perceived need for change may outweigh the low morale and serve as a motivator to get people “on the band wagon,” so to speak, the low morale could also have an opposite effect and decrease motivation for individual commitment to the project. Both of these effects have occurred at SCC. However, to combat the negative effects of the current atmosphere, college employees need to see small changes occurring throughout the implementation of the project and action following words. This could help to alleviate the skepticism of many college employees and increase motivation for the project.

Those interviewed perceived the leadership at SCC to employ an autocratic, top-down management style with the power to determine the success or non-success of the institutional effectiveness change project. The general consensus was that the leadership is not supportive of the

project even though the administration voiced their commitment to this researcher. A commitment by the administration needs to be adequately, effectively, and consistently communicated campus-wide if the project is to succeed. If college personnel continue to believe that the administration does not support the project, a “why bother” attitude could prevail among personnel, thus decreasing their own commitment to project success.

Many college personnel, particularly faculty, perceived a lack of clarity in the concept of institutional effectiveness and in some of the specific project goals. Unclear concepts and goals could “muddy” project outcomes and impede the recognition of any actual changes. It could also impede involvement in the project since individuals will tend to avoid situations that are misunderstood (evidence of this was seen in the data). Though project implementation at SCC was preceded by training sessions on institutional effectiveness, they might do well to continue these training sessions throughout the implementation to help clear up any confusion about the project and any misunderstandings that often arise during implementation of change projects.

Congruent with the perception that the leadership at SCC is autocratic, personnel also believed that campus-wide participation in college governance is limited due to this management style. Participants expressed a desire for more involvement in decision making and believed that the institutional effectiveness project would provide the medium for increased participation and shared governance. However, it was believed that participation was not only a result of the project, but was necessary for the successful implementation of the project. Some believed that the

current management style might limit this necessary participation. To help combat this perception, the project needs to continuously solicit participation by all personnel and this solicitation should be recognizably supported by the administration.

Student services professionals were especially cognizant of a problem with communication, specifically information sharing within departments and between departments. The researcher found morale to be lowest among this population and many participants attributed the atmosphere in the department to this lack of communication. Additionally, the student services division, at the time of this study, was without a full-time administrator and many of those individuals interviewed expressed that they feel “out of the loop” with what is happening outside of their division. This project needs to be extra sensitive to the feelings of this division and include them as much as possible in the implementation of the project. Communication efforts need to be made, especially in this division. Given the training background of student services professionals in human relations issues, this division would be instrumental in assisting with programs and services that could facilitate campus-wide communication. Their assistance would enhance the communication efforts of the project while simultaneously allowing student services professionals an opportunity for information sharing outside their department.

Assumptions and beliefs about the project strategies indicates that most believed the methods and procedures of the change project to be adequate except in those areas where complete understanding of the concept of institutional effectiveness is nebulous. Increasing the

understanding of institutional effectiveness across the campus, as already mentioned, will facilitate better comprehension of the strategic methods of the change project. Further, the pervasive belief that the project leader is skilled in implementing the project lends an air of confidence in the success of project strategies.

The perceived resistance to the project by the leadership could present a major obstacle to the success of the project in terms of motivation by employees to see the project through to its completion. If this resistance does in fact exist, successful project outcomes could be minimal and/or temporary. While this cultural dimension was not as predominant as others, it is so closely related to the assumptions and beliefs in the institutional atmosphere and leadership dimensions (the two strongest dimensions) that it could be a critical determinant in the successful adoption of the change project. However, if the true nature of this perceived resistance could be identified and appropriate measures taken to address it, negative outcomes could be averted.

While not a pervasive theme, still many individuals at SCC perceived resources to be an important factor in the change project, but often times lacking. Faculty and staff are believed to be strong assets of the college and a strength of the project, though many also believed that faculty and staff talents and expertise are not being utilized to their fullest. Further, the perception of inadequate equipment contributes to the overall skepticism about whether the project will be successful or not. Fortunately for this institution, the solution to the problems of resources are inherent in the nature of the change project itself. The institutional effectiveness project focuses on shared governance. Because the proposed project

calls for increased campus wide participation in college policies and procedures, acquisition of resources might actually be facilitated if decision making regarding this acquisition is participatory.

While not a pervasive theme, the assumptions and beliefs about the championship of the project are the most positive of any other assumptions and beliefs. There was a perception of a clear advocate and champion of the project. Further, this champion was perceived to be committed to the project, as well as an expert on the topic of institutional effectiveness. In the few cases where this champion was not believed to be possessed of this expertise or commitment, she was, ironically, perceived to be “one of them,” i.e., an administrator. Nonetheless, this generally accepted perception of the champion helps to create a confidence in the project and the “hope” that things will change. This champion, therefore, would do well to be very visible, and to maintain consistent contact with all individuals involved in, and affected by, the project.

As with the championship dimension, the assumptions and beliefs about values were, for the most part, very positive, and most participants felt the institutional effectiveness project to be compatible with the perceived institutional values of students, quality, instruction, and community. This could enhance individual motivation to commit to, and become involved in, the project. The project should capitalize on this compatibility between institutional values and project goals by periodically reminding institutional members of this connection.

Relationship to Planned Change Theory

The foundation of this study rested, in part, on the limited knowledge and lack of research on planned change theory that recognized institutional tacit culture in the change process. This study was an attempt to provide such knowledge. An explanatory change model was constructed using cultural dimensions of change which were categories of assumptions and beliefs about a specific change project. These assumptions and beliefs help to explain the likelihood of project outcomes at the institution studied. A closer examination of the Cultural Dimensions of Change Model reveals parallels between this model and another change model, the Probability of Adoption of Change (PAC) Model (Creamer & Creamer, 1986a, 1986b, 1988, 1989, Creamer, Creamer, & Ford, 1991). In an effort to formulate substantive theory about the variables affecting the degree of adoption of planned change projects in higher education, Creamer and Creamer conducted a multiple phase study which culminated in the formulation of the Probability of Adoption of Change (PAC) model. This is a theoretical model that postulates the influence of specified variables on the probability of institutional adoption of planned change projects in student affairs. The PAC model consists of nine variables that explain likely outcomes of planned change efforts in higher education: circumstances, value compatibility, idea comprehensibility, practicality, superintendency, championship, advantage probability, strategies, and opposition.

