Developmental Approach of Training Change Agents in State Colleges and Universities

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Abstract

Title: Developmental Approach of Training Change Agents in State Colleges and Universities

The one week training program proposed herein will meet one of the most pressing needs in American higher education today: the crucial demand of persons on campuses who can plan, encourage and effect needed educational reform. This is particularly true of state colleges and universities with the increased number of students from low income and minority groups.

Emphasis will be placed upon the substance of change and the equally important matter of strategy of change. The program's pertinence and effect will be greatly enhanced by the planned articulation with the Councils of Higher Education in each state, and the current National Project on the Future of State Colleges and Universities now being conducted on a nationwide basis by the co-sponsoring association.

Seven regional training programs are proposed covering the same substance material to provide national continuity for change. The proposed locations of these workshops and the host institutions are included.

An evaluation will be made to measure the extent to which each objective has been met through the implementation of the planned program during the training program.

A competent staff is available to develop content and techniques to accomplish the program objectives for the target group. Assurance of commitment by the host institutions and the co-sponsoring association is assured.

No prior program has been developed offering as much opportunity to effect change in higher education on a national basis making the entire approach very innovative.

Through training in the crucial field of planning for educational change, the program has the potential to improve the higher education of over one third the colleges and universities of each of the USOE regions.
1. Needs –

State Colleges and Universities are serving an increased number of first generation, lower socio-economic level students with a larger proportionate number representing minority groups.

With this trend in state college and university enrollment comes a host of problems which mandate plans for change. The American Association of State Colleges and Universities has appointed a National Commission to study the future role, scope and purposes of these emerging institutions to help them effectively plan for change and meet the needs of society and the region they serve.

This proposed program is a national project to train individuals on state college and university campuses to facilitate a systematic approach to be developed in planning for change to carry out the recommendations of the National Commission and identify the changes needed in these institutions.

The American Association of State Colleges and Universities will co-sponsor these regional training sessions with a member institution in seven locations in the United States. The regional pattern established by U.S.O.E. will be adhered to with a combination of some of the smaller regions to reduce travel and additional expenses.

Personnel of state colleges and universities have been so busy meeting the spiralling problems of increased student enrollment and the concomitant problems of physical facility and faculty needs that little time and trained personnel have been available to act in the capacity of a planner of change. A multiplicity of problems confronting these emerging institutions mandate new approaches be tried.
Some of these problems are:

Reduction in budgets, inflation, increased operating costs and stabilization of enrollment have forced a new look at the total university structure.

Teacher education programs which have been characteristic in these institutions, have served as the upward mobility route for most of these students in the past. With the declining need for new teachers, a shift of emphasis in career preparation is needed.

The regional nature of these institutions is attracting a varied student body in age, socio-economic background and needs which forces the issue of relevancy in curriculum.

More options are needed for this new type of college student to enable him to enter and succeed in more than one area if there is a desire for him to do so.

This proposed effort will aid in reshaping the role and scope of the participating institutions which augments the current thrust by councils of higher education to get role and scope studies completed on each campus and develop specific long range plans for change.

Need for Planning

Many have indicated our current hiatus in higher education is the result of the "fat cat" situation we found ourselves in without any plans, clearly defined goals, a measure of the quality of our product or what input is required to get a certain output. We had never been asked to be accountable for anything prior to this time, not even our existence. Dr. Warren Ziegler states:

"Planning, whether in or outside of the educational system, is an attempt to gain some control over the future, to reduce the intricate uncertainty of the future to manageable proportions. Planning may primarily seek to prepare for the future; it can also serve as an instrument to change it." [1]

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"American education has had little experience with long-term comprehensive planning. Moreover, there is a serious lack of clarity about the relationships between planning, policy, and politics in American education."²

He further states, that for future planning to be practical in education, it must be tied directly into the activities of policy formation, decision making and implementation.³

Further emphasis has been placed on the need for planning for change by the National Laboratory for Higher Education in a statement on the premises for planning, stating:

"Academic programs, organizational structure, and administrative operations of colleges and universities are so complex that it is difficult to keep abreast of changing times- To keep abreast, they need procedures to apply research results to planning and decision-making; to systematically set goals and objectives and secure support for them; to allocate human and financial resources and modify plans and programs; and to ensure progress toward the established goals and objectives."⁴

In order to accomplish what the National Laboratory advocates as a desperate need, personnel must be trained to guide the type of planning for change which will be constructive and will enable the institutions to respond to the needs of the students and region it serves.

Planning for change in higher education is a serious matter. If the situation facing colleges and universities today does not convince the academic community that change must be brought about, many colleges ignoring this need may find themselves in bankruptcy or oblivion. In the words of Henry Steele Commager:

"Colleges will not change in the 70's for the sake of change, but for the sake of themselves and humanity. In higher education as elsewhere change does not necessarily assure progress, but progress implacably requires change."

³ Ibid, p. 18.
2. Objectives -

The objectives of this program are:

a/ To promote a training program for a planning body on each campus to develop systematic plans for change.

b/ To identify the major issues on campuses and present alternative solutions to these problems with planned change models for each major issue.

c/ To develop an evaluation technique for each planned change to enable feedback of results into the decision making process.

d/ To develop specific plans for coordinating a similar training program for each participating institution and establish this group or a continuous long range planning body.
3. Procedures

Pre-Workshop

The National Commission on the Future of State Colleges and Universities as established by the American Association of State Colleges and Universities and the workshop staff will develop planning packets to provide each participant the content and methodology of papers prepared as a result of the Commission endeavors. Forms will be developed for the participants to use in preparing a plan for implementation on their respective campuses.