The ten cultural dimensions, or themes, around which assumptions and beliefs about the institutional change effort at SCC revolved, are

indicative of the nine PAC model variables which identify institutional conditions that are predictive of purposeful change. When asked to explore (in an open-ended interview) their interpretations of the institutional effectiveness project at SCC, participants drew upon their cultural frames of reference and revealed assumptions and beliefs about the project that corresponded to all nine PAC model variables, or conditions that impact institutional purposeful change. They revealed beliefs about the *circumstances* surrounding the project, the felt need for change, and the general malaise of the institution that created a desire for change by most individuals. *Idea comprehensibility* was apparent in their shared beliefs about the lack of clarity of the project, specifically about the concept of institutional effectiveness itself. They spoke to the necessary resources that were both available and not available at the institution and the *practicality* of these resources in regards to the change project. *Superintendency*, or the directives and endorsements by top-level leaders, was believed by all to be crucial to the success of the project. Most believed that leadership commitment was superficial. Others believed that while the commitment was there, the leadership's autocratic style was not appropriate for institutional effectiveness. All participants expressed the belief that there was a recognized *champion* of the project as well as other individuals who advocated very clearly for institutional effectiveness. There was a shared belief that the *advantage probability* of institutional effectiveness was that it would help to solve a lot of the problems of the institution. Participants believed this to be true regardless of whether they were skeptical about the success of the project or not. Participants also spoke to the *strategies* used in the planning and

implementation of this change project. *Opposition* to the change project was believed to rest mostly with the administration. There was also believed to be a natural resistance toward change in general experienced by many people on campus, but this type of resistance was not felt to be a major stumbling block for the project, but merely a natural human response. Finally, *value compatibility* was believed to exist between the institutional effectiveness project and the values of the institution.

Similar comparisons can be made between the Cultural Dimensions of Change model and other change theory that, like the PAC model, focuses on organizational conditions (Howe & Guinn, 1978; Lozier & Covert, 1982; Martorana & Kuhns, 1975; Newcombe & Conrad, 1981; Rogers & Shoemaker, 1971; Sproull & Hofmeister, 1986). Table 13 shows the comparison of the Cultural Dimensions of Change model with three similar theories including the PAC model already discussed above. This focus on organizational conditions allows the organization to control for the relative strength of these conditions and maximize their influence on change outcomes while controlling for and reducing the influence of those conditions that might negatively effect successful implementation and adoption of the change. While the four change models in Table 13 share similar organizational conditions, the Cultural Dimensions of Change model goes beyond assessing the conditions themselves and looks at the cultural assumptions and beliefs underlying these conditions. For example, it is helpful to know that leadership is an influential variable in the successful outcomes of change. Knowing this, an institution undergoing change will want to gain the support of the leadership for the change effort. However, if the overall belief, or perception, of institutional members is that the leadership is not committed to the change effort, then

Table 13

Comparison of Four Planned Change Models That Focus On
Organizational Variables

CULTURAL DIMENSIONS OF CHANGE	PROBABILITY OF ADOPTION OF CHANGE (Creamer & Creamer, 1986a, 1986b, 1988, 1989, 1991)	MANDATED ACADEMIC CHANGE (Newcombe & Conrad, 1981)	FACTOR THEORY (Lozier & Covert, 1982)
Institutional Atmosphere Leadership Knowledge/ Information Involvement Communication Strategy Resistance Resources Championship Values	Circumstances Idea Comprehensibility Practicality Superintendency Championship Advantage Probability Strategies Opposition Value Compatibility	Administrative Leadership Facilitative Substructures Institutional Subsystems Governmental Intervention	Dialogue Statement of Objectives Administrative Support Faculty Leadership Student Involvement External Influence Organizational Focus Resource Allocation Implementation Plan Incremental Change Accountability Effective Rewards

simply gaining the leadership's support is not enough. This support must also be visible and actively portrayed to the entire institution so as to change the underlying assumption that this commitment does not exist. The Cultural Dimensions of Change model allows for the investigation of not only institutional conditions, but the underlying assumptions and beliefs which guide these conditions.

The similarities between the Cultural Dimensions of Change model and other planned change models, coupled with the interview method which identified the dimensions of the model in this study, has implications for how other models are used in predicting change outcomes. For example, to date, most research on the PAC model has utilized quantitative methods for assessing the strengths of the nine PAC variables (Creamer & Creamer, 1986a, 1986b, 1989; Creamer, Creamer & Ford, 1991). Quantitative methods have their definite advantages in research, however, they are limited in their ability to reveal immeasurable human thoughts and emotions. Qualitative methods, such as the interview method used in this study, can go beyond identifying the various facets of the institutional conditions predictive for change, and reveal assumptions and beliefs about these conditions.

Limitations of the Study

This study focused on only one institution and one type of institution, a two-year community college. Therefore, the tacit culture revealed at this institution is specific to this college and cannot be generalized either to another two-year college, or to any other type of institution of higher education. Other similar studies would need to be

conducted at other institutions to assess if similar cultural dimensions of change exist across institutions. Furthermore, since the cultural dimensions of change are not generalizable, the cultural dimensions of change model can explain the likelihood of change outcomes only at the institution studied. Further research is needed to assess whether this change model, or a variation thereof, is applicable to change projects at other institutions.

Another limitation to the study was the purposeful sampling method used to select participants that would help to saturate the data with as many of the existing cultural assumptions and beliefs as possible. Participants were solicited from a list provided by the IE Director of individuals who had been directly involved in the change project. These individuals then recommended other individuals who, in their opinion, could provide further insight into the change project. This sampling method may have contributed to some bias in that most participants had direct involvement with the project. However, the researcher made every attempt to seek some referrals of individuals who were knowledgeable of the project but not actively involved in its implementation. At least two participants recommended individuals that they knew to be uninvolved **and** critical of the project.

Implications for Future Studies

This study revealed assumptions and beliefs about a specific change project at SCC, the institutional effectiveness change project. Are these assumptions and beliefs unique to this change project, or would the same cultural themes appear for any change project at this institution?

Further, would the influence of the cultural dimensions vary by the type of change project, i.e., institution-wide vs. departmental change or planned vs. mandated change? Another similar study would need to be conducted at the same institution using a different change project as the issue of exploration to assess if the cultural assumptions and beliefs about change are consistent within the same institution and across different change conditions. Also, another study using an issue other than change could assess if these assumptions and beliefs are about the institution in general, or about change only. In addition, these studies could also refine the variables of the Cultural Dimensions of Change Model and ascertain if any of these variables can be collapsed and subsumed under others. In this present study, there was considerable overlap between some dimensions even though each dimension also stood alone in its assumptions and beliefs. However, further studies with other change projects, or with issues unrelated to change, could provide further insight into the degree of this overlap and whether the relationships between two or more variables are associated to a degree that warrants combining variables.

While there were some subcultural differences between the four different groups in this study, these differences focused on the value order of the cultural dimensions rather than the dimensions themselves, i.e., all participants, despite their respective group, voiced assumptions and beliefs about all ten cultural dimensions. Any subcultural differences in the perceived value of each dimension were not remarkable. Therefore, it might be assumed that, for this institution and for this particular change project, the tacit culture is relatively consistent across the different subcultures. Is this true for all change projects and/or institutions? Further

research is need to further probe possible subcultural differences pertaining to tacit culture.

Further research is warranted to assess the predictive power of the cultural dimensions. This current study assesses the assumptions and beliefs perceived to be associated with the change project, and identifies assumptions and beliefs that are perceived to be more associated with change outcomes than others. However, quantitative studies would need to be conducted to go beyond a mere association, and assess the degree to which each cultural dimension is predictive of change outcomes.

Finally, if certain assumptions and beliefs are perceived to be counterproductive to change, how does an institution change these assumptions and beliefs so they facilitate change? Further research could be conducted that addresses how to change the cultural dimensions that are perceived to negatively influence change outcomes. For example, in this study, the perceived resistance from the top-level administration toward the change project was believed by many college personnel to be a significant obstacle to the success of the project. This belief resulted in many individuals adopting a “why bother” attitude to the project. How can the project leader address this belief and change it so as to eliminate the “why bother” attitude and get people committed to the project, whether the administration is resistant or not? Given the nature of tacit culture, i.e., ingrained in institutional members over time, how can the tacit culture of an institution, once it has been revealed, be changed to facilitate successful outcomes of change efforts?

Conclusion

This study has suggested that Sackmann's issue focused interview method for revealing tacit institutional culture is adequate for revealing assumptions and beliefs about a change project at a two-year community college. Using this method, ten cultural themes of assumptions and beliefs were revealed about an institutional effectiveness change project. Further, this study constructed an explanatory model of change, the Cultural Dimensions of Change Model, which is comprised of the revealed assumptions and beliefs and explains how they are associated with the outcomes of the change project. The cultural dimensions, in the order of their associative value, were institutional atmosphere, leadership, knowledge/information, involvement, communication, strategy, resistance, resources, championship, and values. The information gained from this study provides insight into the role of tacit institutional culture in the change process and suggests that cultural assumptions and beliefs can be useful in explaining the possible outcomes of planned change efforts.

References

- Allen, R. F. (1985). Four phases for bringing about cultural change. In R.H. Kilman, M.J. Saxton, & R. Serpa (Eds.), Gaining control of the the corporate culture (pp. 332-350). San Francisco: Jossey-Bass.
- Astin, A. W. (1988). The implict curriculum. Liberal Education, 74, (1), 6-10.
- Baldrige, J. V. & Deal, T. E. (1975). Managing change in educational organizations. Berkeley, CA: McCutcheon.
- Baker, E. L. (1980). Managing organizational culture. Management Review, July, 8 - 13.
- Becher, H. S. (1963). Student culture. In T. F. Lunsford (Ed.), The study of campus culture (pp. 11-26). Boulder, Col.: Western Interstate Commission for Higher Education.
- Becher, T. (1981). Towards a definition of disciplinary cultures. Studies in Higher Education, 6, 109-122.
- Becher, T. (1984). The cultural view. In B.R. Clark (Ed.), Perspectives on higher education (pp. 165-195). University of California Press, Los Angeles:CA.
- Benne, K. D., Bennis, W. G., & Chin, R. (1985). Planned change in America. In W. G. Bennis, K. D. Benne, & R. Chin (Eds.), The planning of change (4th Edition) (pp. 13-21). New York: Holt, Rinehart and Winston.
- Borland, D. T. (1980). Organization development: A professional imperative. In D. G. Creamer (Ed.), Student development in higher education (pp. 205-228). Alexandria, VA; American College Personnel Association.
- Brubacher, J. S. & Rudy, W. (1976). Higher education in transition: An American history, 1636-1976. New York: Harper & Row.

Cameron, K. S. & Ettington, D. R. (1988). Conceptual foundations of organizational culture. In J. C. Smart (Ed.), Higher education: Handbook of theory and research, Vol IV (pp. 356-396). New York: Agathon Press.

Cameron, K. S. & Tschirhart, M. (1992). Postindustrial environments and organizational effectiveness in colleges and universities. Journal of Higher Education, *63*, (1), 87-108.

Chafee, E. E. (1984). After decline, what? Survival strategies at eight private colleges. Boulder, Colorado: National Center for Higher Education Management Systems.

Chafee, E. E. (1985). The concept of strategy: From business to higher education. In J. C. Smart (Ed.), Higher education: Handbook of theory and research, Vol. I (pp 133-172). New York: Agathon Press.

Chafee, E. E. & Tierney, W.G. (1988). Collegiate culture and leadership strategies. New York: Macmillan.

Christenson, D. D. (1982). Changes in higher education: Forces and impacts. In G. M. Hips (Ed.), New Directions for Institutional Research: Effective planned change strategies, no. 33. San Francisco: Jossey-Bass.

Clark, B. R. (1963). Faculty culture. In T. F. Lunsford (Ed.), The study of campus culture (pp. 39-54). Boulder, Col.: Western Interstate Commission for Higher Education.

Clark, B. R. (1971). Belief and loyalty in college organization. Journal of Higher Education, *42*, 499-520.

Clark, B. R. (1972). The organizational saga in higher education. Administrative Science Quarterly, *17*, (2), 178-184.

Clark, B. R. (1980). The organizational saga in higher education. In H. Leavitt (Ed.), Readings in Managerial Psychology, Chicago, Ill: University of California Press.

Clark, B. R.(Ed.).(1984). Perspectives in Higher Education. Berkeley, Calif: University of California Press.

Creamer, D. G. & Creamer, E. G. (1986a). Applying a model of planned change to program innovation in student affairs. Journal of College Student Personnel, 27, 19-26.

Creamer, E. G. & Creamer, D. G. (1986b). The role of leaders and champions in planned change in student affairs. Journal of College Student Personnel, 27, 431-437.

Creamer, E. G. & Creamer, D. G. (1988). Predicting successful organization change: Case studies. Journal of College Student Development, 29, 4-11.

Creamer, E. G. & Creamer, D. G. (1989). Testing a model of planned change across student affairs and curriculum reform projects. Journal of College Student Development, 30, 27-34.

Creamer, E. G., Creamer, D. G., & Ford, R. H. (1991). Construct reliability of the probability of adoption of change (PAC) model. Journal of College Student Development, 32, 31-38.

Davis, S. M. (1984). Managing corporate cultures. Cambridge, MA: Ballinger.

Denison, D. R. (1984). Bringing corporate culture to the bottom line. Organization Dynamics, 13, 4-22.

Denison, D. R. (1990). Corporate culture and organizational effectiveness. New York: John Wiley and Sons.

Dill, D. D. (1982). The management of academic culture: Notes on the management of meaning and social integration. Higher Education, 11, (3), 303-320.

Dill, D. D. & Friedman, C. P. (1979). An analysis of frameworks for research on innovation and change in higher education. Review of Educational Research, 49, (3), 411-435.

Dunn, W. N. & Swierczek, F. W. (1977). Planned organizational change: Toward grounded theory. Journal of Applied Behavioral Science, 13, (2), 135-157.

Elmore, R. F. (1987). Reform and the culture of authority in the schools. Educational Administration Quarterly, 23, (4), 60-78.

Fjortoft, N. & Smart, J. D. (1994). Enhancing organizational effectiveness: The importance of culture type and mission agreement, Higher Education, 27, (4), 429-448.

Freedman, M. (1979). Academic culture and faculty development. Berkeley, Calif: University of California Press.