The Campus Action Teams are to be appointed by the presidents of state colleges and universities in September of 1971. When the chairman is appointed, this information is to be sent to AASCU (see Form A in the Appendix). The chairman will be sent information suggesting specific steps he should take in collecting some vital information which will be needed to enable adequate plans for change to be made. It is hoped he will proceed to collect this information from September to January 1972 and have it available prior to the workshop.

Workshop Program

Monday

Content | Method | Outcome
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The content papers will be discussed with the overall recommendations of the Commission for change on the campuses of state colleges and universities. One of the Commission members will be present to conduct this session.

These content papers are:

1. Accessibility
2. Quality and Effectiveness
3. Student Life
4. Role, Purposes and Goals
5. Planning and Change
6. Organization, Administration and Staffing
7. Finance and Resource Utilization
8. Instruction
9. Governance
10. Curriculum

Papers will be given to participants to read in advance of the workshops.

A summary presentation will be made to tie all papers together.

Special attention will be given to the role, scope and purpose of state colleges and universities.

Each participant will be asked to relate the content of the papers to his own campus situation.

This written paper will be used throughout the conference.
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<td><strong>Content</strong></td>
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<td>A list of major concerns in each of the ten areas will be listed with alternative solutions for solving the problem.</td>
<td>Participants will be asked to identify the problems which concern solutions. A rating scale will be developed to enable a weighting of each item.</td>
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<td><strong>Content</strong></td>
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<td>Goal analysis: An institutional goal analysis will be made as a result of using the institutional Goal Inventory. This instrument contains 110 goals thought to be appropriate for colleges and universities. The form provides a rating scale 1-5 to enable the existing situation relative to this particular goal on campus as well as a similar rating scale to enable a rating to be made as to the importance it should have.</td>
<td>Each participant will be asked to analyze the existing goals of his institution in view of the goals he has said were very important in the Institutional Goal Inventory exercise. An awareness of the need for improving the goal statements on each campus should develop.</td>
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Schema for Goal Development

| Opinion of Workshop Participants | Opinions of Faculty, Students and Administration on Each Campus | State College and University Goals, Information to be Fed Back to the Commission |

**Content**

**Decision Making:**
1. On a cyclic basis --
   - What decisions are made?
   - Who makes them?
   - When are they made?
2. What is the nature of each of those decision settings?
   (Ranges of alternatives possible)
3. Allocation of resources

**Method**

**Presentation** -- Faculty and student involvement in decision-making.

Simulated approach to making decisions on specific case situations.

A problem situation will be developed, given the resources of the university which could be focused on the problem.

**Outcome**

Categorization of decisions -- who is involved, timing and role of faculty and students

Ability to apply a scientific method to the decision-making process.

The participants will prepare an allocation of resources to solve the problem.

**Wednesday**

**Content**

The psychological problems of change. An awareness of the formal and informal power structure and its impact on change as well as the external and internal forces which affect change will be discussed.

**Method**

Explanation through visual presentations of different models for change and how to use them.

Present the instrument to assess the informal power structure and how to use the information in bringing about change.

Use cross impact technique to develop a future forecast based on goals, allocation of resources and knowledge of the change process.

Select most appropriate model to use with problem priorities in each institution.

A working knowledge of the informal power structure of the university.

Develop a forecast of what the institutions will be like if certain decisions are made.
### Thursday

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<td>Tie content papers, goals study, decision making, change models and forecasting technique into a workable plan for change.</td>
<td>Small group work sessions with the consultants moving from group to group providing assistance in the development of campus plans.</td>
<td>A plan which can be implemented on campus.</td>
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### Friday

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<td>Explore evaluation techniques which can be used to determine the effectiveness of change and the change process on each campus.</td>
<td>Given specific data the participants will use various approaches to evaluate the outcome.</td>
<td>Each participant will develop the design most appropriate to his situation.</td>
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<td>How to develop knowledge utilization linkage systems to tie the results of evaluation to input for continued improvement.</td>
<td>Use cybernetic models to show knowledge linkage approaches.</td>
<td>Each participant will develop the knowledge linkage system adaptable to his campus to have a continued impact on input.</td>
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### Follow-Up

Each participant will leave the workshop with a planned program which he will conduct for the remainder of the Campus Action Team as well as other faculty and lay citizens on his campus.

The workshop staff will be available to provide some technical assistance to those needing help during the implementation stages of their programs. Members of the central staff of the American Association of State Colleges and Universities will also be available to provide follow-up with any problems which might arise.
Selection of Participants:

State colleges and universities have been informed about the project sponsored by the American Association of State Colleges and Universities. A Commission on the Future of State Colleges and Universities has been studying the future role, scope and purpose of these institutions. There is to be a continual flow of information from the Commission to the campus to enable self study and change to take place. Likewise, information will be fed back to the Commission to add depth to its deliberation efforts.

Presidents of the participating institutions have received correspondence to describe the Campus Action Team approach. (See Campus Action Team package in the Appendix). The Campus Action Team appointment is to take place in September of 1971. When the chairman is selected his name will be sent to the American Association of State Colleges and Universities. He will be invited to take part in Developmental Training Program for change agents. Other participants from an institution will be permitted to attend the training program at the expense of the institution.

4. Evaluation:

Each objective for the training program will be evaluated to measure achievement.

a. The number of institutions deciding to participate of the total number invited will be studied to measure interest in bringing about changes.

b. Each participant will leave the training session with a similar program planned to train the remainder of his Campus Action Team on his campus. The workshop staff will be charged with the responsibility of developing these plans.

c. Each participant will have the workshop with a specific plan for some changes which he thinks should be brought about on his campus. During the follow-up the extent to which these plans have been implemented will be evaluated.

d. The culminating activity of this entire endeavor is to get the Campus Action Team established as a continuing function in planning for change within the institution. Each institution will be contacted by the American Association of State Colleges and Universities to measure the extent this happens.