French, W. L. & Bell, C. H., Jr. (1978). Organization development: Behavioral science interventions for organization improvement (3rd Edition). Englewood Cliffs, NJ: Prentice-Hall.

Giacquinta, J. B. (1973). The process of organizational change in schools. In F. N. Kerlinger (Ed.), Review of research in higher education (pp. 178-208). Itasca, Illinois: F.E. Peacock Publishers.

Gilley, J. W., Fulmer, K. A., & Reithlingshoefer, S. J. (1986). Searching for academic excellence. American Council on Education. New York: Macmillan.

Glaser, B. & Strauss, A. (1967). Discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine Publishing Co.

Gorden, R. L. (1975). Interviewing: strategy, techniques, and tactics. Homewood, Illinois: Dorsey Press.

Gregory, K. (1983). Native-view paradigms: Multiple culture and culture conflicts in organizations. Administrative Science Quarterly, 28, 359-76.

Gross, N., Giacquinta, J. B., & Bernstein, M. (1971). Implementing organizational innovations. New York: Basic Books.

Hanson, E. M. (1985). Educational administration and organizational behavior. Boston: Allyn and Bacon.

Havelock, R. G. (1973). The change agent's guide to innovation in education. Englewood Cliffs, N.J.: Educational Technology Publications.

Heath, D. H. (1981). A college's ethos: A neglected key to effectiveness and survival, Liberal Education, 67, (2), 89-111.

Howes, N. J. & Quinn, R. E. (1978). Implementing change: From research to a prescriptive framework. Group and Organization Studies, 3, (1), 71-84.

Katz, D. & Kahn, R. L. (1978). The social psychology of organizations. New York: John Wiley & Sons.

Kotler, P. & Murphy, P. E. (1981). Strategic planning for higher education. Journal of Higher Education, 52, (5), 470-489.

Kuh, G. D. (1993). Ethos: Its influence on student learning, Liberal Education, 79, (4), 22-31.

Kuh, G. D. & Andreas, R. E. (1991). It's about time: Using qualitative methods in student life studies. Journal of College Student Development, 32, (5), 399-405.

Kuh, G. D., Schuh, J. H., & Whitt, E. J. (1991). Some good news about campus life: How "invisible colleges" promote learning outside the classroom. Change, 23, (5), 48-55.

Kuh, G. D. & Whitt, E. J. (1988). The invisible tapestry: Culture in american colleges and universities. (ASHE-ERIC Higher Education Report No.1), Washington, DC: Association for the Study of Higher Education.

Langness, L. L. (1979). The study of culture. San Francisco: Chandler & Sharp.

Levine, R. A. (1954). Culture, behavior, and personality. Chicago: Aldine.

Lewin, K. (1947). Frontiers in group dynamics: I. Concept, method, and reality in social science; social equilibria and social change. Human Relations, 1, 5-41.

Lewin, K. (1957). Field theory in social sciences. New York: Harper & Row.

Lincoln, Y. S. & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.

Lindquist, J. (1978). Strategies for change. Berkeley, CA: Pacific Soundings Press.

Lippitt, R., Watson, J., & Westley, B. (1958). The dynamics of planned change. New York: Harcourt, Brace & Co.

Louis, M. R. (1983). Organizations as culture-bearing milieux. In L. R. Pondy, P. Frost, G. Morgan, and T. Dandridge (Eds.), Organizational symbolism (pp. 39-54). Greenwich, CT: JAI.

Love, P. G., Kuh, G. D., Mackay, K. A., & Hardy, C. M. (1993). Side by side: Faculty and student affairs culture. In G. D. Kuh (Ed.), Cultural perspectives in student affairs work (pp. 37-58). American College Personnel Association.

Lozier, G. G. & Covert, J. B. (1982). A strategy for promoting educational change. The Journal of General Education, 34, (3), 198-209.

Lundberg, C. C. (1985). On the feasibility of cultural intervention in organizations. In P. G. Frost, L. F. Moran, M. R. Louis, C. C. Lundberg, & J. Martin (Eds.), Organizational culture (pp. 169-186). Beverly Hills, CA.: Sage.

Martorana, S. V. & Kuhns, E. (1975). Managing academic change. San Francisco: Jossey-Bass.

Masland, A. T. (1985). Organizational culture in the study of higher education. Review of Higher Education, 8, (2), 157-168.

Massy, W. F. (1990). A paradigm for research in higher education. In J. C. Smart (Ed.), Higher education: Handbook of theory and research, Vol. VI (pp.1-34). New York: Agathon Press.

Mead, M. (1939). From the South Seas: Studies of adolescence and sex in primitive societies. New York: Morrow.

Miles, M. B. & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills, CA: Sage.

Moran, E. T. & Volkwein, J. F. (1988). Examining organizational climate in institutions of higher education. Research in Higher Education, 28, (4), 367-383.

Morey, N. C. & Luthans, F. (1985). Refining the displacement of culture and the use of scenes and themes in organizational studies. Academy of Management Review, 10, (2), 219-229.

Newcombe, J. P. & Conrad, C. F. (1981). A theory of mandated academic change. Journal of Higher Education, 52, (6), 555-577.

Newman, F. (1985). Higher education and the American resurgence: The Carnegie Foundation for the advancement of teaching. Princeton: New York.

Nystrom, P. C. & Starbuck, W. H. (1984). To avoid organizational crisis, unlearn. Organizational Dynamics, 12, (4), 53-65.

Ouchi, W. G. (1981). Theory Z. Reading, Mass: Addison-Wesley.

Ouchi, W. G.; Wilkins, A. L. (1985). Organizational culture. Annual Review of Sociology, 11, 457-483.

Pascale, R. T. & Athos, A. G. (1981). The art of Japanese management. New York: Simon & Schuster.

Pearson, C. S., Shavlik, D. L., & Touchton, J. G. (1989). The new agenda of women for higher education. In American Council on Education's, Educating the majority: Women challenging tradition in higher education (pp. 441-458). New York: Macmillan.

Peters, T. & Waterman, R. H. (1982). In search of excellence. New York: Harper & Row.

Pettigrew, A. M. (1979). On studying organizational cultures. Administrative Science Quarterly, 24, (4), 570-581.

Radcliffe-Brown, A. R. (1922). The Andaman islanders. Glencoe, Illinois: Free Press.

Rogers, E.M. & Shoemaker, F.F. (1971). Communication of innovations. New York: Free Press.

Sackmann, S. A. (1990). Managing organizational culture: Dreams and possibilities. In J. A. Anderson (Ed.), Communication Yearbook/13 (pp.114-148). Newbury Park, CA: Sage.

Sackmann, S. A. (1991b). Uncovering culture in organizations, Journal of Applied Behavioral Science, 27, (3), 295-317.

Sapienzo, A. M. (1985). Believing is seeing: How culture influences the decisions top managers make. In R. A. Kilman, M. J. Saxton, & R. Serpa (Eds.), Gaining control of the corporate culture (pp. 66-83). San Francisco: Jossey-Bass.

- Sathe, V. (1983). Implications of corporate culture: A manager's guide to action. Organizational Dynamics, 12, (2), 5-23.
- Schatzman, L. & Strauss, A. L. (1973). Field research: strategies for a natural sociology. Englewood Cliffs, NJ: Prentice Hall.
- Schein, E. H. (1972). Professional education: Some new directions. New York: McGraw-Hill.
- Schein, E. H. (1992). Organizational culture and leadership, (2nd Edition). San Francisco: Jossey-Bass.
- Schoenberg, R. (1992). Community, culture, and communication. Liberal Education, 78, (5), 2-15.
- Schwartz, H. & Davis, S. M. (1981). Matching corporate culture and business strategy. Organizational Dynamics, 10, (1), 30-48.
- Smart, J. C. & Hamm, R.E. (1993). Organizational culture and effectiveness in two-year colleges. Research in Higher Education, 34, (1), 95-106.
- Smircich, L. (1983). Concepts of culture and organizational analysis. Analysis Science Quarterly, 28, 339-358.
- Smith, D. C. (1984). Program improvement through values audit. In D. Deshler (Ed.), New directions for continuing education: Evaluation for program improvement, No. 24 (pp. 39-44). San Francisco: Jossey-Bass.
- Sproull, L. S. & Hofmeister, K. R. (1986). Thinking of implementation. Journal of Management, 12, (1), 43-60.
- Tichy, N. (1983). Managing strategic change: Technical, political, and cultural dynamics. New York: John Wiley.
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. Journal of Higher Education, 59, (1), 2-21.

Tierney, W. (1992). Cultural leadership and the search for community. Liberal Education, 78, (5), 16-21.

Vogel, E. F. (1979). Japan as number one. New York: Harper & Row.

Whitt, E. J. & Kuh, G. D. (1991). Qualitative methods in a team approach to multiple-institution studies. The Review of Higher Education, 14, (3), 317-338.

Wilcox, J. R. & Ebbs, S. L. (1992). Promoting an ethical campus culture: The values audit. NASPA Journal, 29, 253-260.

Wilkins, A. L. (1983). The culture audit: A tool for understanding organizations. Organizational Dynamics, 12, (2), pp. 24-38.

Wilkins, A. L. & Ouchi, W. G. (1983). Efficient cultures: Exploring the relationship between culture and organizational performance. Administrative Science Quarterly, 28, (3), 468-481.

Wilkins, A. L. & Patterson, K. J. (1985). You can't get there from here: What will make culture-change projects fail. In R. H. Kilman, M. J. Saxton, & R. Serpa (Eds.), Gaining control of the corporate culture (pp. 262-291). San Francisco: Jossey-Bass.

Winstead, P. C. (1982). Planned change in institutions of higher learning. In G. Hips (Ed.). New Directions for Institutional Research: Effective Planned Change Strategies (pp. 19-31), no. 33. San Francisco: Jossey-Bass.

Appendix A

INFORMED CONSENT

I, the undersigned, agree to participate in the research titled "Purposeful Change and Institutional Culture: A Purposeful Change Model's Sensitivity to Cultural Perceptions of Change in Higher Education", which is being conducted by Alice A. Hall (Doctoral student, College of Education, Virginia Tech University, Blacksburg, VA) and supervised by Dr. Don G. Creamer (Professor, College of Education, Virginia Tech University, Blacksburg, VA). I understand that my participation is entirely voluntary; I can withdraw my consent at any time without penalty and have the results of my participation, to the extent that it can be identified as mine, returned to me, removed from the research records, or destroyed.

The following points have been explained to me:

1. The purposes of the research are to: (a) uncover cultural perceptions of two-year community college personnel regarding the purposeful change project titled "Institutional Effectiveness" currently being implemented at said community college, and (b) assess the Probability of Adoption of Change model's sensitivity to these uncovered cultural perceptions in order to ascertain this model's viability as a purposeful change model that incorporates tacit components of institutional culture.
2. Volunteer administration, faculty, and staff at said community college will be individually interviewed by the researcher. In an open-ended, issue focused interview participants will be asked to explore their thoughts and opinions about the institutional effectiveness change project currently underway at their institution. Questions will focus on the origin and content of the change project, facilitators and obstacles to the project, strengths and weaknesses of the project, potential changes to the institution as a result of the project, and success expectancy of the project. Participants may choose not to respond to any questions without penalty. Interviews will be audio-taped.
3. No discomforts or stresses are foreseen.
4. No risks are foreseen.
5. The results of this research will add to the literature on purposeful change and institutional culture in higher education.
6. The results of my participation will be confidential, and will not be released in any individually identifiable form without my prior consent, unless otherwise required by law. Audio tapes will be heard only by the researcher and supervisor, and will be erased at the completion of writing the research findings and no later than June, 1997.
7. The researcher will answer any further questions about the research, now or during the course of the research.

I have read and understand the Informed Consent and conditions of this research. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this research project. I agree to abide by the rules of this research.

Signature of Participant

Alice A. Hall, Researcher

Dr. Don G. Creamer, Faculty Advisor

E.R. Stout, Chair, IRB Research Division

Date

(617) 837-3218 or (919)552-9719

Phone

(703) 231-9705

Phone

(703) 231-9359

Phone

This research project has been approved, as required by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University and by the Administrative and Educational Services Division of the College of Education. Questions or problems regarding your rights as a participant should be addressed to Dr. David Alexander, Division Director of Administrative and Educational Services at (703) 231-5642 or Dr. E. R. Stout, Associate Provost for Research, at (703) 231-9359.

Appendix B

SAMPLE TRANSCRIPT

CASE #20 - STUDENT SERVICES PROFESSIONAL

(000) 1. Why is the institutional effectiveness project at SCC considered important?

Well, just in general, I feel it's important that all institutions operate effectively, that they have goals and objectives, and that they are accountable. That's it in a nut shell pretty much what it is. **(Are you saying that IE is important here because SCC hasn't been accountable?)** Well, let's put it this way. What I have seen when I came here was quite different from the community college where I was before. We basically had missions, goals, and objectives where I was before. And coming here, having no real obvious mission, goals, and objectives, you tend to flounder, or you don't have any direction. No real expectations. So, I would say, it lends itself to administrators thinking that they are achieving one thing and it's not being communicated to mid-level management and then not being filtered down to the staff. **(So the administration only thinks they are achieving something?)** Well, I think it's possible that since there is a lack of communication from top to bottom that there are a lot of assumptions going on and nobody is ever really in touch with **(040)** the other levels. And it's entirely possible, I mean, one of the key factors here, and it's not everywhere, there are pockets of good management, but generally speaking, what I have seen is a combination of poor management, poor objectives or nor real clear objectives, flying by the seat of you pants, those kinds of things. There's a lot of carryover from the first president with the military background. That, I think, has a lot to do with how things have continued to develop. Obviously I wasn't here when he was here but I've heard a lot. And there's a tremendous amount of territoriality, political kinds of things, and that may end up taking a lot more of the energy than it really needs to.

(066) 2. What caused the implementation of institutional effectiveness at SCC?

Probably SACS. I know that the IE position had been suggested several years ago, that the president was not really interested, and an influential person went in after talking with this other person, he had been convinced that we needed this person. He in five minutes, got the president to agree that we needed this IE person. This was not last month, or last year . . . this was several years ago so once he agreed, apparently it took some time for it to materialize. **(Why do you think it took time?)** I really don't know. My assumption would be that it was not a high priority. It's pretty obvious that if somebody wants something to happen and you're in a position to make it happen, then it will happen. He may have been verbally agreeing like a lot of the administrators do but not really committing. **(Is that par for course here?)** Most likely, yes. 95% accurate, I'm sure.

(095) 3. What is the context of this change project?

To continue what we've talked about . . . at least a necessity, if nothing else, on paper, to say that we've made an effort. From another point of view, it's a

tremendous opportunity to get things where they need to be. If you go by the level of frustration of people and they measure a need for something like this then the need is very high, at least in certain areas. If you go based on communication and understanding of what other parts of the college do, that's very fragmented. So we need a structure to make that happen. Supposedly, efficiently, effectively, and as rapidly as possible. That would be ideal. With a structure, somebody actually having responsibility. My concern would be that we've got the lip service and we're going through the procedure and as there is a history of having committees and so **(123)** forth here, going through recommendations and having it ignored. It concerns me that that will take place again, it will be repeated. But a lot of it depends on the people. We may have to have a ground swell from the bottom up rather than from the top down. If you have some administrators who are very much into participatory management and those kinds of things with goals and objectives. If the people who are in charge do not retire anytime soon and remain here, for us to have a real IE program that results in change we're going to have to come from the bottom up. **(Do you think that's possible? That a ground swell can override the administration?)** If we stick to it and are united. And basically, well . . . I don't **(145)** want to say demand but that might be what it takes . . . for them to listen. There does not tend to be an attitude of identifying what the problems are and trying to find solutions and then evaluating the solutions. There's no empowerment of the people who can actually make the change. There's no support even when they suggest changes. **(So the people other than administration don't feel empowered to make these changes?)** No, definitely not! And you're going to have some people who are very assertive who will take the bull and run. In a lot of cases that's what it takes. But there are those of us who are not that assertive who are trying to balance the political ramifications. You're putting yourself or your job in jeopardy . . . you may or may not be . . . you don't know.

(162) 4. Who is involved in this project and how?

Well, of course the IE Dir. has prime responsibility for all that. The president had to approve it so at least, on the surface, he's for it. The Ex VP of course, should fall in line with that but you got a situation where, most likely, the president is not that much in favor of it, where the Ex VP is not really empowered himself, and where the president has not seen fit to change the structure of things so that the Ex VP can actually do some of the things he needs to do. **(But you feel the Ex VP is supportive of IE?)** I don't know, but I have to make the assumption that he is, having been a president himself, I've just never gotten to that point and may never, where I've had some real insight into where he's coming from. He seems to allow people a lot of leeway to do what they need to do. But when he feels very strongly about something, you know it. **(Anybody else involved?)** Well, ideally, everybody. **(188)** But the reality is I think it really comes back down to empowerment. There's such a history of being ignored or not being listened to, and so forth, that people basically approach this with "what's the use?" If they thought it was really going to make a difference, I think a lot of people are simply waiting for people to retire and hoping that we'll get somebody better to take their place. And then they're thinking about changing after that, they're not thinking about changing now. They're waiting because they know there's a built-in resistance and that's one of the first things I ran into, and it does tend to carry over. It

filters down. There are people who are in positions to make things happen and they're not. They're not pushing for change. We don't hear those things. We don't hear any group team work even between similar departments. If you were to really look at it and listen to all the ideas people have about how to make improvements, people have some good ideas and things that really boil down to putting quality of instruction first. Even with a limited budget, there's a way to reduce the number of courses and still be effective. I would have thought some of these things would have already been done but they're not.

(227) 5. Who and what aspects promoted the institutional effectiveness project?

In an obvious way the only person who has promoted the project is the IE Dir. Haven't heard anything from the president really or anything from the Ex VP or the other VP's. Again, I think it goes back to communication. Certainly we haven't talked about it that much. The people who are really interested in it are the people at the ground level.

(246) 6. Who and what aspects have presented obstacles to the project and how?

Of course, we've already talked a little about that. I've mentioned the president who's really not that much in favor of it. The history of the institution has set up certain expectations that things will be repeated. Also, the lack of communication we've already talked about. We don't know what we're really doing, even though we have the newsletters and all that. Really, I see what the IE Dir. is doing as laying the foundation for future change. I think even though we had the SACS review, we passed it and all that, but I was expecting something more to come from that. We never really talked about the SACS results either in our department area or in any other department area or from the school as a whole. So, in reality, unless you sat down and really read this thing you're not going to be really familiar with the mission statement, the goals, and the objectives or all of that. There is an assumption that if the administrators were really interested they would ask, and they don't.

(281) 7. What do you consider to be the strengths of the project?

The obvious part of that is they really do have a good person who can make this happen and organize it, having been an administrator, having a business background. That is probably the strongest part of all of this. I think her whole procedure is very good. She normally does quality kinds of things. She's not going to let this be any different. And of course, she's trying to do those things, the newsletters, communication, the involvement of a lot of people, room for people volunteering, and so forth. All that is part of making this work. And probably if she were in a position where she was really empowered to change things, things could happen even more rapidly. I asked her some candid questions and basically she said she couldn't answer that because things are going on behind the scenes, confidential kinds of things, so there's a limit. She's in a very difficult spot, though she's committed . . . but they may not be.

(308) 8. What could be done to improve the institutional effectiveness project?

The first thing that came to my mind was retirement. Actually, I think, if it were possible for the people at the Department of Community Colleges were actually to apply a little interest, not necessarily pressure, but interest, that would certainly have the president sit up and listen. In fact, I've been thinking of making an anonymous phone call (laughs). Of course, the other part of it is to have more of a united front, and say, "these are the things that we want to have happen, and insist that the administrators be accountable for those things. Some things can happen through the Board of Trustees. If you can get to those particular people and convince them that things need to be changed and so forth. Even one person, especially if it's the right person, could do some of those very same things and be more united for the good of (332) the institution. **(What do you think the Board's opinion is about this project, or do they know about the project?)** They've got to know . . . somewhere they gave their, at least indirect, approval for the IE Dir. position. Now whether they've been told everything, that's something else, because people around here don't always give you the honest, straight forward information. They will couch it in whatever terms they want. **(Do you know if people go to the Board and talk to them about the changes that are needed?)** I think that in the past there has been enough political connection between the business manager, president, and the board that even though the board is suppose to be calling the shots, that the president and business manager had enough influence to influence the people on the board. They had a working relationship, a kind of "scratch each other's backs" kind of thing. I don't know . . . this is a much larger community then where I've been before. And I felt much more connected to the Board of Trustees there. I saw them frequently at other kinds of functions. Here, I have not seen the board members, I don't really know them.

(352) 9. What changes do you see occurring at SCC as a result of implementing the institutional effectiveness system?

I think that we will be going through the formality of making changes on paper and in setting up committees so that by the time certain people retire things may actually be in place, and it may take that long to get everything in place for major changes to happen. But the biggest thing that could happen is that we have communication at the mid-level down with a few of the receptive upper level administrators. But I don't think that the top administrators are going to take it seriously until they see that there is a united front, request, demand . . . whatever. And it may be that what we're going to have to do is take those parts of IE that the administration are willing to support and do that first, so that we have something that we want to accomplish, something that they want to accomplish, and then maybe we'll have a chance at forward movement. **(What parts does the administration support?)** I don't know. I don't know.

SIDE TWO OF TAPE

(000) 10. How successful fo you think this change project will be and why?

Trying to define success for this is really going to be difficult because the organized point of view is going to be whether the objectives that have been set, and whether they have been achieved. I do think that it's possible to make changes without having the administrators support it. **(What type of changes?)** If nothing else, communication between the people at the college. Setting things up so we work together as a team. That's really our responsibility anyway. And once we identify common needs, common goals and work together, actually, probably, the administrators would care less, as long as we were achieving something that works to accomplish the mission and goals that they feel are important. So if we can

(023) identify and have some of their priorities in mind and couch everything as much as possible in terms of what they feel is important and extrapolate from there, we could get things done and make improvements. But in terms of making major improvements, what a lot of people would want to do is take the next step and get rid of people, but you're not going to change people whose pattern has been ingrained for 20 years or longer and expect them to do a Jeckyl and Hyde turn about. We must deal with reality, as much as I like to be an idealist.

Appendix C

SAMPLE TRANSCRIPT - CODED

CASE #20 - STUDENT SERVICES PROFESSIONAL

(000) 1. Why is the institutional effectiveness project at SCC considered important?

Well, just in general, I feel it's important that all institutions operate effectively, that they have goals and objectives, and that they are accountable. That's it in a nut shell pretty much what it is. **(Are you saying that IE is important here because SCC hasn't been accountable?)** Well, let's put it this way. What I have seen when I came here was quite different from the community college where I was before. We basically had missions, goals, and objectives where I was before. And coming here, having no real obvious mission,

IA goals, and objectives, you tend to flounder, or you don't have any direction. No real expectations. So, I would say, it lends itself to administrators thinking that they are achieving one thing and it's not being communicated to mid-level management and then not being filtered down to the staff. **(So the administration only thinks they are achieving something?)** Well, I think it's possible that since there is a lack of communication from top to bottom that there

CM are a lot of assumptions going on and nobody is ever really in (040) touch with the other levels. And it's entirely possible, I mean, one of the key factors here, and it's not everywhere, there are pockets of good management, but generally speaking, what I have seen is a combination of poor management, poor objectives or nor real clear objectives, flying by the seat of your pants, those kinds of things.

K/I There's a lot of carryover from the first president with the military background. That, I think, has a lot to do with how things have continued to develop. Obviously I wasn't here when he was here but I've heard a lot. And there's a tremendous amount of territoriality, political kinds of things, and that may end up taking a lot more of the energy than it really needs to. **IA**

(066) 2. What caused the implementation of institutional effectiveness at SCC?

RS Probably SACS. I know that the IE position had been suggested several years ago, that the president was not really interested, and an influential person went in after talking with this other person, he had been convinced that we needed this person. He in five minutes, got the president to agree that we needed this IE person. This was not last month, or last year . . . this was several years ago so once he agreed, apparently it took some time for it to materialize. **(Why do you think it took time?)** I really don't know. My assumption would be that it was not a high priority. It's pretty obvious that if somebody wants something to happen and you're in a position to make it happen,

- L then it will happen. He may have been verbally agreeing like a lot of the administrators do but not really committing.
(Is that par for course here?) Most likely, yes. 95% accurate, I'm sure.

(095) 3. What is the context of this change project?

- To continue what we've talked about . . . at least a necessity, if nothing else, on paper, to say that we've made an effort.
From another point of view, it's a tremendous opportunity to IA
get things where they need to be. If you go by the level of (future)
IA frustration of people and they measure a need for something
(need) like this then the need is very high, at least in certain areas.
If you go based on communication and understanding of what CM
other parts of the college do, that's very fragmented. So we
S need a structure to make that happen. Supposedly, efficiently,
effectively, and as rapidly as possible. That would be ideal.
With a structure, somebody actually having responsibility.
My concern would be that we've got the lip service and we're
going through the procedure and as there is a history of having IA
(123)committees and so forth here, going through (skepticism)
recommendations and having it ignored. It concerns me that
that will take place again, it will be repeated. But a lot of it
depends on the people. We may have to have a ground swell
from the bottom up rather than from the top down. If you
have some administrators who are very much into participatory
management and those kinds of things with goals and objectives.
If the people who are in charge do not retire anytime soon
and remain here, for us to have a real IE program that results
in change we're going to have to come from the bottom up.
**(Do you think that's possible? That a ground swell can
override the administration?)** If we stick to it and
CM (145) are united. And basically, well . . . I don't want to say
demand but that might be what it takes . . . for them to listen.
There does not tend to be an attitude of identifying what the
problems are and trying to find solutions and then evaluating the
solutions. There's no empowerment of the people who can IA
actually make the change. There's no support even when they
suggest changes. (So the people other than administration
don't feel empowered to make these changes?) No, definitely
not! And you're going to have some people who are very assertive
who will take the bull and run. In a lot of cases that's what it takes.
But there are those of us who are not that assertive who are trying to
IA balance the political ramifications. You're putting yourself or
your job in jeopardy . . . you may or may not be . . . you don't know.

(162) 4. Who is involved in this project and how?

Well, of course the IE Dir. has prime responsibility for all that.
The president had to approve it so at least, on the surface, he's
for it. The Ex VP of course, should fall in line with that but you
got a situation where, most likely, the president is not that

- much in favor of it, where the Ex VP is not really empowered himself, and where the president has not seen fit to change the structure of things so that the Ex VP can actually do some of the things he needs to do. (But you feel the Ex VP is supportive of IE?) I don't know, but I have to make the assumption that he is, having been a president himself, I've just never gotten to that point and may never, where I've had some real insight into where he's coming from. He seems to allow people a lot of leeway to do what they need to do. But when he feels very strongly about something, you know it. (Anybody else involved?) Well, ideally, everybody.
- (188) But the reality is I think it really comes back down to empowerment. There's such a history of being ignored or not being listened to, and so forth, that people basically approach this with "what's the use?" If they thought it was really going to make a difference, I think a lot of people are simply waiting for people to retire and hoping that we'll get somebody better to take their place. And then they're thinking about changing after that, they're not thinking about changing now. They're waiting because they know there's a built-in resistance and that's one of the first things I ran into, and it does tend to carry over. It filters down. There are people who are in positions to make things happen and they're not. They're not pushing for change. We don't hear those things.
- RS We don't hear any group team work even between similar departments. If you were to really look at it and listen to all the ideas people have about how to make improvements, people have some good ideas and things that really boil down to putting quality of instruction first. Even with a limited budget, there's a way to reduce the number of courses and still be effective. I would have thought some of these things would have already been done but they're not.
- CM
- K/I
- V
- IA
- R

(227) 5. Who and what aspects promoted the institutional effectiveness project?

- C In an obvious way the only person who has promoted the project is the IE Dir. Haven't heard anything from the president really or anything from the Ex VP or the other VP's. Again,
- CM I think it goes back to communication. Certainly we haven't talked about it that much. The people who are really interested in it are the people at the ground level.
- L

(246) 6. Who and what aspects have presented obstacles to the project and how?

- Of course, we've already talked a little about that. I've
- L mentioned the president who's really not that much in favor of it.
- IA The history of the institution has set up certain expectations that things will be repeated. Also, the lack of communication
- CM

we've already talked about. We don't know what we're really doing, even though we have the newsletters and all that. Really, I see what the IE Dir. is doing as laying the foundation for future change. I think even though we had the SACS review, we passed it and all that, but I was expecting something more to come from that. We never really talked about the SACS results either in our department area or in any other department area or from the school as a whole. So, in reality, unless you sat down and really read this thing you're not going to be really familiar with the mission statement, the goals, and the objectives or all of that. There is an assumption that if the administrators were really interested they would ask, and they don't.

IA
IA
CM
K/I

(281) 7. What do you consider to be the strengths of the project?

The obvious part of that is they really do have a good person who can make this happen and organize it, having been an administrator, having a business background. That is probably the strongest part of all of this. I think her whole procedure is very good. She normally does quality kinds of things. She's not going to let this be any different. And of course, she's trying to do those things, the newsletters, communication, the involvement of a lot of people, room for people volunteering, and so forth. All that is part of making this work. And probably if she were in a position where she was really empowered to change things, things could happen even more rapidly. I asked her some candid questions and basically she said she couldn't answer that because things are going on behind the scenes, confidential kinds of things, so there's a limit. She's in a very difficult spot, though she's committed . . . but they may not be.

C
K/I,
CM,
I
L

(308) 8. What could be done to improve the institutional effectiveness project?

The first thing that came to my mind was retirement. Actually, I think, if it were possible for the people at the Department of Community Colleges were actually to apply a little interest, not necessarily pressure, but interest, that would certainly have the president sit up and listen. Of course, the other part of it is to have more of a united front, and say, "these are the things that we want to have happen, and insist that the administrators be accountable for those things. Some things can happen through the Board of Trustees. If you can get to those particular people and convince them that things need to be changed and so forth. Even one person, especially if it's the right person, could do some of those very same things and be more united for the (332) good of the institution. **(What do you think the Board's opinion is about this project, or do they know about the project?)** They've got to know . . . somewhere they gave their, at least indirect, approval for the IE Dir. position. Now whether they've been told everything, that's something else, because people around here don't always give you the honest.

L
CM
L
K/I

straight forward information. They will couch it in whatever terms they want. **(Do you know if people go to the Board and talk to them about the changes that are needed?)** I think that in the past there has been enough political connection between the business manager, president, and the board that even though the board is suppose to be calling the shots, that the president and business manager had enough influence to influence the people on the board. They had a working relationship, a kind of “scratch each other’s backs” kind of thing. I don’t know . . . this is a much larger community then where I’ve been before. And I felt much more connected to the Board of Trustees there. I saw them frequently at other kinds of functions. Here, I have not seen the board members, I don’t really know them. L

(352) 9. What changes do you see occurring at SCC as a result of implementing the institutional effectiveness system?

I think that we will be going through the formality of making changes on paper and in setting up committees so that by the time certain people retire things may actually be in place, and it may take that long to get everything in place for major changes to happen. But the biggest thing that could happen is that we have communication at the mid-level down with a few of the receptive upper level administrators. But I don’t think that the top administrators are going to take it seriously until they see that there is a united front, request, demand . . . whatever. And it may be that what we’re going to have to do is take those parts of IE that the administration are willing to support and do that first, so that we have something that we want to accomplish, something that they want to accomplish, and then maybe we’ll have a chance at forward movement. **(What parts does the administration support?)** I don’t know. I don’t know. CM RS,L

SIDE TWO OF TAPE

(000) 10. How successful fo you think this change project will be and why?

K/I Trying to define success for this is really going to be difficult because the organized point of view is going to be whether the objectives that have been set, and whether they have been achieved.

L I do think that it’s possible to make changes without having the administrators support it. (What type of changes?) If nothing else, communication between the people at the college.

CM Setting things up so we work together as a team. That’s really our responsibility anyway. And once we identify common needs, common goals and work together, actually, probably, the administrators would care less, as long as we were achieving something that works to accomplish the mission and goals that (023) they feel are important. So if we can identify and have some of their priorities in mind and couch everything as much as possible in terms of what they feel is important and extrapolate L

from there, we could get things done and make improvements.

But in terms of making major improvements, what a lot of people would want to do is take the next step and get rid of people, but you're not going to change people whose pattern has been ingrained for 20 years or longer and expect them

RS to do a Jeckyl and Hyde turn about. We must deal with reality, as much as I like to be an idealist.

ALICE A. HALL
11431 Diantha Court
Dunkirk, Maryland 20754

EDUCATIONAL BACKGROUND

- 1997 Doctorate of Education (Ed.D), Virginia Tech; Blacksburg, Virginia.
Student Personnel and Counseling.
- 1981 Master of Education, Auburn University; Auburn, Alabama.
Counselor Education. Specialization: College Student
Development.
- 1979 Bachelor of Arts, College of William and Mary; Williamsburg,
Virginia. Double Concentration: Psychology and Music.

WORK EXPERIENCE

- 9/91 - 7/95 **Director, Student Development Center/Associate
Professor**; Western Wyoming Community College, Rock
Springs, Wyoming.
- 11/85 - 5/91 **Support Services Counselor/Assistant Professor**;
Wytheville Community College, Wytheville, Virginia.
- 5/89 - 8/89 **Assistant to the Vice-President for Student Affairs
(Doctoral Internship)**; Virginia Tech, Blacksburg, Virginia.
- 4/83 - 10/85 **Counselor II**; Mount Rogers Mental Health Clinic, Marion,
Virginia.
- 12/84 - 3/85 **Acting Clinic Director**; Mount Rogers Mental Health Clinic,
Marion, Virginia.
- 9/80 - 12/81 **Graduate Teaching Assistant**; Auburn University, Auburn,
Alabama.
- 6/81 - 12/81 **Substance Abuse Counselor (Masters Degree
Internship)**; East Alabama Mental Health/Mental
Retardation Center, Opelika, Alabama.